

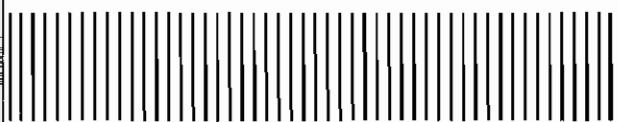
INTERNATIONAL VOLUNTARY SERVICES '65



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INTERNATIONAL VOLUNTARY SERVICES



**in the
Republic of Vietnam
june 1964 - june 1965**



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TABLE of CONTENTS

FOREWORD, by Ambassador Maxwell D. Taylor	1
PREFACE	3
INTRODUCTION	5
BODY :	
- SAIAGON	10
- MEKONG DELTA	22
- COASTAL LOWLANDS	38
- HIGHLANDS	52
APPENDIX :	
- ACKNOWLEDGEMENTS	64
- CHART OF ADMINISTRATIVE ORGANIZATION	65
- MAP, IVS TEAM	66
- DIRECTORY OF VOLUNTEERS	67

FOREWORD, by Ambassador Maxwell D. Taylor



EMBASSY
OF THE
UNITED STATES OF AMERICA

Saigon, Viet-Nam,
June 21, 1965.

Today, a struggle is being waged between those who seek to establish in South Viet-Nam a viable politico/economic structure, operating in a climate of free choice, and those who aim at the imposition of a Communist, conformist state subjected to Hanoi. Success in this struggle is in many ways a function of confidence--the confidence of the Vietnamese people in themselves, in their country, and in their country's future. Our government and our people, from all walks of life, are closely and deeply associated with our Vietnamese friends in their search for freedom, national growth, and human well-being. The young men and women of the International Voluntary Service, reflecting to such a full degree the confidence of youth, are admirably equipped to participate in this all-important task.

Since my arrival as the American Ambassador in Viet-Nam, I have had the opportunity to see at first hand the work of the IVS here. It is doing a solid work and achieving results. The teaching of English in the high schools gives Vietnamese youth an added capability to "read, mark, learn and inwardly digest" the intellectual, technological, and ethical values of American life. Their knowledge of English will permit these students one day to study in the United States. The IVS efforts in agriculture and public health enable the Vietnamese people who benefit from those efforts to improve both their economic and social status. All of these IVS activities are directed toward real people, real problems, and bring real results. These activities serve as the building blocks of human progress and of growing confidence in the future of this country. They serve Viet-Nam well, and in so serving they serve free men everywhere.

To all those in the IVS who contribute their time, energy, and dedication in Viet-Nam, I offer my congratulations and best wishes.

Maxwell D. Taylor
Maxwell D. Taylor
American Ambassador

PREFACE

International Voluntary Services (IVS), chartered in 1953, is a private, non-sectarian organization. Presently IVS has teams in Algeria, Gaza, Jordan, Laos, and South Viet Nam.

The objectives of IVS/Viet Nam are to promote a more prosperous life in Viet Nam and to develop stronger ties of friendship and understanding between Viet Nam and the United States. To accomplish these purposes IVS emphasizes a person-to-person approach and the development of individuals. Thus, close working conditions and solving problems together become as important as the projects undertaken.

During the past year, the team in Viet Nam has had volunteers working in agriculture, education, and health. IVS/Viet Nam is contracted to the United States Operations Mission, a branch of the Agency for International Development. USOM provides professional «backstopping», special project supplies, and U.S. dollar funding for \$80-per-month salaries and travel. The Government of Viet Nam (GVN) funds IVS piaster quotas for housing, in-country transportation, subsistence allowances, and salaries for Vietnamese employees.

IVS/Viet Nam cooperates closely with the United States Information Service and Asia Foundation. It also receives project support from relief agencies such as CARE, Catholic Relief, and Mennonite Central Committee. Interested private groups and individuals in the United States contribute to projects of individual volunteers.

THE NEW EMPHASIS

During the reporting period from June 1964 to June 1965, IVS was subject, as was all of Viet Nam, to transitions and sudden changes. The increased war activity limited travel in many provinces. Thus, technicians in hamlet education and agriculture increasingly changed their emphasis from direct extension work to more centralized educational activities. (However, the Hoi An station in Central Viet Nam was the only station closed solely because of VC activity). The February-March evacuation of American wives cut the English education team in half.

To adapt to the needs of the country, IVS is revamping its organizational structure. The public health and hamlet education teams have been phased out. The agriculture team is planned to maintain the same strength, with the English education team planned to expand significantly. The new fields of youth work and mobile science education are also to receive increased emphasis.

To facilitate field support in face of difficult communication and transportation problems, four team leaders will be located regionally in the provinces rather than in Saigon serving as heads of technical teams. They will be located at Can Tho in the Delta, at Hue and Nha Trang in the Coastal Lowlands, and at Dalat in the Montagnard Highlands. Two associate chiefs-of-party will be stationed in Saigon for technical assistance to agriculture and English education.

Therefore, this report is a representational report in a regional setting to give a clearer picture of IVS in the past year's fluid situation and to portray the new emphases.

The reader is introduced to Viet Nam and IVS by following an IVSer from his first inquiries to his assignment. The regional development of the report starts with Saigon, the headquarters of IVS, and follows successively through the Delta, the Coastal Lowlands, and the Highlands.

The report also shows complementary development of different projects, such as flood relief effort from Saigon and Coastal Lowland perspectives, national youth programs in Saigon compared to local delta English clubs and highland extension teams.

The report does not attempt to portray every volunteer, nor attempt to report comprehensively all the activities of IVS in the past year. Such a report would have been too tedious, too detailed, or too vague.

Although no two IVSers had the same experiences, largely due to the flexibility and individuality of both the organization and the volunteers, in general job description the experiences were similar. Thus, among other examples, Tom Sturdevant's work at the Pleiku training center represents highland agriculture specialists; John Sommer's work represents hamlet education; Bill Betts represents public health improvement in the Coastal Lowlands; and the Walkers represent English education.

Also given extensive coverage are volunteers representing areas of new expansion, such as Bill Meyers, assisting in the mobile science program; and Charles Sweet, assisting in youth work.

Can IVS continue to perform a significant role at the « grass roots » level in Viet Nam in spite of the turbulent war situation? Among IVSers in the country during the past year, opinion ranged from emphatic « noes » to emphatic « yeses », but the general consensus was that human resources can still be developed in Viet Nam; that greater problems can be interpreted as greater challenges which demand changing roles. The « grass roots » relationships are now with students and young agricultural extension men more than with peasant farmers. These people, the new generation of leaders, are just as important. Though often poor and restless, they are intelligent and not so disillusioned as their elders.

This is the new challenge of IVS, equally as challenging as the « grass hut » image. This is the challenge of joining a people in the building of a system of ideas and attitudes for constructing a new nation.

So this is not mainly a progress report of projects or even of the fulfillment of ideals. Instead it is the report of many individuals working in various ways on problems, sometimes disillusioned and discouraged, often hopeful and encouraged as they endeavor to light the fire of human understanding and self-development.

INTRODUCTION

INTRODUCTION OF AN IVSER FROM INQUIRY TO ASSIGNMENT

International Voluntary Services had been in Viet Nam eight years when David DePuy, 22, of Cornell University first became interested. Dave commented, « I was in my senior year majoring in Agricultural Economics and I wasn't sure what I wanted to do, whether to go into graduate school or overseas work. »

Dave, expressing interest in overseas work, first learned about IVS from his college chaplain. He sent applications to different agencies but was particularly impressed with IVS's prompt reply and personal attention. Within a week after applying, three IVS alumni doing graduate work at Cornell contacted him and explained IVS programs, policies, and opportunities.

