



COASTAL
LOWLANDS.

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The Coastal Lowlands is a string of provinces more than 600 miles long, beginning just north of the Mekong Delta and pushing its way up the craggy coast of South Vietnam to an abrupt halt at the 17th parallel. There are coastal lowlands beyond that, of course, but IVS has not done any work there yet and has nothing to report from that region.

Historically, the most important city in the Coastal Lowlands — North or South — is Hue, the former Imperial Capital of Vietnam. This was the seat of the Emperors from the Nguyen Phuc Tran dynasty in 1687 to Bao Dai, the French puppet Emperor who was rejected by the Vietnamese people in the 1955 referendum. It is a city that reveres tradition and maintains Vietnamese customs with a zeal unequalled in any other South Vietnamese city.

Hue sits astride the beautiful Perfume River and in full view of the mountain ranges to the west. On one side of the river lies the walled citadel, enclosing more than two square miles of neatly-planned streets, government offices, schools, houses and historical sites, including the Emperors' palace grounds, enclosed by a moat and a wall. On the other side of the river lie the wide boulevards and large villas which show the French influence on the city. Outside the city are many tombs, old and new, the most important of these being the six large imperial tombs constructed by Emperors for their own interment.

TAKING SCIENCE TEACHING AIDS TO ELEMENTARY SCHOOL

Passing through an ancient gate of the citadel every weekday morning, IVSer Bill Meyers and his counterparts Miss Nguyen thi Quynh Hoa and Mr. Ton That Thu go to a roomy laboratory at the elementary education office of Thua Thien province. This is the home base for a mobile in-service training program.

The Mobile Science Unit, dubbed MSU for convenience, was first conceived during the winter of 1963 by Vince McGeehan and USOM Science Advisor Dr. Frederick Reuter, with hopes of improving the science education program of the elementary schools. An in-service training program of this kind had never been tried before in Viet Nam and was therefore not easy to implement; but with the strong backing of USOM, Asia Foundation and the Vietnamese Ministry of Education, the first Mobile Science Unit was put into operation by March 1964. The Vietnamese Information Service cooperated by making a 10-minute film which was widely shown.

The aim of the MSU, according to Bill Meyers, who replaced Vince in July 1964, is:

... to promote the use of simple and interesting teaching aids as well as good teaching methods in science education and thus make science more interesting, practical and understandable to students at the elementary level.



THESE ARE PICTURES OF THE HUE MOBILE SCIENCE UNIT IN ACTION. IN THE FIRST UNIT OF STUDY "THE HUMAN BODY", MR. TON THAT THU DEMONSTRATES A HOME-MADE STETHESCOPE CONSISTING OF COPPER TUBING, PLASTIC HOSE, AND AN UP-TURNED PLASTIC FUNNEL.



MISS NGUYEN THI QUYNH HOA EXPLAINS AN EXPERIMENT ON PLANT GROWTH IN THE THIRD UNIT OF STUDY, "PLANTS AND SOIL".



NOT ALL, HOWEVER, IS LECTURE. ELEMENTARY TEACHERS CROWD IN TO OBSERVE CROSS SECTIONS OF PLANTS UNDER MICROSCOPES. IVS SUPERVISOR WILLIE MEYERS IS CONSPICUOUSLY ABSENT. IT'S NO MISTAKE. HE PLANNED IT THAT WAY.

Since it is difficult and expensive for teachers in rural areas to come to the city, it was decided that these in-service training workshops should go out to meet the teacher. For this purpose USOM supplied a Chevrolet Apache which they recently replaced with a new Ford Econoline.

Near the beginning of August 1964, Bill and his counterparts, Mr. Thu and Miss Hoa, began to plan their program for the year.

Bill's main job was to help his counterparts collect and organize ideas and materials for the workshops. At his disposal were many good reference materials supplied by USOM Education Division as well as the advice of USOM science technicians. Bill also helped in the actual workshops but only in a secondary role. These were conducted largely by the Vietnamese themselves.

Bill commented, « Though the role of the IVSer is still important, it is hoped that in a

couple of years the Vietnamese will have the experience and confidence to continue the work themselves. »

According to a schedule worked out with the education chief of Thua Thien province, each series of workshops lasted four weeks and was followed by a three-week period of preparation for a new unit of study. During the four weeks on the road, the MSU met thirty-two groups of teachers, holding two workshops a day four days a week. With an average of twenty-five elementary teachers at each workshop, the total number of participants in each series was about 800, representing more than 200 schools.

The first unit of study developed was « The Human Body, » and it was followed as the year progressed by three others: « Air and Weather, » « Plants and Soil, » « Malaria and Health. » For each subject, simple teaching aids were demonstrated to the teachers, who often had an op-



RON AND JUNE PULCINI JOIN A GROUP OF MONTAGNARD STUDENTS FOR A MEAL IN HUE.
NOTE WHO FINISHES LAST.

portunity to participate in performing simple experiments or in making teaching materials. They also had opportunities to use microscopes and see various movies related to these subjects. At the end of the year, one of the participants expressed the view of many when he said :

The Mobile Science Unit has instructed us in making many teaching materials helpful for and attractive to the students. When we use these materials, the students pay more attention and remember them longer.

Because the MSU was accepted so well in Thua Thien, three more units are planned for other provinces next year ; and by 1967 as many as eight may be in operation. The long range goal is to have one in every province. That, of course, is many years away ; but progress is being made.

HOUSES THAT STOOD FIRM

At the 17th Parallel lies a five-mile-wide demilitarized zone divided by the narrow, meandering Ben Hai River which marks the border between North and South Viet Nam. The people living on the south side of the river are in one of the most secure areas of South Viet Nam and are rarely, if ever, victimized by Viet Cong terror. Here, in March 1964, Nguyen

Thuyen attracted much attention among his neighbors by constructing a house with Cinva-Ram blocks. The blocks are made by mixing soil and a small portion of dry cement and compressing this mixture in a simple, hand-operated machine.

Mr. Thanh was one of fourteen farmers from Quang Tri who went to Ban Me Thuot in 1963 to receive training in Cinva-Ram construction. The men returned to Quang Tri but didn't make use of their training until IVS agriculturalist Chuck Simmons took an interest in the project and got the ball rolling. As a result there are now thirty-nine Cinva-Ram houses in the Demilitarized Zone.

It was not easy. Like many successful projects, it started modestly. Chuck reports that the farmers were at first reluctant to use these earth blocks and looked on with suspicion as Mr. Thuyen built the first earth block house in the area. They thought their old mud and bamboo houses were good enough. Then an unexpected event occurred.

« In October 1964, » Chuck relates, « a typhoon followed by a flood hit the Demilitarized Zone, damaging the mud houses in the area. The only thing left standing in some areas were the

Cinva-Ram block houses. » After witnessing these houses withstanding this test, there was a greater demand for the earth block houses by the farmers.

