

Case Studies of Home Economists/Family Consumer Scientists in the Peace Corps

Contributions to International Development

IN CELEBRATION OF THE 50TH ANNIVERSARY OF THE AMERICAN PEACE CORPS

AAFCS Annual Meeting 2011
Compiled by: Mary Andrews, Michigan

Peace Corps endures for 5 decades: *Agency's true value is in its intangible contributions*

In some ways, the Peace Corps, which is celebrating its 50th anniversary, is a shadow of what it once was. It had so much pizzazz in the early days that newspapers proclaimed the names of new volunteers as if they had just won Guggenheim fellowships. Now, the number of volunteers—8,655—is about half of what it was at its highest in 1966, and not everyone knows the Peace Corps still exists. The first director—the irrepressible, inspiring Sargent Shriver, who put the program together in six months—made the cover of Time in 1963. The current director—Aaron Williams, a former volunteer with decades of experience in international development—barely gets his name in the papers. At a panel discussion at George Washington University a couple of years ago, Christiane Amanpour, then chief foreign correspondent of CNN, listed factors that had contributed to American worldwide popularity in the past. “There was a Peace Corps”, she said.

Yet the Peace Corps, despite its loss of celebrity and size, has improved a great deal during its 50 years. It probably does a better job at one of its main goals: providing skilled manpower to poor countries in need. The volunteers are better trained now, arriving at their posts speaking not only the official language of the host countries, but the local tribal language as well. And the volunteers are better deployed. In the early days, a few towns had scores of Peace Corps volunteers—a single school in Ethiopia, for example, might have had a dozen volunteer teachers. Now, many volunteers are assigned by themselves.

The Peace Corps' longevity is a testament to a good idea, and the corps is surely President Kennedy's most enduring legacy. Fifty years on, what has the Peace Corps accomplished? It's possible to cite the pounds of fish sold or the pounds of honey produced under volunteer projects. But how do you measure the influence of an inspiring teacher? Or the effect on an impoverished teenage boy such as Alejandro Toledo, who, with volunteers' help, goes to college and become the President of Peru? But there is no difficulty measuring the impact of the Peace Corps on the United States. Half a century after Kennedy's call, the Peace Corps' greatest achievement may be the volunteers themselves. Peace Corps alumni include two U.S. senators—Chris Dodd of Connecticut and the late Paul Tsongas of Massachusetts—and nine members of the House of Representatives, as well as governors of Wisconsin and Ohio and the mayor of Pittsburgh. One Cabinet member was a volunteer: Donna Shalala, Health and Human Services Secretary in the Clinton administration and now the President of University of Miami. Ten other volunteers are presidents of universities and colleges. More than 20 have served as ambassadors or assistant secretaries of State; others went on to become teachers, doctors, economic development specialists. In all, some 20,000 Americans have lived, often in the remotest of villages, in countries in Africa, Asia, Latin America, the Pacific and Eastern Europe—places most other American can't find on a map. We would not have this enormous asset today without the Peace Corps. That is surely worth a birthday celebration.

(By Stanley Meisler, McClatchy-Tribune News Service Lansing State Journal, March 1, 2011 Opinion Page 5A)

List of Case Studies

1. Marilyn Ambrose, Lithuania 1993-96
2. Donna Anderson, India 1963-65
3. Mary Andrews, India 1963-65
4. Mary Crave, Morocco Trainer, 1998
5. Jessica Cummings, Madagascar 2009-2011
6. Peter & Emily Gladhart, Ecuador 1962-66
7. Nancy Granovsky, Paraguay 1969-72
8. Pego Jean-Paul, Ghana 2010-
9. Claudia Jayne, Fiji 2011-
10. Katherine Jorgenson, Paraguay 1970-73
11. Cindy Jurgensen, Kiribati 1981-83
12. Diana Kingston, Uganda 2007-2009
13. Patricia Kratky, Pakistan and Iran 1964-67
14. Cynthia Mark, Benin 1974-76
15. May Mong, Colombia 1972-75
16. Wanda Montgomery, Thailand 1961-63
17. Ann Moore, Togo 1961-63
18. Charlotte Olsen, Liberia 1970-72
19. Marie Olson-Badeau, St. Lucia 1977-79
20. Mary Rainey, Philippines 1953-65
21. Elaine Randeau, Nigeria 1962-64
22. Lois Schneider, India 1968-70
23. Kathy Stadler-Thompson, Dominica 1980-83
24. Fortune Zuckerman, Colombia 1974-80

Marilyn (Dargis) Ambrose, Lithuania 1993-96

Marilyn Dargis Ambrose, of Leucadia, California served as a Peace Corps Volunteer in Lithuania from 1993-96. She graduated with a BS degree in Dietetics from St. Mary's Notre Dame University in 1952, received an MA in English from Valparaiso University in 1967 and a PhD from Purdue in 1977 majoring in Teacher Education within Family Consumer Sciences. Marilyn raised a family of ten children in-between degrees! After her retirement from Chico State University in CA she joined the Peace Corps. She says that she is VERY committed to the Peace Corps philosophy of helping countries get started and promoting peace through understanding.



While in the Peace Corps, Marilyn served as a Professor at Kaunas Technical University in Panevezys, Lithuania. She taught English as a second language, Business English, Teacher Training and worked with new Peace Corps trainees as part of the PC staff in Vilnius.

Marilyn reports that Home Economics is highly regarded in Lithuania since the people consider family along with higher education as strong values. They also have respect for the elderly, and are trying to retain their ethnicity/culture. Marilyn noted that she was specifically implored to add units on nutrition & child development to her teaching curriculum. Marilyn helped establish the first Folk Festival for Baltic PCV's & families in Panevezys. She also established an English Resource Center with contributions sent from Home Economics groups in California.

Marilyn notes that "the Peace Corps was a life changing experience, especially as an older volunteer who had just retired as a Professor in the California University System". "I learned simplicity and patience as virtues for life". Upon return, Marilyn has often presented to various church/non-profit groups on Lithuanian culture & the Peace Corps experience. "When I returned, I sponsored 20 Lithuanian folk group members to come to my daughter's wedding with additional touring of the northwest for two weeks". "I have continued interactions with host families & friends via email and regular letters especially at holidays (Easter & Christmas)". "I have contributed/loaned many items from Lithuania to the 50th Peace Corps Anniversary museum exhibit at San Diego State University, which will run throughout March 2011". Marilyn wrote two articles which were published in Lithuanian Heritage Journal on her Peace Corps experiences, Impressions as a Volunteer (July/August 1995, p28) and Fairytale Wedding: Cultural Exchange (Sept/October 2004, p.26). These issues are available in the online archives.

Although Marilyn is no longer a member of AAFCS, she does participate in the San Diego Chapter of retired home economists. The picture is of Marilyn when she served as guest speaker for the IFHE-US Development Fund Cultural Event at the AAFCS Annual Meeting in San Diego, June 2004. She is wearing memorabilia from Lithuania--the sash (juosta) was placed on each PCV by the US Ambassador in a very formal ceremony as they took their oath. The crocheted overblouse was made by a native Lithuanian as a gift of thanks and the amber earrings are from the Baltic Sea. <mambrose2@sbcglobal.net>

Donna Anderson, India 1963-65



Donna Anderson was a Peace Corps Volunteer in India III from 1963-1965. She was stationed in South India, the state of Mysore (now Karnataka) in a Gram Sevak Training Centre in Mandya. This is a center that trains extension field workers, both in agriculture and home economics. She worked in a Health-Nutrition Education Project at a centre for village women and made follow-up visits in nearby villages. She also developed pre-school education lessons for Balwadi (Preschools) for 3-6 year olds. Finally she participated in a pilot health-nutrition outreach project in Andhra Pradesh (a neighboring state) to prepare for future Peace Corps Volunteer groups to South India. This was followed by teaching and coordinating activities for two Peace Corps training groups in Davis, California (1965).

Donna graduated with a B.S. Degree in Home Economics from the University of Minnesota prior to joining the Peace Corps and returned to the University of Minnesota School of Public Health to earn a Master's degree in Public Health in 1971. She is currently an adjunct instructor in the Public Health Administration and Policy program of the Health Policy and Management Division. She has held a number of public health positions in Hennepin County and the City of St. Paul. She recently retired as Public Health Director of the Dakota County Public Health Department in Minnesota after 22 years of service! Donna currently serves on a non-profit organization board, and balances her time as a volunteer in professional health organizations, state and local health groups as well as faith and community groups. Donna has been active with her Peace Corps India III group, planning and attending reunions and keeping track of people! The group will be celebrating the 50th anniversary of the Peace Corps in Washington D.C. in September.

Mary Louise (Pass) Andrews, India 1963-65

Mary Andrews from Mason, Michigan served in the American Peace Corps in India from 1963 to 1965. Mary graduated from Pennsylvania State University in Home Economics Education during fall commencement ceremonies in 1962 and departed for Peace Corps Training in January 1963. The training group first spent one month in “Outward Bound” training in Puerto Rico and then three months of language and cultural training at the University of Minnesota. She was in the group within “India III” that would be sent to south India, the state of Mysore (to be changed to Karnataka). Another portion of the training group would be assigned to northern India, the state of Punjab (her future husband was in that group).



