

INTERNATIONAL VOLUNTARY SERVICES '66



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W. J. ...

LAOS EDUCATION TEAM ANNUAL REPORT

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CONTENTS

Foreword	iii, iv
Development of Laos Education Team	1 thru 4
Ecole Superieure de Pedagogie	5 thru 7
English Section	8 thru 11
Practical Art Teachers and Advisors	12 thru 14
Ecole Normale D'Instituteurs	15 thru 17
Lycee English Teachers	18 thru 21
Roster of Team Members	22, 23

FOREWORD

The wealth of Southeast Asia is largely fallow. And yet its potential is enormous. About 200 million people live in an area considerably larger than Europe. The natural resources in this area are many, many times more valuable than in Europe. The land is fertile, the climate is benign, the subsoil is rich in minerals, in petroleum and even in precious stones. The mighty rivers, which flow from the eternal snows of the Himalayas and are nourished by the monsoons, are a boundless source for hydroelectric power. In short, this part of the world has every reason to expect that it will become one of the most prosperous regions on earth.

Southeast Asia lacks two essentials to realize that prosperity. One is capital investment; and the other is human skills. It is clear, however, that the capital can not usefully flow unless there are people who are trained to use it to develop their wealth. The cultivation of the soil is the natural vocation of the Southeast Asian. But its cultivation by modern methods, which involve labor saving devices, water control, rural electrification and chemical fertilizers require that the farmer possess certain skills and a significant amount of literacy.

The new generation growing up in Southeast Asia today can break out of the centuries-old tyranny of the soil and become its master if it can develop the skills to learn the new agricultural methods. To do this, tomorrow's farmer does not need a college degree, but he needs at least a few years of basic education so that he can read and write, do his sums, and absorb technical instruction. He must get that education now, as a schoolboy, so that his family of the future will have a better life.

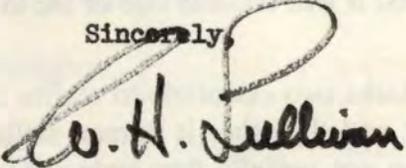
The problem of elementary education is difficult to overcome, but it is not impossible. In Laos, with a population of about 2,500,000, there were only about 20,000 school children in 1947. Twenty years later, in 1967, there are nearly 200,000. This progress has been achieved almost entirely as a result of United States assistance to education. And, as always, in the process of expanding education, the limiting factor has been the availability of teachers. The slow, patient process

FOREWORD

of training teachers has had to precede the spread of knowledge to the countryside.

In this essential first task, International Voluntary Services, Inc. has played a key role. The Education Team of IVS has devoted its energies primarily to the teacher training centers which are described in this report. I can think of no more satisfying endeavor for a young American man or woman than to participate in this work. Their rewards, like the crops in the fields of Southeast Asia, literally grow before their eyes.

Sincerely,



William H. Sullivan
American Ambassador
April 4, 1967
Vientiane, Laos

Development of the Laos Education Team



The "Old Main" buildings at the ESP. It is the first building completed at the campus and houses the administrative offices and the English Section.



Typical classroom building at the ESP. This same basic design is used for dormitories, work shops, apartments for teachers, infirmary and eating facilities. This building is three basic units long. There are a total of 21 similar buildings on campus containing a total of 54 basic units.

International Voluntary Services, Inc., is a non-profit organization chartered under the laws of the District of Columbia in 1953. It was organized by a group of people committed to the idea that American youth could make an important contribution to international good-will by establishing person-to-person contacts with people of another country, through a service program which the people of the host country want and in which they would participate.

IVS philosophy defines the IVS volunteer in the following items: "An IVS volunteer must have a genuine concern for, and sympathy with, persons whose life is hard and whose horizons are limited. He must gain familiarity not only with local language, but also with local traditions, customs and habits. He must be patient, to work through the traditional village and provincial leadership. He must be single-minded, in his desire to help, and rule out political partnership and religious proselyting. He must be willing to accept stringent conditions of service, at a low salary. IVS volunteers are generally college graduates willing to live under difficult and often primitive conditions, working with others regardless of creed, color, or economic stations. IVS volunteers must be sound in health and morals."

