



# ANNUAL REPORT

**INTERNATIONAL  
VOLUNTARY SERVICES  
VIETNAM**



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A N N U A L   R E P O R T

INTERNATIONAL VOLUNTARY SERVICES, VIETNAM

June 1962 - June 1963

The work covered by this report is a portion of the cooperative technical and financial assistance program in the fields of agriculture, education and health improvement and development jointly supported by the Agricultural, Education, and Health Agencies of the Republic of Vietnam and the Agency for International Development of the Government of the United States.

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## ACKNOWLEDGEMENTS

IVS deeply appreciates the guidance and encouragement received during the past year. Especially appreciated are the many Vietnamese who have helped with language study, invited us to their homes, and shared some of their daily lives with us. Technical guidance and administrative support received from many sources have added much to the program. We would like to give some specific examples of this help.

Mr. Lam Ngoc Chan, the director of Rural Affairs, has spent many days with team members, always encouraging and helpful in starting programs. He has gone with new team members and introduced them to provincial officials as we begin work in a new province. Mr. Rex Ottley, Deputy Chief, Agriculture Division, USOM, and IVS contract representative, has been especially helpful in overall policy. He started a series of agricultural planning meetings in the provinces with Vietnamese, USOM, and IVS personnel which are serving as the basis for setting up yearly programs. Mr. Ton That Trinh, Secretary General of the Ministry of Rural Affairs, organized a joint Ministry IVS planning meeting where IVS members were made 'members of the Ministry of Rural Affairs.'

The fine reception of the education members has been substantially helped by the cooperation of Mr. Do Ba Khe, Chief of Cabinet of the Ministry of Education. Dr. Herbert Walther, Deputy Chief, Education Chief, USOM, has been a close friend as well as advisor in planning the program and making assignments of the new education group. Mr. John Taylor, Chief, Malaria Eradication, USOM, has helped coordinate the malaria program. Dr. Thieu, the technical director of Malaria Eradication has been most helpful and interested in the malaria members as a definite part of the overall malaria program.

A special note of appreciation goes to Mr. Glenn Riddell, IVS program officer. Mr. Riddell's guidance in the program and personal interest in each team member will long be remembered. Mr. Riddell will retire in July, 1963, but we look forward to his continued support for many years to come.

The technical advise and encouragement received from USOM technicians and GVN national and provincial leaders have helped develop programs and fit into the overall country program. Mr. Cao Quan has been appointed to work directly with IVS in carrying out their program. It is the deep interest and guidance of men like these that has made Vietnam a productive and enjoyable place to work. We sincerely thank you.

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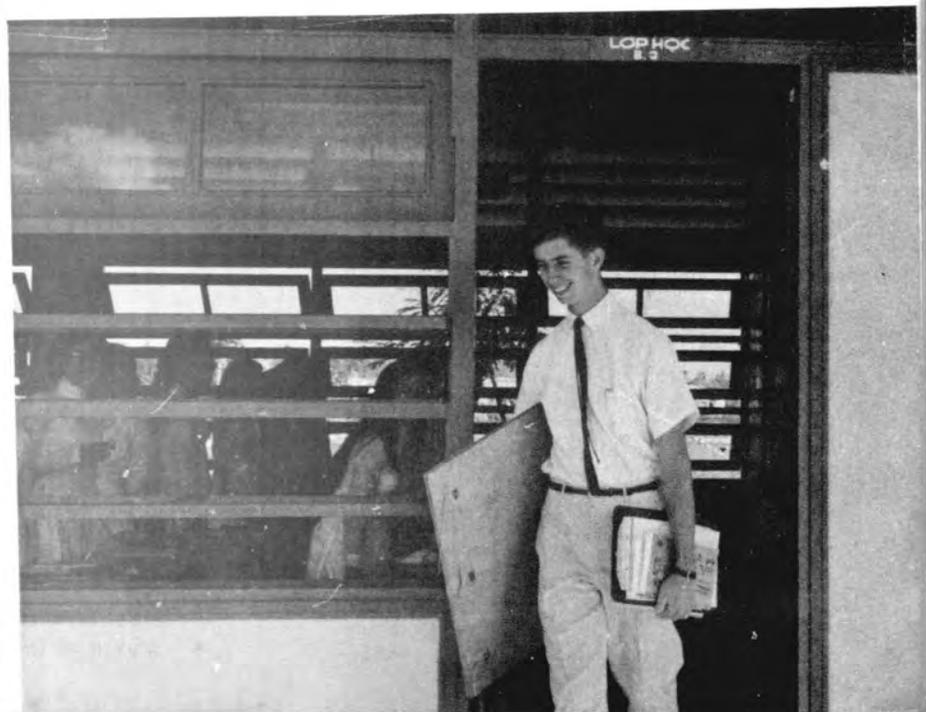
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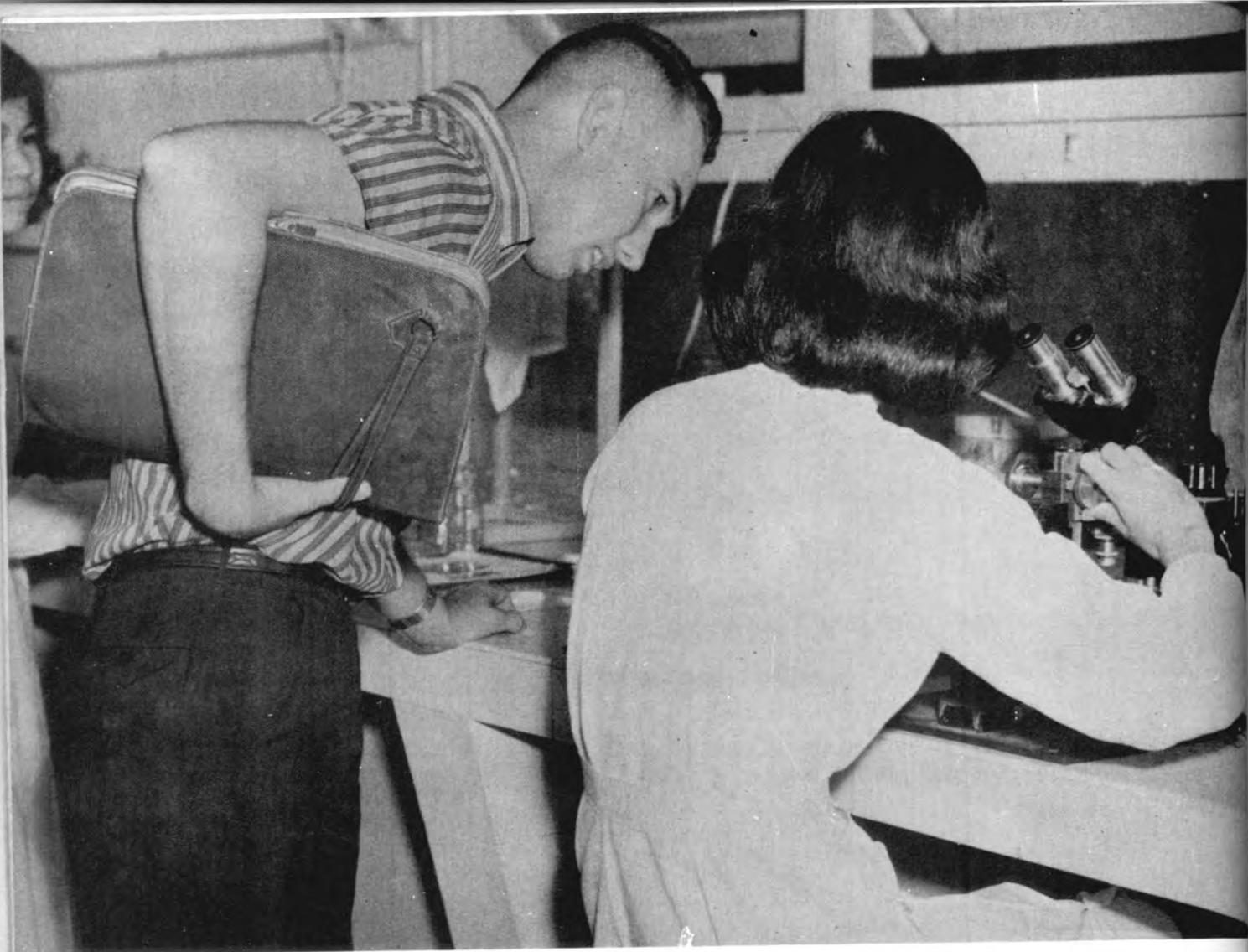


Dan Leaty and interpreter, Toan, inspect a new crop for Vietnam, pyrethrum. An insecticide plant, it shows promise in the highland area of Dalat.



All the students stand as Forest Gerdes carries his teaching materials to the next class at the Vinh Long Normal School.





Bob McNeff learns at the Animal Husbandry microbiology lab where all the hog-cholera vaccine for the country is produced.



Marilyn Pallys, wearing a traditional Vietnamese dress, often shops at the local market.



## I. INTRODUCTION

International Voluntary Services (IVS) is a non-profit organization chartered under the laws of the District of Columbia in 1953. It was organized out of a concern for the needs of people overseas who were, to a great extent, unreached by the prevailing technical assistance and economic aid programs. It is committed to the idea that American youth can make an important contribution to the U.S. foreign policy by establishing person-to-person contacts with people of another country, through activities which the people of the host country want and in which they participate.

The dominant purpose of the IVS volunteer is to help the people with whom he works find new satisfactions in life. He adapts his efforts to the needs, interests, and ability of the people, and the resources available to them. These things vary a great deal from place to place and from time to time. It may mean helping to improve agricultural techniques, assisting an eager student to study English, or just creating general good will.

IVS Vietnam is now in its seventh year of operation. From a six man team living and working with one refugee village in 1957, IVS has grown to 53 young Americans living and working in 22 different areas of the country. The team originally was solely an agricultural team. In July, 1962, the first members of the education team arrived to teach English, science, and vocational-technical subjects to Vietnamese students.

A great deal could be said about the friendships which are built up between IVS team members and the people of their host country. In some cases they are the only Americans that live within many miles of an area. How they live and act is closely observed and will be remembered long after they leave. This mutual learning about each other's way of live is an enriching experience, and a responsibility of representing America in a way of which she can be proud.

## II. TEAM OPERATIONS

### Administration

As part of the overall rural and educational development program, IVS cooperates with many agencies. Operating expenses in the country are provided by counterpart funding through the Vietnamese Government. Financing for special projects is derived from funds provided by the Extension Service, special project budgets, or private organizations. The dollar costs are provided by the Agency for International Development (AID). Both agriculture and education team members receive technical guidance and assistance from the Vietnamese and USOM technicians concerned. The work is a part of the joint GVN - USOM program for development at the village or 'grass roots' level.

IVS headquarters is located in the Tan Son Nhut livestock experimental station near Saigon. Activities of the team are administered by a Chief-of-Party and an Assistant Chief-of-Party. There are three team leaders, one for education and two for agriculture.

### Living Conditions

IVS members live in adequate, but not elaborate quarters. For reasons of security, and at the request of local officials, homes are located within village or town limits. The monthly subsistence allowance given to each team member covers the basic cost of living and personal needs. At most locations, a cook is employed. She does her buying from the local market. At other places, an agreement is made with a local restaurant to provide meals on a monthly basis.

Health has not been a serious problem. Exercising common sense in eating proper food, practicing good sanitation, and getting sufficient rest has proven to be the best insurance against the maladies of the tropics. However, if medical attention is necessary, facilities are available at the Seventh Day Adventist Hospital in Saigon.

### Community Relations

Because we live near our place of work, we inevitably take part in the everyday life of the village or town. We know our neighbors because we buy from and depend upon them for essentials.

But we are dependent upon the members of our communities for more than commodities and services. We find our friends amongst them. Food and haircuts are only part of our needs. We seek and give the polite daily greetings and exchanges of interest among our neighbors here, as anywhere.

In doing so, we have many opportunities to show that we are interested in the life of our community and that we are ready to make a contribution to it. In this way we become a part of our communities though we are not from them.

It is because we are from another place, and have a different backlog of experience that we are able to contribute significantly.

The ability of IVSers to teach English, for example, has been recognized by the many members of our communities who attend ~~our~~ evening classes in our homes. Here, as well as elsewhere in the community, people come together to understand one another.

### III. AGRICULTURE TEAM

#### A. Background

IVS Vietnam had its beginning in 1957, with a six man team living and working directly with one refugee village near Ban-Me Thuot. In 1958, efforts were diverted to building an agricultural experiment and improvement station which would serve hundreds of resettled villages in a land development program. As a result of the work done on this station, IVS was asked by the Ministry of Rural Affairs and USOM to assist in the development of a series of agricultural stations located in various farming areas throughout the country. (The trend has been turned from the stations to extension-type activities. New IVS locations have been established emphasizing community and provincial service.) The team was gradually expanded to eight, fourteen, and, by 1962, there were nineteen members working in ten different areas. There are now 28 agricultural team members stationed in eighteen provinces of Vietnam.

#### B. Locations

##### 1. Rach Gia

Les Small is located at Rach Gia, the southernmost IVS station which was opened in November, 1962. A three day introduction was made by the Director of Rural Affairs, Mr. Lam Ngoc Chan. Les works with the Agricultural Services and the rural affairs provincial rehabilitation program. Under this program a series of courses have been held for the purpose of training members of hamlet elected administrative councils to carry out their responsibilities.

Another part of the program is assistance to the people who live in strategic hamlets. If it is necessary for the people to move from an insecure area into a hamlet they are provided with materials to help build their houses and enough food to last until the next harvest.

One part of the agricultural program has been the introduction of improved varieties of sweet potatoes. Sweet potatoes are already an important crop in the Rach Gia area. It is expected that the new varieties will increase production.

