



## Notes from the editors;

What do you want in your vesti, let us know.  
Email [pcvesti.kz@gmail.com](mailto:pcvesti.kz@gmail.com).

Happy Halloween!

Ryan, Bryan & Jennifer



## CONTENTS

<b>Administration</b>	<b>1-25</b>
EDITORS NOTES	1
RESOURCE CENTER	1-2
COUNTRY DIRECTOR	3-7
EDUCATION	8-12
FELLOWSHIPS	12
HEALTH	12-13 13-19
<b>News</b>	<b>26-29</b>
<b>Language</b>	<b>30</b>
<b>Volunteer Writing</b>	<b>31-39</b>
<b>Unclassified</b>	<b>40-42</b>

## RESOURCE CENTER NEWS

### EDUCATIONAL OPPORTUNITIES

**The Illinois State University** faculty Stevenson Center for Community and Economic Development offers:

#### Peace Corps Fellows/ USA Program

for Returned Peace Corps Volunteers

- Build on and share Peace Corps experience while enhancing your skills;
- Serve in an underserved US community

#### Applied Community and Economic Development Fellows Program

for those with community development experience

- Build on volunteer or professional experience in development or social services;
- Serve with a community or organization needing your skills

#### Peace Corps Master's International Program

For those going into the Peace Corps

- Combine graduate school with Peace Corps service;
- Gain knowledge and skills sought by the Peace Corps for its host countries.

#### Master's degrees in Applied Economics, Political Science, and Sociology;

Tuition waivers, graduate assistantships, paid internships;

Interdisciplinary approach.

*Email:*  
[StevensonCenter@ilstu.edu](mailto:StevensonCenter@ilstu.edu)

#### Western New Mexico University

Gallup Graduate Studies Center (WNM-GGSC):

#### Description

Fellows work in full-time, salaried positions as classroom teachers in rural northwest New Mexico and northeast Arizona and attend WNM-GGSC part-time in the evenings and on weekends. The program is geared toward Fellows who do not have an undergraduate education degree or teaching credentials. However, one must have 24-36 undergraduate credits in one "content" area. Fellows enroll in the Alternative Licensure Program concurrent with a master's degree program in education. However, the Fellows Program is a masters degree program (MAT). MATs are available in elementary, secondary, or special education. Teaching assignments are with the Gallup McKinley County School District,

Window Rock Unified Schools District, or Zuni School District in schools within or adjacent to the Navajo Nation. Completion of the MAT takes three years and tuition reduction is offered.

#### Useful sites for more information:

*Western New Mexico Gallup Graduate Studies Center:*  
[wnmu.org](http://wnmu.org)

*Gallup McKinley County Schools:* [www.gmcs.k12.nm.us](http://www.gmcs.k12.nm.us)

*Window Rock Unified Schools:*  
[www.wrschool.net](http://www.wrschool.net)

*Zuni Public School District:*  
[zuni.k12.nm.us](http://zuni.k12.nm.us)

*Gallup New Mexico:*  
[www.gallupnm.org](http://www.gallupnm.org)

*Navajo Nation:*  
[www.navajo.org](http://www.navajo.org)

*New Mexico Department of Education:*  
[www.sde.state.nm.us](http://www.sde.state.nm.us)

*Arizona Department of Education:*  
[www.ade.state.az.us](http://www.ade.state.az.us)

## NEW RESOURCES

The only new material in the RC at present is the FORUM magazine, which can be helpful to both TEFL and NGO PCVs, in case the latter also teach English. The latest issue (Volume 43 Number 2 2005) carries the following articles:

### Raising Students'

**RESOURCE CENTER NEWS****Awareness of the Varieties of English.** T. Takagaki.

The article deals with the diverse varieties of English that are spoken throughout the world.

**Teaching ESL Versus EFL: Principles and Practices.** D. Krieger.

The author of the article dwells on the need for different approaches to English as a Second Language (ESL) and English as a Foreign Language (EFL).

**Pronunciation Textbook Discrepancies.** E. Gareis.

The article provides discussion of the most common discrepancies in five popular pronunciation texts: Accurate English, Pronunciation Pairs, Phrase by Phrase, Sound Advantage, Speechcraft, and the Manual of American English Pronunciation.

**Vocabulary Strategy Work for Advanced Learners of English.** S. Mercer.

The article describes a set of experiential, non-prescriptive activities for teaching vocabulary consolidation strategies.

**Adding Variety to Word Recognition Exercises.** M. Crawford.

The article is devoted to the idea that "reading comprehension cannot be achieved without word recognition" and to specific steps to improve learners' word recognition skills.

**One-Room Schools: An American Tradition** by Ph. McIntosh "takes an in-depth look at one-room schools in the United States".

**Lesson Plan: Taking a Look at Schools** by A. Carlson complements the above mentioned article.

**Spelling Bee** from "The Lighter Side" of TEFL is offered to your attention. Some of you might choose to use it in class.

Fill in the blanks in each sentence with two or three words that have the same sound but different spelling and different meanings. The number of blanks equals the number of letters in the missing word.

1. Our team --- --- game and lost three games.
2. They agreed -- play --- more games next week, ---.
3. The ---- golfers watched --- the ball when they heard someone shout "----!"
4. The four of us were so hungry that we --- ----- hamburgers.
5. Each player----- the ball ----- the hoop at least once.
6. As we approached the coast we could --- the ---.
7. Anna had -- many things to --- on her new machine that she had no time to --- any seeds in the garden.
8. At the airport the guide said, "Come this --- so they can ----- your luggage. "
9. We had to ---- in line until they determined the ----- of our bags.
10. We ---- the boat to the dock so it wouldn't go out when the ---- came in.
11. Unfortunately, we did --- put a very good ---- in the rope, and it came unfastened.
12. The people on the safari ----- that a ---- of elephants was headed their way.
13. If you sit ---- very quietly, you can ---- the wind blowing through the trees.
14. The man in the --- coat ---- the notice to me.
15. We ---- on horseback through the tall grass until we came to the ---- that led to the town.
16. Everything looked so familiar; it was as if we had ---- that ----- before.
17. We went to where they were selling boats, and ---- ---- boats had a sign on them that said "---- ----."
18. The students ----- in their notebooks the sentences that they had learned by - ---.
19. The wind ---- the rain clouds away, leaving a clear ---- sky.
20. The father said, "I will sit in the shade out of the hot --- - ---- while my ---- ----- the roof on the house."

One more thing – as of late we had Newsweek shortages a couple of times. Please be attentive and take care to share the magazines in such like cases. Sorry for the inconvenience.

Galina



## News from the CD



I am often asked about the ET rates in Kazakhstan and how various Kaz groups compare to other groups and worldwide averages. ET stands for "early termination" which includes resignations, resignations in lieu of administrative separation, administrative separation, and medical separation. During my first year in Kazakhstan, there was a 9-month period with no ETs of any type. At that time I concluded that we must really be doing things right, but have since come to realize that we were incredibly lucky during that time period as there are many different reasons that PCVs ET that are outside of the control of PCVs and of the Peace Corps. For example, some PCVs leave to attend to an ill family member back home or are struck with a medical condition that cannot be treated in Kazakhstan.

It is difficult to compare ET rates across countries as conditions vary greatly from country to country. It is no surprise that countries where personal safety may be a daily issue or where civil unrest and domestic terrorism are present have higher ET rates. Finally, it is even hard to compare ET rates from year to year. The Kaz 8s, 9s and 10s were in Kazakhstan on September 11, 2001 after which neighboring countries evacuated their PC programs. The effects of that event and the aftermath may account for some of the ETs for these groups.

While ETs rates alone cannot be used to judge the effectiveness of a country's program and the PCV experience, they are one statistical tool that can be used to determine areas for program and

training improvement. Obviously, the reasons that PCVs are leaving are the most important part of this equation. To this end, all departing PCVs do an exit interview with me and are asked to fill out an anonymous survey that is sent to DC (this is a fairly new process so we do not have results yet). In looking at our statistics, one of the most counter-intuitive and disturbing trends, based on data from Kaz 11 through 13, is that 48% of ETs occur during the second year of service which is generally thought to be the year when PCVs reap the rewards of their service. This is one of the reasons we are looking at holding mid-service conferences for all groups. From a programmatic standpoint I am less concerned about the ET rate during PST as we have little control over who lands at the airport. The Kaz 17s did a perhaps too thorough job of self-selecting who would become PCVs, and I suspect and hope as a result



they will have a lower than average service ET rate (no pressure).

Globally PC uses a somewhat complicated formula to calculate ET rates. This formula gives a country "credit" for the number of months that PCV serves. Because of the high percentage of second year ETs this method of calculation works in favor of Kazakhstan. In 2003, Kazakhstan had the lowest ET rate in the EMA region (Europe, Middle East, Asia) followed

by Georgia and Bulgaria. Countries with the ET highest rates in region included Turkmenistan, Philippines and Macedonia. In 2004, Kazakhstan had the second lowest ET rate in the region. Using a simple method of calculation, the worldwide percentage of PCTs/PCVs who depart a country before their COS date has varied between 29 and 35 percent in recent years. You can compare this to Kazakhstan's rates found on the attached charts for Kazakhstan.

It is the hope of the PC staff that we will see each of you on your COS date after completing a productive and rewarding service. We do realize that there are many situations that prevent committed PCVs from completing service and it our goal to minimize those circumstances that are within our control.

*Kris*

## News from the CD

<b>KAZ 8</b>		<b>PST</b>		<b>Service</b>		<b>Total ET Rate</b>	<b>Service ET Rate</b>	<b>Service ET w/o Med Sep</b>
<b>Sector</b>	<b>Arrived</b>	<b>ET</b>	<b>Med Sep</b>	<b>ET</b>	<b>Med Sep</b>			
TEFL	15			4		27%	27%	27%
EE	14			3	1	29%	29%	21%
PH	13			6		46%	46%	46%
ED	22	1		7		36%	32%	32%
<b>Total</b>	<b>64</b>	<b>1</b>	<b>0</b>	<b>20</b>	<b>1</b>	<b>34%</b>	<b>33%</b>	<b>31%</b>

<b>KAZ 9</b>		<b>PST</b>		<b>Service</b>		<b>Total ET Rate</b>	<b>Service ET Rate</b>	<b>Service ET w/o Med Sep</b>
<b>Sector</b>	<b>Arrived</b>	<b>ET</b>	<b>Med Sep</b>	<b>ET</b>	<b>Med Sep</b>			
EE	19			6	2	42%	42%	32%
PH	15	1		5	3	60%	53%	33%
<b>Total</b>	<b>34</b>	<b>1</b>	<b>0</b>	<b>11</b>	<b>5</b>	<b>50%</b>	<b>47%</b>	<b>32%</b>

<b>KAZ 10</b>		<b>PST</b>		<b>Service</b>		<b>Total ET Rate</b>	<b>Service ET Rate</b>	<b>Service ET w/o Med Sep</b>
<b>Sector</b>	<b>Arrived</b>	<b>ET</b>	<b>Med Sep</b>	<b>ET</b>	<b>Med Sep</b>			
TEFL	27			4		15%	15%	15%
ED	20			4		20%	20%	20%
<b>Total</b>	<b>47</b>	<b>0</b>	<b>0</b>	<b>8</b>		<b>17%</b>	<b>17%</b>	<b>17%</b>

<b>KAZ 11</b>		<b>PST</b>		<b>Service</b>		<b>Total ET Rate</b>	<b>Service ET Rate</b>	<b>Service ET w/o Med Sep</b>
<b>Sector</b>	<b>Arrived</b>	<b>ET</b>	<b>Med Sep</b>	<b>ET</b>	<b>Med Sep</b>			
TEFL	29	2		3	3	28%	21%	10%
ED	19	1		2	2	26%	21%	11%
<b>Total</b>	<b>48</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>27%</b>	<b>21%</b>	<b>10%</b>

<b>KAZ 12</b>		<b>PST</b>		<b>Service</b>		<b>Total ET Rate</b>	<b>Service ET Rate</b>	<b>Service ET w/o Med Sep</b>
<b>Sector</b>	<b>Arrived</b>	<b>ET</b>	<b>Med Sep</b>	<b>ET</b>	<b>Med Sep</b>			
EE	25			2		8%	8%	8%
TEFL	11			2	1	27%	27%	18%
<b>Total</b>	<b>36</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>14%</b>	<b>14%</b>	<b>11%</b>

<b>KAZ 13</b>		<b>PST</b>		<b>Service</b>		<b>Total ET Rate</b>	<b>Service ET Rate</b>	<b>Service ET w/o Med Sep</b>
<b>Sector</b>	<b>Arrived</b>	<b>ET</b>	<b>Med Sep</b>	<b>ET</b>	<b>Med Sep</b>			
EDU	50	1	1	10	2	28%	24%	20%
<b>KAZ 14</b>		<b>PST</b>		<b>Service</b>		<b>Total ET Rate</b>	<b>Service ET Rate</b>	<b>Service ET w/o Med Sep</b>
<b>Sector</b>	<b>Arrived</b>	<b>ET</b>	<b>Med Sep</b>	<b>ET</b>	<b>Med Sep</b>			
NGO	26	1	0	4	2	27%	23%	15%
<b>KAZ 15</b>		<b>PST</b>		<b>Service</b>		<b>Total ET Rate</b>	<b>Service ET Rate</b>	<b>Service ET w/o Med Sep</b>
<b>Sector</b>	<b>Arrived</b>	<b>ET</b>	<b>Med Sep</b>	<b>ET</b>	<b>Med Sep</b>			
EDU	43	0	0	6	1	16%	16%	14%
<b>KAZ 16</b>		<b>PST</b>		<b>Service</b>		<b>Total ET Rate</b>	<b>Service ET Rate</b>	<b>Service ET w/o Med Sep</b>
<b>Sector</b>	<b>Arrived</b>	<b>ET</b>	<b>Med Sep</b>	<b>ET</b>	<b>Med Sep</b>			
EDU	25	1	0	2		12%	8%	8%
<b>KAZ 17</b>		<b>PST</b>		<b>Service</b>		<b>Total ET Rate</b>	<b>Service ET Rate</b>	<b>Service ET w/o Med Sep</b>
<b>Sector</b>	<b>Arrived</b>	<b>ET</b>	<b>Med Sep</b>	<b>ET</b>	<b>Med Sep</b>			
EDU	48	8	0	1		19%	2%	2%
<b>Timing of ETs (Kaz 11 thru 13)</b>								
<b>Period</b>	<b>Total ET Rate</b>							
During PST	17%							
1st six months	13%							
2d six months	22%							
3d six months	35%							
Last six months	13%							
Total	100%							

Translations of these two letters went out to the supervisors of all Peace Corps volunteers in Kazakhstan.

Dear Counterparts and Supervisors of NGO Volunteers:

I am writing to provide you with information regarding the leave and vacation policies that apply to Peace Corps Volunteers in an effort to reduce any confusion about your Volunteer's absence from site.

Peace Corps firmly believes that Volunteers need to spend as much time as possible at their work places and in their communities to be effective. However, from time to time Peace Corps offers trainings and conferences that require Volunteers to be absent from site. In addition, Volunteers also should have the flexibility to leave their communities on occasion to experience the many cultural treasures that Kazakhstan and the region have to offer as well as to rest and relax. It is important that a Volunteer's absence does not create any hardship on the organization that they are assigned to which is why a supervisor's approval is required for discretionary leave such as vacation and cultural travel.

Peace Corps policies allow Volunteers to take up to 24 days a year including weekend days to travel within Kazakhstan. Volunteers receive another 24 days of vacation a year including weekend days to travel outside of the country if they choose to do so. Volunteers are expected to work closely with their organization to create a schedule that works for both the host agency and the Volunteer. For this reason, Volunteers must have approval of

their supervisor if their absence from site takes place on a working day(s). Travel for project/work-related purposes, medical appointments, and Peace Corps trainings are not counted against leave and vacation days. Travel for optional language camps and to work at summer camps also do not count against vacation and leave days but do require a supervisor's approval.

For short absences from work for travel within the country, Volunteers must provide Peace Corps with the name and contact information of the supervisor or alternate person who approved their leave if they are missing work. This allows Peace Corps staff to verify that the leave was approved and to ensure that Peace Corps procedures are being followed by Volunteers. For vacation outside of the country, the Volunteer must get the supervisor's approval in writing.

If you have any questions about Peace Corps' policies or your Volunteer's schedule, please feel free to contact your Regional Manager to discuss.

Sincerely,  
Kristin Besch  
Country Director  
Peace Corps/Kazakhstan

Dear Counterparts and Supervisors of Education Volunteers:

I am writing to provide you with information regarding the leave and vacation policies that apply to Peace Corps Volunteers in an effort to reduce any confusion about your Volunteer's absence from site.

Peace Corps firmly believes that Volunteers need to spend as much time as possible at their work places and in their communities to be effective. From time to time Peace Corps holds trainings and conferences to further the effectiveness of Volunteers. Every effort is made to hold these events during school breaks and the summer so that Volunteers will not miss school. Volunteers should also have the flexibility to leave their communities on occasion to experience the many cultural treasures that Kazakhstan and the region have to offer as well as to rest and relax. This travel should mainly take place during school breaks and the summer holiday.

