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Office Memorandum *International Voluntary Services, INC.*

TO IVS Laos Volunteers

September 30, 1970

FROM Allan W. Best, Associate Director

SUBJECT Enclosed Annual Reports
(Adm. #41-70)

Enclosed are the IVS Laos Annual reports for 1968-69 and 1969-70.

Most of you will be familiar with the style of the FY'69 report, the articles by volunteers and many pictures and other illustrations. Although our contract with USAID requires a fiscal report each year for their purposes, IVS Laos has in the past used the Annual Report as a recruitment device. Thus an effort was made to include as many pictures as possible and "dress it up!"

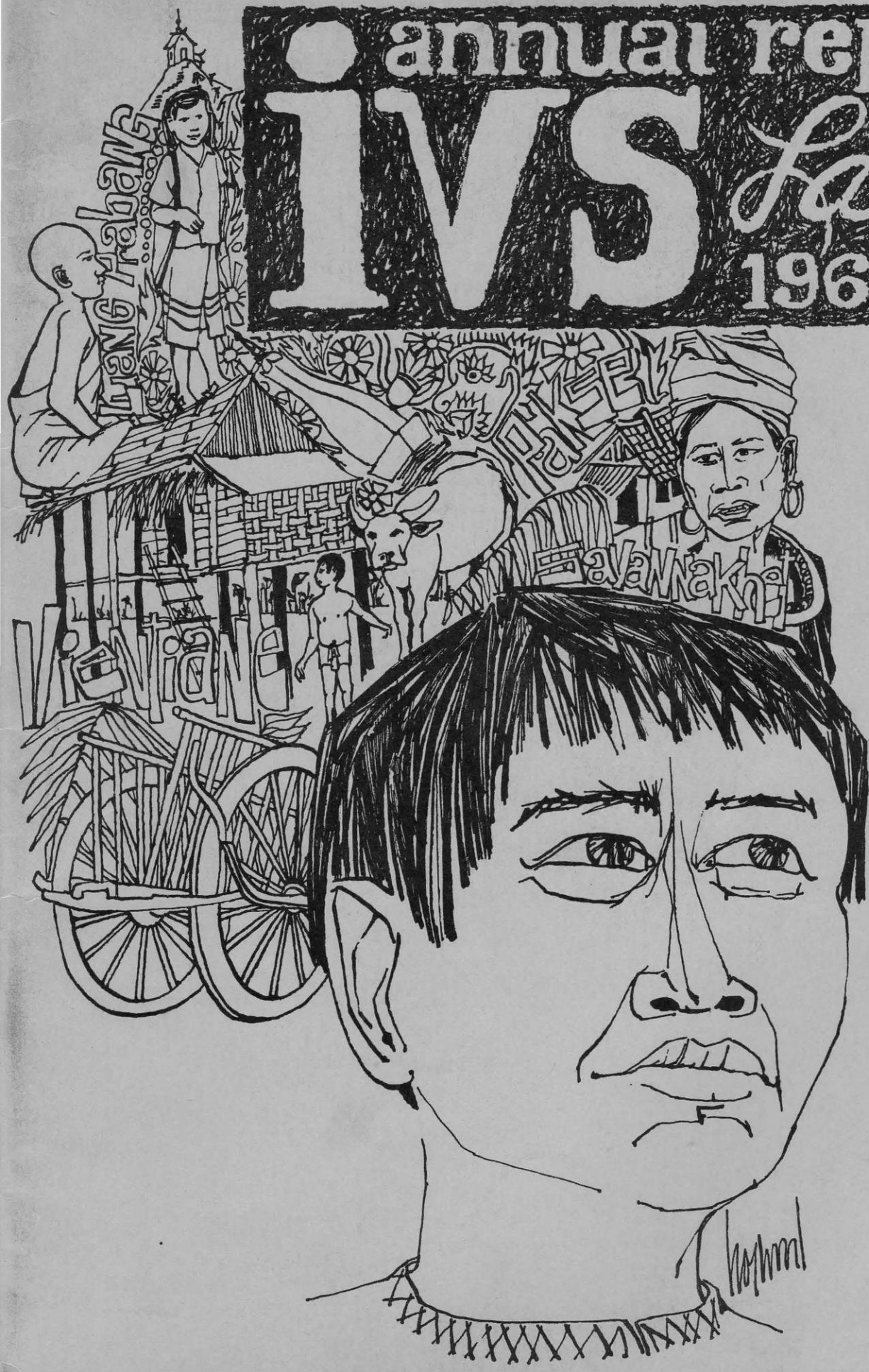
In the past year IVS Washington has decided that it would be far more practical if a recruitment type of report, similar to our past Annual Reports, be done in Washington. This report would include articles and pictures from all of the IVS team operations in various countries. Its primary purpose would be for recruitment for any IVS field team.

Because of this change it is no longer necessary, nor financially sound, for IVS Laos to continue to put out Annual Reports along the old format. Therefore to meet the contract regulations a straight report for FY'70 was made.

A major part of the work for Annual Reports is usually done in August. When Dennis Mummert and Art Stillman were killed in August of 1969, with the following IVS Board visit in November, with the confusion within the team and new directional tendencies, the FY'69 report was delayed until the spring of 1970. Another delay resulted when USAID informed us they were not able to run off the report for us. However after some time the report was printed at the Lao Photo Press. Its completion corresponded with the preparation and printing of the FY'70 report. It was therefore decided to hold up sending the FY'69 report until the FY'70 report was also ready. The main reason for that decision was that IVS Laos had changed so much in operation from the previous year that it would better inform former volunteers of this past year's operations and directions if we sent both reports together.

IVS/AWBest:kph
9-30-70

annual report
IVS
Laos
1966-67



INTERNATIONAL VOLUNTARY SERVICES, INC.

ANNUAL REPORT

July 1966 - June 1967

LAOS - RURAL DEVELOPMENT AND EDUCATION TEAMS

Prepared by

Loren Finnell

Administrative Assistant

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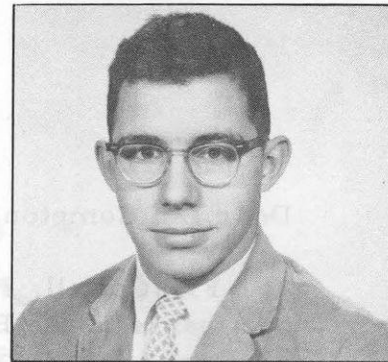
IN DEDICATION TO FRED AND MARTY

When young men put down their lives for a cause, the effect on those that observe their deaths is one of self-study and re-evaluation. Especially if the cause is being fought for with such weapons as idealism and dedication. These are the things an IVS'er brings with him and these are the things that he works with for two years.

The task of channeling idealism and dedication into a realistic situation to obtain a workable philosophy is something every volunteer must face. It is his most difficult task. It is something that both Fred Cheydleur and Marty Clish faced during their stay in Laos and something that both had obtained. That is one of the reasons why their deaths were so tragic.

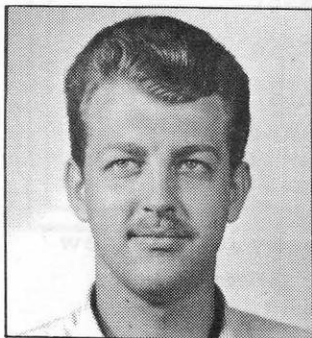
Fredric Cheydleur, IVS/RD, along with his Lao Assistant, Chantai Onphom, were killed in a raid by Pathet Lao forces in Phakhannia, Savannakhet Province, on March 25, 1967. Fred had been in Laos for a little over a year and had an enviable record. The following is typical of Fred and came from his application to IVS:

"I want to do my alternate service overseas to help overcome causes of unhappiness and to use my talents as fully as possible. I want to face the problems that face the world. I know that contact with people dissolves their differences and builds friendships more thoroughly than money. I want personal harmony with that spark of good that is in each of us. I think an IVS experience can teach me much in these areas."



On April 6, 1967, a plane carrying Martin Clish, Associate Chief-of-Party of IVS/RD, and 4 other Americans was lost somewhere between Luang Prabang and Houei Sai. After a month of searching and hoping, the plane was found about 20 minutes outside of Luang Prabang with all aboard dead.

Marty had done outstanding work for IVS in both Cambodia and Laos and was well known by both the American and Lao communities. He worked tirelessly for the volunteers and used his extra hours unselfishly for the people of Laos. He was one of those people you always remember because of his warm personality and friendly disposition. His death left not only emptiness in IVS but a void in the hearts of all who knew him.



Both were fighting for a cause in Laos and they shall not be forgotten. This was eloquently said in a memorial service for Marty and applies to Fred also.

"It is sometimes said that Laos is the 'Forgotten War'.

'Our presence here today is testimony that we shall not forget - nor will these five dedicated men be forgotten.'

What is a person worth but his ideals. What are ideals worth but what one is willing to pay for them. These two men paid the dearest price possible.

FOREWORD

In previous years the Foreword to the Annual Report has been written by the United States Ambassador to Laos, the USAID Mission Director, the Prime Minister of Laos, and people of similar positions who are intimately acquainted with the works of IVS from an administrative level.

This year's Foreword was written by a Nai Ban (Lao village chief) who views us and our works at a volunteer level. His village is typical of many in which IVS'ers work. How he views IVS, is representative of the effects of "People to People" community and educational development.

June 17, 1967
Phone Hom

Dear Lin Compton,

First of all, I and all the villagers are very grateful to give our thanks to the Ban Lao cluster. Since IVS has established a cluster in Ban Lao, our village has developed very fast. Most of the villagers were taught how to improve themselves by self-help, because the IVS'ers were always kind and contributed their help and best advice to us.

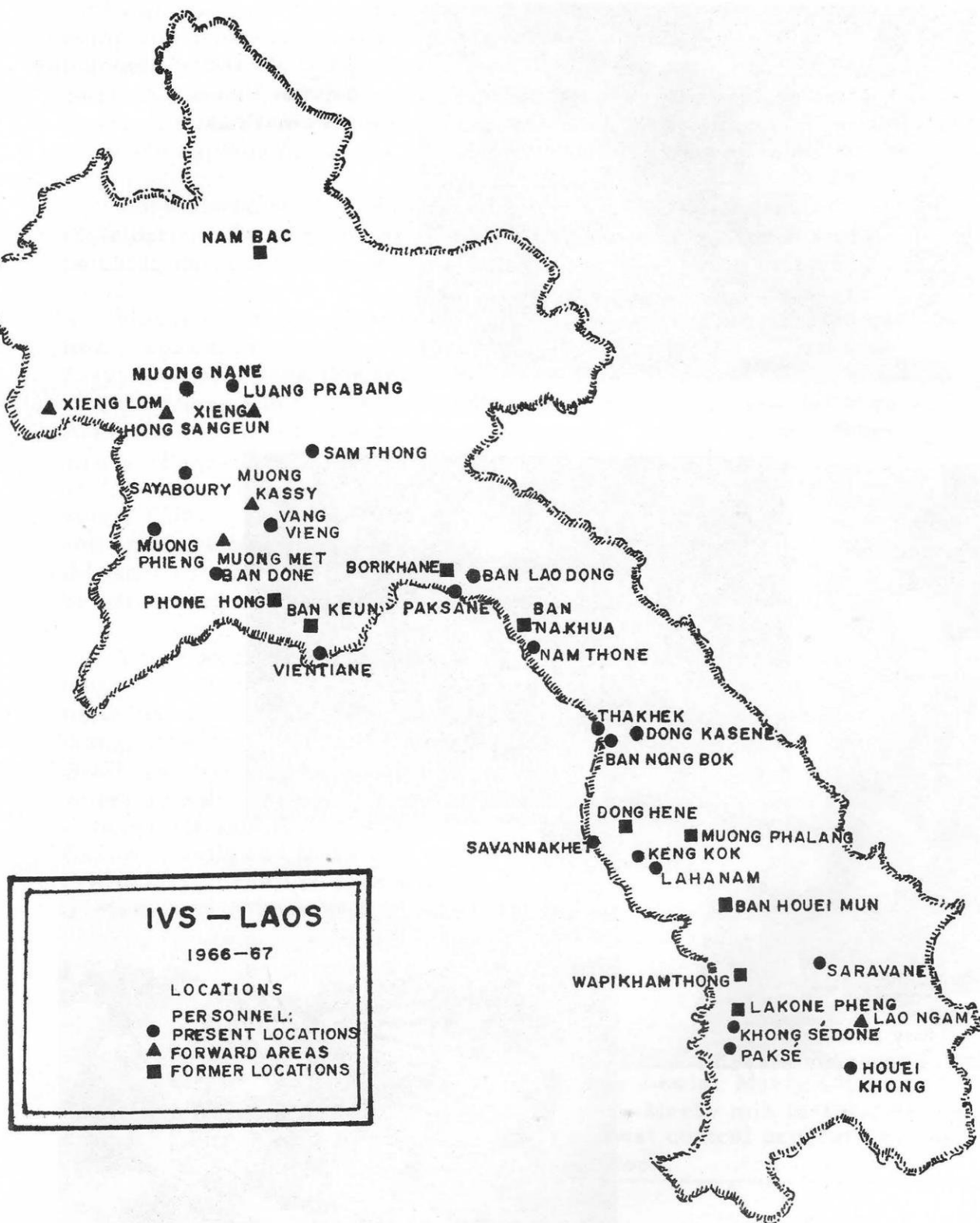
The principal help that IVS gave to us was to build a school, dispensary, and wells. The purpose of this was for:

1. Helping us to get higher education.
2. To show us how to take care of ourselves by preventing diseases and better care for the sick.
3. Drinking clean water.