She was assigned the role of “Home Science Teacher and Block Development Worker” in Hubli, a crossroads and maintenance center for the Indian Railways. Her roommate, Connie Sherman Hankins, was also a Home Economist from the University of New York, Buffalo and had a similar assignment albeit with different interests. They lived and worked in a boarding school for harajan girls (untouchables). The *Mahilavidiyapeeth*, (school for girls) was a struggling compound of classrooms, hostels, various outbuildings such as a weaving room and a grinding room (rows of grinding stones to prepare the wheat and sorghum into flour). Following Gandhiji’s lead, the students all had to put in at least an hour of weaving or grinding everyday to serve the needs of the community. The compound also had a large kitchen garden that the students were supposed to tend! The founding father and mother of the school, old “freedom fighters” became adopted parents, and one of their daughters, Amala, had just graduated from the University of Baroda with a degree in home science so she became their mentor. Together the three organized home economics curricula for the secondary students and a more intense program for the teacher training program (two year teacher training to serve in rural elementary schools). Mary says, “It was fun to apply one’s college education to such an enormous challenge right out of the gate!” After school and on the weekends, Mary developed an outreach program in the surrounding villages to teach nutrition, child care and simple gardening to the village women. Believe it or not they were introducing “smokeless chulas” to help prevent eye and respiratory disease from the cooking fires—development workers are still introducing those chulas today in Asia and Africa! She also developed a demonstration poultry unit on the school grounds.

Both Mary and Connie were supervised by the Block Development Office, the Ministry of Agriculture’s development arm. Gram Sevikas (home scientists) and Gram Seviks (agriculturalists) were assigned to each Block (township) along with a Sanitary Engineer and Health Worker. These block development workers were instrumental in tackling famine and food security issues (this was pre Green Revolution times), water and sanitation-borne diseases and basic improvements to family social and economic well-being.

This early international experience in the Peace Corps assisted Mary to become involved in international work within her full-time career in higher education. As part of the land grant



tradition, her employer, Michigan State University integrated international training as part of the professional development of Extension workers in 1979. Mary took over the leadership of “International Extension Training” and served as Director for 22 years...involving over 150 mid-career Michigan educators in international development roles. She started a semester-long study abroad program in India for upper-level undergraduates in 1998 which continues today. In 2000 a reverse study abroad program was designed to host Master’s level students from Lady Irwin College, New Delhi in a one-month short-course at MSU. Mary has used her expertise in program evaluation and women-in-agriculture issues to serve on a number of training or evaluation teams for the UNDP, World Bank, USAID, Asian Organization of States and UNICEF; and served on the board of the international child welfare organization, Christian Children’s Fund (now Child Fund International).

Additionally she has served in leadership roles in her professional associations, The American Association of Family and Consumer Sciences (AAFCS) and the International Federation for Home Economics-- US (IFHE-US). Mary’s work in educating Michiganders about development earned her a role in a Peace Corps training video about the Third Goal of the Peace Corps—educating Americans about the world; and her work at MSU earned her the highest award for International Service at the institution in 2004, the “Ralph Smuckler Award for Advancing International Studies and Programs”. See more about Mary’s work on her website <www.msu.edu/~mandrews/>

Mary Crave, Morocco Trainer, 1998



Mary Crave, from Madison Wisconsin, is an internationalist with varied experiences. Related to the Peace Corps she was a trainer in Extension Methods for agricultural sector volunteers in Morocco in 1998. Her first international experience was serving as an IFYE 4-H Exchangee to Sri Lanka where she lived with nine different host families. “Living with and learning from people who are so different from me was priceless. That gift gave me the confidence and passion to pursue international development work as an extension specialist and to find my niche in addressing family policies and food security in ways I never expected.” Since those early days, Mary has had a variety of international roles including participation in the Farmer-to-Farmer program, Partners of the Americas and USDA/University of Wisconsin assignments. Mary has her MS and PhD from the University of Wisconsin-Madison, and BS from UW-Stout. Currently she is Project Director for Africa 4-H – providing technical assistance to African 4-H programs as part of a Global 4-H Partnership. The goal of the partnership is to develop capacity in 4-H programs around the world so as to help youth learn food security skills.

Mary notes that “my international experiences have influenced how I chose to practice my profession, how I spend my financial and other resources, and who my friends are”.

Mary’s experiences in extension work have been a great asset in helping her to work in less developed countries and to know how to provide training in group process skills. Working for a land-grant university also provides a ready connection to partner organizations such as the USDA. Mary was raised on a dairy farm which helps her to identify with rural families as so many assignments center on food security issues and farming. Most of the food in the world is grown by women, and Mary can work with them in a way men would not. Gender equity as a continual challenge has raised her consciousness about opportunities for girls and women in development programs and at home. Her current work with 4-H in Africa gives Mary a chance to address barriers that prevent girls from fully reaching their aspirations.

Mary says that “working in other cultures has made me a far better teacher, program developer and evaluator. I find I am continually examining how I approach lessons and programs. There is no standard procedure when working with people whose experiences, language, culture, assumptions and aspirations are different than mine. Those lessons get brought home with me and I am more sensitive to learners who are of a different culture or income level.”

Mary is a volunteer with many programs – with 4-H international programs, hosting international university students, leading social justice outreach at church, and reading books about other cultures in a book club made up of former Peace Corps volunteers. She also mentors students, co-workers and relatives about international involvements. She noted that on her birthday she received greetings from friends on five continents, a testament to her internationalized relationships!

Jessica Cummings, Madagascar, 2009-2011

Jessica (now called Kanto) was an FCS major at Ohio University before joining the Peace Corps. She has spent the past 2 1/2 years as a community health worker in the village of Antetezambaro. She says that she has received more than she could have expected from the “vibrant, life-loving Malagasy people”. “There's no doubt I've gained much more wisdom than I ever could've given. Malagasy people struggle to make their living of a buck a day. Many villages are without electricity, running water, or toilets but you'd never label them as "struggling" when you see their wide, white smiles and hear the laughs belting from the (yes, sometimes swollen (from worms or protein deficiency) belly's of children. Most fellow villagers are very curious about the United States and wish they could go there, but at the same time they don't understand the western way of living. When I talk about how many machines are used constantly....not only the big things like cars that most people own, and tractors to farm the fields (which they admit they would want, rice farming is hard back-breaking work), washing machines for clothes and dishes, to make coffee, to grind/ pound things, sweep the floor....our use of electrical gadgets is endless and when I try to explain them I see the distant look of fear in their eyes about using all these foreign objects to do the work we should know how to do to survive. My time here has truly been a beautiful, once in a lifetime enriching experience to learn some of the wisdom of this dynamic culture. And I will live each and every day of the next 2 months with extra awareness of my surroundings and appreciate all the things that I will have to part with in June. I will be sooo sad to say goodbye to my friends and people who've become my family here in Radagasikara, but am sooo excited for the adventures to come on the flip side in America.”

Jessica notes that she is the third and final community health PCV in her village of Antetezambaro and they are yet to have a World Map. The World Map Project is a Peace Corps-sponsored project that thousands of PCV's have done all over the world, to educate about geographical awareness and globalization issues. Jessica says that “When I've taught in the middle school level classes, most students could point out their own country of Madagasikara, but many cannot point out their own village, or other countries in the world. Because of the lack of text books and resources for small villages, maps are not widely seen. Many PCV's have painted the map on a central community gathering place to supply the community with this global awareness. I've shared this idea with my teen life skill's club and they'd love to be able to paint a world map on the CEG (middle school) wall and I'd love to give that to them before I leave. Paint is on the pricey side here in Mada and with all the paintbrushes, tape, and sealer, this project will cost about 80 dollars. I hate asking for donations during a time that I know people all over the world, including y'all back in the States are struggling financially. And please don't feel bad about not being able to donate right now, but if you do have, even just 2 dollars you could contribute to this World Map Project for Antetezambaro, please let me know. The best way to donate would be to send it to my mom in Madison: Kanto Cummings c/o Helene Cummings, 1365 Argyle Dr , Madison, OH 44057. “

Peter and Emily Winter Gladhart, Ecuador 1962-1966



Peter Gladhart graduated from Reed College in June of 1962 with a degree in literature and theatre and entered Peace Corps language and cultural training at Washington State University. Based on his background in 4-H livestock clubs, he was assigned to Ecuador III, a livestock development project under the auspices of Heifer Project International. His group of 75 volunteers was the first to be trained in Washington State and was exhibited at the Seattle World's Fair in September, 1962. After that they went to Puerto Rico for a month of language training and a month of outward bound training in the Puerto Rican mountains. They arrived in Ecuador in November, 1962 and Peter was assigned to work as the counter part to an Agricultural Extension agent in El Angel, Carchi Province. They established fertilizer demonstration plots, set up 4-H clubs (4-F in Ecuador) in local elementary schools and worked with some small farmers and farm cooperatives who could be recipients of Heifer Project animals. Heifer Project donates animals (in Ecuador chickens, rabbits, milk goats, sheep, dairy and beef cattle) to farmers or groups who have the resources to feed them, have received instruction in their care and who commit to "pass on the gift" of the first off spring to another family.

In the town of Mira, due to the enthusiasm of the local school director, Leopoldo Padilla, they were able to establish a "granja" or nursery and garden on the school grounds, including facilities for chickens, rabbits and goats, as well as a duroc boar and corridale ram to serve as breeding stock for the community. Members of the 4-F club had projects with rabbits, goats, pigs and chickens and passed on the first born to other club members and other community members.

Emily Winter graduated from Augustana College with a degree in Literature in the summer of 1963 and entered Peace Corps training in the fall at the University of Colorado. She was leaving for training in Puerto Rico on November 22, 1963, the day that Kennedy was assassinated, and the group wondered if they would ever get into the field. They did get to Ecuador and Emily was assigned with another volunteer to work in Tunibamba, a Quechua speaking village of semi-feudal indentured farmers near Otavalo.

Trained as community development workers, the two women imagined projects of sanitation, nutrition education or the creation of a sports field, but the people told them that they wanted water rights to the canal that flowed by the village. The military junta governing Ecuador at that time had promulgated a land tenure reform law that included the possibility of rural communities gaining access to water controlled by local haciendas on days when it was not used. With the advice of a local land owner sympathetic to the villagers' ambitions, Emily and Linda were able to obtain a supreme decree from the military junta giving the village of Tunibamba the right to the water that flowed on Sundays when it traditionally was not used by the haciendas. They then helped the villagers organize work parties to construct a reservoir to store that water so that it could be shared around the village during the rest of the week.