Volunteers may take up to 24 days a year including weekend days to travel within Kazakhstan. Volunteers receive another 24 days of vacation a year including weekend days to travel outside of the country if they choose to do so. Volunteers are expected to work closely with their organization to create a schedule that works for both the host agency and the Volunteer. For this reason, Volunteers must have approval of their supervisor if their absence from site takes place on a working day(s). Travel for project/work-related purposes, medical appointments, and Peace Corps trainings are not counted against leave and vacation days. Aside from weekend travel, Volunteers in

educational organizations are highly discouraged and rarely approved by Peace Corps to leave site for discretionary travel during the school year as there are ample school holidays and a long summer break that can be used for leisure travel.

For short absences from work for travel within the country, Volunteers must provide Peace Corps with the name and contact information of the supervisor or alternate person who approved their leave if they are missing work. This allows Peace Corps staff to verify that the leave was approved and to ensure that Peace Corps procedures are being followed by Volunteers. For vacation outside of the country, the Volunteer must get the supervisor's approval in writing if they are missing work.

If you have any questions about Peace Corps' policies or your Volunteer's schedule, please feel free to contact your Regional Manager to discuss.

Sincerely,  
Kristin Besch  
Country Director  
Peace Corps/Kazakhstan

The following was sent out to the supervisors of all Peace Corps Volunteers in Kazakhstan.

**Date:** 15 September, 2005  
**To:** Peace Corps Volunteers' Supervisors  
**From:** Country Director/ U.S. Peace Corps in Kazakhstan; Kristin Besch  
**Subject:** Prohibition of PCV Participation in Election Activities 2005

According to the decision of the Majilis of the Republic of Kazakhstan the elections of Kazakhstan's President will be December 4, 2005. Peace Corps is non-political organization and Peace Corps Volunteers are prohibited to participate in any local or national political elections activities before, during and after elections.

This letter notifies supervisors and counterparts about PCV not becoming involved in any election activities, including, but not limited:

- ⇒ Assisting election campaign;
- ⇒ Registering people;
- ⇒ Observing polling places;
- ⇒ Reporting elections events to any local, national or international agencies or Media outlets;
- ⇒ Giving his/her comments to any audience (colleagues, students, partners, Mass Media)
- ⇒ Being involved into any political party;
- ⇒ Funding or supporting to find funds for any election related activities;
- ⇒ Counting of votes;
- ⇒ Participating in election events such as concerts, meetings, charity etc.;
- ⇒ Any other election related activities.

Thank you very much for your co-operation with Peace Corps and for your understanding of this important Peace Corps policy.

Sincerely,

Kristin Besch,  
Country Director  
U.S. Peace Corps in Kazakhstan

## EDUCATION

Dear Education/TEFL PCVs! I published this article in the Republican methodological teacher's magazine "Foreign Languages" last April. You may be interested in this information.

### Communicative Approach as one of the methods of an effective English teacher

*Kotova N.,  
Education/TEFL Specialist of the U.S.  
Peace Corps in Kazakhstan*

One of the most popular methods among English teachers in the world since the 1970s and 1980s (in Kazakhstan since the early 1990s) has become what is called the Communicative Approach.

Why did it become popular so quickly? The answer is very simple: people are learning English not only for passing exams in their institutions, but for using it in future jobs and trips -- that is, for communication: intercultural, business communication, or the Internet.

Kazakhstani students learn English for seven years (5<sup>th</sup> to 11<sup>th</sup> forms), but when they happen to come across native speakers, most of them don't know how to communicate with them. They learn grammar, memorize verses and dialogues at school, but in a real communicative situation they sometimes don't know how to ask a simple question. This happens because students at school don't have much opportunity to communicate in English.

Communication has many functions which we accomplish through language. There are about 70 methodological functions teachers are supposed to practice with students at school. The most important communicative functions that English teachers should accomplish through language (to be taught in English curricula) are:

- Greeting, parting, inviting, accepting
- Complimenting, congratulating
- Interrupting
- Requesting
- Criticizing, reprimanding, threatening, warning
- Complaining
- Arguing
- Suggesting, insisting, persuading, advising
- Reporting, evaluating, commenting
- Commanding, ordering, demanding
- Questioning
- Sympathizing
- Apologizing, making excuses, etc

The goal of teachers who use the Communicative Approach is to prepare students to communicate competently, that is, to be able to use the language appropriately in a given social context. They must also be able to manage the process of negotiating meaning with their interlocutors. Classroom goals are focused on all components of communicative competence and NOT restricted to grammatical or vocabulary and grammar competence.

The problem of many teachers is that they work only on linguistic competence (knowledge "about" language rules and forms), but forget about knowledge that enables a person to communicate functionally and interactively.

Some of our teachers know this method and use it in a good balance with others. Some teachers use the Communicative Approach intuitively in some situations. And sometimes teachers just misuse this method, and in this way do harm for developing communicative speaking skills. For example the following are several typical situations in the classroom.

**Situation 1.** *The teacher asks the 5<sup>th</sup> form student: "What is your favorite kind of sport, Sasha?" Sasha's favorite kind of sport is riding, but they haven't learnt this word yet. The boy is keeping silent. The teacher repeats the question. The teacher expects the boy to answer the question using the words they have just learned on the topic "Sports". "Basketball... volleyball" - she tries to help him... "NO" - the boy stubbornly is keeping silent. At last he says in Russian: "А как по английски "верховая езда?" Instead of just helping the boy with the word "riding", the teacher says to the boy that he should use one of the words they have learned, because they haven't learned the word "верховая езда" yet.*

So the boy learned a lesson that what is going on in class is not a genuine real natural communication. One should say anything quickly and correctly, but nobody cares what one really thinks.

**Situation 2.** *It's the beginning of the lesson. The date is written on the blackboard. The teacher asks a question: "Gulzhan, what is the date today?" The girl answers the question. Then the teacher starts asking the same question to all the students one by one.*

## EDUCATION

So, creating such unrealistic conversational situations (could a geography teacher, for example, ask the students ten times about the date if it is written on the board?) teachers don't motivate students, they just "kill" the students' desire to speak English. In this situation the teacher could ask the students what the date was, and only after that to write it on the board.

**Situation 3.** *Two students are standing at the blackboard. One boy is asking questions about a picture of a flat which is hanging on the board. The other is answering. Both are looking at the same picture.*

*Student 1: "Is there a sofa in the picture?"*

*Student 2: "Yes, there is a sofa in the picture" etc*

How long will the kids have interest to such unrealistic boring situations? The teacher could change

the last situation a bit making it more natural. E.g.-the student is supposed to guess what there is in the picture standing with his back to the board.

*Student 1: "Is there a kitten there?"*

*Student 2: "No, there isn't," etc.*

These three situations demonstrate the lack of a communicative approach.

When we want to use the Communicative approach we must have the following three components:

- 1.information (opinion) gap
- 2.choice
- 3.feedback

This is the "LAW" of real communication.

In situations 2 and 3 the students didn't have an information gap. Everybody in the classroom knew the date -- it was written on the board. The student near the blackboard could clearly see what there was in the picture. That is why questions were not realistic. An information gap exists when one person in an exchange knows something that the other person doesn't.

In situation 1 the boy didn't have a choice for selecting the word he wanted. The boy understood the question. He knew the answer he wanted. But he didn't know the word to convey the information requested by the teacher. When prompted with an alternate but not relevant vocabulary word, he was forced away from communicating his idea into an artificial and untrue situation.

The Communicative Approach means a genuine real natural communication in the classroom, or in after school English activities. Students use English through communicative activities:

They are given opportunities to seek information, request, and ask questions. (Unfortunately, we English teachers prefer asking questions most of the time). Teachers should simulate a real communication gap. Of course, their tasks will depend on the students' level. For example, you can give the students such a situation: "Your friend invited you to visit him in Astana. Ask your parents for permission. Call the station to find a suitable train. Find how much it costs".

Students also can have games and role-plays (e.g. "You have just arrived home one hour later than your parents allow. Your Dad is standing at the door").

Students can have problem solving. (e.g. "Your parents gave you and your brother 500 tenge for Sunday. You can spend it in your way or the way your brother suggests. Give your ideas...")

Students can interact a great deal with one another: pairs (exchange of ideas, exchange of information), triads, small groups, and whole group (e.g. "A group of Americans are coming. Sit and write the itinerary.")

An exchange of ideas, even if slow and with errors, is attempted as soon as possible

The teacher creates realistic situations based on the lives of students, their school and family life, events in the country and abroad...the teacher is interested in students' opinions about different things.

**Example:** *The class is learning the Past Simple*

*T – I know that everybody did homework, right? What else did you do yesterday, Seric?*

*S – I went to Masha's birthday*

*T - Really? Did you buy any presents?*

*S - Yes, I did.*

*T – Aigul, ask Seric what he bought for a presents, etc*

*T- You look so sad today. Are you in trouble? Bad grades?*

*S- Yes, I got a "two" in math*

*S- Why did it happen? Did you do your homework?*

*S- Yes, I did. But the class work was very difficult for me etc*

The teacher should be the facilitator of his/her students' learning. He/she is a manager of classroom activities who establishes situations to promote communication. Students are communicators. They are actively engaged in trying to make themselves understood even when

## EDUCATION

the knowledge of English is incomplete. *They learn to communicate by communicating.*

It is important that teachers evaluate not only accuracy but also their fluency. The student who has the most control of the structures and vocabulary is not always the best communicator. The teacher should be tolerant of students' errors in communicative activities. Errors are seen as a natural outcome of the development of communication skills. Students can have limited linguistic knowledge and still be successful communicators.

The teacher should speak English in class, and not only in doing activities but as much as possible should be used throughout the lesson, including explaining home assignments and explaining activities. The students learn from these classroom management exchanges too, and realize that the target language is a vehicle for communication, not just an object to be studied.

Why is the Communicative Approach so important? One of the basic assumptions of the Communicative Approach is that students will be more motivated to study since they feel they are learning something useful with the language they study. *Teachers give students an opportunity to express their individuality by having them share their opinions and ideas on a regular basis.* It helps students to integrate English with their personality.

Some teachers say that it is possible to create real communicative situations and develop communicative competence only when students have an intermediate or an advanced level. Absolutely not!

From the very beginning students should believe that you are teaching them while communicating and communicating while teaching. You don't separate it. Of course your communication will be at a more primitive level in the beginning.

Some teachers' concern is that students may neglect grammar when we use the Communicative Approach. But grammar is necessary for good communication and expressing our ideas. We should balance working on polishing grammar and doing communicative activities. Both are important.

In the end, I would like to give one more convincing argument in the favor of the Communicative Approach. Every year the Peace Corps Kazakhstan sends around 40 Volunteers to work in secondary schools. Volunteers may not be teaching as well as our experienced Kazakhstani teachers, but they communicate with our students no matter what level of English students have. In the beginning, students are terrified hearing English during the whole lesson, but by and by they start understanding their teacher, they start approaching Volunteers in English, and the level of communication improves from day to day. No wonder that more than 50% of school students -winners of the ACCELS program for study in the U.S for a year are the students from the schools where our Volunteers worked in the past or where they are working now.

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## Eurasian Undergraduate Exchange Program

The Eurasian Undergraduate Exchange Program (UGRAD) provides opportunities for first-, second-, and third-year undergraduate students from Eurasia for one year of full-time, non-degree study in the United States.

First-year students will attend two-year community colleges and will live in campus housing (dormitories) or with American host families and benefit in daily cultural exchange with their host families. Second- and third-year students will attend four-year universities and colleges and will live in campus housing (dormitories). Fellows may not choose their U.S. host university/college or community college.

Fellows may concentrate in *one* of the following fields of study (unless otherwise noted, all fields of study are offered for first-, second-, and third-year students): Accounting (first-year students only), Agriculture, American studies, Business, Computer science (first-year students only), Criminal justice, Economics (second- and third-year students only), Education (second- and third-year students only), Environmental management, Hospitality management (first-year students only), International relations (second- and third-year students only), Journalism and Mass communications, Law (first-year students only), Political science, Psychology (first-year students only), and Sociology.

Competition for the UGRAD Program is merit-based and open to anyone who:

## EDUCATION

- Is a citizen, national or permanent resident qualified to hold a valid passport issued by the country of Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russian Federation, Tajikistan, Turkmenistan, Ukraine, or Uzbekistan;
- Is enrolled as a first-, second- or third-year full-time undergraduate student at the time of application at a registered academic institution in one of the 12 eligible Eurasian countries and in good academic standing (third-year students must be enrolled in a five-year program at their home university or institution and will be required to submit a *spravka* stating enrollment status and program year if selected as a semifinalist; part-time students (for example, *zaochno* or correspondence students) are not eligible);
- Was born between November 12, 1984 and July 1, 1988 (for this year's applications);
- Submits a complete original application with two copies by the application deadline;
- Is able to begin the academic exchange program in the United States in the summer of 2006;
- Is able to receive and maintain a US J-1 visa.

Under the terms of this grant and the laws governing the J-1 visa required for participation in the UGRAD Program, fellows must return to their home country immediately upon completion of the program for a period of at least two years. Fellows are not eligible for visa extensions under any circumstances. No exceptions will be made.

The new application will be available sometime in late

September. We will begin collecting them then, with the deadline likely to be Nov. 11, 2005 (the official deadline will be posted with the new applications). Applications can either be mailed to or dropped off at our Almaty office (174-B Furmanov St., Almaty 050010) or completed online.

*Questions may be directed anytime to [programs@irex.kz](mailto:programs@irex.kz) or 8 (32-72) 50-88-05.*

## Edmund S. Muskie Graduate Fellowship Program

The Edmund S. Muskie Graduate Fellowship Program, funded by the Bureau of Educational and Cultural Affairs, U.S. Department of State, provides opportunities for master's-level study in the United States to citizens of Eurasia in one of the following 11 fields: Business Administration, Economics, Education, Environmental Management, International Affairs, Journalism and Mass Communications, Law, Library and Information Science, Public Administration, Public Health, and Public Policy.

The Muskie program also provides limited opportunities for doctoral study of approximately four years in the United States in the fields of business administration, economics, public administration, and public policy. Master's applicants may apply for one-year non-degree, one year degree or two-year degree programs in the above fields. The program pays for travel to and from the U.S.; all tuition and fees; a stipend for books; a stipend for housing, utilities, food, and related expenses; and accident and sickness insurance.

Competition for the Muskie Program is merit-based and open to anyone who:

- Is a citizen, national or permanent resident qualified to hold a valid passport issued by the countries of

Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, or Uzbekistan;

- Is the recipient of an undergraduate degree (four- or five-year program) by the time of the application (degree must be in law in order to apply to the Muskie Program in the field of law);
- Submits a complete application and two copies (for a total of three) by the application deadline;
- Is able to begin the academic exchange program in the United States in the summer of 2006;
- Is able to receive and maintain a U.S. J-1 visa.

Fellows may not choose their own host university or college. The selection committee, the Department of State, and IREX will make the final decision as to length and type of program.

Under the terms of this grant and the laws governing the J-1 visa required for participation in the Muskie Program, fellows must return to their home country immediately upon completion of the program for a period of at least two years. Fellows are not eligible for visa extensions under any circumstances. No exceptions will be made.

The new application will be available sometime in late September. We will begin collecting them then, with the deadline likely to be Nov. 18, 2005 (the official deadline will be posted with the new applications). Applications can either be mailed to or dropped off at our Almaty office (174-B Furmanov St., Almaty 050010) or completed online.

## SPOTLIGHT ON FELLOWSHIPS

### Moore School of Business

The Peace Corps Fellowship was established at the Moore School of Business in October 2004 to promote graduate education in the field of business for RPCV's. Moore School and Peace Corps officials realize the sublime fit an International MBA program has with students that have traveled the globe and volunteered their time and energy helping others.

Students that receive a Peace Corps Fellowship at the Moore School of Business receive many benefits including a \$20,000 Peace Corps fellowship; fee reduction; and work grant stipend to total \$26,000 or more. Other benefits include the opportunity for an extensive overseas internship, option to study a language (Arabic, Chinese, French, German, Italian, Japanese, Spanish, or Portuguese), option to do a foreign academic exchange, comprehensive career management program, and unique international business curriculum. Recipients will also work with the Small Business Development Center to help promote Hispanic and other minority businesses in South Carolina.

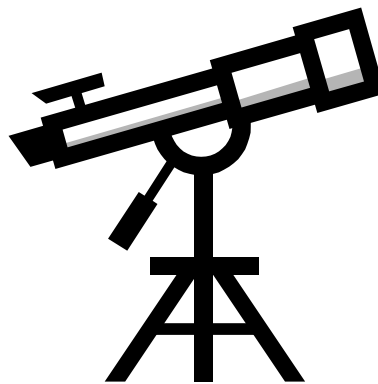
The faculty members at the Moore School are among the best in their fields. More than 160 faculty and staff members are involved in teaching, research and service to the community. Through corporate support and endowed chairs, the Moore School is able to recruit and retain faculty from around the globe and some of the best minds in the international business community.

Located in the center of South Carolina, Columbia is a city rich in history, extra-curricular activities,

and in proximity to the ocean, mountains and larger cities such as Atlanta and Charlotte. Columbia is also the state capital, thus, there are always people from around the world visiting and working. Whether you enjoy indoor or outdoor activities, Columbia is the place to be with an average temperature of 65<sup>o</sup> F and all types of historical sites, arts, festivals and sports to enjoy.