The original IVS education team in Laos was placed under contract with the United States Agency for International Development in July 1959 to work at the National Education Center located nine kilometers outside of Vientiane (the name of the school has since been changed to the Ecole Supérieure de Pédagogie and will be referred to as the ESP.) Some team members arrived before the first building was completed and worked for a short time in the city of Vientiane. The first contract called for eight volunteers; seven positions for practical arts teachers such as: home economics, nursing, agriculture, wood working, plumbing-masonry, general building and grounds maintenance advisory and a Chief-of-Party. Only one of the original eight positions was for an academic teacher; in the field of science. Much of the work of this first team entailed keeping the phys-

ical facilities of the school operating. Due to the unsettled conditions in the country, not all positions stipulated in the contract were filled.

In July, 1961, a contract amendment added four more IVS volunteers. Because political conditions in Laos during this early period were not very stable only three positions were filled; two of the three were practical arts advisors. In 1962 nine of the twelve positions had been filled. Seven of the nine were practical arts advisors; only two were classroom teachers.

In the fall of 1963, all 12 positions in the contract were filled for the first time. The nature of the work began to evolve slowly, although nine of the twelve positions were still "practical arts" people: two agriculturists, a home economist, a nurse and five manual arts and maintenance advisors.

As the school grew and more Lao staff become available, the IVSers were able to do more training of counterparts. Less reliance was placed on the IVSers actually doing the work and more emphasis placed on training Lao how to construct and maintain the facilities of the school. More classes were being taught in the areas of agriculture, home economics and manual arts but much time was still being spent on maintenance, construction and house-keeping activities.

One academic teacher was added in the fall of 1963 and in December one English Teacher was added providing classroom teachers of science, social studies and English. Team strength was then 13; 9 practical arts advisors, 3 classroom teachers and a Chief of Party.

In July, 1964 the contract was amended to include a total of 22 volunteers. Added were six English Teachers for the secondary schools, two general ed-



Salle des Fetes at the ESP. A general purpose building used for basketball, assemblies, the showing of movies and any other function where most of the students attend.



Girls dormitories at the ESP. These were built from the "Master Plan" that was made in 1961 for the eventual university at the ESP site.



One of eight houses built for ESP faculty. The IVS/Educ. Chief of Party occupies one such dwelling.



Diane Alexander, library advisor and social studies teacher, working with the school librarian, Mr. Vane. The most difficult task is to develop the concept of the library as a teaching tool and a learning aid.

ucation advisors for the Regional Teacher Colleges in Pakse and Luang Prabang, and a mathematics teacher for the ESP. The major change was to increase the number of IVS personnel in the academic classrooms. However, four of the English teaching positions were not filled because of lack of sufficient time between the signing of the contract and the beginning of the school year.

During the 1965-66 school year the IVS role in helping the Lao to develop their education program continued to change. The ultimate goal of working IVS out of a job was accomplished in two areas and these positions were phased out of the program. For the first time in six years IVS did not have a nurse or an arts and crafts teacher at the ESP. The facilities of the infirmary had been sufficiently developed and the Lao staff trained to the point where IVS was no longer needed. A Lao arts and crafts teacher who had just returned from a training program in Thailand was assigned to the school. The shop and the program had been developed by IVS, and the new teacher was placed in the position, eliminating the need for an American teacher.

The activities of the team were expanded to include: teaching more English in the French section, a half time advisor in the school library, increasing role in overall school maintenance instead of in limited areas, and collection and operation of teacher reference and instructional materials.

The direction in which the IVS role has been moving is evidenced by the activities in which IVS is now engaged:

1. Originally, virtually all team members were involved in practical arts and maintenance. This past year 30% were involved in these activities and for the 1966-67 school year staffing lists only 15% of the team to be so employed.

2. IVS initially taught no English in the French Section. This year two team members have been so occupied.
3. IVS is expanding activities to other institutions in other locations. The original team was stationed in Vientiane. This past school year seven team members were stationed outside the ESP. The 1966-67 school year plans specify eleven Team members to be stationed in other institutions.
4. There has been expansion of the practical arts program but an actual decrease in the number of IVS'ers working in this area. The following is taken from a report written during this year: "One-third of the home economics is taught by an American now. Two years ago all of it was. The two Americans teaching agriculture and practical arts each have at least one counterpart whom he is training. In the last three school years (counting the present) while the enrollment has increased by about 35% and the number of hours of practical subjects (hygiene, home economics, practical arts and agriculture) taken by a student has increased by 50%, the number of IVS people teaching in these areas has decreased from 9 to 6. This is due to successful training of counterparts and the participant training program. During this same period, available Lao staff and counterparts in these areas has increased from 3 to 12".
5. The original IVS team contained one classroom teacher. During 1965-55 there were ten. Next year there will be eighteen.
6. The English Section at the ESP was originally founded by a University of Michigan team. The IVS role in this section was minor. This past year the IVS Chief of Party served as head of the English Section, and team members staffed all positions except those of the teaching of English. Next year IVS plans to fill all but three of these positions.



