

PEACE CORPS TIMES

A Quarterly Publication for Peace Corps Volunteers Serving Worldwide

Fall 1991



**Best Photo contest
winners
on page 32**

INSIDE THIS ISSUE:

- *A message from new director*
- *Updates from the regions*
- *Fishing in Sierra Leone*

A time of exciting challenge

Dear Peace Corps Volunteer:

As I begin my tenure as Peace Corps Director, we are in the midst of a remarkable period in world history. It would be difficult to identify another period in which the world has experienced change of this breadth and magnitude within such a short span of time. Whether it is described as "A New World Order" as the President does, or in some other terms, the fact remains that the world of today is a vastly different place than it was just two years ago.

Our challenge at the Peace Corps is to make our mission relevant to the realities of a world where age-old problems such as hunger and poverty remain, but where the same old solutions may no longer be appropriate.

Our challenge is to better understand the role the Peace Corps can play in a world that positively refuses to stand still. Reflecting on these and many other challenges of an increasingly interdependent world, I hope that many of my past experiences have helped prepare me to guide the Peace Corps through these exciting and challenging times.

I was born in the 1950s in a developing country, Taiwan, where I spent the first eight years of my life before immigrating to the United States. After arriving in this country, my family and I experienced what so many other immigrants have experienced -- a continual struggle to become more assimilated into mainstream American society.

These experiences have given me a sense of what it means to be an outsider, as well as the skills one must acquire and the barriers one must overcome to become an integrated member of a new community. For that reason, I can appreciate some of the challenges that Volunteers encounter in their field assignments as well as how Americans are viewed by people of other lands. Indeed, throughout my life, it has been the rule rather than the exception for me to be in contact with people from different cultures and countries.

Although I have a great appreciation for my birthplace and its rich culture, I am, of course, fortunate to have spent the last three decades in the United States - a nation filled with enormous opportunity. And now, I consider myself fortunate to be with you, the Volun-

teers, in helping other peoples whose nations may not offer that same opportunity that we have had. As I mentioned during my confirmation hearing, I intend in my role as Director to do everything I can to support *your* efforts. My first priority at all times will be to ensure your physical safety and security and to support your needs. It is my belief that in order for you to serve the peoples of nearly 90 nations, the rest of the agency must work hard to serve you.

By the time you read this letter, I will have met some of the Volunteers serving in Bulgaria and Honduras as well as the country directors of Eastern Europe and Inter-America. I hope to meet many more of you in the months ahead.

Thank you for your service as a Peace Corps Volunteer.



Sincerely,

Elaine L. Chao
Director, Peace Corps

PEACE CORPS TIMES



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ALL DRESSED UP — Peace Corps Volunteer Sarah Mariner, shown here with Señora Nicholasa in her garden, stages an impromptu canine fashion show in Samaipata, Bolivia. PCV Will Rex is the photographer. More Best Photo entries can be found throughout the magazine including the back page.

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A NEW PEACE CORPS DIRECTOR

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ON THE COVER

Peace Corps Volunteer Paul Peña and a 3-year-old neighbor boy named Jordan model some new hats in Nicki, Zaire, a city of 29,000. Peña's wife, Julie, submitted this as a Best Photo entry.

Chao becomes 12th Peace Corps director

Elaine L. Chao has assumed the reins as the 12th director of the Peace Corps of the United States. Nominated Sept. 17 by President Bush and unanimously confirmed by the U.S. Senate on Oct. 8, she is the first Asian Pacific American to head the agency.

Citing remarks made by President John F. Kennedy shortly after he launched the Peace Corps, Chao pledged to continue to work toward the Peace Corps' goal of building global understanding both abroad and at home.

"I believe that my extensive international experiences, my personal and professional background, and my deep commitment to the ideal of American volunteerism has prepared me well to lead this agency as it enters its fourth decade," Chao said.

"Indeed, new challenges are on the horizon," she said. "I am committed to providing strong support for the Volunteers, strong management for the agency and strong leadership for the Peace Corps in the world."

Chao, who has traveled extensively throughout the world, is bilingual in English and Mandarin Chinese and has a reading proficiency in French. Born in Taiwan, she came to America as a child.

"Throughout my life, it has been the rule rather than the exception for me to be in contact with peoples from different cultures," she said. "I understand instinctively the challenges that the Peace Corps Volunteer encounters in his or her field assignment and I also understand instinctively how Americans are viewed by foreigners."

Prior to coming to Peace Corps, Chao was deputy secretary of the U.S. Department of Transportation. As second-in-command at DOT, she provided policy guidance over surface, sea and air transportation. Before her tenure at Transportation, she was chairman of the Federal Maritime Commission, moving up from the position of deputy administrator in 1988.

Her extensive international experience has uniquely prepared Chao to lead this worldwide volunteer organization. She provided guidance in international aviation policy, global high-speed rail technologies and international maritime issues.

She has had substantial interaction with foreign dignitaries on a host of international exchanges and activities undertaken by the Department of Transportation. She represented the DOT at negotiations for the North American Free Trade Agreement. She led the DOT's efforts for the president's Enterprise for the Americas initiative and the initiation of U.S.-Brazil maritime bilateral agreement talks.

In addition to her extensive government service, Elaine Chao possesses impressive credentials in international banking and finance, having been vice-pres-

ident-syndications at Bank America in San Francisco, and prior to that, a specialist in transportation finance at Citicorp in New York.

Her background and expertise in international maritime issues extends back to the 1970s, when she studied international shipping at the Massachusetts Institute of Technology. Along with her regular duties as deputy transportation secretary, she chaired the advisory commission on Conferences in Ocean Shipping, an independent commission cre-

ated by Congress to review the impact of the Shipping Act of 1984.

In 1983-1984, Chao was selected as a White House fellow and worked on the president's policy staff at the White House. She received her M.B.A. from the Harvard Business School, and obtained her undergraduate degree in economics at Mount Holyoke College. She has also studied at M.I.T., Dartmouth College and Columbia University.

A member of the Council on Foreign Relations, Chao is a director of the board of the Harvard Business School of Washington, D.C., and a member of the Harvard Business School Visiting Committee. She is also on the board of the American Council of Young Political Leaders.

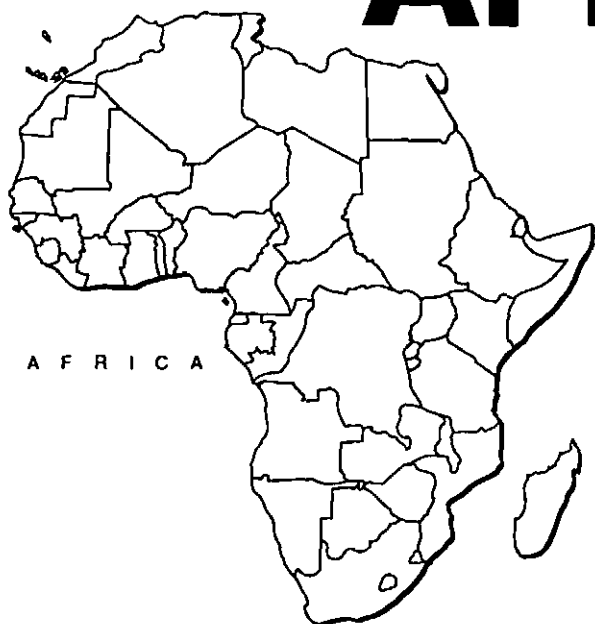
She has received many honors and awards for her professional abilities and community service, including her selection as one of the Ten Outstanding Young Women of America for 1987 and Outstanding Young Achiever Award from the National Council of Women in 1986. Villanova University, Sacred Heart University and St. John's University have presented her with honorary doctorate of law degrees.



President Bush with Elaine Chao

White House photo

AFRICA



Peace Corps is still making vital contributions despite sometimes stormy and challenging times on the vibrant African continent. Nearly half of the Peace Corps Volunteers serving worldwide are assigned here.

Peace Corps Volunteers in Africa are living and working in an exciting, but challenging and difficult economic and political environment. Internally, grassroots demands for political change have rendered "normal" daily activity a distant memory in many countries.

Less than two years into the decade of the 90s, a dozen African countries where Peace Corps operates have experienced major disruptions: coups, changes in political systems, invasions, civil wars or destabilizing inflation. Demonstrations, strikes, violence and increased levels of common criminality have accompanied many of these other developments. In addition, Africa is being buffeted by external events as far away as Eastern Europe. Consequently, industrialized countries are expending lesser amounts in the form of investment capital and development aid over an ever-increasing number of countries.

Despite the difficulties that arise during this period of rapid changes, Volunteers continue to be fascinated by the everyday joys, hopes and hospitality that greet them in the African setting. Even during the most trying situations, PCVs

have been aided and protected by their African hosts, friends and neighbors.

From the live-in during pre-service training to daily events, Volunteers have become members of adoptive African families. Sharing tea in a shady spot in the Sahel, being offered a cup of cold water after a long trip, experiencing the warmth and fun of a wedding, the pride and hope of a baptism, and the sorrow and solidarity of a funeral are commonplace and, yet, unforgettable moments in the lives of PCVs.

Africa remains a vibrant continent, where a burgeoning young population is making many positive strides towards improved public welfare, economic self-reliance and political freedoms. However, during this period of rapid change, there are pockets of tremendous suffering and economic hardship. Indeed, because of the human suffering caused by the current political turmoil and economic recessions, PCVs are increasingly in demand to both alleviate human suffering and assist nations in preparing for better futures.

Peace Corps is sought after by virtually every African country, and nations with current pro-

grams are constantly asking for more Volunteers. In the last two years, Peace Corps has opened programs in seven new countries: Congo, Côte d'Ivoire, Namibia, Nigeria, São Tomé and Príncipe, Uganda and Zimbabwe. This current fiscal year, Peace Corps anticipates entering between two and four additional African nations.

How is the average Peace Corps Volunteer making a difference in this tough yet challenging setting?

Most Volunteers have learned that the axiom "small is beautiful" is indeed true in the African context. Moreover, "small and remote" best describes the work of the average Africa PCV. The strength of Africa resides in its peoples, living primarily in villages far removed from macro-economic debates. Villagers throughout the continent are participating in self-help projects decided upon in active democratic fora.

For example, PCV Sharon Sullivan is involved in such a project in Lesotho. She is helping farmers to increase vegetable production using only local materials. Demonstrating what she calls "manure tea," or liquid manure made by submerging a bag of manure in a barrel of water for weeks, she has helped farmers in the Ketane area increase yields and therefore improve nutritional levels.

As a nurse, it was PCV Sheila Ragozzine's job in Zaire to work with village staff in a Kasai Oriental clinic to improve birthing and early infant care practices. By combining the best of local practices with modern techniques, Ragozzine was able to promote more effective birthing strategies while respecting the cultural habits of centuries long passed.

Most Volunteers in Africa are discovering that by becoming part of their local communities, speaking the local languages and learning from their hosts, they themselves benefit greatly. By working together in a partnership with their African hosts, they also are able to make contributions in agriculture, health, education, small business and many other fields. While some Volunteers are overwhelmed by the difficulties and frustrations and leave before their terms of service are complete, the vast majority "hang in there" and, in the end, are satisfied that they have indeed been able to accomplish something long-lasting and positive.

In the Africa Region today, there are more than 2,000 Volunteers in 35 countries. They make up nearly half of the Volunteers serving worldwide. Since 1961, more than 51,000 PCVs have worked in sub-Saharan Africa. Early programs were largely in English teaching and rural community development. These programs usually evolved into more focused projects in teacher training, curriculum development, fisheries, nutrition and agriculture.

In response to the Sahelian drought in 1984, Peace Corps fielded multi-disciplinary teams, through the Africa Food Systems Initiatives (AFSI) program, to work over the long term (6-10 years) in food production, health, water/sanitation and education projects. Initiatives in the 1990s have responded to rapidly changing political, economic, demographic and physical landscapes to address problems in environment (forestry, national parks and forests, soil conservation), small business development (loan funds,



Good friends

PCV Cindy Neumann holds a young friend, Ahmed Hallack, at a sports day event in Songo, Sierra Leone, where she served as an agroforestry extension agent. She completed her tour Nov. 1.

business advisors, cooperative training), urban development (water/sanitation, city planning) and youth-at-risk (job training, education).