The Moore School has just celebrated their 30<sup>th</sup> anniversary of awarding the IMBA degree and is gearing up with a new class of 106 entering students. For more information about the IMBA program and to find out why *U.S. News & World Report* has named them the #1 public International MBA program in the nation for the 16<sup>th</sup> consecutive year, go online to [www.mooreschool.sc.edu](http://www.mooreschool.sc.edu) and/or contact Scott Kaplan, Associate Director of Graduate Admissions, at 803-777-1244 or email [sgk@sc.edu](mailto:sgk@sc.edu).

In addition, the Moore School would like to extend an invitation for you to visit the school and see for yourself what the IMBA program has to offer. Moore School Ambassadors (current students) can set up a personalized itinerary for you to attend a class, meet current students, faculty and staff, tour the campus and have lunch on them. You can contact the Ambassadors by emailing [ambassadors@moore.sc.edu](mailto:ambassadors@moore.sc.edu) or calling 803-777-4391.



## HEALTH

*Greetings from your Health Unit!*  
Some notes in the matter of...



### INFLUENZA VACCINATION

The Office of Medical Services is REQUIRING that Peace Corps Volunteers be vaccinated against 'flu' for the 2005-2006 flu season with the annual influenza vaccination. Influenza can cause illnesses that are characterized by respiratory symptoms and fever, and could be confused with SARS and 'Birds flu'. Please note, however, even after you have been vaccinated against influenza, you can still have febrile respiratory illnesses, because influenza vaccine will not prevent infection by non-influenza agents.

### ANTIBIOTICS

At the beginning of PST, the Medical Unit gives each Trainee their own package of antibiotics. This is a much-reduced selection in comparison with the selection the Antibiotic Holders carry, but more than adequately cover all the common illness requiring antibiotics that PCVs in Kazakhstan may encounter. PLEASE, CHECK YOUR ANTIBIOTIC'S EXPIRATION DATE, AND ASK FOR REFILLS IF EXPIRED.

### USE OF ANTIBIOTICS

Antibiotics must NOT be used without prior authorization from the PCMO.

### MAILING OF MEDICATIONS

If medications have been mailed out to you, PLEASE, PLEASE notify the Medical Unit if and

## HEALTH

whether you received them, or not. Only fair, right?



VACATIONS?  
VACATIONS...  
VACATIONS!!!

There have recently been a number of cases of complicated (cerebral) Malaria among PCVs in Africa region due to inappropriate chemoprophylaxis. If not treated promptly and aggressively, this complication of Malaria usually is associated with very high mortality. In fact, mortality is as high as 25%, even with appropriate medical care.

The Office of Medical Services, together with PCMOs, strives to provide optimal malaria prophylaxis to Volunteers.

While Kazakhstan is not a country endemic for Malaria, a lot of Kazakhstan PC Volunteers visit some of the neighboring, endemic for malaria countries (India, Cambodia, Vietnam, Thailand etc) during their vacation.

If you are planning a vacation in a country that is known to have malaria (to find out if your country falls into this category, please ask the Peace Corps Med Unit), you **MUST** give us your departure date and the length of stay at least **THREE** weeks prior to your departure so that we will have time to discuss the appropriate method of Prophylaxis and send the medicine to you.

If you are planning a trip to the US, please visit the health unit prior to departure to receive your health benefit card (it is necessary in case of emergency in the US).

Please be reminded that any non-emergency care in US without prior approval by your PCMO or OMS will not be reimbursed.

*Take care.*

*Your Medical Team: Victor, Olga, Valentina*

## SAFETY

### Winter Heating Safety And Conservation Tips

With the cooler weather of winter fast approaching, it is time once again time to refresh our memories about the importance of Fire Safety and carbon monoxide poisoning. Space heaters are by far the most common form of heating available to many of our Volunteers. Unfortunately, according to the U.S. Consumer Product Safety Commission more than 25,000 residential fires are associated with the use of space heaters annually; these fires result in more than 300 avoidable deaths; and an estimated 6,000 people visit the emergency room for burn injuries associated with contacting hot surfaces of space heaters, mostly in non-fire situations.

The purpose of this document is to provide basic safety information that should assist Volunteers and Posts in the purchase, operation, fueling, and maintenance of space heaters. This document is not intended to be all-inclusive, and should be supplemented with Post-specific safety information.

#### What is a “space heater”?

A space heater is designed to heat a small area or space; they are usually self-contained, free standing, and not intended for duct connection. Space heaters are usually portable or transportable, allowing it to be moved from room to room.

#### What are some of the basic hazards associated with space heaters?

Posts and Volunteers should be aware of the following hazards when buying and using gas, wood, kerosene, or electric space heaters:

Contact with or close proximity to the flame, heating element, or hot surface area may result in fires and burns.

Flammable fuels or defective wiring may cause fires or explosions.

Improper venting or incomplete combustion of fuel-burning equipment can cause indoor air pollution.

Improper venting of fuel-burning equipment can result in carbon monoxide poisoning and death.

#### General Safety Tips for All Space Heaters

Select a space heater with a guard around the flame area or the heating element to protect children and clothing.

Keep children and pets away from space heaters. Some heaters get very hot. Children should not be permitted to either adjust the controls or move the heater.

Children should not be permitted to either adjust the controls or move the heater.

When selecting a heater, look for one that has been tested and certified by a nationally recognized testing laboratory. These heaters have been determined to meet specific safety standards, and manufacturers are required to provide important use and care information to the consumer.

Buy a heater that is the correct size for the area you want to heat. The wrong size heater could produce more pollutants and may not be an efficient use of energy.

Read and follow the manufacturer’s operating instructions. A good practice is to read aloud the instructions and warning labels to all members of the household to be certain that everyone understands how to operate the heater safely. Keep the owner’s manual in a convenient place to refer to when needed.

Always follow the manufacturer’s instructions in installing, operating, and maintaining your heating appliance.

## SAFETY

Keep doors open to the rest of the house if you are using an un-vented fuel-burning space heater. This helps to prevent pollutant build-up and promotes proper combustion. Even vented heaters require ventilation for proper combustion.

Never leave a space heater on when you go to sleep or leave the area. For fuel-fired heaters, dangerous levels of carbon monoxide could accumulate or uncontrolled burning could cause a fire.

Never use or store flammable liquids (such as gasoline) around a space heater. The flammable vapors can flow from one part of the room to another and be ignited by the open flame or by an electrical spark.

Be aware that mobile homes require specially designed heating equipment. Only electric or vented fuel-fired heaters should be used.

Place heaters at least one meter (3 feet) away from objects such as bedding, furniture and drapes.

Never use heaters to dry clothes or shoes.

Do not place heaters where towels or other objects could fall on the heater and start a fire.

Equip your home with at least one smoke alarm on each floor and outside sleeping areas.

Install a carbon monoxide alarm in the hallway near every separate sleeping area of the home.

Keep at least one dry-powder ABC-type fire extinguisher in the home at all times.

Keep areas around heat sources free of papers and trash.

Develop a fire escape plan before a fire occurs. Be certain that all members of the household understand the plan and are able to carry out the plan in case of emergency.

Be sure the plan includes a predetermined meeting place outside the house.

If your clothing does catch fire, don't run! Drop down immediately, cover face with hands, and roll to smother the flames.

Have annual safety checks on all home-heating equipment.

### Specific Suggestions for Different Types of Space Heaters

Different types of space heaters present some different safety problems. You should be aware of important information and advice about these specific types of heaters.

Have gas and kerosene space heaters inspected annually by qualified persons to ensure that they are properly adjusted and clean. Keep the wick of the kerosene heater clean and properly adjusted. Appliances that are not working properly can release harmful and even fatal amounts of pollutants.

Be certain that your heater is placed on a level, hard and nonflammable surface, not on rugs or carpets.

Keep the heater in a safe working condition. Replace missing guards and controls at once. Never operate a defective heater. Have all necessary repairs done by qualified repair persons.

### Portable Electric Space Heaters

Portable electric heaters, while seemingly harmless, are responsible for 2600 fires and 130 deaths annually. These heaters are not substitutes for central heating. Nor are they designed for extended use.

Portable electric heaters manufactured after 1991 include many new performance requirements to enhance safety. For portable electric heaters that may present a fire hazard when tipped over, a tip-over switch will turn the heater off until it is turned upright again. New heaters also include

indicator lights to let users know that the heater is plugged in or is turned on. Some manufacturers have included technically innovative safety controls such as infrared or proximity sensors, which can turn a heater off when objects come too close, or when children or pets are near. These kinds of controls may prevent burn injuries to children who might play too near a heater, or reduce the risk of ignition of combustible materials that could contact the heater.

Children should be supervised at all times when space heaters are in use.

Use heaters on the floor. Never place heaters on furniture, since they may fall, dislodging or breaking parts in the heater, which could result in a fire or shock hazard.

Unless certified for that purpose, do not use heaters in wet or moist places, such as bathrooms; corrosion or other damage to parts in the heater may lead to a fire or shock hazard.

Do not hide cords under rugs or carpets. Placing anything on top of the cord could cause the cord to overheat, and can cause a fire.

Check for fraying or splitting wires, or overheating. Have problems repaired by a professional before operating the space heater.

Do not use an extension cord unless absolutely necessary. Using a light-duty, household extension cord with high-wattage appliances can start a fire. If you must use an extension cord, make sure it is marked #14 or #12 AWG; this tells the thickness or gauge of the wire in the cord. (The smaller the number, the greater the thickness of the wire.) Only use extension cords bearing the label of an independent testing laboratory such as U.L. or E.T.L.

Be sure the plug fits snugly in the outlet. Since a loose plug can

## SAFETY

overheat, have a qualified repairman replace the worn-out plug or outlet. Since heaters draw lots of power, the cord and plug may feel warm. If the plug feels hot, unplug the heater and have a qualified repairman check for problems. If the heater and its plug are found to be working properly, have the outlet replaced. Using a heater with a hot cord or plug could start a fire.

If a heater is used on an outlet protected by a ground fault circuit interrupter (GFCI) and the GFCI trips, do not assume the GFCI is broken. Because GFCIs protect the location where leakage currents can cause a severe shock, stop using the heater and have it checked, even if it seems to be working properly.

Broken heaters should be checked and repaired by a qualified appliance service center. Do not attempt to repair, adjust or replace parts in the heater yourself.

### Gas Space Heaters

Gas heating equipment can also lead to tragedy if not installed or used properly. Every year, an estimated 400 lives are lost and 18,600 fires occur involving central furnaces, portable gas heaters, and other gas heating equipment. These products are associated with the twin dangers of fire and carbon monoxide poisoning.

All new un-vented gas-fired space heaters are equipped with an oxygen depletion sensor (ODS). An ODS detects a reduced level of oxygen in the area where the heater is operating and shuts off the heater before a hazardous level of carbon monoxide accumulates. These heaters also have labels that warn users about the hazards of carbon monoxide. If you have an older un-vented gas fired space heater that does not have an ODS, consider replacing it with a new, ODS- equipped model.

If your space heater is meant to be vented, be sure the heater and flue are professionally installed according to local codes. Vent systems require regular maintenance and inspections. Vented heaters manufactured after June 1984 provide a thermal shut-off device if the appliance is not vented properly.



With a few precautionary steps, such as checking the furnace to ensure it is properly vented, you can reduce the chances of an accident. Read instruction manuals and take time to get acquainted with the operation of your heating unit before starting it up. Let's make this winter an especially safe heating season.

Always have your gas heater and venting system professionally installed and inspected according to local codes.

Vented gas-fired heaters can also cause carbon monoxide poisoning if they are not vented properly.

If your space heater is meant to be vented, be sure that the heater and flue are professionally installed according to local codes. Vent systems require regular maintenance and inspections. Many carbon monoxide poisoning deaths occur every year because this is not done.

Be aware that older gas-fired space heaters may not be equipped with the safety devices required by current voluntary standards, such as an ODS or a pilot safety valve that will turn off

the gas to the heater if the pilot light should go out. If the pilot light on your heater should go out, use the following safety tips:

Allow five minutes or more for the gas to go away before trying again.

Do not allow gas to accumulate.

Light the match before you turn on the gas to the pilot. This avoids the risk of a flashback, which could occur if you allow gas to accumulate before you are ready to light the pilot.

### IF YOU SMELL GAS, DO NOT ATTEMPT TO LIGHT THE APPLIANCE!

Turn off all controls and open a window or door. Leave the area, and then call a gas service person. DO NOT touch any electrical surfaces.

Remember that LP-gas (propane), unlike natural gas supplied from the gas utility distribution pipes, is heavier than air. If you believe a leak has occurred, go to a neighbor's phone to call your gas distributor or fire department. Do not operate any electrical switches or telephones in the building where the leak has occurred because a spark could cause an explosion.

### Kerosene Space Heaters

In the U.S., about 90 persons died in estimated 2,300 residential kerosene heater related fires every year.

"Flare-up" fires are responsible for the majority of kerosene heater fires. An analysis of kerosene related accidents concluded that flare-up (uncontrolled flaming) occurs as a result of several factors, including the use of improper or contaminated fuels. That investigation concluded that one method for substantially reducing the risk of flare-up is for consumers to make sure they use only 1K kerosene as a fuel-never gasoline or non-kerosene fuels.

## SAFETY

In addition, kerosene heaters can emit air pollutants during operation. In an enclosed room, these pollutants can accumulate and prove harmful. This situation can be aggravated if the heater wick is lowered beyond the manufacturer's recommended setting. Therefore, before using a kerosene heater, people need to set the wick at the recommended height and make sure there is adequate ventilation.

Never use gasoline in a kerosene heater. Even very small quantities of gasoline in the heater tank can cause a fire. Kerosene should never be stored or carried in a container that has had gasoline because the residual gasoline is enough to increase the flammability of the kerosene.

Only use 1-K kerosene in kerosene heaters. Kerosene should be purchased from a dealer who can certify that it is 1-K grade kerosene. The fact that kerosene is "water clear" does not ensure that it is 1-K, since both 1-K and 2-K can appear clear.

Never fill the fuel tank of a kerosene heater beyond the full mark because as the fuel warms, it expands and could spill and cause a fire.

Do not attempt to remove the fuel tank, or refuel the heater when it is operating or hot. The heater should not be moved while it is operating.

Refuel heater out of doors.

If flare-up or uncontrolled flaming occurs, do not attempt to move the heater. If your heater is equipped with a manual shut-off switch, activate the switch to turn off the heater. Do not attempt to extinguish a kerosene-heater fire with water or blankets. If activation of the shut-off switch does not extinguish the flame, leave the area and immediately call the fire department.

Keep kerosene stored outside in a sealed blue container labeled "Kerosene."

### Wood Burning Heaters

Wood and coal burning have also been responsible for many home heating accidents. Wood stoves, fireplaces, and their chimney assemblies are estimated to account for more than 100,000 residential fires every year, resulting in almost 200 deaths. The dangers associated with this type of heating system are fire and burns resulting from improper installation and creosote buildup.

When installing a wood stove, make certain that it is placed on the surface and at the distance from the wall recommended by the manufacturer. Most wood heating fires have occurred in the chimney. Such fires can result from poorly constructed or damaged masonry chimneys, poor installation of factory built chimneys or the ignition of creosote, a tar-like residue which builds up in chimneys over time and is caused by low temperature fires. To reduce the risk of fire, existing masonry chimneys should be inspected and repaired if necessary. Also, special care must be taken when installing a factory-built chimney to ensure it is kept the required distance from nearby combustible materials. People should have their chimneys checked by a qualified chimney sweep before, as well as during, the heating season to prevent a dangerous creosote buildup and resultant chimney fire. At the same time, both the fireplace and chimney should be checked for structural integrity.

Existing building codes and manufacturer's instructions must be followed during installation.

Buy wood-burning stoves that are certified as meeting EPA emission standards.

Check chimney and stovepipes frequently during the heating season for creosote build-up and have them cleaned annually. Also make sure you have an adequate supply of fresh air.

Stoves must be placed on an approved floor protector or fire resistant floor, and must be located at least 18 inches

from the wall and three feet from draperies, furniture and other combustible materials.

Do not burn trash, charcoal, plastics, or anything other than the proper fuel in your wood burning appliance. These items can overheat you stove or fireplace causing a fire. They can also cause a buildup of pollutants when burned in a fireplace. In a wood-burning heater, use only dry, seasoned wood and not Christmas trees or other highly volatile wood products.

Use a metal container for ash removal.

Always make sure the area is properly ventilated.

### Carbon Monoxide Poisoning

About 230 people die each year from CO poisoning related to fuel burning household appliances, such as furnaces, space heaters, water heaters, clothes dryers, kitchen ranges, wood stoves and fireplaces.

Each year, approximately 25 people die and hundreds more suffer from carbon monoxide poisoning when they burn charcoal in enclosed areas such as their homes - in a bedroom or living room for heat or cooking. Some also burn charcoal in campers or vans, or in tents.

When inhaled, carbon monoxide, a tasteless, odorless gas, is easily absorbed into the blood, and interferes with oxygen availability throughout the body. Exposed individuals and physicians may not recognize some symptoms as CO poisoning due to their similarity with viral illnesses such as influenza. Individuals with heart disease, chronic respiratory ailments, such as emphysema, and anemia, and also fetuses, infants, and young children have an increased susceptibility to CO poisoning. Low levels of CO can

## SAFETY

cause fatigue and chest pain in people with chronic heart disease. As CO exposures increase, symptoms progressively worsen through headaches, drowsiness, nausea, vomiting, confusion and disorientation. At very high CO exposures, loss of consciousness and death are possible. The gas is lethal when it replaces the amount of oxygen needed to sustain heart and brain function.