Besides these, the IVS'ers also helped us to build a new road in order to have better traffic, and advised old people to join school so education can go through all the village.

Now our village has a great development and everything is new in our village. It is a great difference from former times.

Here we again give our thanks and all best wishes, belonging to you.





Left: Brenda Gorman and Edythe Brown help give vaccinations.

Right:
Children
enjoying the
flood.



Right:
Boy Scouts help
rescue bicycle.



FLOOD

In September of 1966, the rain swollen Mekong River flooded its banks and became the worst disaster in Vientiane in recent years. Many families were caught in their houses, cut off from high ground by the swiftly flowing currents and deep water that inundated the city. That Luang became a refugee relief center, temporary housing compound, air strip, and communication center almost overnight. Many IVS'ers helped alleviate various problems that the flood presented.

Chet Brown worked through USAID's RD Division in the sacking and distribution of rice. He also helped in filling supply requests and dispatching them to the areas in need.

Marty Clish organized the IVS'ers in a cholera and typhoid vaccination program initiated and equipped by AID Public Health Division. Jerry Lewis, Frank Howarth, and Joan McGrath set up canvas shelters at That Luang and the monument that were manned for several days by Kathy Wong, Joan McGrath, Brenda Gorman, Edythe Brown, Jerry Lewis, Frank and Nancy Howarth, Jack Donnan, Galen Beery, and Marty Clish. Lao men, women and children came literally by the thousands to these two centers to be vaccinated.

There were also mobile vaccination centers operating in remote "islands" in the city. Kathy Wong, Brenda Gorman, Joan McGrath and Nancy Howarth travelled by helicopter to isolated villages administering shots. Chaim Leavitt and Mary Ann (Reynolds) Russell worked with the Israeli AID team giving injections in villages south of Vientiane. Pat Basler organized mobile vaccination groups which visited villages near Dong Dok by boat.

The tremendous influx of water damaged beyond repair Vientiane's rice paddies and most of the existing food stores.



Jerry Lewis, Marty Clish, and Gerry Marby mix insecticides for the pest control program during the flood.

To offset the food shortage, rice distribution centers were set up throughout Vientiane by the RLG and USAID Social Welfare Division. These Centers were manned by Tom Russell, Galen Beery, Jerry Lewis, Frank Howarth, Jack Donnan, Pat Basler, Larry Woodson and Dell Johnson. Several tons of rice were weighed and sold at 50 kip per kilo by the centers.

Tom Russell, Galen Beery and Jerry Lewis worked with motorized barges and 6 X 6 trucks moving rice and cornmeal from the flooded airport warehouses to the distribution centers.

Bernie Wilder organized, supervised, and worked with the Education Team helping to save personal effects of KM-6 residents.. He worked with refugees at Km. 6 and Km. 9, and also worked with rice distribution and inoculation centers, and traffic control.

Lauren and Stephanie Merritt spent over 18 hours a day controlling traffic at the Km. 6 gate. They also manned the night radio communications center.

Beth and Bob Van Nest along with Judy and Steve Green helped with rice distribution, inoculations, and communications at Km. 9.

Dave St. Louis worked with rice distribution, and then started growing rice seedlings at Km. 9 for distribution after the flood.

Rescue and evacuation of stranded villagers throughout the city was carried on by USAID boats. Ken Wong and Lou Wolf were instrumental in the success of this operation, directing boats and evacuees to safe areas. They also assisted in the filling of sand bags and the construction of a dike along the banks of the Mekong River. They helped procure sand, bags, tools, and labor for other dike efforts, including the Lao National Radio Station, the city power plant, and the USAID compound.

Lou and Ken worked extremely long and hard hours throughout the flood period, and as a result, received letters of commendation for their efforts from the Ambassador. Lou writes, however, after receiving the award: "...Although I and others worked hard and long during the flood, it was, after all, something that had to be done. I feel therefore, somewhat uneasy in accepting an award from the Ambassador for my efforts, while numerous others that I worked with, and, who worked as hard or harder than myself, go without the same award. If awards are to be given to individuals, then it must be the number one priority to see that all those actually deserving the award actually receive it."

ALL TEAM CONFERENCE

The first of what will hopefully be an Annual All Team Conference, was held in Vientiane, on January 26 and 27, 1967, consisting of one day of general meetings with various USAID, USIS, Embassy, and IVS personnel and a second day consumed with small discussion type meetings (IVS/RD) and workshops (IVS/ED). The purpose of this meeting was well expressed in an evaluation done by Gerry Marby and Dick Auspurger after the meeting:

"The strongest part of the conference was the meeting with other IVS'ers and the exchange of ideas that took place."

"Knowingly, or unknowingly, the group accomplished the following aims of the All Team Conference:

1. To further develop the team's image and strengthen team efforts.
2. To keep current on every-changing situations confronting IVS, establishing new policy positions and abandoning the old as necessary, in order to keep IVS streamlined, dynamic, and forceful.
3. To obtain helpful personal knowledge or hints from fellow IVS'ers, which will strengthen our effectiveness in fulfilling our mission.
4. To promote the uniqueness of IVS morale, through participation in events designed to foster better understanding and cooperation. "

They say that a chain is no stronger than its weakest link, and if this is true, it would be hopeful that the "chain" of All Team Conferences would have its weakest link at the beginning and continue to grow stronger. Much was learned at the first one, and the constructive criticism given by the volunteers should ensure further growth.



IVS/Team Members during ALL TEAM CONFERENCE.

PHILIPPINE ORIENTATION

The Los Banos orientation and training has become an important part of the preparation given IVSers for rural development work in Laos. While enroute from the United States to Laos, new IVS/RD team members stop in the Philippines for this 10 days of intensive training in tropical agriculture, small livestock projects, health and sanitation, community development techniques, bamboo engineering, and concrete construction. In this tropical setting, with conditions very similar to those they were to later work under, a total of 26 IVSers were given training during 1966-67.

The faculty and staff of the University of the Philippines College of Agriculture have been more than helpful in presenting lectures and practical demonstrations containing basic information IVSers need to work effectively at their new assignments. The agriculturalist who comes from the dark, loam soils and temperate climate of the Middle West needs some special instruction before he is ready to work in the red laterite soils and climatic extremes of Laos. For the home economist, the tropics present a new set of problems with regard to food preservation and environmental sanitation. The versatility of bamboo (everything from reinforcing in concrete to toothpicks), requires some special attention from the constructionists. The UPCA has wide range of professors and instructors to help the IVSer adjust his or her special ability to the new conditions of a tropical environment.

The International Rice Research Institute (IRRI) is a very important



Terry Gompert and Larry Lehman get their first taste of S.E. Asia by planting rice in the Philippines.

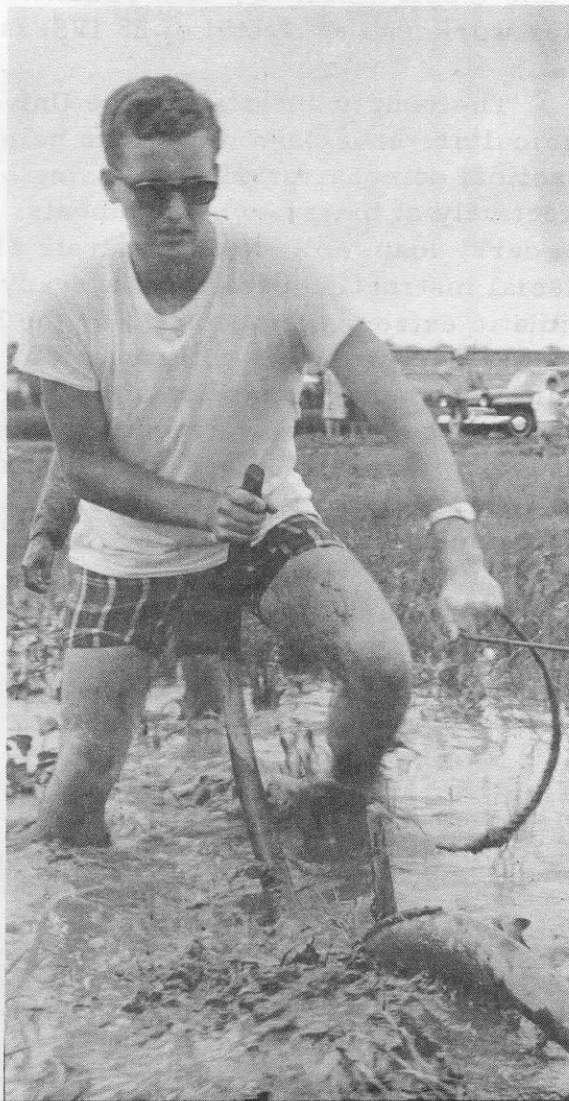


IVSers (Fall 1966) at orientation in Los Banos, Philippines.

aspect of the Los Banos training. Here IVSers have the opportunity to meet with some of the world's foremost authorities on rice, view the latest trials and experiments with regard to new varieties and cultural practices, and browse in the stacks of the IRRI library with the world's largest collection of rice information. The importance of the experience at IRRI (particularly to those IVSers who have degrees in agriculture), can best be understood when one remembers that increased rice production is the number one priority of the Lao Mission.

Community development is a new field to most incoming IVSers, and the staff of the Presidential Arm for Community Development (PACD) must start with the basics in this portion of the orientation. The PACD, which carries the primary responsibility for the community development program of the Philippine Government, has experienced training staff in residence at Los Banos for the purpose of training their own development workers; and this staff is able to provide a meaningful background from which IVSers can begin their study of community development techniques.

As Sport'un Life once said, "Ain't no gal what's gonna ge...", no, no, "Ain't no 10 days what's gonna prepare no man for RD work in Laos"; however, Mr. "Jun" Juliano and the staff on the Farm and Home Development Office have done an exceptional job of organizing a program that provides excellent preparation in minimum time. When IVSers of the Lao Rural Development team talk shop, one does not have to listen long until he hears, "Remember what they said at Los Banos..."



"Put your hand on that plow.. hold on". Erwin Johnson at Los Banos.

IN-COUNTRY TRAINING

If volunteers are going to work in Laos, why shouldn't they be trained in Laos? Here, they could be taught first-hand problems and frustrations that face the volunteer and see for themselves what it was like. Here, they could begin learning from the same people who they would be working with for the next two years. Here, they could begin putting into practice right away, what they were learning.

These are some of the basic reasons why IVS/Laos put into effect this year a type of training which has been thought to be most rational. For ten intensive weeks 9 IVS trainees (8 IVS/RD and one IVS/ED) went through the first in-country language and field orientation training program ever held in Laos. A normal day would see them studying Lao for 4 hours in the morning and having 4 hours of meetings (with USAID, USIS, RLG, etc.), or technical studies in the afternoon.



