



45<sup>th</sup>  
Peace  
Corps  
Anniversary

# felloWS

NEWS ABOUT PEACE CORPS FELLOWS/USA

volume 14, issue 2 · summer 2006

FROM THE OFFICE OF DOMESTIC PROGRAMS

President Alejandro Toledo of Peru kicked off the Peace Corps 45<sup>th</sup> Anniversary Speakers Series at the agency's Washington, D.C. headquarters this past spring, attributing the head start he was given in life to the Peace Corps Volunteers who taught him English in 1965.

"A large portion of the path that I took—through my education, leaving the shantytown in Chimbote—Peace Corps had a lot to do with the path that I took. You people are responsible for this president!" exclaimed President Toledo, acknowledging that his transition from a poor, rural boy in Peru to a well-educated

president of a country might not have been possible were it not for the Peace Corps.

President Toledo spoke of the Peace Corps' unique ability to break down barriers and change the hearts and minds of so many people throughout the world. He noted that solidarity and cooperation are the keys to success, and emphasized that Peace Corps Volunteers are valued because "they are not imposing [on a host country]. They are helping and learning."

One of 16 children, President Toledo was born and raised in the port village

of Chimbote. His father was a bricklayer and his mother sold fish at markets, while he worked as a shoeshine boy. At age 16, with the help of Peace Corps Volunteers, President Toledo enrolled at the [University of San Francisco](#)



President Alejandro Toledo (left) with Peace Corps Director Gaddi Vasquez

## Peruvian President Attributes Success to Impact of Peace Corps

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## Fordham University's First Fellow Helps Revitalize Bronx

by Angel Ventling



Angel Ventling (left) and Fordham University Fellows/USA program coordinator Henry Schwalbenberg.

*Mba'eíchapa?*

This means "How's it going?" in Guaraní, the predominant language of the people I worked with while serving in [Paraguay](#) as a Peace Corps Volunteer. Paraguay is a land-locked country about the size of

California, with a population of 6 million.

The Guaraní Indians have been one of the most important tribal groups of South America, and today celebrate a vibrant culture. Some of their wonderful cultural traditions that I

adopted during my 27-month service were drinking *tereré* and *mate*; eating *borí borí*, *chipa guazu*, and *mbeju*; dancing to *kachaka*; and wearing clothes with handmade traditional laces like *ñandutí* and *ao'poí*. One of the most important traditions of Paraguay, however—and what makes people most proud—is their language. Guaraní has survived centuries and been passed down through generations, becoming one of the few American Indian dialects still used as the native language by a majority of the population.

As a Peace Corps Volunteer in Paraguay, I had an amazing experience working in rural economic

development. This included assisting two agricultural cooperatives, one with debt recuperation and the other with marketing for a new convenience store. I also had various projects with women and youth, including a bakery, a swine production farm, a health-awareness group, and a computer/Internet project. It was this valuable experience as a Peace Corps Volunteer that helped me earn a [Ricci Fellowship](#), which enabled me to attend [Fordham University](#) for a degree in international political economy and development.

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# Florida Tech Student Earns Grant for Montserrat's First National Park

## Peace Corps Fellows/USA

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It's only natural to find Carole McCauley, a [Florida Institute of Technology](#) (FIT) Fellow, in Montserrat developing a management plan for the island's first national park. As a Volunteer in Antigua, and during her internship as a Fellow, Carole was deeply involved in environmental activities geared toward public education and engagement.

While serving at the [Environmental Awareness Group](#), the only nongovernmental environment organization in Antigua, Carole was the local manager of the [Antiguan Racer Conservation Project](#) (ARCP), a project designed to reintroduce the Antiguan racer, the world's rarest snake, to islands off the Antiguan mainland. Changing human behavior and attitudes was one of ARCP's most important goals, so Carole's focus was on environmental education activities. She visited schools throughout Antigua and Barbuda talking to schoolchildren and running workshops for teachers.

Listen to some of Carole's thoughts on this conservation project at [www.antiguanracer.org/html/project/theword.htm](http://www.antiguanracer.org/html/project/theword.htm).

Once back in the United



Carole McCauley

States, Carole enrolled in the environmental education program at FIT. Her internship was working with the [St. Johns River Water Management District](#) as an education coordinator. She later became a coordinator for the [Brevard County Watershed Action Volunteer](#)

(WAV) program. WAV was established as an outreach program to address water conservation and storm water pollution prevention, and to give individuals and groups the opportunity to participate in improvements to the natural environment in and around their communities. Among other projects, Carole managed volunteers in the county's fishing line recycling program along the Indian River Lagoon, and coordinated numerous wetland restoration projects with service-learning students and other volunteers.