Teaching English in the late afternoons and evenings is an important part of every day. There are many people eager to

# AGRICULTURE



Shipping loss can be cut from the present average of around twenty percent to practically zero by use of this basket which Don Wadley has encouraged local farmers to use.

learn English, and IVS teaches four different classes. The students include people with whom IVS works, province officials, neighbors, friends, and high school students.

## 2. Can Tho

Al Berlet began his work in Can Tho at the provincial fruit nursery. This work has included a wide variety of work from spraying cacao, to fertilizer trials with citrus. Emphasis has been placed on things that can be extended from the nursery to farmers in the province.

At the agricultural school Al was asked to prepare and present a series of lectures. These lessons were intended to give the students a broader picture of experiences in other countries. The lessons included subjects such as plant and soil relationships, rice culture and corn hybridization. At first the response was disappointing. A straight forward lecture approach was expected with little participation. However, as the year progressed the response was very encouraging. The faculty and students began requesting specific items to be covered and did a large part of the preparation of material. At the end of the course, the school bound the lesson in a special cover and gave one to each of the students.

Al is working as the provincial representative of USOM for the social and economic phases of the strategic hamlet program. This involves the initiation of self-help projects where the villagers elect a project such as a bridge or a cement floor for their school. They are provided with materials, food and money to build these.

## 3. My Tho

My Tho is 40 miles south of Saigon in the Mekong delta. Here a major portion of Tom Croope's time was devoted to the strategic hamlet program and self-help projects. In one case the people of the hamlet considered building a fish pond. As in all self-help projects, elections were held to decide what would be done. The pond was built and stocked. A hamlet committee decides the rules governing the use and care of the pond and how funds derived from the sale of fish will be used.

Cacao has also been in the spotlight in this area. New methods are tested in cooperation with Agricultural Services to find the best way to process the raw cacao beans. Recipes using processed chocolate are also being tried.

#### 4. Saigon

To maintain contact and liaison with various national and foreign agencies, IVS headquarters is located in Saigon. Residence and offices are at the Tan Son Nhut Livestock Experimental Station at the edge of town. Team member activities in the provinces are coordinated through two agricultural team leaders with the Ministry of Rural Affairs and USOM personnel.

Gloria Johnson, the home economist, is also located in Saigon where her activities center with the National Home Improvement staff. Objectives focus on improved standards of living and development of leadership among the women of Vietnam.

#### 5. Bien Hoa

This location is about 20 miles north of Saigon. Tom Cooper has contact with the Agricultural Services, Animal Husbandry Service, and the Farmers' Association. Two programs at present are demonstrations with improved varieties of sweet potatoes and a seed multiplication program for Guatemala Flint corn. Assistance is given with a vaccination and technician training program being carried out by the Animal Husbandry Service.

#### 6. Hung Loc

Phil Schreiber and Bill Krueger have been stationed at the Hung Loc Agricultural Experiment Center 40 miles north of Saigon. They work with the station personnel in the fields of machinery, construction, crop, irrigation, and management.

The station continues to advance its physical facilities. New homes have been built for the workers using Cinva-Ram (soil-cement) blocks. A domestic water supply is nearly completed. A sprinkler irrigation system has been ordered. Bill has spent full-time assisting the construction of a perimeter fence to protect crop trials and demonstrations from wild hog damage.

#### 7. Phan Thiet

Phan Thiet, located on the coast, is another IVS station started during the past year. Fred Armbruster will assist with development projects in strategic hamlets. Fertilizer distribution is a major portion of this program.

A provincial nursery is in the process of being established. The nursery will have a three-fold purpose : (1) to carry out trials with important crops such as rice, corn, sweet potatoes, soybeans, peanuts, mangos, and a few vegetables; (2) to propagate trees and seed for distribution to hamlet farmers; and (3) to serve as a demonstration area.

[REDACTED]

Phan Thiet is planned as an experimental and demonstration site for utilization of windpower. Some experimental models of windmills have been erected and will be tested for proposed paddy and upland crop irrigation.

#### 8. Bao Loc

Bob Knoernschild, Ted Lingren and Steve Szadek in Bao Loc in the southern highland area, have shifted the emphasis of their work from the experiment station to extension. The extension part of the program has been concerned mainly with the Mountaineer, the highland tribespeople of Vietnam. Demonstration gardens were planted near guest houses used by tribespeople when they come into town. Another important project is the digging of wells to provide a more sanitary water supply.

Recently an extension team of five Koho members has been formed to visit the tribe villages to give demonstrations in agriculture and health. Ted is setting up a rice demonstration program. Steve is working with a pig program. Medicine distribution and simple sanitation improvements are projects carried out by the team nurse. Bob is introducing garden cultural practices and advising in the construction of wells, reservoirs, rice drying floors, and pit privies.

#### 9. Dalat

Dalat, located in the mountainous area of the southern highlands, has a moderate climate making it possible to grow the cool-season vegetable crops. As at many locations, Don Wadley and Dan Leaty have emphasized extension activities to meet the urgent needs of the refugee movement. Near Dalat an agricultural training and demonstration center was established in a refugee settlement of about 4000 tribesmen.

At the Dalat Horticultural Station fruit and vegetable trial work is coordinated with the station manager and the Chinese Crop Improvement Mission. Experimentation continues, especially on onions, potatoes, and cabbage, supporting commercial production of the

new varieties. Introduction of blight-resistant potato varieties has received special attention. Multiplication is done at the station and seed pieces are made available for distribution. The area, because of its climate, is also quite suitable for fruit production. Several varieties of strawberries were introduced from the United States. **Persimmon seeds**, imported from Taiwan, are being grown at the station.

Many evenings have been spent in the mountaineer villages, at the Vietnamese-American center or Blao Agricultural College singing songs like 'Cotton Fields' and 'Big Rock Candy Mountain'. Dalat has been the headquarters of The Banana Bunch, Vietnam's Kingston Trio. Often the audience joins in, clapping and volunteering some of their own songs. The four members, Dan Leaty, Don Wadley, Kirk Dimmitt and Don Brewster, find folk singing a way of expressing the joys and sorrows of the American people most easily understood where language barriers sometimes separate us.

#### 10. Phan Rang

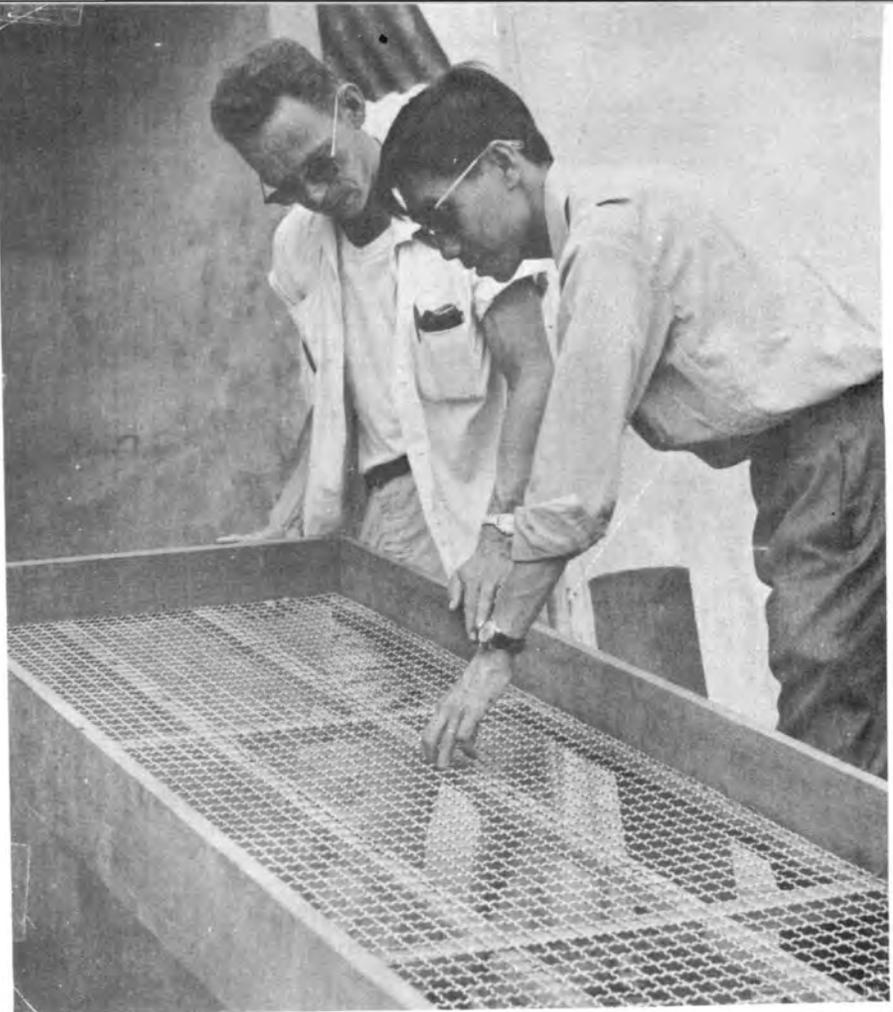
Phan Rang is located on the coastal lowlands of Central Vietnam. A portion of the time of ~~the~~ Everett LaRue and Chuck Fields has been devoted to assisting at the Nha Ho Experiment Station. Observation trials of tomatoes, peanuts, and cabbage have been established. Guatemala Golden Flint corn seed was multiplied at the station.

Extension efforts have largely been devoted to Mountaineer resettlement centers. In one area seed and guidance was given to help establish small gardens. Materials were provided to dig a well for a more sanitary supply of water. Several pairs of rabbits were distributed for demonstration purposes. A great deal of emphasis has been in providing relief food to help the villagers until their first crops can be harvested.

#### 11. Nha Trang

Nha Trang, on the coast, is one of the IVS stations that has been opened during the past six months. Working with Agricultural Services is the main role of the team member stationed there. Trials with grapes have been emphasized. A number of foreign varieties have shown good results. This information is being passed on to farmers. At the provincial citrus nursery work is done to develop simple irrigation procedures, to determine fertilizer needs, and to control insects.

One of the most serious problems in crop improvement is adequate grain drying facilities. At the Hung Loc Crop Improvement Station the first large capacity forced air grain dryer of its type in the country has been built. A drying tray is inspected by Bill Krueger and Mr. Giam, station manager, who have followed construction from the beginning.



Use of combined cattle corral, and compost making pits are proving their value to tribesmen in the Di Linh area. Use of compost made in such sheds is taught by tribal extension workers to demonstrate the value of natural fertilizer on rice paddy land.





At the Dalat Horticultural Experimental Center attention is given to improvement of cabbage, the most important crop in the area. Mr. Binh, station manager, Toan, IVS assistant and Dan Leaty examine a promising trial of a high yielding Japanese hybrid cabbage.



Introduction of draft animal utilization is an important part of the tribal training project at Ban Me Thuot. Village trainees get an opportunity to train animals and use a simple wooden plow made at the center.



Several thousand fruit trees have been distributed to mountain villagers in the Ban Me Thuot area assisting in 'Strategic Hamlet' development. Cai Truyen, manager of the Rhade Nursery and Training Center, gives instruction on transplanting.

John Tayless is the first member to make IVS a truly 'International' organization. John, a British citizen, came to us after working in British Guinea and Canada and receiving a degree in tropical agriculture from the University of Hawaii.

#### 12. Ban Me Thuot

Ban Me Thuot, located in the central highland region, is in the midst of a large Mountaineer area. A large portion of the time of the team members is devoted to extension activities among the tribesmen. An agricultural nursery and training center was established. The center is used to hold classes in agriculture and also provides seed for distribution. A mobile extension team was formed as a coordinating and extending body. The team makes visits to villages giving demonstrations in agriculture, home economics, and health.

In cooperation with the Animal Husbandry Services, villagers are encouraged to raise more livestock. Pigs, raised at the Animal Service's facilities, are distributed. Technicians teach improved methods of housing, feeding, and caring for the new animals.

One team member works at the Eakmat Land Development Station. The majority of the work is in the mechanics shop. This work is divided into the three areas of new machinery, old machinery, and safety.

#### 13. Hau Bon

Hau Bon is the provincial capital of Phu Bon, a newly created province in the central highlands, populated predominately by tribesmen. The province is bisected by a large river valley which is the new home of many Mountaineer refugees from the insecure areas.

Work was started in Phu Bon by Bob Day in March, 1963. Efforts now focus on an agricultural demonstration and training center as part of the province tribal rehabilitation program. Personnel are trained to promote simple agricultural improvements. Hand-dug wells, crops, and fruit trees are emphasized.

#### 14. Tuy Hoa

Bob McNeff started work at Tuy Hoa, in the coastal lowlands, in July, 1962. He works with Rural Affairs and the provincial officials in carrying out the strategic hamlet program. Considerable

time is spent visiting hamlets to see if necessary supplies are being received and properly used.

Tuy Hoa was selected to conduct a pilot pig program. Families in strategic hamlets were selected to receive three pigs of an improved breed. IVS works in close cooperation with NACO, the Farmers' Association, Animal Husbandry Service and USOM through the field phases of the program. In an effort to supplement the farmers' feed supply, cuttings of improved sweet potato varieties were brought to Tuy Hoa for trial plantings.

Another project is the multiplication of Guatemala Golden Flint corn seed, part of a country-wide program. When enough seed has been obtained it will be made available to farmers.

#### 15. Qui Nhon

Qui Nhon is located in the coastal lowlands. Larry Laverentz and Dale Lucore cooperate with Agricultural and Animal Husbandry Services to carry out the extension activities. In addition time has been spent working with the Farmers' Association, the Rural Engineering Service, and individual farmers.

The multiplication of Guatemala Golden Flint corn has created interest at Qui Nhon. Farmers in the area are very impressed with the tremendous growth of this improved variety and are anxious to obtain seed. The pig program was launched in Qui Nhon this past year. By September, 1963, 300 families will have pigs of an improved breed.