Emily and Peter met in the spring of 1964 and were married in March, 1965. They moved to the town of Mira, where Peter had previously worked, to stay in one place, work with the 4-F club and try to find other useful things to do. Emily quickly concluded that improving people's living conditions would require putting more money in their hands so that they could pay for their

children's education and basic household needs. She suggested knitting sweaters to sell, a process she had worked on with volunteers in another part of the county. Emily convinced a few women to knit rustic natural wool sweaters that were quickly purchased by other Peace Corps volunteers looking for something large and warm. This encouraged other women to want to knit and the Gladharts helped them organized a cooperative to acquire raw materials, distribute work orders, carry out quality control and market the sweaters.

They found that the easiest way to make quality control effective was to take rotating committees of knitters to Quito, the capital, to sell the sweaters. Everyone could see that the good ones sold and the awkward ones didn't. Misshapen sweaters can be unraveled and re-knit with no loss of raw material and only a loss of time, a feature not shared by many other hand crafts. Within a year the 40 women in the cooperative were knitting 120 sweaters a month. They sold for about \$5, leaving the knitter about \$3 for her efforts after the cost of raw materials. The 68 sucres they could earn from one sweater was more than the 50 sucres they could earn from 8 days working in the field! Emily and Peter always stressed to the women that they were leaving in October of 1966, and that if they liked the employment, they would have to learn to do everything themselves.

They did like the work, and the resources it gave them to uplift their families, and they did find ways to make the industry grow and prosper. When the Gladharts returned to Ecuador in 1979 to survey the results of the project, they found more than 1,000 families in Imbabura and Carchi provinces producing over 6,000 sweaters a month, with between 50 and 75 percent exported to several continents. The women of Mira were educating their children in the new local high schools and sending them to the university. The industry persisted in a substantial way until about 2002, when the Government of Ecuador adopted the US dollar as its currency, destroying the economic viability of this industry and several others as a consequence.

After graduate work at Cornell University, Peter Gladhart joined the faculty of Michigan State University, College of Human Ecology specializing in rural development and household economics. Emily Gladhart worked as an academic advisor and trained women from El Salvador in small business development. She developed her own import business in 1981, traveling to Ecuador and Guatemala to purchase sweaters and textiles. In 1990 they moved to Oregon to develop a vineyard and winery on family land.

Their work was reported in "Northern Ecuador's Sweater Industry: Rural Women's Contribution to Economic Development" by Peter Michael Gladhart and Emily Winter Gladhart, WID Working Paper #81/01 Michigan State University, June 1981.

Emily's efforts were highlighted in an article on the Peace Corps in Ecuador in the Smithsonian, February 1986, and the sweater project was featured in 40 Years of Peace Corps Ecuador, by John Zorovich, Peace Corps office, Quito, March 2002.

Nancy L. Granovsky, Paraguay 1969-72



Nancy served as a National Extension Home Economics Specialist with the Paraguayan Ministry of Agriculture and Livestock in San Lorenzo, Paraguay. For a short time, she also was a Home Economics teacher at a Regional High School; and at the end of her service she served as a Peace Corps Technical Trainer. Upon returning home she continued to serve the Peace Corps as a consultant, visiting volunteers in Columbia and Ecuador (1975-76) and developing home economics recruitment materials (1976-77). Nancy completed her BS in Home Economics Education from the University of Minnesota prior to joining the Peace Corps and later did a MS and post-graduate work at Kansas State. Nancy says, “I consider my Peace Corps service to be one of the most significant experiences of my life”.

Nancy and her husband were involved in a unique Peace Corps program at Kansas State that included six-months of campus pre-training including visits to Partners of the Americas sites, then regular training in Escondido, CA and finally deployment to Paraguay. Home Economics was flourishing at that time both in education and extension; but the women’s movement was just emerging in this male-dominated society. While on assignment, Nancy became a “pen-pal” with Helen Strow when she was at USDA and Helen remained a life-long friend and mentor.

Nancy notes, “Every life experience changes us, but none more dramatically than when we have the opportunity for full immersion into another society. I think I changed most by learning that I could navigate cross-culturally with success. Becoming fluent in another language was life-changing—and 40 years later is a precious gift that remains invaluable to me personally and professionally.” Nancy joined the International Federation for Home Economics (IFHE) just prior to joining the Peace Corps. She notes, “Little did I know at the time how instrumental IFHE would become in my life...a voyage of numerous opportunities leading to the IFHE presidency in 1996-2000.”

International involvements are second nature to Nancy. She has participated in many projects with her colleagues at Texas A&M University, and had the rare opportunity as an *outsider* to attend the Hemispheric Summit of Wives of Heads of State and Governments where she met Eunice Kennedy Shriver! She has returned to Paraguay several times and has worked with a number of students from Paraguay while at TAMU. In fact, she has been de facto parents to some of their children.

Nancy is currently a Regents’ Fellow, Professor and Extension Family Economics Specialist for Texas AgriLife Extension, part of the Texas A&M University System. Since 1978, she has had statewide responsibility for Extension program development in family economics and financial planning and management education and is author of many educational materials in the area of financial literacy education; financial management; retirement planning and gender and development.

Pego Jean-Paul, Ghana 2010-2012

Pego Jean-Paul is a Peace Corps volunteer currently serving in Ghana. He is an information and communications technology (ICT) teacher within the Ghanaian High School system. Following are his comments about home economics from a blog on <peacecorpsonline.org>.



The new headmaster has consistently encouraged us to motivate the girl students. The ratio of boys and girls are about 350 girls to 600 boys. Girls can easily be influenced after junior secondary high school (JSH) to omit senior secondary school (SHS) and get married. Some leave JSH because of possible financial issues or poor support from their guardians. By that time, they can start giving birth to the 5 baby boys the father is hoping for! My classes are of three groups: business, arts, and home economics.

Most of the students in home economics are girls. I talk and talk to them about the difference in their performance compared to the other classes. Other students are not any smarter but their willingness to try to understand material is stronger and more consistent. This term I started to teach home economics in the morning and not less than 5 minutes into class I see the first girl putting her head down on the desk. This happens during lecture and group work. Some of these girls fall into the same trap with each batch of form 1 by accepting the student perception of their class. Once they reach form 2 where they have to take chemistry, there is no point in trying to understand because everyone thinks them incapable of performing. I think this form 1 batch has a better chance to be taken seriously as committed students but we have to wait and see the end-of-term results. Many of the girls lack confidence. I remember hearing one of the female teachers say “What should a girl do if she needed a girl to explain something because not one girl can teach them?” The students are not far from this mentality. Most of the form 1 students spend most of their time chatting rather than studying. I understand that these students are not perfect but they get out waaay less from the academic activities than the boys. They know that even if school doesn’t work out they can get married and be taking care of.

This term I am working on forming an AIDS/HIV awareness club and prepare for Worlds Aids day in December. It will take a few terms to train the students to teach AIDS education to the other students on that day. The subject is within the integrated science curriculum but it’s not enough. There are still plenty of questions out there on the disease and sex in general. I have to be careful because my school is a Muslim mission school and sex is a delicate subject. I also worked with the local Girl Child Education Coordinator and we found four women to talk to about 40 girls about careers. We got a police woman, nurse, school matron, and assistant district director of education to come. They all had unique paths to their positions. The matron for the local nursing school in town got pregnant in JSH and still took BECE exams and entered SHS. All the insults by the male and female students didn’t deter her from graduating. The students stayed interested in the event and actually started to listen. Now, they have connections in town to some powerful women. Outside of that I am working with a group of volunteers on a student leadership camp-- Students Taking Action Reaching for Success (STARS).

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Claudia Jayne, Fiji (2011-)



Claudia Jayne is currently a Peace Corps Volunteer in Fiji. Claudia graduated from the Fashion Institute of Technology in New York with a BS in 1972. Being a seamstress, when Claudia first arrived at Nagado Village as a volunteer, her first assumption was that Fijian village women knew how to sew. This was mainly because Fiji had been part of a colonial era and the women had been introduced to the craft by the wives of the early missionaries dating back to the 1830s.

She wanted to be involved in the village community and share her love of sewing with other women in the village. She had been sewing since she was five years old and had a business of her own which specializes in beddings. So she came up with the idea of a sewing workshop.

At the workshop in Nagado, she found that the knowledge of sewing had been lost and she concluded that empowering the village women was going to be the first step she needed to take in order to help them. "It is very easy for me to teach sewing so we began with the basics of hand sewing and moved to machine sewing and maintenance, working with paper patterns and pattern making from their old clothes."

Claudia not only got the women to sew but found a number of rusted Singer sewing machines and repaired them. "The women had thrown them away because they thought they were broken". But they managed to fix 15 sewing machines in two days. Some of them were more than 150 years old!

"In the end, all the twenty women were sewing in the village hall. Now the whole village is sewing and we can actually sew our own school uniforms. The women don't have to pay someone else; they can sew them themselves and make money. (source:< <http://claudia-jayne.blogspot.com/>>Tuesday, February 15, 2011 - 12:24 pm)

Katherine (Roushar) Jorgenson, Paraguay 1970-73

Katherine served as a volunteer in Paraguay from 1970 to 1973. She was at Majoradora de Hogar in the Agricultural Extension Service, working with 4-C programs; patterned after the American 4-H youth development program. She worked with a Paraguayan counterpart and went out to the campo and organized clubs with girls from the ages of about 10 up to even 20. First she taught cooking, sewing, and nutrition, and after she learned how to do the typical embroidery called, *aho-poi*, she conducted workshops with girls and women to teach them how to do it. It was a way for the women to learn a skill that could earn money. She also conducted workshops on using soybeans in traditional Paraguayan food to increase the protein.