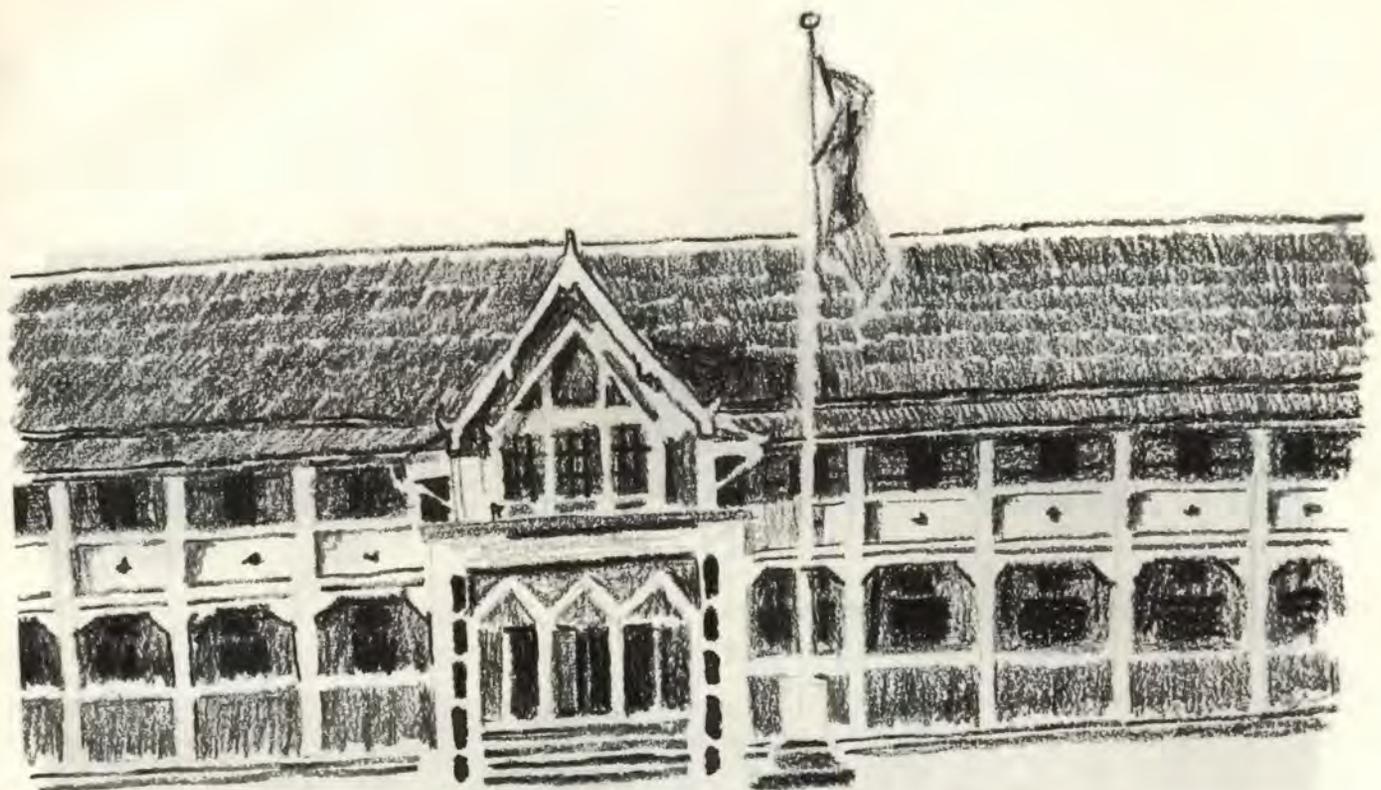
Dr. Khamphay and a school nurse make the rounds in the school infirmary. IVS had a nurse working with the school health services starting in 1959. The position was phased out in 1965. The success of the work here is attested to by the fact that the facilities have continued to function very satisfactorily after IVS participation ceased.