Appointed as director for the development of a management plan for the [Centre Hills Darwin Project](#) in Montserrat, Carole began her 18-month assignment in September 2005. The new national park, representing about 20 percent of Montserrat's total area, will

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## Flexibility Key to New Orleans Internship

from interviews aired on WJBC Bloomington, IL and WGLT Normal, IL

K. Lavon Wright, a native of New Orleans and a graduate student in politics and government at [Illinois State University](#) (ISU), began her Peace Corps Fellows internship with the [New Orleans Economic Development Office](#) one week before hurricane Katrina hit the Gulf Coast. Lavon began her internship at New Orleans Mayor Ray Nagin's office with a guided tour of the city from former deputy director John

Talmage. She was given community development implementation plans to economically revitalize sections of the city, but in the aftermath of the hurricane her work dramatically shifted to city clean-up and assisting business owners recover from the crisis.

After serving two years as a Peace Corps Volunteer in [Lesotho](#), where she worked with teachers, Lavon returned to the U.S. and worked in the

[New Orleans Public School](#) system for a year. These experiences helped give her a professional focus and direction. "I realized I wanted to do a lot more outside of the classroom. I wanted to affect the parents. I decided I wanted to get involved in

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# Weekend Community Economic Development Warriors in New Hampshire

Southern New Hampshire University (SNHU) offers a unique opportunity to its Fellows: participation in the [Weekend Master's Program](#). For returned Volunteers who work or have other constraints that don't allow them to go to school full time, this is an opportunity that is too good to pass up.

Liam Seward, who served in Poland from 1998 to 2000, is the statewide emergency management coordinator for the [Massachusetts Department of Mental Health](#). He's also in the second year of a Weekend Master's Program in community economic development. Liam has a bachelor's degree in international affairs from [The George Washington University](#). Although he has held state and local government positions since returning from Poland, he wants to work more closely with his community—a goal he hopes to reach in part through his internship.

In December 2005 Liam started interning with the [Codman Square Health Center](#) (CSHC) of the Dorchester area of Boston. CSHC serves as a resource for improving the physical, mental, and social well-being of community members. Liam has developed a community information kiosk that serves lower- and moderate-income residents of the Codman Square neighborhood.

According to SNHU Fellows/USA Coordinator, Dr.



Liam Seward

Catherine Rielly, "Liam is an inspiring example of a RPCV who is applying the skills he gained abroad to open up economic opportunities for disadvantaged Americans. In Boston, Liam is pioneering an innovative community information project which represents a rare combination of financial service provision with community health."

Residents who visit the kiosk during tax season can participate in an earned income tax credit consultation; see a copy of their credit report; receive credit counseling; and get information on federal, state, and local health programs. These expanded services were first offered in the 2006 tax season. The program received a positive response from visitors, and Liam is optimistic that CSHC will continue to offer these services during the 2007 tax season and perhaps even expand.



The significance of a man is not in what he attains but in what he longs to attain.

☞ Kahlil Gibran

## Where Are They Now?

Denise Maduli-Williams  
Botswana 1994-96

Stephen Maduli-Williams  
Zimbabwe 1995-97

Stephen and Denise Maduli-Williams have more in common than Peace Corps and Fellows/USA—they're also singularly focused on careers that benefit their Chicago community.

As president of [Chicago Community Ventures](#) (CCV), a community development organization, Stephen provides financing, business advisory services, and critical resources to small, high-growth businesses located in low- and moderate-income areas, as well as those owned by minorities or women. He has focused on community development since his days as an undergraduate at [Loyola University of Chicago](#). Armed with a BA in developmental economics and experience as a small business consultant, he served as a small business advisor in Zimbabwe. Stephen continued his education at [Carnegie Mellon University](#), graduating from the Fellows/USA program at [Heinz School of](#)

### Public Policy and Management.

Denise is a tenured assistant professor of English as a second language at [Harold Washington College](#) in Chicago, where she teaches English to students from almost 70 countries. A graduate of [California Polytechnic University](#), Denise was an English teacher during her service in [Botswana](#). After returning to the United States, she enrolled in the Fellows/USA program at [Columbia University's Teachers College](#), graduating with a master's degree in teaching English to speakers of other languages.