Katherine's degree was in Foods in Business from the University of Minnesota, and with her farm and 4-H background she was well qualified for this particular Peace Corps assignment. She notes that "My Home Economics training and 4-H participation provided me with the tools that I needed. The training we provided was valued by the rural population, because many of the girls had very little formal schooling and these were skills they wanted to learn." Katherine notes that "The Peace Corps experience was one that I treasure to this day. I had wanted to be a volunteer from the time I first heard about the program and it proved to be a transformative experience for me. I gained knowledge of the world, other countries and another culture. I learned that the similarities between people are much greater than the differences and that all humans have the same basic needs."

After her service Katherine worked for a time with 4-H in Minnesota and became an active volunteer with the Minnesota Home Economics Association, International Section. The group carried out a research project with the Jamaican Home Economics Association to test the acceptability and feasibility of using a solar box cooker in Jamaica. The project was called *Cooking with Sunshine*, and the section worked on it for about eight years. Part of the reason she participated so enthusiastically was because she realized how unhealthful it was for the rural women to cook over smoky fires and the drudgery and environmental damage caused by charcoal making.

Later, Katherine worked in school food service where she taught nutrition and tried to influence the health of children. She also volunteered with the Global Nutrition Forum, a program sponsored by the School Nutrition Association to promote school feeding programs worldwide. School feeding programs can be the impetus for families to send daughters to school and educated girls have been shown to have healthier families and better outcomes for children world- wide. Katherine says, "I think that I am a better global citizen as a result of my Peace Corps experience. I learned valuable lessons about myself and the world which have influenced the work I have done. I gained self confidence and the knowledge that I could function in a new and different environment. I have also found that volunteer activities are very satisfying and that I gain far more than I give no matter what the activity is." E-mail Address: krjorgenson@comcast.net

Cindy Jurgensen, Kiribati 1981-1983

Cindy graduated with a B. A. in Home Economics from St. Olaf College, Northfield, MN in 1981. Cindy served along with her husband on the island of Abemama in the country of Kiribati in the Central Pacific. They were just out of college when they departed for the Peace Corps.



They learned and used the language of *Gilbertese*. Her assignment with Maternal Child Health included bi-monthly visits to each village to assess infant health and disseminate health and nutrition information to the mothers while working with a local nurse's aide. Cindy reports that life on Abemana was very, very basic and though there were schools, home economics was not part of the curriculum. She worked through the government Ministry of Health.

The Peace Corps experience was profoundly influential in her life. She notes that it "opened our eyes to our good fortune here in the USA and the hard misfortune of so many others across the globe". Currently, both Cindy and her husband are active volunteers in the schools and several non-profit and professional organizations in their city and state. She said, "we strive to be good and helpful to others who have less, a value directly learned from our Peace Corps days; and to impart those values to our two college-age boys".

Both are actively involved in the Minnesota Returned Peace Corps Volunteer Group. That organization supports future volunteers as they prepare to leave, and supports current volunteers in the field through grants. She notes that their family hosts many international visitors and their oldest son will head (not sure which country, yet) to the Peace Corps this summer. Cindy was also a full-time recruiter for the Peace Corps in the Minneapolis office from 1984-1988, and continues to speak occasionally to groups about their experience.

Cindy does not work in maternal child health in America but from their Peace Corps time and many travels since, has developed a love of ethnic food the world over. Cindy free-lances as a recipe tester and editor and is currently the Chair of the *Twin Cities Home Economists in Business* group. She reports that she was always interested in food but part of her obsession with it began during her Peace Corps years when the quantity and variety of the food was so limited!
<cindyjurgensen@gmail.com>

Diana Kingston, Uganda 2007-2009



Diana Kingston was a 27-year-old Peace Corps volunteer and Omaha native, when she landed in the developing nation of Uganda and mixed a bit of entrepreneurial spirit with her background in dietetics and nutrition to open a cake bakery called **Kid's Cafe**. With the financial assistance of Sweet Magnolia's bakery, Omaha, she has mentored 25 women living in Ibanda, a town of about 30,000 where she was stationed. She taught the women the intricacies of properly running a successful business and, more importantly, how to work independently, and function sustainably. "The bakery is so important because it has

become a place to empower women and a place to discuss issues," Kingston said. "Women in Uganda often are subjected to domestic abuse for which their husbands rarely are punished. Wives who contract HIV from unfaithful spouses are commonplace" Kingston added. "Dealing with those social injustices has been a major reality to deal with". Each of the 25 women who now run **Kid's Cafe** has HIV, she said. The center where Kids Café is housed provides care for about 265 orphans, some of who lost their parents to AIDS. "They're beginning to be known as the women who make cakes rather than just carriers of HIV." Sweet Magnolia's (Omaha) and its customers have donated about \$1,500 to **Kid's Cafe**. The Bakery also provided equipment such as pots, pans and measuring cups. Just inside the entrance of Sweet Magnolia's hangs a poster with pictures of Kingston working with women at the African bakery.

Kingston arrived in Uganda in August 2007 and spent two months learning about Ugandan culture and Runyankole, the Ubantu language spoken in Ibanda. Three months later, she was invited to a birthday party for Ibanda's orphans at the town's Child Development Center. A dozen youngsters, all with birthdays that month, gathered around a miniature cake, ready to blow out the candles. They extinguished the candles, then stood patiently as the center's director labored to cut the small cake. First a butter knife was used. No luck. Then, to Kingston's dismay, a machete was used to hack away at the hard confection. It was a shocking experience, she said, but it also presented an opportunity. Kingston volunteered to make the next month's cake, and when December's birthday celebration rolled around Kingston proudly unveiled her sweet sensation: white cake with raspberry frosting. Well, actually it was white frosting flavored with a packet of raspberry Crystal Light. "The cake was fresh, there was a soft icing on it."

Kingston's baking skills were a hit, so she baked cakes for the next month, and the next, and the next. Ibanda's interest in Kingston's cakes grew. The child center's caretakers approached her for baking lessons, and she happily agreed. Using local ingredients and makeshift utensils, Kingston taught the women to bake over campfires. "I didn't realize that cakes were such a special thing," she said. "I took a pretty nonchalant approach to it, not realizing how important it was." After many months of teaching, overcoming language barriers and dealing with a foreign culture, Kingston had **Kid's Cafe** operating as a real business, receiving and filling customers' orders. "It's something that has really impacted the community because people are able to order cakes locally, which they weren't able to do before," Kingston said. The Ugandan women run the bakery now, with occasional guidance from their teacher. "I really think it will succeed. It has the potential to be a model business and a place where people can come and learn how to run a business. "I see a lot of potential for the bakery. I just wish I could see it all the way through." Kingston left Uganda on Oct. 7, 2009. (Source: peacecorpsonline.org: **Saturday, September 26, 2009 - 6:32 am** Article By Ross Boettcher WORLD-HERALD STAFF WRITER)

Patricia Roach Kratky, Pakistan 1964-65 and Iran, 1965-67

Patti was in the Peace Corps from 1964-1967. She trained for Pakistan and spent about a year there, first working as a community developer in Kotli Jo Singh and then in Lahore at the National Medical Research Center as a Nutrition researcher. When the war broke out between India and Pakistan, she was air lifted to Tehran, Iran; and then spent two years in Shiraz. In Shiraz, she taught English and Nutrition to student nurses at Bamarazee Hospital.

Patti says, "My Peace corps experience opened my eyes to a wider world in many ways." She had graduated from NDSU in 1962 with a degree in foods and nutrition, had completed a dietetic internship with the Stouffer Foods Corporation and was working at University of Iowa at the Burge Dining Service as a dietitian. She applied to the Peace Corps while living in Burge Hall. She was so excited that she pasted a huge sign on her dorm room saying she was going to West Pakistan! She trained in Durango Colorado where she learned Punjabi and a number of skills that you do not get at a four year university-- soap making, weaving, making chulas (earthen ovens) and other domestic skills.

Patti's first assignment was to Kotli Jo Sign to work with women in community development. Kotle was a small village, with no grocery or retail businesses and her job was to teach business and health skills to uplift the improvised women of the village. An example of how overwhelming was this setting is the story of the teen mother. "One morning I was invited to a home with a new born premature baby whose mother had no prenatal health care. I nearly sat on the pile of rags that covered the little boy who weighed less than 3 pounds. The teenage mother was unable to breast feed and I was asked to supply formula. I had no idea how to achieve this and while I was trying to figure out how the formula might be bought the poor child died." Later she was assigned to a University of Maryland nutrition project in the Pakistan National research center in Lahore, where she assisted in interviewing perinatal mothers as to feeding practices. She was doing well until India and Pakistan got into a snit about the Sind desert and India dropped bombs on Lahore. PC then closed out the program for women, and the volunteers were transported by military air to Tehran.

Patti was then assigned to Shiraz to teach English and Nutrition to student nurses at Bemaristan Namazee. She was given a two week crash course in Pharsii. And even with limited language skills realized that Iran had a very different culture and expectations for women. She met and married another volunteer, Frank Kratky, in Tehran, Iran. "When I look back on my PC experience", relates Patti, "I feel awe at the immensity of the job given to volunteers. It gives insight into other cultures which makes understanding my own easier. It taught me to not be afraid to be myself all times/all places; and that I wanted to learn more, serve more. Afterwards, a Fellowship to a Master of Public Health at the University of Minnesota prepared me to do so. I worked as a Licensed Registered Dietitian teaching in special classes and WIC programs. After retiring I found new opportunities to volunteer. I have mentored new Americans, served with the League of Women Voters, volunteered at nursing homes, church and the library. I am blessed to have these opportunities and feel it is a privilege to live in Oakport Township in Minnesota where water is clean and clear, the roads are good and I don't have to ride my bicycle 15 miles to get yogurt! Frank and I are celebrating our 45th anniversary!"