A Lao student receives baci strings at a typical Lao ceremony. The strings are tied around the wrist for good luck and, in this case, a safe journey to the United States to participate in the American Field Service high school exchange program.



Arts and crafts projects made at the ESP. IVS initiated and developed this program that is now supervised and taught by Lao with little American help.



Ecole Supérieure de Pédagogie

The Ecole Supérieure de Pédagogie was established on a wooded site nine kilometers north of Vientiane in September, 1959. The following year the Ecole Normale d'Instituteurs was moved to this location from the city of Vientiane.

The site of the school is one set aside by the Royal Lao Government for the establishment of Sisavang Vong University. The ESP is but one program of the total University; at present, the only program located at this site. Prior to 1965, the school was known as the National Education Center. It is often referred to locally as "Dong Dok", a Lao name for the surrounding forest.

All of the 1400 students are studying to be teachers. Most are boarding students whose living expenses are paid by the government. Many of the faculty and most of the administrative staff live on campus. The school has its own water and sewage system (one of two in the whole country). The personnel who man and maintain these and other school services also live on campus. In all, a conservative estimate of the total number of people living on campus would be about 1,800 people.

All students enter the school after six years of previous schooling. The length of study varies from 2 to 9 years depending upon the level the graduate is



ESP students ready for the morning announcements and flag raising ceremony. When the school first opened, these assemblies at the beginning of the school year were used to teach the new students the national anthem. Now most students know it before entering the ESP.

to teach. Two year graduates can teach in grades 1-3; the nine year graduate in grades 9-10. It is necessary to get training outside of Laos to teach in grades beyond 10 as Laos, at present, does not have a full university level program in any area of study. The long number of years to prepare a teacher is

necessary because the school must not only train the student to be a teacher but must also give him a basic secondary education.

Programs vary not only in length, but in the language of instruction. The majority of the 1,400 stu-

dents get their instruction in French. English is the language of instruction for 110. The Lao language last year was used in the program for 180 students. The use of the Lao language is increasing and will continue to do so as more qualified Lao instructors become available.

The shortage of Lao teachers makes it necessary for the school to rely primarily on foreign staff. During the 1965-1966 school year the teaching faculty consisted of 44 French, 23 Americans, 3 Thai, 3 Canadians, 2 British, 2 Indians, 1 Vietnamese and about 15 Lao. The administration of the school is entirely

by Lao with aid from foreign advisors. A Frenchman supervises the French teachers and an American supervises the American teachers.

During the colonial days, Laos had to rely primarily on teachers trained outside its borders. The program of the ESP is an attempt to fill the ever growing teacher needs by training teachers within Laos. In the future, when sufficient numbers of Lao have been trained at the university level outside the country, the ESP will become a Lao staffed school using the Lao language throughout.



Aerial view of the ESP campus. Student garden plots can be seen in the lower right, two girls dormitories are at left center, main building at upper left and classrooms and boys dormitories in the center.



The English Section at the ESP

The English Section at the Ecole Supérieure de Pédagogie was founded as part of the Southeast Asia Regional English Project (SEAREP) under the direction of a University of Michigan Contract team. The program started in Laos in about 1958. The overall objective was to promote and improve the instruction of English as a second language. This included linguistic analysis of the local people's problem in learning English, development of books and other instructional materials and the training of English language teachers.

The program at the ESP was mainly directed at the latter, the training of English language teachers.

The program developed by the SEAREP people to do this, was established to be five years in duration. The Lao students entered the program after completing eight years of education. The first year of the SEAREP program was devoted to a concentrated study of English which was taught according to the methods developed at the University of Michigan. The students received separate classes each day in vocabulary, pattern practice, grammar, pronunciation and language laboratory work.

The fact that the sole objective of the program was to train teachers of English influenced the types of courses and the course content. The only peda-



Material production is an integral part of any instruction program. The English section has adequate facilities to service the program. Beth Van Nest and Manijed Javid are shown here preparing to run off instructional material.



An English Section class studying biology. The instructor here, as in all classes in this section, is in the English language.

gogy and practice teaching was in the teaching of the English language. No practical arts or agriculture was required. Mathematics, Science, etc. were offered as "General Education" courses. The only thing the graduate was prepared to do upon graduation was to teach English.

It has in the past been the practice to send the best students to the United States for the fourth year of the program under American Field Service high school grants. The students came back to Laos for the fifth and last year of the program. After completing the Fifth year program the students had the equivalent in years of a United States high school education but it was equivalent only in terms of years studied. Relatively few students have successfully completed this program.

