

of the educational system in use before the textbooks were introduced, and of the process of textbook preparation, appears on Mr. Wines' interview, pages 22-23.) The incidence of loss that followed upon the freeing of the log jam ought to be explored as well. Much of this information might be supplied by Mark Gordon, but no doubt the longer term consequences of this intervention in terms of reactions and peasant habits needs to be examined as well. Again, some inquiries in the region will be necessary.

* 5 - Gaining the Confidence of an Agricultural Technician (Flanagan - Int.)

An American prov rep wins the friendship and support of an animal husbandry specialist by displaying an interest in his work and helping his son develop avocational skills. This case illustrates a technique by which an American gains the confidence of a technician approaching retirement who was usually dismissed as "worthless." It displays the pride the American has in breaking through the wall of indifference surrounding a counterpart. It is obvious from the case that much time was lavished on this project, but its importance is never discussed. Since many Americans consider "rapport" to be an end in itself, this case affords a good opportunity to examine its benefits. How did the technician change as a result of this encounter? What action and attitudes had led to the judgment that he was worthless before? What significance for the Revolutionary Development program was the increased vitality that supposedly resulted? Did his enthusiasm influence other civil servants? What did the province chief think of the effort to rehabilitate one of his staff members? This is a trivial episode which should not be treated as a serious research

effort, but could probably be expanded to serve the purposes of a larger discussion of interpersonal relations. In all probability, all of the additional data could be secured by another interview with Mr. Flanagan.

* 6 - Collective Bargaining over a School Building (Flanagan - Int. 4)

Like the episode above, this is not a case in its present form, but rather the description of a device used by a prov rep to negotiate local projects from a "felt needs" basis, beginning with the assessment of priorities and ending with bargaining over the amount of self-help aid to be contributed by the hamlet. If additional information could be developed surrounding a specific case, the episode could be used to illustrate the contrast between the process of allocating funds for rural construction and that of insuring the eventual use for desirable purposes. It would illustrate one of the basic functions of the prov rep, to give concrete reality to general plans and to infuse local elements into national programming. The case might begin with a description of school buildings left idle and other facilities abandoned because of inadequate advance planning. The specific proposal emerging out of a general plan could then be placed in a context of the national purposes and serve to illustrate a variety of techniques for applying funds in ways which can not be precisely predicted in central plans. The processes of discussion with the hamlet leader, the problem of assuring popular support to projects that might be no more than vague hopes of local potentates, the techniques for getting approval and support from the district chief and province chief, the need for changing construction designs, and finally the acceptance and use of the project, could

all provide a simple historical account of the ways in which the prov rep can work. Since I am only speculating that these techniques have been used in a variety of circumstances, I can only suppose that Flanagan or another prov rep might be able to supply examples that would provide the case with an element of drama, conflict, and choice: all of which are necessary to bring about a fruitful classroom discussion.

7 - A Montagnard Development Program (Flanagan - Int. 4, p. 14-17)

An American prov rep establishes a local agricultural extension service along unconventional lines (alternative: he also experiments with a locally manned well-drilling project); but the government of Vietnam abandons both projects in apparent retaliation against the Montagnards for rebelling against Vietnamese authority. This case could be used to illustrate a novel agricultural approach of the prov rep, which is to develop an extension service out of local personnel and materials rather than rely upon the higher order of sophistication supplied through the official agricultural extension activities. It could also illustrate the difficulties of establishing an unconventional program without government support. Finally, since it appears that the most important considerations in the decision to abandon the project were political, there is the question of whether the prov rep might have been able to salvage the situation by demonstrating favorable political results from his activities to military or other officials in Saigon. The inconclusiveness of the decision to abandon the project could probably not be resolved by interviews, although they could certainly supply more information. The effectiveness of the unconventional approaches to agricultural extension ought

to be examined, however, because they do represent a deviation from the usual course, and perhaps a useful one. This case could not be developed without further interviews with Flanagan and studies of the project in Saigon and among the Rhade. (For an example of an effort to develop a cooperative for the Montagnards see Hughes, p. 34 - 37, which provides an alternative possibility for illustrating similar issues. This case is apparently too recent to evaluate, but it might indicate the continued efforts by Americans to find ways of aiding the Montagnards: Hope springs eternal. Reference to this renewed effort might be a good way to close the extension case.)

* 8 - The Case of the Crumbling Brick (Flanagan - Int. 4, p. 19-22).

