

FAR EAST TRAINING CENTER
AID/UH TRAINING PROJECT

P. O. Box 178,
Ninole, Hawaii 96773

March 30, 1967

MEMORANDUM

TO: Mr. Warren L. Ziegler
Chief, Training Division

FROM: L. M. Wahrmund *Lm Wahrmund*
A.I.D. Training Officer

SUBJECT: Comments and Recommendations Concerning the AID/UH
Training Project

ENCL: (1) Table of Contents for subject report
(2) Subject reports

The enclosures are forwarded for information. One
might consider this in the same light as an "end-of-tour" report.

TABLE OF CONTENTS

INTRODUCTION	1
RELEVANCE	1
RECRUITING	2
Draft Eligibles	2
Married Trainees	2
Misinformation	3
ADMINISTRATION, LOGISTICS, COMMUNICATIONS	3
AID/Washington	3
Personnel Administration	3
Need for Closer Liaison	3
Suggested Solutions	4
AID/Far East Training Center	4
Improper Utilization of People	4
Personnel and Administrative Assistant	5
AID Training Officers	5
Justification	6
Attitudes of Complacency	6
Political Orientation	6
The Psychologists' Role	7
Are Psychologists Really Necessary?	7
Effectiveness of AID Resource People	8
Our Advisory Role	8
Suggested Solution	9
University of Hawaii (Office of International Programs) at FETC	10
Communication Lack	10
Staffing Pattern at FETC	10
Minor (plus)	10
Major (minus)	11
Deputy for Operations	11
Deputy for Training	11
Debriefing Coordinator	11
Part-time Employees	12
AID Assistance as a Solution	12
Course Content	13
Language	13
Three Opinions	13
Precedence of Language	13
Techniques and Political Awareness	13
Trainee Opinions	14
Our Advanced Program	14
Measuring Scale for Proficiency	14
Procurement and Training of Instructors	15
Other Than Language	16
AID Subject Matter	16
Employment of AID Training Officers	17
Political Orientation.	17
Communism.	17
National Liberation Fronts	17
Techniques of Counterinsurgency	17

	Miscellaneous	18
	Agriculture	18
	Rural Phase Field Exercise	18
	Psychological "input"	18
	Military Familiarization	18
	Engineering (Public Works)	19
	Public Health	19
	Public Administration	19
	Education	19
METHODS		19
	Structured or Unstructured?	19
	Justification	20
	Use of Training Aids	20
	Physical Fitness	20
	Briefing Resource Persons	20
	Presentation Format	21
	Monotony in Language Drill	21
MANAGEMENT		21
	AID	21
	Trainee Assignment	21
	DLI's Role in Testing(?)	22
	Supervisory Responsibility of AID	22
	Training Officers	22
	University	23
	Who's in Charge Here?	23
	Food Service	24
	Financial Procedure	

Far East Training Center
AID/UH Training Project

P. O. Box 178
Ninole, Hawaii 96773

March 30, 1967

M E M O R A N D U M

TO: Mr. Warren L. Ziegler
Chief, Training Division

FROM: L. M. Wahrmund *L M Wahrmund*
A.I.D. Training Officer

SUBJECT: Comments and Recommendations Concerning the
AID/University of Hawaii Training Project

INTRODUCTION

My purpose in this report is to offer general comments and recommendations on the more prominent aspects of this project. A detailed, comprehensive analysis of every aspect of the project is not considered necessary because you will receive this from other sources, and you are already familiar with my views.

RELEVANCE

We have thus far concerned ourselves here only with the training of prospective provincial representatives and their assistants for Vietnam plus a small number (10) of community development advisors (CDAs) destined for Laos. What is relevant for these trainees will not necessarily be relevant for subsequent trainees who will presumably be drawn from various technical specialties such as agriculture and public health.

In this report I concern myself with what we have done so far. It is my opinion that the prospective PROVREP or CDA, who is primarily a generalist as opposed to a specialist, must be keenly aware of the political implications of his actions and he must recognize the total effect of all action programs in his particular environment. The specialist, on the other hand, must have a different program design which will be weighted toward exploiting his technical competence in a primitive environment. He must be "trained down" rather than "up," and be made aware of the cultural gap which will inhibit the acceptance of his expertise among the people he is trying to help.

The quality of the material presented to these particular trainees has improved with each of the four cycles. This improvement is attributable in the first instance to the University. With an increased recognition of the role that our trainees will play in Vietnam, it has become apparent to the staff that specialized knowledge in such fields as agriculture, engineering, public health, education, etc., is unnecessary. We have, after all, technical experts in these fields on the scene. Rather, what is needed among these trainees is a political awareness of the situation in S.E. Asia which will enable them to envision these action programs as effective counterinsurgency weapons. The University has eliminated much of this detailed technical course material in accordance with our wishes.

Except for the outstanding contribution of Dr. Stuart Gerry Brown, they have not, however, filled the void to provide relevant political orientation. This has been done for the most part by outside resource persons brought in by AID directly or indirectly behind the facade of the University.

Progress has, therefore, been made but it has been too slow, in my opinion, and continued progress at a faster rate will depend upon an expanded AID contribution and a corresponding reduction of still more course material heretofore considered necessary or desirable by the University.

RECRUITING

The quality of the personnel recruited has obviously improved. It is recommended, however, that the following minor complaints be resolved in Washington:

Draft Eligibles

Young men eligible for the draft and classified 1A should perhaps be handled more circumspectly. From our point of view it is a waste of our time and has a deleterious effect on group morale when a young man is called up by his local board after his training has commenced. Two young men and a possible third have thus far been lost to us. Parenthetically, it would help if such persons were clearly informed as to the extent that our agency can and will act in their behalf in extremis.