The farmers who built earth block houses quickly discovered the durability of the structures, which were fireproof, strong, and more resistant to water, wear and heat than the traditional mud houses. One proud owner said, « While living in the mud house, almost constant maintenance was expected ; but now I don't expect to have these problems soon. »

Chuck, too, was satisfied with the project. « Since I have been working as a volunteer in Viet Nam, » he said, « I have found the Cinva-Ram project to be one of the most successful and rewarding projects I have helped to implement. »



IN QUANG TRI PROVINCE, CHUCK SIMMONS SUPERVISES THE CONSTRUCTION OF CINVA-RAM BRICKS, CONSISTING PRINCIPALLY OF DRIED EARTH AND 7-10% CEMENT. AFTER CONSTRUCTION, THEY ARE LEFT TO DRY. LATER, CHUCK TAKES TROWEL IN HAND FOR THE FIRST DEMONSTRATION HOUSE WITH AGRICULTURE SERVICE CHIEF DAO VAN THANH LOOKING ON. (OWNER OF THE HOUSE UNDER CONSTRUCTION, MR. NGUYEN THUYEN, IS AT LOWER RIGHT.)



KILNS — POSSIBILITIES FOR AN INDUSTRY

Midway between Hue's serene environs and the bustling military complex at Da Nang, Francis Mohr, IVS's only forester, is also using earth blocks, but for another kind of structure — a charcoal kiln. Charcoal is sometimes used as fuel for cooking in urban areas but is rather expensive. Francis says,

In rural areas, most homes here resort to the use of tree branches, small sticks and split-wood pieces, gathered nearby or in adjacent mountain areas to do their cooking. Besides producing an abundance of smoke and making the interior of the house rather uncomfortable, the amount of heat produced per volume of wood is much less than that produced by an equal amount of charcoal.

Thus there is a need for more inexpensive charcoal. The kilns presently in use require quite a long time to produce charcoal, and one improvement would be to have a more efficient

kiln. Such a kiln was designed and built by Francis' predecessor Herb White, but it cannot be operated, because the area surrounding it is now insecure. So, working with the Cau Hai Forestry Service, IVS will try again. Francis reports,

The proposal calls for a rectangular-shaped kiln made with earth block walls and sheet metal roof and door. This is to be built at Cau Hai, a small town south of Hue, where most of the town's 6,000 people derive their income by cutting wood from the adjacent mountain slope. Two men have agreed to put up part of the capital to construct the kiln and after completion, will operate it as a private business.

The success of the kiln may be the answer needed to increase charcoal production, make it possible to produce a better grade of charcoal than is presently being used in this country, lend a hand in raising the economic situation of the Cau Hai area, and could even be the beginning of a charcoal industry in this province.

CHUCK FIELDS AND PETE HUNTING LIGHT A CHARCOAL KILN.



TEACHING IN A RESORT CITY

While some IVSers are helping to develop better housing and better charcoal for farmers in the countryside, others are helping to develop proficiency in the English language among students in the city. In the beautiful coastal resort city of Nha Trang, IVS English teacher Phyllis Colyer was assigned to teach at the boys' high school and the girls' high school. She described her objectives as :



PHYLIS COLYER IN NHA TRANG HIGH SCHOOL TEACHES STUDENTS HOW TO TELL TIME IN A CONVERSATIONAL ENGLISH CLASS. FIRST, SHE EXPLAINS BY ILLUSTRATING ON THE BLACKBOARD. THEN, SHE HAS STUDENTS REPEAT AFTER HER, ONE ROW AT A TIME. FINALLY, SHE POINTS TO THE SENTENCE IN THE TEXT FOR ORAL READING.

- to teach students conversational English and improve pronunciation ;
- to encourage Vietnamese teachers to use more active and verbal techniques of teaching English ;
- to encourage understanding and friendship between Vietnamese and Americans through discussion groups, community projects, singing and visiting.

Here she found many of her classes very interested in studying English and therefore cooperative and attentive. There were some, of course, which were not so enthusiastic and considered the American teacher as more of a curiosity than an educator. These classes were not so rewarding, but fortunately were in the minority. Student interest has an appreciable effect on discipline, which is a great problem to both American and Vietnamese teachers. Says Phyllis,



The most difficult classes, of course, are those where interest is low, and even the good classes in the intermediate group tend to be difficult, since the honeymoon of learning a new language with a native speaker has worn off, and yet the students still cannot speak and understand fluently enough to really get involved and express themselves.

Other English classes which Phyllis taught include nurses, midwives and lab technicians from the local hospital as well as some of her fellow teachers at the high schools. The fluency of these teachers permitted a stimulating exchange of ideas. Phyllis reported,

The most valuable experience I've had here has been my advanced teachers' class which discusses and experiments with modern oral teaching methods one week-night and meets Sunday afternoon for an open discussion to practice English in an involved situation. These discussions of art, poetry, religion, customs and politics have done much to bring us all closer together.

Nha Trang also offers other stimulating experiences. « Certainly, » says Phyllis, « Sunday swimming and skin diving are a welcome reward after a week in the classroom ! »

HAMLET EDUCATION — EXPERIMENT IN VERSATILITY

In the Coastal Lowlands, part of the IVS Education team has been working in the hamlet education program. IVS assistance in this field was first requested in 1963 when a large-scale school construction and teacher-training program was being inaugurated jointly by the Ministry of Education and USOM. At the time the role of the IVSer was laid out in general terms, but each one had to find his own niche in his particular situation.

In Ninh Thuan province, Pete Hunting felt his most important contribution to the hamlet education program was in logistical and moral support of the hamlet teachers. He says,

Frequent visits to hamlet schools and several attempts to supplement the hamlet teachers' low salaries did a lot to inspire their confidence in provincial interest and good intentions, and to sustain their interest in teaching as a public service. Not as a reflection on my efforts, but merely due to the passage of time and the continued dedication of the hamlet teachers, the elementary education service and the other teachers of the province came to accept hamlet teachers as competent instructors.

WITH FIELDS ALREADY PREPARED, CHUCK FIELDS CHECKS FOR CORRECT PLATES ON INTERNATIONAL HARVESTER CORN PLANTER FOR PLANTING GUATEMALA CORN AT NHA HO EXPERIMENTAL STATION IN NINH THUAN PROVINCE.





HOW HIGH WILL IT GROW? CHUCK FIELDS AND ASSISTANTS EXAMINE ROSTRATA PLANTS AT THE NHA HO EXPERIMENTAL STATION.

PETE HUNTING WORKS IN HAMLET EDUCATION, WHERE FLEXIBILITY IS A PRIME REQUIREMENT. HERE HE UNKINKS A CHAIN TO IRRIGATE DRY FIELDS IN NINH THUAN PROVINCE.

Like most IVS volunteers, those in the hamlet education program became involved in activities outside their specific field. Pete says,

During my tour in Ninh Thuan, I found myself engaged in three areas of work: as a hamlet education specialist, as an unofficial assistant to the USOM representative and as an English teacher at the local high school interested in promoting constructive youth activities.

One of Pete's most consuming spare-time projects was trying to design and make windmills with local materials. Starting from scratch was rough and there were some setbacks. In one monthly report Pete drily notes, « My windmill flew into a duckpond during a storm; this calls for a slight change in design. »

Gene Stoltzfus, hamlet education specialist in Khanh Hoa province, also taught fourteen hours of English at the technical school in Nha Trang



and worked with many student work projects. One of these was a three-month project organized by students of the Agriculture College and sponsored by IVS. The participants started rice, soybean and sweet potato demonstrations, set up a windmill, constructed pigsties and demonstrated the use of insecticides and fertilizers to the farmers. Gene was enthusiastic:

This sort of indigenous volunteer program has great possibilities. These volunteers are able to secure cooperation and introduce techniques

that for the foreigner would only be done with great difficulty.