Why did he join IVS ? The answer is similar to that of most IVSers. He had a desire to travel, a desire to see first-hand how the people of another country live, and a desire to help people in a underdeveloped country.

The youngest in a family of six, Dave had lived on a New York dairy farm all his life before college. With an interest in agriculture and aptitude for engineering he chose Cornell. There he developed an interest in the extension aspect of agriculture.

For two summers during college Dave interviewed farmers to collect information for the New York College of Agriculture. Now, after being in Viet Nam almost a year, Dave recollects, « This experience probably helped more than any other thing as background for my present work. »

After his senior year (which included a seminar on Southeast Asia) Dave participated in a week of orientation consisting of lectures and discussions on methods of teaching English as a foreign language, cultural differences, and economic development at Harper's Ferry.

Dave later noted in his diary, « Sometimes it was hypothetical, but basically it was quite good. The program was relevant, but as an agriculturalist, I wish there had been more emphasis on tropical agriculture. »

After first inquiries, seminars, and orientation came the trip, Dave's first time abroad.

The following were Dave's impressions of the Orient :

TOKYO :

Disbelief and almost disappointment at the Western influence on Eastern culture. Rock'n' roll on the Tokyo Tower, for example.

HONG KONG :

Hong Kong was my first contact with oriental poverty. I was almost nauseated and my first reaction was that I wanted to get out. I walked down the streets of Hong Kong at night and was almost overwhelmed by the people sleeping on streets, beggars, thin people pulling rickshaws. This was my first contact with cultural shock.

SAIGON :

This is poverty ? They need IVS here ? This is underdeveloped ? My first impression was that this is a prosperous city in peace, not in war. Saigon was a total surprise. I was shocked at the seeming prosperity of Saigon. But my visit to a middle-class home set me back a bit. It was small with little furniture. I eventually found that even in Saigon the individual does not have the affluence of a corresponding American.

Sent to Bao Loc for language study, the now-familiar contrast between the capital and the provinces of an underdeveloped country was immediately apparent. Dave's comment was, « Here are thatched houses, fewer cement homes. Restaurants where you fight the flies instead of enjoying air conditioning... This is more like what I had expected. »

As the rainy season entered the last stages, language study phased out and Dave was stationed in the seaside city of Phan Thiet. Equipped with a jeep and an interpreter, the new IVSer was introduced to Binh Thuan province.

How does one get started in a province? How does one find out what to do? Dave stated, « After being introduced, I got started by opening English classes for province agriculture employees. » In less than a week he was invited to visit demonstration plots, nurseries, rice fields

out in the countryside with province officials.

In Phan Thiet, Dave explains his activity as a member of a unique American organization in Viet Nam.

I must satisfy them in what help they need on no other strength than my personality and knowledge. They could totally reject me and I could do nothing about it. I don't sign contracts. Although vast resources of the various organizations in Viet Nam are available, I act mostly as a liaison agent between the supplier and the needy. I have no projects.

For example, the milk project in Phan-Thiet. This was USOM's idea and their milk. I went to a home demonstration agent and got her opinion on the idea. She liked it and I asked where we should begin. She didn't know so I suggested a school. I wrote up a paper for milk sanitation habits and the distribution of the milk. The home demonstration agent went to the school, gave the demonstration, and the teachers distributed the milk.

FIRST, THE TEACHER STIRS THE POWDERED MILK WITH WATER.





THEN, SHE DISTRIBUTES IT.



I'M SORRY, GIRLS FIRST.



IT CERTAINLY BEATS STUDYING.

But war changes many idealistic plans. Dave comments :

I had visions of moving into a hamlet, digging wells, and in general working with the hamlet people. But because of security I'm more of an administrator than a technician. For example, I can go out and visit hamlet people but I cannot live with them.

War provides endless frustration. « We worked hard in getting the rice yield up and as far as I know the VC got most of the increase. »

Yet the war provides a certain poignancy and urgency for an IVSer. It's not just another agricultural extension agent who goes into the army and gets killed. It's the friend who could always laugh when overpowered by a forehand smash in a tennis game. It's not just another soldier with an amputated leg walking through the marketplace. It's the one who always eats lunch with *Ong Dave* at the restaurant.

Whether teaching voluntary English classes (16 hours, 7 days a week), distributing USIS rural magazines to Animal Husbandry, NACO, and Agriculture Service chiefs, getting seeds for farmers — the chance that I may be helping these people to help themselves is still there.

Like other IVSers, Dave's vocational plans are being shaped by serving with IVS. Developing an interest in administration, Dave tentatively plans to extend his stay in Viet Nam.

I think the Vietnamese have got it. I don't know why. They just have. They have the intelligence, the kindness, etc... They have the ingredients. They just need someone to put the ingredients together.

This report is the story of IVSers similar to David DePuy who by nature of their work will never be lauded heroes. This is the report of volunteers laying foundations for others to build upon, creating channels for others to use, sometimes suggesting, sometimes briefing, but usually remaining in the background.

The IVSer is no longer the Mr. American he was eight years ago in the highlands resettlement village for refugees, the first IVS project in Viet Nam. The vast influx of soldiers and a myriad number of other American organizations have wrought a great change in his role. Rather he, with his knowledge of and contact with the vast array of groups and organizations, is a coordinator, a liaison agent, a catalyst.

SAIGON

SECO



SAIGON

Don Lnce sends his sincere thanks to fifteen home economists of Long-An who pushed him out of a mudhole. He was carrying them from a demonstration on how to plant mushrooms to one on how to build rice hull stoves.

From the « IVS Bulletin », Nov., 1964

There is nothing very exciting about the work in the Saigon office, but we realize that without it the rest of IVS could not function. We try to make everybody happy.»

Gloria Johnson, IVS administrative assistant

Formerly when I was a boy, a student of secondary school, I did like to learn English. I wanted to speak well a foreign language. I wanted to know how foreigners think and speak. And what are the matters they write in the books. And so I have choosed English as my first step into the mysterious world of foreigners' lives.

Nguyen Xuan Hien, agriculture student and member of an IVS/Saigon voluntary English class

The potential of Vietnamese youth as a force within their country became evident to me just before the demonstrations against General Khanh. The Saigon Student Union held an induction ceremony for three hundred high school students. The streets around the Union were blocked, university students lined the streets with torches in hand, and a great altar was built in front of the Union. The new initiates were lined up in thirty columns in front of the altar. They swore their allegiance to the Student Union and their country. Afterwards a great campfire took place. The Union's chief agitator incited these young people and disciplined them to react to his every signal. The thought passed through my mind that if these young individuals could work together for their country they would be a positive and unifying force within their country.

Charles Sweet, IVSer working with Saigon youth groups

SAIGON IS THE HEARTBEAT

The above represent some of the faces of IVS in Saigon. Traditionally, Saigon has been and remains the administrative center. This year, in addition, the headquarters has taken on a greater number of program activities. Now the field member's occasional visit to Saigon need not be only a routine errand trip, but can also afford opportunities for a refreshing student seminar or some other special event.