Starting in the fall of 1965 the English Section program was extended to include seven years at the ESP. The total number of years of schooling upon graduation from the ESP remains the same as under the older program—thirteen years.

Other significant changes in the program realized in the 1965-66 school years were:

1. The training of teachers of English is no longer the sole objective. The program is general in nature and now is planned to prepare teachers of all subjects in grades up to and including the 8th grade. The program also gives Lao students a better background with which they can enter U.S. colleges and universities.
2. Practical Arts (Industrial Arts) is required of all students.
3. Basic agriculture is required of all students.
4. Home economics is required of all girls.



The practice of student participation in experiments is not widely followed in the schools of Laos. By example the English section helping to foster such techniques.

5. General course content, methods of instruction and standards of performance are being improved to reflect the changed objectives.
6. The number of students entering the program have increased from 15 in 1963, 22 in 1964 to about 72 in the fall of 1965.

The changing and up-grading of the program is necessitating the rewriting of all the courses. Most of this work is being done by IVS teachers in co-



All students at the ESP are required to take gardening. Each student is required to have one or more plots that they care for. This class, under the direction of Ron Sauer and his counterpart Mr. Phitya is harvesting lettuce and determining the yield.



Rote memorization of historical facts is not emphasized. As here, the social studies program, through class projects and discussions, endeavors to teach concepts and ideas through which the student can cope with everyday life. The student here is leading a discussion in class taught by Diane Alexander.



The English Section is equipped with a 20 station language laboratory. Although maintained by an IVS'er when it was first installed in 1960 a Lao teacher has since been trained; the laboratory is still in good operating condition.

operation with Lao educators and USAID technicians. The work is continuing.

IVS involvement with the program has grown during the last two and one half years. In the 1963-64 school year the SEAREP contract group had a full time person teaching and helping to orient the Lao directress in her job. There was one other full time Lao and one part time Lao teacher during this year. There were also two British teachers, one under the Colombo Plan and one under the Graduate Voluntary Services Overseas (the British counterpart to IVS). During the year 1963-64 IVS had three full time teachers in the program and also taught Physical Education and Home Economics with part time people.

During the '64-'65 school years SEAREP had no personnel in Laos so IVS supplied an additional English teacher and added Health and First Aid to the subjects being taught on a part-time basis.

During the 1965-66 school year IVS had four full time teachers teaching Mathematics, Science and Social Sciences. IVS also was teaching the Home Economics, Agriculture, practical arts and physical education. The Chief of Party served as head of the English Section.

Teaching in the English Section is much like teaching in an American school, with however, some notable difference. Most obvious, of course, is that the students are Lao. The level of English ability throughout is lower than comparable grades in the U.S. The students have a limited vocabulary and the teacher finds himself having to teach vocabulary along with subject matter. The teacher must be willing to be very flexible in the presentation of his subject matter.

In all, the teaching in this section has been and will probably remain to be one of the most satisfying assignments for the Laos Education team.



Practical Arts Teachers and Advisors

Practical Arts at the ESP includes: *home economics, agriculture* and shop subjects such as *wood working, arts and crafts, plumbing, masonry, electricity* and *general mechanics*. The duties of these people are threefold: 1) To teach classes directly, 2) To help and advise Lao teachers of these subjects, and 3) To help, advise and train Lao working in these areas in construction and maintenance of school facilities.

Much has been said already on the general development of this phase of IVS involvement at the ESP. The reduction of the involvement here reflects a certain degree of success. It also reflects the increased emphasis being placed on the instructional aspects of the program.



Wood working classes emphasize the use of common hand tools. The basic skills are present in Laos. Needed is refinement of them and dissemination in more areas of the country.

People in this area work in all sections of the school. While they teach more students from the French language section than from any other, the language used in these particular courses is Lao. Teaching is usually done through a counterpart Lao teacher.



The tool panel in the wood shop is well organized and equipped. Although these tools are imported from the US by AID, similar tools are often available in Laos.



A portable food preparation table designed to fit the needs of Lao cooking. The design was developed by the IVS home economist and built in the school shop.



Harold Daveler is here inspecting the primary electrical distribution system. The maintenance of this system is one activity that has not been taken over by the Lao. It will take some time before such capabilities are developed.



Training maintenance crews is an important part of the practical arts program. Here, Dell Johnson works with the school plumbing crew.