Married since 2000, Stephen and Denise have two sons, Miles and Quincy. Although they love to travel, these days they don't often venture further than California, where Denise's family lives, because their sons are so young. However, Denise says, "We look forward to re-joining the Peace Corps when we retire and our children are grown!"



Denise Maduli-Williams with sons Quincy (center, left) and Miles, and husband Stephen.

# Bringing the World Home to San Bernardino

by Stephani Skillman

As a Peace Corps Volunteer in [Guatemala](#), Stephanie Skillman worked with [Junior Achievement](#) to strengthen and broaden existing small business programs in the rural areas of Jalapa. Now, studying global health as a Peace Corps Fellow at [Loma Linda University's \(LLU\) School of Public Health](#), Stephanie is strengthening the family tutoring program that LLU coordinates and sponsors for children in kindergarten through high school. She also facilitates meetings of a neighborhood association.

Stephanie feels that her experience as a Peace Corps Fellow is an example of how lessons learned overseas can be applied stateside. Much of what she learned as a Volunteer in Guatemala directly relates to the work that she is doing with the growing Latino population in San Bernardino, California.

In Guatemala, she worked primarily with indigenous children and adolescents. The parents felt as though they were unable to access services to create a better future for themselves and their children. In the United States, segments of the Latino population face similar challenges.

The family tutoring program is one example of the university's dedication to addressing the social and health disparities that affect a large immigrant population

neighborhood association formed by mothers dedicated to addressing the needs of families in the community. Stephanie supports the association in its efforts to

together to plan and construct a safe play space.

Stephanie's goal is to empower the Latino neighborhood association to effectively address community needs and build positive relationships with local leaders. It is her hope that through participation in the building of a community play space, relationships among residents and local leaders will be strengthened, enabling continued communication. Her experience in the Peace Corps continues to play a key role in the decisions she makes, and she values both the Peace Corps and LLU's commitment to service. She uses her experience as a former Peace Corps Volunteer and current Peace Corps Fellow to encourage others to become involved in community-building activities.

"I think that being a Peace Corps Fellow is one of the best ways to bring Peace Corps home," says Stephanie. "Not only do I get a chance to apply what I learned in the field, but people are constantly asking me about my experiences as a Peace Corps Volunteer. I love to share and hope that by doing so others are motivated to get involved, whether overseas or stateside."



Dr. Juan Carlos Belliard (left), Stephanie Skillman, and Dr. Ron Mataya.

settled in San Bernardino. LLU students volunteer a couple hours a week to mentor a child, while English classes are offered to parents. Stephanie acts as a liaison between university students and the families whose children are enrolled in the program.

Under the guidance of Dr. Juan Carlos Belliard, a global health professor at LLU, Stephanie works with a

organize, establish clear objectives, and develop a plan of action.

Among the needs the association has identified are disenfranchisement from local authorities and organizations, and a lack of safe play spaces close by for children and their families. Currently, Stephanie is part of a group of public health students planning a project that will bring residents and community organizations

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

~ Paulo Freire



## Peru

*cont'd from page 1*

on a one-year scholarship. He completed his bachelor's degree in economics by obtaining a partial soccer scholarship and working part-time pumping gas. He completed his Ph.D. in economics and education at [Stanford University's](#)

Graduate School of Education. Before being elected president, he worked as a consultant for various international organizations, including the [United Nations](#) and the [Inter-American Development Bank](#).

# Fellows/USA Experiences Substantial Growth

## Programs Add Geographic and Academic Depth

Founded in 1889, **Georgia College & State University** (GC & SU) combines the southern charm of Georgia with the resources of a leading liberal arts university. GC & SU places a strong emphasis on transformative, active learning experiences in and out of the classroom, focuses on student outcomes, and is committed to creating an intimate learning environment characterized by high quality student/faculty interactions.

At GC & SU returned Volunteers may enroll in one of four programs: Master of Education (MEd); Specialist in Education (EdS); Master of Arts in Teaching (MAT); and Master of Fine Arts (MFA) in creative writing. Fellows will receive a partial tuition waiver and a stipend.

**Humboldt State University** (HSU), founded in 1913 as a school to train teachers, is the northernmost campus of the California State University system. Located in Arcata, on California's Redwood Coast, HSU is a progressive institution that instills learning to make a difference.