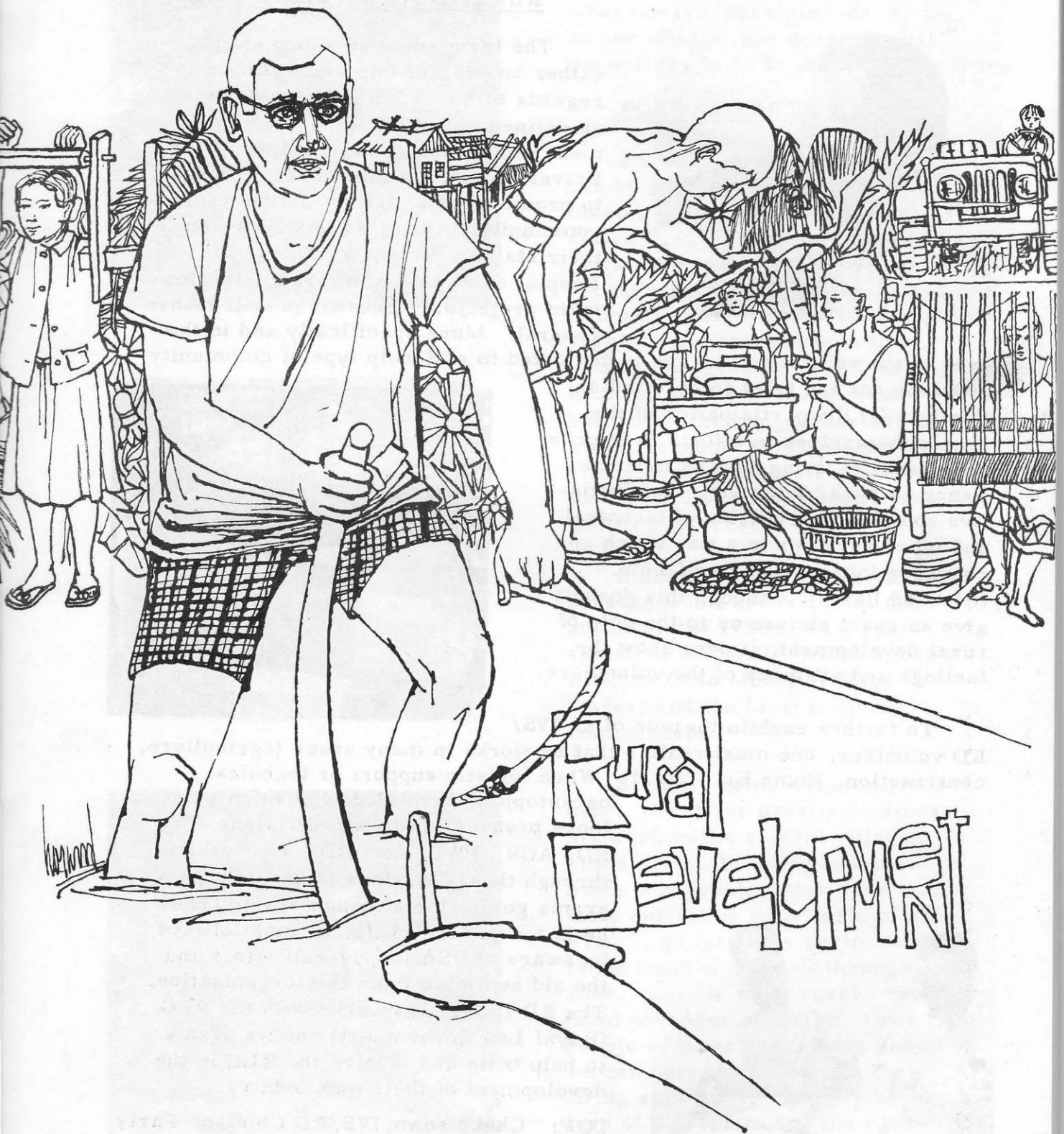
Ken Ullom explains construction of gabion dam to Bob Jackson and Gary Davis at Ban Pakpo.



IVS'ers in Spring '66 group visit a dry season irrigated rice paddy at Ban Ilay.

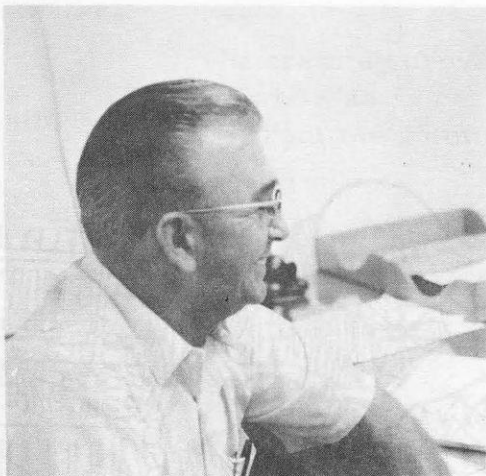
Some evenings were filled with movies about Laos or group meetings to discuss problems and suggest changes in the schedule. This schedule was followed for five and a half days a week and broken only twice when the trainees went to Vang Vieng and Pakse for field trips. These trips allowed them to get a small idea of what the next two years held in store for them.

The training proved to be a strain both on the trainees and Bob Lovan, who was in charge of the group, but it seemed well worth it judging from the comments of the trainees.



Rural Development

TOP: CHRISTOPHER LEE/ARTIST
CENTER: CHAD BROWN/BOB JOYAN/RENNY KANDAS
BOTTOM: KES LAYLA AND JACQUEE FRIBELL

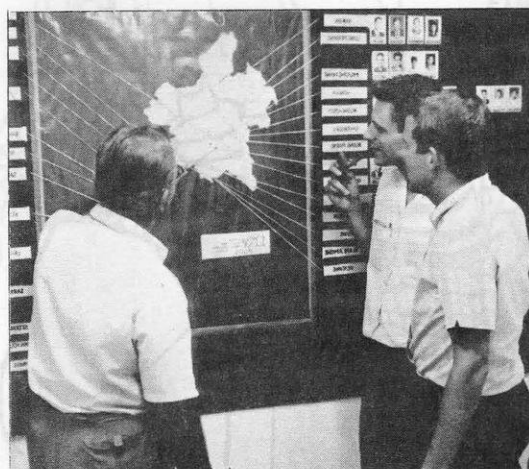


RURAL DEVELOPMENT TEAM

The term rural development is rather an evasive one when used in regards to the IVS/RD team. It is, as defined by a 1948 Rural Development conference at Cambridge University, "...a movement designed to promote better living for the whole community." It is, as IVS states on their stationery: "...a 'People to People' cooperation in foreign development projects." But that is still rather general. More specifically and in the

eyes of the volunteer: "...he is dedicated to self-help type of community development and tries to accomplish this by: (1) the participation of the people themselves in efforts to improve their level of living with as much reliance as possible on their own initiative and (2) the provision of technical and other services in a way which encourages initiative and self-help."

(Richard Barth) Although this doesn't give an exact picture as to the role of rural development, it does show the feelings and attitudes of the volunteers.

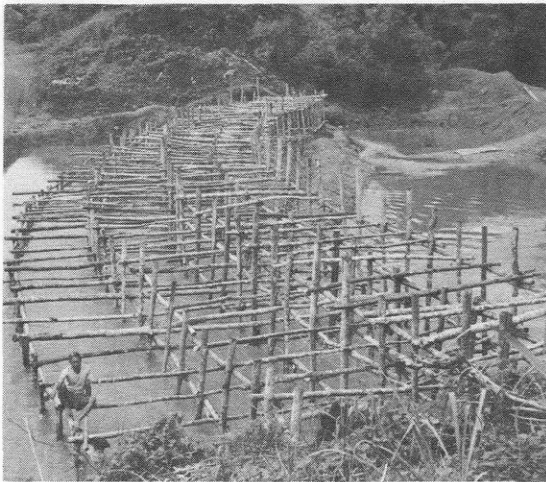


To further explain the role of an IVS/RD volunteer, one must realize that he works in many areas (agriculture, construction, Home Ec., etc.). When logistic support or technical

backstopping is needed, the volunteer looks towards the USAID divisions of RD, AGR, PWD, or PHD. He works through these divisions to keep his programs going, for although, as an IVSer he is a separate entity, he must always be aware of USAID's overall effort and the aid available from this organization. The RD IVSer also works with the RLG (Royal Lao Government) and its agents to help train and involve the RLG in the development of their own country.



TOP: Chet Brown, IVS/RD Chief-of-Party
 CENTER: Chet Brown/Bob Lovan/Randy Cannon
 BOTTOM: Ken Lewis and Loren Finnell



But the only real way to know what the IVS/RD volunteer is, is to see what he has done and that we will try to do in the following pages.

FORWARD AREA TEAM

Forward Area Team operations can be considered a "before the cluster" program. Affectionately called F.A.T. and composed of one or two IVS men, they move into areas recently secured from the Pathet Lao with basic tools and housing supplies and proceed with the "impact program". The idea is to help the people in these areas build what they need, whether it be a well, school, or dispensary; giving them a concrete example of the Royal Lao Government's and USAID's interest in their welfare.



Since there are no USAID personnel in Forward Area field stations, the IVSer, as a representative of USAID, works closely with the Chao Muong (village leader) and the local military commandant.



Security being a major problem, the IVSer usually confines his work to the central villages of his area. Security has been more of a problem this year than last, curtailing the efforts of all F.A.T. programs - particularly in the months of April through June. But, in most cases, development precedes security. Once the people of these areas have seen how we can help them improve their living standards, security becomes less of a problem and the road is open for the cluster to move in and



Bill Blanning inspecting Rick Barth's house in Ban Nakhua after a tree blown down in a storm made the house quite unliveable.

work with the people in a broader scope.

To keep the FA program logistically feasible, there have been no more than 8 such teams operating at one time.

In Ban Nakhua, Rick Barth assisted in the construction of 2 self-help schools, a dispensary, and a hand-dug well. He also started a rice multiplication program in which 300 farmers took part.

Ban Nakhua was closed out in May of 1967.

In Dong Kasene, Bob Majoros worked with the villagers building two dispensaries and three wells. He helped supply local schools with 20 blackboards and repaired the village road system. Work in Dong Kasene is now being done on a visiting basis from Thakhek due to PL activity in the area.

Only a short time was spent in Ban Houei Mun due to a PL attack which closed the area to further work. While there, Jim Archer and Andy Goodwin started a vegetable program and assisted in the drilling of 6 wells.

Chaim Leavitt worked with the villagers of Nam Bac in building and supplying 10 schools. A number of local girls were sent to Xieng Ngeun to learn methods of sewing under the direction of Jane Grover. Chaim left IVS in December 1966, and was replaced by MacAlan Thompson. Mac started an irrigation dam project, but was forced to leave the area because of numerous PL attacks.

Hong Sa has had a number of IVSers at work in the valley, including Tom Russell and Jerry Lewis who built the IVS house, Mac Thompson and John Van Tine who worked with the villagers in placing a concrete floor in the school and starting a well program. Jack Parmenter and Jim Archer started a new dispensary and two large gabion dams. Mike Flanagan and Jerry Lewis came in to help complete the dispensary and dams, and Jim stayed on as an agriculturalist.

Although Muong Met is supplied entirely by river boat, there was little difficulty in completing a dispensary there. Fred Carlson and Jerry Lewis assisted in its construction. Mac Thompson and Rick Barth started a new 5 room school in the month of June.

In Muong Kassy, Jerry Lewis and Fred Carlson supplied 20 blackboards for rural schools, built 5 wells, and one fountain. Fred left in March and was replaced by Andy Goodwin who stayed in Kassy to assist the farmers in rice cropping. In May Jerry and Andy finished a large irrigation dam which is currently the largest gambion dam in Laos. In the first part of June, Andy was wounded during a PL attack on the IVS house while he and Alex McIntosh were asleep. He was taken to Bangkok and has recovered quickly.

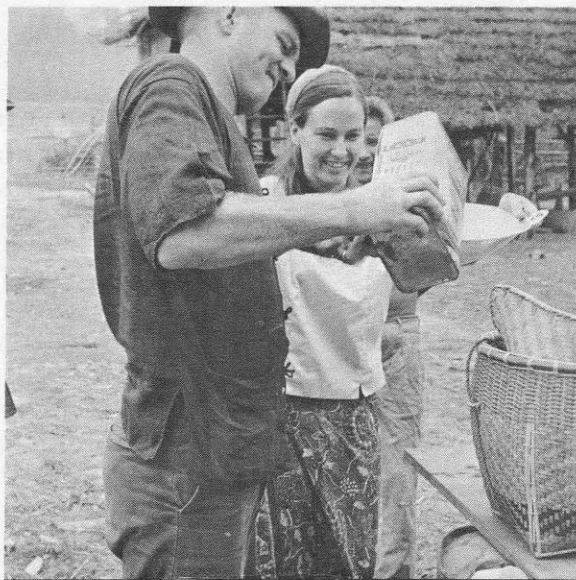
Although security problems delayed Bob and Jane Grover over a month, they are now working in the newest forward area, Muong Nane. The Grovers are living in a part of the local dispensary and are becoming involved in a wide range of projects. Bob is involved in rice seed and fertilizer distribution, refugee relief, and is making plans for a bridge project that is exciting in terms of its self-help aspects. Jane has taken special training in weaving and will be applying this to her home economics program.