In Phuoc Tuy province, one of Don Fuller's extra activities was the opening of several English classes similar to those operated by the Vietnamese-American Association in various cities. Beginning with only three classes, it is expected that this will soon expand and eventually become a full-fledged bilingual center such as those in other cities in Vietnam.

"ARE YOU AMERICAN? HOW LONG HAVE YOU BEEN IN VIETNAM? ARE YOU MARRIED YET? HOW MANY CHILDREN DO YOU HAVE? HOW OLD ARE YOU? WHAT WORK DO YOU DO? OH! YOU SPEAK VIETNAMESE VERY WELL! MAY WE COME TO YOUR HOUSE TO VISIT YOU?" GENE STOLTZFUS IN TYPICAL SETTING IN KHANH HOA PROVINCE.





"ONG MY, ONG MY" (MR. AMERICAN, MR. AMERICAN) SHOUT THE CHILDREN AFTER DON FULLER, WHO NEEDS NO FLUTE TO BE A PIED PIPER.

FLOODS HIT — IVS ASSISTS

In October 1964, when severe flood waters brought destruction and death to several provinces in the Coastal Lowlands, Don Fuller was one of twelve IVSers who went at the request of the Vietnamese government to assist in the organization and coordination of the student and youth groups who wanted to be part of the flood relief effort.

The first provinces to be hit hard were Quang Nam, Quang Tin, Quang Ngai, Phu Yen, Phu Bon, and Binh Dinh; and in these provinces the volunteers went to work.

Many students came from Saigon eager to help their compatriots but with only a vague plan of what they would do. IVSers assisted them upon their arrival by introducing them to local officials who could give them work to do. IVS volunteers also helped a great deal in

arranging return flights for the students by military planes.

One volunteer, Pete Hunting, was working in Quang Ngai when unexpected floods ravished his own province of Ninh Thuan, whereupon he returned promptly to work at his own station.

The flood not only destroyed homes and lives, but also brought with it the threat of epidemics. Bill Betts, IVS malaria specialist, offered his assistance to help fight the threat.

I was asked to restore « public health order » in Quang Tin province. My assignment consisted of organizing a massive boiling water campaign in all districts and villages in order to prevent the rapid spread of cholera and other communicable diseases which are often carried by water. I also was to assist the province medical chief, Dr. Toan, and his staff in assessing and reporting supplies needed and to function as the USOM health representative and inform USOM Public Health of health needs and disease trends.



WHEN THE FLOODS STRUCK CENTRAL VIET NAM IN LATE 1964, ALL THAT REMAINED OF SOME HOUSES WAS A COLLAPSED ROOF. MIKE BENG WORKS WITH A STUDENT IN PHU BON PROVINCE TO TABULATE FLOOD DAMAGE.

PHOTO BY JOHN F. BROWN

NOT ONLY DID PEOPLE HIT BY FLOODS LOSE THEIR HOMES, BUT ALSO THEIR FOOD SUPPLY. MARYBETH CLARK ASSISTS IN RICE DISTRIBUTION



Near the end of December, when the urgency had passed and IVSers were heading for the Christmas team meeting in Dalat, Don Fuller received this letter which is typical of those received by others.

Dear Mr. Fuller,

The recent flood has caused Viet-Nam great losses in lives and property.

While we were undergoing the dreadful calamity, you have without regard to your personal life, cooperated with the officials of Quang Tin province and the Vietnamese Armed Forces in carrying out flood relief operations. You have been of great assistance in guiding the members of the local flood relief team.

The heart-felt gratitude of the people of Quang Tin province go with you to your new assignment.

On behalf of the I Corps Tactical Zone Commanding General and the people of Quang Tin, I wish to express my deep appreciation for a job well done.

Sincerely yours,
General Nguyen Chanh Thi
I Corps Commander

A month later Marybeth Clark, IVS English teacher in Hue, had the opportunity to join some students and professors from Hue University in two flood relief projects for Quang Nam province. Besides distributing rice, salt, cooking oil, blankets and medicine to the villages, they visited hamlets to determine the extent of loss sustained by each family so that future distributions could be planned. Marybeth recalled,

We all lived, worked and played together — a very rewarding experience out of which grew many close friendships. The opportunity to work with these warm-hearted, sincere and energetic students was especially rewarding to me because I came to know many young Vietnamese people who do not usually seek contact with Americans. They were delighted to meet an American who spoke their language and wanted to learn about their customs and attitudes. With great interest they taught me songs and slang, corrected my pronunciation, showed me how to eat sugar cane from the field, sought my opinions on political issues, and asked me about IVS. They also taught me the great potential Viet Nam has in the desire of its youth to build a strong, free country.

HIGHLANDS.



HIGHLANDS

The Highlands, a sparsely populated and relatively undeveloped area, are the home of the Montagnard tribespeople in Vietnam. Ethnically, they are of a Malayo-Polynesian and Mon-Khmer origin and migrated to the Indo-China peninsula many centuries ago, largely keeping their animistic beliefs to the present day. Having almost no contact with the more advanced technology of the Vietnamese, they retained their own methods and until very recent years spoke only their individual tribal languages and were almost entirely illiterate.

Because of this marked contrast between the two peoples, the mountain tribespeople were considered inferior and denied many of the privileges granted the rest of the population. The Vietnamese government has become increasingly aware of this error and has supported IVS work among the highland people. This work has been basically in the field of education: the training of teachers and the establishment of new classrooms, and the training of villagers in home improvement and agriculture.

INTRODUCING FORMAL EDUCATION

Introducing formal education into an area is a many-faceted endeavor. John Sommer, member of the hamlet education team, assisted in this work in Tuyen Duc and Lam Dong provinces.

In cooperation with the provincial education services, classroom sites were chosen, unused rooms were converted and new schools were constructed. This preliminary activity also served the useful purpose of instilling an interest in the coming education program among the

village people who were ignorant of the benefits it could bring. In addition, people in the provincial capital became more aware and interested in the educational problems of the countryside.

Teacher training courses were opened with speeches by the province chiefs and also by John in Vietnamese. Concerning the training course in Tuyen Duc, John writes:

My participation has been primarily in the form of initiating practical work which is much more useful for the majority of the Montagnard groups. As part of the materials-making section of the course, the trainees made globes and prepared Koho language translations of the first-year Vietnamese health book. A garbage pit was constructed and two privies were completed with materials supplied by USOM. We hope that the final lesson was one not only of construction but also of health and community endeavor. Although the education chief was afraid to permit use of the creations until he had received official approval from the province chief, the secondary purpose of the privy construction was to provide the trainees with proper facilities during the course.

The trainees also spent two days in the DaMpaо area under the leadership of the DaMpaо Training Center staff with my encouragement and supervision. They divided their time between Cinva-Ram block-making, studying farming in its most fundamental forms, and the making of a concrete floor in a school. Evening recreation included an initiation for the Montagnards in horseshoes. The high spirit of the whole group was remarkable and gratifying among Montagnards, Vietnamese, and Americans. The trainees did not hide how impressed they were when we Americans both worked and slept right alongside them.

The last night of the teacher training course, John gave an American-style weiner roast around a campfire in the backyard of the IVS house for all the trainees, teachers, staff and provincial officials involved. The education chief, on behalf of all present, presented a beautiful Vietnamese gong to John in appreciation for his assistance in the course throughout the two months.