Married Trainees

In the case of married trainees whose wives will accompany them to Hawaii enroute to safehaven posts, it should be recognized (by the application of simple addition) that the wife porter enceinte in Washington will give birth at or near the end of the training cycle and this, in the interest of humane concerns, will

delay the regular departure of the trainee to post. We recommend that the husband accompany the wife and baby to the designated safehaven post. Airlines specify that the infant must be around two or three weeks old to travel, hence a proportionate delay after birth should be considered plus the fact that some of these citizens do not arrive on schedule. Married trainees should be informed also that their families will be expected to live on the economy in Hawaii rather than on the premises of the Far East Training Center.

Misinformation

Recruiting personnel unwittingly create considerable confusion among our trainees by misinforming them as to what they may expect at the Far East Training Center. The two most common complaints are that they were not informed at all of the likelihood of being expected to undergo five plus months of training before proceeding to post or else that they were informed they were being sent to this training program solely for language instruction. This has also created initial resentment. It was my experience when I paid a courtesy call on the AID recruiting team doing business in Honolulu at a suite in the Hawaiian Village Hotel, where I saw some of the people who were on the jaunt with me in New Orleans in March 1966, that they were totally unaware of the existence of our training program. It seems to me that this situation could be corrected easily enough.

ADMINISTRATION, LOGISTICS, COMMUNICATIONS

This title is used in a general sense in this section to emphasize the major improvements or shortcomings in the operation of the Far East Training Center. In the sense that these terms are commonly understood to refer to specific aspects of management in our agency, they are dealt with in the last section of this report.

(AID/Washington)

Personnel Administration

The degree of support in matters of personnel administration for the trainees by the Far East Bureau and for the resident AID staff (three of us) by the Training Division has improved immeasurably. This is a vital factor in maintaining group morale.

Need for Closer Liaison

Insofar as it affects morale, there is considerable room for improvement, however, in the manner and degree of promptness with which we are kept informed; for example, of the rapidly changing roles that our trainees may be expected to play when they arrive at post. The proliferation of duties, for instance, that

now encompasses the position of assistant provincial representative, and which resulted from the organization of OCO, was communicated to trainees and staff informally by rumor from Vietnam and by transiting AID personnel long before any confirmation was received from Washington. The suggested solution to this minor problem is that communication between Washington or Saigon and FETC would be improved by:

Suggested Solutions

(a) Closer liaison between the Far East Bureau (or the Vietnam Bureau) and the Training Division in AID.

(b) Direct liaison between the Far East Bureau (or the Vietnam Bureau) and FETC.

(c) Direct and continuing liaison between Saigon (OCO-Training) and FETC.

I recommend (c) above as being most effective after specific limits and guidelines are agreed upon between the concerned personnel in AID/W.

Washington Orientation

A final item in this section is that the Washington orientation of trainees appears still to be somewhat haphazard (this is the consensus among the trainees) in that its components are unrelated to each other, it is poorly organized and quite chaotic, the introductory information as to what to expect at and from FETC is weak and misleading, and duplication of material presented results (and some of this is admittedly inevitable) because we at FETC still do not know exactly what they have been exposed to in their Washington orientation. In this latter circumstance I suspect this is because the people that would ostensibly inform us do not know either.

(AID at the Far East Training Center)

Improper Utilization of People

The basic problem of AID-assigned personnel to this training project stems from what I consider to be improper utilization. The solution to the problem lies in AID/W. Success or failure of the project does not hinge upon the solution to this problem perse, but if it is recognized and corrective action is taken, it is my opinion that the quality of training would be improved and sharpened considerably.

Personnel and Administrative Assistant

In the first instance the administrative and personnel assistant, Mrs. Neace, is overburdened with work both as to volume and complexity. She needs an understudy who is familiar with AID procedures and forms so that she can concentrate on the more complex aspects of her job while the simpler tasks, which are also important, do not remain undone for lack of priority. She also needs an understudy (with a security clearance) so that operations do not come to a "screeching halt" during her infrequent absences (and to enable her to take the absences to which she is entitled). A necessary familiarity with assignment and leave policies, requirements for visas, procedures for requesting advanced per diem, and for submitting travel vouchers, etc., make it impractical to expect the University to provide this assistance.

AID Training Officers

The other two assigned AID personnel are John O'Donnell and me. We are carried as "AID Training Officers" -- a misnomer. It was not ever thus. I was initially a training officer. To be a training officer in the literal sense is a unique function in this agency, since precious few training officers actually train; most of them are really booking agents who send participant trainees in the host country from point "A" to point "B" or else they are supervisors of people who actually train.

A more accurate title for both of us would be "training advisor." Insofar as John O'Donnell's actual function is concerned, however, or that of anyone else assigned to the Honolulu site, including me prior to his arrival, the position is almost entirely that of an administrator. He is an administrator in the sense that he spends most of his days at his desk in his office or at meetings with the staff and only infrequently does he meet with the trainees.

In my own case, while I advise the staff also, my position at the rural site is more nearly that of a manager (or operator) -- occasionally a co-manager when the University has provided a person to fulfill this function -- but I, too, do not meet with the trainees in formal sessions.

Neither of us, therefore, in my opinion, is doing what he can do better than the University or visiting AID personnel: simply to teach in formal, structured class sessions what the nature of the job is in Vietnam, the environment, the commonly encountered problems and their probable solutions, and what is actually expected of the trainees on the job.