Cynthia (Burleson) Mark, Benin West Africa, 1974-76

While in the Peace Corps, Cyndi was a Home Economic Extension Educator, responsible to the Ministry of Rural Development and Cooperative Action for health education and community development. During her two-years of service she lived in two different parts of the country. The first year she lived in Sinende located in the northern part of the country and worked in a community development program that helped local cooperatives set up a pharmacy program. Later she worked in health education and extension in Ouidah in the southern part of the country. After completing her Peace Corps assignment she coordinated a Peace Corps training session for new health volunteers.



Cyndi notes that, “The Peace Corps gave me a different perspective of the world. I grew up on a small farm and never had the chance to travel. When I graduated from college with a BS in Home Economics and Business from Eastern Michigan University, I applied to the Peace Corps and was surprised when I was accepted. I remember when I learned that I was going to Benin, West Africa; I had to call a travel agency to find out where it was. They had to call me back because they didn’t know either! Needless to say, my living in West Africa was an experience that not many people had. To me it was an adventure and I feel fortunate at having it.”

Cyndi’s background in Home Economics, growing up on a farm and taking French in High School and college all led to her being sent to Benin, which is a former French colony. She said that her degree helped her to understand the needs of families and how to be resourceful. However she says she learned more from the Beninese people than she taught them. “I learned patience, compassion, how fortunate I am and how much I have. I also learned the importance of friends and family. My Peace Corps experience gave me a world view and taught me about the influence and limitations, both good and bad, of the United States,” she says.

Cyndi feels that the Peace Corps was one of the reasons she was successful in her career. After twenty nine years with Michigan State University Extension 4-H Youth Development she retired in January 2010. “I completed a Masters degree at Michigan State University in Family and Child Ecology and a Ph.D. in Adult and Continuing Education at MSU. I pursued a career in Extension, because of its focus on education and community development. To me it represented an organization that had similar goals to the Peace Corps -- meeting the needs of people and communities” relates Cyndi. During her tenure, she did curriculum development, staff and volunteer training, grant writing and management, supervision and many other tasks. Twice, she traveled to Belize, for Partners of the America to trained staff and volunteers on ways to strengthen their 4-H Youth Programs. Cyndi continues to volunteer. She is currently a Lions Club board member, volunteer tax preparer and Meals-on-Wheels volunteer. Her husband was a Peace Corps Volunteer in Nepal (1973-76) and the whole family has hosted exchange students and worked with refugees. She continues to love to travel, as in this trip with her daughter to Egypt this past November (see photo). markc@msu.edu

May Mong, Colombia 1972-75



May Mong was a Peace Corps Volunteer from 1972 to 1975, stationed in Moniquira, Boyaca, Colombia, South America. She worked at the Granja Bertha Hernández of Ospina Escuela, Vocation Agriculture School; primary grades to high school. Moniquira is located South of Tunja, and Bogotá. It is also known as the “La Ciudad Dulce de Colombia” *The Sweet City of Colombia* as they produce “Bocadillo”, a sweet candy, gel-like, made with sugar cane juice and the Guava fruit. In 1972, the population was 25,000. When she returned after 26 years, in 1998, the population grew by a third. They also had installed the one and only stop light at a major intersection leading onto a highway going to Tunja and Bogota.

May taught on English class and basic health sanitation, cooking, sewing, and crafts for 25 girls. She also recruited & taught basic health sanitation to mothers in the outline farming area. Monetary assistance from the Coffee Growers Organization, and “AID” from the States, built a Home Economic building on the campus of Bertha Hernandez of Ospina. Equipment was also purchased such as sewing machines, cooking appliances, tables and chairs.

Before joining the Peace Corps, May received her BS degree in Secondary Education – Family Consumer Sciences from the University of Utah, Salt Lake City. During Peace Corps training in Puerto Rico she participated in Spanish Language and Culture Training. After the Peace Corps she attended California State University, Fullerton, and received her MS in Educational Administration.



“Peace Corps was the highlight of my professional career” says May. “It was a beginning of an adventure, a journey, and a life time experiences which included teaching science and Home Economics in Yakima, WA; working with youth in 4-H Youth Programs in Orange County, CA; and teaching and establishing nutrition programs for low income families and seniors with Michigan State University Extension in

Genesee County. These experiences had me totally engaged-- participating, working, and learning from wide and diversified group of professionals, youth, and families from all economic levels and languages. I also had many opportunities to explore the world through the VISTA program (Volunteer In Service to America), and traveling, and experiencing family living in Costa Rico, Japan, Hong Kong, Ukraine, Australia, Zimbabwe, and India. What I am most humbled by was when I returned to Colombia for a visit in 1998. Twenty-six years after I left, I met one of my students. He was in my English class and now a father and owner of a business in-town. I was also excited to see the building that was built with the partnership of Aid funds from the U.S and the Coffee Grower Organization was still utilized as a classroom or a meeting place. The plaque cemented on the building (Donation from the United States of America and Coffee/Agriculture Organization, Boyacá , 1975) built 36 years ago, brought me great memories of my 3 years at the school. I learned to be flexible, resourceful, respectful, and I loved working with the Colombian people. Today, I have 2 wonderful Colombia friends which have lasted 39 years and going strong.” (*Pictures of students taken 1972 – 75 and May’s picture during her 1998 return trip.*)

Wanda Montgomery, Thailand 1961– 63



Wanda was born on a farm near Bluffton, Ohio and attended a one-room rural school (8 – 15 pupils) for five years. She then attended and graduated from a small consolidated school through junior and senior high school (32 in graduating class). She received her B. Sc. Degree in home economics and her M. Sc. in textiles and clothing from The Ohio State University. She taught home economics in Ohio high schools for six years and was an extension home economist. In New York State she was a 4-H Club specialist in clothing for three years before receiving a Fulbright Grant to teach in the Rangoon, Burma (Myanmar) Girls High School. After returning to Ohio, she was employed as a vocational supervisor in the state department of education, working with teachers in the western part of Ohio and the Future Homemakers of America statewide.

When the Peace Corps chose 45 volunteers for the first group to go to Thailand after a 10 week training course at the University of Michigan, Wanda was fortunate to be one of those selected. As a PCV in Thailand, Wanda worked with four home economics teachers at the Southern Technical Institute in Songkhla for eight months and then transferred to Bangkok where she taught at the Bangkok Technical Institute part-time and with the Community Development Women and Youth (CD WAY) Program part-time. She has returned to Thailand eight times, teaching home management classes, participating in workshops, and assisting the Thai Home Economics Association prepare to host the International Federation for Home Economics Congress and Council in 1996. Wanda has had the privilege of staying with several Thai families and in a student run hotel for five months. On one occasion, the husband of a former student (who was then the Permanent Secretary of Education) greeted her saying “Welcome back to your second home, Khun Wanda”. She has also welcomed Thai home economists, former students and Thai friends to her home in Florida after her retirement.

Immediately following her time in the Peace Corps Wanda began a career in international development. First she became a Field Officer for the Food and Agriculture Organization (FAO) of the UN, working in Nigeria. FAO, UNICEF and Denmark were cooperating on a joint project to reach women and youth in the villages of Western and Central Nigeria, building a training center for women and training women to staff the village programs. Her next international assignment was in Southern Africa as an FAO Consultant to the University of Botswana, Lesotho and Swaziland (UBLS). UBLS wanted assistance in developing a training program for women agricultural extension workers and Wanda worked with the Ministries of Agriculture in each of the three countries to develop a curriculum, housing and other plans for the diploma course. The University of Malawi requested similar assistance and after a short term assignment there, Wanda returned to Bunda College in Malawi to start a diploma and degree program for women who would work in the Ministry of Agriculture with women farmers.

Between these overseas jobs, Wanda completed a Ph. D. degree program at the University of Minnesota and taught at Baldwin Wallace College and Bowling Green State University in Ohio. After retiring Wanda assisted Helen Strow at AHEA headquarters to write a proposal for an USAID grant in Development Education which was granted for a three year period. Peace Corps Volunteers, International Farm Youth Exchangees and international home economists helped to prepare teaching materials for teachers and state department and university educators who attended workshops during the four years of the “Global Connections” project which Wanda directed. As the “Global Connections” project ended, Wanda was invited to join the board of the International Home Economics Services, Inc. As a member, she taught one term and a summer workshop at the Sir Arthur Lewis Community College and traveled to Liberia between Civil Wars to determine the kind of assistance IHES could provide to the Ministry of Agriculture and advise regarding the restoring of the home economics extension program. Other short-term projects Wanda worked with were a workshop on “Population Education” in Tanzania, and a proposal for preparing rural women workers at the Agricultural Institute in the Sudan.

Ann Moore, Togo 1961-63



When Ann Moore was a Peace Corps nurse in Togo, West Africa (1962-62); she was intrigued by the way African mothers carried their babies in fabric slings tied to their backs. "The babies were so calm because they felt secure and close to their mothers," says Moore. "So when I came home and had my first baby, I wanted so much to carry my daughter the way I had seen the African babies being carried."

Moore's experience in Africa was the first step in a journey that led her to invent the original soft baby carrier--the Snugli®--as well as other kinds of specialized carrying cases. Moore said her inventive spirit could be traced back to her childhood when she would create simple dolls and toys. She grew up on a farm in Ohio, raised by parents who belonged to the Dunkard Church. The Dunkards practice a faith similar to the Amish and other "plain clothes people." Early on, she learned about the importance of community, thinking in innovative ways, and drawing upon limited resources to create new things. These were skills that would serve her well as a nurse in developing countries.