As Peace Corps looks to the future, the Africa Region anticipates Volunteers increasingly working in programs designed around African models of development, often with African non-governmental organizations. Many Volunteers will be called on to address directly the devastating AIDS epidemic. Education will remain key to Peace Corps' efforts at transferring skills. At a recent conference in Accra, Ghana, associate Peace Corps country directors responsible for education programs and their ministry of education counterparts from 13 countries laid the foundation for education programs of the future.

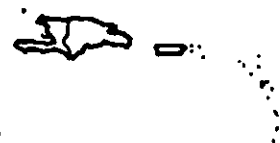
As arable land in Africa becomes increasingly scarce because of environmental and demographic pressures, Volunteers will be called on to work with small businesses to help create jobs, income, and needed goods and services for the expanding urban populations. Volunteers in rural areas will build on the successes of integrated rural development models (most notably the AFSI program) to spur and nurture a long-term, multi-faceted development approach, which will help protect the environment, improve health, raise standards of living and prepare people for active participation in the governance of their communities.

If present turmoil leads to increased empowerment of African peoples, Peace Corps' contributions to development will have been valuable.

INTER-AMERICA



C E N T R A L A M E R I C A



T H E C A R I B B E A N

Matching the sophistication of the country, in a first-ever entry, highly skilled environment PCVs are being welcomed to Argentina. Meanwhile, some old friends in other Latin nations have invited Peace Corps back.

By Diane Rodill



S O U T H A M E R I C A

Can you picture yourself arriving in a South American capital of one of the most diverse countries in the world? Argentina is widely renowned for its natural beauty. Aconcagua is the highest peak of the Western Hemisphere, towering 22,834 feet high. Volcanoes dot the southern Andes and there are many lakes along the slopes of this famous mountain range. There also are vast plains and subtropical lowlands.

Early next year, you might be among a group of experienced Peace Corps Volunteers with specialized environmental skills who will step off a plane in Buenos Aires — “the Paris of South America” — on their way to stark rural locations outside Argentina’s cosmopolitan capital. They will begin work in national parks of this spacious and beautiful nation. Their project assignments will range from forest firefighter education to wildlife protection and control.

Of all the new country growth in the Inter-America Region, Argentina is one of the most significant since Peace Corps Volunteers began serving on the continent in

the early 1960s. At the same time, programs have been re-established in Chile, Bolivia and Uruguay.

While dramatic expansion in Central and South America is taking place, the region also has experienced its share of challenges. Just this fall, 59 PCVs in Haiti were brought back home because of a coup in which President Jean-Bertrand Aristide was overthrown. At first, the Volunteers were temporarily transferred to the neighboring Dominican Republic in the hope that the situation would quickly stabilize. Later, however, it was decided to evacuate them because of continuing uncertainty in the island nation. Previous instability in Haiti prompted a two-year break in Peace Corps service from 1988 to 1990.

So what do all these changes mean for the IA Region?

At the outset, it should be noted that Peace Corps has a proud history in Inter-America. Indeed, Peace Corps once served in nearly every nation in the hemisphere. Given the projected 1992 entry into Argentina and the fact that other nations are on the drawing board, it appears Peace Corps may regain its historic position, and perhaps exceed it. With the enormous diversity of needs of these



Peace Corps photo by Bartlett

PCV Sophia Sanchez of Houston promotes reforestation with school children in Guatemala.

nations, it is clear that many different approaches will be required. However, since most of the IA countries are still agrarian-based, Peace Corps will continue to emphasize the philosophy of rural programming for basic human needs.

To accomplish that, PCVs serving in the Americas will maximize contributions to the Big Six standard sectors (in order of priority) — the environment, agriculture, small business development, health, urban development and education. In many cases, Peace Corps upgrades a generalist PCV with skills to meet the needs of the assignment.

Since 1987, a key programming feature has been a focus on small business enterprise and the environment. This emphasis was largely based on population increases, which have created pressures on the environment and the need for new jobs. In fact, IA plans to continue that emphasis, and Peace Corps, as a whole, plans to double the number of PCVs in the small business and environment sectors.

A newer programming trait necessarily being molded for projects is the emergence of partnerships. One such collaboration is an inter-agency integrated pest management and pesticide safety program with the U.S. Agency for International Development and the Environmental Protection Agency. The Regional Natural Resources Management (RENARM) program includes training, field testing and evaluation activities. It will be cross-

sectoral, i.e., agriculture, health and nutrition projects in IA/Central American posts.

Heading into the 21st century, while more advanced countries are in the minority compared to the whole region, they will require PCVs with highly specialized, scarce skills. IA's projected trends and recruiting challenges for scarce skills are consistent with Peace Corps' other two regions in the last eight years. Furthermore, they are not expected to change soon because of the U.S.'s shortage of available individuals with specialty skills in agriculture education, industrial arts, health nutrition, home economics and university English instruction.

The seed group going to Argentina next year will be comprised of third-year extension PCVs and a small trainee group in the summer of 1992. The program will be coordinated by Argentina's National Parks Administration within the host country's Ministry of Economy.

After traveling to Argentina last spring to lay the foundation for a country agreement, IA Regional Director Earl McClure said that other Peace Corps specialists will be placed in additional areas of assignment once the program is operational.

"We expect that a large percentage of our Volunteers sent to Argentina will have advanced university degrees," McClure said. "They will serve principally in training roles and carry out technology transfer activities."

Reynold (Ron) Bloom Jr., who heads all international programs for 64 campuses as associate provost of New



Riding in carnival parade

PCV Janet B. Davidson rides in a truck for a craft vendors carnival held in Westmoreland, Jamaica, in the West Indies. Her regular assignment is working with a local chamber of commerce.

York State's university system (SUNY) in Albany, N.Y., has been appointed as country director. Previously, Bloom worked with AID and Partners of the Americas. He was both a Peace Corps program and training officer and a PCV in Chile.

Jennifer Keller will act as country desk officer for Argentina at Peace Corps headquarters in Washington.

"Because Argentina has no experience with Peace Corps, it will be especially important that we make a good first impression," Keller said. "The first Volunteers for the Argentina program will need to be flexible, mature and experienced."

In terms of conditions and environment, PCVs headed for Argentina can expect the country's terrain, climate and animal life to be at least as diverse as the United States. There are four major regions — Northern Argentina, the Pampa, the Andine and Patagonia. Together, they offer mountains, prairies, deserts, sea coasts and even glaciers.

Northern Argentina's center, the *Gran Chaco*, is a forested tropical lowland known for its mild, dry winters. Its Corrientes Province houses the famous Iguazu Falls. The *Puna* lies to the west at a high level. *Mesopotamia* is heavily forested and swampy. It sits between the Paraná and Uruguay Rivers. The North's climate is both subtropical and humid.

Moving inland to the east central region, the *Pampa* represents Argentina's heartland of rich, temperate plains where gauchos herd cattle and some of the finest farmland in the world exists.

Shifting to the west is the *Andine*, which offers the majestic Andes with both tropical and cold, dry climates, and even ski slopes.

Travelling to the generally cold, windswept, dry plateau of the south, you find *Patagonia*. This region is home to the Patagonian Steppe. Crossing the Strait of Magellan, and only 600 miles from Antarctica, sits the

island, Tierra del Fuego, with glaciers.

What about the people? The labor force profile of Buenos Aires is more similar to industrialized countries than other Latin American countries. Throughout the republic, you will find an advanced population with a 94 percent literacy rate. Spanish is the national language. More than 75 percent of the ethnic groups are European, mostly Spanish and Italian.

The remaining non-European population are mestizos and Indians. About 50,000 of the latter are concentrated in the north and north-west provinces. With the assistance of newly founded Indian Institutes, the Indians are on their way to political autonomy.

Balancing these aspects of development, you may find the universities unheated and public schools lacking window panes. A

physician's hospital salary may be a woeful \$120 a month, and an auto painter's take-home pay nearly five times worse. Runaway inflation compounds the income problem.

But the upside is that a rebirth of democracy in Latin America has produced a precedent of democratically elected leaders in virtually every country. Recognizing this historic trend, President Bush said in a December 1990 address to the Argentine Congress: "The message from Argentina is clear: Democracy is here to stay...Let those who would attack constitutional democracy understand: In Latin America, the day of the dictator is over."

The Argentine government initiated far-sweeping privatization last year. In 1990, key public services, such as the state telephone and airlines, were transferred to the private sector, and other utilities will follow by the end of this year.

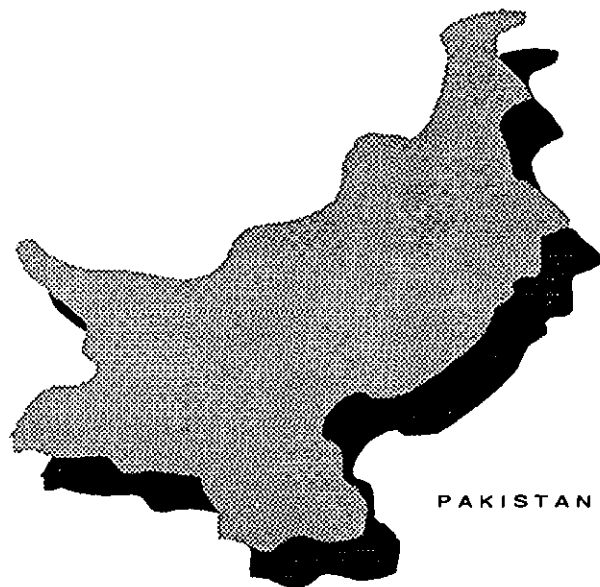
Events like this began to set the tone for the September 1991 agreement between Argentina and Peace Corps. That historic accord was also significant because it reflects Peace Corps' ability to match sophisticated skills with more developed countries. Moreover, it intensifies an era of increased collaboration and expansion in the Inter-American hemisphere. As a result, Peace Corps officials have discussed projects such as desertification prevention and control in the Patagonia area with both governmental and non-governmental groups in Argentina.

From the Eastern Caribbean to Central America and South America, there is a new wind of hope blowing. The Inter-America Region is on the threshold of making a difference as this transition takes place.

Diane Rodill is special assistant to the regional director of the Inter-America Region. She has a Ph.D. in health education from Temple University in Philadelphia. She served as a Peace Corps Volunteer in the Philippines from 1985 to 1987.

PACEM

PACIFIC, ASIA, CENTRAL EUROPE AND THE MEDITERRANEAN



The most diverse region in Peace Corps' world, PACEM currently includes 27 countries stretching from Bulgaria to Western Samoa. It has programs celebrating their 30th anniversary this year as well as those which have just sworn in their first group of trainees .

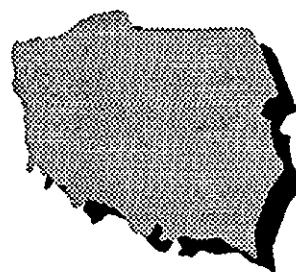
Remember the traditional story about five blind men describing an elephant based on each man's confrontation with a different part of the animal? The blind man who grasped its tail described it as a long, thin, bony animal with coarse, scruffy hair on the surface. The one who grasped its ear said, "Why, it's a delicate membranous animal, flat and leaf-like in shape, with hardly any bones to it." And so on, until five totally separate descriptions of an elephant had emerged.

PACEM Region is that elephant.

If you visited the Peace Corps' program in Papua New Guinea, you might say that it's a program of married couples serving in some of the most remote, least developed districts to increase the economic self-sufficiency and improve the health status of rural, agriculture-based village communities.

If, on the other hand, you visited the program in Pakistan, you would say that this is a program of English teachers working primarily in teacher training colleges to improve most effectively the country's English proficiency through pre-service and in-service training.

Or perhaps you landed instead in Romania. There you would describe the program in child



POLAND



CZECHOSLOVAKIA



ROMANIA



BULGARIA



HUNGARY



Peace Corps photo by Jeffrey L. Taylor

PCV Christopher Hunt of Milwaukee, Wisc., offers youngsters basketball tips in Morocco.

survival providing Peace Corps Volunteers for community outreach, special education and early childhood development through the country's system of orphanages.

The most diverse region in Peace Corps' world, PACEM currently includes 27 countries stretching from Bulgaria to Western Samoa. It has programs celebrating their 30th anniversary this year as well as those which have just sworn in their first group of trainees (Mongolia).

Since PACEM has no common multi-country language, such as Spanish or French, it currently teaches 64 languages, including the 10 hardest taught in the agency. Although 70 percent of the region's PCVs are involved in education programs, the others are concerned with projects as varied as filariasis control (Thailand), veterinary medicine (Morocco), small business development (Poland) and forestry conservation (Nepal).