CLUSTERS

The cluster differs from the forward area in the type of program which it has. It is the cluster where the main efforts of the Americans lie. Here USAID and IVS combine in a long range program over a wide area of projects;



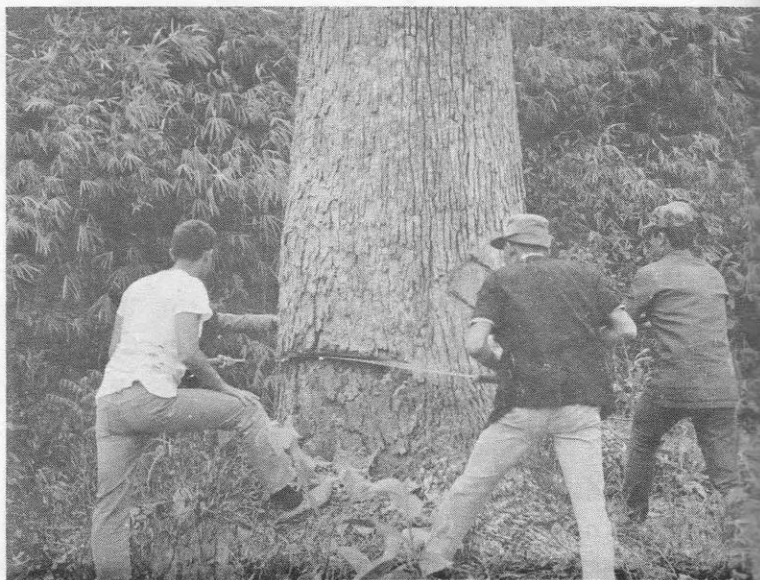
Karin Marby, Carol Compton, IVS Assts., RLG Home Agents



Lin Compton pours salad oil for Carol during PF-480 Food Demos.

using technicians to teach the Lao and with the end result being to turn the cluster over to the Lao. The IVSer in the cluster works from a "home base" and, in contrast to the forward area, he branches out further from his central villages.

Although most volunteers work within a USAID structure in the cluster, two clusters were run almost entirely by IVS. In Ban Lao, Lin and Carol Compton constructed a complete cluster center including: IVS house, dormitories, housing for RLG and cluster staff, dispensary, excess housing for security people, classroom training center, warehouse and demonstration garden. Within this cluster, Lin worked on school and well construction, the growing of rice and vegetables and the care of ducks and pigs. He also tried through training programs to develop village level leaders with ability to hold discussion type meetings. Besides developing a local library and holding adult literacy classes, Carol worked with the local artisans in the production and weaving of silk and the production of grass mats. She also did many surveys on a wide range of subjects.



Lin Compton/Gerry Marby help cut tress for ferry at Borikhane.

The Marbys (Gerry and Karin) who worked in Borikhane, brought to the Lao the hard realization that they could do something by themselves. They stopped the big American commitment and brought the area to the point of transition from an American to a Lao cluster. Besides completing an existing project of a school, Gerry helped to establish a Borikhane to Paksane bus service on a daily basis; something that had been determined in the past as impossible. He also started several self-help dispensaries and investigated the possibilities of a rattan industry. Gerry also completed the project of a ferry across the Nam Sane river but considered the project a failure due to the methods used. He had gotten the villagers committed to cutting the trees for the ferry, local missionaries to provide transportation and a local saw mill to saw the logs free of cost, when USAID stepped in and did the project on its own. Karin contributed to the cluster's strength with training programs in home economics, developing a school library and refugee work.

Due to the advancement of these clusters, Borikhane was turned over to the Lao this year, and Ban Lao is in the final stages of phasing out of American personnel.

AGRICULTURE



Ken Ullom inspects improved Taiwan rice at double cropping demonstrations in Vang Vieng.

Both the number of IVSers working in agriculture and the program itself has grown and more emphasis will continue to be placed on this area. This emphasis is natural because of the fact that Laos has few industries, and farmers (who make up about 90% of the population) are engaged in subsistence agriculture. This past year, there were 14 IVSers working with USAID/AGR and RLG/AGR or ADO (Agriculture Development Organization).

Terry Gompert was the first IVSer to be assigned on a province-wide basis (in Borikhane Province) to work in agriculture and veterinary services with the RLG provincial chiefs and their agents. Just a few of his activities include: a vegetable fair, vegetable surveys, and corn and soy bean production on a commercial basis

Larry Lehman, in Dong Hene, experimented with several gardens, while helping refugees in their gardening. He also visited the silk worm experiment station at Nong Khai, Thailand.

Bob Owen (LaKhone Pheng) spent some time on a livestock program working with RLG veterinary agents in the distribution of pigs and ducks and giving advice on their care and feeding.

Wade Chubbuck, Kengkok, working with local RLG agriculture agents, also cooperated with ADO/SVKT in the implementation of their rice program, in addition to his own programs, which included encouraging and advising farmers in dry season watermelon and vegetable production.



Marc Bordsen and Erwin Johnson beam at success of dry season rice experiments-Pakse

In Muong Phieng, Dick Augsburg's activities encompassed a training program in livestock production and management, a pig and duck raising program, a demonstration training garden, a veterinary program for local villagers, and contributing agriculture material to the Muong Phieng cluster newspaper.

Ken Ullom carried out a boar program in Vang Vieng and helped with the local rice program, emphasizing double cropping to expand production. Along with this he worked one program to distribute improved ducks and vegetable seeds.

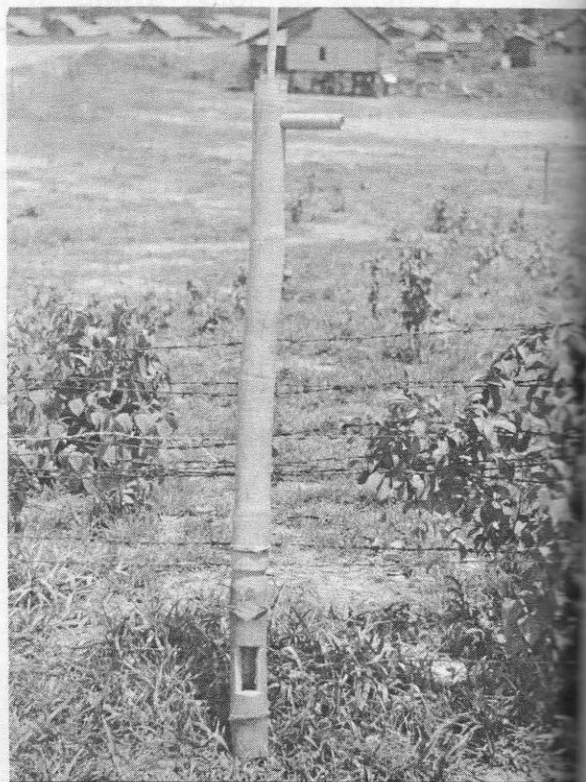
Garry Weythman, working in Nong Bok cluster, concentrated his effort on the extensive irrigation and drainage system now well under way in that area.

Larry Wilson, stationed first in Vientiane, then in Sam Thong, spent most of his time working in livestock programs in various areas of northern Laos.

ADO is a joint RLG-USAID organization created primarily to develop the banking system, credit facility, and production supply and marketing systems which are almost non-existent in Laos today and are necessary if agriculture here is to develop beyond its present day subsistence level.

IVS/ADO personnel, Dennis Wilczek in Thakhek, John Esser in Savannakhet, Jean Peacock in Luang Prabang, Mark Bordsen in Pakse, Frank Howarth in Sayaboury and Jack Parmenter in Vientiane directed rice seed distribution and buying, distributed tools and irrigation pumps, and gave instructions to farmers on insecticide use. In addition to their ADO duties, the IVSers also carried on their own programs of demonstration gardens, pig pens and other agriculture related projects.

IVSers were responsible for staffing the ADO field posts throughout the country during the past year but due to the fact that the ADO jobs tended to be more one of an accountant rather than an agriculturist, they have been moved into other positions with USAID-AGR which are now more in line with IVS objectives.



Bamboo water pump built by Rick Barth in Nam Thone.

CONSTRUCTION

"Constructionist" is abroad term when used to define the field in which many IVSers specialize. The main emphasis is not on the actual building, but on the IVSers ability to gain the confidence of a community and organize it into a unit working towards a common goal. He deals with such problems as lack of materials, sporatic labor forces, and transportation difficulties. In this respect, the IVSer is a construction foreman and a liaison between the village rural self help project and USAID materials and technicians.

Although all the IVSers in this field have done an excellent job, three stand out as examples of hard working fortitude in their jobs and with the Lao people.

Frank Bewetz has a hard, industrious working reputation. He worked with several hundred villagers in Kengkok to complete six cement block schools in little over a year's time. Considering the many problems of construction and organization that go along with any project, this is a remarkable completion time.

Another outstanding constructionist was Fred Cheydleur, who worked in



Typical one-room school whose construction is supervised by IVSers. This one built in Ban Nakheua under Rich Barth's supervision.

Dong Hene and Phakhannia helping to build schools, wells, dispensaries, and repairing roads and bridges. It was thought by many that Fred was assassinated

by the Pathet Lao because of his rapport with and compassion for the people he lived and worked with. He left an indelible impression on the people of Pakkhannia who called him brother

The third was Dave Teller who helped establish the Houei Kong cluster as one of the smoothest running clusters in the country. Dave was involved in installing a water system, road building, school and dispensary construction, helping with the village training groups. He was known by all as a dedicated worker.

Other IVSers working in construction include Larry Olsen who built a school and dispensary in Khong Sedone. He also helped the villagers start vegetable gardens.

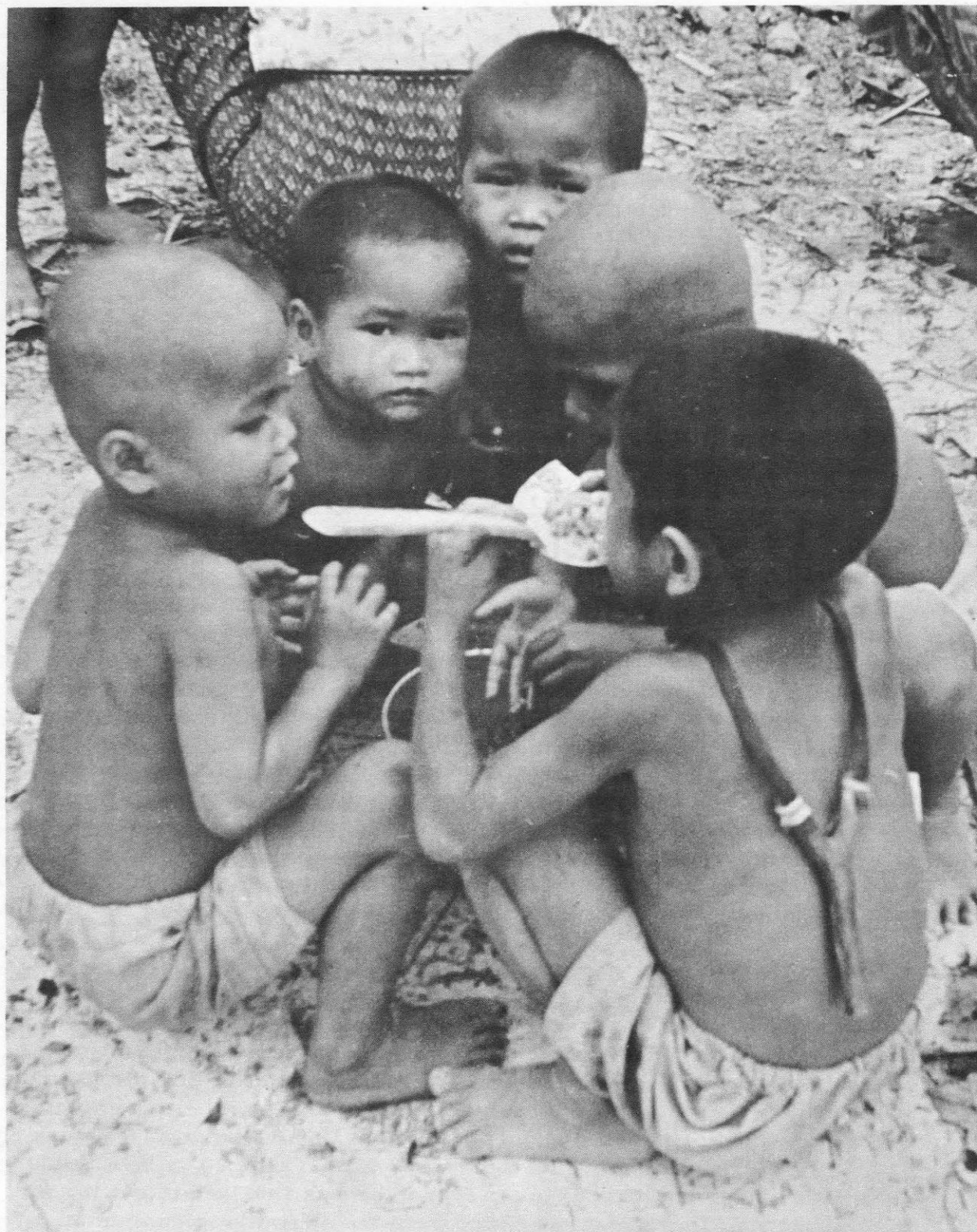
Lew Sitzler worked on schools, dispensaries and dug wells in Muong Phalane. He worked with the refugees in building vegetable gardens, and also started a youth program of sports and improved school gardens.