For Saigon is the heartbeat of Viet Nam. Perhaps the most beautiful city in Southeast Asia, a garden city with tree-lined streets, elegant shops, and fine French-style buildings, Saigon is the intellectual, cultural, commercial, political, and American aid center of the country. Vietnamese are likely to measure the acceptability of a government or teaching job by its proximity to the capital, for in the capital are found distractions for all classes of people and shops where anything can be bought or made to order. From the capital flows a stream of supplies and influences into the provinces. In this sense of self-sufficiency, Saigon is as provincial as any city a fraction its size in the provinces.

Another aspect of Saigon is its torpid heat, its masses of humanity, and streets and boulevards clogged with vehicles from horse carts to multi-ton military trucks and their fumes.

Because of the fact that efforts were needed more in the provinces, IVS has used Saigon as an obvious administration center while concentrating its real work outside. To coordinate this work, a chief-of-party, an associate for administration, and four or five team leaders for the agriculture and education teams have been based in Saigon.

As chief-of-party in Viet Nam, and serving with IVS here since 1958, Don Luce outlines his job as three-fold : 1. general policy decisions affecting IVS work, such as changes in structure and planned expansion in the next year ; 2. administrative direction involving assignment of duties and the many daily tasks which keep the teams functioning ; and 3. officially representing IVS to others, both Vietnamese and Americans.

PROMOTING IVS IN VIETNAMESE

In this latter connection, Don gives talks in Vietnamese to various groups, explaining IVS in My Tho, Ban Me Thuot, and Phuoc Tuy, and speaking on adult education to the Popular Cultural Association in Saigon. Don also teaches

English at the College of Agriculture and is a friend to the students in their extracurricular activities. On another level, he is chief liaison with both USOM and the various ministries of the Vietnamese government. The latter are represented by such men as Mr. Cao Quan and Mr. Do Ba Khe, who as enthusiastic supporters of IVS might well be called « honorary members. »

But Don's and the other leaders' major concern is that IVS should be truly « people-to-people. » In nearly seven years in Viet Nam,

It has been my experience that it is what we do in developing individuals that counts. For us, it is often frustrating, for the results of our influence on counterparts and friends show only later, after we are already gone. But often it does show.

GENERAL NGUYEN CAO KY, PRIME MINISTER OF THE REPUBLIC OF VIETNAM, PRESENTS MEDAL OF MERIT, FIRST CLASS TO INTERNATIONAL VOLUNTARY SERVICES. CARL STOCKTON, ACTING CHIEF-OF-PARTY, ONE OF 29 REPRESENTATIVES FROM 10 NATIONS AND THE UNITED NATIONS RECEIVING THE AWARD, ACCEPTS THE HONOR FOR THE VIET NAM TEAM.



Don has been in Viet Nam long enough to see his houseboy in Ban-Me-Thuot back in 1959 rise to be an interpreter for USOM, and he saw his assistant, Chi, later go to the university, become a high school teacher in Ban-Me-Thuot, and be instrumental in organizing a very effective student library construction project. Two roommates, technicians at the time, have since become agriculture chief in Hue and manager of the Dalat experimental station, respectively. For the development effect on IVS volunteers themselves, Don cites the high number of about twenty « alumni » now working with the USOM aid program.

THE TEAM LEADER: SUPPORTING THE VOLUNTEER

The team leader's job is basically to help the team members with logistical, program, and moral support, as they too try to « develop people ». Thus, the team leader must know Viet Nam, his region, his field of agriculture or education, and his team members well. For this reason, IVS traditionally chooses its leaders from the ranks of its volunteers who elect to extend their tours in the country.

Bob McNeff and Tom Wickham have been responsible for agriculture team members in the Coastal Lowlands and Mekong Delta. When volunteer Dave Depuy, for example, arrived in Viet Nam, it was up to the team leaders to decide where he should work and then help both him and his province officials with orientation to each other's role. Knowing the needs and situations in a number of possible provinces, Bob finally decided that Dave could do the best job and get along best in Phan Thiet, and he then went to the province to help Dave get started. Numerous small questions always come up at the beginning of any volunteer's work, and they must be answered. Bob must then follow up his team members' progress and provide them with technical advice, government program information, and seeds or other supplies from Saigon. When not in the provinces, Bob's days in Saigon are filled with USOM and Ministry meetings, errands, and a hundred other support details. He also joins the other team leaders and Don Luce in formulating IVS working policies.

But the team leader's job is not only that of a harried supporter. He can develop programs on which IVSers may work nationally, making a special kind of IVS team impact. 1964-65 has seen particular strides made in this line.

Mike Chilton, complimenting IVS's large provincial role with Montagnards, helped coordinate the Montagnard training center development program through Saigon, where in 1964 the government assumed operating responsibility from private agencies and where budgeting and supply shipment was handled. John Witmer, through cultivated contacts with the Ministry of Education of Viet Nam, was able to interest officials in IVS hamlet education work, share problems and progress, and work with officials on making mobile science teaching workshops an integral part of the ministry's programs. Government acceptance is necessary to insure qualified instructors, effective program planning, provincial acceptance, and funds.

• MEANINGFUL AND HELPFUL •

Over the 1964 week-long holiday period marking the November 1963 revolution, IVS organized in Saigon its first full-scale bi-national seminar under the direction of English teaching team leader Carl Stockton. Thirty-two Vietnamese secondary school English teachers from sixteen schools joined their fifteen IVS counterparts for four days of special lectures, discussions, practice teaching, and socializing. The purpose :

- to create an atmosphere where IVS and Vietnamese teachers could come to know each other in closer relationship and to share ideas and common educational problems ;
- to receive information regarding sound educational techniques and practices, particularly in the teaching of English as a foreign language ;
- to have an exposure to ideas for educational activities beyond the formal classroom experience.

Nearly all those who attended agreed that the seminar fulfilled its goals, and IVSer Phil Walker said, « The intensive discussions where all were drawn into a feeling of oneness, working together with give-and-take, was a tremendous experience for people of different cultures ! »

The IVSers appreciated the inclusion of Vietnamese teachers and an opportunity to learn from them. « Our problems are amazingly similar, » Anne Hensley commented. Miss Duong thanh Thuy, a Vietnamese teacher, appreciated « the way arrangements were made about Vietnamese and Americans sharing the same room, the American way of living, their friendliness and sincerity ». The Vietnamese participants also liked the lectures and demonstration teaching and especially the discussions, « because they



AMBASSADOR TAYLOR GREETES A SAIGON STUDENT BEFORE PARTICIPATING IN A MONDAY NIGHT SEMINAR AT THE IVS HOUSE.

USOM DIRECTOR JAMES KILLEN, INTRODUCED BY DON LUCE, ADDRESSES IVSERS AND VIETNAMESE FRIENDS IN THE SAIGON IVS LIVING ROOM AS PART OF A SEMINAR SERIES.



were very meaningful and helpful to me. We will now get a lot of new experiences about teaching ».

Carl, who has been actively involved with his team of « highly individualistic » English teachers, in addition to organizing the seminar, notes the frustrations of the English teacher's job :

English is often considered unimportant and it is difficult to convince school principals of the need for an IVS teacher's concentrated exposure to a small class where more oral work is possible. The principals often prefer the IVSer to teach many classes only one hour a week each, for maximum exposure, but this has been proven ineffective pedagogically. We also try to encourage the acceptance of better textbooks using better teaching techniques, but we're hindered by the old-fashioned final-exam-oriented system of education where the day-to-day concept counts for so little that students often cut their classes.