Encouraging civic engagement and community work, HSU offers small classes and an intellectually stimulating environment.

Returned Volunteers at HSU will earn their California state secondary teaching credentials, which are applicable in most states, and will gain teaching experience at Academy of the Redwoods, a newly established early college high school in Eureka, funded by the Bill & Melinda Gates Foundation. Support for Fellows includes: \$15,000/year stipend, textbook stipend, in-state tuition rates, two master's classes at reduced rates, additional recruitment grants, and credit for Peace Corps service.

The **University of Denver** (DU), founded in 1864, is the oldest independent university in the Rocky Mountain region. As a private university dedicated to the public good, DU seeks engagement with diverse local and global communities. Recently, the Graduate School of International Studies (GSIS), ranked as one of the best programs in the country by

*Foreign Policy* magazine, and the School of Communication (SOC) launched the university's second Fellows/USA program this spring.

Studying at SOC, returned Volunteers will earn a master's degree in international and intercultural communication. Internships are coordinated by the school's internship director and are served in the Denver area. Fellows will receive credit for their Peace Corps service and may be eligible for scholarship awards.

The **University of Missouri** (MU) was established in Columbia in 1839 as the first public university west of the Mississippi River. Campuses were added in 1870 and 1963 to complete the current four campus system. The university's primary mission is to produce and disseminate knowledge that will improve the quality of life in the state, the nation, and the world. This mission is embodied locally by MU's extension program, which provides services to every county in the state.

Fellows at the **Columbia campus** have a variety of academic choices: Master of Public Affairs; MA, Geography; Master of Social Work; MS, Agricultural Economics; MS and Ph.D., Rural Sociology; and MA and Ph.D., Political Science. Fellows will receive in-state tuition and work with the Office of Service Learning to develop an internship. Additional support varies by program.

At the **Kansas City campus**, Fellows will earn a Master of Public Administration with their choice of specialty in urban administration, nonprofit management, or health services administration. Internship placements are available with community development organizations in the greater Kansas City area. Support for Fellows includes an intern stipend of \$10,000 and six credit hours tuition remission.

For more information

**Georgia College & State University** ..... Dr. Roy Moore at 859.257.8204 or [roy.moore@gcsu.edu](mailto:roy.moore@gcsu.edu)  
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**University of Missouri-Kansas City** ..... Samantha Silveira at 816.235.2894 or [silveiras@umkc.edu](mailto:silveiras@umkc.edu)



Bernadette Zayas Lorenzo (center, blue T-shirt), with colleagues from the Atlanta Regional Office. Photo courtesy of Debbie Curley.

My internship at Fordham is with the [University Neighborhood Housing Program \(UNHP\)](#). UNHP is a nonprofit organization working to create, preserve, and finance affordable housing in the Northwest Bronx. Its formation was co-sponsored by Fordham University and the [Northwest Bronx Community and Clergy Coalition](#). Originally created in 1983 to assist in community-based housing preservation activities, UNHP now also

provides technical assistance to tenant groups, affordable housing managers, not-for-profit housing companies, and community organizations.

At UNHP I research the financial markets and work with banks. I am also investigating a local water bill situation and helping to organize a forum on home ownership. This internship fits right in with my interests in banking and finance, and I'm learning valuable skills every day.

## Her "Life Inspired"

Story courtesy of CAS News Online  
Illinois State University

Bernadette "Bernie" Zayas Lorenzo, an [Illinois State University](#) Fellows/USA alumnus, recently had her story, "When the Student is Ready, the Teacher Will Appear," published in *A Life Inspired: Tales of Peace Corps Service*, a new compilation of Volunteer stories. Bernie, who studied at the [Stevenson Center for Community and Economic Development](#), is the only Fellow whose writing is featured in the book.

"Current Stevenson Center students and alumni are around the globe from [El Salvador](#) to [Kazakhstan](#) working with local government bodies, health service offices, small business and cooperative development organizations, and youth development programs," said Frank Beck, director of the Stevenson Center. "Like Bernie, these students are driven to serve and the Peace Corps provides that opportunity."