In Ban Keun, Mike McDonald trained two IVS Lao assistants so well that they are interested in going into well construction as a private enterprise. Mike also helped construct schools, built a backyard kiln and experimented with different clays and glazing technics, and found many sources of pottery clay in the Ban Keun area.

Besides working in the construction of schools, Jean Veillard worked with youth groups of Muong Wapi. He introduced sports to southern Laos, and organized basketball, football, and volleyball games on a competitive basis. The money for Jean's youth sports program was raised by Boons held for that purpose. Jean also has worked with the Boy Scouts in his area, teaching them first aid and helping to organize their program.

HOME ECONOMICS

IVS women working in Home Economics, act as counterparts to the Royal Lao Government Home Extension Agents in helping to plan and implement a Home Economics Extension Program for the Lao Government. The program provides education for Lao village women in subjects such as foods and nutrition, sewing, and pattern construction, maternal and child care, personal and environmental sanitation, and gardening. Due to extensive flood damage and the continual influx of refugees, IVS women and home agents are currently involved in programs promoting the use of PL-480 Foods. Their work includes demonstrating the preparation of these specially treated protein foods so that the villagers can derive the most food value from them. In order to enrich the protein-deficient Lao diet, IVS women, their assistants, and the RLG home agents cooperate with the RLG Agriculture agents in helping to promote new varieties of vegetables and rice. The IVSers and the home agents not only teach the cooking of the new varieties but have the villagers taste them as well.



Children split a pot of boiled bulgur wheat at
Ban Lao Dong

Brenda Gorman, stationed in Vientiane, is a counterpart to the RLG Chief of Home Economics, Mrs. Theothong. Together they planned a country-wide program which involved organizing the induction and in service training courses for home agents, recruitment of new personnel making arrangements for agents to study in other countries, ordering supplies and making numerous field trips to the different stations to check on programs and offer advice to home agents and IVS women.



RLG Home Economics Agents demonstrate improved food preparation.

Carol Compton completed her 2 year contract this year in the Ban Lao Cluster of Borikhane Province. Her work has been outstanding in helping the Lao people of that area raise their standard of living. Carol along with the RLG agents, and IVS assistants, trained refugee girls, villagers, students and teachers, in sanitation, sewing, food and nutrition, home industry and gardening. They conducted surveys in silk production, PL 480 foods, vegetable marketing and village training programs in Ban Lao. In education, Carol helped to organize the villagers in setting up a library, bulletin boards, and pamphlet distribution. Her fluency in the Lao language, made Carol extremely effective in working with the Lao people.

Liz Candea began her work in Muong Phieng where she had 3 RLG home agents as counterparts. One of their first projects was to set up a demonstration kitchen at the Cluster Training Center to be used in food training programs. Liz and her agents also conducted a highly detailed survey to determine the village women's needs and used this in the implementation of their programs. The survey took about 6 months to complete; during which time Liz and the agents also got involved in refugee work and PL 480 Food Training. Liz then moved to Nam Thone, a village in the refugee area outside of Thakhek. There she was involved in sewing for refugee girls and follow up program when the course was completed. With the home agents she planned the program which involved a sewing course and a PL 480 Food program as well as sanitation classes.

In Vang Vieng, Mary Ann (Reynolds) Russell worked with a local girl whom she recruited as a home agent. Together they set up a home economics program. Mary Ann and her IVS assistant and the RLG home agent taught classes in general home economics subjects in the village and

the school. Mary Ann and the home agent were elected to serve on a committee with other officials, set up for beautification of the town, and the results were gratifying.

Nancy Howarth began her tour in Phone Hong and then transferred to Sayaboury where she and her counterpart made plans for a self-help home demonstration center. Here they would be able to visibly show the villagers the type of living standards possible using available materials. Nancy has also found herself quite involved in handicraft promotion.

Jane Grover's work began in Xieng Ngeun Cluster where she and the agents set up a 5 week sewing training program for 5 girls. They also incorporated some education in foods and nutrition by having the students participate in demonstrations at meal time. Shortly after the course was finished Jane moved with her husband to Muong Nane to become the first "forward area" woman. Here, Jane and her RLG counterparts have started planning a home economics program. Since sewing is one of Jane's favorite hobbies, she has decided to make some visual aids which will facilitate teaching of the subject.

Since her arrival in Laos, Karin Marby's work schedule in Muong Cao has been varied. Refugee assistance and rehabilitation has been the main area of work for Karin, her assistant and the home agent. In this program, they demonstrated to the people the proper cooking methods of PL 480 Foods. Once the refugees were more settled, attention was given to home sanitation which entailed yard clean up and soak pit building. In addition, Karin, her assistant and home agent were involved in village teaching where they held classes in all aspects of home economics.

Upon the request of the school principal, IVS and the RLG home agents established regular classroom instructions at the Cluster Center where basic sewing techniques were taught. Karin also found time to teach English and prepare bulletin boards for the Cluster.

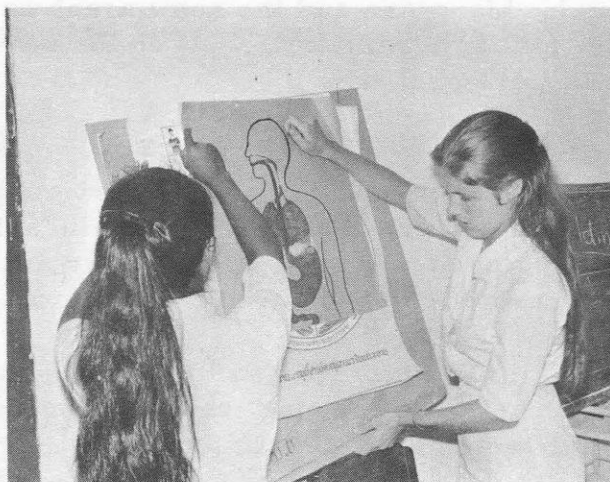
Gerri Weythman was sent to Nong Bok Cluster in October 1966. She and her RLG counterpart taught food preparation, personal and environmental sanitation, and sewing. Judging from the number in attendance, the training seemed to be very successful. Gerri



Kathy Wong at That Kao Orphanage.

Right:

Sue Robbins and Asst.
Bouncheua teach public
health to rural mid-
wives in Khammouane
Province.



Left:

Kathy Wong supervises
"playtime" for the
babies at That Khao
Orphanage in Vientiane.

Right:

Two sisters enjoy each
other's company at the
That Khao Orphanage.



became involved in maternal and child care work which included checking two motherless children. In addition, Gerri taught English.

Joanne Augspurger and Kris Lehman are our two latest additions to the Home Economics Program in Laos. Joanne replaced Liz Candea in Muong Phieng. After arriving on post she and her counterparts initiated a sewing program which enables village women to improve their sewing methods. The women were very enthusiastic over this project and all provided their own material for sewing after a practice garment was made. Having just completed the program in one section of the Cluster, Joanne and the agents will begin in another section.

Kris was stationed in Dong Hene. After she had just begun to set up a program with her counterpart, Kris and her husband, Larry were re-assigned for security reasons. Her second station was Vang Vieng where she was sent after Mary Ann's departure. Kris being a lab technician will act in advisory capacity at the hospital in Vang Vieng. She will also serve as an advisor for the home agent whenever necessary.

NURSING

Susan Robbins and Jan Wilczek worked as public health advisors for the provincial rural midwives in cooperation with the WHO staff (who administer the country-wide maternal and child health program), a Colombo Plan medical team. USAID-PHD, and the provincial representative of the Lao Government Ministry of Public Health. They functioned as teachers and advisors; giving twenty-four rural midwives three months of theory and practical experience in basic prenatal care, post-natal care, delivery, infant and child care, and health education. In working towards preventive medicine through health education, they frequently had to work around strong cultural superstitions and poor or absent educational backgrounds (re: Lao women spend their first ten days post-partum eating nothing and lying over smokey fires to appease the spirits). Most of their time was spent in training and traveling, throughout the province in isolated areas to see the young rural midwives. Part of their basic problems of transportation and medical supplies were overcome this year with the gift of bicycles and home delivery kits by UNICEF. Susan wrote two pamphlets which explained the midwifery program and had them translated into Lao.



Jane Wilczek, her assistant and WHO nurse.



Jack Donnan and Assistant Suem
discuss fish pond pike-Ban Houei
Khong.

FISHERIES AND FORESTRY

Jack Donnan, fisheries specialist, under the USAID Agriculture Division, worked closely with the RLG Service des Eaux et Forets, under the Ministere du Plan and traveled country-wide setting up a fisheries program. This is an important project as fish is one of the staples of the Lao diet.

During the flood, Jack used his own vacation time to make a study-tour of the inland fishery program in Malaysia and Thailand. With the help of this trip which gave him a great deal of technical material and new ideas, he set up a short training program in Vientiane for his IVS assistant and a Lao Thueng trainee from Houei Khong.

By February 1967, a small pilot project was set up with the Chao Moung of Moung Wapikhamtong to culture fish in one of the many barrow pits

The program, which is an experiment in cooperation, is an example of what can be accomplished when common objectives and individual agency strengths are assembled to jointly and effectively work together.

Kathy Wong, who worked in Vientiane, spent many hours at the That Kao Orphanage making many improvements in the health conditions of the operation. She worked through the Lao nurses at the Orphanage and helped get several of them to Thailand for further training which was sponsored by the Asia Foundation.

Working with the WHO Maternal and Child Care Program and RLG Ministry of Public Health, Kathy was instrumental in getting the Salakham MCH Clinic built. Besides seeing to details of construction and materials, she did extensive work in the Vientiane area in health and sanitation.



Poisoning predatory fish pond with
insecticide at Houei Khong

which had been dug during the construction of the new road through that district. The pond was stocked with *Tilapia mossembica* and common carp in March 1967 and is presently being managed by three local boys at Muong Wapi under the supervision of IVS'er Jean Veillard. The demonstration pond at Houei Khong was also stocked in February and March 1967. By April two other ponds were finished and stocked in the Houei Khong area.



Fish Pond at Houei Khong

Jack also worked with the RLG to start two fish-in-rice paddy trials ; one at Houei Khong and the other at the FAO demonstration farm at Haddockeo, near Vientiane. This process allows the Lao farmer to grow rice and produce fish in the same paddy.

Ed Myers and Tom Zacharczyk, who began work in May, got in on the ground level of a new project for forestry and small industry development with the RLG Service des Eaux et Forêts. They traveled extensively to determine the potential of forestry production and incorporating this into a small industry program.

HANDICRAFTS

In the Thakhek area there are over 6,000 refugees that have come out of the war-stricken mountains to the East, bringing with them a rich tradition of handicrafts: jewelry, bamboo trays and tables, crossbows, wooden smoking pipes, khenes, flutes, basketry, and the weaving of silk and cotton skirt borders, skirts, shawls, and cloths of different varieties.