A casual inspection by the American prov rep revealed the "powder puff" construction of some public buildings (the use of cheap building materials in violation of contract). His report to the province chief resulted in immediate suspension of construction operations. This case illustrates the cut-off point between that corruption which is an acceptable and necessary part of government operations in many underdeveloped countries, and that which is intolerable because of its effect upon the ultimate purposes of the program. It could be developed by showing a series of lesser situations in which the prov rep knowingly passed elements of minor corruption but decided to take a stand in this case. The sequence of events might be to begin with the PTA case, and end with the drastic steps taken by the province chief. A good opening scene would be the one in which the prov rep lays a crumbling brick on the province chief's desk and they together

plot their course of action. Most, if not all, of the further evidence required for the development of this case could probably be supplied by Flanagan himself. The issue of crime and punishment for corruption could also be enlarged by referring to the examples given on the interview with Mr. Eye, p. 16 - 18, in which a corrupt Pacification Chief was promoted to military assignment and killed in a command duty, after the prov rep reported it. But too direct action by a prov rep resulted in his being "taken for a ride" and threatened with his life by the local police chief about whose activities he had talked too freely at higher circles.

9 - The Case of the Portable Examiners (Flanagan - Int. 4, p. 41-42)

An American prov rep convinces Vietnamese authorities that they could save time and money by transporting a few school examiners instead of the several hundred students seeking to qualify for the first Bac in the French-Vietnamese educational system. Tradition and the spirit of compromise prevent him from applying the same technique in the second Bac examination, however. (According to interview with Mr. Wines, p. 17 the first baccalaureate is under attack at the Ministry of Education and may be eliminated.) This case affords a further example of the rigidities of the educational system, but shows as well the flexibility of educational administrators faced with the necessity of adapting to the difficulties of civil war. It illustrates the efforts of the Vietnamese to maintain academic standards, the confusion between essentials and non-essentials in perpetuating and adapting a tradition-ridden system, the advantages of the fresh point of view an outsider can bring, and the techniques of accepting the new rationality of a

portion, but not all, of the system. More information is required both about the system, the reasons for the examinations, the logistical problems of transporting the students, the differences in the values assigned to the first and second Bacs, and, if a follow-up study could be made, the considerations which led examiners to adopt or reject the new approach in subsequent examinations. Possibly much of the background information could be supplied by a returned American education officer, who might even be able to describe the consequences of this innovation. Otherwise, a few simple inquiries in Saigon would probably suffice to supply the missing elements in this case.

10 - Activating a Chieu Hoi Program (Flanagan - Int. 4, p. 47-50)

An American prov rep succeeds in generating enthusiasm among Viet Cong defectors for returning to normal activity after their re-education program, in spite of the indifference of the province chief and his technical advisers. Several other interviews (notably May, p. 6) have suggested that despite the importance attached to the Chieu Hoi program in Saigon, there is skimpy administrative support or enthusiasm for re-educating defected Viet Cong personnel. The episodes described in the Flanagan interview could be telescoped into a single, coherent case by placing the site in a single province and making the change possible because of a shift in province chiefs (rather than because of a change in the assignment of the prov rep). A somewhat more detailed description of the period of inactivity would be necessary, followed by an examination of the theories underlying the Chieu Hoi program. The actual episode itself would not be complete, however, without

further follow-up on the alumni of the Center to find out whether at least a sample of them are presently working in Saigon or elsewhere. This case will require further field work.

11 - The Art of Sabotage (Reasonover - p. 44 - 47)

(This case might be used along with The School Building Caper)

An American regional Public Works Engineer tries to assure civilian priority in planning for location and use of wells to be drilled to provide drinking water. The American's strategy is both to assert the priority of the civil program and to reduce the incidence of sabotage, while military considerations are of shorter range. The case illustrates some principles of dealing with military objectives without jeopardizing benefits to the civilian population. It also explores a tactic that apparently succeeded in reducing the incidence of sabotage, and illustrates as well the hesitancy of the Viet Cong to destroy constructions whose benefits have already become apparent to the people. Unfortunately, all the details of a specific example are missing in this interview, but it should be possible with further exploration to isolate one or two cases that would illustrate the complexities of establishing priorities, problems of location, the technical difficulties in drilling in rural locations, strategies of sabotage and its avoidance, and civil-military relations. It is possible that all of the missing information can be supplied by Reasonover.

12 - Shortstopping Cloth for the Women's Auxiliary (May, p. 16-20)

An American prov rep seeks to gain the confidence of the province chief by supplying cloth for one of his favorite projects, a women's auxiliary. When his request is denied, he raids a shipment