Since January 1990, PACEM has been at the forefront of dynamic growth — starting new programs in Malta, Poland, Hungary, Vanuatu, Czechoslovakia, Cook Islands, Romania, Bulgaria and Mongolia. It has also experienced the turbulence of program evacua-

tions from the Philippines in June 1990 as well as Pakistan, Yemen, Tunisia and Morocco during the Persian Gulf War. Fortunately, four of these five programs were resumed this summer.

With its plate already full, PACEM is also currently working on starting programs in Albania, China, Djibouti, the Maldives, Bangladesh, the Baltics, the Ukraine and other Soviet republics. The initial program in China would be in Szechuan Province.

The communist or formerly communist world is largely within PACEM. One of the original objectives of the agency in 1961 was that Peace Corps should serve as a cross-cultural bridge to those nations. That goal, as it turned out, could not be pursued until 1990, when some of the most extraordinary changes in history were starting to take place.

For the formerly communist world, especially Eastern Europe, the Peace Corps has adopted a slightly different concept of its programs as compared with those of the developing world. The programs are viewed as transitional and are meant to be facilitators in the conversion from communism to capitalism, lasting about a decade.

The aim of Eastern European programming is to promote English, a formerly suspect language now greatly needed for reincorporation into the West; small business, where such skills were not allowed, but now suddenly have

become the centerpiece of economic policy; and environmental protection, which was formerly ignored but is now an area of great popular enthusiasm.

Meanwhile, the enormous success of the start-up programs in Central Europe has stilled early criticism over the Peace Corps' entry into Eastern Europe starting in 1990. These successful starts have also helped raise the profile and public visibility of the agency throughout the United States. The U.S. ambassador to Poland called the Peace Corps "the jewel in the crown" in a letter to Congress this year.

PACEM is placing special emphasis on building up the region in small business and environmental work. There currently are 10 small business projects with 140 PCVs in 10 countries. The newest project enjoying great success is the small business advisors project in Poland. Now involving 28 Volunteers, it will shortly grow to 56, with an average age of 42. These Volunteers work as advisors to local government councils in privatization, investment programs, public housing, banking, business start-ups, accounting and finance.

This fall the Peace Corps, with additional support from the United Nations Development program, sponsored a five-day training conference for senior Polish bankers. The goal was to present American banking practices. As Poland formulates its own banking theory and practice, it will be able to borrow ideas from other nations. William Grant, a Peace Corps Volunteer from Atlanta who was a Georgia bank manager, organized the conference for both state and private Polish bank officials.

In environmental work, PACEM now has 12 projects

On the horizon



with about 130 Volunteers in nine countries. A development project involving non-government organization advisors and national parks is being started in Poland. An environmental education project is being established in Czechoslovakia. A public awareness and local government environmental advisors project will be started this fall in Hungary.

Volunteers concentrating on environmental issues in Central Europe — about 38 this year — will all be extension agents of the Regional Environmental Center, now called the "Bush Center," in Budapest. They will facilitate the center's grant application process and set up 22 computer network stations throughout the area for use with the center's databases.

Always on the move, the PACEM Region is already looking at the horizon beyond 1992. It is considering possibilities for programs in Cambodia, Indonesia, Algeria, Afghanistan, Vietnam, Jordan, Yugoslavia, other Soviet republics and other provinces of China.

Memorial service held for PCV killed in Bolivia

A memorial service was held Oct. 26 in Denver for Peace Corps Volunteer Gloey Ellen Wiseman, 45, of Arvada, Colo., who was murdered Oct. 13 in Bolivia.

A Bolivian acquaintance of Ms. Wiseman was arrested in connection with the incident. Her death happened just two days before her 46th birthday. She was a native of Tulsa, Okla.

Gloey Wiseman, who began Peace Corps service in September 1990, was serving in a small business development project in Santa Cruz, Bolivia, at the time of her death. She was assigned to a non-governmental association of micro-enterprises.

Her work included helping the member organizations in financial analysis, administration and management techniques. She also provided training in accounting, cost management and market research.

At the time she joined the Peace Corps, Ms. Wiseman said she thought "the goals of worldwide economic and social equality are best served through hands-on developmental assistance at the community level."

Prior to joining the Peace Corps, she worked in Denver and Phoenix with the U.S. Department of Commerce as an international trade specialist. She also owned and managed a retail store for 15 years.

She was involved with several volunteer activities before entering the Peace Corps, including being a volunteer with the United Nations Club at the American Graduate School of International Management, where she advised and helped foreign students. She received a master's degree in international management from that institution. She also earned an M.B.A. in finance and a bachelor of arts degree in Spanish from the University of Colorado.

Active throughout her life, she was a children's swim team coach, a riding instructor and an English tutor.

Ms. Wiseman travelled extensively in Latin America and Europe in 1968 and 1969. She also lived in Mexico for portions of those two years.

Peace Corps Deputy Director Barbara Zartman represented the Peace Corps at Ms. Wiseman's memorial service in Colorado. Don Peterson, country director for the Peace Corps in Bolivia, and PCV Dan Brady, who represented other Volunteers serving in Bolivia, also attended the funeral.

Survivors include Ms. Wiseman's parents, Clarke and Hope Wiseman; a sister, Peggy J. Francis; and two brothers, John and James.



More than 175 Peace Corps members scattered across a thousand miles, many of them living in remote villages, were airlifted out of Zaire this fall when military-led rioting erupted in the west central African nation in the wake of economic turmoil.

The evacuation was the largest of its kind for the Peace Corps in Africa in terms of numbers of people and size of territory involved. It included 28 Trainees based at Bukavu.

Peace Corps Volunteer Vineeta Rastogi, 23, from North Potomac, Md., was serving in a public health program in the Bandundu region of Zaire. She was in Kikwit, the regional capital, when she learned all PCVs were being evacuated in late September.

Word of the evacuation came as she was about ready to return to her village, Kingandu. Peace Corps officials were encouraging most PCVs in Zaire not to go back to their sites once they were informed they were leaving, but she had left her passport and other documents behind.

"It was a hell ride back," Rastogi said in an interview after returning to the United States.

It took her three hours to get to Kingandu. While gathering what belongings she could, she tried to explain to her Zairian worker that she wasn't abandoning him.

"I was trying to put aside my hurt and understand what they were feeling," she said. "The fact that I was leaving indicated to them that something was really, really wrong. And they couldn't leave. I knew that they wouldn't understand. It was a very frustrating situation."

The exit from Zaire was the first major interruption of a Peace Corps program there in the 21 years that PCVs have served in the country. Peace Corps officials are evaluating if and when a presence there can be reinstated.

"What got us through the whole thing was the way we all came together as a support group and helped each other get through it," Rastogi said. She was among the PCVs brought to Rosslyn, Va., in suburban Washington, D.C., for close-of-service processing and counseling. While most of the Volunteers from Zaire were in those sessions, others were COS'd in Nairobi and Brazzaville.

Jack Hogan, chief of operations for the Peace Corps' Africa Region in Washington, praised the role played by the Volunteers and staff, both Americans and host country nationals, as well as Africa Region desk personnel, Office of Training and Programming staff, and others at the Peace Corps and U.S. Embassy and State Department officials.

"Everyone was working around the clock on this," Hogan said. "The coordination was fantastic. I must say that I was particularly proud of the Volunteers."

Some of the evacuated Zairian group eventually may be reassigned to other host countries around the world. The trainees who were in Bukavu went to Bujumbura, Burundi, and then on to Cyangugu, Rwanda. Most will be reassigned to other African countries.

Third-year PCV Julie Burns, 26, a regional representative in Bas-Zaire, was in Kinshasa, the capital, when the rioting started. Arriving at the Peace Corps office shortly after 8 o'clock Monday morning, Sept. 23, she heard a U.S. Embassy radio announcement that all Americans were ad-



Peace Corps Volunteers in Zaire board missionary plane at Kimpese.

Peace Corps photo by Susan Tebbe

vised to stay in their homes or offices. Soldiers were in the streets, and she could hear gunfire.

Howard Anderson, the Peace Corps country director in Zaire, decided to move everyone to his house because there was no food at the Peace Corps office. Burns, from Edina, Minn., joined that group.

"A couple of times we had to get down on the floor because there were gunshots right outside," Burns said. "The apartment building next door was ransacked. The soldiers left nothing...They ripped electrical sockets out of the wall. You'd see people walking around with couches on their heads."

At about midday Tuesday, an announcement came from the U.S. Embassy in Kinshasa that all non-essential American personnel were being evacuated. Peace Corps then began notifying all the regional capitals that Volunteers were to leave.

Seven PCVs were on leave, but most were at or near their posts. They were brought out by commercial, military and mission aircraft to three key locations outside Zaire's borders — Brazzaville, capital of Congo; Bujumbura, capital of Burundi; and Lusaka, capital of Zambia — for flights back home.

Mission Aviation Fellowship, a non-denominational religious organization that works with missions in Zaire, conducted many of the evacuation flights over the vast reaches of the country. PCVs in Kikwit and Vanga were flown into Ndgili on military C-130s and crossed the river to Brazzaville, Congo, in military helicopters. Some of the PCVs in Kinshasa crossed the Zaire River by ferry.

There were many stories of dedication by Zairians in helping PCVs during the evacuation. Ndombolo "Felly" Ndombasi, a Peace Corps chauffeur based in Matadi, Bas-Zaire, received word Thursday morning, Sept. 26, that American Volunteers were to be evacuated. He hopped on a motorcycle and drove all day, through the night and through the next day, a distance of more than 800 kilometers, to notify PCVs in the region that they had to get to Kimpese, where they would be flown out to Brazzaville.

Rastogi spoke for many of the PCVs about the sudden separation from Zairian friends they had to leave behind.

"As Volunteers we had a really strong sense of guilt,"

she said. "We knew that in the little time we had left there was no way we could justify how we were saving ourselves."

There also were stories of tense moments and times of danger.

Jane Wertz, 24, a PCV from Lititz, Pa., who was working in an integrated agriculture program in the Bandundu region, received notification on Tuesday, Sept. 24, that an evacuation was underway.

"I spent the whole night running around my house, throwing things into piles, trying to figure out what to give people, how to do it without upsetting the friendships that we had (established)," Wertz said. "The hardest part of all was having to say goodbye to my worker, not knowing what would happen to him. We're not going to know what's happened to these people. We're not going to be able to help them."

"It was an insane long, long day," she said.

Wertz, who lived 110 kilometers south of Kikwit, loaded her motorcycle with as much as she could take with her.

"Usually it's about a 3 1/2-hour trip, but it took me about six hours because I had too much stuff on my bike," she said. "It was dark. I had fallen about six times. The bike was really, really heavy. There were times when I thought I wouldn't be able to pick it up."

Just before reaching Kikwit, Wertz heard shots.

"Two soldiers came over," she recalled. "They wanted money. One had a gun and was waving it at me. They were grabbing my wrists. I gave them some money but they said it was not enough, so they took my watch."

"Once they had my watch they seemed satisfied, so I pulled away," she said. "But 5 seconds later, the same thing happened. At this point I was really upset, close to hysterics."

Speaking Kikongo, she pleaded with the assailants:

"I just want to go. I've left my village, I've left all my friends. Leave me alone. Just let me go."

More soldiers gathered around her motorcycle, looking for things in her bag, but she continued along the road. The gunfire continued but by now she suspected the soldiers were using blanks.

"There was nobody on the streets of Kikwit, no one to turn to for help," she said. "Zairians are always so willing to help us, but there was no one there that night."

Finally, Wertz arrived at the Peace Corps regional office in Kikwit about 9 p.m., where she fell into the arms of anxious Volunteers who had arrived there earlier.

Since Peace Corps Volunteers first went to Zaire in 1970, they have served in fisheries, agriculture, education, health and water sanitation programs. The education program was discontinued in the mid-1980s, but the other programs have flourished and received high recognition.

PCV Susan Tebbe, who served in a fisheries program in Bas-Zaire, worked for United Press International in Montana, Oregon and California before joining the Peace Corps in 1990. She was evacuated through Brazzaville. Her home is Etna, Calif.