After the completion of the training course a period of practice teaching was arranged for the newly trained teachers. On one of the visits to these new teachers, John and the school in-

spectress, Miss Tu, found that a boarding school needed a general clean-up. A project was undertaken with the students and teachers of the school to make a concrete floor in the dining room to improve sanitary conditions. The practice-teachers at this school applied techniques learned during the training course by helping to demonstrate to the school pupils how to mix concrete and surface the new floor. After a few hours, the older pupils had so mastered the method they decided they could finish on their own without further supervision, even though at first they had thought they could never learn to do such work.

WITH DISEASE RAMPANT IN MANY MONTAGNARO VILLAGES, THE INTRODUCTION OF SANITARY PIT PRIVIES CAN GO A LONG WAY TOWARD IMPROVING THE HEALTH OF THE PEOPLE. IN LAM DONG PROVINCE, JOHN SOMMER STANDS ON A NEWLY CONSTRUCTED PRIVY PLATFORM TALKING WITH THE NEW HAMLET TEACHERS.





WHEN THE DA LAT AND BAO LOC PROVINCIAL EDUCATION OFFICIAL INSISTED THAT THE OPENING OF THEIR HAMLET TEACHERS TRAINING COURSES WOULD NOT BE COMPLETE WITHOUT THE IDEAS OF "OUR AMERICAN FRIEND", JOHN SOMMER GAVE A SPEECH, SURPRISING THE AUDIENCE, HE SPOKE IN VIETNAMESE, TELLING THE TEACHERS, "YOUR JOB, WHILE DIFFICULT, IS PERHAPS THE MOST IMPORTANT JOB IN VIETNAM: HELPING YOUR PEOPLE TO IMPROVE THEIR LIVES."

Continued visits were made to encourage the teachers after they were given permanent assignments; in some hamlet schools attendance was low, but other hamlet classrooms were overcrowded and two sessions were suggested. It was also noted in one hamlet that the teacher had profited in at least one concrete way from his training course, for he was found supervising the school children in the construction of a sanitary pit privy.

In a monthly report, John recorded:

There is great reason for satisfaction and encouragement that so many Montagnard teachers with so little training are able to organize classes, even though some are still quite small, and to begin teaching in hamlets that have never known formal education before.

On one occasion, while distributing supplies to the new schools, John presented to the pupils

and their teacher a Pan American calendar showing pictures of many countries. This prompted an elementary geography lesson based on the pictures and using the dusty globe the teacher had made during the training course. Encouraged by the interest of both teacher and pupils, a model geography lesson was designed to accompany future calendar distributions. These prompted the pupils to think more about their own country and the livelihood of their own village people.

Besides his work in hamlet education, John regularly taught English. He taught at the province office for civil servants, at Dalat University, and in his home for various groups. From earnings received teaching at the Vietnamese-American Association, he was able to finance special school projects in the hamlet education program for which there were no available funds.

MONTAGNARD TEACHER TRAINING — IN ENGLISH

North of Tuyen Duc, in Darlac province, Clark Davis taught future teachers in the Ban Me Thuot Normal School. This school serves all the highland provinces as a two-year program in training Montagnard elementary teachers. A new campus is under construction and will permit an increased enrollment. Of the 174 applicants last year, only fifty could be selected to matriculate as first-year students.

The present curriculum, which will be expanded to four years, includes English as the only foreign language offered. During the summer of 1964, twenty-four of the second-year students wished to continue their study of English after graduation, which prompted Clark to arrange an eight-week summer session. Being boarding students whose government scholarships terminated with their graduation, they had to find funds elsewhere. Through the generosity of the Vietnamese-American Association in Dalat, Clark was able to obtain 50,000 piasters for this purpose, enabling each student to receive 35 piasters a day for food.

Four hours daily of intensive instruction in the speaking, reading, and writing of English were given, with a strong emphasis placed upon conversation. In a report of this special summer session, Clark wrote :

Because of the high degree of motivation of these students and the intensive nature of their instruction, during one semester and a summer they mastered material which is normally covered in two years.

In August, when the school was again opened for instruction, the two other teachers were reassigned and Clark was the only remaining teacher. But the one-man faculty began instruction on schedule, teaching all students until additional teachers joined him in November. During this period, English, together with an expanded physical education program, made up the curriculum. The students learned many American games during this time. In telling of their learning touch football, Clark relates. « It took a long time for them to understand the rules, and the first few games were quite chaotic ! »

Clark also took advantage of time to organize the students for a self-help project which gave them a library. The room had previously been used as a storeroom with books locked in glass-

fronted bookcases. The students were organized into teams to paint the walls. The paint, as well as the money to repair the lighting fixtures, the installation of electrical outlets, the purchase of a fan, a phonograph, and curtains were supplied through Dr. Fred Armistead of Southern Illinois University contract group from a donation of an interested kindergarten teacher in the United States.

In addition to teaching at the Normal School, Clark taught an advanced class for a selected group of high school students who were potential American Field Service scholarship recipients. In the evenings Clark conducted an English class for high school teachers and civil servants. This group has enjoyed discussing the meanings of American folk songs, as well as listening to and learning them.

TRAINING CENTERS FOR RELOCATED MONTAGNARDS

The past four years have been a period of considerable change for a large segment of the Montagnard population in the Highlands. In early 1961, Viet Cong harrassment in the more remote areas caused large numbers to migrate to more secure sites. Later, many thousands more were resettled by the Vietnamese government into « strategic hamlets. » Compared to the former homes, almost invariably the new locations were more highly populated. The available agricultural land was not as plentiful and limited the traditional practice of agriculture commonly known as « slash and burn. » (This means cutting and burning a forest area and planting rice amid the remaining stumps ; after several years, following a reduction in fertility and yield, it is necessary to prepare a new area.)

In the new location, the vegetation in many cases was different than in the higher elevations. The « strategic hamlets » often lacked certain trees and other plants for building materials, food, and medicine upon which the people had depended. Serious problems of health and sanitation arose.

IVS work in the Highlands during the beginnings of the Montagnard movements was agricultural research at the various provincial experiment stations. But with the refugee problem moving to their doorstep, increased attention was focused on assisting them to adapt to a different type of subsistence and a better life.



WALTER ROBERTSON HANDS OUT PLASTIC CUPS AND BOWLS TO MONTAGNARD STUDENTS AT A PLEIKU BOARDING SCHOOL.

IVS shared their concern with the local provincial officials, and working together, extension teams of Montagnards were trained to work among their own people. The need for a demonstration farm and a place for concentrated teaching led to the development of agriculture training centers administered on the local level. These eventually became part of a larger and more comprehensive nationally-sponsored program of Montagnard agricultural development. Between 1961 and the present, eight training centers have been established or are in various stages of development as part of the Montagnard agricultural development program. During the past year, five of these were assisted by IVS: Steve Szadek and Richard Muller in Lam Dong province; Larry Weisner in Tuyen Duc province; Tracy Atwood in Quang Duc province; Tom Sturdevant in Pleiku province; and Mike Benge and John Bohn in Kontum province.

Although each training center is administered locally and is adapted to its own particular provincial needs, the present or projected program of each is similar: training in general agriculture and related skills at the center and by extension teams; training in home improvement; and the multiplication and distribution

STEVE SZADEK AND HELPERS CONSTRUCT A CHICKEN HOUSE AT THE BLAO MONTAGNARD TRAINING CENTER.