A farmers' training course was held by the Agricultural and Animal Husbandry Services. IVS was asked to assist in planning the program which trained 40 farmers in general agriculture and 46 in animal husbandry.

Just as Vietnamese visiting the States miss 'nuoc mam' there are certain foods we miss. One of these is peanut butter sandwiches. After a little experimentation Larry found a very acceptable product could be made by just roasting the peanuts, grinding them in a meat grinder and adding a little salt. He soon noticed that the Vietnamese who eat with him or came over for evening English classes and a snack afterwards enjoy Larry's 'Bo dau phung' just as much as he does. Perhaps a new industry has been started in Vietnam!

## 16. Quang Ngai

The station at Quang Ngai was reopened during the past year. Tom Neal works with the strategic hamlet program. This program has grown greatly during the past few months and includes every phase of rural and community development.

After the strategic hamlet is constructed a hamlet council is set up. Pest and insect control, improved swine raising, irrigation dam construction, improved crop varieties, improved health facilities, and training of teachers and construction of hamlet schools are important parts of the overall development.

## 17. Hue

Hue, the old Imperial City located on the Perfume River, is 500 miles north of Saigon. Jim Green and Don Fortner work with the agricultural school, Agricultural Services, Animal Husbandry Service, Farmers' Association, regional plant protection office, and recently, the Forestry Service. Practical work has continued for the students at the agricultural school. The provincial citrus and vegetable plots were the center of work with the Agricultural Services. Emphasis was on increasing yield of local sweet potato varieties. The work with the Farmers' Association includes an improved pig breeding program.

The regional plant protection office carried out a rat killing program in the five central provinces. A rice stem borer infestation was brought under control. This was instrumental in allowing the farmers to harvest 80% of the potential rice crop. This is one of the highest yields since the end of the Indochina War.

An IVS forester, Herb White, arrived in Vietnam in October, 1962. Three months were spent at Ban Me Thuot assisting with the thinning of a teak plantation. In January, 1963, he moved to Hue and was assigned to work with the regional forestry offices in the five northern provinces. The majority of the work is concerned with reforestation of the denuded hills that lie between the coastal plain and the mountains, and the afforestation of the sand dunes along the coast. Various species of Eucalyptus and two native pines are being used for the inland reforestation, while Casurina is being used on the coastal dunes. It is hoped the Eucalyptus and pines can be used to support a fiberboard and paper industry. The Casurina is being planted for sand dune stabilization and firewood.

## 18. Quang Tri

The IVS station in the northern most province of South Vietnam began in December, 1962. Dan Whitfield has been involved with three main activities. They are Mountaineer relief, typhoon relief, and the provincial rehabilitation program.

To escape exploitation from the Viet Cong 3000 Mountaineer have come to the district headquarters seeking the protection of the Vietnamese government. Accordingly the province has provided food, clothing, housing, medical care, agricultural tools, and has settled them into an area where they can be protected.

The typhoon relief program was designed to recover economic losses suffered from a typhoon in September, 1962. This program includes distribution of nylon netting to fishermen, U.S. surplus foodstuffs, special loans, and the rebuilding of schools and dispensaries. The largest and most involved program has been the provincial rehabilitation program. The scope makes it impossible to summarize the complete program. But, perhaps the most interesting and important part is the self-help projects. These range from irrigation projects and bridge construction to community agricultural production. The projects are geared to fit the actual needs and desires of the people. The people give their own time and labor to complete them.

### C. Rural Development Projects

#### 1. Highland Village Development

An increasing population in the Highlands and the relocation of thousands of Mountaineers to secure population centers is forcing a change in the culture of the tribesmen of Vietnam. No longer can they depend on the forests to provide them with enough wild fruits, vegetables, and game to meet their needs; no longer can they shift their rice fields from location to location as the land fertility lowers. It is important the Mountaineer carry out the program themselves in a manner as not to disturb too greatly old patterns of life. In this effort, the government of Vietnam has undertaken a series of development programs.

One of the first projects is building a training center near Ban Me Thuot to serve the Rhade tribespeople. It is designed to provide in the planting and care of tree crops, vegetables, and other crops which might be of value for village use or as a source of income.

Classes are held to teach the tribesmen basic methods of crop cultivation, the use of draft animals, and simple implements for soil tillage. Other topics of study include seed bed preparation, planting and transplanting methods, use of manure and compost, seed selection and storage, and livestock selection and care.

A water wheel, constructed of bamboo, makes possible two crops a year at the center. Being made entirely of local materials and of a simple design it can be readily erected. The wheel lifts 57 to 114 liters of water per minute, enough water lifted in a 24 hour period to irrigate over two hectares of land.

The garden projects in Lam Dong Province were initiated as a 'self-help' agricultural project to help establish family gardens. Two demonstration gardens were established in Bao Loc and Di Linh. They are located near guest houses used by the tribesmen when they come into town. The gardens are planted to a variety of crops including sweet potatoes, manioc, corn, beans, peanuts, lettuce, radishes, carrots, onions, squash and pineapple. The gardens do not necessarily represent the ideal size for an individual family, nor is it intended that everyone try to plant all crops that are included. Rather it is to show what crops can be grown, to demonstrate the various planting methods, to show the effect of using compost, and to show how some crops can be harvested throughout the year. People are brought in from nearby villages to visit the gardens and receive instructions in planting. Sweet potato and manioc cuttings are distributed at classes and to visitors.

The most recent of the Mountaineer training centers has been built near Dalat at Dampau, a center of Mountaineer refugees. Provincial officials requested IVS help in setting up a training center; Financial aid was received from Asia Foundation for the construction. Physical layout includes a model Mountaineer house, a storage building for seed and tools, dormitories for trainees and students, a demonstration garden, and model animal pens.

The purpose of the center is to teach improved methods of agriculture and sanitation to young men so they in turn may teach their own people. The center has fifteen Mountaineer men in training. Two home demonstration agents hold classes on home improvement. The trainees take full responsibility of growing the crops in the demonstration garden, caring for and feeding the animals, and the constructing of the center. Four of the trainees act as extension agents in surrounding villages. Their activities include establishing gardens, building animal shelters, and constructing compost pits.

It is impossible for the centers to benefit as many people as is desirable. Therefore mobile extension teams were started to reach the people who cannot come to the center. The first team began work around Ban Me Thuot in 1962. It is made up of six Rhade, two agricultural agents, three home improvement agents, and a medical technician. One day is spent in each of several villages which are visited periodically. The schedule remains flexible to allow more time in a village or for visiting villages not on the regular schedule. Each team member has a demonstration to be shown. Before beginning the visits training is provided in the demonstration to be given.

The agriculture agents emphasize home gardens and improvement of rice culture. Demonstrations include building and filling a compost pit, preparing vegetable plots, and developing trial plots in rice fields to show the value of turning under stubble and the use of compost and manure. They distribute plants and seed and give planting instructions. Cooking demonstrations by the home agents include making fresh vegetable salad, tomato soup, and fish cooked in a nutritious sugar sauce. The medical technician distributes medicines and helps to build pit privies.

At Bao Loc the chief of Agricultural Services proposed the idea of a Koho Extension Team. Five tribesmen were found in the surrounding villages. Two had graduated from the Bao Loc Agriculture College; another from the Hue Nursing Center. The team was formed and trips were made to twenty villages in the province.

One member has started a rice fertilization demonstration. The first part is demonstrating that through the housing of animals compost can be made. Cattle compost sheds have been built in three villages in the Di Linh area. Each shed houses 15 to 20 buffalo. The families are chosen by the extension agent and provide labor for construction.

The second part is to show proper application of the fertilizer. A field day is held in each participating village. The people from the villages in an area are invited to attend. A demonstration on the making of compost, application to the field, and rice planting are given. Two plots are planted, one a check plot and the other a compost fertilized plot. During the planting and growing season the extension team member discusses animal care, making compost, and rice cultural practices.

Another team member is building pig pens in five villages near Di Linh. The Rural Affairs program provides two pigs of an improved



Changing from a 'slash-and-burn' semi-nomadic type crop production to a permanent location approach is not an easy adjustment for the highland refugees. Successful gardens, as the one pictured above, offer much encouragement to the concept that home gardens will make an important contribution to reestablishing the tribesmen throughout the highland regions.



Rapid growth and high yield of cowpeas at the DaMpaу Demonstration and Training Center indicate a potentially important secondary crop to refugee tribesmen. Here, Dan Leaty, Mr. Binh, center manager, and Toan, IVS assistant, look over growth on the demonstration garden plots.



A Mountaineer proudly showing off the village's new well. Before the digging of this well his people had to carry river water over a kilometer. Notice the vegetable gardens in the background which the extension team also helped him to make.



One of the major projects at the Hung Loc Crop Improvement Station was the construction of 5 kilometers of 'hog-proof' fence. Here Bill Krueger points out the barbed wire which effectively keeps the pigs from rooting under the fence.

breed to one family in each village. After the first litter, two pigs are returned for further distribution.

Rabbits have also been introduced to the tribes villages. A simple cage is constructed from local materials. One bred doe is provided to a village. Two rabbits from the first litter are returned to the team for further distribution.

The other two team members help construct wells and water reservoirs. Obtaining a supply of sanitary water for drinking and food preparation is a major problem. The distances which the water must be transported vary from a few hundred meters to as much as two kilometers. The wells are kept simple and the villagers do the work. The Vietnamese Extension Service provided the funds to purchase materials to build a well cap and drainage apron, to pay the wages of a mason, and to buy a rope and bucket. Cement for the project is provided by USOM Rural Affairs. The villages have readily provided men to dig the well.

Each well is one meter in diameter. The wells vary in depth from four to ten meters. With an average of three men digging, a well is completed in three or four days. When the digging is completed a mason constructs the drainage apron. At the same time the villagers cut poles to make a windlass. This is the simplest and most economical method of lifting the water. The cost of a completed well including cement is about 600\$ (US\$7.75).

As more refugees move into secure areas additional training centers and extension teams are needed. Facilities need to be built in other area. The Vietnamese Ministry of Rural Affairs is carefully studying these programs as well as working on new ideas to meet this challenge.

## 2. Agricultural Station Development

The agricultural stations of Vietnam are contributing significantly to the agricultural development of the country. Better varieties, new crops, and improved agricultural techniques are demonstrated. Improved seed and plant materials are multiplied and distributed. Classes are held in better methods of agriculture to train local farmers. To carry out and enlarge their programs the stations are constantly striving to increase and improve their physical facilities. The Directorate of Research has asked IVS to assist in such projects.

At the Hung Loc Crops Station wild pigs damaged the experimental plots making it impossible to obtain accurate results. A fence was built around the station. Concrete posts were set at four meter intervals with anchor posts every 200 meters. Four foot woven wire with additional strands of barb wire at the top and bottom was used to complete the fence. The fence means the difference between useful experimental data and seed available for distribution to farmers or none.

The Eakmat Land Development Station has received new machinery over the past few years. In some cases it had not been assembled and used. Through close cooperation with the station manager and shop personnel, some of this stored equipment and some newly arrived equipment has been assembled and is now in use.

General instruction in the repair and upkeep of machinery has been stressed to eliminate the frequency of need for repair. In addition a preventative maintenance program has been initiated for all equipment. The drivers check each machine daily for such things as loose nuts and bolts, oil, and grease. These measures have resulted in a decrease in the number of repairs needed. In all cases proper operating methods and safety habits in the use of equipment have been stressed. This has resulted in a marked decrease in the number of accidents over a year ago.

Proper drying of seed is a problem in Vietnam because of the climate. The practice is to dry seed in the sun. Rain often spoils the seed. To alleviate this problem a drying house is being built at the Hung Loc Station. A stove made of discarded petroleum drums provides the heat and a fan forces the hot air into the drying room. Seed is placed in screen trays. Four racks, holding ten trays each, are built in such a way that they can be removed from the drying room by a fork lift. Electronic equipment checks the seed moisture.

The present situation in Vietnam makes available surplus military equipment. A great deal of this equipment can be used by the stations to a great advantage. A system has been set up whereby a man from the Directorate of Research and an IVS member make regular visits to the MAAG (Military Assistance Advisory Group) supply salvage yard to check the availability of useful items. Materials found are distributed to the experiment stations as needed. Examples of equipment which otherwise might have become scrap metal but are now being used productively at the stations include a chisel which is used for sub-soiling, an arc welder, a battery charger, a gasoline driven fan, generators, a fork lift, and scrap steel which

can be used in general construction.

Improving the experiment stations is a major step toward improving the agricultural economy of Vietnam. The Directorate of Research has requested continued IVS cooperation in machinery maintenance, small irrigation projects, and special projects. Another request is for IVS members to teach English to the station technicians so that the wealth of technical information in English will be available to them. They will be able to participate in conferences conducted in English, and it will be easier for them to discuss information with English speaking technicians in the country or go to the U.S. for further training.

### 3. Crop Development

Field crop development is a fairly new idea in Vietnam. During the period of French control the emphasis was placed on the plantation crops such as rubber, tea, and coffee. Many people feel that there is a definite need for diversification. Rice now occupies about 80% of the agricultural land. There is a need to use improved varieties of existing crops and better cropping methods to increase productivity.

Sweet potatoes are a prime example. They are an important part of the agriculture of Vietnam providing food for both man and animal. However, most local varieties are relatively low producers. Since the traditional cultivating practices do not include the use of insecticides, it is necessary that the tubers be harvested before they reach maturity to reduce borer damage. This practice lowers yield considerably.

In many areas IVS has played an important role in the introduction of improved sweet potato varieties and improved cultural practices. A great deal of this work has been done in cooperation with the Chinese Improvement Mission. Farmers have been very impressed with the higher yields produced by the new varieties and are very anxious to obtain cuttings. Multiplication plots have been established in many areas to provide the desired cuttings.