From 1996 to 1998, Bernie served in Paraguay. When finished with the Peace Corps, she came to Illinois State as a Fellow in political science in 1999. Bernie chose Illinois State because of the faculty. She said, "It is really important to have strong faculty to back

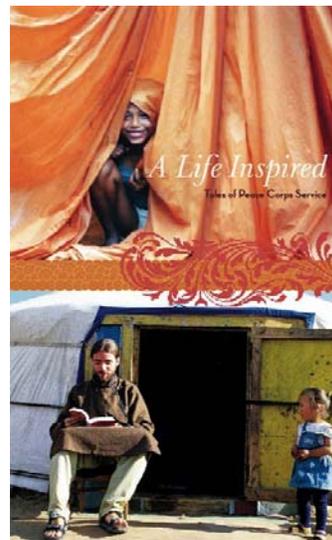
up a program." Bernie gave special credit to Dr. Nancy Lind, professor of politics and government, for encouraging her to always give 110 percent. Bernie also appreciated the flexibility the Fellows/USA program offered in choosing classes and its emphasis on study.

Fellows at Illinois State pursue master's degrees in applied economics, political science, or sociology, and they work in communities across the state and the country, using their community and economic development knowledge. Bernie worked at the [Union County Development Corporation](#) in southern Illinois. Among other projects, she implemented a retention program that included support for local businesses. She completed her master's degree in political science in 2001.

She said her training at Illinois State in research has been invaluable. These skills also helped her organize and lead a mission trip to Jamaica with [Mustard Seed Communities](#), an organization that helps children with disabilities. She has served as a Peace Corps regional recruiter in [Atlanta](#) since 2002.



## New Peace Corps Anthology Now on Sale



foreword by Peace Corps Director Gaddi Vasquez. One of the stories, "When the Student is Ready, the Teacher Will Appear," is by Fellows/USA alumnus Bernadette Zayas Lorenzo.

"Since the inception of the Peace Corps, more than 182,000 Americans have embraced the cultures of 138 host countries, building bonds of friendship and bridges of understanding. Now, with the public release of this book, their inspirational journeys can be shared with a much wider audience," said Peace Corps Director Gaddi Vasquez.

As part of its 45<sup>th</sup> anniversary celebration, the Peace Corps has released a compilation of Volunteer stories to the general public. *A Life Inspired: Tales of Peace Corps Service* is a tapestry of stories from Peace Corps Volunteers from [Bolivia](#) to [Zambia](#) and includes a

*A Life Inspired* can be purchased for \$15.95 in bookstores or on the Government Printing Office's website at [bookstore.gpo.gov](http://bookstore.gpo.gov). It can also be borrowed from your local library and found at local recruitment events.



protect endangered species, some of which are found only on the teardrop-shaped island. To aid in developing the park plan, Carole wrote a successful grant application for £22,000 (\$38,550) from the [United Kingdom Overseas Territories Environment Program](#). The grant will help the Centre Hills Darwin Project staff review existing local, regional, and international legislation. According to Carole, "The legal review process is a critical component of the Centre Hills Project as there is a great need to protect public and private interests with regard to the environment." Included in the process is a planned survey of the general public related to the environment. Carole is using this socioeconomic assessment activity as the basis for her master's research project at FIT.

Enrolled at FIT since 2003, Carole earned a bachelor's degree from [Fordham University](#) and a master's degree from [Columbia University's Teachers College](#) in New York, schools that also host Fellows/USA programs.

For nearly 30 years recently returned Volunteers have found the *Hotline* newsletter in their mailboxes. Now *Hotline* is delivered online via subscribers' e-mail in-boxes. This new e-newsletter format enables the Office of Domestic Program's Returned Volunteer Services staff to use the latest technology to more efficiently deliver critical content such as job announcements, insightful

transition articles, and news of upcoming events.

Remember to explore the returned Volunteer section on the Peace Corps website ([www.peacecorps.gov/RPCV](http://www.peacecorps.gov/RPCV)). Here you'll find information about career and transition assistance, post-service benefits, financial issues, and noncompetitive eligibility for federal employment, as well as answers to frequently asked

questions. The website also offers ways to build upon your Peace Corps experience through third-goal activities. Whether it's through the *Hotline* e-newsletter, the Peace Corps website, or the staff at the Office of Domestic Programs, you'll find information about the many ways in which the Peace Corps is dedicated to helping you make a smooth transition back to life in the States.



Would you like to receive the new electronic edition of *Hotline*?

Send an e-mail to [HOTLINEemail@peacecorps.gov](mailto:HOTLINEemail@peacecorps.gov) with "Subscribe" in the subject line and include:

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NOTE: please do NOT use the *Hotline* subscription address for any other correspondence. To update your mailing address or other contact information, visit [www.peacecorps.gov/rpcv/info](http://www.peacecorps.gov/rpcv/info).