Agriculture instruction is the basic aim of the program. Here an animal husbandry class is making chicken coops from local materials. In rural areas farmers seldom keep chickens confined.

One aspect of the agriculture program at the ESP is the demonstration of good animal raising techniques. The school chicken flock provides this demonstration while providing eggs for the food service and for incubation.



The ESP has three fish ponds maintained for demonstration and student study. The fish are either eaten by the students, distributed in Laos as breeding stock, or used for animal feed.

The students study the care and feeding of pigs in the school piggery. Most good young pigs are distributed to farmers or schools. The remainder are consigned to the school kitchen.





Ecoles Normales des Instituteurs

The ENI's were founded in 1961 to meet a pressing need in the Lao school system. In the last few years the demand for village teachers has risen sharply. Increasing numbers of rural villages are feeling a need for education for their children and have been pressing the government to help them meet this need. As part of the response to this need USAID has been cooperating with the RLG in building village schools as rapidly as possible. These are generally small two or three room buildings housing the first three grades. To fill these classrooms with teachers a large initial investment was placed in the ENI campuses.

The ENI program began, essentially, as a one year "crash" program designed to quickly get teachers into village classrooms. When the emergency need for teachers abated slightly it was felt that educational standards should be raised and the students receive more training. Beginning in the 1965-66 school year a four year program was added to the program of the Luang Prabang and Pakse ENI's. At the same time the one year program was extended to two years.

Along with taking a competitive examination for entrance, an ENI candidate needed the certificate of

graduation from a Groupe Scolaire (grade 6). To the six years of basic Groupe Scolaire education, the ENI gives an additional two years of accelerated teacher training. Upon graduation, ENI 2-year teachers will be assigned by the Ministry of Education to schools administered by one of the provincial Primary Inspectors, who is responsible for the village schools in his district. These teachers become regular civil servants.

ENI graduates have gone forth on their jobs with very limited training and experience behind them. They studied from dawn till dusk in a hurried program where many subjects vied for the limited time available. Their practice teaching experience has been a matter of days and hours rather than weeks or months. Many of them upon being assigned to a village school found their buildings not yet completed and lacking doors and windows. Many of them were not lucky enough to have a self-help building and had to use thatch huts or rough log buildings for their classes. One of the chief problems has been a lack of textbooks for their students (although a current RLG/USAID program of textbook distribution has largely alleviated this problem). Their primary strength as teachers has been the quality and determination of their hopes and dreams.

From its inception, teacher training in Laos has not been limited to classical pedagogy. The principal goal, of course, has been to train good teachers. However, we know that these young people will be among the few in rural areas who have received any education beyond the primary level. Thus, they are an invaluable asset to their village. Further, as young people, they are attuned to the process of social change. They are not expected to become community development experts but it is hoped that they will be able to influence at least the children and perhaps the adults of the village. Their experiences with learning to boil water for purification, their exposure to different farming techniques, their knowledge of government services will make them a village resource.



IVS'ers stationed in ENI's are called upon to teach English. Some are formal classes as the one above taught by Rod MacRae. Others are informal in nature for the teachers in schools.



Rod MacRae is shown teaching a geography class. When language ability permits, IVS'ers are asked to teach academic classes in the Lao language.

An IVS advisor has been involved as a part of each ENI since their beginning. Essentially, the IVS role has been threefold:

1. Teaching various courses.
2. Supervising special projects such as library work, curriculum development, textbooks, etc.
3. Helping as a liaison between USAID and the ENI.

Roderick MacRae who taught at the ENI/Pakse says this of his work:

Those of us in teacher training are justifiably excited about our work. Of course, teaching is an exciting profession anywhere and particularly so here in Laos where the challenge is great. Teacher education is a process of changing and molding attitudes so that the teacher can be an effective person in his classroom and in the community. This process is successful only where people desire to change. This motivation does exist in Lao schools where students have come voluntarily because they are ready to learn new techniques; new ways of life. Thus, we feel that education is one of the important links in developing a strong nation.



IVS'ers are involved in the agriculture program in each ENI. Ron Sauer is here advising the teachers at the Sam Thong ENI on planting techniques.



English Teaching in the Secondary School

The Lycee is the French equivalent of the American high school. As the French developed the secondary school system in Laos, the name has been given to the secondary schools which extend seven years beyond the six-year elementary level.