Corn is another crop which is presently of major interest. Vietnam wants to produce 500,000 tons of corn per year. The production is now about 30,000 tons. More corn is needed as a feed for pigs and a possible export commodity. Guatemala Golden Flint was found to grow well by tests run at various experiment stations. An attempt is being made to multiply this seed so there will be enough available for distribution to the farmers.

The Guatemala Golden Flint was originally started at the Bao Loc Experiment Station with a few plants. The resulting seed was sent to the station at Nha Ho for multiplication. The crop was harvested and a portion of the seed held at Nha Ho to be replanted. The rest has been distributed to several provinces so that additional multiplication plots can be planted.

A farmer is contacted to see if he would be interested in planting the corn. A contract is drawn up whereby the farmer agrees to care for the corn. At harvest time he agrees to sell the corn at the current market price. Eventaully enough seed will be obtained to make it available for distribution.

Green beans are a major vegetable in the Vietnamese diet. A combination variety and spray trial using local and foreign varieties of beans was carried out at Bao Loc. Some varieties produced up to 15 tons of green beans per hectare. Spraying produced some increase in yield, but the main effect was in quality due to reduction of damage from pod borers. Black Creaseback variety gave the best results in all trials. Harvested seed has been distributed through Agricultural Services and the Farmers' Association.

The climate of Vietnam makes it an ideal habitat for insects and rodents of many kinds. Consequently there is a great need for pesticides. At present they must all be imported. Three pesticide crops are being tested as possible sources of rodenticide and insecticide. Trials of Red Squill, Derris, and Pyrethrum have been placed at numerous locations throughout the country to determine the area of best adaptation and problems that may be encountered under various cultural practices.

Pyrethrum is used in the manufacture of an insecticide which is harmless to man and animal. This plant grows well in the Highlands. Derris is used in making Rotenone. Red Squill produces a rodenticide which is highly toxic to rats and relatively harmless to other animals.

The first or observation phase has been completed for both Derris and Pyrethrum with positive results. The tests indicate promise that both might be grown commercially. Analysis on Pyrethrum indicates sufficient percentages of active ingredient.

The maturity period for Red Squill is five or six years so the tests are still far from completion. Some problems in die-back have been encountered. Presently multiplication is being made and further tests are being carried out using various cultural practices.

Dalat is the horticultural center of Vietnam. Major emphasis is placed on fruit and vegetable crops. The usual tropical fruits do not grow because of the cool climate. Strawberries are very important. In the past varieties have been introduced from the United States. Some of these varieties proved superior to the local ones and have been readily accepted by local growers. Many farmers now have improved varieties that outyield local varieties because of resistance to disease. The plants are still being propagated and distributed. Recently three new varieties which are conducive to a damp, cool climate were introduced.

One of the greatest advances in the past year has been the work with potatoes. Severe blight would wipe out potato fields almost overnight. New varieties were imported from various countries. These varieties are being tried at the station for adaptation. The farmers are accepting the results of the station trials and using the new varieties. They are now getting higher yields and profits.

Cacao is another crop which is receiving attention. At Can Tho and My Tho the Agricultural Services and IVS are cooperating to find the best methods for processing raw cacao beans. Tests are being made to find ways for making chocolate candy. A few 'best' recipes have been found. Other ways to use cacao, such as in chocolate drinks, are being tried.

Training courses for farmers are very important in a program of crop development. Such courses are held in nearly all the provinces. Very often IVS is asked to take part. Such a program was undertaken at Qui Nhon in Binh Dinh Province. The primary objective of the course was to teach improved agricultural methods. Forty farmers were trained in general agriculture. The instructors were drawn from the Vietnamese local and national agricultural staffs.

Participants were chosen by the chiefs of the eleven districts in Binh Dinh Province. Selection was based on initiative, willingness to learn, leadership qualities, and a willingness to serve as 'agricultural agents' among other farmers after the course was completed.

It was felt that practical training and field trips would be of more value than a lot of theory presentation and classroom teaching. The course gave practical instruction in field measurement, making compost, planting and grafting trees, fertilization methods and techniques, mixing insecticides, and spraying techniques. The students observed insect damage on rice, diseases of plants, and

new rice varieties.

At the conclusion of the course there was an oral discussion period to obtain a clearer picture of the students' evaluation of the training they had received. The students were very impressed with the material pertaining to plant protection. They seemed to feel that the use of more insecticides, pesticides, and fertilizer is the best way to improve the agricultural situation in their villages. The students were anxious to return to their villages and put some of the learned practices into use.

It is impossible to evaluate a training course of this type at its conclusion. Its true value will be more understood within the next few years by the manner in which these trained farmers impress and work with their neighbors. The farmer who applies sound agricultural practices in his daily life is an asset to his community. The farmer who through extra effort on his part extends the principles to his neighbors will be even more valuable. The farmer who acts as a community leader in perhaps starting a 4-T club or helps to teach other farmers will be making his full contribution.

#### 4. Animal Husbandry

The pig is one of the most important animals in the agricultural program of Vietnam. Many programs have evolved to improve swine numbers, quality, and production. Many governmental agencies are concerned with these programs and IVS cooperation has been requested in many cases.

A year ago a program to increase pig production was started. Families in strategic hamlets are given loans to buy improved pigs, to build stys, and to buy corn meal for feed. The pilot program was carried out in Phu Yen Province. The IVS member there cooperated with National Agricultural Credit Organization (NACO), the Farmers' Association, Animal Husbandry Service, and USOM through the pilot program. At the beginning IVS worked with the loan committee in selecting the participating farmers. Trips were made to the hamlets to aid farmers in the construction of the pig stys. After the pigs were distributed, the farmers were visited and advised on proper feeding and care techniques. In cooperation with the Farmers' Association a pamphlet explaining better feeding practices was prepared and distributed.

The information obtained from the pilot program is now being put to use in other coastal provinces where the program is being

presented. IVS members in Qui Nhon, Quang Tri, Hue, Quang Ngai, and Tuy Hoa are cooperating with the governmental agencies in the project.

Hog cholera is a major problem. Each year the loss is from 10 to 20% of the swine population. There is a shortage of technicians to fight the disease. Rural Republic Youth are trained to vaccinate and furnished with vaccine. Such a training program is carried out by the Animal Husbandry Service. There is a problem of education in regards to the cholera eradication program. The farmers must know about the program and support it if it is to be a success. IVS has been asked to help with the training programs and often accompanies the vaccinating teams as they make their rounds.

The diet of the people in villages and hamlets is often lacking in protein. Many of them do not have the resources to buy and raise the larger meat animals such as pigs. With this in mind IVS members at some locations have initiated programs using poultry and rabbits. These animals provide meat in a short period of time and the initial cost is low. Usually the villagers are given a bred rabbit. They return two animals from the first litter which are further distributed. A similar type program is being carried out with chickens in some areas. In others improved breeds of roosters are being distributed to upbreed local chickens.

Agricultural Services and IVS at Ban Me Thuot have cooperated in a program to upbreed local swine by introducing purebred boars. The villagers build a pen and the boar is brought to the village for two weeks. The pens not only house the boars but also serve as a model for the villagers to follow when building pens in the future. As the program continued bred females were given to the villages to speed the upbreeding program. The present facilities at the Agricultural Services are capable of producing 120 pigs for distribution each year. Plans are to increase the facilities and to include a demonstration area and training center.

The agricultural training course at Qui Nhon also included a course in animal husbandry. Farmers were chosen by district chiefs on initiative, willingness to learn, leadership qualities, and a willingness to pass their learned knowledge on to their friends and neighbors.

Practical training and field trips were emphasized. The course included castration of cattle, pigs, and chickens, livestock vaccination, making compost, building a silo, and observing pig and

cattle pens. At the conclusion of each course, an oral discussion period was held to obtain a clearer picture of the value of the training.

## 5. Self-Help Projects

Self-help projects are part of the governments' efforts to develop the rural economy and help the people to help themselves. About 20,000~~VN~~ (US\$250) is set aside for each hamlet to use for a project which the people decide the hamlet needs. Then the villagers do the actual labor. When a hamlet is ready to begin a project, a meeting is held to decide what is needed. Projects decided upon include buildings, fish ponds, rice drying floors, bridges, and roads. IVS members attend planning meetings and help carry out the projects.

At My Tho one hamlet decided they would like to build a fish pond. They filled out the request form giving the details of the desired project, what the hamlet could supply, and what was needed from the government. When the provincial committee approved the project, the people were ready to begin. The fisheries agent visited the hamlet, inspected the proposed site, and tested the water and soil. He explained how the pond should be built and discussed what kind of fish could be raised.

The pond was dug and the fisheries agent returned, tested the water, and found it suitable. The pond was fertilized and fingerlings were brought from the hatchery. A hamlet elected committee now decides the rules governing the use and care of the pond. They are also in charge of funds derived from the sale of fish. These funds are used to pay for other hamlet projects.

## 6. Irrigation

Vietnam has two seasons - dry and rainy. Without irrigation it is possible for the land to produce only half of the time. If irrigation can be provided during the dry season, it will be possible to considerably increase productivity.

An irrigation project was developed at Phu Thanh Village near Phan Rang. One farmer provided a hectare of land to be used in the demonstration. A plan was made to determine how much leveling would be necessary. A cropping plan was decided upon. The Agricultural Services cooperated providing technical assistance and pesticides. The village provided the labor for the installation of the pumps

and preparing the irrigation channels. When the irrigation system was completed, plot demonstrations of mung beans were established. The purpose was to show better cultural practices, and the use of irrigation. During the growing period, the mung beans showed excellent growth and prolific fruiting.

The farmers have realized the potential of an irrigation project. They are now engaged in a supplemental irrigation program. Due to the encouragement of the Rural Engineering Service, the farmers have been inspired to plan ahead and think in terms of 'what irrigation can do'.

## 7. Plant Protection

The northern coastal provinces form one of the four plant protection regions in Vietnam. For the past year IVS has worked with the regional plant protection chief at Hue and the provincial plant protection agents.

These provinces are among the poorest in Vietnam. Poor soil, lack of water, and insect damage have combined to make the area food deficient. The plant protection program is designed to keep the losses due to diseases, insects, and other pests at a minimum. The value of the crops that can be saved by spending a small amount on plant protection will be extremely important.

An important part of the plant protection agents' job is to make continual surveys of crop pests. Using a three-wheeled Lambretta scooter, the agents do their best to locate insect outbreaks before severe damage occurs. By locating the outbreaks as early as possible the danger of spreading is minimized. After locating outbreaks, the next step is to control them.

The agent provides insecticide and sprayers and teaches safe usage. Sprayers are kept moving from one infested area to another as new outbreaks occur. At one time many army worm outbreaks occurred at the same time. Help was requested and received from the regional office. During this outbreak one could see women mixing and carrying insecticides to the fields where the men were spraying. Nearly 20,000 hectares of rice were sprayed. When the crop was finally harvested, it was one of the best of the past several years.

Sweet potatoes are the second most important crop in the area. Sweet potato weevils often force farmers to harvest their potatoes weeks before maturity, decreasing yield considerably. In Quang Tin





Chuck Fields and Everett LaRue inspect ears of Guatemala Golden Flint corn, a new introduction to Vietnam. Seed of this variety is being distributed to many farmers in strategic hamlets in the lowland provinces.



Onion plants have proven to be well adapted to the cool highland area of Vietnam. Success of locally grown seed production trials, checked by Don Wiley and assistant, Tho, will help local farmers of a high cash crop no longer dependent upon national imports.



Tho teaches Vietnamese to Chuck Fields and Al Berlet. Learning Vietnamese is the first, and perhaps most important, job of an IVSer.

Cai Truyen and Dale Wagner are pleased with their crop of Chinese Cabbage. Seed will be distributed to local farmers.





▲  
Fred Armbruster tries the local method of plowing the rice seed bed. He appreciates the hard work of the Vietnamese farmers in preparing their next rice crop.



▶  
The first windmill set up in the rich, but dry, Phan Rang valley.



◀ An inexpensive water wheel constructed of local materials by mountaineer trainees. It supplies adequate water for the Rhade nursery in Ban Me Thuot.