Justification

This touches a rather sensitive nerve in my own case. I found to my embarrassment that while I was at the rural site with the first cycle of trainees, I had been completely written out of the program of the second cycle which had already begun training in Honolulu. No opportunity to know these men in the second cycle was provided other than for me to meet them informally as often as possible in small groups or individually. (Some specifics in problems and suggested solutions were surfaced as a result of my experience with this particular cycle -- our worst to date -- are dealt with in the last section of this report, Management -- AID.)

From a desire not to seem immodest (subsequently proved to be mistaken and groundless) and because I felt that the action to eliminate me from among the regular instructional staff for the trainees represented either the University's wish or an agreement between you and the University, I decided to modify my role to that of an advisor voluntarily and did so prior to your visit when you confirmed that this was what you wanted. Now, however, on the basis of observation of both the second and third cycles, I feel that some radical changes are in order. My rationale for this is as follows:

Attitudes of Complacency

(a) There is about this University and all other universities as well, from what I can determine, a pervasive miasma of what may be called maddeningly smug arrogance, unhurried complacency, and a patronizing attitude toward the paying customers which manifests itself in the belief that all we need to do is tell them what we want and it will be forthcoming. We've told them and the desired product has not come forth. Among academicians it is almost an article of faith that they can teach anything to anybody (shades of Locke), that they know what the subject matter should be even before we tell them, and that somehow everything will work out for the best (ala Dr. Pangloss).

Political Orientation

(b) What has been most beneficial in the curriculum to date for this category of trainees and what I refer to as having been requested (indeed insisted upon) by us in the preceding paragraph, has been provided directly by AID or indirectly by AID behind the University's facade. This is the comprehensive, logically presented subject matter on counterinsurgency (or revolutionary warfare), the history and strategy of national wars of liberation, the political implications of our action programs in the field, and the AID role in achieving our goals in national policy. Except for the presentations by Stuart Gerry Brown, and they were outstanding, the University's contribution in this field was inconsequential and in fact misleading at times.

The Psychologists' Role

(c) Conversely, what in my opinion has had the least value in the curriculum has been largely a University product and it hangs like an albatross around our necks: the "psychological input," exemplified by T- or D-groups, the solicitous concern over peer ratings and individual adjustments, and the oft repeated hope that spirited discussions would be "process-oriented" rather than "content-oriented."

While I was at one time favorably disposed to some of this activity, I am not now because no one has yet explained to me its value, what we are trying to prove, and why. It is almost universally resented among the trainees because they feel themselves threatened, they resent being used as guinea pigs or manipulated, they (including former Peace Corps volunteers) see it as a patronizing exercise which may be necessary for the Peace Corps but not for them, and they regard it as a time-wasting parlor game.

Are Psychologists Really Necessary?

This topic has its humorous aspects. The case against our "behavioral scientists" (a contradictory phrase, in my view) in this regard is much more lucidly expressed, albeit somewhat facetiously, by Stewart Alsop in his column appearing in the March 11, 1967 issue of The Saturday Evening Post. It appears to me that our government feels an inner compulsion to subsidize psychologists in a wide spectrum of subspecialties in the hope that what is claimed to be helpful among used car salesmen, IBM service technicians, and junior advertising executives will ipso facto apply equally well to provincial representatives in Vietnam. I think I know what they are trying to accomplish but they're going about it the wrong way.

How, really, can success in their efforts be demonstrated or proved, and, in fact, how can it be disproved that their efforts are perhaps harmful, time-wasting, and altogether inconsequential? If, as was recently stated in Newsweek, such efforts produced at least a tangible result, no matter how irrelevant it appeared to be, they would meet less opposition.

Thus, the subsidization of psychologists in training programs or "grantsmanship" in this field is probably as deserving as the grant of \$50,000 to a university to film the mating dance of the Amazon butterfly, and although not nearly as fraught with danger, as deserving at least as the generous grant to intrepid researchers to study the rectal temperature of hibernating bears. But who can say?

The impression that remains (with me) is that we are intimidated to accept an unknown quantity as being vaguely good and good for us -- that we are being gulled by a clever bunch of amateurs who, but for us, would be employed in various universities explaining the behavior of rats in a maze to freshmen in "Psy 101."

What has often been claimed by psychologists is that peer ratings are a demonstrable success in predicting performance in the field. I doubt the validity of this claim, and it is not my desire in this instance merely to set up straw men and knock them down. Such a claim is spurious, in my opinion, for two reasons.

In the first place, there exist at present too many unknown or variable factors in the equation in contrast to the constants: success or failure in the field (in our line of work) depends too often on circumstances which are beyond our control, or on chance, or by measurement and evaluation by persons using different and varying standards of performance. (We are not even agreed among ourselves often as to what constitutes success. One man's success is another man's poison.)

In the second place, what are peers? Are men ranging in age from 23 to 48 peers? From FSR-8s to FSR-3s? From Ph.D.s to high school dropouts? From young men first beginning their adult lives to successful business and professional men? I don't think they are peers. Neither do they consider themselves peers. (As in Orwell's Animal Farm, they may all be chickens but some are sure as hell more equal than others.)

Effectiveness of AID Resource People

(d) It has become obvious to me that some of our best operators in the field in Vietnam (and I requested many of them myself by name) are painfully inadequate in conveying their expertise to our trainees. They do not recognize their own technical competence, they take their technique or style in the field for granted, and in front of the trainees they dwell on trivia, obfuscates, confuse, mumble, justify, reminisce, and in general miss the point. I bleed inwardly at many of these sessions and know without vanity that I could do better and really should.