When she first heard about the Peace Corps, she jumped at the chance to join, believing this program would help people see others as "part of the same human family." She was the 33rd person to volunteer. While Ann was in French language training, she fell in love with her teacher, Mike Moore. They were married eight weeks later and soon began their work together in Togo. Moore, who taught nutrition courses in Togo, says she learned as much from the African mothers as they learned from her. "For thousands of years, women around the world have carried their babies close to them," says Moore. "But in America it was considered a radical idea at first. Now we call it 'bonding.' And studies show that babies who are held close to their mothers develop language skills more quickly and are more self-confident." "In Africa, mothers stay at the hospital to be with their sick babies and it is so comforting to them," says Moore. "Later on, American hospitals accepted this idea and called it 'rooming in.' So in many ways those developing countries are way ahead of us in terms of 'human-ness.'"

Soon after Mike and Ann returned to America, their daughter Mandela--named after the South African leader Nelson Mandela--was born. When Ann left the hospital, she tied her daughter to her back in the African way, but found that the baby kept slipping. "I never really got the hang of [the African sling]. It always seemed to slip down my back, and I was always so scared the baby would drop on the ground." Moore asked her mother, Lucy Auckerman, to help her sew a simple backpack for her new daughter. With Mande strapped to her back, Moore was able to ride her bicycle, run errands, and cook--all while staying close to her daughter. Everywhere they went, people stopped to comment on what was then considered a radical idea. Soon, dozens of people were asking where they could buy a baby carrier like Ann's. Ann's mother continued sewing them in Ohio and within a few years, she hired dozens of women from local farms to help her keep up with orders. In 1966, the Moores were surprised to learn that the Whole Earth Catalogue published an advertisement for the Snugli®. By 1976, the Snugli® baby carrier had become a part of American culture. In 1985, Ann and Mike sold their rights to the Snugli® to Gerry Baby Products. "We were shocked and disappointed," says Ann. "They completely changed the design and took out a lot of important features." Twelve years later--they created a new soft baby carrier, the Weego™, which was introduced in October 1999. Adjustable webbing and buckles replace tucks and darts that were sewn in the original Snugli®. "Nobody knows how to use tucks and darts anymore," laughs Ann. Source: CBS News: EVERGREEN, Co.3/6/01



Charlotte Shoup Olsen, Liberia 1970-72

Dr. Charlotte Shoup Olsen was a Peace Corps Volunteer in Liberia, West Africa from 1970-72. While there she became a Peace Corps Training Officer and worked in the Liberia Ministry of Agriculture/Home Economics Extension Service. In fact, she was Interim National Director of the Liberia Home Economics Extension Service briefly! Currently Charlotte is Professor and Extension Specialist, School of Family Studies and Human



Services, Kansas State University. Charlotte has a B.S. in home economics vocational education, from Kansas State University (1969); M.S. in family and child development, Kansas State (1979); and Ph.D. in curriculum and instruction, Kansas State (1993). Charlotte joined the Peace Corps just after graduating with her BS degree. Upon return, she served as an Extension Youth Agent in Sterling Colorado.

Charlotte was assigned up-country, or ‘in the bush’ as it was called in Liberia. She worked with a Liberian counterpart in walking from village to village to assist the women in home economics practices.

This was a new national initiative that was managed in the Ministry of Agriculture. During her second year she was moved to a bigger town where she traveled throughout the country to give support to the home economics extension projects. Charlotte felt that they were respected for the work that they were doing in home economics extension. She also felt that she was fortunate to have Liberian counterparts who knew the cultural protocols (i.e. getting the tribal chief’s approval before working with the village women). Her initial experiences with the small village work left the most lasting impressions. She would often be invited to special tribal events and family gatherings that reduced her “ethnocentrism”. She noted that “living without electricity and running water was no big deal – the big deal was absorbing the culture”. Peace Corps volunteers were embedded in every nook and cranny in Liberia and were a great support to each other. To this day, a group of female retired volunteers continue to have gatherings. Some have visited Liberia after the tragic Civil War. Sadly enough, communication with her Liberian friends dissolved during the war.

Charlotte says that two major experiences have informed all of her personal and professional life – first was being in Peace Corps (“The Toughest Job You Will Ever Love”) and the second was being a camp counselor for children from the Projects in Harlem immediately before leaving for Liberia. She was a Kansas farm girl and these two experiences jolted her world view. Perhaps, the third experience, she says was having a dear friend in more recent years who constantly challenged her to ‘think globally, but act locally’. Her friend’s African American heritage did not grant her the white privileges that Charlotte didn’t even know she had! Thus, Charlotte jumped at the opportunities that have allowed her to learn and work with audiences different from herself whether in the United States or abroad. She says her evolving world view gets rolled into everything she does, whether preparing extension resources related to family systems or giving a talk on building bridges in our communities. Currently she has returned home to living a rural ranch life with her husband. She says, “I still relish the opportunities to pull out my artifacts to give student and community talks about my Peace Corps life with African families. I do hope my enthusiasm and passion for being receptive to global differences and global similarities influences others.”

Marie Olson-Badeau, St. Lucia 1977-79

Marie Olson-Badeau went by the name of Marie Olson while in the Peace Corps. She served in St. Lucia, West Indies as a Home Economics/Human Biology teacher from 1977-1979.

Marie attended the University of Vermont for 3 years and Suhurs Hosholdingskole in Copenhagen, Denmark for 1 year. She has a B.S. degree in Home Economics Education and learned to read and speak in Danish. While in the Peace Corps she taught Home Economics (Cookery and Housecraft), Art and Human Biology to Grade 3, 4 and 5 (similar to grade 10, 11 & 12) at the Vieux-Fort Senior Secondary School. The school had about 250 students. In the 4th or 5th grade students could sit for “O” level exams in Cookery. The syllabus came from the University of Cambridge.

Topics covered were; nutrition, digestion, economy of foods, preparation and serving, cooking methods, enzyme action, proportions, hygiene, first aid, and raising agents.



Marie was asked to become the Human Biology teacher when the science teacher left and it was considered that she had the most science training of all of the teachers. The school building was made of wood with shutters in place of glass for windows and the walls were open near the roof so birds flew in and out. The students would bring food from home and cook dinner for their families during class and then take the food back-home (cooked) to be served to their families.

Marie was teaching in a rural area. She said, “Most students walked to school or took the local flat bed truck that had benches nailed down for them to sit-on. In the rainy season the dirt roads would get flooded and many students would be absent for those days. Around noon students would have a break for one hour and many would take naps. Shops and banks would also close during this time.”

Marie sent letters home to her fellow Home Economics teachers in Vermont and upon return, gave presentations to local youth groups. She used the O- Level books and a Caribbean Nutrition Values Book with her high school and middle school classes for foreign cooking lessons. Marie has been a 7th and 8th grade teacher for the past 13 years at Woodstock Middle School. She was Vermont FCS teacher of the year in 2007 and one of the AAFCS top ten teachers in 2008. She was vice-president of Vermont AAFCS for 4 years and on the AAFCS Ethics Committee for 4 years. She notes that as a result of her time in the Peace Corps she grew to love to travel and learn more about cultures. She says, “I feel that I appreciate what we have here in America more since I travel. I am very tolerant of others’ cultural and religious beliefs. I share how people make-due with what they have and how to live simply with less.” Marie still uses the cookbooks and recipes from her travels, but she reports that now “they are falling apart”.

Mary C. Rainey, Philippines 1963-1965



Mary was stationed on the Island of Mindora in the Philippines as a teacher of English as a Second Language (TESL) to Elementary School Pupils at Adriatico Memorial Farm School, in Calapan, Oriental Mindoro, Philippines. She also developed a TESL teacher training institute while in the Peace Corps. She had just graduated with her B.A. from St. Mary's College, Notre Dame in Humanistic Studies, prior to joining the Peace Corps. Afterwards she went on to get her MA and PhD from Michigan State University and a post doc in Family Ecology from MSU. She served AAFCS as Director of *The Center for the Family* and was on the AAFCS board as chair of the Agency Member Unit that accredits AAFCS units in colleges and universities. Her Peace Corps experience was the beginning of a variety of professional roles in international education. She served as a foreign student counselor, coordinator of world affairs citizenship education, organizer of conferences and exchanges with professionals in Southeast Asia, taught bilingual education to teachers, and directed literacy oriented education projects.

Mary notes, "My Peace Corps experience is so loaded with lessons. Those of us who lived in the heart of another culture for a couple of years have stepped out of our comfort zones and acquire new ones. You see how growing up normally is so shaped by the human and material resources around you. As an idealistic 22 year old, I wanted to learn how to build school systems in developing countries. Peace Corps was to be my first step in an open ended career path. I came to realize that for so many, two years of school was the norm and it was not long enough to sustain basic literacy. Family was the lifelong educator. The family ecology perspective made more sense to me and it became my passion. That insight shaped a new career path for me including doing international research with colleagues in the College of Human Ecology at Michigan State, teaching family policy and ethnic family courses, and developing and directing family study centers. "Mary is currently retired from the University of Akron as Director of the School of Home Economics and Family Ecology/ now Family and Consumer Sciences. In retirement she spends her time at the American Red Cross, deployed 7 times ... 3 times for hurricanes Katrina , and Gustov/Ike, and three times for floods in Ohio, Iowa and Florida and once for Haiti relief. She teaches classes ranging from Shelter Operations to Logistics to collaborating with disaster partners to how to be a government liaison. In 2007 she received a *National Disaster Response and Preparedness Volunteer Award*. She says of her disaster relief work, "I feel like I am in the Peace Corps all over again camping out in simple accommodations, and enjoying the camaraderie and sense of common purpose in work that makes such a difference for people who have almost nothing materially but almost everything in their joy of being so alive." raineymaryc@yahoo.com

Elaine Rondeau, Nigeria 1962-64

Elaine Rondeau was a Peace Corps Volunteer in Nigeria from 1962-64. Elaine graduated with a B.S. in home economics from the University of Massachusetts in 1960. Her husband, Gordon was a B.S. in mathematics from the same University and together they joined the Peace Corps. Elaine, from Adams, Massachusetts was a 4-H club member and served as an ambassador to Uruguay with the International Youth Exchange Program. Elaine and Gordon gave birth to their daughter, Lisa, while in Nigeria...the first birth to volunteers in Nigeria.