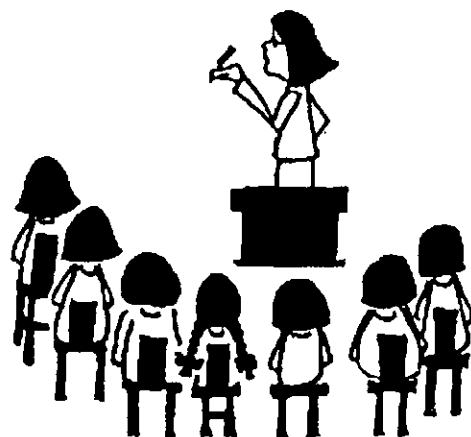
ICE ALMANAC

A service of the Peace Corps Information Collection and Exchange

ESPECIALLY FOR TEACHERS*

*of English as a foreign language

By Tamara Colloff



That Thursday, as I observed the intermediate-level English as a Foreign Language (EFL) class that would be turned over to me the following

A common pitfall:
grammar as king

Monday, one feature stood out: the overwhelming number of grammar questions. Indeed, a layer of technical jargon seemed to blanket the class discussion.

Monday arrived. I braced myself for the onslaught of grammar questions. Forget the modern notion that EFL students shouldn't filter everything through grammar. I was standing in front of a class of students who had had it hammered into their heads long ago that grammar is king. I sensed that these students (like most others) equated learning grammar with mastery of English.

Eliminating ye olde
grammar fixation

The first few days of class I fielded the grammar questions as I tried to move the class in a different direction. No one budged. I finally suggested outright to the students that they were much better off learning language without con-

stantly asking for grammatical labels and explanations. Though they listened politely, everyone looked wary.

I knew that I had to elaborate on my concern in real-life terms. So I repeated the simple example that had helped me to understand why grammar shouldn't be emphasized in language classes.

"Let me show you what I mean about too much grammar," I said. "Imagine that you're taking care of a 3-year-old boy. He approaches you, cries, tugs on your sleeve, opens his hand to show you a half-eaten apple, and complains, 'No want apple. Want cookie.'"

"So what do you say to the kid? Do you say, 'Oh, Johnny, you forgot the pronominal case in both sentences again. And we don't negate that way, remember? And don't forget those articles! It's 'I don't want an apple. I want a cookie.' Do you understand, Johnny?"

There was silence in the classroom, and then some muffled laughter.

"Nobody talks to a child that way," a student says.

"Well, then, what *do* you say? Something

like, "What's the matter, Johnny? You don't want an apple? You want a cookie?"

A second later, heads bobbed up and down in agreement. "Yes, that's what we would say, something like that," they answered.

"So, think about it," I continued, "would you ever give the child grammar explanations in a normal, everyday situation like what I just described?"

Heads shook in the negative. My students seemed satisfied with this example that showed how caring adults instinctively correct children by modelling the correct form of the sentence, and *not* through formal grammar rules.

Soon the class was weaned away from its preoccupation with grammar. Our discussion included grammar, but it didn't have the "center stage" importance like it did in the beginning.

If exposing someone to grammar rules does not foster true language acquisition, what does? What is occurring in that little kid's head? How can Peace Corps teachers help their English language learners?

**Communications as keystone
of language acquisition**

The answers lie in an awareness of how people *don't* learn foreign languages. They won't learn through memorizing grammar rules. They won't learn by parroting set phrases. Nor will they learn English just from a textbook, by passively watching a video or by listening to the radio. They can't learn it by being flooded with phrases translated from their native tongues. They can't learn it solely by reading, no matter how rich or diverse the reading material may be.

Such exposure helps, but it doesn't result in a solid, communicative grasp of a language. So how do we learn a second language? And why have many of us in the past been taught mainly through grammar and other methods described above? Why are such methods now considered highly inappropriate?

Modern language learning theory says we learn through real communication, by stressing "message over form" as linguists define it. To apply this philosophy, new techniques are being introduced in the classroom which parallel the way children learn their first language. Lessons are now much less weighed down with grammar exercises, and students' errors are seen as necessary developmental steps for learning.

Just like native speakers, second language learners must progress through a series of stages in which they struggle to put all the pieces together en route to true acquisition of the language.

To internalize the structure of a language and really be able to use it, all learners must take risks and try out many different utterances, exactly like children do. It is only through experimentation and errors made during the struggle to communicate something meaningful, that the human brain can develop and internalize a language.

Putting it all together

As a Peace Corps TEFL teacher, you can use the "message over form" approach by bringing the outside world (including public

and personal concerns) into the classroom and supplementing textbooks with interesting and relevant materials.

The following is an activity that turns the "message over form" approach into a natural language learning experience. Although not "textbook" material, it promotes ease and confidence with the language. Taken from the Community Language Learning method, the activity involves these steps:

1. Select a song appropriate for the level that you're teaching. Try to pick a song that's not only melodic and fun, but one that features a particular language point that you've been trying to get across. Record the song on a cassette.

2. Write the lyrics on newsprint or similar inexpensive paper. Number the lines. (You will see that numbering the lines will come in handy later on in the activity.)

3. Seat the class in a circle. Tell your students that they should first listen for the rhythm and soul of the language and not worry if they can't make out all the words. Assure them that by the end of the activity (which may take several classes) the song will be "revealed" to them.

4. Play the song a few times. Tell your students not to worry if they don't understand it.

5. Tack up *blank* newsprint and have the students try together to write the lyrics. (Play the tape according to the students' directions.) This activity promotes critical thinking and debate as students invariably "argue" about what they are hearing, what's logical to hear and so forth.

6. Compare the students' version of the song with the correct version you prepared.

7. Play the song four times. First go through the song with your pointer under each *word*, then by *phrases*, then by *lines*, and finally without the pointer.

8. *Read* the lyrics aloud. Talk about the *overall* meaning of the song (thereby placing the learning in context). Then talk about its *specific* meaning.

9. After first reminding your students that children repeat endlessly to learn language, tell them that they will

(Continued on page 21)

ICE ALMANAC

Director, ICE-----David Wolfe

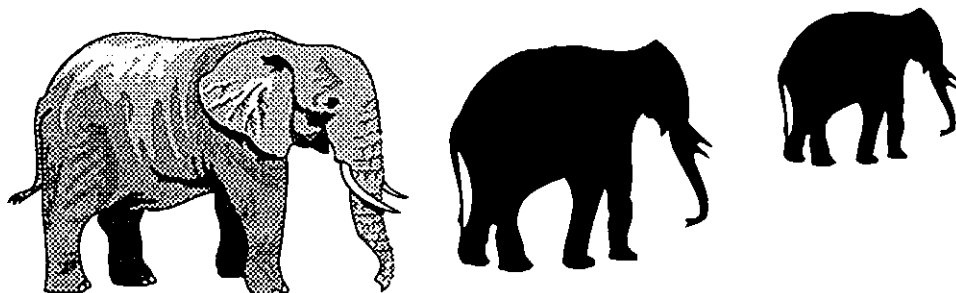
Editor-----Rodney Ricks

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

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An endangered species?

By Brenda Bowman



Editor's Note: The education and environment sectors in the Office of Training and Program Support have collaborated recently to sponsor workshops for science, math and English teachers. In these workshops, Peace Corps Volunteers and their counterparts in Western Samoa, Fiji, Tonga, Hungary, Poland and Gabon have improved their teaching skills and identified ways they can address environmental problems both in the classroom and through secondary projects. The following article was prepared following the Gabon workshop.

Is the Peace Corps Volunteer who teaches English as a foreign language (TEFL) in francophone Africa prone to extinction? Why should secondary school students in Chad, Mauritania or Gabon learn a language they may never be able to use? Host country governments continue to ask for English teachers, but should Peace Corps continue to support these TEFL programs?

These questions were put to 30 TEFL Volunteers and their counterparts attending a conference on "The Environment and TEFL," hosted by Peace Corps/Gabon in March 1991. It was the first conference in Africa to look at how environmental education can be integrated into TEFL. Led by specialists in environment and TEFL, participants worked together on a new ecosystem of TEEFL — Teaching Environment and English as a Foreign Language.

The six characteristics used by environmentalists to identify endangered species were applied to TEFL Volunteers working in francophone Africa. Participants addressed the questions posed above to determine whether these Volunteers are an endangered species prone to extinction.

1. Animals are more prone to extinction if they interfere in some way with people's activities.

Volunteers work hard to turn around students' perceptions that TEFL is an interference in their lives. Using

motivating environment-based activities, they channel the energy of those students who are poised to take over if Volunteers show the slightest hesitancy in classroom management. Group work, field trips, environmental projects, community surveys, music and theatrical productions complement grammar rules and vocabulary exercises. This ensures that TEFL is not perceived as interference, but as an opportunity for learners with high levels of energy to be leaders and to receive the acknowledgement and reward often denied to them in other courses.

2. Animals are more prone to extinction if they migrate.

Although individual Volunteers come and go, Peace Corps has a reputation for consistent levels of educational service to Africa, demonstrated by the steady numbers of Volunteers assigned to education projects. The lasting impact of the Volunteers' work is assured through partnership with their counterparts. Volunteers supply energy and a practical can-do approach to TEFL while counterparts supply steadfast continuity and knowledge of the history, traditions and long-term goals of national educational programs. This is a strong, viable relationship in which both sides grow and learn from each other.

3. Animals are more prone to extinction if they have very specific food or nesting requirements.

At some time during their service, Volunteers can find their resolve weakening when talk turns to french fries and milk shakes. But on the whole, TEFL Volunteers are not picky about what they eat or where they live. They also adapt well and quickly to a different classroom environment. Most TEFL Volunteers have large classes and few of their students have textbooks. Volunteers teaching science refer to "trash can science," since the trash can is their primary resource in the never ending search for teaching materials. TEFL Volunteers have been quick to catch on, and have been spotted instructing their students, in English, on how to make oil lamps out of empty tins and pot holders out of bottle caps crocheted together.

4. Animals are more prone to extinction if they are sensitive to change.

Not only does this not apply to the majority of TEFL Volunteers, but a great deal of evidence suggests that these Volunteers are the ones bringing about change. In the 1960s, Peace Corps introduced methodologies which moved TEFL away from written translations and exercises on

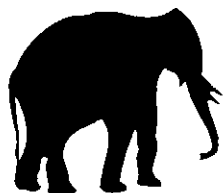
grammatical rules to methodologies which encouraged students to speak the language. In the 1990s, Peace Corps is introducing new developments in TEFL such as whole language approaches, cooperative learning, problem posing, and content-based teaching through teacher training and materials development projects.

5. Animals are more prone to extinction if they have long gestation periods and small broods.

With only about 100 hours of pre-service technical training, most Volunteers cannot be said to have had a long gestation period. Armed often with little more than a blissful ignorance of their limitations, generations of Volunteers have gone out, learned the essentials of their craft and still had time for secondary projects such as starting a health club, a school garden or school library. And if "broods" can be interpreted as numbers of students taught, classroom contact hours and lessons prepared, then it must be said that TEFL Volunteers do not deal with small numbers. As the population grows, so do the numbers in secondary school classrooms.

6. Animals are more prone to extinction if they are naturally rare.

Talented TEFL Volunteers are not rare. However, they are sometimes taken for granted in the rush for newer, trendier projects. TEFL Volunteers work in a structured environment and they hit the ground running. They are handed their timetables, walk into their classrooms and get on with their jobs. They have a tradition of running their own pre-service and in-service trainings and are often



last to receive help from outside experts. They deserve acknowledgement for the resilience and humor with which they tackle a complex and vital task. For no matter which way you look at it, education is the key to development in Africa.

In 1979, then Peace Corps Director Richard Celeste wrote, "We must recognize that the classroom...often represents the most effective entry point for addressing a broad range of basic human needs in a developing society. TEFL Volunteers...utilize that entry point well."

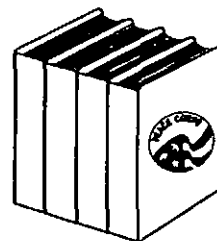
Evaluations of Peace Corps education projects in Africa have shown the success of these efforts. TEFL in francophone Africa is not always high in prestige, but precisely for this reason, Volunteers have often been able to work free of the constraints and restrictions that afflict many other academic subjects. The Volunteers have used TEFL as an entry point to introduce critical thinking skills, to offer a different and often more hopeful vision of the world, and to reinforce ideas on environmental education to students who are the future guardians of Africa's natural resources.

Is the TEFL Volunteer in Africa an endangered species? Apparently not. TEFL programs are strong, healthy and adapting well to the changing needs of African students. Long may the species prosper.

Brenda Bowman is co-author of the Peace Corps manuals "TEFL/TESL: Teaching English as a Foreign or Second Language" and "ESP: Teaching English for Specific Purposes." She has conducted numerous TEFL workshops for Peace Corps.