Our Advisory Role

(e) Prior to recommending a solution, I would observe that acting as an advisor in this project is somewhat analogous to acting as a provincial representative except for the fact that we do not exercise the invisible controls a PROVREP has at his disposal. The province chief (UH/FETC) does not need our cooperation and support in order to obtain foodstuffs,

construction materials, trucks, or airlift. He already has them and he gets them, figuratively, directly from you (AID/W). I in fact go to him with hat in hand to get transportation at our rural site and to accomplish day to day business. (All this has been explained before, especially to Jud Bell, but I find it hard to believe that this is what you really want.)

The point I would like to make here is that the AID training officers in this project are our agency's and the government's representatives. We should, I feel, take an interest in every single aspect of the project, even to such details as the quality of the food. Our effectiveness would be enhanced considerably if we did not need to rely on the good will and drarity (perhaps too strong a word) of the University to the extent that we do. Charm and good fellowship carry one only to certain heights. In order to progress beyond that level, and at times it is necessary, we require a stronger mandate than has heretofore. in all candor, been vouchsafed to us by you.

What I accomplished here has been done by sweet reason, persuasion, and perhaps cajolery, and in retrospect it truthfully does not appear to have been a whole hell of a lot because I am simply not sweetly reasonable on schedule or demand between eight and five everyday. What has been accomplished in the way of progress has been too little and too late.

A greater degree of active participation in the actual training by AID resident personnel would accelerate the process greatly. We are, figuratively speaking, trying to wed an impatient, marauding, somewhat irresponsible brute to a shy but willing, complacent and yet timidly avaricious female of the species in her cage. The ambiguous statements of intention, the initial signals of acquiescence, the sparring, clowning, mistaken clouts, and introductory love play have been going on now for a whole year. We have no doubt whatsoever that the marriage will eventually take place but how long can we expect the customers to wait in front of the cage to witness this cataclysmic communication? Some have in fact already lost interest and have strolled on to watch the monkeys at Front Royal.

If, therefore, one gauges the effectiveness of an advisor by the extent to which his advice is followed, and there are extenuating circumstances on my side as well as on the University's, my record is not particularly an enviable one, in my opinion.

Suggested Solution

My recommendation to improve matters is that three rather than two AID training officers be assigned. All should have John's and my qualifications, i.e., field experience, staff experience, an ability to converse and write in understandable English, and some demonstrated ability as an administrator. Two would be

assigned to actual training duties as lecturers and seminar leaders (one in each of the two simultaneously conducted training cycles) and would attend all lectures presented in order personally to judge their relevance. The remaining training officer would "mind the store," i.e., be the administrator, write the cables and correspondence, help design the program, meet the endless stream of visitors, attend the never-ending staff meetings and, in general, be the "man in the barrel." This chore would be rotated with each succeeding cycle because as important as the actual training job is, the administrative job determines the direction or course, and it should be known by all three incumbents.

UNIVERSITY OF HAWAII (OFFICE OF INTERNATIONAL PROGRAMS)
AT THE FAR EAST TRAINING CENTER

Communication Lack

A lack of communication sometimes seems to exist between the Office of International Programs and its satellite, the Far East Training Center. This lack of communication manifests itself in various ways. Personnel appear on the premises of FETC to perform countless ill-defined tasks ranging from night watchman to such vague assignments as establishing a film library and sitting in on staff meetings to judge our ability at interpersonal relations and the "decision-making process."

This affects me personally when I receive requests from OIP via public relations employees responsible to OIP rather than receiving such requests from or through FETC, to which I am assigned. It should be understood, I think, that the delegation of authority to a subordinate is a tacet admission of faith in his ability to act. Any "end runs" and disregard of this trust or chain of command is due either to sloppy management or deliberate discourtesy, and I do not desire to be an accomplice to either.

Staffing Pattern at FETC

The general day-to-day operations of FETC have improved considerably as operating personnel have become acquainted with their jobs and as needed personnel have been acquired. Insofar as FETC's staffing pattern is concerned, two principal defects remain.

Minor (Plus)

(a) We appear to be in danger of acquiring actually too many secretaries and "non-professional" people at present. I consider it apt to reiterate the comment I made in a previous report of August 4, 1966, that "we run the risk at this point

of acquiring clerks to support clerks, specialists assisted by subspecialists, and each administrative aide is apt to acquire an assistant or two." This has already taken place to some extent.

Major (Minus)

(b) Two and perhaps three top-level positions remain vacant. I concur in the Glickman Report, prepared by a remarkably astute psychologist, who recommended that the Director of FETC needed really two deputies in order to function effectively. These he identified as a deputy for operations and a deputy for training. They could be called by other names but their functions would be roughly as follows:

Deputy for Operations

(1) The deputy for operations would be both an executive and a deputy to the director and would relieve him of most of his operational duties so that he could devote more time to necessary determination of policy, general planning, and to the protocol functions of his position which cannot be ignored. A stopgap measure to provide this executive function is the part-time assignment of the Deputy Director of OIP, Guy Kirkendall, to this position, but a part-time incumbent is not the answer.

Deputy for Training

(2) The primary function of the deputy for training would be to analyze the training being conducted as to content, relevance, methods employed in conveying it, and program design. This person would also create and to a considerable extent serve himself as the institutional memory of this project, which is still conspicuous by its absence. We need such an institutional memory or data bank in order to avoid repeating past mistakes, to retain what is useful, to discard the trash, and to assign priorities to various facets of the curriculum. (It would, however, be the responsibility of the deputy for operations to insure that the schedule and syllabus prepared by the deputy for training was adhered to.)

Debriefing Coordinator

A possible third top level position which I think deserves a full time incumbent is that of a debriefing coordinator. This position calls for a technique in interviewing resource persons, principally returning AID personnel, in order to obtain for the record (tape) operating procedures, successes, failures, opinions, personal relationships, etc., which in turn will provide the raw material for case studies.