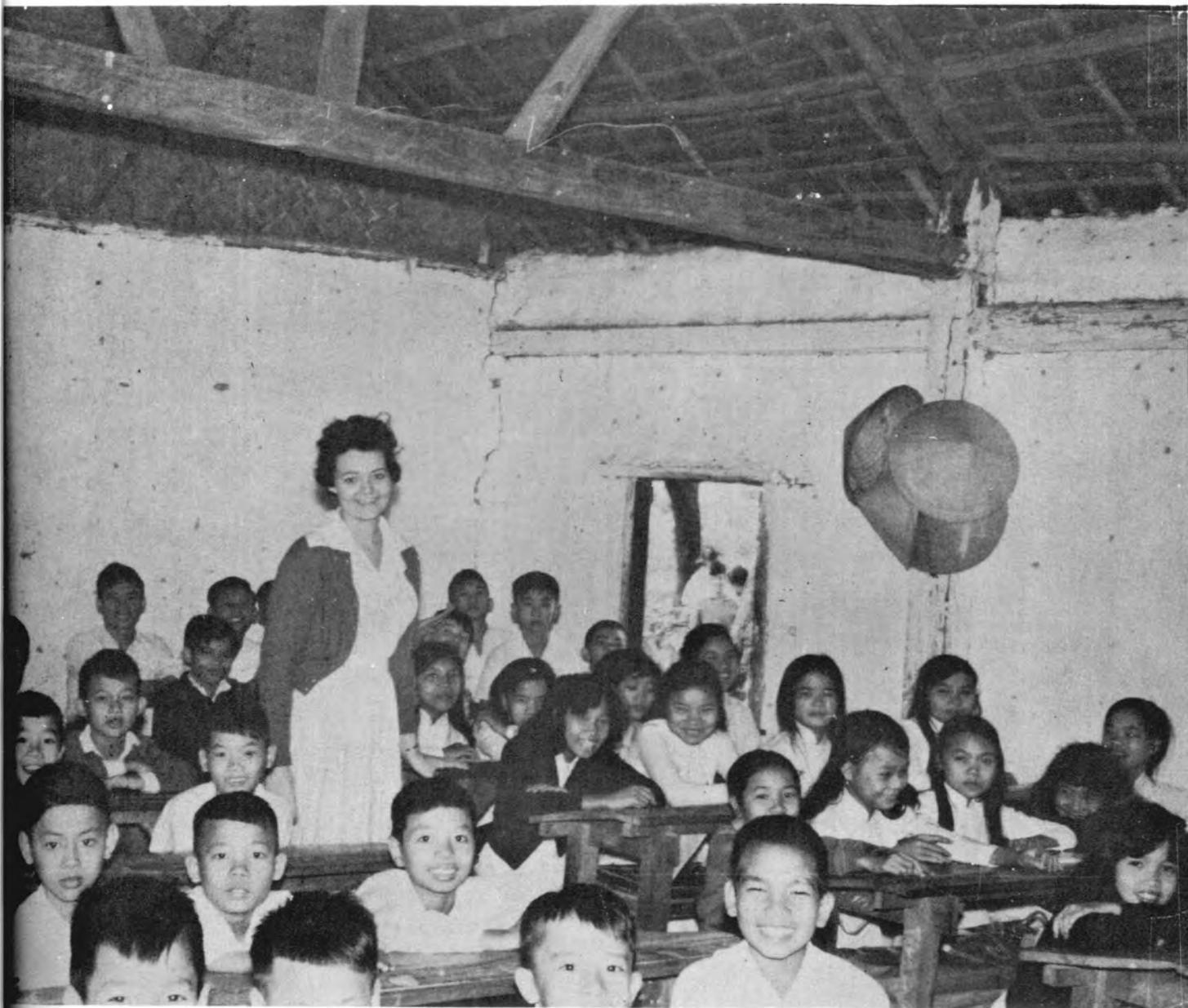
IVS Agricultural team members and friends gathered for a team meeting.

Front row : E. Gordon, B. Laakonen, D. Fortner, D. Luce, C. Fields, B. Plummer, H. White, Mr. Hollingsworth.

Second row : M. Chilton, Mr. Ottley, S. Szadek, G. Johnson, J. Tayless, L. Laverentz, D. Lucore, B. McNeff, D. Leaty, G.A. Radi.

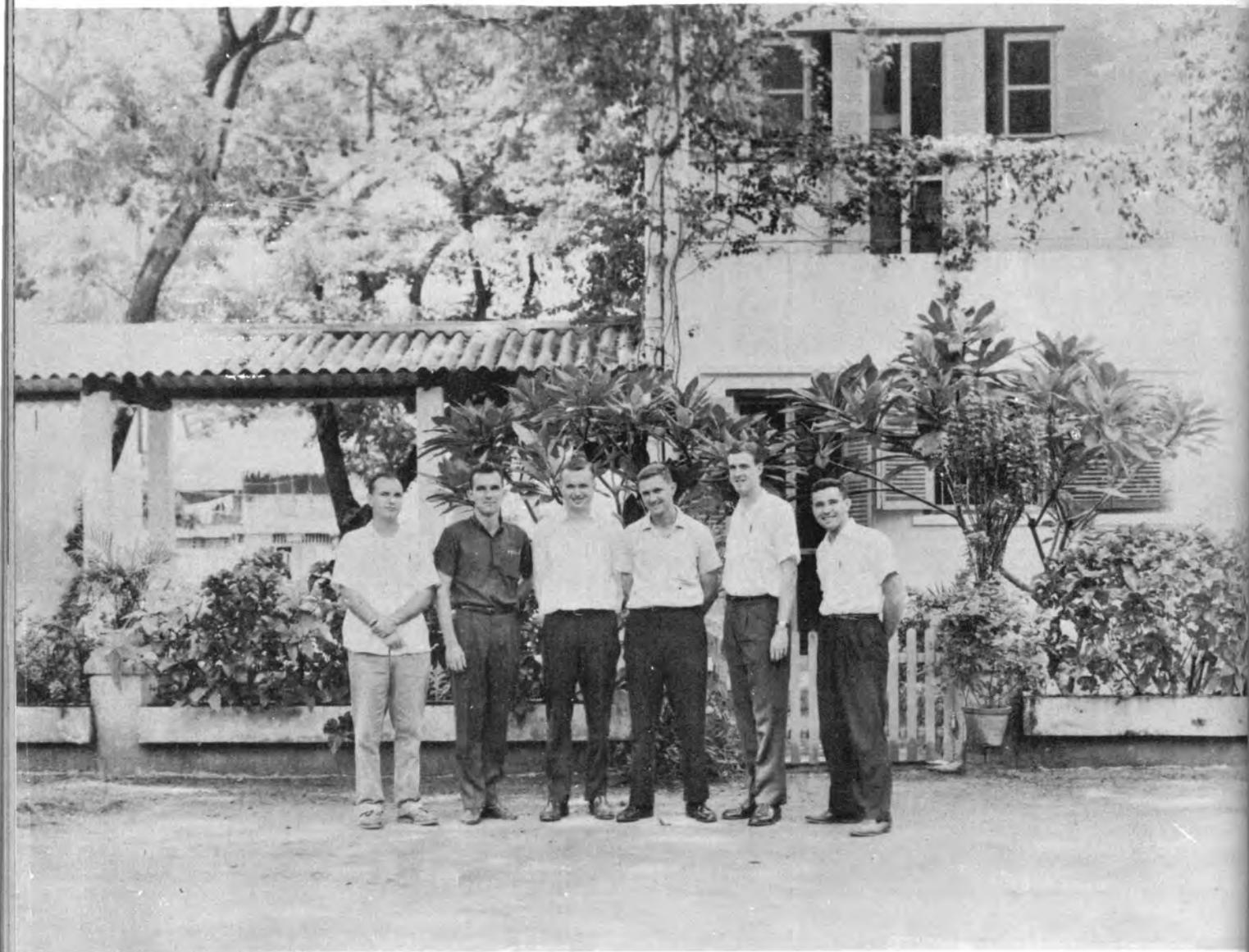
Last row : M. Weed, T. Cooper, R. Sweeney, B. Krueger, B. Day, T. Neal, F. Armbruster, D. Wagner, L. Cabbage, B. DuByne and N. Middleton.





Bette Gau's classes at Qui Nhon reflect the crowded conditions of many of the public high schools.

# EDUCATION



Malaria Eradication group : Jim Rothschild, Mike Chilton, Jack Ryan,  
Bill Betts, Dave Colyer, and Don Luce.

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## I N T R O D U C T I O N

The IVS volunteers who came to Vietnam in the past year, as members of the first Education Team have been working in their schools as teachers of English, science, and vocational skills. But they have done considerably more than fulfill their roles as teachers; their efforts have had a wider range than the scope of their classroom teaching. Occupying a position as a teacher or an assistant in a Vietnamese school has often been the beginning of an IVS member's larger participation in the community in which he has made his home.

The demand for teachers of English first became apparent to members of the IVS Agriculture Team who were often asked to conduct English classes during their spare time. IVS Team members still carry on these adult classes in their provincial homes.

IVS Team members are helping to fill the need for English speaking teachers as well as doing another job. They are examples of teachers using modern teaching methods in the Vietnamese classroom.

Every effort was made to place IVS English teachers in provincial schools where no other native instruction was offered. IVS realizes that its members are much more useful when properly placed in smaller communities, where they are able to make more personal contacts and contributions. Teachers in these areas are often the only non-military western residents and can more easily become initiators as well as valuable representatives of the friendly cooperation of the United States.

The Education Team includes thirteen members who teach English, four persons whose primary job is to provide guidance in technical-vocational teaching, and two people who assist in the introduction of new science teaching ~~techniques and equipment~~. Of the technical-vocational members, one is a home economist. These members also find themselves in demand as native speaking English teachers and spend much of their time teaching language classes.

## THE EDUCATION TEAM'S RELATIONSHIP TO THE USOM PROGRAM

The basic purpose of the Education Division of USOM in Vietnam is to assist the Department of National Education in the development of an education system which will produce trained manpower for social and economic progress. The IVS team member, as an integral part of the Education Division, is making a vital contribution to USOM's efforts, particularly in the field of teacher training and in face-to-face teaching contacts with the youth of Vietnam. A distinct and impressive performance is readily apparent to any observer in the field of English, science, and vocational subjects. Teaching and advisory services are rendered to both youth and adults in regular classrooms and countless informal settings. The Education Division of USOM and the leaders of Education in Vietnam are deeply appreciative of the energetic, skillful and dedicated contribution made to Vietnamese education by the IVS team.

Dr. G. S. Hammond  
Chief Education Advisor

### A STATEMENT OF GOALS

These goals were written by a committee of Education Team members following the first team meeting after they had exchanged initial experiences as volunteers working in Vietnam.

### PURPOSE

The over-all purpose of the IVS Education Team is to help the Vietnamese people help themselves. We work to enable the Vietnamese people to enter the developing world in the way they desire.

### FRAMEWORK

The nature of our work is shaped to a large degree by the following recognitions :

1. Progress will best be made when Vietnamese desires are foremost.
2. A people-to-people program utilizes the potential of personalities.
3. We are seen as examples of the American people at all times.

4. What can be accomplished will be affected by cultural differences

#### GOALS

- I. We endeavor to know and bring out the abilities of our Vietnamese associates.
- II. We work within the existing Vietnamese system while encouraging an awareness of change.
- III. We teach and assist in the fields of English, Science, and Vocational skills in order to help the Vietnamese people in their striving for change and knowledge.
- IV. Our work and contributions are social as well as technical.
- V. Informal relationships are as valuable as formal teaching situations.
- VI. In our conduct we share and represent American culture.
- VII. We endeavor to know the Vietnamese people through exploring such things as : education, food, history, language, and music.
- VIII. Upon our return to the United States, we will share the insights gained while working here, that others may know this effort and the Vietnamese people as we do.

#### THE EDUCATION TEAM BEGINS IN VIETNAM

Following a six months recruiting effort, the first eleven Education Team members arrived in early July, 1962. Additional members came in September and October. We have nineteen teachers working now, and a full time team leader.

The education team is strong because the Washington office recruited personnel who are qualified and enthusiastic about working in an underdeveloped country. The USOM Education Department provides us with guidance and support. The Vietnamese Department of National Education and local school officials have been generous in their cooperation and warm in their reception of IVS teachers. With their help, the teachers have gained in experience and effectiveness as the year has progressed.

True to IVS policy and thinking, most of the teachers are located in the provinces and are working, not only with the students of their various schools, but with the local community as well. This community work gives IVS teachers great satisfaction. They have made many long lasting friendships.

With a teaching contingent of nineteen full-time teachers in the field, we are proud to be meeting over 6,500 students and 500 adults each week. Significant contributions are being made because so many people are being brought into contact with native speakers of English.

The demand for additional English teachers has far surpassed our expectations. Some of our teachers endeavor to meet this demand by teaching as much as thirty-five hours a week. They average twenty-four hours a week. Many are involved in extra-curricular activities as well as regular teaching.

In the provinces, the IVS teacher can be found initiating a new library in his school or working to form a radio program in English. USIS film programs are a major extra-curricular activity and much good comes from involving students in the personal relationships of a Pen Pal program. Within the school IVS teachers are helping counterparts form science clubs, student newspapers, year-books, debate societies, and faculty-student volleyball teams. There are also student sewing groups and recreational activities in which larger numbers of students participate.

In its first year of work, the IVS Education Team has made an earnestly significant beginning.

Vaughn Stapleton  
Education Team Leader

## TEACHING

The degree of success achieved by an IVS teacher is closely related to the nature of his working situation. Who he works with, what kind of school he works in, how large his classes are, and how many hours he meets each class, either limit what he can realistically accomplish or present him with an open challenge.

## ENGLISH TEACHERS IN HIGH SCHOOLS

Hue

Ann Wright is teaching twenty-four hours of English a week at Dong Khanh, a girl's high school in Hue. She teaches two hours in three different sixth grade classes, two hours to eight different eleventh grade classes, and two hours to teachers in the high school, who are interested in studying English.

The sixth graders are just beginning English. They study six hours a week. Four of these hours are with a Vietnamese teacher who teaches grammar and writing, and two hours are with their American teacher who teaches pronunciation and conversation.

Ann has found that her sixth graders have few of the pronunciation problems of the average English speaking Vietnamese, because they have listened to and imitated a native speaker. They speak English quite well and are always eager to practice their English with her.

The eleventh graders have studied from two to six years of English. These girls are arranged in classes according to ability. There are about twenty in each class and they meet twice a week. Since most of them have already developed habits in speaking, Ann devotes time to increasing their spoken vocabulary. She has the students give impromptu talks on a simple subject or discuss a story which they have read. Ann also teaches American literature from simplified books. Many of her students visit her, and frequently come to borrow books.

Most of the teachers at Dong Khanh have studied some English, so Ann teaches them conversational English. The teachers prepare talks on aspects of Vietnamese culture, which the entire class discusses later. Ann enjoys this class very much and has learned many things about Vietnamese culture.

Hue

Jay Parsons is the IVS teacher at Quoc Hoc Boy's High School in Hue. Hue is the former imperial capital and this school is well known for its historical past. When he first arrived at Quoc Hoc, Jay wondered if there would be enough demand to warrant his presence, but the demand came as soon as the news of the new American teacher spread. He selected his students from over a thousand who

desired to study with him.

In addition to his regular junior year classes, he has a large number of voluntary students in specially scheduled session. Altogether, Jay has about two hundred fifty students and teaches twenty-two hours weekly. He also teaches a dozen or so university students and fellow teachers and has often exchanged ideas over dinner with his teaching friends of the Diner's Club he organized.