HOME ECONOMICS TAKES A PRACTICAL TURN TO MASONRY IN TUYEN DUC PROVINCE AS MARGE CALDWELL AND AN ASSISTANT CEMENT THE TOP OF A WOOD-BURNING STOVE, USING POTS AND PANS AS MOLDS FOR THE FORM.



THE SIDES OF THE STOVE ARE CONSTRUCTED OF BRICKS, ALSO PART OF THE DO-IT-YOURSELF PROJECT.



WITH A FINAL WHISK OF THE BROOM, THE COMPLETED STOVE BRINGS SMILES FROM AN INTERESTED ON-LOOKER. (THE HOLE AT EXTREME LEFT IS FOR THE CHIMNEY.)

FINALLY, THE ACTUAL USE OF THE WOOD-BURNING STOVE FOR COOKING ASSURES USER THAT LITTLE SOOT AND SMOKE ENTER THE ROOM WHEN COOKING WITH A CHIMNEYED STOVE.



of seeds, bedding plants, fruit trees, and livestock. The various animal shelters and gardens at the center also serve as models which can be constructed in the hamlets.

IVS involvement in the Montagnard agricultural development program has been coordinated by Mike Chilton, agriculture team leader for the Highlands. Perhaps his most important tasks were to keep the Montagnard needs before responsible government officials, on both a provincial and national level, and to assist in developing suitable programs and budgets. Commenting on his work with the Montagnard program, Mike said,

Probably the most important contribution of the Montagnard work is that it has opened a way to greater understanding between tribal groups and the Vietnamese government through application of simple improvements acceptable at the hamlet level.

FROM A « CHUNK OF LAND » TO A GRADUATION CLASS

Assigned to assist in the development of the training center at Pleiku, Tom Sturdevant became the first IVS agriculture team member to work in this large highland province. Tom worked closely with the Montagnard Social Affairs Office which was of great assistance in finding men to help build the proposed center, men who might later serve on the extension team.

In his September monthly report, Tom wrote :

After much talk and orientation, we turned to the task of selecting a site for the training center, setting as minimal requirements adequate year-round water supply and proximity to several Montagnard villages and the town of Pleiku — for security and logistical reasons. Less than a kilometer north of town we found our spot. It appeared not just an adequate place for the center, but an ideal one satisfying not only our list of musts but also affording us the intangible feeling that this chunk of land was just meant to be what we intended.

The first building to be erected was a warehouse-workshop which was topped with an aluminum sheeting roof and completed without special ceremony. The second building completed was a dormitory for future trainees, and was built in authentic Jarai style with woven bamboo walls and a thatched roof. Being a true Montagnard house, the Montagnard workers observed its completion with the sacrifice of

several chickens asking the Spirits to bless it. Later, when a small whirlwind ripped through the training center, the roof of the warehouse was scattered over the surrounding fields, but the thatched roof of the dormitory remained intact. « Well, » remarked the Montagnard manager to Tom, « that's what happens if you don't have a sacrifice when a building is finished. »

Tom enjoys an excellent personal relationship with the center's manager, who is also the chief of the nearest Montagnard village. Much of this good mutual understanding can be credited to Tom's ability to converse in the Jarai language. Tom readily admitted,

Without the manager, we wouldn't have anything out here. He's made the whole difference. When I first met him, I didn't know. I didn't understand the Montagnards very well. He can't divide, but he built all the buildings. He knows how to handle people.

After the construction of the dormitory, the next major project was to provide water for the future vegetable garden so crops could also be grown during the dry season. His working associates said it wouldn't work. Undaunted, Tom directed the construction of a dam and the erection of a 200-foot elevated pipe made of galvanized well casing. It did work, and soon the first garden was planted, demonstrating that crops could be grown twelve months of the year. Water was now abundant. Where before the land was parched six months of the year, now there was also enough to fill a hand-dug fish pond, demonstrating another easily accomplished means of increasing the food supply.

By the first of March, six and one-half months after Tom's arrival in Pleiku, the training center was sufficiently complete to permit the registration of the first class. At the end of the two-week course, thirty-five trainees received certificates of graduation following a short speech by Captain Ksor Nhem, Chief of Montagnard Social Affairs. Classroom instruction had been combined with a great deal of practical experience in vegetable and field-crop production, animal husbandry, the construction and care of fish ponds, as well as training in first aid. Field trips were also made to the local slaughterhouse to witness meat inspection procedures, to a Montagnard hamlet to observe livestock disease diagnosis and practical treatment, and to a fruit tree nursery.

Of the thirty-five who completed the first course, sixteen were selected to serve as training center extension workers, to help others put into practice what they had learned. Tom remarked,

To see these trained men move out into the hamlets, assisting their own people to achieve a better diet and economy, has been for me one of the most satisfying experiences of my first year at Pleiku.

THE DAY A TRAINING CENTER DISAPPEARED

Within IVS, no two volunteers will have the same experiences, though their general assignments may be the same. Tracy Atwood was also assigned to assist in the development of a training center, but in Quang Duc province. The location which had been agreed as the best site for a training center was an area of uncleared land bordering a Special Forces camp at Buon Sarpa. Construction of the needed buildings progressed rapidly, but Tracy was also concerned about the training of extension personnel who would actually be the real link between the center and the teaching of agriculture in the hamlets.

Six men were chosen and trained by taking part in the development of the center. Each had his own vegetable garden which he cared for in the evenings. In June they went out on their first teaching mission, taking with them seeds and tools. They gave instruction in gardening and helped to start a garden in each of five hamlets. This was the first time the people in these hamlets had planted any vegetables. Four months later, the new Montagnard gardeners in two of the hamlets began to enlarge on the original gardens and made new plantings using seed produced from the first harvest. In two of the other hamlets the gardens were well taken care of and had produced abundantly. One problem had arisen, however, as Tracy related:

I pulled a carrot and ate half of it, giving the other half to the Montagnard who had grown it. I discovered that he had no idea what a carrot was. He took one bite, chewed it a little and then spit it all out.

This small but revealing incident prompted the extension men to enlarge their teaching program to include the preparation and eating of the new vegetables.

At this point the future of the Buon Sarpa training center looked bright. The extension team had taken a real interest in their work.

The tangible results of their labor at the training center were also showing. Crops for demonstrational purposes were maturing and classes at the training center were scheduled to begin upon the completion of a dormitory already under construction.

But then on September 20, 1964, it happened — without warning. And eight days later when it was over the training center was ruined; the extension men, discouraged, returned to their homes. It began when the Montagnards in the Special Forces camp revolted against the Vietnamese, part of an uprising which took place simultaneously in five Special Forces camps. Tracy was at the Special Forces camp when the revolt occurred. As he recalled the incident,

Sometime during the night the extension men were brought over from their sleeping quarters and were issued guns and camouflage fatigues. They didn't look too happy about it; they really didn't. I don't think they wanted to be involved.

TRACY ATWOOD CHECKS OUT RICE POLISHING "MACHINE" IN QUANG DUC PROVINCE.





TOM NEAL ASSISTS MEDICO NURSE IN THE EYE EXAMINATION OF A MONTAGNARD WOMAN.

Losses included a stocked fish pond, considerable livestock, crops, fruit trees, and equipment. In addition, improved rice and vegetable seeds reproduced at the center and designated for extension team distribution to Montagnard hamlets were also lost.

This, indeed, was a discouraging time, but three of the extension team were ready to start again at the beginning when it was decided to construct another Montagnard center. This time it was located in part of what were former President Diem's gardens in Gia Nghia, the provincial capital. A new training course was set up for additional extension men and construction was begun on the new center's facilities.