Two trends are encouraging to the teachers on Carl's team : 1) the fact that a national education congress was held in late 1964 to solicit teachers' suggestions and to overhaul the partially stagnated curriculum ; 2) the fact that in the wake of the IVS seminar, positive results are reported in Hue, where a professional society of English teachers has been organized ; and in Qui Nhon and Vinh Long, where a more modern English textbook has been adopted.

Perhaps the greatest single value of the IVS meeting was the opportunity for teachers from all over the nation to come together to get to know each other and to discuss common problems. Too often teachers work in isolation, and feel alone in their classroom struggles. One Vietnamese teacher articulated this feeling well :

I teach English day after day, doing the best I can. But when I see that my students are not learning English well, I know that my best is not good enough. I feel discouraged because I don't know what to do about it. Then when I came to the seminar, I began to see that I was not alone in my difficulty. I saw that there were solutions possible. The seminar made me feel that my job was important.

POTENTIAL OF A NATION

Attending a voluntary high school student workcamp in Dalat upon arriving in the country in the summer of 1964, Charles Sweet became interested in youth activities in Viet Nam. While assigned to teaching English at the Long An

Community Development Teacher Training School some thirty miles from Saigon, he undertook a spare time project of studying the various youth movements in the country, which later developed into a full-time job of youth assistance. He began by just sitting down and talking to the students, taking an interest in their activities, both social and political. At first the students distrusted Charles' interest in them. In fact, for a long time members of the Student Union at the University of Saigon were continually following him to see if he could be trusted. After this test, and by continually cultivating the leaders' friendship, Charles was accepted as a trustworthy consultant on their activities.

Strictly controlled during the Ngo Dinh Diem regime, the Saigon youth flexed their muscles in Diem's overthrow and then felt suddenly liberated and activated, but were not entirely prepared to effectively use the released energy. It became evident that this energy could be either a constructive or a destructive force for Viet Nam, and IVSers in Saigon supported the constructive social-action type activities.

IVS, of all American aid groups, is especially well suited to working with Vietnamese young people. First of all, as counterparts in age and spirit, there is a natural affinity ; for being young and energetic, both Americans and Vietnamese are all the more willing to learn from one another. Second, IVS's private nature makes it a good source from which to receive necessary foreign government aid without the political stigma often attached to such assistance. Third, IVS has already been somewhat involved in student programs. IVS team members, from Saigon and from the provinces, had been joining the Voluntary Youth Association on its and other organizations' rural work camps which last from one weekend to a week. The National Voluntary Service, inspired by IVS and now its domestic counterpart, was launched into full rural operation in 1964, budgeted together with IVS in the government's programs. NVS has been sending out small teams of specialized medical, teaching, and agricultural volunteers to different districts in selected provinces.

IVS, in particular Saigon leaders Don Luce and Mike Chilton, has been working with students of the Agriculture College on their rural work projects. Previously these students had received their practical training at agri-

culture experiment stations, missing valuable contacts with the individual farmers and their problems. Through partial IVS sponsorship, ten students worked on a subsistence-paid basis in Khanh Hoa province for three months, teaching farmers improved agricultural methods. IVS helped make introductions with assisting organizations in Saigon, and previously skeptical Saigon government officials were later well pleased with the project's results. «Organize», though used glibly, usually involves much thought, discussion with many people, and numerous details. Mike has since helped organize from the Saigon level similar rural programs for agriculture students in Bao Loc, Can Tho,

and Hue.

Charles Sweet and Carl Stockton, with backing from other Saigon IVSers, organized three different weekly seminar programs for students during the past year. These feature talks are followed by long and frank discussions, for many Saigon students are highly skilled in English and enjoy the opportunity to practice both the language and their ideas. Subjects covered were as varied as «American Policy in Viet Nam» by Ambassador Maxwell Taylor and «Life, Labor, Leisure, and Love in Another Culture» by Dr. Donald Darnell, a member of the Southern Illinois University contract team.

PHIL WALKER (EXTREME RIGHT) LEADS A GAME POPULAR WITH THE CAN THO ENGLISH CLUB AT THE NOVEMBER ENGLISH TEACHERS SEMINAR.



LEADERSHIP: THEORY AND PRACTICE

IVS became further committed to youth work through its week-long Youth Leadership Camp sponsored by the hamlet education team at Vung Tau in November. The camp included about thirty-five participants, consisting of eight American IVSers and the teachers and youth leaders invited from their provinces. Don Fuller, working in hamlet education in the Vung Tau area, along with John Witmer and Charles Sweet in Saigon, coordinated the complex organization procedure together with members of the Vietnamese voluntary youth associations.

Like the Saigon English teaching seminar, this camp was a new departure from previous IVS activities. In addition to three days of discussions on effective youth programs and the problems of leadership, the camp featured a two-day work project of building the foundations for a market in Phuoc Hoa hamlet and thus showed by example a method of social action organization.

Two of the most serious problems discussed in developing youth work were a lack of communication between city (especially Saigon)

and countryside people and the lack of enough qualified and experienced leaders to supervise difficult youth tasks. The IVS seminar strove to encourage awareness of youth program possibilities by setting an example and by stimulating discussion, as well as by exploring ways of finding and training the needed leaders. One question was whether high school teachers must maintain student respect through aloofness or whether they could become involved in their students' extra-curricular activities and still maintain student respect. The youth leadership seminar sessions were not without defects, a fact that IVS frequently faces in its endeavors, and the workcamp, through some breakdowns in coordination with the hamlet people, did not realize all its goals. But the fact remains that both Vietnamese and IVS participants profited greatly from the experience of living, discussing, working, and playing together for a period of days: tossing a football in the South China Sea... barbecuing on Vung Tau's sandy beach... organizing a Vietnamese-American campfire program as the waves pounded the shore and the stars glistened overhead...

WHO SAYS YOUTH WORK IS ALL REPORTS AND COMMITTEE MEETINGS? "THIS IS INCREDIBLE", SAYS DITCHDIGGER CHARLES SWEET AT THE VUNG TAU YOUTH LEADERSHIP TRAINING CAMP. MEANWHILE, A VIETNAMESE GOES UNCONCERNEDLY ABOUT HIS TASKS.





ACTIVITIES PAUSE FOR A TYPICAL VIETNAMESE MEAL AT THE VUNG TAU SEMINAR.

THEY VOLUNTEERED TO AID

In November 1964, Saigon youth had a chance to help their country constructively as typhoons and floods devastated the central coastal area of Viet Nam, leaving thousands dead and many more homeless and destitute. Students volunteered to aid and collected masses of clothing and money through their own benefit theatrical performances and regular soliciting. Thousands more signed up for a massive reconstruction program, but because of Viet Cong roadblocks and flood waters, transportation was difficult and the students had to be airlifted. IVS was requested by Vice Premier Oanh's special Inter-Ministerial Committee and by USOM to coordinate the students' work and transportation. It was a huge and difficult job under many pressures. Vietnamese government leaders commended IVS for its help; and in their final report the students themselves frankly evaluated the IVS role:

Friends from IVS in Viet Nam: Very helpful and efficient. In Saigon they made arrangements for airplanes. On each early trip, these persons and members of the Commissariat of Youth came to the U.S. military airport to check the list of passengers. (Although once their eager-

ness brought about a quarrel.) In certain provinces, they helped look for means of transportation and borrowing tools.

The relative success of the flood relief effort, admittedly mingled with some to-be-expected negative elements, led the students to plan a continuation of these efforts, and the all-consuming « Chuong Trinh Cong Tac He », Summer Youth Program 1965, evolved. Although the students are understandably sensitive to large American involvement in what must be their own program, cooperation is necessary. So among other responsibilities, IVS is attempting to interpret the program for the cooperating Americans in Viet Nam.