Many of these refugees arrived with nothing but the few clothes that they were wearing. In an effort to raise their standard of living as well as encourage and further develop existing Lao crafts, Randy and Liz Candea organized a handicraft program for them. At first the villagers were reluctant to participate for they could not understand why "foreigners" were interested in their crafts. This was partially due to the fact that crafts, to refugees, served a "functional" rather than an "ornamental" purpose. Everything they make has an immediate and specific use in daily life. The refugees found it hard to believe that foreigners would buy their crafts simply because they are beautiful.

It was not long before the refugees discovered that they could earn money by selling crafts to foreigners who really wanted them. They were pleased to find that goods of their own creation (based on Lao culture and tradition) were valued so highly and could sell so well. There was no longer a problem of "participation" as everyone wished to be a part of the program. The problem was now one of "selectivity", for Randy and Liz wished not only to sell the best of the crafts, but also find ways of improving those of poorer quality.

The program began in November of 1966 and within six months the refugees had earned over \$1,650 from craft sales. At the same time the program began to expand. A sewing program in which village girls were taught how to make shirts was initiated. In addition, the American Women's Club in Vientiane donated \$400. to the Thakhek handicraft program; part of which money will be used to build a craft center which will be constructed by the refugees and used for future training programs.

Nancy Howarth has been working closely with the Youanne, Meo, and Lao people from Xieng Lom, Ban Nala and Sayaboury. Over the past five months Nancy has sold more than \$432 worth of cotton and silk skirts, hats, blankets, scarves, and table runners. She hopes to be able to sell place mats and baskets as well. At present, Nancy and her assistant, along with Jane Grover and her assistant, are being trained in Vientiane to operate the flying shuttle loom. They hope to then pass on this new skill to the villagers in their own working area.

Carol Compton has tried to encourage the women in Ban Lao to produce "grass" place-mats. The latter is a seasonal project since the plant from which the mats are made can only be used six months of the year. Carol has also introduced a small project on silk raising by planting improved types of mulberry trees in one of her cluster villages.



Liz Candea tries on a shawl woven by refugees in Khammouane Province

The McDonalds, prior to returning to the United States, also worked on crafts in Ban Kuen. Mike built a kiln and experimented with pottery glazes while Sue

and her assistant learned how to use a loom. The McDonalds arranged to have flying-shuttle looms built in Ban Keun for those IVS'ers who were interested in starting training programs in weaving.

Jack Parmenter worked for several months as the handicraft coordinator in Vientiane. This included helping IVS field personnel sell handicrafts in Vientiane. His "pet" project was with a nearby silk raising village. He encouraged the village women to increase production and make silk yardage of larger width and colors more suitable to stateside tastes. Unfortunately, some buffalos consumed the mulberry leaves used to feed the silk worms. Many of the worms died and the village women were forced to purchase commercial silk.

HOME INDUSTRIES

Dave Percival is currently working with groups of refugees in resettlement areas of Khammouane Province in a wood shingle making program. This program enables refugees to acquire a cash income, obtain badly needed rice, and produce shingles for their own resettlement program, as well as other self-help projects.

The program started about one and a half years ago in two refugee villages which produced some shingles on their own. Arrangements were made to use wood shingles for houses, schools, and dispensaries in permanent resettlement villages. Payments, originally made in rice, are now made in kip on a monthly basis. Up to 40,000 shingles have been purchased in one month. Current estimates call for 3,000,000 shingles for the Khammouane Province resettlement program. Total production so far amounts to approximately 900,000 shingles. There are four to five refugee groups producing shingles depending on what other work they may have - land clearing, house building, rice planting, etc.

Two-man saws are supplied to refugee groups on a repayment basis. Large trees are selected and chopped down. The trunk is sawed up in pieces according to the length of



Dave Percival watches as refugees make shingles in Khammouane Province.

the shingles, and with a wedge type device, the individual shingles are taken off. The shingles are bundled, carried near the road, and stacked. Then they are loaded on a truck and moved to storage locations where they will eventually be distributed to refugee families and self-help projects.



Refugee children in Khammouane Province

KHAMMOUANE PROVINCE REFUGEE PROGRAM

Since 1960 in Khammouane Province, 17,000 refugees have sought the protection of the Royal Lao Government because of military activities in eastern sections of the province. The insecurity has driven them southwest and west towards RLG Route 13. This has resulted in 21 groups of refugees in various stages of resettlement.

The basic activities in the Khammouane Province Refugee Program include: 1) emergency relief to area refugees, and planning for requirements for new refugees, and 2) assisting as many refugees as possible to become self-sufficient by providing tools and seeds for rice cultivation, and by permanently resettling groups in new areas of good agricultural development potential where it would be possible for them to re-establish a normal life.

New refugees are registered by their district chief, usually the old Chao Muong from the old area, who then submits the records to the Thakhek RLG/Social Welfare Office for action. The refugees then receive rice, PL-480 Food, and commodity distributions. New refugees in Thakhek are temporarily housed in USAID built reception centers. People arriving in areas outside Thakhek are given minimal assistance and basic equipment for temporary house construction.

Initial steps toward resettlement have been taken in 11 sites. Assistance with producing field rice, and for the first time paddy rice is going on in a program of improved seed distribution and buffalo loans. Self-help programs in schools, dispensaries, and wells are going on, as well as agricultural programs in vegetable and fruit tree distribution.

Of major importance are the home industries and handicraft programs. Wood shingles are now being used for self-help projects and permanent refugee housing. The refugees are being encouraged to produce various handicraft items for sale. A craft center will soon be built to train villagers in improved techniques. A sewing and weaving program for women and girls is also underway.

IVSers currently involved in the above activities are Tom and Mary Ann Russell in Ban Nam Thone at the northern end of the resettlement area. They are currently planning construction of an IVS house and a RLG/USAID field house in the newly surveyed village area. Dave Percival lives in Thakhek and Ban Song Hong, in the southern part of the area, where a field house already exists. An IVS house will be constructed in Ban Song Hong after the house in Nam Thone is completed.

URBAN DEVELOPMENT

Lou Wolf, who completed two and one half years with IVS last April, was the lone IVSer working in Urban Development. His accomplishments in this area were more than enough to compensate for the lack of manpower.

After finishing Vientiane's first comprehensive population census, which was a valuable contribution to understanding the needs of the city, Lou did a Market Survey on prices, sanitary practices, vendors costs for space, and origin of foods (Laos or Thailand). He also conducted a Construction Survey on construction completed, in process, started but stopped for some reason, in order to assess needs of zoning, health, tax base and safety hazards.

Lou's work with the Junior Chamber of Commerce was his greatest satisfaction and his biggest contribution to Laos. He made many government leaders, private businessmen, and others, aware of their civic responsibilities. He made valuable contacts for IVS with important Lao leaders. He worked hard in all fund raising projects, and did most of the work on the JC's playground for Vientiane children. For these projects he was voted the JC's "Most Valuable Person".

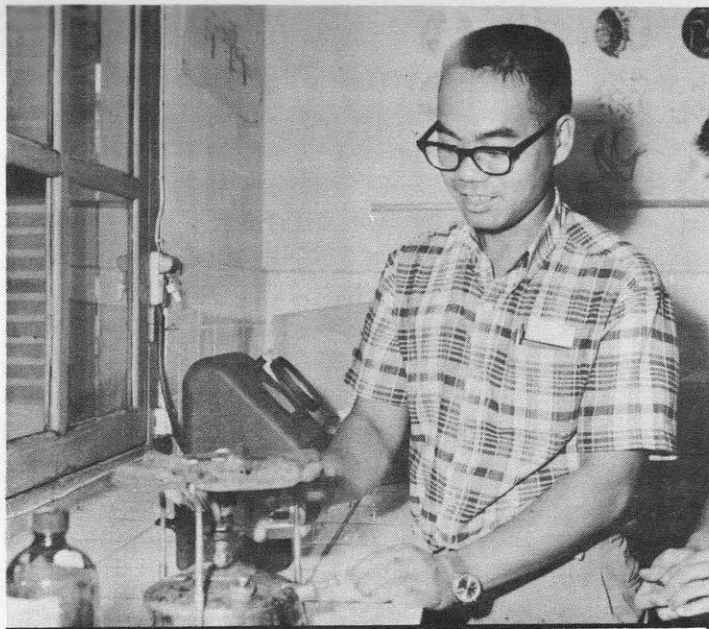
During the flood, Lou was instrumental in saving hundreds of lives of local people. Without question, he did more in the way of personal sacrifice and hard work than any other American. After the flood, Lou was active in getting the city cleaned, especially in the morning market.

One of Lou's last jobs was instituting a city-wide garbage collection system and supervising its operation.

Laos, and the rest of the world, could use more volunteers like Lou.

VET WORK AND LEADERSHIP TRAINING

In one year at the Veterinary Bacteriological Laboratory in Vientiane, Ken Wong, working with Dr. Khamsouk, Director of the Lao Vet Service, has done a fantastic job of improving lab standards



Ken Wong primes the burner for experiments at the Vet Lab in Vientiane.

and training competent personnel. Ken supervised the construction of the lab and ordered new equipment to replace the old. He has trained 24 students as lab technicians, teaching them uses of equipment, and diagnostic work with the idea of helping field agents to define bacterial diseases in animals, their preventions and cures.

Ken helped with three different training sessions for RLG/Vet field agents, showing them: how to obtain samples, how to send them to the Vientiane lab, and how to process them. The program also included methods and reasons for sterilization. Ken went to Savannakhet and taught students there in a field extension lab.

Ken obtained pertinent information for the Practical Lao Vet Library from the American Women's Club, supervised the translation of various vet manuals from Thailand, and wrote two manuals himself including "Medicines for Animals and Fowl", and "Diseases of Animals and Fowl".

Ken also extended the influence of the vet lab to the RLG/Israeli Farm, and made contact with the Japanese Peace Corps. Volunteers who were also doing vet work.

When Ken left in June, he had more than helped to get the Lao Vet Lab into a smoothly operating service, leaving behind him trained technicians.

Bob Jacobson has been acting as director and technical advisor of a village leaders' training center at Ban Amoné, eight kilometers north of Vientiane. The village leaders are selected from all parts of Laos. The courses last two months and include such subjects as first aid, sanitation, personal hygiene, carpentry, pottery, blacksmithing, fish pond management, poultry and swine management, vegetable gardening, well and latrine construction, and community development techniques.

This program, which was started in May 1967, has joint sponsorship by the Royal Lao Government, Oxfam, (a British non-profit organization) the United Nations, and USAID. Bob also worked with the surrounding villages in a self-help road improvement project which was completed before the rainy season started.

Right:

Bob Jacobson and village leaders
during a fish pond management
course at Ban Amone.



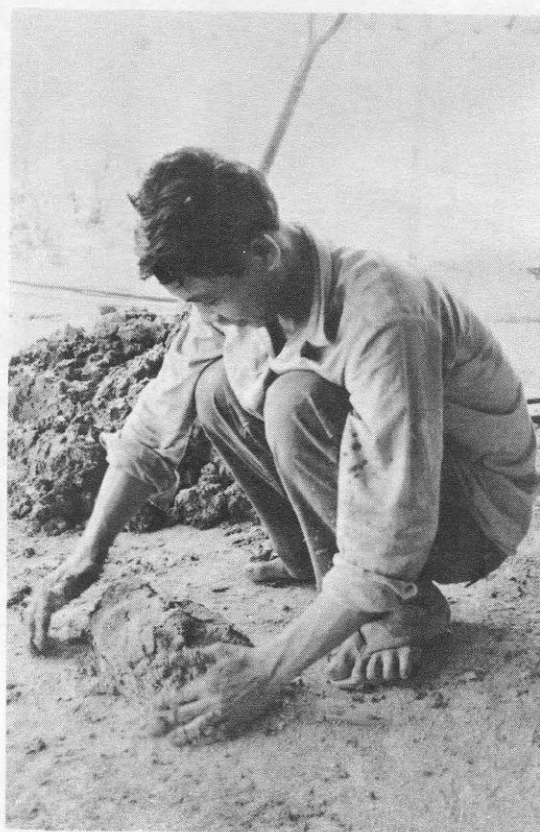
Below:

Student at Ban Amone
training center molds
clay bricks for a
charcoal kiln.



Above:

Vet students prepare
test tubes in the RLG
Vet Lab in Vientiane.