Because of the shortage of Lao teachers the Lycees are still administered and taught by French faculty and the language of instruction is French. Agreement was recently reached whereby the United States and other English-speaking nations would provide native-speaking English teachers for the Lycee program which would better allow the French to honor their

commitment for academic teachers. During the 1965-66 school year IVS staffed four of these positions.

Lycees are located in the four largest provincial capitals: Vientiane, Luang Prabang, Savannakhet, and Pakse. Although the IVS teacher is the only American working in these schools there are often other IVS and AID personnel living and working in these locations. Their work frequently compliments one another. Living conditions are generally more sophisticated than in rural locations in Laos. The IVS teacher finds French a useful second language although they do speak Lao with their students.

The usual teaching load for the IVS/Ed. personnel assigned to a Lycee is about 20 teaching hours per week. This is a light load and IVS'ers find themselves teaching extra courses for especially interested students, evening classes and sometimes working with extra curricular activities. The degree to which an IVS'er becomes involved in school and community affairs depends largely upon his language ability and his special skills and interests.

The Lycee English teacher, as differentiated from the English teacher at the ESP in Vientiane, works as an individual in a program instead of as one of a team of fifteen teachers in a large school. His opportunity for personal contact with French faculty members is greater. As the Lycees are small the teacher has greater opportunity for individual student contact. The Lycee teacher lives in the local community which allows, in fact necessitates, closer identification and contact with the local people.

The following is what Paul Altemus (1964/66) had to say after two years of teaching at a Lycee in Savannakhet:

'Your generation is the first since the last war which has looked outside itself for something to fasten its ideals upon. It will be remembered for things like civil rights, volunteer work overseas, and the struggle against poverty. You are very fortunate to be a young person at this time. Take advantage of it.'

These words often turned over in my mind as I began my work as an instructor d'anglais at Lycee Savannakhet, one of the few secondary schools the tiny Kingdom of Laos can claim.

The instructor d'anglais at Lycee Savannakhet, teaches in a French School as secondary education in this very poor country is in the hands of the French, who once administered Laos as part of French Indochina before the 'winds of change'

took away the control of most of the underdeveloped world from European hands. The French exit from Laos left few things directly in French control, but secondary education was one of these, because there were simply no trained Lao teachers to fill the positions held by the French.

I was to be the only American in a school for Lao students where the teachers were all French and where the language and system of instruction was, of course, French. I was the first American to have ever been placed on the staff of one of the provincial Lao secondary schools. At times I was aware of the responsibility this involved in terms of accommodating myself to a different way of doing things, and, a different philosophy of education from that which I had been used to back home in the United States.

However, I soon found myself a part of the school and its staff of teachers, all of whom seemed very ready to accept me on my own merits as a teacher, rather than on the basis of the standard qualifications under the French system. I slowly became the American who taught English at the Lycee.

And the students—To them, I am 'Mister Paul', not 'Monsieur Chazel' or 'Madame Harel', as the French teachers are usually addressed. To the Lao, this use of the first as opposed to the last name implies that they recognize me as not being French and put me in a place of my own, not above or below the other teachers at the school in terms of respect, but just separate and different. It is shown in their less formal attitude toward me, and reflects a realization on their part that I have not come to their country to simply earn a salary. It is such an attitude on the part of those Lao with whom you work which makes the task of the volunteer teacher enjoyable.

The person who volunteers for such work to see things done and to be the one responsible for great strides of progress within his programs will be un-

happy in Laos. Though results may come, they will be too small to justify two years as a volunteer. Enjoyment must, as it has for me, come from the experience itself; from living in and learning to enjoy a different environment and culture and from the knowledge that you are different enough from others who do not have the desire or courage to try.

The little world of Savannakhet (no smaller, really, than that of the suburb of New York from which I come) has been a very enjoyable two year interlude for me. My time spent here has been satisfying to me because I have been put into a situation free of the 'succeed or fail' kind found at home, but not free, by any means, of a different kind of succeed or fail responsibility. I have found that I have learned the art of taking pleasure from that which I am trying to accomplish and from that which I find around me, be it because of the fact that I alone am responsible for its success or failure, or perhaps because of its newness. One can fail to reach a rapport with those one wants to help, or with the milieu in which one finds oneself. This is what I have seen to be my responsibility to others and to myself as an English teacher at Lycee Savannakhet. Trying to meet this challenge has been an experience not easily forgotten."