### Tips:

- Never use a vented-type heater without proper venting and flue (chimney).
- Follow manufacturer's recommendations for the proper size heater and for its installation, maintenance and use. Have it professionally installed, if possible.
- Have your heater installation checked by the local fire marshal, building inspector, or Gas Company before lighting.
- Never use a heater that is in disrepair. Always keep your heater in proper operating condition.
- Turn off the heater if the burner flame looks strange, i.e., yellow flames, unsteady flames, or smoky flames.
- Turn off the heater, ventilate the room and get into the fresh air if you feel other than normal, i.e., headache, nausea, fuzzy vision--remember CO does not have an odor and you may become unconscious before you realize there is a problem.
- Make sure the venting system is open--a blocked vent can cause your space heater to exhaust CO into your living space.
- Never sleep in a room where a gas heater is burning.
- Do not operate a gas heater in a completely 'tight' room. The

heater needs a source of fresh air to operate safely and efficiently. 'Crack' a window, if needed.

- See "Silent but Deadly" published by the EMA Safety and Security Desk Officer for more information on carbon monoxide poisoning.

**Nitrogen Dioxide (NO<sub>2</sub>)** can irritate the skin and the mucous membranes in the eyes, nose and throat. Depending upon the level and duration of exposure, respiratory effects range from slight irritation to burning and chest pain, coughing, and shortness of breath. In addition, repeated exposure to elevated levels of nitrogen dioxide may contribute to bronchitis. Children, who are exposed to low levels of nitrogen dioxide, often show increased susceptibility to respiratory infections. Others who may be especially sensitive to nitrogen dioxide exposure include people with chronic respiratory disease including bronchitis, asthma and emphysema.

### Reducing Exposure to Combustion Products in Homes

Take special precautions when operating un-vented space heaters. Consider potential effects of indoor air pollution when deciding to use un-vented kerosene or gas space heaters. Follow the manufacturer's directions, especially about using the proper fuel and about providing fresh air while the heater is in use. This can be accomplished by keeping doors open to the rest of the house from the room where the heater is being used. In addition, keep the heater properly adjusted. Choose a space heater properly sized for the room you wish to heat and make sure that it is installed correctly. Keep flues and chimneys in good condition. Leaking chimneys and damaged flues can result in the release of harmful or even fatal concentrations of combustion gases, especially carbon monoxide. If operating any combustion type appliances, including space heaters, install a CO alarm.

### Winter Heating Conservation Tips

Here are a few simple tips we can follow during the winter months to save money on energy bills and still stay warm, and at little or no cost:

#### General Conservation Tips:

- Close draperies at night and on cloudy days and open them on sunny days.
- Trim or remove evergreens and shrubs that block out the sun, but only if they are not needed more for summer shade or as a windscreen.
- Use a sunny room as living space to read the paper or eat a meal on sunny, cold days. Upholstered furniture will soak up the heat when placed in a sunny spot.
- Install your storm doors and windows.
- Purchase plastic window covering kits or interior storm window kits. Carefully follow instructions.
- Seal doors with draft-reducing weather-stripping and door sweeps.
- Lower your thermostat to 65 degrees while you're away during the day.
- Use more blankets in bed at night to keep your body warm enough without warming your whole home.
- Replace furnace filters regularly.
- Dress warm. Wear layers of clothing, such as a sweater over a shirt over an undershirt. This insulates the air trapped between the layers (Use polypropylene thermal as the inner layer)
- Lower the water heater thermostats to the lowest level that meets your hot water needs

## SAFETY

(midway between the "low" and "medium" settings on many units). Each decrease of 10 degrees saves five percent on water heating costs.

### Area Heating Tips:

- Use space heating in areas of the home where you spend most of your time (such as the downstairs), by using an approved and properly installed space heater. Close the unoccupied rooms that are isolated from the warm zone and turn down the house's central heating system to 55 degrees.
- However, do not close off rooms so tightly that you prevent air from reaching gas-fueled water heaters, furnaces, ranges or other gas-fueled appliances. This could create an unsafe build-up of carbon monoxide that can be fatal. You need to ensure those appliances are exposed to adequate air circulation.
- Make sure the unused space gets enough heat in winter to prevent plaster from cracking or pipes from freezing.
- Most of the air supply registers on a heat pump system should remain at least partially open to avoid damage to the system.

## Number of incidents reported for the period from June 1, to September 30, 2005

### 7 incidents have occurred during past five months:

#### 2 cases of theft:

- A wallet was stolen from PCVs pocket while PCV was boarding a marshutka.
- Theft of a wallet at a post office.

#### 1 case of simple physical assault:

- 3 drunk local guys assaulted PCV. This case is under investigation by the local police.

#### 1 case of sexual harassment:

- PCV was sexually harassed by drunk local man.

#### 1 case of harassment:

- PCV got a prank cell phone call and a prank text message. The Post investigated the case and made sure that PCV wouldn't have any similar incidents.

#### 1 case of other threat:

- PCV's host mother was attacked by a man on the stairway leading up to PCVs apartment. Apparently this was the 8th assault and burglary of its kind in Uralsk in the past 2 months where very similar attacking methods were used. Police are still searching for the perpetrator.

#### 1 case of detention:

- 3 PCVs were detained by the Russian Police while traveling on train back to their site through the Russian border without Russian transit visa. They were released and return home safely.

	Detention	Theft	Simple physical assault	Sexual harassment	Harassment	Other	Total
Female	1	1	0	1	0	1	4
Male	0	1	1	0	1	0	3
Total	1	2	1	1	1	1	7

#### Note:

There are 2 train routes in Kazakhstan that pass Russian border:

Uralsk-Kostanai

In order to avoid any problems with the Russian officials you can take Aktobe-Tobol train from Uralsk till Tobol. Then take a taxi from Tobol to Kostanai (2 hours)

Ust Kamenogorsk-Almaty

Take a taxi or a bus at the Stantsiya Zhangiztobe (Zhangiztobe station) to Ust Kamenogorsk (1.5 hours)

*For more detailed information consult with your counterparts or contact Yerken Aitkeshovich (visa coordinator) 8 333 210 8410 (ytoiganbaev@kz.peacecorps.gov).*

# SAFETY

## Incidents by Oblast

Oblast	Number of	Type of Incident
ALMATY	2	Theft – 1,
West Kazakhstan	1	OTHER THREAT - 1
Kostanai	2	Detention – 1, Theft - 1
East Kazakhstan	1	Simple Physical Assault –1
Kyzylorda	1	Harassment - 1
<b>Total</b>	<b>7</b>	

### Safety recommendations.

PC staff encourages all PCVs to be fully aware of the safety issues. Personal awareness and applying personal safety practices are the foundation of a safe community.

1. **Assaults** range from an attempt to insult you by using dirty/swear words to actual physical beating on the street.

**Recommendations:**

You have to be very alert whenever you go to a party or to any new place. You should anticipate what the atmosphere will be like.

Avoid any contact with highly intoxicated people when the situation is out of your control.

Do a 360 when you are walking and you see highly intoxicated people on your way. Go another way.

Whenever you feel an inclination to help somebody on the street who is in trouble, resist this temptation, because in many cases you don't know the history.

Be sufficiently suspicious.

Walk with someone whenever possible. Request an escort when traveling alone at night.

Always escort guests to and from the main entrance doors.

Be aware of your surroundings; scan the area from time to time.

Wear conservative, comfortable clothing.

Carry minimal cash and valuables and wear minimal jewelry. Keep cash and other valuables out of sight.

2. **Burglaries** happen rather often at the sites. People assume that you must have valuable things, or at least things local people don't have.

**Recommendations:**

Be cautious who you let into your apt. Don't open the door unless you know the person.

3. **Police incidents** are the most frustrating for volunteers since governmental offices (which in many cases ask for bribes) cause them. They mean a great deal of corruption. Police officers are trying to survive, adding to their inadequate income.

**Recommendations:**

Try to establish some sort of personal contacts w/ local police officials ahead of time. Explain what you are doing in this place, your goals and intentions, some problems you've seen. Later you'll be able to take advantage of the fact that police

officials know you personally.

Whenever police stops you, try not to show that you are scared.

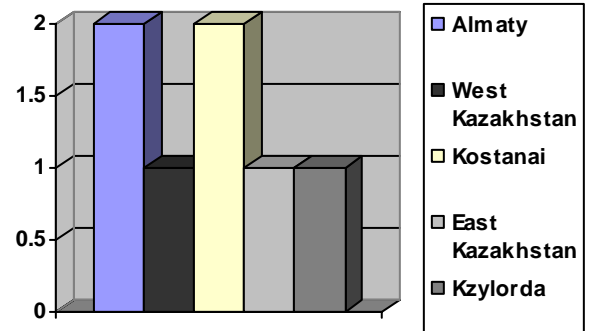
Show your kartochka and explain them that you are a PCV and have all proper registration.

Don't be alarmed and ask them to show their documents.

Ask names and put them down on a piece of paper. It is impressive.

Get the right to make a call to the PC office.

Never sign any documents.



## HUMAN TRAFFICKING



I am very happy to share my experience from attending a Peace Corps conference in Sofia, Bulgaria to discuss how to implement anti-human trafficking projects into our EMA region. The conference was two days just outside of Sofia and then I spent a few days in Sofia visiting related organizations and talking with volunteers about their efforts. In Bulgaria, each PCV must do one formal (i.e. presentation in a classroom) or informal (i.e. having a chat with friends) project each quarter. They have had a Trafficking in Persons (TIP) working group for two years now and have developed a wonderful training packet called "The Quest for Success: Preparing Our Students to Think Critically About Opportunities at Home and Abroad," designed primarily for education PCVs.

I am in the process of editing to make it relevant to Kazakhstan and for both education and NGO PCVs. The information is currently in English and Bulgarian (which is thankfully close enough to Russian and I was able to get by during my trip); I am hoping to get some of the videos in Russian. The videos all have English subtitles. My NGO in Shymkent also has many videos that I hope to share but must first

deal with copyright issues. If any of you have materials that could be added please let me know!

Those of you who are interested will be able to receive the packets as well as videos about TIP. The exact logistics of this are still in the works and you will get more details when all the copies are actually available. The TIP project will fall under the WID/GAD umbrella, and does not seem likely to ever become a mandatory project like Bulgaria. This is just another way to add variety to the work we do in Kazakhstan.

This is a short story from the packet; it was copied from the September 2003 issue of National Geographic written by Andrew Cockburn.

Victoria is a chain-smoking 20 year-old veteran of the international sex trade. For three years of her life she was among the estimated 27 million women, men, and children in the world who are enslaved—physically confined or restrained and forced to work, or controlled through violence, or in some way used as property.

Victoria's odyssey began when she was 17, fresh out of school in Chisinau, the decayed capital of the Former Soviet Republic of Moldova. "There was no work, no money," she explained simply. So when a friend—"at least I thought he was a friend"—suggested he could help get her a job in a factory in Turkey, she jumped at the idea and took up his offer to drive her there, through Romania. "But when I realized we had driven west, to the border with Serbia, I knew something was wrong."

It was too late. At the border she was handed over to a group of Serb men, who produced a new passport saying she was 18. They led her on foot into Serbia and raped her, telling her that

she would be killed if she resisted. Then they sent her under guard to Bosnia; the Balkan republic was being rebuilt under a torrent of international aid after its years of genocide and civil war.

Victoria was now a piece of property and, as such, was bought and sold by different brothel owners ten times over the next two years for an average price of \$1,500. Finally, four months pregnant and fearful of a forced abortion, she escaped. I [Andrew Cockburn] found her hiding in the Bosnian city of Mostar, sheltered by a group of Bosnian women.

In a soft monotone she recited the names of clubs and bars in various towns where she had to dance semi-naked, look cheerful, and have sex with any customer who wanted her for the price of a few packs of cigarettes. "The clubs were all awful, although the Artemdia, in Banja Luka, was the worst—all the customers were cops," she recalled.

One of the great sections of the packet gives people a list of things to do before leaving to help ensure that they will be safe, it is entitled "**You are on your way....**"

- You are ready to leave [Kazakhstan] to work in a foreign country. Before you go, do yourself a favor and make sure you have the following:
- A legitimate passport and another means of identification.
- A confirmed place to stay at your destination.
- A legitimate work visa.
- A legitimate and confirmed work contract.
- A bus or train ticket.
- A way of keeping in touch with your family back home.

- Enough money to live for at least two months.
- Emergency money to get you back home if there is a problem.
- Good language skills for the country you are going to work.
- The number of the [Kazakhstani] embassy in your destination country and, if traveling over land, every country you will travel through. You should have already contacted your embassy to let them know you are coming and what you plan to do in the destination country!

*\*\*If you do not have everything on this list you might want to think about your decision to leave your home here in [Kazakhstan]! Remember: Better to be safe than sorry!*

The focus of the TIP program is to prevent it from happening, rather than actually dealing with people are in the midst of being trafficked. Peace Corps has extremely clear guidelines for our involvement. Trafficking is an extremely lucrative and dangerous business and we are not to get involved in any way that could be dangerous. TIP is third most lucrative trade in the world after drugs and arms; but unlike the first two, TIP is high in profit and low in risk making it very enticing to the traffickers. All of the basic skills we help to teach (both Education and NGO PCVs), such as critical thinking, will help young people evaluate the dangers and hopefully make other choices. For those people that “choose” this lifestyle with the hopes of it not being “too bad” (picture Julia Roberts in Pretty Woman) or that they think this is their last and only option anything we can do to give them marketable skills along with self-confidence and self-worth will help. Much of what we do already will help to decrease the number of people trafficked each year in Kazakhstan – which is estimated by the International Organization

for Migration to be about 5,000 to 10,000 each year.

The Newly Independent States are the fastest growing source of humans for the trade. This is due to several factors including poverty, poor education – not lack of education, lack of options, lack of jobs, being naive, racism, and the want of a better life. According to the US State Department, Kazakhstan is a Tier 2 country.

**Tier 1:** Countries that fully comply with the Trafficking Victims Protection Act of 2000’s minimum standards for the elimination of trafficking.

**Tier 2:** Countries that do not fully comply with the minimum standards but are making significant efforts to being themselves into compliance.

**Tier 2 Watch List:** Countries on the Tier 2 requiring special scrutiny because of a high or significantly increasing number of victims; failure to provide evidence of increasing efforts to combat trafficking in persons; on assessment as Tier 2 based on commitments to take action over the next year.

**Tier 3:** Countries that neither satisfy the minimum standards nor demonstrate a significant effort to come into compliance. Countries in this tier are subject to potential non-humanitarian and non-trade sanctions.

Kazakhstan is a source (Kazakhstani people being trafficked out of the country or moved around the country), transit (victims are brought through Kazakhstan en route to another country), and destination country for people trafficked for the purposes of sexual exploitation and forced labor. Kazakhstani people are trafficked to the United Arab Emirates, Turkey, Israel, South Korea, Greece, Cyprus, Russia, Syria, and Western Europe. Persons from other countries in Central Asia, particularly Uzbekistan, are trafficked through or to Kazakhstan primarily for forced labor in

constructions and labor. Internal trafficking occurs from rural to urban areas for the purposes of both sexual and labor exploitation. Small trafficking rings, employment and travel agencies, and marriage brokers are often involved in trafficking individuals out of Kazakhstan. In 2003 alone 2,473 women were recruited by marriage agencies in Kazakhstan. Of the Newly Independent States Uzbekistan, the Ukraine, and Russia have the highest real numbers, but in proportion to the population Kazakhstan’s numbers are alarmingly high.

I have information on Peace Corps activities around the world on TIP and related issues. I also have lots on links to websites that I am happy to send you, or you can always go to google. Please email me if you have questions or thoughts on the subject. Again, I would love to have copies of any resources that you might have so we can create a central place for PCVs to get resources along with the WID/GAD materials. Thanks in advance!

*Fay Roepcke, Kaz 16  
Shymkent, Kaz  
email: faylee20@hotmail.com*

## VAC NOTES

As requested, we are now including a summary of VAC meetings so that you can all be informed of issues that we are focusing on. If you have any suggestions, ideas, or problems, please e-mail us at [kzvac@yahoo.com](mailto:kzvac@yahoo.com).

First of all, VAC has seven spheres which are divided between the VAC members. Safety and Security (Jen-15 and Kate-17), Administration (Alicia-14), Medical (Ian-16), Educational Site Development (Karen-15, Jay 17), NGO Site Development (Dan-16), Education Training and Programming (Jen-15), NGO Training and Programming (Tom-14). You may e-mail your representative, or any VAC member with ideas or suggestions.

**VAC Website:** We are currently attempting to re-create the VAC website. It would include a skills set database where you could find other volunteers to help you with your projects. It would also include a database of lesson plans. The website in the past has been shelved due to lack of funding, we are now attempting to fund this on our own. We are looking for volunteers to build and maintain this website. If you are interested please contact us at [kzvac@yahoo.com](mailto:kzvac@yahoo.com).

**Peace Corps Cookbook:** Karen Neal and Nikki VanOveren are currently accepting recipes for this. The cookbook should be printed and ready for the 17's IST in January.