Books, books, books

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



AGRICULTURE

- AG146 On-Farm Experimentation: A Manual of Suggested Experimental Procedures
- AG223 Watershed Development with Special Reference to Soil and Water Conservation
- SB098 Community-Based Food Processing Industries for Papua New Guinea: The Situm Banana Chip Enterprise

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- ED061 Physics for Rural Development: A Sourcebook for Teachers and Extension Workers
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- WS090 Sociocultural Aspects of Water Supply and Excreta Disposal

Fishing in Sierra Leone



Adama Conteh smiles over Rokel River catch in boat.

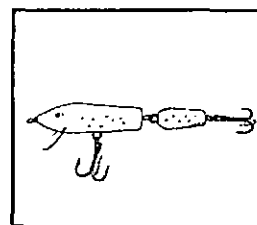
By Phil Bob Hellmich
RPCV/ Sierra Leone

This article is one Peace Corps Volunteer's account of his successful secondary project combining food production and small business skills using local materials and appropriate technology.

Appropriate technology lures provide tool for income generation, food production...and fun

During my first fishing trip in West Africa, my childhood dreams were realized as I successfully fought and landed a 25-pound Nile perch. That catch came at the end of my second year as a Peace Corps Volunteer. It marked the beginning of my wildest outdoors fantasies and of a medium for me to explore my ethical quandaries of being a Westerner living and working in Sierra Leone. What slowly emerged over the next two years was an appropriate technology project whose process far outweighed the end results.

To unwind from my primary work (an appropriate technology water well project) during the dry season, I spent the evenings fishing Sierra Leone's Rokel River with my host-country friends, the Conteh brothers — Moses, Bokarie and Sanpha.



A fishing lure

As I averaged over 125 pounds of Nile perch a month, my feelings for fishing began to shift. My diet, and that of 30-plus Contehs, greatly improved with the fresh fish. I discovered the Conteh brothers had similar enthusiasm for catching large fish, but the realities of providing food for their families took precedence over the "sport."

I debated my use of Western fishing lures, commonly referred to by Sierra Leoneans as "English baits." The imported lures were more effective in catching the elusive Nile perch than the traditional methods of fishing, but I was confronted with my role as a Westerner introducing foreign gadgets, technologies and values by my mere presence.

As a Volunteer I was often saddened when I perceived Sierra Leoneans to openly embrace Western ways over their own culture and traditions. However, I could not deny the Contehs their attraction for Western ways that they had seen since their childhood. For example, the Conteh brothers had long known of English baits since Volunteers, missionaries and expatriates had fished the area periodically for decades.

The Conteh brothers had received such lures as presents and adapted to throwing them by hand, therefore not needing

a rod and reel. English baits left to the Contehs were eventually lost to large perch or the rocky bottom of the Rokel. The cost of one imported lure was equivalent to a local teacher's monthly salary. Even though I intended to leave all of my fishing gear with the Contehs, I was saddened by my perpetuation of their desire for a Western method of fishing that they could not sustain.

My ethical struggle intensified as I replaced my own lost lures with imported ones available in a shop 120 miles from the village. My living allowance was not sufficient for me to keep fishing. Several PCV friends recommended that I make my own lures. I had never tied a fishing fly let alone carved a stick into a fish-like lure that could dive and dance in the water. The Contehs had similar self-doubts, but theirs were expressed as a reflection on Sierra Leoneans in general not being able to make the fancy "white man's" gadget. I became even more frustrated as my presence reinforced these beliefs.

Finally, I decided to address my own self-doubts and ethical quandaries by setting a simple goal: to create locally made lures that caught nile perch and that could be sustained by the Conteh brothers. What followed was a project that went beyond our imaginations. Within two months, Bokarie caught several nile perch -- a fish that looks much like a large mouth bass -- with a lure he made himself.

Over the next 12 months:

- the Contehs became self-sufficient in making lures that caught nile perch;

- they began to sell excess catches for profit;

- they successfully imitated appropriate technology fishing reels that are used in Chile;

- Sanpha caught 101 pounds of nile perch in one night;

- the Contehs served as trainers for four successful workshops;

- together, we developed lures that caught barracudas and proved effective for marine capture fisheries;

- and the Contehs started a small business, selling 72 lures in three months.

These are impressive "milestones" of the project, yet they were not my original intentions or those of the Conteh brothers. If we had envisioned these bench marks as goals from the start, we probably would never have reached them because of the temptation to circumvent the process with non-sustainable materials and/or technologies. The process was what made the milestones possible. The process had simple premises and was extremely challenging.

One of these premises was to use only available

materials that could be sustained by the Conteh brothers. Another premise was to actively engage the Conteh brothers from the beginning by drawing on their strengths.

These premises had to be adhered to for sustainable lures to be developed. There were many times it would have been easy to look to expensive imported materials to overcome a technical hurdle. By adhering to these two premises, the Conteh brothers were an integral part of the entire process. For example, I did not know the local trees and their characteristics. The Contehs knew the qualities of every tree in the bush and which tree would provide wood with the perfect buoyancy. The Contehs relied on their own carving skills to produce their everyday tools.

They did not trust me with a knife for fear I would hurt myself.

When I first suggested to the Conteh brothers that we try to make our own lures, they laughed. They identified lures as something they wanted. However, the Contehs thought they would be wasting their time to even try making lures. They were also afraid of being labeled as foolish by their peers for spending time making toys instead of working on their farms.

To start the process, I asked one of the brothers to bring me a good stick for carving. When he saw what I was doing, he took it from my hand to help me. He worked on the stick when not working on his farm. Thus was the start of a project that would allow the Conteh brothers to continue their farming while enhancing their food production capabilities.

The process was slow for the initial eight months. The first attempts failed miserably. When meeting a technical wall we would all go our own ways for a few days before discussing what to try next.

I would debate whether it was

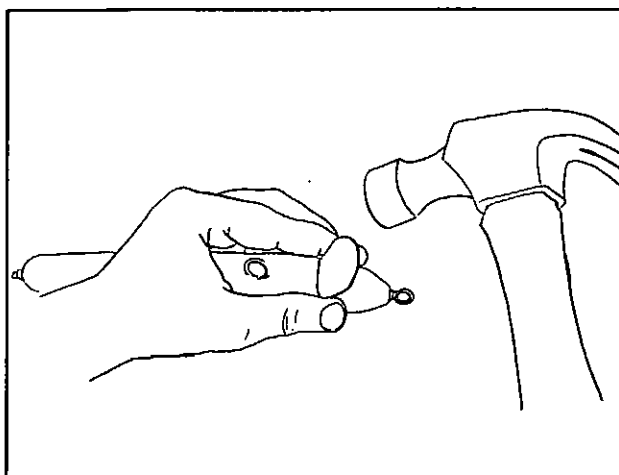
worth trying to continue and the Contehs later admitted to hiding from me a few times. Eventually, one of us would come up with an idea of how to use a local material to overcome our obstacle. This process of sharing our ideas with one another became known as "hanging heads," a Krio expression for group consultation.

The Conteh brothers' development of pride in their work was the most challenging part of the process. I was more impressed with the first successful lures than were the Contehs. They said the lures were "wo-wo" (Krio for ugly) while I thought the lures were profound and beautiful. My Peace Corps peers shared my opinion.

One PCV arranged for two of the Conteh brothers and me to give a workshop for national park employees. At this point I decided to invite the Contehs to serve as instructors. I hoped that they would gain mastery on how to make lures



Bokarie Conteh creates a fishing lure.



Technical drawings like this, along with description of how to produce and use lures, can be obtained by writing ICE.

by teaching and that they would serve as an example of Sierra Leoneans being able to make English baits. They were also technically more skilled than I.

After the workshop, outside interest in the Conteh brothers' work grew. The workshop stirred more discussion within Peace Corps and the government ministry. The Contehs themselves continued to frown on the lures. They still did not believe their work was valuable and continued to ask me if I would leave them my fishing lures before returning to the United States.

It was during the next workshop four months later that the Contehs finally gained a sense of pride.

The workshop came after the rainy season, a period

when the Contehs were too busy with farming to think about lures, and just before the next fishing season.

The workshop was attended by 21 PCVs and Sierra Leonean development workers from throughout the country. After the workshop, Moses said, "I did not believe you [Phil Bob] when you said people liked our lures...but when I saw all of those important people listening to my

every word, my head became bigger than my body."

The Contehs emerged from the workshop with both a sense of pride and a demand for their lures. They returned to their village with the dry season fishing just beginning. The hanging heads sessions became more frequent as the Contehs began to market lures and to fish. This was when Sanpha returned from the river one night with four Nile perch weighing a total of 101 pounds.

It was at this time that I was most challenged by an important part of the entire process: not to allow my ego to come before the Contehs' opportunity to feel empowered. Keeping my ego in check was challenging for me as I was seen by some host-nationals as the "wonderful Piskoh"

(Krio for Peace Corps) helping others. Keeping my ego out of fishing was particularly difficult.

After 10 months of making lures, Sanpha was suddenly telling me that he had caught bigger fish than I with lures that he made himself. He also pointed out that I had never made a single lure from start to finish. We all laughed as I began carving my first lure.

Reflecting on the process, the old cliché "give a man a fish and he eats for a day, teach a man to fish and he eats for a lifetime" has new meaning. I do not feel that I taught the Contehs how to make lures. I believe that together we created an environment for all of us to experience our own creative potential.

During my last fishing trip to the Rokel River, I came across a farmer fishing with a Conteh brother lure. I quietly sat back and watched as he pulled a Nile perch from the water and headed back to his village. It was a truly meaningful moment.

Phil Bob Hellmich was a Peace Corps Volunteer in Sierra Leone from 1985 through 1988. The fishing lures were developed as a secondary project. Hellmich stayed an additional four months in Sierra Leone after his Peace Corps service to work with the Conteh brothers in establishing their small business of marketing lures for fresh water and marine capture fisheries. He is currently working for Peace Corps in Washington as a program assistant in water/sanitation and appropriate technology for the Office of Training and Program Support.

TEFL teachers

(Continued from page 16)

take turns repeating whatever words from the song that they wish and as many times as they need. Explain that you will be repeating the words after them. It is up to them how many times they want you to repeat what they say. You stop when they stop. Students can also say several lines if they wish.

10. Spin-off activity: Write the lyrics on small, sturdy cards. Don't write complete lines, but rather words or phrases. Shuffle the cards and play the song again, ask your students to work together to reconstruct the song like a linguistic puzzle. (Prepare extra sets of cards so students can work in small groups.)

This exercise will enable your students to feel a strong sense of accomplishment as they figure out the song, step by step. It also will offer them a natural, fun, and yet instructive exposure to the English-speaking language and culture.

Tamara Colloff is the coordinator/instructor of an English as a Second Language program for 300 economically deprived children at a Washington, D.C., elementary school. During the summer, she is an ESL instructor for the Johns Hopkins University's English for International Affairs program. She also teaches ESL for the U.S. Department of Agriculture.

Association promoting research in Africa

The American Association for the Advancement of Science is helping promote research by Africans in Africa. Enlarging on its major task of providing libraries and universities in 38 countries in Sub-Saharan Africa with free subscriptions to almost 200 publications, the AAAS' Sub-Saharan African Journal Distribution Program is now looking at other ways to advance African research. "We're helping people to know it's just as easy for researchers to find the answers to their questions in Africa as in the U.S.," says the program manager, Lisbeth Levey.

A conference in Côte d'Ivoire, which the AAAS cosponsored with its affiliated engineering societies, initiated the program. Concerned about the inability of African researchers to have access to scientific information and to share their findings, conference participants suggested that AAAS do something about making scientific journals available to research libraries in Africa.

To work out the system, the AAAS began by mailing copies of its own Science Magazine, using the diplomatic pouch of the U.S. Information Agency. Over the next three years, the organization expanded its distribution program for Sub-Saharan Africa to include 26 journals published by seven different AAAS-affiliated societies.

Now experienced with journal distribution through both public and commercial means, the AAAS applied for and received a grant from the Carnegie Corporation of New York to begin a full-scale operation. Later, a grant from the Ford Foundation made it possible for the American Council of Learned Societies to join forces with the AAAS and make available publications in the social sciences and humanities. A current listing shows 100 societies and organizations, ranging from the African Studies Association to the Werner-Gren Foundation (publisher of Current Anthropology) whose journals are being distributed by AAAS to African countries.