Elaine worked as a community development worker while her husband taught at Lagelu Grammar School. Elaine's job took her to villages all over the western region. She was helping to set up a Women's Staff Training Centre to teach Nigerian women home economics and community development techniques. Working with another volunteer, Bev Granger, they would go out to villages to teach sewing and cooking. She designed an oven made from kerosene tins and taught students how to bake bread and cakes. They also would teach the women how to make simple furniture from local materials. Elaine reported that baby Lisa would test the improvised furniture (a bamboo baby bed, high chair, and rocking chair from beer crates and bath stand from milk can boxes). Elaine also worked in a training camp for women supplementing lessons in foods and nutrition, child care, sanitation and health and home improvement with campfire activities.

Elaine reported that having baby Lisa gave them status in the Yoruba culture. She says, "the Yorubo people love children". Village women would make palm oil and give her gifts of oil or palm fruit.

Source: *Peace Corps Volunteer Newsletter*, September 1964, Vol. 2 No. 11

Lois (McKennett) Schneider, India 1968-1970

Lois McKennett (Schneider) from Fargo, North Dakota served in the Peace Corps in India from 1968-1970. She graduated from North Dakota State University (NDSU) in 1968 with a double degree in nutrition and home economics education. She left for training which began in Vermont in June. In July the training group was sent to south India to Madras (now Tamil Nadu) to complete training in-country.



Training included Tamil and cultural studies. The group was placed individually in families in Madras. Making one's way to a training site each day through crowded city streets was a learning experience. Not all completed the training. The host families provided lasting friendships, not only throughout the assignment in country but for years afterwards. After three months, volunteers were sent out alone to assigned schools.

Lois's assignment was a health and nutrition teacher at a primary teacher training boarding school. It was a basic training school, known as a Gandhiji School. The two year program included all castes and students grew most of their own food and wove cloth for their saris. In addition to health and nutrition, Lois also was responsible for gardening; this was done by students before study hall and breakfast at the start of each day. Music was also a fun addition to responsibilities.

Lois did not choose India but was willing to accept whatever assignment was available. Requests for volunteers come from countries. An earlier invitation to Ghana was received in March but as Lois would not graduate until May, it was rejected. Lois grew to love India and its people.

While in India, Lois applied for graduate schools...Cornell University, Florida State University and Columbia University. All accepted her. An assistantship with the College of Human Ecology at Cornell with the Consumer Economics and Public Policy Department was accepted. Her advisor, Kay Rhodes, had served with the Food and Agriculture Organization (FAO) and assisted Lois, along with Cindy Nobel, NY Extension Service, in planning an international program.

Lois studied Hindi, in anticipation of returning to India. Other courses included international nutrition, policies and programs; comparative educational systems; administration and supervision of advisory programs; an administration and supervision practicum; international education and social development; designing continuing education programs; education for community action; comparative studies in family education systems; research methods and problems in the study of development.

Her thesis was "The Contribution of Graduate Level Training to Work Competence of Foreign Home Economists and Nutritionists". The study was designed to identify competencies that could be used in planning graduate curriculums for foreign students from developing areas studying home economics at US universities.



International experience has impacted Lois's life. After high school she spent a year in a Swedish "gymnasium" school with the International Christian Youth Exchange program. At NDSU Lois was chosen to be a college ambassador to Tanzania with the Experiment in International Living. She spent two months in East Africa in 1967. The following spring, she accepted a Peace Corps assignment. She originally applied for the Peace Corps as a college sophomore after seeing a display in a hallway at the student union where she "signed up".

Although intending to pursue an overseas opportunity after graduate school, a call came from the University of North Dakota (UND) as she was finishing her graduate program. A professor had left and she was needed in the College of Human Resource Development. She had married during her time at Cornell and as her husband (a former Peace Corps Afghanistan volunteer) was completing his military service and returning to law school at UND, Lois accepted the assignment. After two and one-half years, Lois relocated to Fargo. She taught a leadership development class at NDSU before accepting other employment.

Lois worked as executive director of the Red River Valley Mental Health Association and was a staff member with U.S. Senator Kent Conrad in Fargo, ND. She was given a distinguished service award from the Mental Health Association and was recognized by the Refugee Program of Lutheran Social Services of ND at its "Building Bridges: It Takes a Community" conference. That same year the Peace Corps recognized Lois for her "outstanding commitment to community service locally and internationally honoring her contributions to a more united and peaceful world."

In addition to working with refugee families, she also placed interns in five congressional offices, many with aspirations of Peace Corps service. University staff would refer students to Lois for a "visit" about opportunities with the Peace Corps.

Lois has returned to India several times to visit, most recently in January of 2011 with the Global Citizens Network (globalcitizens.org). It is a volunteer vacation opportunity promoting global understanding. She is retired with two sons. Her husband John died of a brain tumor in 2001 while serving as U.S. Attorney for ND.

For further information, contact Lois Schneider at lois1117@aol.com

Kathy Stadler-Thompson, Dominica 1980-1983

Kathy Stadler-Thompson was a Peace Corps volunteer in the Commonwealth of Dominica in the Caribbean from 1980-1983. After graduating from North Dakota State University in Home Economics Education, Kathy went to Dominica to teach home economics to middle school girls in Calibishie. During her time, she expanded the program to include boys, two more villages, and adult education classes. Also, she did her dissertation research in 1995 in the Carib Reserve on Dominica. (Kathy received her MS and PhD at Virginia Tech.) “It goes without saying that living and working on Dominica has changed me and how I see and interact in the world” says Kathy. “I go back to Dominica 1-2 times a year to see to see my West Indian mother, godchildren, friends, and government officials. I had a wedding celebration in Dominica in 2004”!

Kathy started a project for preschoolers in Dominica. For the past 6 years she and her family have collected, organized, and distributed preschool supplies to three preschools (approximately 125 kids) in the villages of Bense, Calibishie, and Mahaut on the island of Dominica (DA) (between Guadeloupe and Martinique). Throughout the year they collect school supplies, teacher supplies, education toys, and clothes and take everything to Norfolk, VA and pack shipping barrels in the back of a Caribbean store that caters to the West Indian communities in the Tidewater area. The barrels are taken to New York and then put on a ship that goes to all the islands in the West Indies. With these materials, each preschooler gets a pencil box with scissor, erasers, pencils, and pencil sharpener. Also, each child gets their own box of crayons, paint set, notebooks, project folders, and coloring books for different seasons. For fun, each child gets a new outfit, toothbrush, washcloth, and toy in a ziplock bag. For several years, they have sent children’s vitamins which the village health nurse administers to the kids twice a week.

The first couple of years she asked friends to donate money or sponsor a child for \$20.00. Now they “just do it” and try to do as much as they can with limited time and funds. Kathy’s goal is to have a FACEBOOK page and get donations from Dominicans who now live in the United States so they can help more preschools. <stadler@vt.edu>

Fortune Zuckerman, Colombia 1974-1980

Fortune Zuckerman was a Peace Corps Volunteer in Colombia, South America, between 1974 to 1977 and later became a Peace Corps administrator. She worked with a variety of agencies, the first being a Family Welfare Agency in Cartagena bringing awareness to women's groups in the areas of home improvement, hygiene, child development and sewing. In 1974, in the neighborhood where Fortune lived with a Colombian family, she met two children, ages 10 and



13, who were blind. She supported their studies for five years at the National Institute for the Blind in Bogota. One of them eventually became a lawyer! This early exposure to the blind was instrumental in her later choice to work with the blind as a career.

Fortune Zuckerman earned her B.S. in Home Economics from the University of California, Berkeley. Upon graduation, she demonstrated electric appliances for 2 1/2 years and then earned her Elementary Lifetime Teaching Credential from the University of California, Los Angeles and

taught primary grades in the inner city schools of Los Angeles. She joined the Peace Corps at age 35, and spent a total of six years in Colombia. After the Peace Corps she earned a M.Ed. in Special Education-Peripatology, from Boston College, Chestnut Hill, Massachusetts. She has worked in the field of blindness since that time, currently serving as an Adjunct Professor at California State University, Los Angeles. She mentors student teachers who are earning their degrees in the field of Orientation and Mobility so they can enable their visually impaired students to travel about safely, efficiently and with confidence.

In 1975, Fortune was assigned to teach classes in Human Relations at El SENA, a national educational agency in Santa Marta. She also taught classes in quilting, hygiene, child care, cooking/nutrition, family planning, first aid, and gardening. One of her students was hired by the local Singer Sewing Machine Company upon sharing the quilting products made in the SENA class. Returning to Cartagena, Fortune worked with a Catholic School sponsored by *The Sisters of the Presentation*. She taught a variety of Home Economics subjects. Some of the embroidery projects created through this effort provided a small and temporary, but esteem building income for the students. Throughout her volunteer assignments she worked with counterparts so the skills she taught could be remembered by other professionals and shared on a hopefully ongoing basis. This is a necessity in Peace Corps planning.

Finally, she transferred to Bogota to serve children living on the streets of the major cities of Colombia by assigning Peace Corps volunteers to work with existing Colombian programs in areas of nursing, education, recreation, carpentry, social work, etc. Significant success resulted from a Peace Corps Volunteer conference which brought together the heads of the agencies serving the gamines where Peace Corps Volunteers were assigned. The competition which existed between the entities before the reunion began dissolved as the reality set-in over the three

day event that working together instead of separately to improve the lives of these marginalized youngsters would be best.