**Welcome book:** This was fully updated and will be given to the 18's.

**Host Family Selection:** The 18s (if budget allows) will all be allowed to do a practicum at site and choose host families. This should solve a lot of problems.

**Host Family Stay:** The 6 month host family stay at site is not negotiable. We have spoken with the administration at EVERY meeting, and nothing will change their minds. Sorry. New contracts will be written up for married volunteers. The new rate for host families will be set by January for the 18's.

**New Volunteers at Site:** The regional managers will now contact the warden and assistant warden and let them know when new volunteers will arrive at their site.

**Medical Sanatorium:** The current sanatorium used by pc medical was deemed a security and safety risk. VAC is currently attempting to find a reasonably priced sanatorium near the Peace Corps office. Please let us know if you know of a clean and safe sanatorium.

**Regional Managers:** The 14's and 16's recently had a session on roles of the rm's. The 15's will be surveyed to determine what they think the roles of the rm's should be. Linda Schmitz the new PTO is the supervisor of all RM's, if you are having problems feel free to contact her.

**Regional VAC meetings:** In the next three months we will begin to have regional VAC meetings to discuss volunteer issues. The regions are: Ust and Ridder - Tom and Jay, Aktobe and Uralsk - Kate, Kostanai - Dan, Pavlodar and Kokshetau - Ian, Almaty - Jen, Turkistan, Kyzylorda, Shymkent and Taraz - Karen, Karaganda and Astana - Alicia.

Presidential Elections: A letter will be

sent to all volunteer supervisors stating that volunteers cannot participate in elections. The elections will take place on Dec. 4th, and assuming that there is no unrest during the elections, it is likely that we will be on STANDFAST for approximately one week.

As of Dec. 1st all 14's and 15's can use the rest of their vacation allowance.

**COS Conference Kaz 14** - March 1st - 3rd

**COS Conference Kaz 15** - tentative date - March 27th - 29th (depends on school holidays and Nauriz in Shymkent)

**COS Date Kaz 14** - May 4th

**COS Date Kaz 15** - June 6th

*If you have any concerns, issues, ideas, problems, etc. please contact us at [kzvac@yahoo.com](mailto:kzvac@yahoo.com).*

*Thank you,  
Alicia Ventresca, VAC Chairperson*

## PEER LISTENERS

This is to give you an introduction of the people who have volunteered to be peer listeners. Each listener has given a brief description of herself/himself, interests, past experiences, and individual reasons for wanting to be a part of this program. Now you ask – what is a peer listener? A peer listen is a PCV who wants to help you be successful in your service by listening to your thoughts and concerns and by being someone who you can always contact about your experience without judgment or opinions. The content of your calls is anonymous and will not be shared with others (except in cases when a PCV might hurt herself/himself or someone else or has experienced a major assault – sexual or physical in which case a PCMO must be contacted).

The Peer Listening program has recently undergone some change. Now the program will consist of the few most qualified people in the country at any given time to serve as listeners. This means that the listeners will have not only interest but also past experience as well as having been selected by staff. There will no longer be distinctions between which Kaz group they belong to, where they live, or their gender. A peer listener LISTENS, they do not give advice, tell their personal stories, or pass judgment – meaning it does not matter if they live in an urban site and yours is rural for example. Peer listeners are different than your friends or family who want to help you to find solutions by giving advice, anecdotes, and telling you their opinions. Peer listeners recognize that sometimes you just need to voice your thoughts to someone in the similar experience of PC or you want to talk to someone but do not feel you can call anyone in your existing support system or maybe you are feeling alone and want “to have company.”

Peer Listeners will periodically call

all PCVs – so do not feel singled out when you get your call. If you call a peer listener, they will call you right back so that you do not incur a large phone bill. Don't let money hold you back. Email them to call you at a specific time or place if you want. In the end, peer listeners are here for you – give them a call. You might be surprised at how helpful the call can be. If you are unsure try calling different ones to find out who works best for you!

**Janet Givens:** I am a psychotherapist. I had a private practice in Philadelphia and New York City for the five years prior to joining Peace Corps. I have also had experience as a peer counselor -- starting with a six week training program back in 1981 -- through Town Hall II, a crisis intervention program at Kent State University. I have no intention of wearing my therapist hat while here. I do, however, have interest, skill, and experience in helping people work through the whys of their behavior; helping them figure out what is the right course for them. For example, so and so really pisses me off; why am I so angry? I had no idea I'd miss my (fill in the blank) so much; what is that all about? I hate it here and am thinking of going home; should I? I certainly have no answers for anybody; but I can offer a non-judgmental ear and the ability to send back what I hear you saying. Contact: my home number is 3102-73-70-85

My name is **Lulu** and I am a Kaz 16 from Los Angeles, Ca. I am fast approaching 32 years of age (my birthday is January 1!). I am very excited to be involved with the Peer Listening program; and hope to help make it a better (and more utilized) part of our organization. I began as a volunteer peer counselor at a rape crisis and domestic violence center in Los Angeles, and quickly became so involved in the organization, that before long, I was on the staff. There, I not only provided trainings on peer

counseling, but also educated police, doctors, prosecutors, judges, and social workers on providing sensitive services to survivors of domestic violence and sexual assault. I was also on the West Hollywood LGBT domestic violence task force, and have done formal and informal counseling for LGBT and “questioning” youth. I am a feminist, and hopefully you all know what that means. If not, call me; I would love to discuss it with you! (Here's a hint: It does NOT mean that I hate men....) I love to dance to house music (so if you find any in this country let me know), am crazy about yoga, (which I also teach here in Kazakhstan), and have traveled all over the world. I try and live my life in compassion and peace, and would love to talk with you if you are feeling the need to explore what you are going through here in Kazakhstan. Contact: cell 8333 748 1791, home 83272 64 54 64

**Sheree Donaldson**, under 30: By profession I am an electrical engineer with a Masters in Computer Science. Before PC, I worked for eight years in An Aerospace Corp. In my free time I like reading, movies, music, tennis, general fitness, traveling and hanging out with friends. I am a Christian and I actively practice the Christian faith. Contact: home (3182) 470 396 cell:8 300 745 3971

**Sue Scholten**, under 30: Hey, I'm up in the Uralsk area working on prevention of HIV/AIDS. Before coming to Kazakhstan, I volunteered in Montana though AmeriCorps doing community development. I have made a lot of local friends and must admit I like the disco-tech life and going to cafes. Life is meant to be lived! Good luck here in KZ! Contact: (300) 660-3526

## WID/GAD Calendar

(women in development/gender and development)

These are a mix of days from Kazakhstan, the International Community, and the US. Email me, Fay at [faylee20@hotmail.com](mailto:faylee20@hotmail.com) to add dates or to receive an electronic copy with hyperlinks.

### January

**second to last week** – Healthy Weight Week

[www.healthyweight.net/hww.htm](http://www.healthyweight.net/hww.htm)

**22** – Roe v. Wade Anniversary  
Planned Parenthood Federation

[www.saveroe.com](http://www.saveroe.com)

### Febuary

**first Wednesday** – National Girls and Women in Sports Day  
Women's Sports Foundation

[www.womenssportsfoundation.org/cgi-bin/iowa/events/ngwsd/index.html](http://www.womenssportsfoundation.org/cgi-bin/iowa/events/ngwsd/index.html)

**14** – V-Day  
V-Day College Campaign  
[www.vday.org/college](http://www.vday.org/college)

**week of** – Sexual Responsibility Week

**last week** – National Engineer's Week with one day designated as "Introduce a Girl to Engineering Day"

[www.eweek.org/site/News/Eweek/girlsday.shtml](http://www.eweek.org/site/News/Eweek/girlsday.shtml)

### March

National Women's History Month  
National Women's History Project  
[www.nwhp.org/](http://www.nwhp.org/)

**1** – International Association for Women of Color Day  
<http://www.womenofcolorday.com/>

**8** – International Women's Day  
International Women's Day  
[www.un.org/cyberschoolbus/womensday/index.asp](http://www.un.org/cyberschoolbus/womensday/index.asp)

### April

Sexual Assault Awareness Month  
National Sexual Violence Resource Center  
[www.nsvrc.org/saam\\_new/](http://www.nsvrc.org/saam_new/)

Annotated Listing of over 200 related songs and compilations.  
[creativefolk.com/abusesongs.html](http://creativefolk.com/abusesongs.html)  
Related Posters  
[creativefolk.com/affirmposters.html](http://creativefolk.com/affirmposters.html)

Child Abuse Awareness Month  
[ChildHelpUSA.org](http://ChildHelpUSA.org)  
Child Welfare League of America  
[www.cwla.org/](http://www.cwla.org/)

**third Tuesday** – Equal Pay Day  
National Committee on Pay Equity  
[www.pay-equity.org/day.html](http://www.pay-equity.org/day.html)

**fourth Thursday** – Take Our Daughters and Sons to Work Day  
Ms. Foundation Site  
[www.takeourdaughterstowork.org/](http://www.takeourdaughterstowork.org/)

**22** – Earth Day  
[www.earthday.net](http://www.earthday.net)

### June

Gay and Lesbian Pride Month  
[www.interpride.org/](http://www.interpride.org/)

**5** – World Environment Day  
[www.unep.org/wed/](http://www.unep.org/wed/)

**20** – World Refugee Day  
UN website  
[www.unrefugees.org/](http://www.unrefugees.org/)

**29, 1998** – KZ ratified the Convention on the Elimination of all Forms of Discrimination against Women.

### August

**first Sunday** – International Friendship Day

**26** – Women's Equality Day  
History and Resources  
[creativefolks.com/equalityday.html](http://creativefolks.com/equalityday.html)

## October

Domestic Violence Awareness Month

LGBT History Month

Gerber/Hart Library

[www.gerberhart.org/](http://www.gerberhart.org/)

Breast Cancer Awareness Month

[www.nbcam.org/](http://www.nbcam.org/)

Domestic Violence Awareness Month

National Coalition Against Domestic Violence

[www.ncadv.org/](http://www.ncadv.org/)

songs and compilations

[creativefolk.org/abusesongs.html](http://creativefolk.org/abusesongs.html)

Related Posters

[creativefolk.org/affirmposters.html](http://creativefolk.org/affirmposters.html)

National Disability Employment Awareness Month

[www.dol.gov/odep](http://www.dol.gov/odep)

11 – National Coming Out Day

[www.hrc.org](http://www.hrc.org)

16 – World Food Day

17 – Media Democracy Day

[www.mediademocracyday.org](http://www.mediademocracyday.org)

third Wednesday – Love Your Body Day

[www.nowfoundation.org/health/lybdkit/index.html](http://www.nowfoundation.org/health/lybdkit/index.html)

third week – National Business Women's Week

BPW-USA

[www.bpwusa.org](http://www.bpwusa.org)

fourth Thursday – National Young Women's Day of Action

[clpp.hampshire.edu/national\\_young\\_womens\\_day.htm](http://clpp.hampshire.edu/national_young_womens_day.htm)

last Saturday – Make a Difference Day

[www.makeadifferenceday.com/](http://www.makeadifferenceday.com/)

## November

third Thursday – Great American Smoke-Out

American Cancer Society

[www.cancer.org/docroot/PED/ped\\_10\\_4.asp](http://www.cancer.org/docroot/PED/ped_10_4.asp)

20 – UN Children's Day

20 – Transgender Day of Remembrance

[www.gender.org/remember/day](http://www.gender.org/remember/day)

25 – Day for the Elimination of Violence Against Women

## December

1 – World AIDS Day

[www.worldaidsday.org](http://www.worldaidsday.org)

Day Without Art

[www.visualaids.org](http://www.visualaids.org)

first week – White Ribbon Campaign to End Violence Against Women

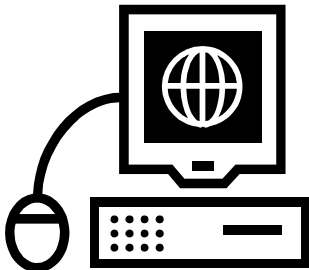
[www.whiteribbon.ca/](http://www.whiteribbon.ca/)

Fay Roepcke

Kaz 16

Shymkent

## NEWS



## Roberts, sworn in, is joining a Supreme Court in transition

By Linda Greenhouse The New York Times  
FRIDAY, SEPTEMBER 30, 2005

WASHINGTON The Supreme Court that opens its new term on Monday will be a court in transition: neither what it was when nine justices last sat together in June, nor what it will be when Justice Sandra Day O'Connor's replacement arrives, freeing her to leave the bench some months later than she had planned.

But it will be, indisputably, the Roberts Court.

To the most casual courtroom observer, the change will be obvious: a vigorous 50-year-old, the youngest chief justice since John Marshall took the oath 204 years ago at the age of 45, will be seated in the center chair instead of his mentor, the 80-year-old William Rehnquist, who labored to breathe through a tracheotomy tube and consequently could speak only in short bursts during the last months of his life.

There will certainly be other changes, less visible and immediate, as Chief Justice John Roberts Jr. places his stamp on an institution he first knew as a law

clerk 25 years ago. On Thursday, he was sworn in a little more than three hours after being confirmed by the Senate on a vote of 78 to 22.

The changes are not predictable, but there are at least some grounds for speculation.

For example, during his clerkship year, the court issued opinions in 123 cases. Last term, the number was 74.

The shrinking docket has been a source of frustration to lawyers who practice before the court, among whom Roberts was a star performer before he became a federal judge two years ago.

During his Senate confirmation hearing earlier this month, he suggested that he saw room for the court to hear and decide more cases.

If that comes to pass, reversing a 15-year-old trend, it could be an indication that Roberts is exerting influence on his colleagues, just as Rehnquist, who thought the court was taking too many cases, managed to do in the opposite direction.

In running the "conference," the closed-door twice-weekly meeting at which the justices discuss cases, Rehnquist prized efficiency and had little patience for extended conversation or second thoughts.

Some students of the court attributed the lively and question-filled nature of the justices' oral argument sessions during the Rehnquist years to the fact that these sessions, one hour per case, provided the only occasion for the justices to interact at length as a group. If the justices now become more mellow on the bench, that could mean that the conference is giving them an opportunity for real

conversation.

The new chief justice will run the conference for the first time on Wednesday afternoon, when the justices discuss and take tentative votes on the cases they hear on Monday and Tuesday.

For lawyers who practice before the court, the current transitional period presents an unusual challenge, in part because of the ambiguity of O'Connor's position. It is common in close cases for lawyers to pitch their arguments to O'Connor, who often casts the deciding vote.

She will hear arguments and vote on cases for as long as she remains on the court, but if a decision has not been issued by the time her retirement takes effect, her vote will not count. Her successor cannot vote retrospectively.

Some important cases are therefore likely to result in 4-to-4 ties, giving the court the choice of rehearing the case or simply affirming the lower court opinion by the tie vote, which carries no precedential weight.

The court has already granted review in 48 cases, enough to fill the new term's argument calendar into February. The list includes cases on subjects likely to produce lively debates that may illuminate the nature of the Roberts Court. These include abortion, religion, free speech, the death penalty and questions of national or state jurisdiction.

## NEWS



## UN names global coordinator for flu threats

Sep 29, 2005 (CIDRAP News) – The United Nations today signaled a new level of concern about avian influenza and the risk of a flu pandemic by naming a special coordinator of all UN responses to the situation.

Dr. David Nabarro, a British public health expert with the World Health Organization (WHO), was named to the new job of "UN system coordinator for avian and human influenza."

At a news conference, Nabarro, 56, said he was nearly certain that a pandemic will erupt soon and predicted it could kill anywhere from 5 million to 150 million people, according to a Reuters report.

News of Nabarro's appointment came as the WHO said further tests had confirmed earlier reports that a 27-year-old Indonesian woman who died Sep 26 had H5N1 avian flu.

Indonesian officials said on Sept 26 that the Jakarta woman and a 5-year-old girl who died last week both had tested positive, though test results for the girl were inconsistent. The WHO statement today didn't mention the girl.

Testing at the WHO reference laboratory in Hong Kong confirmed the woman's case, the WHO said. The agency said she had had contact with sick and dying chickens in her household shortly before she fell ill.

Nabarro calls pandemic very likely Nabarro was appointed by UN Secretary-General Kofi Annan. In announcing the news, the WHO said, "The appointment is critical as the world is fast recognizing the risk of an imminent human

influenza pandemic, and is taking steps to reduce the risk and to get prepared." Nabarro was described as one of the agency's most senior public health experts.

At the news conference, Nabarro warned it is "very likely" that the H5N1 virus will soon acquire the ability to spread readily from person to person, according to the Reuters report. "I am almost certain there will be another pandemic soon," he was quoted as saying.

He said that if the virus starts to spread, the nature of the world's response will determine whether it ultimately kills as few as 5 million or as many as 150 million, Reuters reported.

According to an Agence France-Presse (AFP) report, Nabarro warned that the world will have only "a matter of weeks" to respond after a pandemic begins to erupt and before it gets out of control. He said health agencies will have to fight the virus with the antiviral drug oseltamivir and the most potent vaccines available.

Nabarro said he would run a new UN office in New York that will begin working with governments, international agencies, health workers, and the drug industry, Reuters reported.

The story said he expressed particular concern about the possibility that migratory birds will spread avian flu to the Middle East and Africa. An outbreak in poor, war-torn parts of Africa, such as Sudan, could lead to "a nightmare scenario," he commented.