## Western New Mexico's Sixth Fellows Class Largest Yet

by Dr. Pat Maguire and Julie Horwitz

Begun in 2001 with just three returned Volunteers, the Fellows/USA program at [Western New Mexico University](#) (WNMU) continues to expand. In the 2006–2007 academic year, 10 new Fellows will join the 10 currently in the program.

"We had a strong applicant pool," says Dr. Pat Maguire, program director and RPCV ([Jamaica](#) 1977–79). "Through

a competitive process, we invited 10 applicants to join the program." Typically about half of those who are invited into the program accept. This year all 10 invitees will enroll, making the fall 2006 class the largest yet.

The majority of the Fellows will be teaching next year in schools in the Gallup and Window Rock area while concurrently enrolled in the

master's teaching program at the WNMU Gallup Graduate Studies Center (GGSC). While most are not licensed classroom teachers, many have taught as part of their Peace Corps assignments and/or worked extensively with youth groups.

WNMU-GGSC offers the on-campus, graduate tuition rate, faculty support, and activities coordinated

specifically for Fellows. Fellows are asked to contribute to the annual WNMU-GGSC Peace Corps Week celebration and to do one local service project annually.

You can read about the Peace Corps experiences and career goals of current WNMU-GGSC Fellows at [www.wnmu.org/pc/statements.html](http://www.wnmu.org/pc/statements.html).

economic development.”

Attending ISU allowed Lavon to follow her career interests. As an ISU Peace Corps Fellow she participates in the Stevenson Center for Community and Economic Development Program. Through her fellowship she acquired a year-long internship with the Bloomington-Normal area

economic development council. Once she completed that internship the Stevenson Center helped her acquire the internship with Mayor Nagin's office.

Lavon is currently providing services to business owners, assisting them with permits to enter the city, obtaining trailers, and ensuring that people who are not supposed

to enter the city do not. It is uncertain if she will begin to implement the economic development projects with which she was originally tasked. Projects such as creating a farmer's market, bringing a bank and a grocery store into areas in the Ninth Ward, now devastated by the hurricane, will have to wait.

Undaunted by her

internship's shift in focus, Lavon sees recovery efforts as a positive step toward the community development she eventually hopes to work on. “You never know, this can be a positive thing. You're almost forced to make that move toward development a little faster. I think there are a lot of positive things that are about to happen.”

For information and resources for creating your own 45<sup>th</sup> anniversary celebrations, go to:

[www.peacecorps.gov/45](http://www.peacecorps.gov/45)

## From The Fellows/USA Director

People often ask how I learned about Peace Corps. I'm one of those who first heard about it from the media as they told of then-Senator John F. Kennedy's remarks at the [University of Michigan](#). JFK was my first hero and truly an inspiration for my life, and I was intrigued with his proposal to create the Peace Corps. Although I haven't (yet) had the opportunity to volunteer, I have admired and appreciated the work of those who have served, and I was honored when I had the opportunity to join the agency's staff more than six years ago. Interestingly, I was listening to a commemoration of President Kennedy on

public radio on the way to my interview, which happened to fall on November 22, the anniversary of his death.

On March 1, 1961, when President Kennedy signed the executive order to create the Peace Corps, he said, “The responsibility for peace is the responsibility of our entire society.” Years later, on January 29, 2002, I was privileged to hear Sargent Shriver, the first director of the Peace Corps, when he suggested in a speech to the staff that the agency might have a fourth goal: “to bind all people together in a common cause to assure peace and survival for all.” He reminded us that we must still respond to Kennedy's call to “ask what you can do for your country.”

It's hard for me to believe that it's been 45 years since I first heard about Kennedy's proposal for a Peace Corps—45 years and more than 180,000 volunteers promoting peace and friendship throughout the world. As you know, the agency is commemorating this important anniversary throughout the year. Our offices—headquarters, regional recruitment offices, and overseas posts—are working together to organize events and you are a critical part of this celebration. What can you do? Talk to kids in a classroom or to a Scout troop, set up a library display, organize a presentation, show slides or a PowerPoint® presentation, wear local garb,



show artifacts, speak another language. The list could go on and on. Take your Peace Corps experiences anywhere and everywhere. Show what you've done, what you're doing, and what you will do. Thank you for helping to ensure that the legacy will continue.