During the first several months of 1965, the increased activity of the Viet Cong put a definite limit on Tracy's travel within Quang Duc province and also caused the evacuation of three hamlets near Gia Nghia. One of the hamlets vacated was one that had started gardens sponsored by the extension team and was showing much interest in the gardens until the time when it was abandoned.

ROLE FOR IVS: SUPPLYING A SPARK

Although Tracy has certainly had more than his share of discouraging events, he, like Tom Sturdevant, has caught the importance of an effective extension team and has given much time to their training. Tom Neal, who just recently assumed duties as team leader for the Highlands, also emphasizes the meaningful part IVS can have:

IVS can play a very important role in Viet-Nam working closely with the various government extension programs. It is particularly exciting when one is able to provide some needed encouragement and motivation to an individual who is representing the government of Viet-Nam in his work. The various extension programs, i.e. animal husbandry, agriculture services, civic action or whatever, are the arms and fingers with which we can reach out to the rural people in Viet-Nam. But before any extension program can be effective, it must be sparked with individuals who feel a moral responsibility for what they are doing. To seek out and develop such individuals should be the major task for an IVSer or any American working with extension programs. But before we can generate this dedication, we must be sure we have it within ourselves.

AN IDEA IS BORN

**TOM STURDEVANT, IVS
AGRICULTURALIST IN
PLEIKU PROVINCE,
DISCUSSES A PROBLEM
AT THE TRAINING
CENTER.**



EXPLAINED IN THE PIG STYS

**ONE OF THE 16 MONTAGNARD CADRE
FEEDS AN IMPROVED AMERICAN BOAR
AS STUDENTS LOOK ON.**



TAUGHT IN THE CLASSROOM

**A CADRE INTRODUCES THREE KINDS OF
COMMERCIAL FERTILIZER TO THE STUDENTS
IN THE CLASSROOMS.**



ILLUSTRATED
IN THE GARDEN

A CADRE SHOWS STUDENTS
A SQUASH PLANT IN THE
DEMONSTRATION GARDEN,
PART OF THE EMPHASIS ON
PRACTICAL DEMONSTRATION
AND PARTICIPATION.

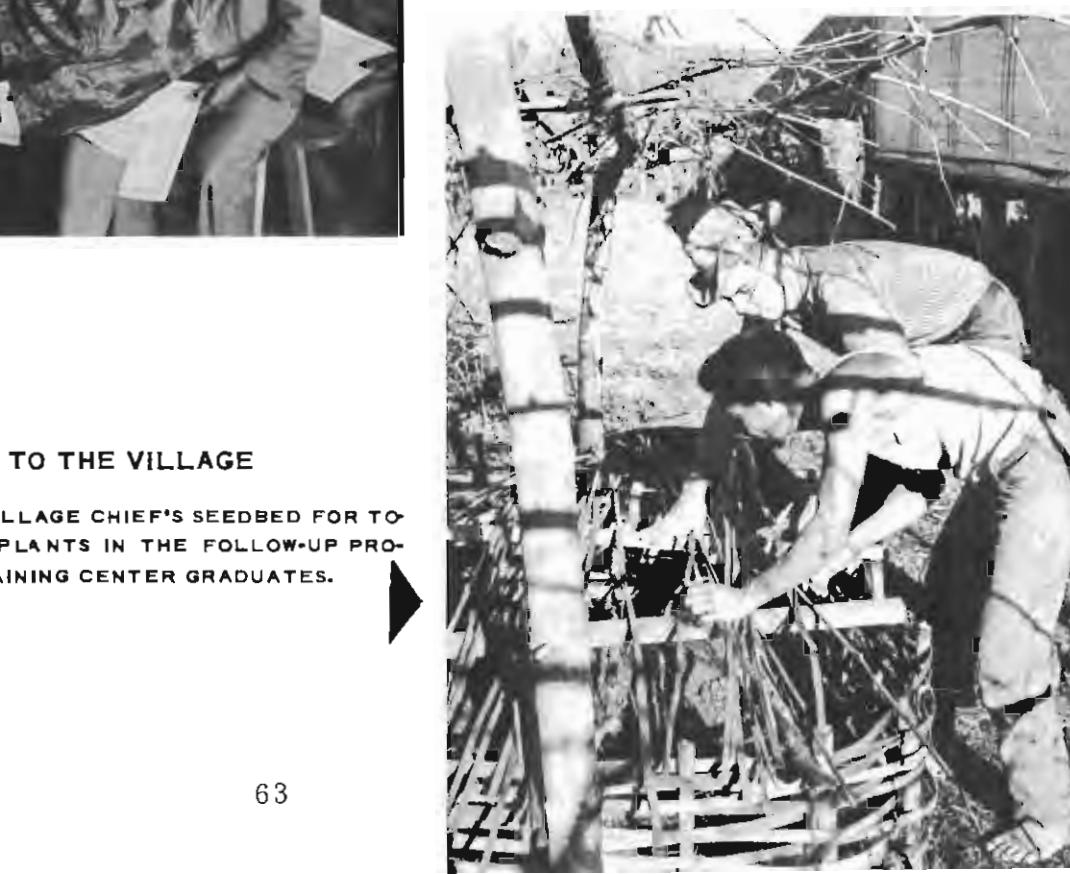


REWARDED AT GRADUATION

CAPT. KSOR NHEM, CHIEF OF
MONTAGNARD SOCIAL AFFAIRS
FOR PLEIKU PROVINCE,
AWARDS GRADUATION CER-
TIFICATES AT THE END OF
THE COURSE.

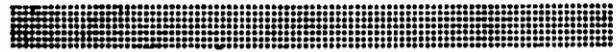
AND EXTENDED TO THE VILLAGE

TOM EXAMINES A VILLAGE CHIEF'S SEEDBED FOR TO-
MATOES AND EGG PLANTS IN THE FOLLOW-UP PRO-
GRAM FOR ALL TRAINING CENTER GRADUATES.