Jay may frequently be seen on the week ends cycling to the sights of historic Hue with students who wish to practice their English. He has found that these informal situations allow the students to speak more freely.

#### Da Nang

Fletcher Poling, the IVS English teacher in Da Nang, teaches at Phan Chu Trinh, the province high school. Fletcher's teaching load is about six hundred fifty students. He meets each class only once a week for pronunciation and conversation drills.

When a teacher enters his classroom in Vietnam, his forty to seventy students suddenly rise. When he allows them, they sit back down to their benches. The typical classroom is divided by a single aisle. Eight students sit at each long desk which stretches from the aisle to the wall. The challenge to a foreign language teacher is to give all his students the necessary oral practice, some of which must be individual.

At first, like many of the IVS teachers, Fletcher found his students exceedingly shy and unwilling to attempt speaking English before the class and an American. This has been especially true of girl students. Now, he finds that they are more used to the presence of a foreign teacher and have lost their reluctance to speak.

Fletcher's classes vary greatly in ability, so he uses a variety of materials. He has concentrated on integrating his lessons with those of his colleagues who also teach English.

#### Qui Nhon

IVS work in education began in Qui Nhon in August, 1962. Bette Gau, the IVS team member at Cuong De High School, works in collaboration with the Vietnamese English teachers. The Vietnamese teacher

teaches grammar, while Bette teaches pronunciation and conversation. Eighteen hours are taught per week at Cuong De, with students ranging from thirteen to twenty years of age. When she first arrived, the students at Cuong De could not understand Bette when she spoke at a normal conversational speed. If she said 'How are you?' the students were not sure whether she said 'How are you?' or 'How old are you?' Now, many of the students are able to understand and speak considerably better.

Classroom procedure is fairly standardized, but variety is important within this basic structure. The students use their textbooks as a basis for conversation, and the teacher encourages them to elaborate. Often times they have difficulty expressing themselves, but this problem is being slowly overcome. The work is challenging, enjoyable, and particularly rewarding, because of the enthusiasm of the students.

#### Saigon

Trung Vuong Secondary School is a large girl's school located in the center of Saigon. Prior to the division of Vietnam in 1954, the school was located in Hanoi in North Vietnam and was one of the best schools in the country. After 1954 it was re-instituted in Saigon with the former principal, Vice-principal, and many of the former teachers. At present there are many women on the teaching staff who were once Trung Vuong students in Hanoi. The administration, teachers, and students are very proud of their school and will eagerly relate its history to every newcomer.

The three thousand girls come from every part of Saigon, Cholon and the Saigon suburbs. For many girls getting to school by seven thirty each day involves peddling their bicycles through the hectic rush hour traffic or riding a crowded public bus for more than an hour.

Gerry Stapleton was assigned to teach students in the first and second forms. These two grades are equivalent to the junior and senior classes in American high schools. Most of the students in these two forms had studied English for five or six years. However, it was apparent after only a few class hours that they needed intensive practice in speaking English and in understanding English spoken by a native speaker. Therefore, a large proportion of the year was spent in helping the girls develop an ability to listen and reproduce correct English. Pronunciation and grammar practice were integrated into the entire process.

USOM provided books containing short stories by O. Henry which were used by students in the first form. These books were different from any literature books previously read by the girls. At first the students would discuss only the facts of the stories. As their confidence in speaking English increased, they enjoyed discussing such things as alternative endings and personalities of the main characters.

#### My Tho

The Vietnamese people have long placed a high value upon education. In former days, the sole qualification of a mandarin or lower member of the government was his education, and to achieve his position, he had to pass impartially difficult lists of memory and scholarship. Today, education is valued for itself as well as for the change in life it may bring to the individual. Many Vietnamese people are making great sacrifices to send themselves or their children to school full time or at night.

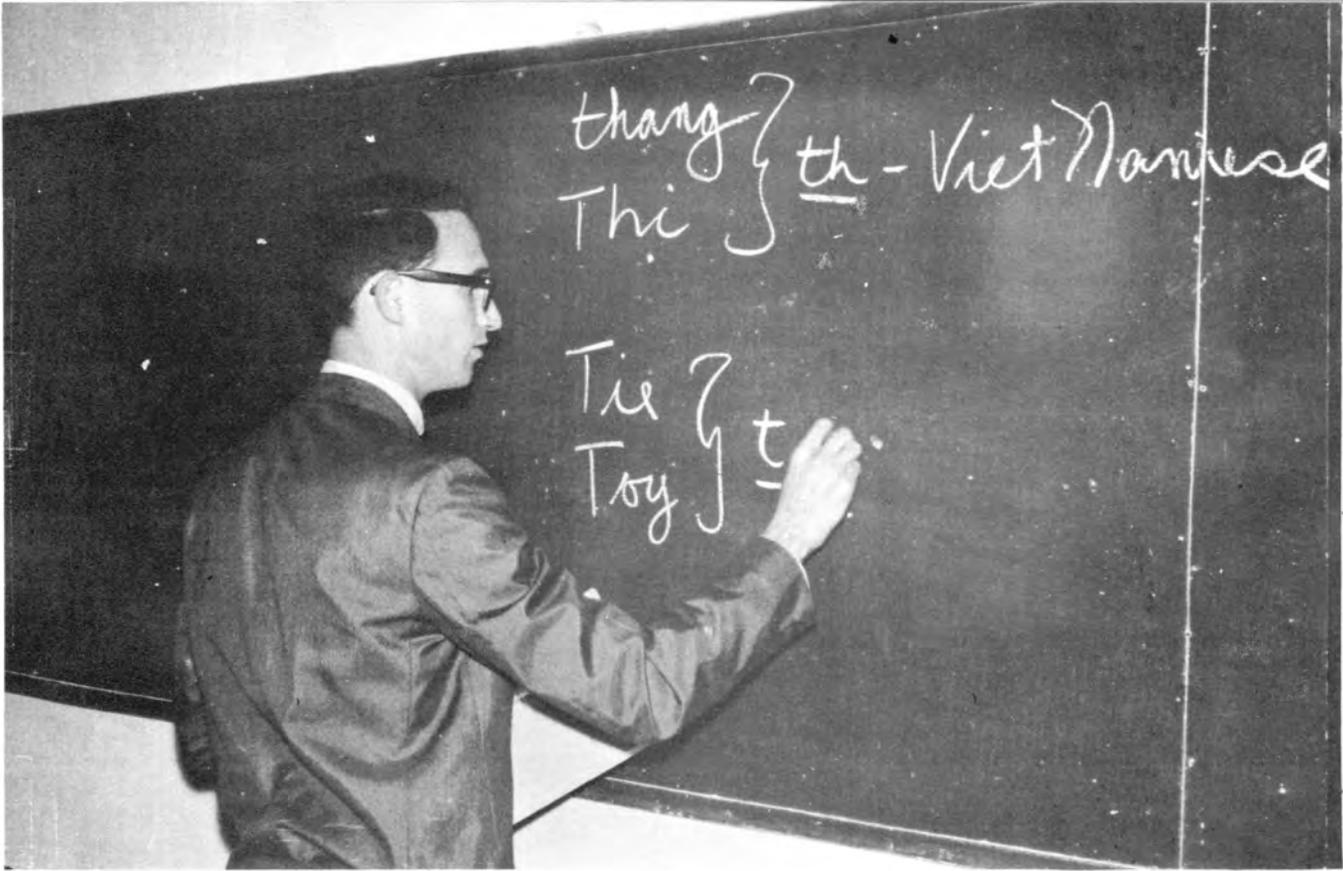
Education in My Tho is typically a major concern. The parents of every child want him to learn, and there are so many children that they not only fill the public schools, but also several private schools. Many Public schools run two shifts daily and private schools sometimes have three. Still not all the children have a place in school.

In My Tho the public high school that Clarence Shubert works in has about four thousand in the combined schools, two thousand six hundred in the boys' school and one thousand four hundred in the girls' school. The school is organized under the old French system and gives national examinations which determine who will continue in the public high school. Others must go to private school. This means that the students in the public high school are probably somewhat above average.

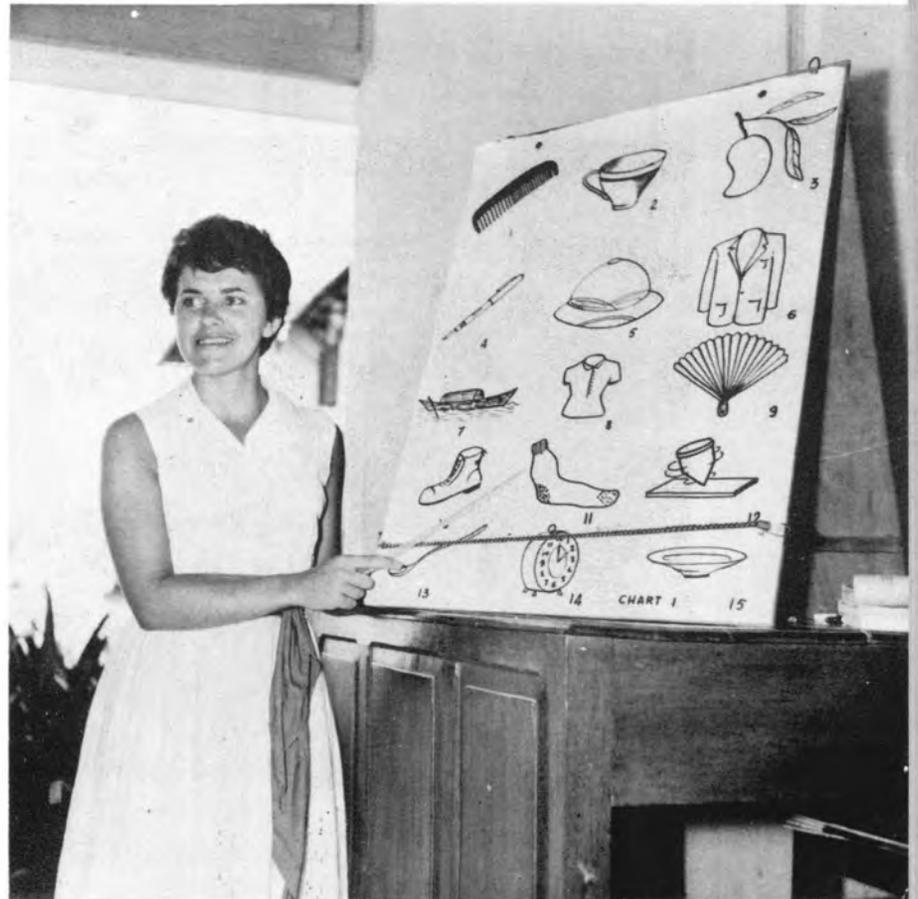
Clarence has about seven hundred students, most of them for one hour each week. His classes have about fifty students, a large number for a foreign language class. Clarence spends most of his time teaching pronunciation and is assisting with planning the lessons taught by the other teachers.

#### Can Tho

Marilyn Pallys taught in Can Tho at Phan Thanh Gian Secondary School. This school is the provincial high school with an enrollment



Jay Parsons uses Vietnamese to teach the sound system of English in his classes at Hue.



Marilyn Pallys finds that her hand-made pattern practice charts help simplify the teaching of English in her classes at Can Tho.



Billie Lee Langley poses with some of her students at the Qui Nhon Normal School.



Forest Gerdes listens for correct pronunciation at the Vinh Long Normal School.

of three thousand. In this school Marilyn taught both boys and girls. As with most IVS teachers, Marilyn met with a large portion of the students attending the school. She taught over seven hundred in twenty-four class hours each week.

Marilyn found her students able to read and write much more English than they could speak and understand orally. She used the Southeast Asian Regional English Project books to aid her students in English. These books consisted of grammar, pronunciation, and pattern practice exercises. She also supplemented the books with large picture charts which afforded many pupils the opportunity to practice the sentence patterns they had learned.

In the evenings Marilyn taught a class composed of her fellow teachers. They were enthusiastic students, and the class became one of the highlights of her year in Can Tho.

Marilyn will be remembered by the local people of Can Tho as the American girl in the 'ao dai', the Vietnamese native dress. Marilyn lived alone and decided to do her own cooking. This required frequent trips to the market where she joined with Vietnamese women in bargaining for everything she bought. Marilyn wore her 'ao dai' and soon became a familiar sight in the market place.

#### IN NORMAL SCHOOLS

Saigon

In spite of the high value placed upon education in Vietnam, well-trained elementary teachers are scarce. Until 1962 South Vietnam had only a single Normal School. Most elementary teachers were simply holders of a high school diploma. Now, the need for trained elementary teachers is beginning to be met by the graduates of two completely new Normal Schools as well as the enlarged older one.

At these Normal Schools, the IVS teachers of English have a great potential and an eager following, as all their students will become teachers. It is here that demonstration of good teaching methods in the classroom will have the most lasting and broadest effect. Through effective use of visual aids, the encouragement of extracurricular activities, stress on the importance that parents can play in the development of a school, and adding variety to the day-by-day classroom teaching situation, ideas can be planted in the future teachers of Vietnam by the normal school staff, including the IVS member, which will be carried to hundreds of schools and generations of children.

Ann Jacobs began teaching at the National Normal School in Saigon in November shortly after she arrived. She teaches approximately two hundred twenty-five students sixteen hours a week. Her classes range in size from fifteen to twenty-five, and her students are from eighteen to twenty-three years of age. Most of Ann's classes are two hours long. Like many other IVS teachers, Ann finds that her students have different backgrounds in English; some have studied English for as long as five years. Most of Ann's efforts are directed towards improving the student's pronunciation and conversation. Because she has small classes, Ann knows most of her students by name and gives all of them many chances to practice individually.