These case studies will be prepared by or under the supervision of the incumbent. Both the interviews (debriefs) and case studies should be clearly "content-oriented" for instructional value rather than "process-oriented." For this reason I consider it imperative that a non-psychologist or an extremely broad-gauged psychologist be appointed to this position.

We have already thrown away a few babies with the dirty battle water because of our needless preoccupation with this semantical hermaphrodite, i.e., "process" versus "content" orientation. It is my opinion that any worthwhile case study will include both. Both should be acknowledged and discussed. Case studies are an extremely valuable adjunct to the course and have not yet been used to the extent that they should or could have been.

Part-time Employees

A final comment on personnel staffing at FETC is considered pertinent. I have learned a great deal during my one-year sojourn here, but one of the most suprising facts I stumbled upon, and only a few months ago, is that many of the University personnel I worked with are only part-time employees at FETC in the sense that they are seconded to us at 25% or 50% of their time and are paid at that rate.

Apparently this is common practice in the groves of academe and I was naively unaware of it. This circumstance explains to me, at least, why some of our 25-percenters are only 10% effective, allowing for lunch, travel between percentages, and general wraith-like appearances on the premises. It is true, nevertheless, that many of our percentage ballplayers have exceeded their marginal limits considerably in our behalf, most likely at the expense of whoever owned the rest of the action.

I find this system quite incomprehensible, however, since I have never been a 25% naval officer or a 50% PROVREP, at least knowingly, and I can't help but feel that the person who only owes us 25% of his time and talent irrevocably owes someone else 75% of his loyalty.

I feel in a narrow-minded way that we are victims of an elaborate con game, almost a type of sophisticated prostitution, and I find it hard to believe that this circumstance is attributable to a shortage of qualified personnel across the board, but that if this is indeed the case, perhaps qualifications are too high.

AID Assistance as a Solution

It is with this in mind that I suggest the possibility of additional AID personnel assigned full time in the future or that AID assist the University in recruiting personnel. There are at least six full time slots which should be filled full time but are not:

- (a) Deputy for Operations
- (b) Deputy for Training
- (c) Debriefing Coordinator
- (d) Head Linguist or Language Coordinator (Incumbent is part time)
- (e) Linguist and Supervisor of Language Instructors at Ohana Nui (Incumbent contemplates departure)
- (f) Linguist and Supervisor of Language Instructors at Ninole.

COURSE CONTENT

Language

My comments on this topic are limited to what appears to be reasonable to me as a non-linguist and what is in fact a consensus between two groups, the trainees and the Vietnamese language instructors.

Three Opinions

Generally speaking, it is my impression that the trainees expect too much. The consensus among the trainees is that the University does not provide enough. And, the consensus among the language instructors is that the University is remiss in providing adequate direction and technical supervision to and of their efforts and that the trainees are too insensitive and demanding.

Precedence of language

A brief elaboration of these comments follows. An acquired proficiency in language is merely a means to an end; it is not an end in itself. Trainees tend to overstress its importance because they have been led to think that language study is the sole purpose for their presence here; because it is the only item in the curriculum that is rigidly structured, in which accomplishment is measured periodically, and in which tangible results can be seen; and lastly, because a great many of them sincerely believe with missionary zeal that a proficiency in the language is absolutely necessary if the great American message is to be conveyed to the poor benighted peasant.

Techniques and Political Awareness

Equally and perhaps more important than this missionary zeal, however, is the requirement to know when and how to use the language, and what to say in it, and the purpose of saying it in the first place. I feel that we must not tamper with this zeal to learn the language because it is an excellent motivator even though it is based upon an erroneous premise, but that we must teach technique and political awareness simultaneously to a greater extent than we have been.

This aim can be accomplished by making better use of Mr. Glenn and for longer periods. I recommend that in the future he be accompanied by his two "straight men" or foils and that his performances be video-taped for reference periodically throughout the course. Additionally, if these trainees are to emerge as more than trained parrots, they must be made more politically aware of the techniques of counterinsurgency and this has fortunately been done successfully and thoroughly in this third cycle.

Trainee Opinions

The trainees themselves feel that increased lab sessions could be used to good advantage. even though the instructors do not share this view. They feel, too, that language lesson material in the advanced stages of the course are inadequate and poorly prepared. The trainees agree with the language instructors, but for different reasons, that the language instructors are inadequately directed, trained, and supervised on the job.

Our Advanced Program

I should like to recommend that we abandon the pretense that the trainees can or should, on a selected basis, attain an S-3 proficiency in language at this center. The trainees in our "advanced" or postgraduate groups lose their motivation to learn and the University has not yet come up with a stimulating and adequate program which would achieve this goal. It is not clear to me to what extent the loss of motivation by the trainees is caused by the lack of an adequate advanced program, but I rather suspect that it would occur even if such an advanced program existed. It seems that the law of diminishing returns sets in when their compatriots leave for post.

Additionally, I question the wisdom of attempting to manufacture an S-3 out of an S-2 with three additional months at this center when the same individual could attain this proficiency on the job, where his services are presumably needed, in an equal period of time. In other words, I consider advanced language study a waste of time and money.

Measuring Scale for Proficiency

Parenthetically, on the minor question of measuring language proficiency, I recommend we abandon such ridiculous degrees of measurement as "S-0+" or "S-2+" or "S-2++." Measuring infinitesimal accretions to nothing and varying degrees of nothingness and on to infinity has always posed a problem, but it is widely agreed among measurers that the decimal system is a handy device and generally acceptable for measuring graduations between whole numbers. May I make the revolutionary suggestion that we substitute, say, "S-.5" for "S-0+," "S-2.5" for "S-2+," and out of sheer devilment, "S-2.75" for "S-2++."