Paul Altemus was the first American to teach at the Savannakhet Lycee. He made a place for himself and the IVS'ers that follow him.



Paul Altemus and one of his Lycee English classes.



The Chief of Party is charged with two development projects. The Lao and IVS volunteers. To help one, it is necessary to develop the other. Bernard Wilder, Ed. Chief of Party is here working with IVS'er Ron Sauer and Lao secretary, Manivane Snith.

From the Chief of Party

Generalizing about these IVS Team members as a whole, I would say that when they first arrive at the school, they are shy and lack selfconfidence. They try to cover up by an outward show of confidence or of apparent reserve. Some adopt a superior attitude, which is almost always changed by the end of the year into one of humility. Their language problems are major and they need discipline and direction to overcome them; their ability in the language develops, and in time they begin to fit into the group environment and speak the language with more ease and assurance. They often have skills they can't apply and other skills that need to be developed.

Watching them grow here is interesting because almost all make radical changes in their philosophies of life, and their views of life broadens considerably. They develop patience in overcoming frustrations;

they lose some of their idealism and become more practical. And if they were wandering before, they usually develop, by the end of the school year, a sense of inner direction.

It is interesting that these generalizations can be applied with equal truth to both the IVS Volunteer or the Lao student. As a Chief-of-Party, my main project is the volunteers themselves. The results are almost always very gratifying and, as can be seen from the above, their development parallels the type of change and progress we are here to accomplish with the Lao.

B. Wilder

Bernard Wilder
Chief-of-Party
IVS Education Team

1965 - 1966 School Year

<i>ROSTER OF TEAM MEMBERS</i>	<i>DATES</i>	<i>POSITION</i>
ESP.-Vientiane		
Wilder, Bernard (M.A. - Ball State University)	6/63	Chief of Party
Daveler, Harold (M.A. - American University)	1/64-4/66	Associate Chief of Party and Electrical Advisor
Basler, Pat (B.Sc. - Plattville State College)	6/63	Associate Chief of Party and Gen. Mech. and Motor Pool
Bashor, Dorothy (B.A. - Le Verne College)	2/65-12/65	Administrative Assistant and Social Science Teacher
Alexander, Diane (M.A. - University of California)	12/63-8/66	Social Science Teacher
Emling, Elaine (B.A. - Cornell University)	10/64-9/66	Social Science Teacher
Grytdahl Judith (B.A. - University of Minnesota)	9/65	Home Economics Advisor
Hackbarth, James (B.S. - Buena Vista College)	8/64-8/66	Mathematics teacher
Johnson, Dell (Jamestown, N.Y.)	6/63	Plumbing Advisor
Marcus, Russell (M.L.S. - University of Southern California)	5/66	English/Library Teacher and Advisor
Merritt, Lauren (M.S. - California Institute of Technology)	5/66	Electrical Advisor
Merritt, Stephanie (B.A. - California Western University)	5/66	English Teacher
Porter, Jerry (PhD - Cornell University)	9/64	Science Teacher
Sauer, Ron (B.S. - Colorado State University)	7/65	Agricultural Advisor

*ROSTER OF TEAM MEMBERS**DATES**POSITION***ESP.-Vientiane**

St. Louis, Dave (B.S. - Colorado University)	7/65	Animal Husbandry Advisor
Van Nest, Elizabeth (B.A. - Pembroke College)	8/63	English Teacher
Van Nest, Robert (B.S. - Florida Southern College)	9/63	Woodworking Teacher

ENI-PAKSE

Brady, Roger (B.A. - University of Rochester)	5/66	ENI Advisor
MacRae, Roderick (B.A. - Macalester College)	8/63-6/66	ENI Advisor

LUANG PRABANG

Woodson, Larry (B.S. - Kansas State University)	8/64	ENI Advisor
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**LYCEE AND TECHNICAL SCHOOLS—
SAVANNAKET**

Altemus, Paul (M.A. - Fletcher School of Law and Diplomacy)	10/64-9/66	English Teacher
Remick, Nadine (A.B. - San Diego State College)	10/65-8/66	English Teacher
Wood, Jeffrey (B.A. University of New Hampshire)	10/65-8/66	English Teacher

VIENTIANE

Floyd, Samuel (B.A. - Maryland State College)	8/63	English and Social Science Teacher
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VANG VIENG

Chamberlain, James (B.A. - Michigan State University)	10/65-7/66	English Teacher
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