#### Qui Nhon

October 3, 1962 marked the dedication of the Normal School in Qui Nhon. The six hundred students enrolled in the Normal School come from Central Vietnam, mainly Hue, Nha Trang and Dalat. The school carries both a one year and two year program. All of the students are studying to be elementary school teachers. This April three hundred students graduated from the Qui Nhon Normal School and are now some of the best qualified elementary school teachers in Central Vietnam. The remaining three hundred students plan to return to Qui Nhon in August.

Billie Lee Langley, a member of the IVS Education Team, began teaching with the other twenty-five teachers at the Qui Nhon Normal School in early September, 1962. In addition to the education and Vietnamese courses, students study French or English as a second language. Billie Lee, along with another Vietnamese teacher, teaches two hundred fifty English students. She meets with the students four and five hours a week. Billie Lee's main emphasis was placed on pronunciation and conversation. Grammar has already been taught quite thoroughly in the high schools. Besides the academic headway made this year, Billie Lee was able to establish an informal rapport with the students. This rapport made it possible for the students to express themselves more freely. By the end of the year, students were conducting conversation hours and showed definite improvement in their pronunciation.

#### Vinh Long

1962-63 was the second year of operation for the Normal School in Vinh Long. In April it graduated three hundred teachers. They will teach in elementary schools on the rich delta that is the southernmost part of Viet-Nam.

Forest Gerdes teaches about two hundred-fifty students at the Normal School and handles all the school's English program, except the translation class, which is taught by a counterpart. He teaches eighteen hours each week and has each class three hours.

Most of these teachers-to-be have already studied English for several years with a Vietnamese teacher. Their reading and writing ability is much better than their ability to speak.

In addition to the students who study English as their first foreign language, many French language students attend English classes and have a voluntary class of their own. Because they know a native speaker is present, more students will elect English next year.

The students are very eager to learn, as they may have the opportunity to teach English themselves in the future. Forest has seen excellent progress in their speaking ability. They politely and willingly take part in the class work and like to try new things.

IVS teachers have frequently used the Southeast Asia Regional English Projects books for teaching oral English. Forest has used this series very successfully. He also has used poems, songs and stories to good effect.

When school closed, Forest had organized independent speaking groups in each class for intensive practice in speaking. He looks forward to the progress these second year students will make next year and has planned to introduce them to American literature.

Many of Forest's fellow teachers and staff members speak English and enjoy practicing with him. While at Vinh Long Normal school, this IVS member has had good cooperation from school officials and teachers and has been able to initiate and help with several extracurricular activities.

#### AT THE NATIONAL TECHNICAL CENTER

The National Technical Center is located at Phu Tho, a few kilometers from Saigon, Vietnam's capital city. It closely resembles a small university and contains three engineering colleges and a school of navigation. These will be supplemented by a home economics school recently completed, but not yet in operation.

Don Brewster was assigned to the National Technical Center to work as an advisor and teacher of English. Because he was the only

native speaker at the center, the director allowed him to formulate the entire English program and has given the support and assistance needed. USIS (United States Information Service) and USOM were very helpful in supplying advice and materials.

The average age of the students at the center is about twenty-two and they represent a very select group because the center can accommodate only about forty out of every six thousand who apply. Some students are brilliant, all are enthusiastic. Many pedal ten to twenty kilometers to school each day while holding a part time job and supporting a family at the same time. Many of Don's students hope to travel to the States for further study and then return to Vietnam as teachers at Phu Tho or similar technical schools.

At present, the ninety minute classes are divided into three parts. For the first thirty minutes the class concentrates on the sound system and by utilizing the International Phonetic Alphabet, works to improve pronunciation. The second thirty minutes are spent on grammar, followed by a half hour of conversation, which is a different approach to the study of correct pronunciation.

Don has emphasized the study of pronunciation because, while most students have a very good grasp of written English, their pronunciation is poor. Most of his students have very good vocabularies and are anxious for opportunities to speak the language. Many times his students come to visit him at night or on the week-end to practice speaking English.

#### TECHNICAL VOCATIONAL TEACHERS

In all newly developing countries such as Vietnam, there is a growing need for skilled workers, technicians, office workers, and other types of vocationally trained personnel. Economic development plans for the establishment of industries, the modernization of agriculture, and the expansion of commerce all require trained workers. Even the maintenance and effective use of the mechanical equipment and facilities already on hand calls for a steadily improving supply of skilled people. Hence, the expansion and improvement of technical and vocational training programs is basic to the success of other types of economic development projects.

Accordingly, the USOM Education Division is working with the government of Vietnam to enlarge and strengthen its technical-vocational system. With USOM assistance, four new technical high schools have been constructed and equipped in the towns of Vinh Long, Qui-

Nhon, Ban Me Thuot, and Da Nang. The schools are housed in newly constructed buildings and are equipped with basic tools and machines for woodworking, general metal working, electricity, automotive mechanics, business education, and home economics. Daytime courses are to be developed for high school age students, as well as evening courses for adults, in order to introduce modern technological concepts to the provincial people and to enable them to apply more advanced techniques to the task of improving their standard of living.

In order to staff these institutions, young Vietnamese have been sent to the United States for two year training programs preparing them to become vocational teachers. Side-by-side with these Vietnamese teachers, young American members of International Voluntary Services are working daily on the many tasks involved in setting up the new facilities, organizing the courses of study, and beginning the teaching of shopwork and classroom subjects to Vietnamese students.

Dr. Sydney High  
USOM Technical-Vocational Advisor

Da Nang

Chuck Stevens was assigned to assist in establishing the Da-Nang Polytechnical School, which was completed in 1962. The school program will produce both academic and vocational graduates with the majority in the latter program. The school will also give instruction in home economics. The school eventually will have an enrollment of eight hundred students, mostly boys.

Chuck arrived in August just in time for the opening of school. Construction had not yet been completed and many items had not been uncrated. He tested electrical equipment, washed, swept, and helped in other ways to prepare for the opening of the school.

After the opening ceremonies, work settled down to a routine. Chuck was assigned to teach the students who studied English as their first language. This was more than half the student body. Chuck's other duties include assisting with the teaching of laboratory science and vocational training.

Future projects are aimed at tying the educational aid to the

strategic hamlet program. One idea is to bring villagers into the school for an intensive training program in a skill which will help establish industry in the hamlets. Another idea is to train students to make tools and machines which can be used by the provincial people.

#### Qui Nhon

John Witmer was transferred from the agricultural team during the early part of the school year. However, he has continued to work with agricultural counter-parts in entomology and related problems.

John's regular assignment at the Qui Nhon Polytechnical School has been a varied one. He teaches two hours of English during the school week. Since the school opened recently, John spent much time working with the Vietnamese science teacher in organizing the science program. The new science laboratories were set-up, plans made for a science club, and the science curriculum was reviewed.

John has had much interest in helping the schools in the rural areas near Qui Nhon. His teaching consisted mainly of demonstrating in the fields of science and health. He has distributed to the Vietnamese teachers many teaching aids which should greatly benefit the students.

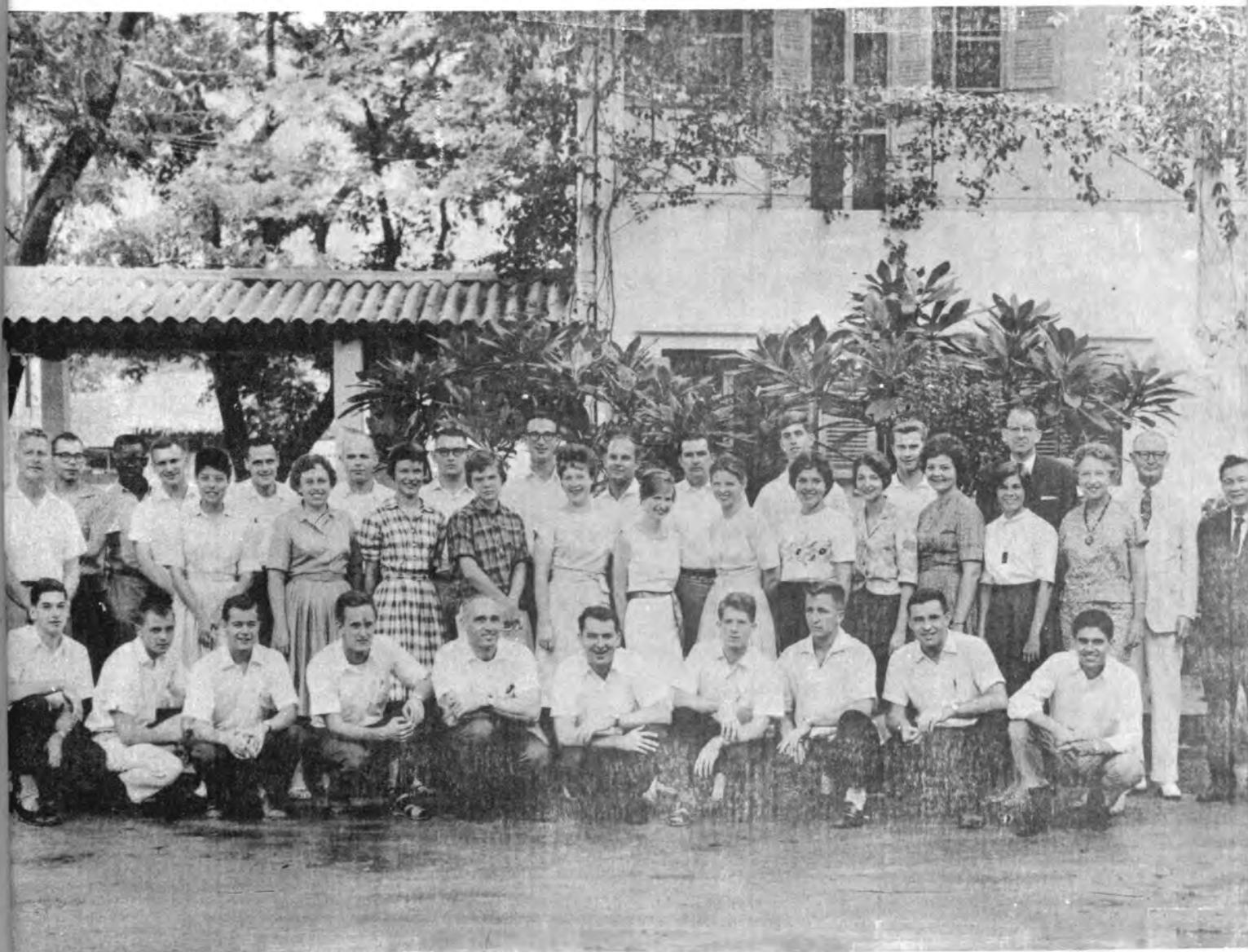
In his free time, John tried to stimulate an interest in extracurricular activities for the students. He introduced American games that were new to Vietnamese youth and also participated in their native games.

#### Ban Me Thuot

Mike Benge is located in the plateau of the Central Highland Region of Vietnam. Here he has an opportunity to work with the Vietnamese and the Mountaineers.

Mike arrived in January and after orientation and language study he was assigned to work at the Technical Trade School. The school is designed especially to meet the educational needs of the Mountaineer people. The students of the school learn skills and techniques in both the trades and agriculture. When they complete their work they will go back to their villages to pass on their acquired information to their people.

Mike's teaching duties have not begun but he has been working

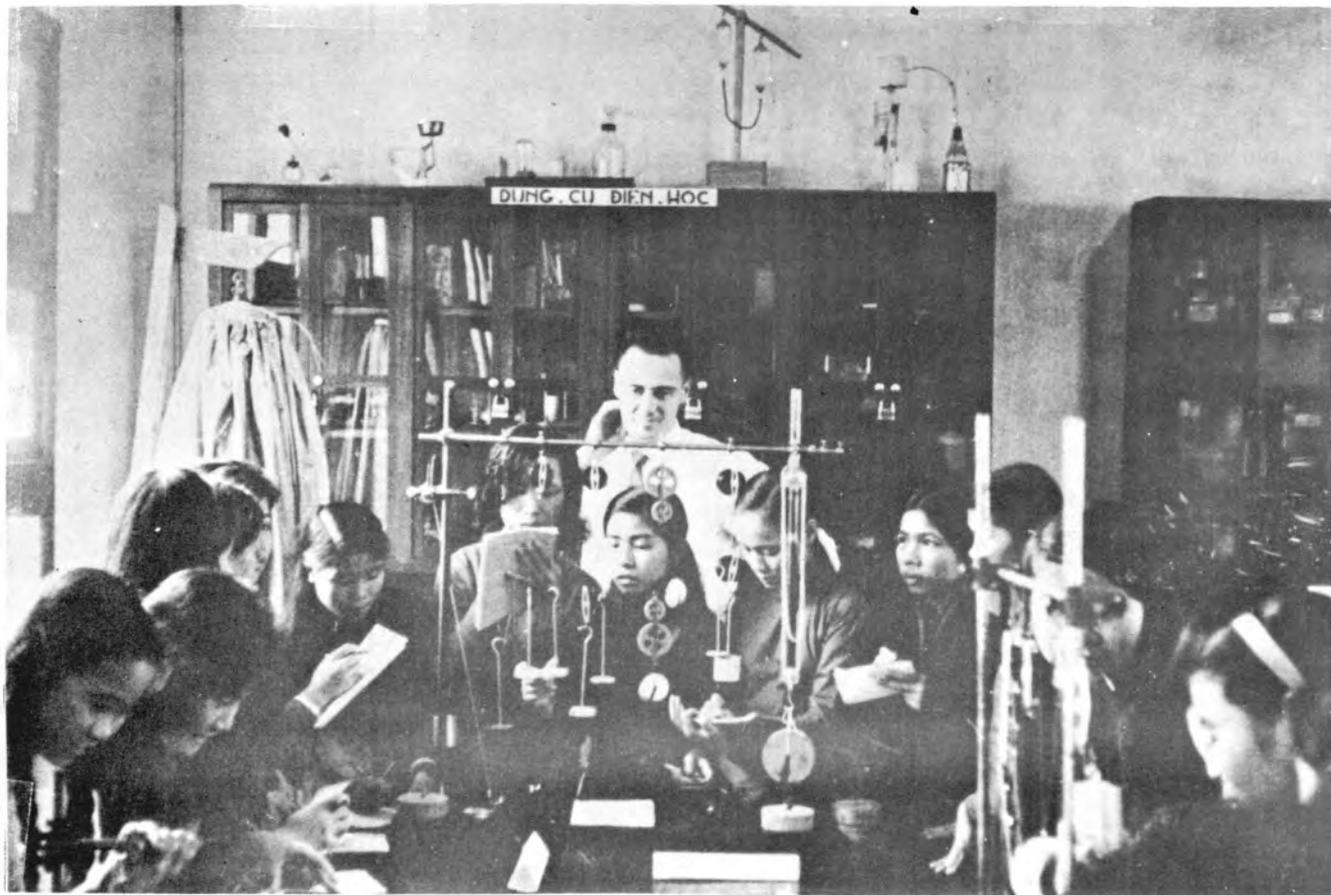


Group at Education team meeting :