Procurement and Training of Instructors

With reference to the procurement and training of language instructors, and in a peripheral sense, the "cross-cultural sensitivity" (to borrow a phrase from the "behavioral scientists") that their presence in Hawaii imposes on their host and employer, the University, the following recommendations are made:

(a) That the University cease recruiting these instructors in Saigon, that AID cease running interference for the University in this endeavor, and that instead -- to reiterate my previous recommendation -- that the University recruit these personnel in Paris. The rationale for this is as follows:

(1) We are baldly "hijacking" these people from U.S. Government agencies in Vietnam where their continued presence on the job is required. Deserving though they may be, the procedure is basically unfair, and we need the cooperation of these agencies. We shall not get it by antagonizing them.

(2) Previous "gentlemen's agreements" about rewarding the faithful among local hire employees by sending them on a tour to Hawaii on LWOP in recognition of services rendered are null and void because the person(s) on the Saigon end apparently exceeded their charter and in any case are now in no position to honor the agreement.

(3) We have been "mouse-trapped" into hiring predominantly northern dialect speakers when what we wanted were southern dialect speakers or at least an equitable percentage of each.

(4) They are simply too difficult to get out of the country.

(5) There is an ample supply of these personnel in Paris. There is almost no delay in getting them to Hawaii. The French government or the individual himself will have borne the time lost on the job and the expense of illnesses such as recurring malaria, tuberculosis, typhoid, hepatitis, or chronic dysentery that some of these personnel are afflicted with and which often come to light only after their arrival here.

(b) The arrival of language instructors should be scheduled and planned to allow for perhaps a week of training before being assigned instructor duties. Texts should be made available to them for retention, and their position and immediate supervisor should be clearly defined or identified.

(c) Initially, the University should take positive steps to enhance their morale by promoting social events to acquaint them with the trainees and with other Vietnamese in the community, such as the Vietnamese students at the East-West Center. After this they can fend for themselves. Since these personnel cannot be presumed to be familiar with local laws and customs, a University staff member should be responsible for explaining such requirements as alien registration, traffic laws, the use of drivers' licenses, the location of places of interest, etc. These steps would make them less ill at ease and improve their effectiveness.

COURSE CONTENT OTHER THAN LANGUAGE

A. AID SUBJECT MATTER

This third cycle has been weak in exposure to this subject because neither assigned training officer is in a position to provide it due to other assigned duties and because transitory AID personnel did not present it adequately or presented merely disjointed facets of the subject. What is needed is regular class sessions (in contrast to informal bull sessions which do not reach all the trainees) on the following topics:

(1) AID's role in Vietnam

(AID's role generally and in 76 other countries is presumably covered in the Washington orientation.)

(2) The organization of the mission, OCO, MACV, GVN civil administration, and GVN military.

(3) Relationships with counterparts in the GVN, MACV, and other agencies at province level.

(4) The distinction between the mission of U.S. Army or D.O.D. advisory efforts and the mission of our U.S. military operational units in the field -- the problems they engender at province level and suggested solutions (reconstruction, refugees, etc).

(5) The application of counterinsurgency techniques at province and district level in action plans of the R.D. budget.

(6) Commonly encountered problems and suggested solutions in financial procedure, personal relationships, misappropriation, personal safety and hygiene, local political considerations, relations with the press, predominant religions, etc., using case studies where available.

Employment of AID Training Officers

I sincerely believe that all of these topics should be seriously and systematically covered in structured class sessions or seminars by resident AID training officers because they are necessary and no one else can provide them in a framework of continuity to the trainees. Any assignment of duties which detracts from or dilutes this responsibility does a disservice to the trainee who will go to post now knowing how much he does not know.

B. POLITICAL ORIENTATION

(1) Communism

This is presented in an outstanding manner by Dr. Brown of the University. Based on the solid foundation laid by Dr. Brown, discussions in seminars led by the AID training officer or by visiting resource persons in Dr. Brown's absence on various aspects of the subject are extremely worthwhile.

Such additional topics could profitably include the views of George F. Kennan, the "monolithic" theory of Communism, national policy in Vietnam, an analysis of the prevailing anti-Vietnam feeling in the U.S., and the views of known opponents to current U.S. policy in Vietnam.

I would strongly recommend that such anti-Vietnam proponents as Straughton Lynd and Tom Hayden be invited to express their views to the trainees. I rather discount the value of inviting such gentlemen as Professors Lee and Becker from the University to return for the privilege of airing their dissents since their views are admittedly based on what they read in UPI and AP dispatches and a pair of Girl Scouts could do as well.

The only value in presenting the latter two again would be first, to demonstrate our academic freedom of the center, and I am not overly concerned about our obligation to do this, and, second, it would undoubtedly provide some entertainment to the trainees to bait these gentlemen into emotional outbursts, but this would be cruel and accomplish little.