Because of their extensive knowledge of student activities and their widespread student friendships, to Charles Sweet and John Witmer naturally fell the primary responsibility of working with the youth leaders in Saigon. Now they virtually « live » the program day and night.

The Summer Program is planned to send up to 5,000 students to participate in a number of two-week, one-month, or two-month rural workcamps in twenty-eight provincial centers. The objectives of the program are:



A WEINER ROAST ON THE IVS PATIO PROVIDES A SEND-OFF FOR THE SUMMER YOUTH PROGRAM

- to fulfill the desire of Vietnamese youth to participate in their national development program ;
- to promote a social awareness among young people and as a result develop a more responsible citizenship for the future ;
- to strengthen and support existing youth organizations by training potential leaders, by encouraging constructive activities, and by giving logistical and moral support to carry out these activities ;
- to mobilize youth for social activities and thus bridge the gap between political and social thought ;

- to provide an opportunity for youth and student organizations to work together, thus developing a greater unity within the youth media and making it less vulnerable to outside pressures ;
- to stimulate youth activities at the local level as well as in urban centers ;
- to develop a greater understanding and a better working relationship between the students and government officials ;
- to fulfill the needs of young individuals such as summer employment, field training to complement their academic studies and outlets for their many energies.

AT THE FACULTY OF LETTERS, DO NGOC YEN, SECRETARY GENERAL OF THE SUMMER YOUTH PROGRAM, ADDRESSES A VIETNAMESE-IVS SEMINAR.



TOWARD NATIONAL UNITY: A DIFFICULT ROAD

In addition to literacy teaching, construction projects, and technical assistance in the hamlets, itinerant sports and musical-cultural troupes are being organized to tour the provinces to emphasize national unity. Provincial students, too often given only minor roles in the movements of their times, are to be incorporated into these nationwide plans. A national congress with eighty-nine students and youth leaders from twenty-five provinces was held, and « for the first time the possibilities of a sincere joint effort were becoming a reality, » Charles Sweet observed. On another occasion, after a previous student meeting had exploded in internal factionalism, five heated hours of discussion finally led to a compromise organizational structure, and, reports Charles, « the leaders of the major groups to be involved came to the middle of the room to grasp hands as a sign of unity. Just as all the leaders had come together, the chairman of the meeting called me to join them. He said that we look at IVS as another youth group with the same interests as ours. »

IVS in Saigon, and with members as points of contact in the provinces, can help the youth of Viet Nam, not by taking a supervisory role to make them do things « the American Way », but rather to help them with support where needed in their program for their country. Such help, while often difficult, frustrating, and delicate to give, can, however, mean the difference between success and failure. But this program, which is evolving daily, will hopefully not end with 1965. It will probably not realize either black or white results; it is new and untried and sure to have both its successes and its failures. Says Nguyen Huu An, military officer and dedicated youth leader:

If anybody asks what is the thing of the revolution worth mentioning, I would say that it

is the youth movement toward the countryside. It is really encouraging to see these sacrificing young people in this time when everything is evaluated on the standard of money. And I think it's brave to pick up guns and go to fight on the front, but it is still braver to work secretly for the betterment of society.

There lies the wishes of youth, and this is their longing. Their elders have discouraged them a great deal. But their advance cannot be hidden since it is in the advancing direction of mankind. Through their past works, they have realized an ideology for which many are searching to formulate.

In this part of our country, particularly, we are involved in a very complicated war. It is not only a military, but also a cultural, social, and economic war. Military power alone will not win this war. We have to go to other frontiers — those of poverty, ignorance and disease. And it is with this prospect that the Vietnamese youth have to struggle and find out a meaning for their lives.

SAIGON IS THE HEARTBEAT TO A VITAL COUNTRYSIDE

IVS can be and is people-to-people in Saigon. In Saigon, as anywhere else, the IVSer must try to « develop people » whose horizons are limited through tradition or lack of comprehensive education. But although there are poverty-stricken sections, Saigon is still comparatively advanced. So IVS in Saigon is a base for projecting ideas and plans for rural advancement in the provinces, and Saigon is the support base for IVS in the field. Carl Stockton and John Witmer both find that « Saigon, while the opportunities for close contacts are more limited, has something different to offer by way of sophistication and culture and broad, national-level contacts. »

But the heart of many an IVSer lies in the countryside where life is more basic and perhaps more « real »; where one learns to know intimately and develop affection for the people of Viet Nam.

MEKONG
DELTA.



MEKONG DELTA

Vietnamese rise with the sun in the Delta; many rise earlier. The bus stations are crowded with honking old Dodge motor cars and chanting *hu tieu* peddlars. In the marketplace, the women are already carefully arranging vegetables and fruits in neat stacks, chewing betel nut as they gossip.

Clad in black clothes, the peasant loads his rice yield on a barge and the Briggs & Stratton engine chugs down a canal to the mills of Rach Gia. Net in hand, fishermen labor in the bow of a dugout, patiently snaring the shrimp, crab, and fish of the river. The sampans from distant hamlets head towards Can Tho, passing the ferry chugging back and forth across the river.

Bathers, swimmers, fishermen, peasants, and travelers depend on the river, for this is the land of the Mekong. Like a huge arterial system, it winds its way southward from China through the lands of the Lao and the ancient Khmer civilizations to spread into a maze of tributaries forming the Mekong Delta. This is the home of the Southern Vietnamese, a people whose lives are attuned to the pulsebeat of the river's tides.

The flat terrain of golden rice and waving coconut trees spliced together by waterways produce a unique southern way of life. The fertile soils, tropical sun and monsoon seasons produce abundant food — in such an atmosphere, dynamic causes have a way of being sidelined. The simplified southern dialect reflects a people who desire a peaceful, autonomous life.

A THOUSAND MEN DIG

But sometimes nature and the community need a hand. For example, near the sea in Kien Giang province is the village of Minh Hoa where local drinking water turned salty in the dry season through salt water intrusion. The acid sulfate soil hindered abundant rice production. And there was no road or canal connecting the nearby hamlets to the village.

The people appealed back in 1963 for the village chief's support in building a canal. The village chief agreed, contacted the province service organizations, and IVSer Les Small in the province described the progress on the project:

After the initial planning, it was determined that the canal was to be 6,000 meters long, five meters wide, and one and one-half meters deep. The village chief decided that he would ask each of 1,000 men to dig a length of six meters...

In order to insure the full support of all the people needed to carry out this project, Les helped by explaining problems to appropriate sources of help. The farmers supported the project, but because the rice crop had been small, they wanted the government to supply rice, as well as shovels.

The New Rural Life Office agreed to provide bulgar wheat, cooking oil, and a shovel to each man. The farmers approved of this offer, but were skeptical about the taste of bulgar wheat, since they always ate rice. Les then contacted the home demonstration agent of provincial Agricultural Service to demonstrate how to make bulgar wheat into tasty dishes.



MUD AND MEN ALMOST BECOME ONE DYNAMIC UNIT AS EACH FARMER DIGS HIS ASSIGNED 6 METERS ON THE 6000-METER CANAL IN KIEN GIANG PROVINCE.

FARMERS PADDLE DOWN THE CANAL-- THE CANAL THEY BUILT.



Problems arose after the digging began. First, how do you provide drinking water for 1,000 thirsty workmen? Les talked to the provincial Public Works about assistance for transporting water to a nearby spot. Government Self-Help funds paid for a buffalo cart and driver to carry water to the men.