ACKNOWLEDGEMENTS

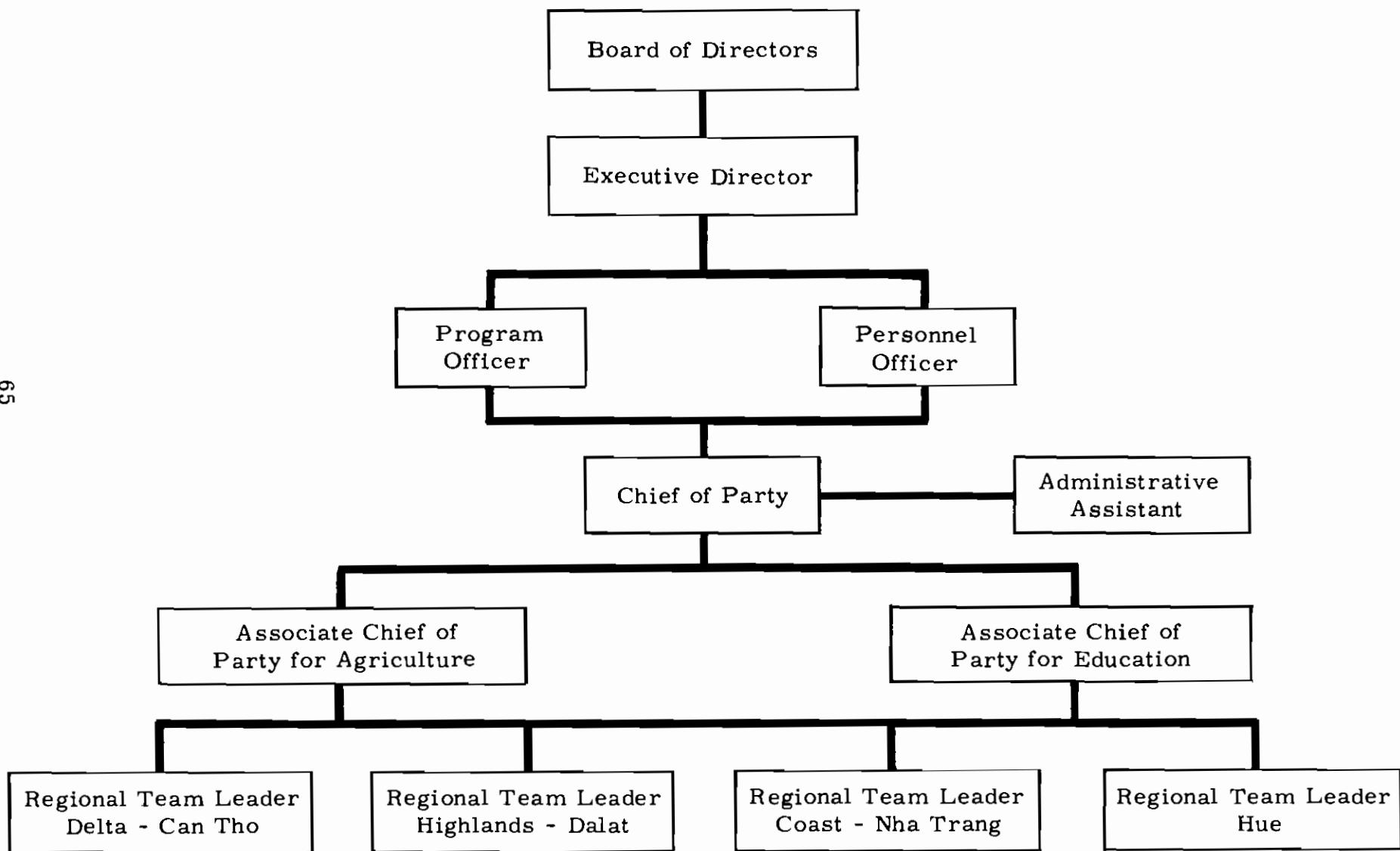


IVS expresses gratitude to those persons both in Viet Nam and America who have given guidance and support to team operations during the past year. The cooperation of the Vietnamese government has been invaluable as has been the cooperation of the American government agencies ; namely, USOM, USIS, and the Embassy. The generous support from other agencies such as CARE, Asia Foundation, Mennonite Central Committee, Catholic Relief Services, and the British Council has been greatly appreciated. IVS alumni ; IVS staff interpreters ; all principals and teachers of the provincial secondary and normal schools where IVS has served during the past year ; IVS counterparts ; American and Vietnamese friends in the United States and Viet Nam have all contributed to the IVS approach and program in Viet Nam. To name each individual contribution during the past year would be impossible.



CHART of ADMINISTRATIVE ORGANIZATION

65



DIRECTORY of VOLUNTEERS

ACHTER, Dianne, (Chilton, Wisconsin)
BS, Home Economics, Stout College
Home Economics Education, Qui Nhon .
(November 1964) *

ALLENDER, Carlie, (Falls Church, Virginia)
BA, French, University of Denver
High School English Teacher, My Tho
(June 1965)

ATWOOD, Tracy, (Falls Village, Connecticut)
Farm Background, FFA, 4H
Montagnard Agricultural Development, Quang Duc
(December 1965)

BENGE, Michael, (Ione, Oregon)
BS, Mechanical Technology in Agricultural Engineering, Oregon State University
Montagnard Agricultural Development, Kontum
(January 1965)

BETTS, William, (Meridian, Mississippi)
BS, Biology and General Science, Mississippi State
Malarial Technical Survey, Da Nang
(February 1965)

BIGGERS, Robert, (Rockford, Illinois)
BA, History, Knox College
Hamlet Education, Hoi An
(May 1965)

BOHN, John, (Goshen, Indiana)
BA, Biology, Bluffton College
Montagnard Agricultural Development, Kontum
(September 1966)

CALDWELL, Majorie, (Seattle, Washington)
BS, Institution Management, University of Washington; MS, Nutrition, Cornell
Home Improvement, Dalat and Nha Trang
(May 1965)

CALL, Michael, (Knowlton, Quebec)
BA, MA, French, Middlebury College
Normal School English Teacher, Ban Me Thuot
(December 1966)

CHILTON, Michael, (Sigourney, Iowa)
MS, Botany, Iowa State
Agriculture Team Leader, Saigon
(March 1965)

CLARK, Marybeth, (Ann Arbor, Michigan)
BFA, Painting and Printmaking, Washington University, St Louis
High School English Teacher, Hue
(September 1966)
* (Contract Termination Date)

CLINE, Mary (Auburn, Indiana)
BS, Political Science, Michigan State
Rural Health, Nha Trang
(November 1964)

COLYER, David, (San Francisco, California)
Philosophy, Psychology, Dramatics, University of California
Malaria Education, Nha Trang
(June 1965)

COLYER, Phyllis, (San Francisco, California)
BS, Ed., Univ. of Alabama ; grad., English, U. of Cal., San Francisco State College
High School English Teacher, Nha Trang
(February 1965)

COOPER, Thomas, (Idaho Falls, Idaho)
BS, Agriculture ; MS. Physiology and Genetics, University of Idaho
Administrative Assistant, Saigon
(September 1964)

DAVIS, Clark, (Grass Valley, California)
BA, English, University of California
Normal School English Teacher, Ban Me Thuot
(September 1967)

DAY, Robert, (Hudson, Wisconsin)
BS, Animal Husbandry, Wisconsin State
Refugee Resettlement, Qui Nhon
(February 1965)

DEPUY, David, (Hamilton, New York)
BS, Agriculture Economics, Cornell
Agricultural Services, Crop Demonstrations, Animal Husbandry, Phan Thiet
(June 1966)

FIELDS, Charles, (Atoka, Tennessee)
BS, Poultry Husbandry, Tennessee Agricultural and Industrial University
Animal Husbandry, Phan Rang
(October 1965)

FULLER, Donald, (Englewood, Colorado)
BA, Elementary Education, Colorado State College
Field Representative, Audio-Visual Center, Saigon
(June 1965)

GILL, Ray, (Hayti, Missouri)
BA, History, Union Univ. ; BD, ThM, Southeastern Baptist Theological Seminary
High School English Teacher, My Tho
(April 1967)

GROSZ, Harlan, (Parkston, South Dakota)
IFYE to Ireland, Farming Background
Agricultural Services, Pig-Corn Program, Long An
(October 1964)

HENSLEY, Anne, (Ste. Genevieve, Missouri)
BS, Math, University of Missouri
High School English Teacher, My Tho
(June 1965)

HUNT, James, (Wayne, Pennsylvania)

BA, Sociology, Cornell

Administrative Officer, Saigon
(August 1966)

HUNTING, Peter, (Oklahoma City, Oklahoma)