TRAINING OF IVS ASSISTANTS

This report would not be complete without saying something about the training and development of the IVS assistant. Numbering almost 60, and working with the volunteers as interpreter-assistants until the volunteer has gotten a workable command of the language, they are an intricate and indispensable part of the IVS program in Laos. With experience and confidence the IVS assistants can do the work of another volunteer and actually double the working capacity of an IVSer. In this way, they learn to assume leadership positions so that after the IVSer leaves, the assistant can carry on. The volunteer acts as a catalyst in the development of the assistant as a potential leader in his own community.

This year, for the first time, a training program for IVS assistants was held in Ban Lao where Lin and Carol Compton set up and taught a program in their cluster center. They were assisted in the teaching by

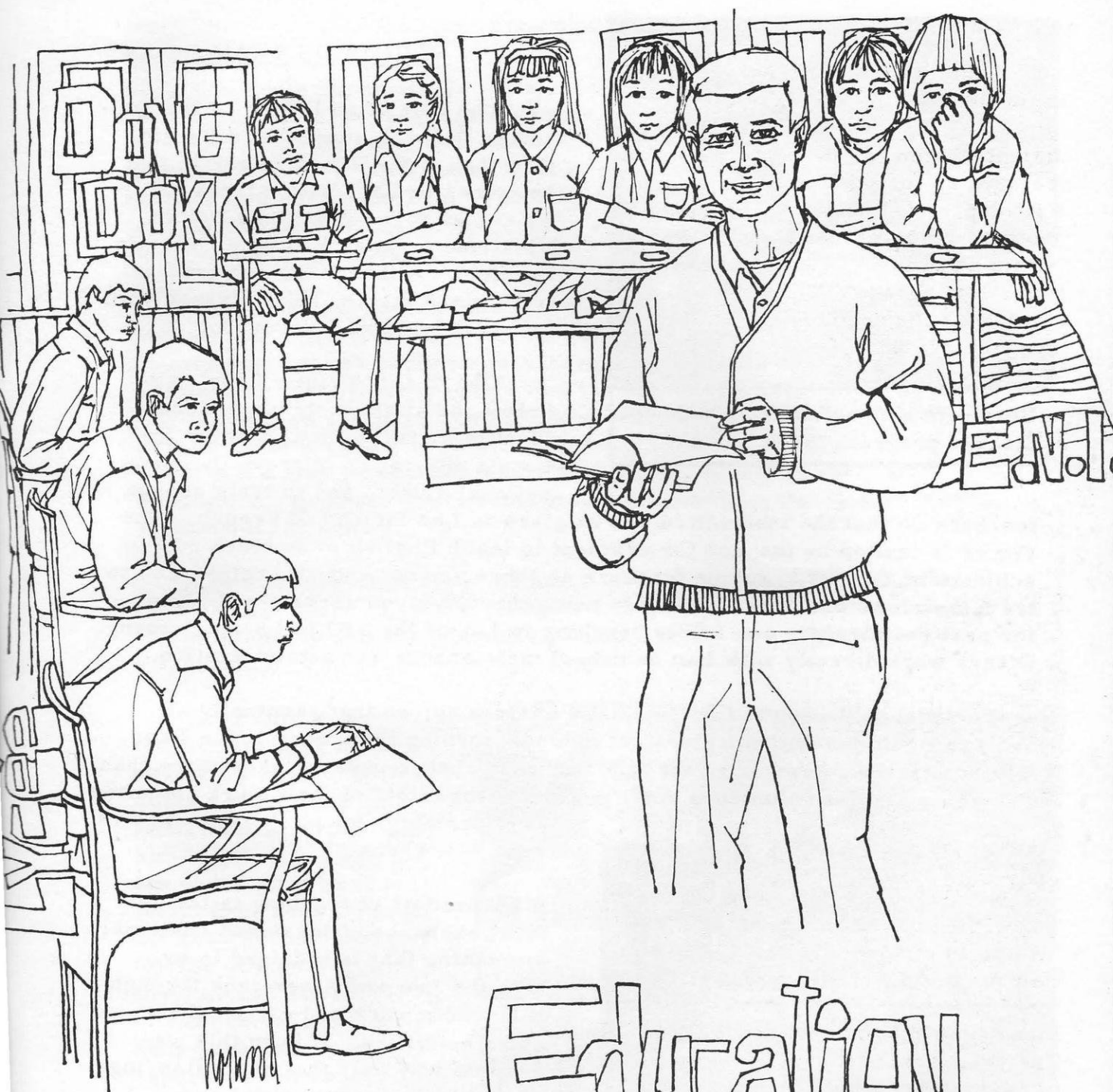
Terry Gompert IVS/RD and Khamka, a special assistant. Here, the assistants who were hired in Vientiane, went through 4 weeks of intensive training. They learned the basics of construction, agriculture, sanitation, holding village meetings, etc. Then they were assigned to various parts of the country with new IVS volunteers.



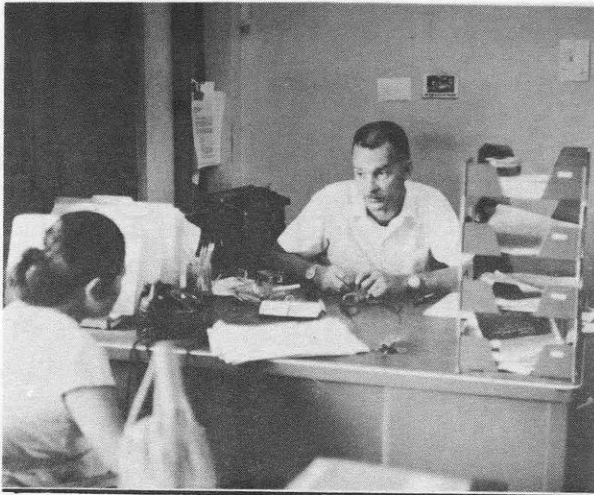
Lin Compton supervises IVS assistant trainees build first well roof at Lao Dong

allow enough time to properly cover the material in the training program. The program, although a shortened version of what is needed, was a step in developing IVS assistants into future leaders of Laos.

It is hoped that future groups will have at least 8 weeks of training since 4 weeks doesn't



Education



Bernie Wilder and Mrs. Phinkham discuss program plans

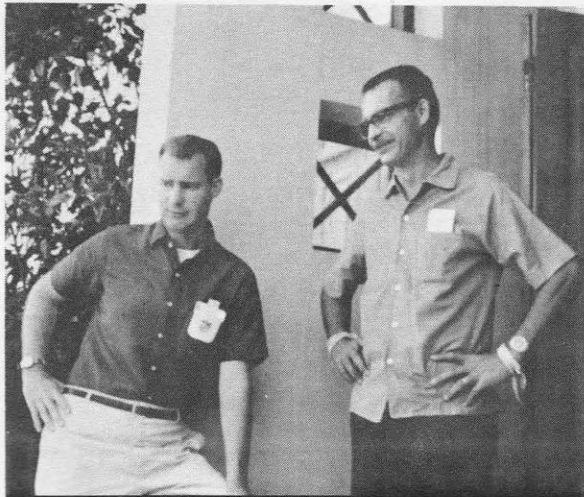
EDUCATION TEAM

The role of an IVS'er on the Education Team is somewhat different than that of the RD volunteer in that he comes to Laos with a fixed job. He comes to teach at Dong Dok in Vientiane or at an ENI or a Lycee in the field. Although his job appears to be more stable, he is plagued with different types of frustrations.

One of IVS' primary goal is to help Laos attain a strong national identity by trying to encourage the people of Laos to improve their educational system and to train enough

teachers so that the instruction can be given in Lao instead of French. The IVS'er is invited by the Lao Government to teach English or to teach other subjects in English to future teachers as there are not enough trained Lao to train their own teachers. A few do teach through a counterpart and plans for next year include one IVS'er teaching in Lao at the ENI in Luang Prabang. Others work directly with Lao on school maintenance and administration.

The goal at the top of the list is one of training, so that eventually all IVS'ers would teach themselves out of a job; turning them over to the Lao. The frustrations here being the fact that such change usually takes more than two years and the volunteers don't get to see the fruits of their work and often after training, people leave and go to work elsewhere.



Bernie Wilder and Pat Basler outside school and Dong Dok

A by-product of teaching is the cultural exchange of ideas and customs; something that is indulged in by both the Lao and Americans through classroom work and extra curricular activities. It is in this way and this way only that understanding of peoples can come about and friends can be made through mutual understanding or respectful acceptance of what one doesn't understand. To the Education volunteer, and all volunteers, this privilege of cultural exchange helps make all the frustrations worthwhile.

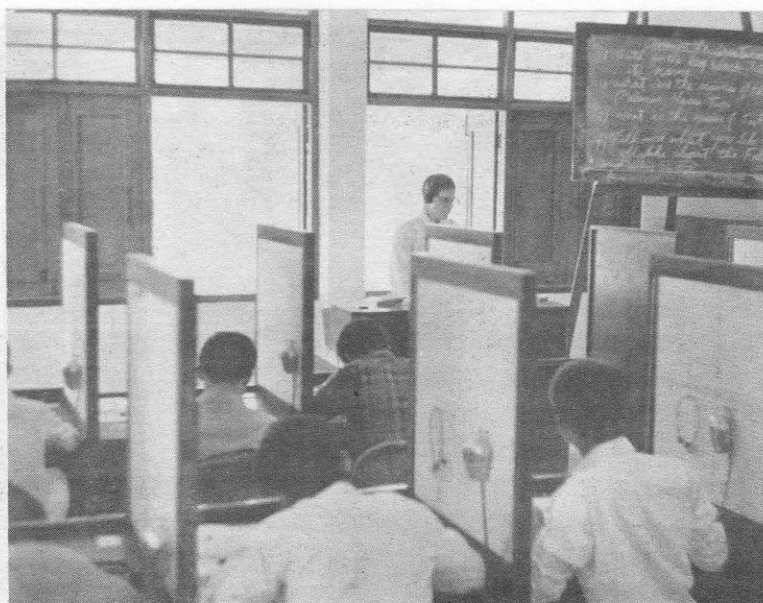
ENGLISH SECTION

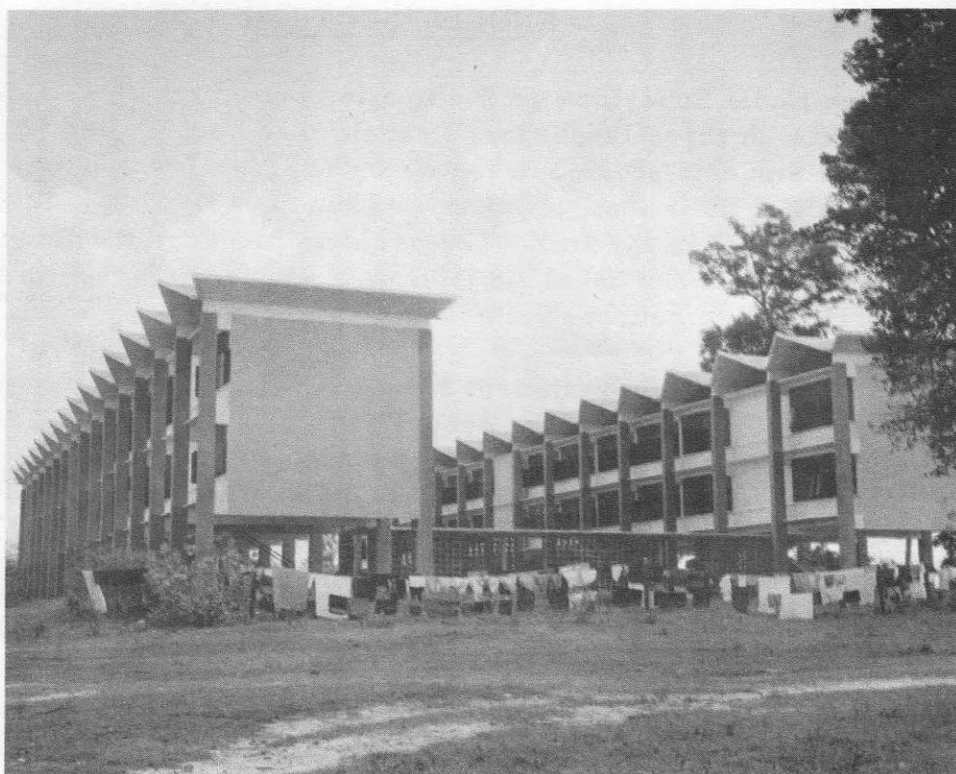
The Ecole Supérieure de Pédagogie, better known as Dong Dok, has instruction in three languages: French, Lao and English. This year over 900 students studied in the French section, which means that almost all of their instruction is in French, 187 studied in the English section and 407 in the Lao. The subjects taught in the three sections run the range of the usual subjects in a secondary school, and include teacher training courses.