Next, since the land wasn't level, some men unfairly had to dig deeper than others. Les helped in the bargaining to give extra bulgar wheat and cooking oil to all who dug their shares to the proper depth.

To prevent the sea from salinating the canal in the dry season, the provincial Hydraulics Service designed a sliding gate for the canal. But the gate would stop the boats and all cargo would have to be transferred into another boat at the gate during the dry season. So, valuing transportation more than a convenient drinking water supply, the people didn't install the gate. In spite of the sliding gate problem, the villagers now have a better transportation route through a cooperative effort.

DELTA AGRICULTURE: ADAPTATION AND SPECIALIZATION

When Les Small left Rach Gia, the program was expanded and two men filled his position. There had been no USOM representative and,

until August 1964, Les had been both IVS and USOM representative. Josef Kriegl is continuing the IVS role.

As the economic aid program in Viet Nam grows, personnel requirements increase and technicians in the field begin to specialize. Joe Kriegl now works mostly with the provincial branches of the National Agriculture Credit Organization (NACO) and the Agricultural Service. About his work with NACO, Joe says, « In the 1965 program we are working with NACO on a pamphlet and setting up a schedule of farmers' meetings with the extension chief to inform farmers of fertilizer and credit. »

Organizing also means visiting the hamlets to talk to the farmers. Joe comments, « I feel the greatest when I sit down with a group of farmers and talk, eat, and drink with them. They seem to be the most grateful and sincere people. »

Organizational headaches are always present. Kien Giang province shipped 30,000 manioc cuttings to Quang Ngai province. Then Kien Giang was notified that because the planting season was late, the shipment of an additional 70,000 manioc cuttings would need to be postponed. Since the 70,000 cuttings were already cut, the farmers had to be paid. This meant a flight to Saigon for Joe to arrange for funds for the farmers.

AGRICULTURALIST JOE KRIEGL (CENTER) PERFORMS AN ESSENTIAL ROLE IN HIS JOB; NAMELY, TESTING THE IMPROVED WATERMELON CROP WITH THE FARMERS.



WORKING WITH THE « KING »

But canal building and the shipping of manioc cuttings are supplementary to the king of delta agriculture — rice. The monsoon rhythm of arid south-west winds to the southeast breezes bringing the rains means it is time to grow another crop. The importance of the weather is reflected in this Vietnamese popular saying :

Heaven, let it rain, please ;
I shall, therefore, have water to drink ;
And water in the rice fields so that I may be
able to plough ;
In the third month, the first hillings are made ;
In the fourth, one throws seeds and then the
rain will fall in the rice fields.

Just as important as the weather is the adaptation of new agricultural methods to the Delta. In Phong Dinh province the soil is very rich in organic matter, but flooded over much of the year. In the past, the 210-day rice crop has started out well, but has been very susceptible to disease in the last several months before harvesting. By introducing three-month rice, agriculturalists hoped to alleviate the disease problem and leave time for a second crop. IVSer Tom Wickham, in cooperation with USOM agricultural technician David Crocker and the province officials, worked on this successful venture.

A pamphlet on this subject had been developed while both Mr. Crocker and Tom were agriculturalists in Cambodia. Tom took the pamphlet to a Cambodian pagoda in Saigon, and with the help of the monks, translated the pamphlet into Vietnamese for publication and distribution through the provincial rice service office.

The experiment started as a hectare plot including instruction on how to properly use fertilizer and demonstrations on how to use the rice-damaging crabs for tasty food.

After seeing the results of the first crop, in September 1964, Tom made the following comment before leaving Can Tho to assume responsibilities as IVS delta agriculture team leader :

With several thousand hectares of the province very successfully planted to three-month rice this year, the extension service is interested in bringing the benefits to the more remote, less wealthy, and lower lying districts of the province. This year we had one hectare grown there successfully, until very recently when

the pests attacked it. As a result, we are trying to establish a program for next season utilizing the resources of various services, for a big demonstration of over 100 hectares. The people in the area are quite enthusiastic.

All IVS agricultural technicians in the Delta spend time improving the rice crop, whether in fertilizer distribution and application or in improved seed distribution.

Sometimes agricultural innovations provide interesting anecdotes, such as Fred Stone's comment on the imported tractors in An Giang province :

We were amazed at the many tractors in An Giang province. They are used for plowing and hauling produce. Some are also used for threshing — they are driven over the rice in place of the oxen.

As the above example shows, proper demonstration is quite important. At the end of May 1964, the Ba Xuyen New Rural Life Training Center was officially opened. The first of its kind in the Delta, the center serves as a place for all the agriculture services to demonstrate samples of their projects, such as pigsties, compost pits, and growing of improved varieties of watermelons, sweet potatoes, and corn.

Trainees include local farmers as well as participants of the *chieu hoi* program, the re-training program for Viet Cong returnees. At this trial center, George McDowell spent much of his time as a coordinator between the service chiefs and the training program. Largely because of this successful trial, another center is being planned for Vinh Long where IVSer Jim Linn is stationed. He is highly optimistic about its possibilities to improve agricultural cooperation in the province.

ADAPTING TO WAR'S LIMITATIONS

As the war has progressed, many provinces have become increasingly difficult for travel. IVSer Mike Weed turned from hamlet extension work to formal agriculture education in September when he was invited to lecture at the Tan Hiep Self-Defense Corps Training Center. This training center for psychological warfare trainees started with an attendance of 400. At first the agriculture classes were voluntary, with Mike teaching basic practical information : « How to do, make, use, plant, etc. » After teaching for six months, Mike reported :



GEORGE MCOOWELL CAME TO HELP—BUT NOW WHO IS HELPING WHOM? VIETNAMESE CHILDREN HAVE TWO SIDES. ONE IS THE UBIQUITOUS "HELLO! OK!" SHOUTED THE LENGTHS OF ENTIRE STREETS; THIS IS THE OTHER SIDE.

THE PIG-CORN PROGRAM NEEDS MORE THAN ADVICE TO BE A SUCCESS. BOB WILSON PLODS THROUGH A CORNFIELD WITH A FELLOW WORKER TO DEMONSTRATE THE PROPER METHOD OF SPRAYING CORN.



The training of psychological warfare trainees was suspended for a time and a decision was to be made as to whether or not this training would be continued. When the situation is stabilized, I will request to recommence lecturing. Meanwhile some trainees who have since graduated and begun work in other Delta provinces have written back to their commander for answers to specific agricultural problems which have been encountered. They in turn were referred to me and I have followed through the appropriate channels for solutions. I can't help but feel that though this program has had numerous « off's and on's » since last

September, the time, effort and frustrations are beginning to be justified.

Mike is leaving for home, but the lecturing will continue. Mike's Vietnamese assistant for the past year, Mr. Nguyen Khanh, will take his place during the summer. When asked why he is doing this, Khanh replied, « Because we feel that since we are limited in getting information to the farmers, we need to use every opportunity open to us to realize help for the farmer. »

IT'S SMILES ALL AROUND (WITH THE EVER-PRESENT CHILDREN LOOKING OVER HIS SHOULDER) AS MR. PHUOC, DINH TUONG 4-T CHIEF (SQUATING ON LEFT), SHOWS MIKE WEED (RIGHT) AND HIS ASSISTANT KHANH (CENTER) THE YARD-LONG BEANS BEING GROWN ON A FARM NEAR MY THUAN FERRY.