In the WHO announcement, WHO Director-General Dr. Lee Jong-wook stated, "The world is responding [to the pandemic threat], and is moving quickly to get prepared. However, coordination of these efforts is critical to ensure all stakeholders are giving the best of what they have to offer, and that countries receive the support they urgently require."

Nabarro has held WHO leadership jobs dealing with malaria, environmental health, food safety and, most recently, crisis operations, the WHO said. His 30

years of experience includes work in community-level and government health programs, particularly in Asia, and in administering development assistance, managing scientific research, building development partnerships, and working with non-governmental organizations.

### Indonesian cases

In Indonesia, the 27-year-old Jakarta woman represents the fourth avian flu case that the WHO has recognized as confirmed. The government has cited a few other cases as confirmed or probable, including those of the 5-year-old girl and two young daughters of a 38-year-old man who died of avian flu in July.

A Reuters report today quoted Indonesian health officials as saying the country has more than 50 suspected avian flu cases. Three days ago officials had put the number of suspected cases at 34. The country has been on high alert for avian flu since Sep 19, when the government said the growing number of suspected cases represented an "extraordinary incident."

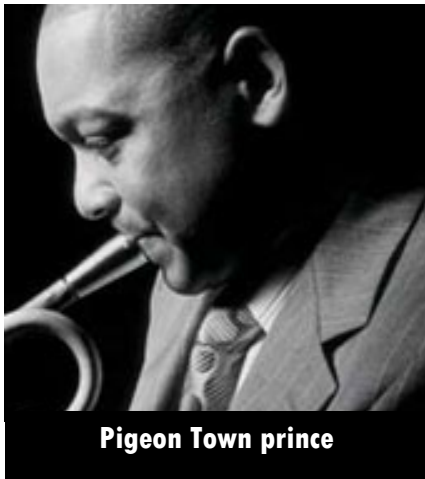
Meanwhile, an AFP report today quoted an Indonesian health official as saying the country has had a total of 63 confirmed and suspected avian flu cases so far this year. But the official, who spoke on condition of anonymity, said only 5 of the 63 cases were confirmed, while 9 were probable and the rest were suspected.

The WHO said today that, because of increased surveillance in the country, "growing numbers of people with respiratory symptoms or possible exposure to the virus are being admitted to hospital for observation and, when appropriate, treatment." Many of the patients don't have symptoms compatible with H5N1 infection, the agency said.

## Native Son: Wynton Marsalis

The esteemed trumpeter says the silence won't last long

## NEWS



Pigeon Town prince

By DAVID FRICKE  
*Rolling Stone*

Born in New Orleans in 1961, trumpeter Wynton Marsalis is the most prominent member of one of the city's esteemed jazz families. He has won nine jazz and classical Grammys since 1983, and he won a Pulitzer Prize in 1997 for his jazz opera *Blood on the Fields*. He is the artistic director of Jazz at Lincoln Center in New York.

Where in New Orleans were you born and raised?

I was born in Flint-Goodridge Hospital, right across from the Magnolia Projects. I grew up in different towns in Louisiana, like Breaux Bridge and Kenner. When I was twelve, we moved to New Orleans -- uptown, in a place called Pigeon Town. I don't know where the name came from. That's just what we called it.

But my great-aunt and great-uncle lived right beside the Treme, on Governor Nicholls Street -- I was always at their house. My grandmother on my mother's side lived in the St. Bernard Projects. It wasn't like you were isolated in your home. We would always be in each other's houses. My funk band used to rehearse in the Ninth Ward, in our bass player's house. And we played everywhere: dances downtown, gigs in Gentilly

and the Ninth Ward, wedding receptions at the Autocrat Club. We did Bourbon Street, Magazine Street.

Are there particular songs that you associate with your childhood -- Mardi Gras Indian chants or Meters numbers that take you back?

There are so many: "Meet the Boys on the Battle Front," "Hey Pocky A-Way," all the Mardi Gras songs like "I Went on Down to the Audubon Zoo," the traditional songs for the second line. Even on our funk gigs, we'd always play the second line at the end of every night, Joe Avery's "Second Line Blues." It's a part of our culture.

Music is everywhere there. And in the neighborhoods, the people respect the musicians. When I was growing up, even the guys who would be disposed to robbing people and jumping them -- they would not mess with musicians. They would see your horn, and they were like, "It's all right, you're OK."

Did you take it for granted that it would always be there -- that the spirit and art of the city were immune to disaster?

When you grow up in a thing, you don't assume that it's not gonna be there. You know it will change. New Orleans changed a lot when I was there, growing up in the Sixties and into the Seventies.

You knew, through the generations of people you knew, that there was a lot of change. My father lived with segregation until he was twenty-six. Kenner, Louisiana, was a town where the black people lived behind the railroad tracks. And we lived behind the second set of railroad tracks, close to the river.

You couldn't help but know that there was segregation and prejudice and ignorance. It was a hallmark. You also knew that it was changing, that it was much better for you than it was for your parents. They would let you know that.

Rivers, storms and flooding are constant themes in New Orleans songs. How do people live there, day by day, knowing potential destruction surrounds the city?

Hurricanes become legendary in New Orleans. Older people will talk about them: "I remember the storm in 1925. It was worse than all of these." They talk about them with pride. "Half of the Treme was underwater."

When you live down there, you know it's a possibility. But it's far back in your mind. Like we know there's a possibility that New York will be the victim of a nuclear attack. People on the West Coast know that the San Andreas Fault could open under them. But do people walk around all day thinking that? No. They're livin', you know? In our city, we live. That's how it is.

Do you remember your first funeral parade?

No. I was in parades since I was six or seven. But it's not just the parades. In New Orleans, you can have a lot of experiences. I remember the first time I played with the New Orleans Philharmonic, or playing *The Messiah* at a church. It wasn't one-sided.

But for a long time, New Orleanians never prized the music. I like to talk about the way the Greeks interpreted Homer to death. When they read Homer, they were like, "This is us." But Jelly Roll Morton wasn't treated that way. Louis Armstrong and Mahalia Jackson weren't treated that way. It's hard for people of a certain artistic consciousness to endure the racism and ignorance that was down there. Some people think all that was over in 1963. I don't know what gave them that impression. To be honest, I couldn't wait to leave because of that. I couldn't stand that whole condescending attitude -- old antebellum and all that.

Your father, Ellis, supported the family as a pianist, teaching music and playing gigs. What was his life as a working musician like?



## NEWS

Gigs are hard to come by in New Orleans. Gigs that pay are harder. The city did not rise to the music. My father did a lot of hustling in the Sixties: working on Bourbon Street; working in clubs like Lou and Charlie's, downtown in the Ninth Ward; trying to keep everything going and staying encouraged. There's no other way for it to be told -- it was a struggle. After me and my brother [Branford] started to get more publicity, it became easier. But all through his twenties, thirties and forties, he had a hard time.

In our funk band, sometimes we would make more money than he was. I'd be saying, "Damn, we just started playing. We can barely play." But I respected my father and all of the older musicians I knew: James Black, Alvin Battiste, Danny Barker. To me, they could play.

One thing that has shocked much of America is the poverty that they saw in New Orleans, on TV. Were you surprised by the rest of the nation's ignorance of the problem?

I'm surprised that they were surprised. A lot of people go to New Orleans -- they stay in the French Quarter. They go on a tour of the Garden District. And that's what they see. They don't see the Desire and St. Bernard Projects.

And yet many of the city's poorest people are the greatest contributors to the joys that we associate with, for example, the music and food.

Money does not create joy. Being poor doesn't create joy, either -- let me make that point also. But these are people who came out of slavery. And when you're a slave, poverty is a step up. And the whole thing in New Orleans music is the optimism. American music itself is optimistic -- marching bands, fiddlers' reels. And when jazz came, it was uplifting music, despite all of the things that happened to try and slap the music

down. The groove makes you happy. You're not sad when you're groovin'.

Are there things that have been lost -- literally and figuratively drowned -- that can never be regained or rebuilt?

It's as if your parents have died. All your memories, your ancestors, are underwater. My great-uncle's house is probably gone. I go back to that house in my mind all the time. It was a shotgun house. I think of the fan they had in the front room; the shed with all the newspapers he put up for wallpaper -- old yellow paper from the 1920s; the little plot of land he used to cut with a hand mower. His front porch -- we put that down ourselves. He was a stonecutter; I was five or six.

There are certain things, stuff you remember. And then there is a collective memory -- of a group of people -- and that's even heavier than your personal memory. That's why we're going to resurrect our city. The collective memory is going to make all of us do that. We want our city. And we don't want it to come back like no Disneyland for adults. It was getting like that anyway. We don't want that. Just give us a chance to collect ourselves.

But will we correct the legacy of slavery? We've never been able to do that. What we're seeing on television is like ghosts from the eighteenth century: "Have you seen my brother? Have you seen my mother? My sister?" That's what you would see and hear in the slave market, when the people were being sold. It's coming back to us.

There are a lot of poor people to be preyed on now. People will come and try to get their land from them, try to buy up their little piece of property for \$10,000. That's one of my main fears right now. I wish the state would freeze the sale of properties in the flood zone. Because that's how a lot of poor people are going to get ripped off -- again, in a profound way.

Can an evacuated New Orleans recover from such an extended period of silence, of no music at all?

That's what the city needs. Silence is

good. There's a lot of noise right now, and noise kills thinking. When you whisper, you have someone's attention.



You look at what was happening in the Superdome, at the Convention Center. There was no music. I was talking to a friend of mine: "Should we go down and play for the people?" He said, "No, man. People are not interested in music right now. They're trying to survive."

But the music ain't gonna be silent. The musicians are gonna play wherever they are. New Orleans musicians play all over the world. That's all we can do. They're not going to stop because the city is flooded.

In New Orleans, the time for music will come later. In the healing time, the musicians will definitely come.

(Posted Sep 22, 2005)

## LANGUAGE

**Restaurant Russian:** From an inveterate restaurant patron, accept this with the humor with which it's offered.



TOPIC	BEGINNER	INTERMEDIATE	ADVANCED
1. AVAIL-ABILITY OF FOOD	I want that. No? OK.	Tell me – what DO you have?	More selection means more profits.
	Я хочу этот. Нет? Ладно.	Скажите, что есть?	Большой ассортимент приносит большие прибыли.
2. LOUD MUSIC	(response to everything) WHAT?!	It's too loud, we need a new table.	Karaoke dude, I'll double your salary if you mime for the next hour.
	ЧТО?!	Здесь слишком громко, мы хотим за другой столик.	Караоке парень, я удвою ваш заработок, если вы будете немым в течение следующего часа.
	Make it softer.	Is there a quieter place in the café?	America sent me here to tell you to turn it down.
	Потише сделайте!	Есть более тихое место в вашем кафе?	Америка послала меня сюда чтобы сказать вам «Сделайте музыку потише!»
3. CUSTOMIZING AN ORDER...		Yeah, right!	
4. NAPKINS	May I have more napkins?	Excuse me, you forgot to cut this napkin.	If I can rebuild these napkins, will you give me free beer?
	Можно ещё салфеток?	Извините меня, вы забыли нарезать эту салфетку.	Если я смогу склеить эти салфетки для вас, вы дайте мне бесплатное пиво?
5. NEVER GETTING YOUR FOOD	When is my food coming?	Is there a problem? I can change my order...	If they still haven't killed the animal, change my order to a salad.
	Когда мой заказ будет готов?	Проблемы? Я могу изменить свой заказ...	Если они ещё не убили животное к моему блюду, измените мой заказ на салат.
6. RECEIVING THE WRONG ORDER	This is not my order	Send it back – I'll show you on the menu what I want.	Hey, thanks for the free (lagman) – you really are great! So when is my order coming? I ordered ____.
	Это – не мой заказ.	Отнесите это назад – Я покажу вам, что я хочу в меню.	Эй, спасибо за бесплатной лагман. Вы – хорошие. Когда мой заказ придёт? Я заказывал ____.
7. BAD SERVICE, IN GENERAL	I know I'm a foreigner, but have a conscience!	The akim did warn me about the service here.	What kind of a(n) _____ are you?
	Я знаю я иностранец, но имейте совесть!	Аким предупредил меня о плохом обслуживании здесь.	Ах, какая (какой) ты _____?
8. WAITING FOR THE CHECK, ETC.	Girl? (followed by awkward silence)	Girl!! (no shame)	If we're still here after closing, can we sleep on the table?
	Девушка?...	ДЕВУШКА!!	Если мы будем ещё здесь после завершения, можем ли мы поспать на столе?
9. WRONG AMOUNTS ON THE BILL	This is not correct. Menu, please.	When you print the new prices in your menu, I will pay the new prices.	I'm afraid an error of this size disqualifies KZ from membership in the World Trade Organization.
	Это – не правильно. Меню, пожалуйста.	Когда вы напечатаете новые цены в вашем меню, я оплачу эту цену.	Мне жаль, что ошибка такой величины дисквалифицирует Казахстан для членство в ВТО
10. SHORTED ON THE CHANGE	May I see the bill again?	I think your calculation is mistaken.	I know we have the same math, and we both know this check is wrong.
	Можно посмотреть на счёт снова?	Я думаю, вы ошиблись в этом счёте.	Я знаю у нас одинаковая математика, и оба мы знаем, что счёт неверный.
11. LEAVING AFTER LOUSY SERVICE	I'm leaving. I don't want my food.	I'm embarrassed for your whole country.	See you tomorrow!
	Я ухожу. Я не хочу мой заказ.	Я обеспокоен репутацией вашей страны.	До завтра!

## VOLUNTEER WRITING

### Equality checklist

“Once you create the thinking and let it build, the mind becomes that which it contemplates”



Reaching female students (from Girls Education Booklets):

- Call on an equal number of female and male students. Check yourself periodically by keeping a tally.
- Be sure to have more than one female in each group for support.
- Increase the awareness of problems and especially solutions.
- Be aware of outside influences on women and how they are affecting your classroom and students (for example, work or family responsibilities).
- Use confidence-building activities. Utilize all your resources!
- Offer extra help to students in single gender situations and/or one on one to help overcome issues of students being shy in front of the other gender or others in general.
- Use women in responsibility positions such as class monitor.

Teacher's checklist for encouraging girls in the classroom (developed by teachers to create unbiased classrooms):

- Make an effort to call on girls as often as boys.
- Praise girls' achievement equally with boys.
- Provide the class with non-traditional role models whenever possible.
- Create a classroom environment where girls and boys can participate equally in discussions.
- Discourage girls from putting themselves down with remarks like “I'm stupid” or “Math is too hard for me.”
- Make sure all girls as well as boys understand directions and demonstrations.
- Use literature and textbooks that offer diverse and important female characters and people.
- Review written materials, including tests, for gender bias.
- If gender bias is present in written materials that cannot be corrected, provide other examples in class, if possible.
- Ensure that girls know what math, science, and technical courses are needed for particular careers.

Encourage girls to participate in sports and other extra-curricular activities.

*Fay Roepcke  
Kaz 16  
Shymkent*

### She doesn't know the students' names, anyway

The Kazakhstani grading system has four possible marks, 2 of which are viable at my school. A 5 is supposed to be excellent, a 4, good, and a 3, satisfactory. However, students get kicked out of the gymnasium if they get several 3's.

*As the ice sublimates to fog –  
The Uralsk version of spring thaw – a pile  
Of journals for the students' grades,  
Part of some fearsome, permanent file,  
Is marked indelibly by hand. The kids,  
In contortions of indignity and guile,  
Seek to guide blind justice  
Toward desired outcomes, while  
My fellow teacher, efficient in her own way, sits,  
Writing 4's in a broad argyle.*

*Susan Wunderink  
Kaz 15  
Podstepnoy*

4

## VOLUNTEER WRITING



Here are the results from the survey that Kaz 17 took during our last week of PST. Hope this gives you a warm fuzzy chuckle at site if you're missing some of that companionship from training...

- Most likely to be never heard from again until COS: Vinh
- Most likely to hire a local tutor/girlfriend/boyfriend in the first month at site: Santiago
- Most likely to start a civil revolution: Mike M.
- Most successful on the PC Kaz diet: Jared
- Most likely to inspire a local fan club of women: Shain
- Most likely to inspire a local fan club of men: Morgan D.
- Most likely to start the next women's liberation: Yen
- Most likely to work for Kaz Oil/Chevron in Almaty post-PC: Santiago
- Most likely to marry a local: Owen
- Most likely to crack a tooth on plov: Andrew
- Most likely to subsist solely on food from care packages: Nicole
- Most likely to become a PC country director: Jay
- Most likely to befriend his/her KNB follower: Santiago
- Most likely to ET one month before COS: Adam
- Next likely convert to the wonders of soy meat: Morgan D., Yen
- Most likely to dedicate a lesson to the origin of the phrase "hecka/hella": Tony
- Next Paul Theroux (or at least wannabe): Jared
- Most likely to drink his/her host mom and dad under the table on a school night: Mike M.
- Most likely to fall in love with his/her sitemate: Anna, Megn, Lauren
- Most likely to have a babushka as his/her best friend at site: Vinh, Dorothy
- Most likely to incur the wrath of the school supervisor for his/her mohawk: Morgan S.