Originally, in deciding who should get the publications, the AAAS combed through directories of institutions

and organizations in Sub-Saharan Africa to locate the appropriate libraries. A questionnaire was circulated to find out which journals were most in demand, but as the program was still unknown, responses were few, and the AAAS distributed only the most prominent journals. A more recent survey AAAS undertook to assist Canadian

scientists initiate a similar program brought a 50 percent response. Levey is enthusiastic about the Canadian effort because "Canadian journals, which contain French-language articles or abstracts, should be especially useful in francophone Africa."

Increasingly, libraries are requesting material in the fields of biomedicine and agriculture, moving away from the engineering sciences that were the focus in

the past. As more titles have been added to the list, the AAAS has had to be more selective in making limited subscriptions available and has called on an advisory committee to help in the selection process. Recently, for example, AAAS asked a representative from the U.S. Agency for International Development's Vector Biology Control Project to recommend recipients of 50 subscriptions to the Journal of Tropical Hygiene that AAAS now has available.

The logistical problems of shipping so many journals, especially to countries like Chad, which stopped all mail deliveries while a civil war continued to rage, has encouraged the AAAS to consider other methods of making research data available to African institutions. One possibility is computerizing the system.

Last year, the organization circulated a questionnaire to find out how many of the libraries it serves have computers and CD-ROM (compact disc-read only memory) units. Preliminary findings show that about half the libraries surveyed have computers, but few are equipped with CD-ROMs. Nigeria, which has by far the largest number of research libraries, has computers in only about a fourth, but expects that number to increase as a result of a World Bank loan to upgrade the country's universities.

*'We're helping people to know
it's just as easy for researchers
to find the answers
to their questions
in Africa as in the U.S.'*

-- Program Manager Lisbeth Levey

In the survey on computers, librarians also were asked whether they maintained data on local research projects. Although these might be in the form of unpublished reports, as Levey points out, these "collections of 'gray' or 'fugitive' literature...would be of great interest to researchers in other developing countries and also in the industrialized world." As an example, Levey cites the university library in Ethiopia, which has "one of the best collections in the world of material on Ethiopian culture."

Another possible method AAAS is investigating for making information available is through packet radios, which connect computers via radio and link them up globally through a satellite system. Volunteers in Technical Assistance (VITA) has been trying out this technique in several developing countries (See Networking in the September-October 1989 issue of Peace Corps Times). Working with AAAS and VITA, a consortium of four Nigerian university-based medical schools plans to adopt this technology and test its wider application.

AAAS, too, is considering designating certain institutions as "magnet libraries." These would receive the bulk

American
Association
for the Advancement of
Science

of the journals it currently distributes, enabling the organization to cut down on mailing expenses.

The partnerships AAAS is trying to establish between

American professional societies and their counterparts in Africa could also help to lighten AAAS' financial burden by having these partners become AAAS surrogates in their field of expertise, creating a more permanent system for information collection and exchange, which does not rely on additional grants. One problem Levey notes, however, is the difficulty in finding African counterparts. The American Physiological Society, for example, may be happy to work with an equivalent organization in Africa, but none exists, so the society would have to work within the community of physiologists from various universities to organize its partnership.

Through surveys, the Sub-Saharan Journal Distribution Program has been continuously evaluating its impact. Success is measured by how widely the journals are being used, and one requirement is that any bona fide researcher be given access to them. Results vary, as librarians are concerned about theft, but findings indicate that a number are making efforts to publicize the publications and make them easily accessible to researchers. The University of Jos in Nigeria, for example, prepares a list of the journals it receives and photocopies the table of contents pages, circulating the material among the departments in the university. The University of Ghana Medical School, which has a CD-ROM, circulates selected bibliographies to hospitals and universities and will provide them with the articles on request.

In the interest of reaching as wide an audience as possible within the research community, the AAAS is thinking of writing directly to professors in Africa, asking if they know about the program and which journals they

have read or would like to read. The AAAS also is considering contacting Fulbright scholars, for the same purpose.

The AAAS would also like to gain feedback from Peace Corps Volunteers. Levey's assistant, Cheryl Rose, says that she frequently receives letters from Volunteers assigned to countries in Sub-Saharan Africa. She encourages them to make use of the local library and sends them a list of the research journals available locally. A list of all the publications included in the program is available, and an individual journal or article can be mailed directly to the Volunteer who otherwise would not have access to it. Levey notes that one of the librarians with whom the program works happens to be a PCV. He was assigned to the Ministry of Public Health in Malawi and heads up that country's documentation center.

Beginning this year, the program is preparing a biannual newsletter, which will help promote its goal of better communication among researchers in Africa. The newsletter will keep its readers abreast of meetings and conferences, training opportunities, other resources for publications and donations, and latest developments in computers and data processing.

The first issue is being devoted to describing the program and related activities of the AAAS and its affiliates. Levey hopes that more of the news items will come directly from librarians in Africa in the future. She mentions, for example, the National Mathematics Center in Nigeria which, in answer to the country's lack of a university-based Ph.D. program for mathematicians, will be offering short courses in math for 10 doctoral candidates. Participants will return to their universities to write their dissertations and receive their degrees. AAAS is supplying the center with the necessary scientific journals. Programs of this type, Levey believes, deserve to be better known.

Through conferences and meetings, AAAS hopes to focus people's attention on the value and needs of research in Sub-Saharan Africa. At the AAAS annual meeting in February in Washington, D.C., the Sub-Saharan Africa Program convened a symposium in which African scientists described the research they were doing. The Carnegie Corp., which financed the symposium, is interested in supporting a follow-up forum next year.

The 1992 annual meeting also will have another symposium developed by the Sub-Saharan Africa Program on research in Africa. This time the issue will be research priorities -- who sets them, why and how? Levey notes that although Americans see AIDS as the No. 1 medical problem in Africa, African researchers see "the big killer as malaria and diarrhea." Although AAAS is not doing research, it is concerned about the goals of research," says Levey, and such questions as "How much money should be spent in testing for AIDS?" need to be addressed.

Meetings on these and other related issues are not only taking place in the United States. A medical conference will be held in Zimbabwe for doctors and medical researchers from countries throughout Africa. The University of Ghana will host visits by librarians from other countries.

For more information, write: AAAS Sub-Saharan African Journal Distribution Program, 1333 H St. NW, Washington, D.C. 20005.

A wealth of wisdom available

Peace Corps' Information Collection and Exchange has received the following publications since the Summer 1991 edition of ICE ALMANAC. They are available to Peace Corps Volunteers and staff. RP preceding the Whole ICE Catalog number indicates Volunteers must demonstrate the publication relates to their projects; RC indicates ICE distributes the publications to In-Country Resource Centers.

AGRICULTURE

(RP) AG235 -- *Locust Handbook*, edited by A. Steedman. 1990 (Natural Resources Institute) 204 pp.

An easy-to-read reference, useful for PCVs in countries where the impact of locusts plays a central role in agricultural and other cultural activities.

(RP) AG246 -- *Primary School Agriculture Vol. I: Pedagogy*, by Herbert Bergmann. 1985 (GTZ) 144 pp.

Presents a balanced, practical approach to agricultural education, not only for primary but also secondary education levels.

(RP) AG247 -- *Primary School Agriculture Vol. II: Background Information*, by Herbert Bergmann. 1985 (GTZ) 190 pp.

Companion volume to above publication (AG246).

(RC) AG253 -- *Managing Pests and Pesticides in Small Scale Agriculture*, by F.H. van Schoubroeck, et al. 1990 (Centre for Development Work, The Netherlands) 204 pp.

Excellent resource for basic, technical information and project design strategies. Contains case studies.

APPROPRIATE TECHNOLOGY

(RC) AT037 -- *Understanding Solar Food Dryers*, by Roger G. Gregoire. 1984 (VITA) 22 pp.

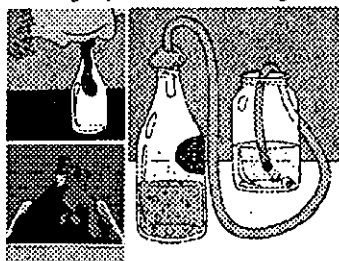
Easy-to-understand descriptions of low-cost solar food dryers to remove water and prevent spoilage.

EDUCATION

(RP) SE052 -- *How to Thrive, Not Just Survive: A Guide to Developing Independent Life Skills for Blind and Visually Impaired Children and Youths*, edited by Rose-Marie Swallow and Kathleen Mary

Janice VanCleave's CHEMISTRY for Every Kid

101 Easy Experiments that Really Work



Exciting ideas, projects, and activities for schools, science fairs, and just plain fun!

Hueber. 1987 (American Foundation for the Blind) 93 pp.

A valuable resource in self-help skills, orientation and mobility, and recreation to build basic skills for blind and visually impaired children and youths.

(RP) ED139 -- *English for Specific Purposes: A Learning-Centered Approach*, by Tom Hutchinson and Alan Waters. 1987 (Cambridge University Press) 183 pp.

Presents the evolution of ESP and its position today, the role of the ESP teacher, course design, syllabuses, materials, teaching methods and evaluation procedures. Recommended for practicing and would-be ESP teachers.

(RP) ED141 -- *Chemistry for Every Kid: 101 Easy Experiments that Really Work*, by Janice VanCleave. 1989 (John Wiley and Sons) 232 pp.

Teaches the basics of chemistry theory and practice in an entertaining manner. Useful for science teachers and TEFL/ESP programs that involve science.

ENVIRONMENT

(RP) FC082 -- *Trees and Shrubs of the Sahel: Their Characteristics and Uses*, by Hans-Jurgen von Maydell. 1990 (GTZ) 525 pp.

Focuses attention on the wealth, variety and multiple use potential of the indigenous trees and shrubs of the Sahel. Provides botanical descriptions and information on plant management, distribution, site requirements and uses (with color photographs). Recommended for PCVs working in Sahelian forestry.

HEALTH

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

Summarizes the latest scientific research and contains worldwide statistics on the AIDS epidemic.

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

Explores the implications of the HIV epidemic for the woman, her child and her family. Women in countries around the world describe how AIDS is disrupting families and communities. This highlights the steps women are taking to protect themselves and those close to them. Excellent resource for PCVs working in AIDS education or for self-education.

(RP) HE234 -- *Talking AIDS: A Guide for Community Work*, by Gill Gordon and Tony Klouda. 1988 (International Planned Parenthood Federation) 98 pp.

Provides information for promoting the understanding of the disease and awareness of the means of preventing its spread, and to support people infected with HIV.

(RP) HE235 -- *Le SIDA: Parlons-en, guide pour le travail communautaire*, by Gill Gordon and Tony Klouda. 1988 (International Planned Parenthood Federation) 113 pp.

French version of HE234.

TRAINING

(RC) TR052 -- *The Art of Crossing Cultures*, by Craig Storti. 1989 (Intercultural Press) 121 pp.

Presents "how-to" information on the processes involved in encountering a foreign culture and adapting to it, managing the temptations to withdraw, and gradually adjusting expectations of behavior to fit the reality of the culture.

(RC) TR053 -- *Breaking the Language*

Barrier: Creating Your Own Pathway to Success, by H. Douglas Brown. 1991 (Intercultural Press) 184 pp.

Combines sophisticated analysis of the language learning process with practical guidelines for individual learning strategies.

YOUTH DEVELOPMENT

(RP) CD048 -- **Crisis Counseling with Children and Adolescents: A Guide for Non-Professional Counselors**, by William Van Ornum and John B. Mordock. 1983 (Continuum) 201 pp.

Effectively describes intervention techniques for children at risk. While the book is classified as a guide for non-professional counselors, the content is more appropriate for the beginning professional counselor. It would be most meaningful to individuals with some social work background.

WOMEN IN DEVELOPMENT

(RC) WD086 -- **Strengthening Women: Health Research Priorities for Women in Developing Countries**. 1989 (The International Center for Research on Women) 69 pp.

Sheds light on the health risks that women in developing countries face and the constraints they experience in resolving health problems.

AFTER CLOSE OF SERVICE

(RP) TR051 -- **Earn College Credit for What You Know**, by Susan Simosko. 1985 (Acropolis Books Ltd.) 192 pp.

Many colleges and universities are giving credit for college-level courses through *portfolio assessment*. This publication tells you how to document, for the experts in your field, the outside knowledge you have gained through your job, volunteer service activities and special interests.

Hot off the press

RE001 - - The Whole ICE Catalog 1992

The format for this 1992 edition of The Whole ICE Catalog has been totally updated. It is a complete listing of publications available to Peace Corps Volunteers and staff. Informational materials in every sector area will be easier to identify and locate, and every citation now includes the ICE classification number, making it easier to integrate into In-Country Resource Center collections.