THAT THEY MAY SPEAK ENGLISH

The ancient Confucian respect for education is still revered in many a peasant's home. To have a son who passes both baccalaureate examinations brings pride and joy, not only to the family, but to the whole community.

But for the student, education has been couched in political chaos and confusion. During the 1964-65 school year he experienced no less than six coups and coup-attempts. Also during this period Viet Cong activity was especially rampant, often forcing a student to stay away from his family in the countryside for fear of VC threats. Yet, contrary to most of the rest of the country, few students in the Delta boycotted classes.

Although class attendance was high, there was general apathy toward study due to the turbulent situation. Despite this unsettled period there was an increased demand for English study. During the past year Americans in Viet Nam have reportedly increased from a few thousand to over 50,000. High school students with English proficiency tripled profits in local merchants' shops. Many others competed for the lucrative interpreter positions and the generous scholarships to the States. But for some students, the ability to learn about America and Americans by speaking to them in their own language provided stimulus enough for study.

Since the first IVS education team in 1962, there have been English teachers in the Delta. Team leader Carl Stockton commented on this role :

It's important that teachers consider us as equals and students understand us as English teachers, not as « rich uncles », nor always as advisors. Also, in a country famous for its factions, IVS teachers can help support and possibly improve the existing educational system through the channels of a teacher.

The IVS teachers are not only English teachers, but English teachers in the Vietnamese public school system.

Because of the centralized educational system with its ensuing administrative and organizational problems, the struggle for achieving grading rights for American teachers in some schools is a long uphill battle in which USOM education advisors and interested Vietnamese administrators are working patiently.

This past year, Harold Kooker taught English at the Normal School in Vinh Long.

Although his principal quickly assented to split the unwieldy sixty-student classes in half, after teaching awhile, Harold commented,

My teaching is only extra practice for the students, not part of the English curriculum. My classes are considered voluntary by the Ministry of Education directive, yet the administration says the students will be marked absent as in other classes if they don't attend. This delicate problem could be embarrassing to all involved if the students try to take advantage of the unresolved administrative differences.

The problem « surfaced » at the end of the first semester (which also coincided with a shaky political period), when the students threatened to boycott Harold's semester tests, rumored to be exceedingly difficult.

This problem subsided and finally in March, Harold reported,

As of March 19, I have the power of limited grading. Although this power is not in ratio to the hours I teach English, it is fair since my teaching is considered only as extra-credit practice in speaking a foreign language with a direction. By next year I hope my grading power will equal my counterpart's grading power...

Other IVS high school teachers across the Delta reported noted improvements for this past year. Phil and Cathy Walker in Can Tho, Rennie McDowell in Soc Trang, and Anne Hensley in My Tho were allotted special English rooms to be used for classes, displays, and library purposes. Other improvements included permission to split classes in Soc Trang and My Tho.

Specific teaching assignments varied with different teachers and principals. In My Tho, Carlie Allender was assigned to teach two-thirds of the regular English program for two grades at the girls' high school, while her counterpart taught the other third. But across the street, Anne Hensley at the boys' high school taught only a third of the regular program. The Walkers in Can Tho and Harold Kooker in the Vinh Long Normal School taught classes not considered part of the English programs, although they had limited grading power in the oral examination. In Long Xuyen, Roger Montgomery for a long while was one of two English teachers in a high school of over 3,000. At the Vinh Long Technical School, Louise Ross taught a variety of grades one hour per week. Her counterpart remained in the classes to maintain discipline.



FIRST, THEY SMILE (ABOVE) AT MISS ALLENDER'S JOKE, THEN THERE IS SADNESS (BELOW) AS THE ALWAYS-SENTIMENTAL VIETNAMESE STUDENTS REALIZE THE IMPACT OF THE BLACKBOARD ANNOUNCEMENT, THE DEPARTURE OF THE TWO IVS MY THO TEACHERS.



However, for IVS teachers in the Delta, classes seldom end at the ringing of the last bell when all the bicycles flood out into the streets. Other students often request classes. Rennie McDowell noted,

My greatest thrill has been the introduction of small volunteer English courses in the English room... Other students are waiting to take the places of those who drop out. Other requests have come in but my schedule is too full to open other classes.

The response to IVS teachers in the public schools has been optimistic. When all American wives were evacuated in February, Cathy Walker's students wrote this letter to Don Luce:

Dear Mr. Luce :

We are girl-students of Doan-thi-Diem High School in Can Tho. Mrs. Walker is a nice American teacher. We have studied the joyful classes with her, but she will come back to the United States, she will not teach us. We are very sad, when we hear this news, but we can't keep her because she missed her family, too; and she must come back to her country.

So, we will have no teacher. School starts in August, we need an English teacher very much for teaching English. Can you send to us a teacher like Mrs. Walker? We expect to have a teacher as we come back to our school again.

Thank you in advance.

Yours respectfully,
Phuoc Hao.

Mr. Ngo Trong Binh, English teacher in Kien Phong province which presently has no American teacher, said, « We need American teachers so that students can learn the proper way to speak English. »

Although teaching English pronunciation and conversation tends to get tedious because of repetitive drills, correcting pronunciation habits, etc., the above compliments often boost a flickering enthusiasm.

ALLIANCE FOR PROGRESS COMMUNITY STYLE

In addition to helping with agricultural and educational improvement, IVSers living in the same communities often join efforts in community projects. Agriculturalists and teachers alike schedule evening voluntary classes, often at odd hours to fit the needs of teachers, principals, and province officials who want to learn English. Agriculturalist Mike Weed and English teacher Carlie Allender jointly taught an evening class for policemen, using a film series

based on the textbook, **Let's Learn English**.

Evening classes are but one cooperative extracurricular activity. IVS married volunteers, for example, found financial and material assistance for scholarship winners and charitable organizations.

When candidates for American Field Service scholarships had been accepted, the Walkers concentrated their efforts on helping them. They became very well acquainted with the family of Mai, one of the two candidates, sharing Christmas with all nine members.

By teaching at the Vietnamese-American Association, they earned \$120 which they put toward the two students' travel expenses of \$900 per person. This encouraged another American to donate his earnings also. A friend of the Walkers in the States helped by having her Sunday school class send material to make clothing for both Hue and Mai.

Through contact with the local American soldiers, the Rosses found a market for embroidered handkerchiefs made at the Vinh Long orphanage. The McDowell's arranged for supplies to distribute at the Soc Trang leprosarium.

ENGLISH CLUB : GROWTH OF AN IDEA

However, probably the most far-flung community project in the Delta is the English club. This idea evolved from the social visits of English-speaking students who wanted to practice their English with Americans. IVSers and Vietnamese started with this natural situation and developed unusual English clubs.

To help Can Tho students applying for American Field Service scholarships, the Walkers combined a regular schedule and a social atmosphere to start an English club. Much time in the first meetings was spent learning games and songs aimed at improving the students' English.

One of the immediate problems encountered was that girls wouldn't come to a meeting which boys attended. So they formed two clubs — Cathy met with the girls and Phil met with the boys.

Although the club was fairly successful, the objective was to make it more truly a Vietnamese program. Cathy talked to English teachers from her high school and interested them in participating. They attended the Saturday afternoon meetings, about which Cathy commented, « Their attendance has helped the spirit of the



THE SMILES ARE GENUINE, FOR IT'S THE TET HOLIDAYS. THE STUDENTS HAVE NO CLASSES FOR TWO WEEKS AND RENIE McDOWELL RECEIVES A TET GIFT AT THE SCHOOL CEREMONIES.