- Most likely to call Victor for a diagnose of severe cabin fever after one winter in the Steppe: Nicole
- Most likely to lead the life of a swingin' expat in the city: Santiago
- Most likely to have small children and village animals trailing him/her home from school everyday: Morgan S., Leslie
- Most attached to the hip of his/her blog: Jay
- Spunkiest couple: Kate and Aaron

### Write-in your own:

- Most likely to have his own late night show: Josiah
- Most likely to pass out in the snow and die: Alex
- Most likely to continue saying "gamburger" after COS: Amanda
- Most likely to write a book: Mike H.
- Spunkiest wife: Jennifer
- Spunkiest couple: Alex and Gulshat
- Most likely to marry Victor's son: Ashli
- Most likely to have a mental breakdown over pronunciation of 'gamburger': Amanda
- Cutest: Tony
- Most likely to poop his pants...again: Jay
- Best nickname: Little Dragon Buns
- Best midwest sense of humor: Ashli
- Best banya story: Amy

*Yen Le  
Kaz 17*

## Got a minute?

With time being a fundamental aspect of my life, I figure I'd give it a little say here. The conveyor belt of existence never stops. We're all on it, none of us will be for long, and though it can play out in many different ways, we are all guaranteed that certain experience of ceasing to be, or death (to be literal), or becoming a corpse (for the poetic). But relax, stop being so pessimistic. Everybody knows that quote from Braveheart so I'm not even going to say it. I'm gonna use a different one: "I

am William Wallace!" The point is, death is always the same, but life is full, fat, and dripping with possibility. Of course it includes the good and the bad, and when you look at the world, what you see is \_\_\_\_\_ ← Insert your opinion here. How's this for possibility: time comes and goes and all of a sudden we get given birth to in a world where one generation passes the baton on to the next in a race driven by hysteria, mass apathy, deeply rooted fear, power, money and men seeking glory...and women too (to be pc), and the finishing line is the edge of a cliff. But we're part genius, look what we can do: we can fly a person off of this planet and have them land on a desolate object, we can build buildings that touch the sky, we can build bombs that can destroy this world...yeah, just part genius. Nobody reading this is destined to go through life like a sheep. As a matter a fact, if you're a PCV, you've got yourself a little time away from the stampede in the states. And time is what this little script is all about. Che Guevara didn't spend all of his spare moments text messaging his friends and checking his horoscope, he was busy polishing his AK and picking out a hat that would look good for the revolution. But we all know this isn't the jungle, it's Kazakhstan. If you're going to change anything, it'll most likely be your self. There's much awry in the world, ladies and gentlemen. Perhaps there are greater possibilities to stumble upon. Something that won't happen without time and energy. And if you've got time, you've got energy. So consider them, if you've got a minute.

*Tom Dechert  
KAZ 17  
Uralsk*

## VOLUNTEER WRITING

### The Uyghurs: Part 2 *Rise of the Wolf*

Whereas, the first phase of Uyghur History was the story of the Tiele People confederating into a political entity, later history concerns the Uyghur Ascent to power, and their transition from a political to a cultural entity.

Following the partition of 584AD the Turkic Khanate split into Eastern and Western factions. The Eastern Khanate, including the Uyghurs, kept the Siberian Homeland. From their stronghold at Karabalasagun they harassed China and were reciprocally entangled in the web of Chinese diplomacy. In short order the Tang Empire had reduced the E. Khanate to vassals. By contrast, the W. Khanate had effectively become the military arm of the Sogdian trade federation's agenda. Their most urgent plan was to cut Persia off the Silk Road by trading directly with Constantinople. The result was an elaborate chess game of diplomacy and war between Rome, Persia, Sogd, China, and the Khanate.

It is important to know about Sogd because the Uyghurs inherited the bulk of Sogdian culture. The Sogdians were the ancient masters of the Silk Road. From their central location they controlled the flow of wealth in all directions. In addition to their business acumen they were diplomats, translators, missionaries, and artisans. Sogdian, like English, was the international language of its day. From their origins in scattered desert oases the Sogdians developed a decentralized federation of independent city-states, not unlike Greece. Also like the Greeks they grew into a trade empire with colonies from Chang'an to Constantinople. Since

the dawn of their culture in 3000 B.C. they had maintained a de facto sovereignty through soft power and steppe mercenaries.

While the western powers struggled against each other and the Islamic Jihad, in the Far East the Tang Emperor, Taizong, plotted to retake the western colonies, lost to the barbarians 500 years before. The colonies were a chain of city-states linking China to Sogd via the Trackless Desert. They were currently aligned with Sogd and therefore under the protection of the W. Khanate. Conveniently, in 630AD Persia assassinated Khan Shehu, thereby throwing the W. Khanate into anarchy. Taizong wasted no time, and only 30 years later he reached the final and westernmost colony, Kashgar. By this time the Uyghurs along with the other E. Khanate tribes had long since been absorbed into the Tang army. Some Uyghurs even held command positions.

From their Stronghold at Kashgar in the shadow of the Celestial Mountains the Chinese dreamed of the wealth of Sogd only a few *Li* away over the high passes. However, at the exact same time the army of the Islamic Caliphate was doing more than just dreaming. In 714AD they crossed the Oxus River from Bactria into Sogd itself. The result was a cold war scenario in which the two regional superpowers, Caliphate and Tang Empire, struggled to control the last unannexed segment of the Silk Road that separated them. For a century Sogd lived out its halcyon final days in this bi-polar tension. Sogd lied just far enough west and just far enough east that both overextended armies could never quite penetrate effectively. Moreover, Sogd was now protected by the reunified Khanate (680AD), which had pulled the Uyghurs away from China.

The Tang counterstroke came in 744AD when Uyghur rebels succeeded in overthrowing the old regime. This

date marks the move of the Uyghurs from a peripheral power to a regional one.



The subsequent Uyghur Khanate would have been another short-lived nomadic state had it not been for the Tang Empire. The Chinese overreached in the wake of the Uyghur victory. The Tang Empire initiated a series of tactical errors culminating in their shameful defeat at the Battle of Talas. This battle, not far from Taraz, permanently altered the geopolitical balance of the region in favor of the Caliphate and Islamic Culture in general. In addition, it saved the Uyghur Khanate from almost certain destruction.

The Tang Empire, reeling from defeat and in a state of Civil war, needed a strong unified Uyghur Khanate to protect its western flank from an imminent Tibetan Invasion. Also, the battle marked the end of Sogdian Civilization, as the Jihad took a dim view of the Orgies and Idol Worship that characterized Sogdian religion at that time. The combination of these two factors kept the Uyghurs from becoming a historical footnote. First, because China needed the Uyghurs strong, they were allowed to centralize their power in way that would have been impossible under typical Chinese Diplomacy. With the centralization of power came order, national unity, and stability. This stability acted as a magnet for the second factor, the streams of Sogdian refugees. The Sogdians brought their administrative, diplomatic, and mercantile wisdom to the Khanate. This abrupt unnatural infusion of high culture gave the Khanate an edge over their two predecessors.

Common to both of these factors is a third, the Will of the Uyghurs themselves. The Uyghurs had a sense of purpose and vision and

## VOLUNTEER WRITING



the will to execute them seen only perhaps in Japanese culture. The Uyghurs could have easily turned away the Sogdians, and engaged into intertribal warfare, but they did not. And they did not because they how tenuous their position was, they had a great need to be seen as a legitimate state by the world. And they were willing to do whatever was necessary to meet that goal.

The final result of the Uyghurs willingness to adapt was their abandonment of nomadism and the development of their own unique culture, which made contributions to the world of which we are still largely unaware. The Uyghurs have long been considered the most civilized branch of the Turks and also the first to abandon nomadism, and perhaps the two are not unrelated.

*Robert Ward  
Kaz 15*

## After Peace Corps

Well, I've passed some kind of milestone. As of a few months ago, I've been out of the Peace Corps longer that I was in. I remember well the confusion, apprehension and angst concerning what I was going to do afterwards. Let's face it: two years in small town Kazakhstan is a pretty tough act to follow. The contact I've had with my Kaz 10's revealed that almost everybody chose grad school as their next step. It may be a good choice, but it's not the only one.

I remember well something one of my group mates said as we were preparing to leave Kazakhstan. He said, "I feel like my life has been on hold for two years." I responded, "I feel like mine has just started." Peace Corps was, for me, this profound experience that revealed a path that I never knew existed. There are two things I learned from my Peace Corps experience: I love living overseas and I love teaching English. So Peace Corps was just the start of my new TEFL career.

Following Peace Corps, I used my readjustment allowance to earn a CELTA certificate (Certified English Language Teacher for Adults). This is one of two major internationally recognized teaching certifications. The course leading to this certificate is a fairly intense month long course monitored by Cambridge University. It combines practice teaching with theory and is regarded as the bare basics for a beginning teacher.

This CELTA course is available all over the world. I took mine in Moscow. I was interested in living and working in Russia. One piece of advice I read was to take the CELTA course in the area where you're interested in teaching. This way you can start making contacts right away and perhaps even secure a job before you even finish the course. This is what happened for me.

I've now been living and working in Russia for a little over two years. I chose to live and work in small towns rather than Moscow or St. Petersburg. I having a wonderful time and wouldn't change anything. After my third year in Russia I have a feeling I'm going to move on to another country. The whole world is open to me and sometimes I'm completely boggled by the number of opportunities there are.

In addition, I've made friends with other teachers and now these teachers have spread out all over the world. I spend my holidays visiting my friends in exotic locations and taking advantage of their local knowledge and hospitality.

International English teaching is a real option for RPCVs. It gives one the opportunity to stay overseas, expand on the Peace Corps experience, and actually get paid.

*My mailbox is always open:  
erichilsman@yahoo.com*

*Eric Hilsman  
Kaz 10 TEFL  
Ust Kamenogorsk*

## VOLUNTEER WRITING



### Etiquette; hosting & ghosting

There are many volunteers that have their own apartments and also there are quite a few that must live with host families. Volunteers living with families need a break every so often and come searching for it within our cities and city volunteers. We are all systematically poor. Not even that poor if you ask your work mate (But don't ask). Regardless, we are all scrounging for money to go to the café and have a beer with some Aigul or Andre, jump on the internet to send loved ones messages, or have money for the big trip we all plan on taking at some point. We are all saving money, we all have little money, and we are all in the same boat. Next time you're visiting or hosting a volunteer, however close you are, friend or acquaintance, you should think about some of the following guidelines.

Here is a possible situation, you throw a dinner party and it's attended by a bunch of volunteers. The following day, you have nothing left but a stick of butter and there are mysterious volunteers floating about your flat and have apparently moved in. If you have extended guests an invitation, this is done so with the understanding that you will provide them with a free meal. You may, however, ask the guests to bring their own alcohol if they care to drink. If you invite a guest to your home for dinner and you pass around a hat asking for money, I'm quite certain they will not return. If you host a party and you don't want to pay for it, you should probably make it clear with the people participating.

Be clear about your party, when the party is, what the occasion is, and who can stay where. Gathering people in villages can cause them hours of travel that aren't as easy as jumping on bus #9. Tell them far in advance so they may make travel arrangements. Make clear if you will help them get a place to stay (and if you are inviting them you should arrange that for them). Also, tell them when the party will end, or more to the point, when they should "be leaving".



Different rules apply for organized events, such as Thanksgiving. That is when a group of people plan something that will be attended by a large number of people. Events are Thanksgiving, New Years, Christmas, Naurooz or anything else your oblast decides to celebrate.

Another situation, a volunteer makes a large breakfast. 10 volunteers come the morning after an evening dancing at the disco, eat all the food, stink up the bathroom, proceed to quickly depart leaving the stench and mess behind. If you're invited to a volunteer's apartment for dinner, lunch or breakfast, you should do what most do here....bring something and help clean up.

If someone is going to the trouble to cook for you, you should bring something. A good rule of thumb is to bring what you think your meal would cost...don't be cheap. Bring a bottle of wine, a salad or maybe a cake. Essentially bring something to share. Kazakhstan didn't introduce the gift of flowers or chocolates into visiting.

As a guest you should make arrangements with the host, and tell them how long you plan on staying or would like to stay, don't assume anything. Also if your staying longer than a day, buy your own grocery's even if you the best of friends, especially if you have invited yourself. If you plan on staying out late, make sure you discuss it before you come and what your intentions are. Your host may not appreciate your late night television viewing if they must work the following morning. Visiting constantly, more than twice a month, may become bothersome to some volunteers; keep your visits to a minimum.

If you are invited to a dinner party, ask if you may bring a guest. Eat what is given to you, don't go through the kitchen and devour everything in sight unless you are told to do so. Make a phone call to your host before visiting. Numerous city volunteers have said that village folks have showed up on their doorstep without calling prior. The locals here don't all enjoy the spontaneous visit as much as we all may think. We don't do that in America; we call each other before and ask. It's a tradition we should continue, even if you're not in the USA.

*Jennifer Otten  
Tainsha  
Kaz 15*

## VOLUNTEER WRITING



### Russian Movie Reviews

Russian movies, though daunting with their hard-to-follow plots and incomprehensible slang, are sometimes surprisingly interesting and can even be funny, and if you don't believe me then check out these three flicks:

Хочу Терму- I saw this movie my first week at site and found this movie easy to follow even though my Russian wasn't even good enough to tell a dog to sit. The main character hears that prisons in Holland are better than living in Russia so he goes to Amsterdam to try and get himself incarcerated. A hilarious story full of ups and downs and some English thrown in during the prison scenes while he talks to his fellow inmates. Highly recommended just for a good laugh at how strange Russian humor really is -- and you might even learn a word or two.

Брат 2- A classic in its own time. This is the must-see movie of the decade. This modern-day adventure is chock full of slang, mafia hit men, and, of course, violence. But this movie in its strange way is somehow different from all the others in its genre. The main characters make a journey across America in search of payback, reaping havoc wherever they step foot. The slang is difficult, but if you watch this movie a couple hundred times, you will certainly be able to clear your own path through the tough streets of your mombet-crazed town.

Табор уходит в небо- This classic Russian gypsy movie seems to have one of the most hard to follow plots of all-time, but it still manages to get high marks in my book. Maybe it's because I am obsessed with gypsies, or maybe I just like

how they keep stealing horses and how their strange dreams become intertwined into reality. The cities reminded me of Romania, and the wide-open landscapes could have been filmed in Kazakhstan for all I know. Full of romance and drama, this one's also good for you Kazakh speakers or those who never really picked up Russian too well, because even if you do speak Russian you can't follow the plot. Just ask your friend -- 'cos everyone here has seen this one at least once.

*Jeff Frame  
Kaz 13  
Sarykemer*

### The Aral Sea, a Visitor's Guide

For all of you interested in ecological disasters, the Aral Sea is a must see here in Kazakhstan. Located in the south, it is easily accessible by train from almost anywhere (except Kostani) for a reasonable price. The person to contact for arrangements is named Karakus, a worker whose English is not bad at the NGO Aral Tenizi, where two 11's were placed. She'll meet you at the train station, even at 3am. She'll also arrange the Jeep to see the stranded ships and the sea, cost is 10,000 t. The jeep sits 4 comfortably, 6 if two sit on seats in the back. There is an ok hotel, Hotel Aral, with water and a few working air-conditioners and it's right next to the NGO. Rooms run about 3000 t. a night with the air-conditioning, and are pretty comfortable for Kaz. It's a nice little city, though a little scarce on the caf s and food side, so come prepared. No real need to stay for more than the day trip to the sea, as there isn't anything else really to do or see.

Don't let them talk you into seeing the dam they're building. It's 4 hours in the jeep each way on a road that would

give a 4 wheeler trouble. It's not worth it; it's not even a good view of the sea. You'll probably be asked to meet with Karakus' English club, and bring some English language books as a gift. She'll also oblige you to get a membership to the NGO for 150 t. per person, but when you see the depressing villages that used to be thriving fishing communities now turned to camel farming in the desert, you won't mind. The camels, however, are cute and friendly!

So here's the info:  
tel: (8-32433) 2-22-56

Email: [aralsea@mail.ru](mailto:aralsea@mail.ru)

I recommend the telephone for making arrangements, as they're not so good with e-mail yet.

Questions, more info? Contact me at: [weissamber@yahoo.com](mailto:weissamber@yahoo.com)

*Amber Weiss  
KAZ 15  
Chapaevo*

## VOLUNTEER WRITING

### Negotiating the Big Dog

Things I know in life: The Big Dog's gotta eat.

**Supposition:** Americans are plump and tasty.

So the other day was one of those days – part Kazakhstan crazy, part Monday blase. It began simply enough, with the simple quest to clean the whites; a few shirts, dress and T, some socks, sheets -- nothing special. I asked my host family if the water was working and if I could use the washing machine. The family was heading to work, and I didn't need to leave for Korkyt Ata University for a few hours – perfect timing for laundry. My request of course involved the usual protestations: “No, I'd like to wash my own clothes,” “Yes, I'm sure,” “Thank you for the kind offer, but I will be fine.” Really.

I waved off the family, telling them I would eat lunch near school, attached the water hose to the machine, found and plugged in the extension cord, emptied the stuff resting in the machine, and filled it with my own sundry items. It was around 9:30, which left some time to read and chill out before school. I couldn't really plan anything lesson-wise, as the sole purpose for heading to the English Chair's office later was to find out my teaching schedule.

Somewhere dust clouds gather, twist and disperse. A dog sits out of his fenced-in pen, attached to a heavy chain leader.