(2) National Liberation Fronts

(3) Techniques of Counterinsurgency (Revolutionary Warfare)

In addition to those comments provided by Dr. Brown and by the AID Training Officer in a restricted sense, the definitive treatment of these two topics would best be provided by any or all of the following resource persons (who do not share common views on these subjects) either individually or in panel discussions:

- (a) Dr. George Tanham (RAND)
- (b) Col. C.T.R. Bohannon (Retired and living in the Philippines)
- (c) Sir Robert Thompson (RAND)
- (d) Mr. Denis Warner (The Reporter)
- (e) Maj. Gen. E. G. Lansdale (AmEmbassy Saigon)
- (f) Frank Scotten (OCO Saigon)
- (g) Mr. Ev. Bumgardner (White House)
- (h) Mr. Robert Kelley (OCO Saigon/Hue)
- (i) Col. Napoleon Valeriano (OSA-Saigon)

C. MISCELLANEOUS

(1) Agriculture

I recommend this be limited to a brief overview or summary of Vietnamese agriculture augmented by two lectures each on community levels present and agricultural economics. The distribution of Les Small's End-of-Tour Report would make an ideal discussion topic for seminars. Finally, a one-day exposure to the flora and fauna in the Waipio Valley would be desirable.

(2) Rural Phase Field Exercise

This exercise should be continued in its present form but of two rather than three weeks duration. It should be kept in mind that the acquisition of technique and style gained in this type of exercise is far more important than the actual data obtained.

(3) Psychological "Input"

As intimated in some of my foregoing comments, I believe we can dispense with our psychologists' efforts in toto. If the University considers it necessary or desirable, they may possibly be employed to monitor the style of the various speakers' presentations and solicit trainee reaction to such speakers provided that such a requirement does not burgeon into another time-consuming exercise for the trainees.

(4) Military Familiarization

I recommend that all trainees continue the small arms weapons familiarization with range firing, using the M-1, M-16, and .38 calibre revolver. Attendance at the hamlet clearing demonstration at Kaneohe (First Marine Brigade HQ) is entertaining

and informative but not absolutely necessary if time is short. A briefing by G-2 personnel from USARPAC H.Q. on Viet Cong strategy and tactics is also desirable but not mandatory.

(5) Engineering (Public Works)

(6) Public Health

(7) Public Administration

(8) Education

I suggest that we forego any exposure to the trainees on these four topics by University personnel with the exception of Dr. Emmanuel Voulgaropoulos on public health, if his services can be spared. These topics should, however, be covered on an ad hoc basis by transiting AID personnel who are specialists in these fields, and they should most emphatically be covered by resident AID training officers.

The point here is that the trainees should know the what and why of these programs in the field, but the how of the matter is a waste of time. (The University's contribution has heretofore been limited to how except for Dr. Voulgaropoulos' presentations which were outstanding in showing the application of counter-insurgency techniques in existing public health programs.)

METHODS

Structured or Unstructured?

The consensus among the trainees in this completing (third) cycle and previous ones as well is that they generally prefer structured to unstructured approaches to methods. I concur.

The heuristic approach and active trainee participation in the program is regarded with some disdain. The trainees' attitude of disdain is based, in my opinion, on a number of factors. Initially, their confidence in the curriculum was shaken by a decidedly apologetic approach by the staff in soliciting their views on the curriculum, with which they were really not familiar at the time.

Subsequently, their ideas on improving the curriculum, some of which were admittedly impractical, did not receive the prompt attention they felt was warranted. Consequently they felt somewhat betrayed and confused. This condition has been improved for the fourth and subsequent cycles by the publication of a syllabus which states with reasonable clarity what they may expect.

Justification

My concurrence in their view is based upon the premise that they come to us expecting factual information on techniques and aspects of their prospective assignment, about which they admit they know little but are highly motivated to learn.

I feel that a structured method lends itself best to satisfying this need. Similarly, I do not feel that the heuristic approach has relevance in a learning requirement as general and abstract as this one. Were we training Peace Corps volunteers in a specific field such as education, agriculture, or public works I could see it. In our case, because of the all-encompassing nature of the duties performed by provincial representatives and their assistants, and the real need that they be politically astute and aware of the techniques of revolutionary warfare, the training requirement is similar almost to training men for the papacy or for political office.

Use of Training Aids

I recommend that the excellent beginning made in the use of rather sophisticated audio-visual aids be continued. Regarding the assignment of projects such as the simulated RD programs in specified provinces based upon information available in the library and from visiting resource persons, I recommend they be continued. These assignments should impose realistic deadlines for completion which do not impinge on the language program. (This has been a cause for concern to trainees.)

Also to be avoided is too great a concern for the preparation of artistic flipcharts, diagrams, overlays, etc. ("He who 'acetates' is lost," as stated by a trainee....) Because MACV has sold this exercise to ARVN is no reason for us to follow suit.

Physical Fitness

I recommend that a structured physical education program be included in future cycles. This has had more advantages, even conducted on an informal basis, than I had originally foreseen. A staff member from FETC should be assigned or hired to administer this program with emphasis on softball, volleyball, and calisthenics. Aside from providing a desirable standard of physical fitness, such a program is an excellent morale enhancing measure, (and a safety valve for frustrations and boredom).

Briefing Resource Persons

With reference to visiting resource persons, it is my observation that despite their varied backgrounds, they can be used to best advantage if upon arrival they are acquainted -- I hesitate to

say "briefed" -- with our trainees and what our training aspirations are. University or AID personnel can do this, but it is most important that it is done.

Presentation Format

An effective format thus far employed with many of our resource persons and one that I recommend continue is that the visitor presents his material in lecture form during the morning session (one hour and 20 minutes) and then meets the group in the afternoon in a "meet the press" format in which a staff member acts as moderator. This presents an excellent and convenient means for the trainees to voice questions based on what was presented in the forenoon.

Monotony in Language Drill

So far as method is concerned in language teaching, the interminable drill in tonal variations tends to become monotonous, and it is recommended that a respite be provided by periodic plenary sessions in how to use an interpreter, manner of address, how and when to broach business topics, etc. Except for Glenn's outstanding presentations, the trainees received very little information on the technique of using the language.