RENIE PAUSES TO CHAT WITH A TEACHER AT THE SOC TRANG PUBLIC HIGH SCHOOL AFTER A DAY OF PRACTICAL ENGLISH INSTRUCTION.





ALL EYES INTENTLY STUDY THE BOARD TO MASTER THE NEW GAME OF "SCRABBLE"
AT THE CAN THO ENGLISH CLUB.

girls in the club and the teachers have certainly contributed to our meetings. »

This action of two Can Tho teachers was quite a break from the traditional attitude of most teachers. However, besides the teachers in Can Tho, another encouraging sign has been the comment of a Vinh Long teacher : « Next year we want to have an English club and we want IVS to help organize it. »

Another idea the Walkers experimented with was having students elect officers and plan their own meetings with some IVS assistance. Thus began an experiment in democracy, Vietnamese style, which was also adapted in the Long Xuyen and My Tho clubs.

In My Tho, the watching and teaching of democratic principles through the medium of the English club created a story in itself. Anne introduces it :

It's been a thrilling experience watching our kids nominate and elect capable leaders. They vote on everything. It came as a shock to many of the kids to find out that the majority does rule. They were also shocked to discover that the success of the meetings depends on them. Many wanted to sit and listen to the Americans talk. Sometimes they are assigned a topic for which each student is expected to prepare a contribution. It is heartwarming to watch them struggle to overcome their shyness and speak. Here again, they are accepting responsibility and doing a good job of it.

Every week the officers met together to plan the coming meeting. They often had to be reminded that all members should vote before a decision was made. For example, after the club voted down the name for the club that the officers had chosen, the vice-president suggested that this time they simply inform the members

that the officers were making the decision. They also advocated putting pictures on the membership cards. The officers were persuaded to have the members vote. The members voted against the second proposal, too.

The My Tho president presided at the meeting — no Vietnamese language was permitted under penalty of a one-piaster fine. The secretary's minutes of a typical meeting illustrates the widening activities of a maturing club :

In the April 3rd meeting, we had Mr. Roger Montgomery and his English Club officers, Miss Nhuong, Miss Suong and Thanh from Long Xuyen and Miss Marybeth Clark from Saigon as our guests.

First of all, Nhuong and Lieu (My Tho English Club secretary) talked about American Field Service international scholarships to give a full knowledge about this scholarship to our English Club members who can become AFSers in the future. They answered all questions of those who were interested in AFS scholarships.

Then Miss Anne Hensley told us about Civil Rights in the U.S. We, all members, discussed many parts concerning to Civil Rights in the States. Our guests also discussed with us.

The 3rd part of our meeting is singing. Mr. Roger Montgomery taught us an American folk song : « We Shall Overcome ». We also sang all songs that we had studied from Mr. Mike and Miss Carlie.

In the business meeting we talked about our next visit at the orphanage and our picnic. The next topic is going to be Vietnamese literature.

That's all we did in that meeting.

In the last paragraph of the above minutes, the secretary spoke of a planned visit to an orphanage. In a society whose social concerns are mostly limited to the family, this outreaching of the English club into the community struck a new note.

But the My Tho club was not alone. During November and December the Can Tho students collected money for the flood victims in Central Viet Nam and sang as a group in a school program given to raise money for the same purpose.

In clubs, as in other projects, such creativity begets more creativity. In Long Xuyen, Roger Montgomery's English club showed enthusiasm for having parties and singing songs, but only after the club's officers visited an orphanage with the My Tho English club did they become interested in community projects. As Roger reported later :

As a result largely of the visit to the My Tho orphanage, a trip was planned to go to an orphanage here in An Giang province. Arrangements were handled by the IVS volunteer for transportation and security, but all other plans were made by the students, including the collection of a thousand piasters for toys and candy. The trip was planned by boat as the orphanage is on an island about twenty kilometers distant by land.

Interested in having other Americans and Vietnamese benefit from the trip first-hand, Roger invited various other persons. Marybeth Clark, who went along, added :

The trip was tiring but lots of fun. There were three IVSers, about 40-50 students, one teacher (Mr. Binh), and two Special Forces people who went along to see if there was anything their detachment could do for the orphanage. The English Club distributed candy and toys to the children.

The Long Xuyen English club also spent some time making and putting up posters for a blood drive in their town and some students gave blood themselves.

During the summer these students continued meeting in a first-aid course taught by an American medic and some Australian nurses where AFS candidate Nhuong acted as interpreter.

Such development of group responsibility, community awareness, and cooperative spirit are only the outward signs of an evolution of students' attitudes.

Near the end of the year, the president of the My Tho club told Anne, « Before I participated in English club, I didn't think it was important to work with or do things for other people ; now I see that it is. »

Reviewing her own attitudes, Anne said, « The English club has been the most rewarding part of my two years with IVS. It's been tremendously satisfying to experience members of the English club breaking out of their shells. »

GROUNDWORK FOR THE FUTURE

As developing community spirit has been neglected, so have elementary teachers of Viet Nam often been forgotten. Already significant success in developing community spirit is apparent — English clubs and charity organizations being prime examples. But encouraging the over-



ENGLISH TEACHERS ONLY PECK AWAY AT VERBS
AND NOUNS OR THEORIZ ON THE LUSH IMAGERY
OF KEATS' POETRY? NONSENSE! CARLIE (ABOVE)
DAUBS AN ELEMENTARY CLASSROOM DOORWAY
WITH PAINT AND HAROLD KOOKER (BELOW)
CRACKS UP OLD BRICKS FOR FILLER IN A PATH-
WAY AT AN AUGUST 1964 WORK CAMP. APPROX-
IMATELY 50 TEACHERS AND STUDENTS WORKED
TOGETHER TO IMPROVE A HAMLET ELEMENTARY
SCHOOL.





THE SUBJECT IS LIGHT. THE EXPERIMENT IS INTRODUCING PRACTICAL TEACHING AIDS. CHUCK ROSS DEMONSTRATES TO AN ELEMENTARY TEACHER HOW TO MAKE AND USE A PRACTICAL PERISCOPE AND PIN-HOLE CAMERA, WHILE OTHER TEACHERS AND TWO DISTRICT ELEMENTARY EDUCATION INSPECTORS (EXTREME LEFT AND CENTER WITH GLASSES) OBSERVE. NOTE DIAGRAMS ON BLACKBOARD.

looked elementary teachers is still in the experimental stage. Many tucked away in the villages, often teaching all elementary grades up to thirty-six hours per week, receive approximately \$25 per month.

Chuck Ross, member of the hamlet education team, worked closely with the provincial elementary education chief to develop weekly workshops for the teachers. These workshops, first activity of their kind in Vinh Long, laid the groundwork for another Mobile Science Unit similar to the one operating in Hue.

The following was a typical workshop: At 8 a.m. in the morning a red and white jeep, laden with USIS movie projector and generator,

a box of odd bottles and peculiar smells, and a stack of manuals headed for an elementary school in a district town. The inspector, Mr. Mao, introduced the program which consisted of two films, one on the IVS Mobile Science Unit in Hue, and the other a teacher-demonstration filmed at the Saigon Normal School. This was followed by an explanation and demonstration of games in a Vietnamese-translated physical education manual, designed to interest teachers in organizing recreational activity for the students. Finally came the fizzing and smoking of elementary science experiments for the teachers.

After the usual huge meal given by the officials at the workshop, Chuck headed home, the end of another day in the Delta.