From 1978 -1980 Fortune was an Associate Peace Corps Director for Colombia, first coordinating the program serving the street children (requesting and supervising 28 Peace Corps Volunteers), and then supervising a region which included volunteers with specialties in Agriculture, Conservation, Educational Development (Gamin Project), Home Economics, Nursing, Small Business and Youth Development.

Fortune's life changed dramatically through her Peace Corps experiences, as after mentoring the two children who were blind, she decided to change her career. She earned an advanced degree to teach independence to those who are visually impaired and served professionally in this area for the second half of her life. She became quite fluent in Spanish.



She returned to Cartagena in 2008 for a conference to thank Peace Corps Volunteers who served in Colombia between 1961 to 1981, for their contributions. While at the conference, Fortune visited her host family and work site. She reconnected with neighbors and friends. She noted, "It was as if no time had passed. The bonds were still there!" She continues to express her appreciation for Colombia, and to speak Spanish, whenever possible.

In the invitation package Fortune received from Peace Corps, before her dream of joining became a reality, she read the following: "Returned Peace Corps Volunteers tend to be uncommonly strong individuals with enough self confidence to resist pressures to conform to anything. They place low values on material goals, prestige, upward mobility, etc., but seem to share a strong faith in the redeeming virtue of human encounter." Now that she looks back on her international Peace Corps/Home Economics experiences, she agrees that the description fits her just about right! < fortuneo@sbcglobal.net >

List of Former Peace Corps Volunteers with Home Economics/FCS Backgrounds or Assignments

1. Albritton, Jane
India 45, 1967-69
Applied Nutrition in Karera, MP
aloha@lamar.colostate.edu
2. Allender, Pamela
India 18
Nutrition, Andra Predesh
pamallender@earthlink.net
3. Ambrose, Marilyn
Lithuania, 1993-96
St. Mary's Notre Dame
mambrose2@sbcglobal.net
4. Anderson, Donna
India 3, 1963-65
University of Minnesota
annodan@att.net
5. Andrews, Mary
India 3, 1963-65
Home Science Teacher and Com Dev Worker
Penn State University
mandrews@msu.edu
6. Baars, Pat
Malaysia
Extension Work
7. Barker, Joan
Nicaragua, 1971-73
8. Blakemore, Priscilla
Senegal
9. Bogniard, Jane
Rwanda, 1970's
10. Brooks, Rhonda
Ecuador, 1962-64
Com Dev, Nutrition and Preschool Educ.
rbrookspaz@juno.com
11. Burtner, Judy, 1970's
12. Cast, Marian
Morocco, 1965-67
University of Nebraska
amruge@juno.com
13. Craig, Mary Ellen
Chile IV, 1961-63
Rural Educ, Food service, Nutrition
14. Crave, Mary
Morocco Trainer, 1998
University of Wisconsin,
Stout mtcrave@wisc.edu
15. Crew, Maxine
Liberia, 1973-75
16. Cummings, Jessica
Madagascar, 2009-2011
Ohio University, FCS
pcvjessicacmg@yahoo.com
17. Dankhe, Bev
El Salvador, 1962-64
Extension
danke1@q.com
18. Davis, Mamie
Antigua, Buckley's Village
family planning & homemaking
19. DuBose, Malinda
St. Lucia
20. De Sautell, Cheryl
Liberia
Extension Work
Desaute1147@sbcglobal.net
21. Gladhart, Peter and Emily
pmglad@viclink.com
Ecuador
Knitting Coop
22. Gallagher, Sheila, 1966-68
23. Goodyear, Arlene
Africa, 1961-63
agoodyear@v3mail.com
24. Grant, Judith Ann
Chile, 1961-63
Iowa State University
c21judys@aol.com
25. Gray, Mary McPhail
Ethiopia, 1965-67
H Ec Secondary Teacher
Jimma, Ethiopia
marymcphail@yahoo.com
26. Granovsky, Nancy
Paraguay, 1969-72
n-granovsky@tamu.edu
27. Grundeen, Sally Kay
Ethiopia VIII, 1967-69
Alemeya College of Agriculture
28. Hankins, Connie Sherman
India III, 1963-65
Home Science Teacher, Hubli,
SUNY, Buffalo
cahankins@verizon.net
29. Harper, Jennie M.
Egypt, 1965-67
Southern Illinois University
30. Holt, Barbara

- Ghana, 1960's
Cornell University
31. Houston, Gloria
St. Lucia
 32. Jayne, Claudia
Fiji, 2010-2012
<http://claudia-jayne.blogspot.com/>
 33. Jorgenson, Kathy
Paraguay, 1970-73
University of Minnesota
krjorgenson@comcast.net
 34. Jurgensen, Cindy
Kiribati, 1981-83
Maternal/child Health
St. Olaf College, MN
cindyjurgensen@gmail.com
 35. Kaba, Claudette, 1970's
 36. Keith, Mary Agnes
Paraguay, 1970-75
Home Economics Extension
 37. Keith, Nancy
Niger, 1965-67
SUNY, Albany
 38. Kingston, Diane
Uganda, 2007-2009
 39. Kratky, Patti Roach
Pakistan and Iran (1964-67)
Nutrition Educator
North Dakota State University
Patty4st04@aol.com
 40. Lane, Linda Lane,
Colombia, 1971-72
 41. Law, Rita
Honduras, 1970 -72
mccumber@ufl.edu
 42. Leurcke, Carol, 1970's
 43. Marcouiller, Judy
judymarcouiller@hotmail.com
 44. Mark, Cyndi
Benin, West Africa
Youth Development
Eastern Michigan University
markc@msu.edu
 45. Marotz-Baden, Ramona
Chile, 1960's
Idaho State University
 46. McFarland, Fleta M.
Peru, 1962-64
 47. Mong, May
Colombia
mong@msu.edu
 48. Montgomery, Wanda
Thailand, 1961-63
Ohio State University
wanmont@yahoo.com
 49. Moore, Ann
Togo, 1961-63
 50. Nibler, Jerolyn
Ecuador
 51. Norcross, Cindy
Colombia, 1974-76
Penn State University
 52. Norton, Marjorie
Columbia
nortonm@vt.edu
 53. Olsen, Charlotte Shoup
Liberia, 1970-72
Extension Administrator
Kansas State University
colsen@ksu.edu
 54. Olson-Badeau, Marie
marieo-b@wcsu.net
St. Lucia 1977-79
Home Economics/Biology Teacher
University of Vermont
Marieo-b@wcsu.net
 55. Pearson, Karen E. 1970's
 56. Peek, Gina
Mali 1996-98
Oklahoma State Univ.
 57. Phillips, Jo Anne
Morocco
Extension
 58. Porter, Mary
Zaire, Katana
hygiene and child care
 59. Rafert, Linda
Philippines, 1974-76
 60. Rainey, Mary
Philippines X, 1963-65
Teaching English as second Language
St. Mary's College, Notre Dame
raineymaryc@yahoo.com
 61. Resser, Cyndi
Tunisia, 1973-75
Ohio State University
 62. Retzlaff, Sandy Wetchner
Caribbean, Home Ec Teacher
 63. Rockabrand, Janis
Philippines, Tagbilaran
Nutrition and Health Educator
 64. Rondeau, Elaine
Nigeria, 1964-66

- University of Massachusetts
sammam@worldnet.att.net
65. Sathre, Sandra
 Colombia, 1973-79
 Home Ec Program, Institute of
 Agriculture
rancherbison@hotmail.com
 66. Schneider, Lois McKennett
 India, 1968-70
 Health/Nutrition Teacher
 Trichy, Tamil Nadu
 North Dakota State University
lois1117@aol.com
 67. Smith, Beverly
 Ethiopia, 1971-73
 Ottawa University, KS
 68. Smith, Evadna K.
 Chile
 69. Soucek, Victoria
 Niger, 1965-67
 Tufts University
 70. Spillane, Grace M.
 St. Vincent
 71. Stadler, Kathleen Thompson
 Dominica
 North Dakota State University
stadler@vt.edu
 72. Tanaka, Elsie
 Jamaica, 1962-64
 Port Antonio, Clothing Construction
 73. Throckmorton, Susan
 India, 1966-68
 Nutrition Education
 74. Warren, Glenda
 Nepal 1962 - 64
 75. Weaver, F. Jean
 Senegal, 1980's
 Penn State University
 76. West, Marsha Privee
 India 1971-73
 Rural Dev, Nutrition, Preschool Dev.
 77. Wickersham, Stephanie K.
 Brazil

78. Williams, Delores, B.
 Honduras
79. Willis, Brian M.
 Paraguay
 University of Toledo
80. Wilson, Stephan M.
 Kenya
 Wabash College
stephan.m.wilson@okstate.edu
81. Woo, Faye
 Liberia, 1974-76

The following Home Economists served in
 Colombia from 1974-76 as a cohort, recruited
 especially as Home Economists.

1. Anderson, Dianne, Centerville Ohio
2. Baker, Twila, U of Nebraska
 B.S. Foods and Nutrition
3. Delois, Mary Patricia, Brunswick,
 Maine
4. Eldridge, Deborah, U of Mass
 Child Development and Education
5. Gagnon, Cynthia, Rhode Island
6. Legg, Wendy, New York
7. Merkle, Susan, U of Iowa
 B.S. Clothing and Textiles
8. Graybill, Susan, Pasadena, TX
9. Schneider, Margaret, Tacoma WA
10. Scully, Mary Jo, College of St. Eliz. NJ,
 Dietetics
11. Torrey, Jean, Colo State U
 B.S. Child Dev and Fam Rel
12. Young, Marcia, Cambridge Mass
 Foods and Nutrition
13. Zuckerman, Fortune
fortuneo@sbcglobal.net