RE003 - - Sources of Books and Periodicals for Schools and Libraries for PCVs

RE007 — Free and Reduced Rate Periodicals for PCVs

ICE recognizes the importance of developing host-country information resources. Though it cannot stock host-country libraries, resource centers and school classrooms, ICE does maintain a listing of organizations that can help you do this. These two publications list information on organizations that help PCVs and others get books and other educational/informational materials for their host-country organizations. More importantly, perhaps, they describe how to "drum up your own business" by using your own contacts to help you get materials for the community in which you are working.

T0064 - Nonformal Education Training Module

This is the long-awaited companion volume to ICE's "Nonformal Education Manual." The training module will be valuable for Peace Corps trainers and staff who wish to integrate elements of nonformal education into their training programs. The module presents 10 sessions which cover the main techniques and practices used in nonformal education. Sessions can be easily adapted for different types of training and for trainers with various levels of experience.

All of the above publications should be available by the time this issue of the ICE Almanac is distributed to the field. Every Peace Corps In-Country Resource Center or library will receive copies of each of these publications. If additional copies are needed, please request them directly from ICE.



Best Photos illuminate Peace Corps' world

Entries in the Peace Corps Times' Best Photo Contest continue to roll in from around the world. The rules are simple, so send off your best shot today. Who knows? You may be an instant winner.

Peace Corps Times is partial to snapshots that feature PCVs with their host country friends and co-workers involved in some activity. (The picture on the cover of this issue is an excellent example.) Keep in mind that your print must be of publishable quality with sharp contrast and good composition.

Be sure to write your name and address on the back of the photo. Be careful not to bear down too hard on the print, however, so scratch marks don't show through to the image side. Send along a brief note to explain who is in the picture and what is taking place. Keep in mind that the picture should readily tell a story itself without adding extra words.

When sending your photo, please include a forwarding address so it can be returned. Certificates will be awarded to all winners.

IN-COUNTRY RESOURCE CENTERS

ICE classification system revised and updated

One important tool of In-Country Resource Centers, the ICE classification system, has been completely revised and updated. It now includes all subject areas that Peace Corps' IRCs and libraries must deal with, including general reference, youth and urban development, information on Peace Corps' domestic programs, such as World Wise Schools, and other initiative areas. It also includes enhanced ways to handle women in development information, information on local languages, history and culture and information useful to PCVs when they complete their service, such as details on employment and further education.

One feature that will be extremely important to IRC managers is the inclusion of a thesaurus. It lists terms which describe concerns of Peace Corps Resource Centers. This will assist IRC managers to assign consistent subject headings to materials in their resource centers.

The revised ICE classification system and thesaurus should be available in early 1992.

ICE produces computer program to help Resource Centers automate catalogs and lists of materials

ICE has been working the last few months to produce a computer program suitable for helping Resource Centers manage their collections. A few countries have already received advance copies of the program and sample records. The program and documentation will be ready very shortly for distribution. The program, called a "template," runs on the Claris Filemaker II database management system for the Macintosh. It is flexible enough to handle all of the requirements of IRCs. (Claris Filemaker II was distributed to all Peace Corps countries with the donation of Mac computers from Apple.)

If you are planning on automating your library or Resource Center catalog, or if you would just like to see what an automated catalog can do, you can request a copy of the disk from ICE.

For countries which are already using the template, please let us know how it's working.

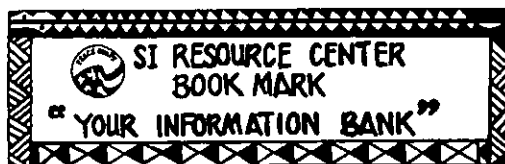
IRC outreach idea -- bookmarks a hit

IRC managers know well the importance of marketing resource center services. PCVs and staff, trainers and counterparts all need to be alerted to the information resources available to assist them with their jobs. IRCs contain technical information in the form of books, documents and audiovisual materials on all topics relevant to Peace Corps' projects.

One easy and inexpensive way to let potential users know about the resource center is to design a bookmark promoting the IRC. By choosing a design or logo unique to a specific country's IRC, managers can consistently remind users of the valuable services which are available. Book-



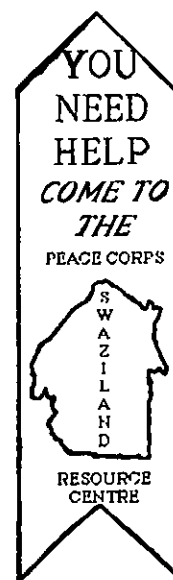
Tonga IRC Manager 'Ila Hurrell, and Litia Ha'angana, training secretary, design bookmarks on computer.



marks can be distributed at trainings, enclosed in welcoming packets, mailed to PCVs, made available in the IRC and other locations frequently, and slipped into every book as it is checked out.

Participants in several ICE-facilitated IRC training programs have already designed bookmarks as projects during training. The examples from Tonga, the Solomon Islands and Swaziland (seen on this page) may provide ideas for other IRC managers. As bookmarks are developed, please send copies to ICE to share with others.

ICE would appreciate hearing about other outreach and marketing techniques used by IRC managers. ICE will continue to have a section in the ICE ALMANAC to share ideas about IRC development.



'A Few Minor Adjustments' handbook to be distributed

"A Few Minor Adjustments," a handbook for all Peace Corps Volunteers and Trainees, is being sent to overseas posts. It will be distributed to Trainees immediately upon their arrival in country and to presently serving Volunteers.

Written by Craig Storti for the Peace Corps Office of Special Services, the handbook is a combination of text and exercises dealing with the fundamental issues of adjusting to a new country and a new culture. It is organized chronologically, beginning with arrival in their host country, and taking the reader through the various stages of their Peace Corps' experience.

Bobbie Pickett, director of the Office of Special Services, said the handbook is a major new resource for the field to use in addressing a fundamental area of Peace Corps' service.

"The purpose of the handbook is to demystify the whole concept of adjustment, by dividing it into identifiable elements, analyzing those elements in some detail, and helping Trainees and Volunteers understand and resolve common problems of adjustment," she said.

DR DISPATCH — Ellen Jones and Glen Wersch, who are serving as Peace Corps Volunteers in the Dominican Republic, have been publishing an informative news-

letter called the Dominican Dispatch since they arrived in the DR in August 1990. "We...are living above the fray in a lovely village called Manabao in the Central Mountains," they write in the Dispatch. They are working in the Bermudez National Park, home to 10,000-foot-high Pico Duarte, the highest peak in the Caribbean. They are assisting with trail improvements, educational signs and displays, informational handouts for visitors, staff training and environmental education.

BALTIC AID PLEDGED — Vice President Dan Quayle signed an agreement Oct. 29 in Indianapolis pledging business assistance to the three newly independent Baltic nations of Estonia, Latvia and Lithuania. Peace Corps Director Elaine L. Chao, who accompanied the vice president on the trip to Indiana, said Peace Corps Volunteers will arrive in the three Baltic states as early as next June to begin language, cross-cultural and specialized training. "I can

think of no better way to begin my term as Peace Corps director than to be part of this pioneer effort to empower the peoples of the Baltic regions in their pursuit of peace and development," she said. The prime ministers of the three Baltic republics have promoted formation of an International Baltic Economic Commission by the Hudson Institute to stimulate investment and growth.

SCARCE SKILLS SOUGHT — Countries are increasingly requesting Peace Corps Volunteers with specialty skills. The Office of Recruitment has established a team approach to augment its recruitment marketing efforts to fill requests for these "scarce skilled" Volunteer candidates. Teams made up of key Peace Corps departments are at work now to target hard-to-fill slots in education, health, industrial arts, agriculture, forestry and the environment. A full-scale campaign is underway to find qualified applicants through professional and trade associations, direct mail, advertising and other means. PCVs serving overseas, as well as former

PCVS, are being asked to help by spreading the word to their friends and colleagues.

IN BULGARIA

— Peace Corps Director Elaine Chao headed a seven-member presidential delegation named by President Bush which went to Bulgaria in late October to inaugurate the American University in Blagoevgrad. Chao delivered the keynote address at the opening of the institution. While she was in Bulgaria, Chao also visited Peace Corps Volun-

teers serving there. The Peace Corps signed an agreement with Bulgaria last year. Currently, there are 26 PCVs serving in the country. Another 25 Volunteers will go to Bulgaria in the spring to work in small business development.

HEALTH EFFORT SUPPORTED — Dateline: CDC, the newsletter of the Centers for Disease Control in Atlanta, reports that the CDC's International Health Program Office and the National Center for Infectious Diseases are providing technical expertise for 11 Peace Corps Volunteers on their way to Nigeria this fall. This is the first PCV group to serve in Nigeria since the late 1960s. The Peace Corps Trainees will prepare for critical roles with two primary health-care projects, the Africa Child Survival Initiative—Combatting Childhood Communicable Diseases funded by the U.S. Agency for International Development and the World Health Organization's Collaborating Center for Research, Training and Eradication of Dracunculiasis (Guinea worm disease).



"The nectar of the gods"

Peace Corps Volunteer Ann Swanberg, joined by two water development counterparts, taste the cool, clean water from an improved spring box in Kenya. Country Director Jim Beck recorded the moment on film.

Newsletter for RPCVs new and expanded

A new and expanded RPCV WRITERS, a newsletter featuring information about former Peace Corps Volunteers who are writers, is adding the word "READERS" to its masthead. The newsletter also is introducing a column called the "Peace Corps Traveler" written by RPCVs and PCVs. If any PCV is interested in contributing to this column, please write RPCV WRITERS AND READERS.

This newsletter appears six times a year and focuses on writers who were in the Peace Corps; would-be writers, travel and travel writing; and issues that are of interest to the Peace Corps community. It is edited by John Coyne, who served as a PCV in Ethiopia and later worked at Peace Corps headquarters in Washington as well as an associate director in Ethiopia. A novelist living in New York, Coyne also previously served on the board of the National Council of Returned Peace Corps Volunteers.

The annual subscription rate for the newsletter for those living outside the U.S. is \$19. For further information, contributions to the travel column or suggestions, write John Coyne, 99 Reed Ave., Pelham Manor, NY, 10803-2435.



Tree planter

PCV Susan Mendrysa carries trees to plant at a local school as she stands with two acquaintances in front of her rondoval in Mochlanapeng, Lesotho, where she works as a home gardens advisor. Volunteer Eric Nusbaum submitted the picture as a Best Photo Contest entry.

LETTERS TO THE EDITOR

Corps stamp needed

Peace Corps is celebrating its 30th anniversary and I can't remember (in my life) a postage stamp commemorating the work of the Peace Corps. What would be especially appropriate would be an airmail stamp. If you agree or have any suggestions for stamps (maybe a Dr. Seuss one?), write to Citizens' Stamp Advisory Committee, U.S. Postal Service, Room 5670, 474 L'Enfant Plaza SW, Washington, D.C. 20206-6753, USA.

Roger Donley
PCV/Belmopan, Belize

Editor's Note: A U.S. commemorative stamp was issued for the 10th anniversary of the Peace Corps. Several host countries also have issued special stamps over the last 30 years.

Band still doing well

Thank you for the coverage you gave PCV Leo Florendo in (the Spring 1991 issue of the) Peace Corps Times (in the column PCV NEWS CAPSULES). He tells me the tour went quite well. Right now, there is another brass band competition in which the Taufa'ahau College Band is the one to beat. We are all very proud of the work he is doing and the spirit generated because of the band members' efforts.

Vinette E. Jones
Country Director/Tonga

Map misses mark

I have a few comments about your Summer '91 issue of Peace Corps Times. First, (regarding) the map of Malwai and the surrounding areas (used to illustrate the article titled "Flood!"), I would like to point out the name of "Southern Rhodesia" that covers the area that has long been Zimbabwe. I would think that you would either have more modern maps or be more careful with your editing, especially since Peace Corps will soon be starting a Zimbabwe program!

Second, is the naming of your issue according to seasons in the Northern Hemisphere? As a Volunteer below the equator in the mountain kingdom of Lesotho, your summer often brings snow to us! How about a little less hemisphericism!

Besides these two little gripes, I must say I do enjoy the Peace Corps Times, especially to get an idea of programs in other countries. The variety of service is amazing. I also like the Best Photo Contest a lot, so much so that I have entered my own here.