MANAGEMENT

AID

My recommendations for improving the management of the project insofar as AID is concerned deal primarily with personnel management. Aside from the recommended changes and additions earlier in this report for the utilization of regularly assigned AID personnel, the following aspects are pertinent:

Trainee Assignment

(a) If a trainee has in one way or another obtained a tested proficiency of S-2 in Vietnamese, I think it would be best to send him directly to post. Such a trainee gains nothing and may possibly regress in proficiency by being arbitrarily started out again with beginners. Although the University may feel that such a person could profitably be employed to augment the language staff, as has occurred in two separate instances thus far (Spurlock, an S-3 and Baumann, an S-2+), this is a gross misuse of such talent which could be used to better advantage in Vietnam than at this center.

If, on the other hand, the University actually had, or prospects were bright that they would have, an adequate, stimulating advanced language program, it might appear desirable to enroll such a trainee initially in such an advanced program. In the absence, however, of such a program, and even if one did indeed exist, I would recommend, nevertheless, that the interests of the agency and particularly the mission would be best served by putting this man on the job as soon as possible.

DLI's Role in Testing(?)

(b) Apparently an arrangement has been made between personnel in AID/W's Training Division (perhaps by Mlle. Marcelle Carlier) and the local branch of DLI (at Schofield Barracks) whereby a representative of DLI, a Mrs. Mason, descends on our trainees at the most inopportune time imaginable to administer a language test. The purpose of this exercise has not been made clear to me and I feel that we have a right to know.

If this test is considered necessary, I think that common courtesy would dictate that it be planned for and that we be notified of the plan to test at least 48 hours prior to the event. A lack of coordination in this respect is admittedly due to sloppy management by the language staff at FETC.

My point is that the trainees are the victims as usual. The latter part of the test employs a strictly military vocabulary with which our trainees are not yet familiar even though they should be. This in itself is understandable but the terms used for words such as "security," "ambush," "roadblock," etc. obviously reflect a choice of several alternatives agreed upon by the U.S. Army and the GVN (ARVN) and which could mean something entirely different to the "man behind the buffalo."

I should also prefer that this test be conducted impersonally with no-repeat no-gratuitous comments by the test administrator as to the relative superiority of all things military as compared to us rather slipshod looking civilians. My anomalous status as an "advisor," my lack of information as to what commitments had been made to DLI, and my innate patience and forbearance toward the weaker sex were all that precluded my canceling this exercise on the spot.

Supervisory Responsibilities of AID Training Officers

(c) Insofar as the supervisory role of the AID training officers vis-a-vis the trainees is concerned, I feel a few suggestions are pertinent. I do not propose to play dead horses on this issue and am painfully aware of where I was left in re the second cycle, but the situation as it stands is simply unrealistic. We need more than mere charm and charismatic personality at times. The threat of an unfavorable performance evaluation report by us or notification of unauthorized absences on time and attendance cards is insufficient.

I do not recommend that we adopt, as many of the trainees and some of the staff suggest, a systematic "selection out" process similar to that used in Peace Corps training. Rather, I recommend that the AID training officers be authorized to suspend any trainee from training for cause and that this be clearly understood by the trainees. This authority is at present implicit but not expressed. Similarly, it is tacitly understood by us that supervision is expected of us and yet no guidelines are provided. I, personally, do not believe in attempting to coerce (which is occasionally necessary) unless I have something tangible with which to back it up.

To prevent the recurrence of a patently ridiculous situation developing again as it did in the second cycle, I am willing to settle for half a loaf, i.e., suspension of the trainee from all classes pending resolution of his disposition in Washington within a "reasonable time" (this latter phrase moves one to paroxysms of uncontrolled laughter) upon receipt of the details from us.

Inherent in these circumstances is the privilege of the University simply to turn over an impossibly inept and unmanageable trainee or trainees to us for disposition. While they would be understandably reluctant to avail themselves of this privilege, it nevertheless exists. There is nothing in the contract, despite its "umbrella-like" character, that requires the University to tolerate the abuse and insults directed at it by some of the second cycle trainees.

UNIVERSITY

Aside from the larger management aspects discussed earlier, the following minor aspects of management are considered worthy of comment:

Who's in Charge Here?

(a) A certain ambiguity still exists as to who in the hell is in charge of what. When, for example, trainees are transported to and from the rural training site from the main center, it is suggested that a firm decision be made that they all go in the chartered flight provided with no stragglers, no side trips enroute to neighboring islands, no early departures, etc., since this complicates the management aspects of getting settled, making housing available, providing bus transportation, and arranging and canceling reservations, beyond the point considered necessary to be accommodating.

Food Service

(b) The food services provided at the rural site continues to be unequivocally outstanding. Food service at the main center of FETC has improved a great deal as a result of personnel changes and almost comes up to the quality at the rural site.

Financial Procedures

(c) As a final item, I regret to state that the financial procedure of the University in liquidating its just debts, paying expenses or gratuities to visiting resource persons, etc., has not improved. An intricate, Rube Goldbery-like procedure of obtaining "POs" (purchase orders) for individual purchases instead of employing open purchase orders to regularly used firms or purveyors for specific time periods is another complicating factor. In this respect, I would reiterate my earlier comment that we have placed a \$200 saddle on a \$20 horse.

It becomes embarrassing to me when long departed resource persons who were brought here at O'Donnell's and my request address inquiries to us (logically enough) as to when they can expect to be paid. I dislike hearing local businessmen opine that, "It would be really appreciated if these AID people would pay their bills sooner." (We do not mind being shot as lions, but to be shot as lambs is unjust.)