BA, Government, Wesleyan University

Hamlet Education, Phan Rang
(January 1967)

JOHNSON, Gloria, (Minneapolis, Oregon)

BS, Home Economics, Oregon State

Administrative Assistant, Saigon
(April 1965)

KOOKER, Harold, (Harleysville, Pennsylvania)

BA, English, Eastern Mennonite College

Normal School English Teacher, Vinh Long
(August 1966)

KELLY, James, (Wapello, Iowa)

BS, Animal Husbandry, Iowa State

Associate Chief-of-Party, Saigon
(August 1964)

KRIEGL, Josef, (Baraboo, Wisconsin)

BS, Agriculture, Wisconsin State College

Agricultural Services, Fertilizer Distribution, Rach Gia
(August 1966)

LAAKONEN, William, (Moscow, Idaho)

BS, Agricultural Engineering, University of Idaho

Irrigation, Phuoc Tuy
(June 1965)

LANGLEY, Billie Lee, (Canon City, Colorado)

BA, International Relations and Sociology, Elmira College

Acting Education Team Leader, Saigon
(August 1964)

LINN, James, (Lansing, Michigan)

BS, Agricultural Economics, Farm Management, Cornell

Agricultural Services, Self-Help, Vinh Long
(February 1967)

LUCE, Donald, (East Calais, Vermont)

BS, Agricultural Economics, University of Vermont ; MS, Cornell

Chief-of-Party, Saigon
(June 1967)

LUCORE, Dale, (Arriba, Colorado)

Farm Background, 4H

Animal Husbandry, Qui Nhon
(November 1964)

McDOWELL, George, (Ithaca, New York)

BS, University of Rhode Island ; MS, Agronomy, Cornell

Agricultural Services, Demonstration Center, Soc Trang
(April 1965)

McDOWELL. Renate, (Ithaca, New York)
BA, Education, Barrington College
High School English Teacher, Soc Trang
(February 1965)

McNEFF, Robert, (Palmer, Nebraska)
BS, Agriculture, University of Nebraska
Agriculture Team Leader, Saigon
(January 1967)

MEYERS William, (Easton, Pennsylvania)
BA, Math, Goshen College
Science Education, Hue
(July 1965)

MIDDLETON, Newell, (Watichula, Florida)
BS, General Science, Savannab State College
Hamlet Education, Nha Trang
(November 1964)

MOHR, Francis, (East Moline, Illinois)
BS, Forest Management, Utah State University
Forestry, Hue
(December 1966)

MONTGOMERY, Roger, (Carmel, Indiana)
BA, Economics, Wesleyan University
High School English Teacher, Long Xuyen
(September 1966)

MOORE, James, (Toronto, Canada)
BAS. Mechanical Engineering, University of Toronto
Experiment Station, Irrigation Development, Bien Hoa
(April 1967)

MULLER, Richard, (Wison, Oklahoma)
BS, Poultry Science and Agronomy Field Crops, Oklahoma State University
Montagnard Agricultural Development, Bao Loc
(June 1965)

NEAL, Thomas, (Tipp City, Ohio)
BS, Agricultural Education, Ohio State
Regional Team Leader, Dalat
(February 1966)

PALLYS, Marilyn, (Worchester, Massachusetts)
BA, English Literature and Education, University of Massachusetts
High School English Teacher, Hue
(August 1964)

PLUMMER, Robert, (South Paris, Maine)
BS, Agricultural Economics, University of Maine
Agriculture Team Leader, Saigon
(July 1964)

PULCINI, June, (Inglewood, California)
BA, English and History, La Verne College
High School English Teacher, Hue
(February 1965)

PULCINI, Ronald, (Inglewood, California)
BA, History and Literature, La Verne College
High School English Teacher, Hue
(April 1965)

ROBERTSON, Walter, (Georgetown, Ohio)
BS, Economics, University of Cincinnati; MA, Education, Harvard
High School English Teacher, Phuoc Tuy
(June 1965)

ROSS, Charles, (Los Angeles, California)
BA, Industrial Arts, Los Angeles State
Hamlet Education, Vinh Long
(March 1965)

ROSS, Louise, (Los Angeles, California)
BA, History, UCLA
Technical School English Teacher, Vinh Long
(February 1965)

ROTHSCHILD, James, (New York, New York)
BS, Biology, Delaware Valley College
Malarial Technical Survey, Qui Nhon
(February 1965)

RYAN, John, (Mountainside, New Jersey)
BS, Business Administration, Seton Hall
Logistics, Saigon
(June 1965)

SHUBERT, Clarence, (Tuscon, Arizona)
BS, Social Science and Education, Mankato State Teachers' College
Rural Affairs, Quang Tri
(September 1964)

SIMMONS, Charles, (New Bern, North Carolina)
BS, Agricultural Education, North Carolina Agricultural and Technical College
Agricultural Services, 4T Club Work, Animal Husbandry, Quang Tri
(December 1965)

SMALL, Leslie, (Lockport, New York)
BS, Agriculture, Cornell
Rural Affairs, Rach Gia
(August 1964)

SOMMER, John, (Upper Montclair, New Jersey)
BA, Comparative Literature, Wesleyan University
Regional Team Leader, Hue
(April 1966)

STOCKTON, Carl, (Joplin, Missouri)
BS, Education, Missouri State; STB, Theology, Boston University
Education Team Leader, Saigon
(September 1965)

STOLTZFUS, Eugene, (Aurora, Ohio)
BA, History and Sociology, Goshen College
Hamlet Education, Nha Trang
(January 1967)

STONE, Frederick, (McGraw, New York)
BS, Entomology, Insect Ecology, Cornell
Agricultural Services, Crop Demonstrations, Long Xuyen
(September 1966)

STURDEVANT, Thomas, (Trenton, New Jersey)
BS, Agriculture, Cornell
Montagnard Agricultural Development, Pleiku
(June 1966)

SWEET, Charles, (Ithaca, New York)
BA, English, Cornell
Youth, Saigon
(June 1966)

SZADEK, Stephen, (Corfu, New York)
AAS, Agronomy, Alfred State Technical College, New York
Montagnard Agricultural Development, Bao Loc
(September 1964)

WALKER, Catherine, (La Verne, California)
BA, Music, La Verne College
High School English Teacher, Can Tho
(February 1965)

WALKER, Phillip, (La Verne, California)
BA, Sociology, La Verne College
High School English Teacher, Can Tho
(March 1965)

WEED, Mike, (St. Edward, Nebraska)
BS, Agronomy, University of Nebraska
Agricultural Services, Training Center Teaching, My Tho
(June 1965)

WEISNER, Larry, (High Spring, Florida)
Agricultural Engineering and Agronomy, University of Florida
Montagnard Agricultural Development, Dalat
(June 1966)

WHITE, Herbert, (Lynbrook, New York)
BS, Forestry, Syracuse University ; Army Language School at Monterey, California
Forestry, Hue
(February 1965)

WICKHAM, Thomas, (Cutchogue, Long Island, New York)
Bachelor of Agricultural Engineering, Cornell
Agriculture Team Leader, Saigon
(April 1965)

WILSON, Robert, (Glendale, Missouri)
BS, Agricultural Economics, University of Missouri
Rural Affairs and Agricultural Extension, Bien Hoa
(April 1965)

WITMER, John, (Columbiana, Ohio)
BS, Secondary Education, Goshen College
Hamlet Education Team Leader, Saigon
(July 1965)