Sala ka khotso,
(Stay in peace)

Eric Nusbaum
PCV/Lesotho

Editor's Note: Thanks for your comments. We stand corrected. Your Best Photo entry appears on the left.



Students learn about the world

Matching of Volunteers with students in the United States through World Wise Schools is well under way for the present school year, with applications from teachers continuing to arrive in substantial numbers at Peace Corps headquarters.

It might be a good time, at the start of the program's third year, to say "thank you" to the many thousands of Volunteers who have given so much of themselves to "bring the world home" to students in all areas of the country.

"The Volunteers are the ones who make this program the rousing success it is," said Shirley R. Puchalski, director of World Wise Schools. "We greatly appreciate the tremendous effort that is being made by all of you."

In the school year that ended in June 1991, more than 2,000 Volunteers were matched. More than a few of the World Wise teachers have sent letters of gratitude, praising Volunteers in each of the Peace Corps regions for the time and talent they have put into the program.

Excerpts of two such letters speak to the enthusiasm teachers have shown about the relationship that developed between the Volunteer assigned to them and their class:

🍏 "This gave my students a first-hand look at the culture of another...country," wrote teacher Edward Miles from East Hampton, Mass. "The letters from (PCV) Lynn Dale's students were a...real eye-opener to my students."

🍏 "This program deserves an A++," wrote teacher Fran Valencio of Venice, Fla. "I would recommend it for classroom teachers. Our Peter (PCV Peter Hoffman) was awesome and we all fell in love with him. Thank you for this opportunity."

OTHER PROGRAM NOTES

Postage Reimbursement -- A significant policy change has been made regarding the reimbursement of Volunteers for postage expenses related to their World Wise Schools participation.

"We hope this eases the financial burden on Volunteers who previously have had to bear the expense of postage," WWS Director Shirley Puchalski said. "To those Volunteers who took part in World Wise Schools last year without any financial remuneration for post costs, we offer a sincere thank you."

Specific School Matches -- World Wise Schools has a mechanism in place to accommodate the request of a Volunteer who wishes to be matched to a specific school.

Regrettably, specific matching requests reaching the office at this date in the annual matching process cannot be honored. In many cases, these Volunteers are already matched to another classroom and it is not possible to change that after the teacher has been notified.

Before the Volunteer goes overseas, he or she should contact the school and have the teacher contact the office of World Wise Schools (1990 K St. NW, Washington, D.C. 20526), or have him/her call (1-800-424-8580, Ext. 2283).

Volunteers requesting specific matches for the next school year are asked to submit their requests before May 1.

ETs, Suspensions, COS -- While World Wise Schools is able to monitor all early terminations, country suspensions and completion-of-service dates, and take the appropriate action to notify teachers, it would be appreciated if country directors could keep the WWS office informed by sending in the names of Volunteers who leave service. In this way, teachers might be notified earlier.

After Service School Visits -- Individual Volunteers returning home, and planning to be near the location of their matched school, can contact their teacher to arrange a meeting with the students.

"Although it is not a formal part of the program, post-service classroom visits are a nice way to top off your World Wise Schools experience," Puchalski said. "The students really appreciate it and it is a nice way for you to meet all the young people to whom you have been writing. It's a classic 'win-win' situation."

If returned Volunteers wish to continue their relationship with World Wise Schools, they can "volunteer again" by having their names placed on a World Wise Schools data base.

This rapidly growing part of the program allows the returned Volunteer to serve as a classroom speaker or consultant to a teacher near his or her home.

WorldWise SCHOOLS

Sponsored by THE PEACE CORPS of the United States

ENROLLMENT FORM

*"YES, I WISH TO BE MATCHED
TO A CLASSROOM
IN THE UNITED STATES."*

Name _____

COS Date _____ Program _____

Country of Service _____

Address _____

Home of Record _____

Street/P.O. Box _____

City _____ State _____ Zip _____

Telephone () _____

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

Service Descriptions

Describing your service is an important step at end of tour

One of the tasks Peace Corps Volunteers are asked to complete before leaving country is to draft a description of their Peace Corps service. This DOS (description of service) document contains information about the training period, language skills and use, and duties and responsibilities at an assigned site.

The draft is used by country staff to create the only official description of service as a PCV. In most cases, a PCV is given the original DOS when leaving country, and a copy is sent to Washington, where it is kept on file.

There are many tasks to complete as your service ends, but that time will be your only chance to describe fully what you have done as a PCV. At least two or three times a month, the Office of Returned Volunteer Services (RVS) in Washington receives a call from a former Volunteer whose DOS does not contain some information critical to employment, graduate school admissions, retirement credit and/or teaching certification.

Here is a brief guide on how to fill out your DOS:

1. Provide detail about hours spent on specific subjects during pre-service and in-service training. For example, to say that you completed a four-week health technical training is not enough. Instead, provide details about the number of classroom hours spent on several specific topics within the health training period. Further, discuss any practical field experience during the training period. This issue becomes even more important as PONSI — the National Program for Non-collegiate Sponsored Instruction — recommends Peace Corps training and service for academic credit at U.S. institutions of higher education. (See related article in the Summer 1991 issue of the Peace Corps Times.)

2. Most PCVs provide detail about their language training and FSI scores in their DOS. Many, however, don't discuss the use of language in their job descriptions. It is important to describe the fact that you conducted all business conversations in Sango or Guarani or Urdu or whatever language, to make the point that your language skills were critical to the success of your work, not just critical to your success as a neighbor or friend abroad.

3. Don't forget to detail all projects on which you worked. It is easy to forget that you taught English once a week for your first year of service when you are writing your DOS at the end of your second year. But that information might be critical to provisional teaching certification in California, for example, or for admission to a Fellows/USA combination teaching/masters program. Even if you have not served in a formal teaching assignment, provide detail (hours per week, percent of overall work time, etc.) regarding projects involving instruction, teaching or training. Many PCVs without teacher training as undergraduates decide to



teach in the U.S. after Peace Corps — sometimes long after Peace Corps service ends. Teaching and training experience during Peace Corps can make a difference to credentialing and retirement benefits.

4. The DOS may vary in length, but should not exceed two or three pages.

5. Keep in mind that the DOS does not serve as a reference for you. It is a factual account of what you did as a PCV rather than an evaluative account of how well you did your work. PCVs should arrange for reference letters from APCDs and other supervisors before leaving country. It is difficult to get these letters once you return to the U.S.

6. Take the time to write and rewrite your draft DOS. In many cases, the country staff members use your copy, not editing nor ensuring inclusion of all pertinent information. It is the PCV's responsibility to make the DOS an accurate and detailed account of Peace Corps service.

— Nedra Hartzell

Returned Volunteer Services

REVISED PUBLICATIONS AVAILABLE

Revisions of two popular Office of Returned Volunteer Services publications — "Graduate School Guide" and "International Careers" — are now available by writing to RVS Publications, Peace Corps, 1990 K St. NW, Washington, DC 20526. Be sure to include a complete overseas mailing address.

RVS also has sent two publications of interest to natural resource and forestry PCVs to all posts. The books — "A Guide to Grants and Fellowships in International Forestry" and "Natural Resources Profiles of the U.S.A. Natural Resource Schools: International Programs at National Association of Professional Forestry Schools and College Member Institutions" — were given to in-country resource centers by the U.S. Forest Service.

URBAN, RURAL CHALLENGES

Program reforms more than U.S. schools

In 1983, responding to "a rising tide of mediocrity" in our nation's schools, the National Commission on Excellence in Education recommended in its report, *A Nation At Risk*, that grants and loans be made available to attract qualified teachers to the teaching profession, particularly in mathematics and science. Columbia University's Teachers College and Peace Corps created a model program to recruit returned Peace Corps Volunteers (RPCVs) to teach in New York City's public schools while they enrolled in evening classes to earn a master's degree and eligibility for a permanent teaching certificate.

Recently, the Peace Corps Fellows/USA program has expanded to other disciplines and sites. This fall, approximately 125 RPCVs are participating in a dozen programs of different sizes throughout the United States. By next September, Peace Corps expects to have two dozen operational programs in such fields as education, nursing, public health and possibly small business development. There will be Fellows/USA programs in public health in a Texas/Mexican border town, in education at Native American reservation schools and possibly in small business development at a housing project in a large Northeastern city.

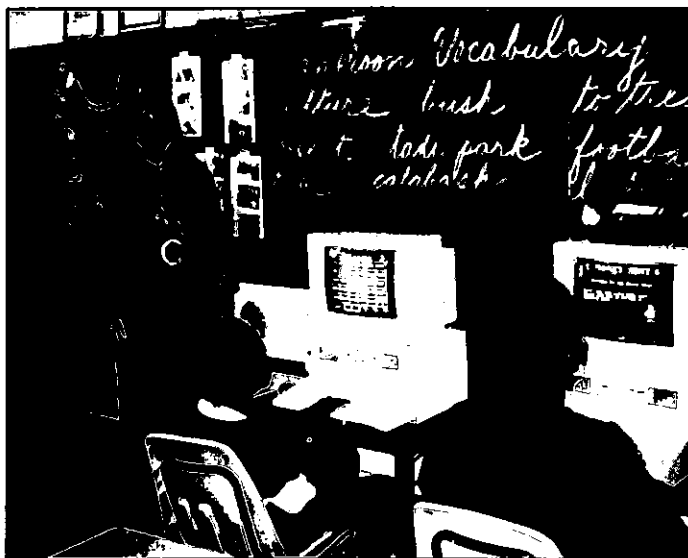
As Peace Corps ventured into the developing countries in the early 1960s, it found unexpected challenges. So have the university partners in designing the Fellows/USA programs. With the exception of the Teachers College program, all of the Fellows/USA programs currently operating enrolled their first students within the past year. Most are doing very well. A few are hampered by local funding cuts as they design programs.

The universities are responding to these challenges in unique ways such as creating cohort group seminars to build an *esprit-de-corps* among the Peace Corps fellows; scheduling classes on weekends and evenings to allow the fellows to work full-time during the day; and revising

the content of classes to better address the problems encountered by the fellows in their working situations.

At most universities, the faculty visit the fellows in their

field placements, which are often the more challenging positions. The Fellows/USA programs are drawing the faculties away from their laboratory settings to these tougher sites, subtly fertilizing change. At one university, four fellows complained to their professor that the methods class was not addressing the realities of their teaching situation. The professor then asked that all the students write a short paper recommending how the class should



Peace Corps photo by Robin Dean

DePaul University Peace Corps fellow Mary Maloney brings Cameroon into a Chicago classroom.

be redesigned, and later spoke to the students individually. He redesigned the rest of the semester's course work with the input of the students.

Starting in June 1992 at the University of Texas, El Paso, Peace Corps fellows will be enrolled in an adapted teacher preparation program leading towards a graduate degree. During their first year, the fellows will enroll in the state's existing alternate certification program, with additional cohort experiences and pre-service training planned for the returned volunteers. For the second year, the fellows start in a master's degree program with continued field supervision by the faculty.

Another program scheduled to start next June is the Northern Arizona University Fellows/USA program in teaching. It will include a special pre-service training component more similar to Peace Corps training than standard teacher preparation models in the United States. Because the fellows will be placed in schools serving Native American children, the pre-service preparation program will contain culture and language components currently being developed by an advisory group.

Peace Corps Deputy Director Barbara Zartman envisions Fellows/USA programs operating within a couple of years in each of the six broad Peace Corps sectors: education, health, agriculture, environment, small business development, and urban and community development. In the coming years, hundreds of fellows will be using the knowledge and skills gained through Peace Corps service to address America's toughest challenges while at the same time earning a living and continuing their professional development.

For more information on the Fellows/USA program, contact Henry L. Fernandez, University Programs Coordinator, Peace Corps, 1990 K St. NW, Washington, DC 20526.



BEST PHOTOS CONTEST



South Pacific catch

As a village woman looks on, PCV June Larson shows off a blowfish caught in the frothy Pacific Ocean at Labasa, Fiji.

Preparing to dance

A group of women in the village of Rawannawi on the island of Marakei in Kiribati help PCV Judy Brown prepare to take part in a traditional dance. Her husband, Chris Brown, shot this photo.



*Can you picture
a world filled
with adventure?*

Enter our next issue's
Best Photo competition.



Learning to swim

PCV Shannon Speier offers swimming tips to Carolina Ortíz at Lago Yguazu in Tacuaró, Paraguay.

Other Best Photo entries in this issue appear on the cover of the magazine as well as pages 3, 6, 9 and 28. Rules are printed on page 25.

Edited by Brian Liu