First row : J. Sommer, D. Fuller, P. Walker, P. Hunting, R. Carlton,  
C. Stockton, W. Myers, M. Bengé, D. Luce, R. Biggers

Second row : V. Stapleton, Mrs. L. Ross, Mrs. C. Walker, Mrs. R.  
McDowell, Miss A. Hensley, Miss D. Achter, Miss C.  
Allender, Miss A. Jacobs, Miss M. Pallys, Miss B. Langley,  
Miss B. Gau, Miss A. Wright, Miss A. Palmer

Third row : F. Poling, N. Middleton, C. Ross, V. McGeehan, D. Brewster,  
G. Stoltzfus, J. Parsons, C. Stevens, W. Robertson, F. Gerdes,  
J. Witmer, Dr. Hammond, Dr. Walther and Mr. Khe.



Vince McGeehan's science class takes notes during a demonstration in the school laboratory.



Marilyn Pallys chats with a teacher friend in front of her school.

to establish and prepare projects what will become a part of the school program next year. Such projects as helping to dig wells, installing improvised showers for the students, initiating a baby chick and pig program, helping to improve dining facilities at the school, installing water pipe for running water instead of having to carry it great distances, and improving sanitary facilities by digging pit privies have provided valuable practical learning experiences.

During his stay in Ban Me Thuot Mike has also worked closely with provincial officials in the hamlet school program. He has been asked to gather information to pass on to USOM personnel. He has obtained such information as prices and availability of materials, construction procedures, labor costs and available labor and skills.

#### Vinh Long

In November an IVS member arrived to work in home economics in Vietnam. Dianne Achter spent her first few months working with counterparts, setting up the home economics department at the secondary level at the National Technical Center in Phu Tho. Construction of this center has just been completed and this is its first year in operation.

After her work at the center was finished, Dianne moved to Vinh Long, where she will be teaching and assisting with home economics and English at the new Vinh Long Polytechnical School during the next school year.

#### Hue

As an IVS Education Team member in Hue, Vince McGeehan works with four schools, Quoc Hoc High School for boys, Dong Khanh Girls High School and Ham Nghi and Nguyen Tri Phuong, which are Junior Highs. He works with his counterparts in these schools to set up and advise in their laboratory sciences, mainly physics and chemistry.

The average class size in a Vietnamese school is very large, so the classes are divided into small groups before they come to the lab. Each group of five or six students works as a unit and conducts the experiment. Vince helps students to set up the apparatus, solve various problems and correct the balancing of equations. Then he points out some of the important observations as they conduct the experiment. In addition he assists the instructor with the

supervision of larger classes and helps to plan the laboratory work.

One of Vince's projects has been the establishment of a science reference library. Many of his Vietnamese colleagues and students are able to speak, read, and write English and are therefore very interested in American science books and periodicals. These have been made available through USOM, USIS, and private persons. As part of his day, Vince circulates these books and periodicals among the schools he visits each week.

Dalat

Science laboratories are a new trend in Vietnam's educational program. Prior to the building of these laboratories, the lecture-demonstration approach prevailed as the main method of teaching science. Newell Middleton, the IVS Education Team member in Dalat, works directly with the science instructors in providing experimental conditions for the classroom. His main responsibility is to help the Vietnamese utilize these laboratories to their fullest capacity. The students are able to see the theories which have been taught in the classroom.

Newell works with two schools in Dalat, Tran Hung Dao and Bui Thi Xuan. His colleagues are enthusiastic and anxious to learn new laboratory techniques; some have studied in American universities.

The students are curious and willing to work. They are always asking questions and are surprised when he tells them to complete the experiment and find out the answer for themselves. They are accustomed to being told the answers. The introduction of experimental science into the classroom means a new approach to science for Viet-Nam.

#### TYPICAL ENGLISH CLASS HELD OUTSIDE SCHOOL

We are all teaching, have taught, or have been asked to teach, extra classes outside school. We share the experience of listening to our Vietnamese friends say, 'I know vocabulary, I hear you, but I don't speak.' For our friends who would like to speak English, we are mines of pronunciation and intonation information. And we are aware that we were never so closely listened to at home.

So many Vietnamese people want to learn English that the IVS teachers could be teaching five days and six nights a week and still not meet the demand. Bette Gau teaches three nights a week at her

home in Qui Nhon. There are fifteen people in her class; of these, ten are teachers. Bette also teaches an elementary school supervisor, a nurse, a telegraph operator, a public works director and a housewife.

They want to learn English for different reasons. The various English teachers desire to improve their English in order to teach better, the elementary teacher hopes to become a high school English teacher, the nurse wants to be a secretary, and the telegraph operator wants a better job. For others, the why of learning is not an important question. Like many Vietnamese people, they value education for itself as well as for the opportunity it may bring.

Most of the teachers are young and Bette has a great deal in common with them. Her class frequently turns into an informal discussion group. The class works a lot on pronunciation, but most of the people know English grammar very well. What they need and want is practice in meaningful conversation. Talking about the differing customs of their countries and various other topics has extended their vocabulary and considerably improved their ability to converse.

Bette meets these people outside her class as well. They go on picnics, play badminton and dine together. She enjoys her evening home class and considers it as important as a class taught during the day.

#### TYPICAL ACTIVITIES OTHER THAN TEACHING

Because we attempt to be truly <sup>people</sup> to people in Viet-Nam, we IVS members frequently encounter situations where we are able to draw upon our differing past experiences. We may be able to 'start something'. Whether or not our non-teaching activities are great enough to be mentioned here, they all are part of a volunteer's life and work. A large part of our time is spent being internationally social, meeting people at gatherings large and small, planned and spontaneous. Perhaps our most lasting influence is made on these occasions : a change or shaping of someone's attitudes about Americans.

#### AN ENGLISH CLUB

The Voluntary Youth Association's advanced English class, which Don Brewster has been teaching twice weekly since August, formed an English Club that meets once a week. The club was organized by the students and its purpose is to provide an informal opportunity for them to practice their spoken English. The meetings are held at the

house of a different member each week and the students try to have at least one native English speaker come to each meeting. Members are fined five piasters if they speak Vietnamese. This money is used to buy refreshments and the penalty insures that the meeting will be carried out entirely in English.

Don Brewster has attended some of the English Club's meetings and he is convinced that they serve the purpose for which they are intended very well. The students discuss a host of topics ranging from clothing styles and customs to world politics and marriage.

It amazes Don that the students are so well informed. They know a great deal about the States and they are quite eager to express their opinions of Hollywood romances or the Cuban situation. Occasionally a debate becomes a little heated, and some of the students, without thinking, rattle off English as though they had been speaking it for years.

#### BROADCASTING ENGLISH LESSONS IN HUE

Everywhere we turn in Viet-Nam, someone asks us to teach him English. Of course, there are not enough of us to teach everyone who wishes to learn.

The IVS English teachers in Hue, Jay Parsons and Ann Wright, have an opportunity to teach more people by broadcasting English lessons in a program on a local radio station.

They are presenting a one half hour program in the evening five nights a week. Two new lessons are offered each week with a review lesson on the last evening of the week. Each lesson is repeated during the week, and is concluded by a review lesson. This portion of the program takes fifteen minutes. This graduated course in conversational English uses a book written for Vietnamese students. Each lesson is printed up and offered free of charge to all those interested. The language course consists of both Vietnamese and English spoken on the radio, a follow-up at home with the mimeographed material, and a slow building toward more advanced material.

Several thousand printed lessons have been distributed through the U.S. Information Service, bookstores and other agents. Requests for them have been received from listeners as far north as Quang Tri near the North Vietnam border and as far south as Quang Ngai over 200 kilometers from Hue.



## FUTURE PLANS

Mr. Cao Quan, newly appointed GVN liaison officer to IVS and acting director of the agricultural information service, explains the necessity of easily understood directions for the farmers. This was taken at the combined GVN-IVS agricultural meeting.

IVS members will play a 'support' role to the existing agricultural programs. New programs will be coordinated through the provincial agricultural services and the Ministry. Two recent developments have been the initiation of planning meetings. One of these was in each province with representatives from USOM and the Ministry of Rural Affairs. The other was a joint Ministry-IVS planning conference at the national level. At these planning sessions, programs are proposed, problems discussed, and a plan of action drawn up. Each person is aware of the full program and the part he is to play. The Minister recently appointed Mr. Cao Quan to represent the Ministry in coordinating field programs.

There has been an increasing interest on the part of provincial officials to have IVS members work with them. More requests are now on file than members available to meet the demand. An example of a request recently fulfilled from the Chief-of-Province in Binh Thuan, 'In our province we are now constructing strategic hamlets in an effort to improve the economy and improve agriculture in the country. If possible we would like to have an IVS agriculture technician to work here to help us with technical problems.'

#### Education

The past year was the first year of work in education. Although problems were encountered, it was a productive beginning pointing out many ways an IVSer can contribute to the education program of Vietnam. In working in the schools, with students and their parents, certain characteristics became evident which will have a great influence on the activities in the coming year.

Most important is the interest of the Vietnamese people in education and the willingness to work long, hard hours to improve themselves and their children. This is expressed by the large number of people wanting to study English, by parents who cannot read or write themselves but make great financial sacrifices so their children can go to school. The second factor is that educational facilities are much better in the large population centers than in the small villages. In recognition of this fact the Ministry of Education has developed an ambitious program of building a school for each hamlet; even more difficult is training teachers for these schools.

Students are interested in activities outside the school. This has been noticed by their enthusiastic response to English Clubs, hiking groups, and general get-togethers. These activities develop

the students in a way that classroom instruction will not--in working together, developing special skills which may become hobbies or even a vocation.

With these things in mind more stress will be put on school development in the rural areas and working to develop closer community-school relations. In response to the demand for English instruction, fourteen members will have as one of their main responsibilities the teaching of English. Activities which will start or receive additional stress include the following : Hamlet School Program.

Seven team members will be assigned to assist develop and equip the new schools being built as part of the strategic hamlet school program. The construction phase will emphasize discussions on how the school will be built, proper cement mixtures, obtaining material for use in the school. After the schools are built periodic visits will be made to about 50 schools in the province with visual aids material, discussions with teachers on new teaching methods, additions to the school grounds such as improving recreational facilities, a school garden, small animals such as rabbits for the school, etc. Certain things such as showing movies at night for students and parents will bring the schools and community much closer together.

#### Mobile Science Units

Two such units are now planned to begin operation this school year. One, around Hue, emphasizes working with teachers to provide them with demonstrations that they can use in their own schools. The other in the Nha Trang area is planned to visit elementary schools giving simple demonstrations in the day and working with students to organize a 'Science Show' for their parents in the evening. The demonstrations of both units will be coordinated with the school's science format.

#### Adult Education

Because of the great desire of Vietnamese to learn English, team members have a special skill to offer adult education classes. It is hoped that by working closely with community leaders, present adult classes will be expanded to include such things as typing, vocational trades, and Vietnamese literature making use of the skills of other teachers and members of the community. This may be

expanded to literacy classes, agriculture, etc. in some of the hamlet schools.

### Co-Curricula Activities

During the past year a great deal of experimentation was done to make co-curricula or 'extra-curricula' activities part of the schools' program. The purpose of these is to emphasize working together, to teach new skills, and as a means of relaxation for students. It makes the school more than just academic. Some of the more successful 'outside activities' such as English clubs and showing movies will be continued and expanded; others started.

### Health

The Vietnamese governmental program of malaria eradication has been in operation since 1958 with IVS entering the field this year. IVSers are working with Vietnamese in an attempt to completely eliminate the disease. Two stationed at the study centers are involved in the problems of entomology and epidemiology. One will be working with visual aids and related fields in Health Education. Another will aid the automotive repair teams.

As with any nation-wide program, problems are constantly occurring. The two study centers were established in pocket areas where the malaria rate has remained high. Work in these two areas thus far has been the application of modern methods as set up by the World Health Organization of the United Nations.

Work at the Huong Hoa center has been equally divided into new and better methods of finding malarial mosquitoes and the plotting of malaria rates. Sociological studies of the Mountaineers are being made to find reasons for the high malaria rate.

At Di Linh, much of the same work is being done but since different ethnological groups are involved, one of the techniques being tried is the distribution of drugs in malaria areas. Much experimental work in this field is being performed.

Although not yet in operation, the new health education member will be helping to extend the education and eradication program to the more remote villages. This involves the use of audio-visual aids in teaching people the importance of cooperating to eliminate Malaria. As malaria rates drop, the people no longer consider it dangerous and many times fail to cooperate. This is one of the many