Washing machines in Kazakhstan move with all the alacrity of a watched pot. Eventually, sometime slightly after 11:00, the gurgling,

whirling, belching Turkish Bosch WFD 1660 sighed, and fell silent. I filled my bucket with the wet clothes, and head out the door to hang everything on the line.

A point of clarity; my host family's home is large and well-appointed by Kazakh standards. The home is also, like much of Kyzylorda, under construction. The entrance way is an elevated concrete (waiting to be tiled or bricked) balcony, 8 steps taller than the courtyard. The courtyard itself wraps around the back of the house and separates the main building from what empty brick husk which will soon be the families summer quarters. The current construction projects include the second building, a pool, refinishing the balcony entranceway, an outdoor toilet and shower, as well as leveling and covering the outside in 6-sided concrete pavers.

As I walked out the front door with a pile of wet clothes under my right arm feeling somewhat pressed for time, life gave pause to everything. I thought the dog, the Big Dog, was left out on its chain in the courtyard – a chain with thick one inch links. I was sure of this in fact, because I'd been considering all morning just how I was going to navigate my way around to the clothesline he was so perilously guarding.

“Um, where's the dog?”

All the hairs on the back of my neck slowly stiffened. I carefully looked over both shoulders, trying to move nothing more than my eyes, exhaled, and lowered the basket onto the retaining wall. Breath. Ok, not in the pen, not on the chain... Oh. There he is, sitting free as a bird by the roses, staring, with hungry bear eyes. He's a very large creature, and he does resemble a mangy grayish-brown bear in a way.

I went inside, exclaimed something that rhymes with “truck” and then wondered what the truck I was going to do?



The only way out of the house was out that courtyard. And I needed to get to school. And my clothes were going to mildew. And man, that's a Big Dog. I don't even know the dog's name because when my family says his name it's way too fast and way too detached from anything familiar sounding and the only reason I know my family's names are because I had them spell the names when I put them into my cell-phone and of course why would a dog have a cell phone but my hosts have phones. Okay, breath. I could call my host father. And say what exactly? How in the world could I explain this in my Russian? Okay, think. It's just a dog. I can do this. Think, think, think.

I have met the dog before. The family was there of course, but he doesn't really bark at me anymore. And while he's huge, he's still kind of a puppy. And he seems goofy-friendly in a floppy Big Dog kinda way. In the States, it'd be a great dog, not that he's being raised for that here. Think.

Well, the Big Dog's gotta eat. Maybe I can placate him with food?

I went to the fridge and found a half-eaten round of Russian kielbasa. I mean I wouldn't eat it, but whose to say the Big Dog won't enjoy a little midday snack? I cut off a couple of pieces and put them in a napkin (is 4-5 bites enough?), went into my room and put on a long loose shirt (can I get out of this if I'm bitten in the arm?) and made for the door. Open,

## VOLUNTEER WRITING



sloooowly.

Peer over the edge, and where is the Big Dog? "Oh duck!" He moved. Alright, well, I've got to find him. Down the steps one at a time, look left and there's the Big Dog lounging in the shade, head propped against the side of the house. "Damn it's hot" he says. Well that's what his eyes say. He's 10 feet away. I take a piece of meat product from the napkin and carefully toss it towards him.

Nose twitches. He slowly staggers to his feet and leans in towards the offering. Thinks for a long moment, and decides this can be eaten. He takes the thumb sized chunk down in a single gulp than casually ambles past me towards the spigot. "Ah, you need something to wash that down." I walk over to the water spout and turn it on, suddenly feeling the full force of the hot day. Big Dog drinks for what feels like an eternity. A deep, lip-smacking, tongue-wagging, have you ever been this thirsty in your life, kind of indulgence. I put another piece of meat on the ground and shut off the water. He eats unquestioningly.

I cautiously make my way over to his caged in pen and put a piece of meat inside. He watches through the cyclone fence. I put another piece at the entrance way. Here's the moment, I suppose. I have one piece left in my hand. My pulse has slowed to the point where I can now feel it rushing and beating wildly. Big Dog thinks. The warming scent of kielbasa proves a tempting lure and he makes his way around to the gate of his home, eats the bit by the door, and goes in for the rest. I shut and lock the gate behind him, and give the final offering through the fence, which he takes for the first time out of my hand.

Exhale. It's only Monday, and there's a pile of laundry yet to hang.

Jared Noveller  
Kaz 17  
Kyzylorda

## Washing My Clothes

My clothes never got very clean when I washed them by hand. The dirt came off, and they smelled superficially nice, but in no time they were back to their old stinky selves. And I spent a whole lot of time washing them. And though I know the Peace Corps is supposed to be all about expending enormous amounts of time and energy on work that returns small results, it's starting to get to me, at least as it regards my clothes.

Washing machines in America get my clothes plenty clean. And if you think about it, they don't do much. They just kind of swish them around for fifteen minutes. There are no scrubbing mechanisms. The swishing isn't even that violent. Which made me think maybe I (and everyone who's been teaching me how to wash clothes here) had it all wrong.

The Kazakh method of washing is to violently attack a single article for thirty to forty seconds, rubbing it between your fists up and down wherever you think dirt might lurk, after which you swish it a just a little, maybe five more seconds, wring it out, and put it in a separate tub for rinsing. While you do this all the other clothes are just sitting, not swishing. Maybe instead of forty-five seconds of blistering abrasion, fifteen minutes of gentle swishing would do. All the clothes would swish together, and none would lay fallow. I certainly spent at least fifteen total minutes scrubbing, and swishing wouldn't hurt my knuckles.

This is consistent with the theory, too. At least with my theory. When I wash clothes, we are not really trying to get the dirt off the outside, which is what scrubbing would be good for. We are trying to get out offensive organic oils of mine that have seeped deep into the fibers and which are clinging there like odious octopuses in thick underwater kelp forests. All metaphors aside, what flushes the oils out is not surface scrubbing, but lots of clean soapy fluid passing through the weave of the fabric over a long period of time, carrying oils away bit by bit. That is, swishing.

...Which observation, when posted on my blog, received a response from an

eagle scout friend of mine from America. Boy Scouts, in large groups in the wilds of America, are also living without washing machines. To get themselves smelling American, they have a

- ⇒ Large Plastic Barrel
- ⇒ With a Lid that has a
- ⇒ Small Hole Punched in the Middle to Permit the Handle of a
- ⇒ Plunger to Pass Through.

They fill the barrel about halfway with sudsy water, dump their clothes in, put the lid on with the (clean! unused!) plunger inside, and plunge away for about ten minutes. They replace the dirty water with clean, agitate again for a minute or two, and repeat until the water runs clear. They wring, they hang, and then they smell nice.

I have constructed such a device, and my life is so, so much more fragrant. I used one of the big forty-liter plastic barrels you can find in your bazaar for about 1200 tenge (barrel in Russian is "бочка") and the only plunger I could find (plunger in Russian is "вантук"). (My plunger has a humanoid handle that looks like it came from the cover of an Ayn Rand novel, but this is optional.) My clothes get cleaner than ever before, it takes less time, and is much less labor-intensive. I can actually read while I'm doing my laundry.

Unless you have a washing machine or obliging host mom, you may want to consider improving your life the way I did. Build it and they will come...clean.

Ryan Giordano  
Kaz 15  
Kokshetau  
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## VOLUNTEER WRITING



### The Banana Strikes Again!



In the medium sized, unsuspecting village of Chapaevo, two hours south of Uralsk in the west, it was just another day for teachers at school, I back from their vacations and hard working students attending the first English Language Summer Camp. Then into school walks KAZ 16 volunteer Betsy Wilde who works at the AIDS center in Uralsk. Asked to gather for a lesson about AIDS before the camp was set to begin, teachers and zavoochi alike sat at their desks awaiting another boring lecture and gossiping about last night's soap opera. They didn't know what was about to hit them.

Within five minutes of the lesson beginning, teachers were pushing and shoving, competing like students in the various activities planned for them. Many had just returned to their seats, smiling and laughing, when it happened, the finale -- the banana made its appearance. Shocked silence was broken by rapidly spreading giggles as the lesson was translated. The giggling was a plague, and no teacher was left impervious to its effects as it moved from seat to seat. The poor victim forced to hold the banana during the demonstration's face

was priceless: she grimaces and smiles, holding the banana as far away as possible. The lesson concludes, and all teachers are smiling and offering thanks. Then it was time for the banana to make it's debut amongst students, with no objections from school staff.

Giggling this time was replaced by shock and a somewhat lack of belief by students attending the summer camp. Some cover their faces or look away for a moment; all watch with mouths agape. This was a forbidden subject in school; it was a forbidden subject at home. Did she say what I thought she did? Is that what I think it is? The thoughts were easily read on the students' faces. Teachers kept peeking their heads in the door the whole time, seeing what we were doing. Students were at first prodded through the activities, then slowly warmed up to the topic, though the banana was met only with shocked silence. Finally, it was time for the students' daily juice break—anyone want to eat the banana?

Later that day, over tea in the local gathering place and center of school life, the library, teachers thanked me for having Betsy come down and said how much they enjoyed the lesson, which made them feel like school children again, and how useful it was. One teacher remarked, "some people don't know *how* to put them on!" Many nearly fell out of their chairs laughing when I mentioned how none of the students would eat the banana on break. It's been a week now, and teachers can still be heard in school talking about the lesson.

The banana: a success, and it looks like Betsy will be invited back to the school later for a more formal lesson.

The conclusion: in some villages you can show the banana, but you can't eat it!



Bringing the banana to sleepy, unsuspecting villages:

*Amber Weiss*  
KAZ 15  
Chapaevo

## UNCLASSIFIED

You are all cordially invited to the Kazakhstan Northern Oblast Thanksgiving Festivities, to be held in lush Kokshetau!

Experience the **wonders of Kokshetau**, the city about which Lonely Planet writes “Kokshetau holds no interest to travelers”. But do not be deceived! Kokshetau sports:

- A fine assortment of discos (which were called the **best discos in Kazakhstan** by some drunk strangers we once met)
- A **Sega Genesis** and cable TV
- An affordable public transit system
- **Pleasant public parks** and
- Weather permitting, **the most terrifying sledding experience of your life**.
- If possible, we will rent out a **sanatorium in lovely Baravoi**. You are all aware, I'm sure, of the charms of Kazakhstan's “second Switzerland”. (No promises on this one, but we're trying.)

Experience the **traditional home-style cooking** of your acclaimed hosts, Bryan Seck, Ryan Giordano, Amanda Haase, and Sue Faqueri! The critics have raved:

- “This is pretty good, man”. (Josiah Rengers, Kaz 17)
- “So you...boil the meat? Just boil it?” (Jim Soldenwagner, American)
- “No, really, I do like it when you cook.” (Gulshat Aitmaghanbetovna, Kazakh)
- “It's kind of burnt, but you can eat the top.” (Charlene Pena, Kaz 17)
- “I would be proud to serve this gumbo in my own restaurant any day of the week.” (Emeril

Lagrasse, Famous New Orleans Chef)

Experience the industrial and culinary delights of Kazakhstan during a tour of the **Kokshetau Dastur Vodka Factory!**

The last quote in the cooking section is a **lie!**

All the pleasures that **pleasant company in your native language** can provide!

Because of difficulties traveling and getting time off school, we are inviting people to come on Thanksgiving itself, Thursday the 24<sup>th</sup>, or the morning of Friday the 25<sup>th</sup>. Thanksgiving dinner will be served on Saturday the 26<sup>th</sup>, leaving Sunday to travel back to site.

**Please RSVP** via email (thegio@thegio.net or bryanjhwk@yahoo.com) You can also call Ryan (3162-26-45-71) or Bryan (3162-26-76-95) to RSVP or for information.

Happy наступающий holidays!

-Kokshetau

## Library Management Program For Volunteers

Last year I developed a MS Access-based library system for our Kokshetau resource center. Some of the features are:

- It keeps track of books, members, financial transaction, checked-out books, membership dues.
- There is an easy-to-use Russian user interface that doesn't require any knowledge of Access.
- It generates reports such as budget summaries, overdue books, overdue membership fees, member contact lists, etc.
- All data are kept in Access tables that can be accessed through custom queries if necessary.
- Since I wrote it, I can customize it to serve other volunteer's needs as they arise.
- It should be easy to import book lists from Excel, other Access systems, or other database systems.
- It is written in Visual Basic, an easy language to screw around in even if you don't know what you're doing (I am a case in point), so you might be able to fix problems yourself.

There are other, more robust open-source library management systems out there, but they're designed for a UNIX environment, require a web server, and are consequently in my judgment too complicated for the locals I work with to use after I'm gone.

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My program's major weaknesses are these:

It runs within Access, rather than as a separate application, which could be a security problem.

It was written by an real amateur (me), and so certainly still has bugs.

Though I'll help with problems and feature development as much as I can, I can't promise professional-level support, since I do this in my spare time.

If anyone's starting (or computerizing) a resource center or library, and are interested in using this program, please contact me for more information.

*Ryan Giordano  
Kaz 15  
Kokshutau  
thegio@thegio.net*

## Music Club Book for Volunteers

Last year I had a popular music club wherein we would basically just sing English songs accompanied by a guitar. I made a Russian glossary for each song, and we learned one new song a week, more or less, so by the end I had compiled a good list. The songs were:

Aeroplane Over The Sea – Neutral Milk Hotel

All I Have to Do Is Dream – The Everly Brothers

Black Eyed Susan – Laura Viers

Blowin in the Wind – Bob Dylan

California Dreaming – Mamas and the Papas

Cecilia – Simon and Garfunkle

Clementine – American Folk Song

Clementine – The Decembrists

Fake Blood – Sifl and Olly

Fake Plastic Trees – Radiohead

Girl from the North Country – Bob Dylan

If I Fell – The Beatles

Luckiest Guy on the Lower East Side – Magnetic Fields

Moonshadow – Cat Stevens

Out My Back Door – Credence Clearwater Revival

Queen of the Savages – Magnetic Fields

Red Rubber Ball – Paul Simon

Seed Song – Mountain Goats

Sloop John B – Beach Boys

Yesterday – The Beatles

You Don't Know How it Feels – Tom Petty

I put all the songs, glossaries, chord guides, and a summary of how to play all the chords you need into a book, which our resource center sells with a CD of all these songs for 1000 tenge. These songs can all be played to an acceptable approximation with only basic guitar chords and strumming. (Otherwise, I couldn't have done it.) If any volunteers are interested in an electronic copy of all this (for free, of course), send me an email, and I'll send it your way.

*Ryan Giordano  
Kaz 15  
Kokshutau  
thegio@thegio.net*

## VAC: Peace Corps Calendar Sponsorship Needed

The Peace Corps Kazakhstan calendar is a tradition that is in danger of dying if we can't find a financial sponsor. As a government organization, the Peace Corps is unable to fund this project. In the past, individuals have given money to produce a PC calendar but because these individuals have always inevitably lost money, understandably they are unwilling to continue to give money to the project.

Initially, my idea was to have a PCV NGO take control of the project by producing the piece not as solely a "Peace Corps" product but as a calendar that would teach the principles of marketing, selling, and graphic design at the grassroots level by creating and distributing the calendar as a promotional product for both area and countrywide PCV NGOs as well an item sold to PCVs and American companies. So far, we have been unable to find an NGO able or willing to take on this project.

So, I am appealing to you, PCVs, to help us to find the money for the Peace Corps calendar. Maybe you have a local contact at an American company. The calendar would be a great gift for clients or even to send back to the states to show the beauty of Kazakhstan.

If the calendar is to continue we need to work together to come up with a creative solution to funding this project. If you have ideas, questions or concerns regarding this project, please contact me at [mcfly\\_jen@operamail.com](mailto:mcfly_jen@operamail.com).

*Jennifer McFarland  
Kaz 15  
Turgan*

**UNCLASSIFIED**

Dear Mrs. Haynes:

My name is Karen Neal and I am a Peace Corps volunteer in Turkistan, Kazakhstan. The address to which you sent this ad for a van driver is our "classified ad" address for the Peace Corps volunteers serving in Kazakhstan. I hope you have not been too angry over not getting your ad answered because it is kind of a long commute for us here in Kazakhstan to Virginia.

But I enjoyed reading it immensely. Thanks so much for brightening my day. There is life on the other side of the world in the good old USA!

Karen Neal, Professor  
Kazakh-Russian University  
Turkistan, Kazakhstan

PHaynes811@aol.com wrote:

**PART-TIME VAN DRIVER**

The Mental Health Clubhouse program of Alleghany Highlands Community Services in Clifton Forge is seeking a part-time van driver. 10-20 hrs./week at an hourly rate of \$7.47 with no benefits. Hours are morning (7:00 -9:00 a.m. and afternoon 3:00-5:00 p.m.). Applicants must possess a valid Virginia driver's license and have an excellent driving record. Must pass fingerprint check with State Police/FBI. Preference will be given to applicants with prior 15 passenger van driving experience. Applications may be obtained at any CS office or by contacting Mrs. Penny Haynes at 863-1609. Submit applications to 601 Main St., Clifton Forge, VA 24422. Deadline for receiving applications: Friday, Sept. 2, 2005

Not every one has forgotten about the VAC classified email address. If you have anything you want help with (besides a van driver in Virginia), please let us know. We will get the word out for you so that other volunteers who are actually in Kazakhstan will be able to know and respond to your needs!

vaclassifieds@yahoo.com

Hope to hear from you all soon! Karen and Jen, Kaz 15s for the VAC