Dong Dok is a government school under the supervision of the Ministry of Education. The school administrators are Lao, and the French and English sections each have a head of staff who serves as a liaison between their teachers and the administration. Most of the English section teachers are IVS; however, this year there were three British Colombo Plan teachers, one Australian and one Fullbrighter. There were also three Thai teachers, 25 Lao, 51 French teachers, 2 Indian, 2 Japanese, 1 Vietnamese and 4 Canadians teaching in other sections of the school.

The students come from all parts of Laos to Dong Dok after they have had six years of primary school and have passed the entrance examination, to study for from two to nine years on a government scholarship.

Dong Dok is a teacher training school, and every student who studies here must sign a contract which obliges him to teach in Laos for ten years after graduation. If he does not sign the contract he must pay for his own board, which few Lao can afford. 3.3% of the over-all student body pays their own expenses. However, 8.8% of the English Section students pay for their own board. There is no tuition.





Wash day at the girls' dormitory - Dong Dok



Morning assembly at Dong Dok

IVS OBJECTIVES AT E.S.P.

IVS is teaching in the English Section because there aren't enough trained Lao teachers to staff schools in Laos, or to train as many new teachers as are needed.

IVS teaches English to the prospective Lao teachers, who after one year, will be able to use English as a language of instruction to receive the rest of their education. There are no colleges or universities in Laos. The English Section provides students who can be sent to universities in English-speaking countries. These students return to Laos to teach and to train new teachers.

IVS teaches in other sections where capable Lao teachers are absent. Usually the teaching is done through a Lao counterpart, who is being trained to take over the course.

Maintenance and construction volunteers are essential to a functioning school. They train Lao workers to perform the various maintenance and construction jobs to be done. IVS is helping to develop all facilities of the school -- the various workshops, laboratories, and the school farm.

THE SCHOOL

Almost all students live in the dormitories (built for 1,500 students) on campus, and some teachers live nearby in the 41 apartments and nine houses built by USAID. The school maintains kitchens and a dispensary on campus for the students. The school has 56 classrooms, eight shops and laboratories. There is a large open-air auditorium, called the Salle des Fetes, which is used as a meeting hall, movie house and basketball court.

The school library, established and organized by Russell Marcus, is run now by the Lao he has trained. It has 1,769 volumes in French, 3,797 in English, 1,101 in Thai and 116 in Lao. Now that the library is well organized and offers a fair reading selection, the teachers intend next year to promote student interest and utilization. The teachers' room, set up by IVS, also has a Reference Library with 1,144 volumes in English.

The school has a language laboratory, run this year by Doug Smith, with 20 tape recorders and earphones. Under Doug's direction, new language tapes were made by IVS teachers to add to the tape library.

Jerry Porter teaches science and runs the science lab. When first built, it was used only by IVS teachers. IVS fostered use by other teachers and the lab is now in constant use.



Stephanie Merritt and her English class

ORGANIZATION AND TEACHING

IVS teachers at Dong Dok work under Bernard Wilder, IVS/ED Chief-of-Party, and IVS English teachers work under Mr. Wilder and Mrs. Pinkham, Lao head of the English Department.

There are 14 IVS teachers who teach full time in the English Section and ten in other sections. Classes are about the same level as those in an American high school. Besides English; economics,

government, history, geography, math, general science, biology, physics, home economics, electricity, woodworking and motor maintenance are taught. This year economics, taught by Stan Druben, was offered for the first time. It was well received and the course will be continued next year.

TEACHING - SUCCESSES AND FAILURES

Methods of teaching English in the first year heavily emphasize speaking - repeating after the teacher and answering questions. The students spend at least four hours a week working with tapes in the language lab. The students needed many visual aids, and George Horwood created a visual aid program for the first year. His work was so successful that he may work on visual aid programs for all years in the English section. The main problem for first year teachers was a lack of good written material - textbooks and other reading materials. Judy Stuckey, Laurel Druben and Stephanie Merritt worked on a better class program for next year.

The second and third year methods stress grammar, composition, reading and speaking. The third year does not work in the language lab. The fourth and fifth years stress literature, composition and grammar. This year twelve students graduated from the English section, and almost all of them received a scholarship for further study in Thailand or abroad.

Seven third year students will attend high schools in the U.S. for their "junior year" under the American Field Service program.

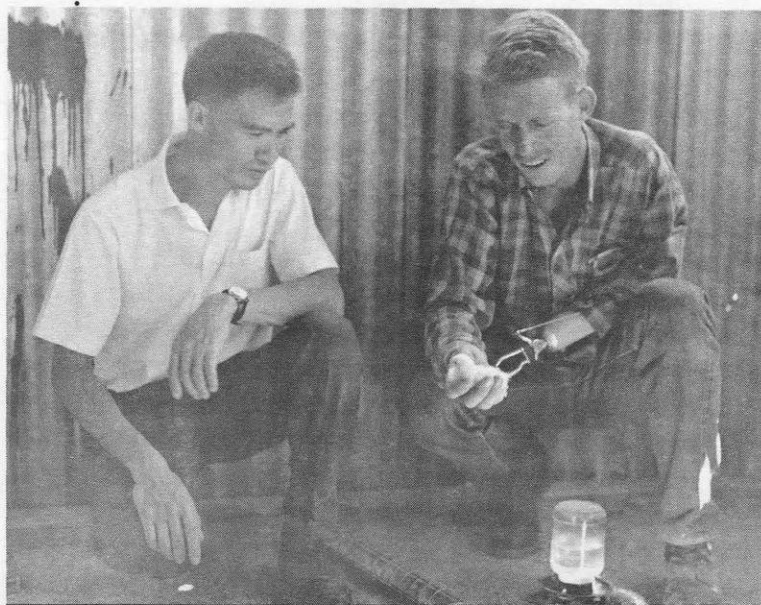
This year research papers were written on various subjects by the 5th year English class, 2nd year English class and 2nd year social science class.

Bob Jones studied Lao intensively during his first year here, obtained a math book in Thai, and began teaching math in Lao at Dong Dok.

IVS English section teachers also taught beginning English from two to six hours a week in the French section. This presents special problems for the students and teachers because the French students don't know English, the American teachers often don't know French well enough to use it as a tool for teaching, and they don't often know Lao well enough for an intensive classroom explanation on grammar. The textbooks are inadequate and no systematic teaching program has ever been maintained in this area. There have been no visual aids available for these classes.

Courses of study and textbooks are available for most subjects. Due to the change-over in staff every year, teachers don't always want to follow what another teacher did the previous year. As a consequence, students have in the past received up to five different kinds of English instruction during their years at Dong Dok. Two years ago, in order to try to correct this situation, IVS teachers, with USAID Education, started to work out a new seven-year curriculum for the English Section. The objectives were expanded from that of training just English teachers to that of training teachers of all subjects. For the last two years the section has operated with a provisional curriculum that included courses for the first four years. This year the curriculum for the first four years was revised slightly and finalized and the program for the last three years was formulated. This program has been approved by the Director of Teacher Training and is now in the process of getting full ministerial approval.

The attitude of the English section students this year was appreciated by IVS. When this year there was a student strike, the French section closed almost a month early and those students went home while the English students decided to remain and finish out the year as planned.



Dave St. Louis and counterpart inspect newly hatched chick.

AGRICULTURE

IVS agriculturalists have worked at ESP since 1959. During the ensuing period, activities have centered around three primary objectives:

1. to develop the instructional program in agriculture.
2. to develop the school farm as an instructional facility and as a producer of food.
3. to develop the Lao staff to the point where the first two could be operated without outside help.

Much progress was made toward the first two objectives. The number of students taking agriculture has increased, the number of hours per week they study agriculture has increased and the program itself is much stronger and better organized. The farm facility was developed to the point where the farm raised 70 to 80 pigs a year, the chicken flocks numbered over 500, 3 fish ponds were in production, 150 geese were raised and many vegetables were produced.

The third objective, however, was not reached. This fact makes the other achievements relatively meaningless unless outside help is continually provided. This year the decision to drop the idea of developing the school farm was reached. It will be put into mothballs until a realistic solution to finding trained Lao can be accomplished. We will work on this by continuing to train Lao counterparts on the job and by endeavoring to have more Lao study agriculture in other countries.



Which comes first, the chicken or the egg?

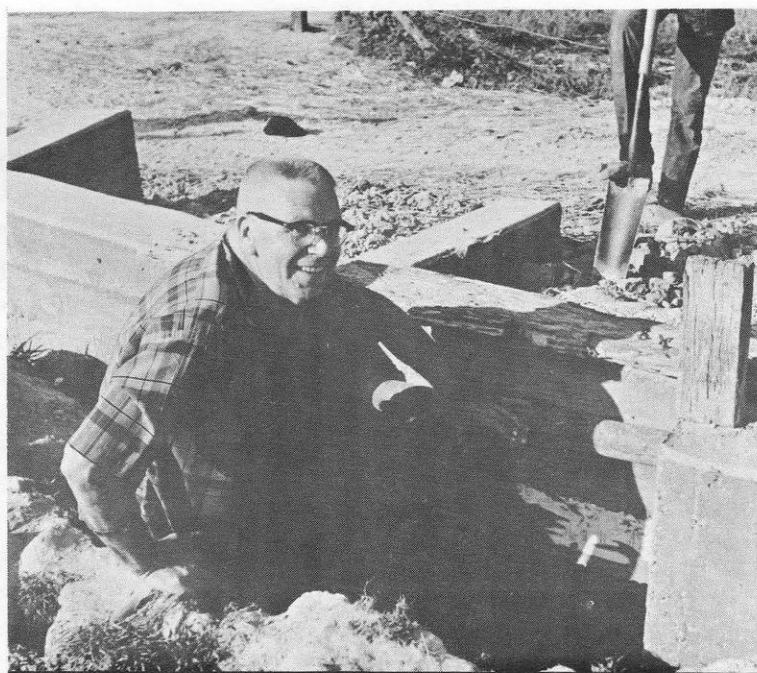
Next year the agriculture activities will center mainly around further improvement of the instructional program. A program of animal and garden projects carried out by students will be emphasized which will be patterned after the Vocational Agriculture - future farmer of America concept that worked so well in the United States.

PRACTICAL ARTS

In Laos, practical arts is a term that is applied to the teaching of woodworking, metal working, plumbing, masonry, arts and crafts, mechanics and home economics. At the ESP it also means the application of these skills toward building, maintenance and construction. Specifically, the IVS'ers at the ESP work in the following ways:

1. Teach these subjects directly to the students of the English section, and with counterparts, to students of the Lao and French section.
2. Train counterparts to teach these subjects through working on the job with special help.
3. Working with and training school maintenance crews on the job situations and in some cases with special workshops.
4. Development of school facilities, necessary to teach these subjects.

IVS'ers were assigned to work in this area during the 1966-67 school year. The division of their time between the above four methods of working was different in each case. Bob Van Nest finished his fourth year at the ESP this year. When he came the wood shop was a bare room. Now there are two connected woodshops that are fully equipped and well organized. The curriculum for woodworking has been developed over this period of time to reflect the needs of the students and at the same time to be within the limits of what is practical and possible. The main disappointment is this shop has been the impossibility of being able to turn the shop over completely to the Lao to run. Two counterparts have been assigned to the shop for varying lengths of time. Neither proved adequate and the search is continuing for a suitable Lao who can be trained in the next two years to take over completely the teaching duties. In the meantime, the IVS'er involved must fill the personnel gap, train what material is available and steadily progress toward the day when he can work himself out of a job.



Dell Johnson coming out of a culvert.



Pilar Finnel and Crystal Erhart accompany Dong Dok students to orphanage.

In the motor pool, Bob Bryson has three jobs. The first is to be a teacher of general mechanics where the main emphasis is on use of tools, understanding of principles and working with small engines. The second is to develop the facilities of the motor pool which services all the school vehicles and of the general mechanics shop. The third is to train Lao mechanics to staff the motor pool. Bob is carrying on the work started by Pat Basler in 1963. At that time there was no motor pool or general mechanics taught

at all. The school at ESP must maintain its own water and electrical distribution system for 1,500 students and approximately 400 staff members. Trained Lao personnel was not available to staff these positions in the beginning. When IVS first came, the practical arts volunteers did the work directly and began training Lao to take their place. This was a long task made more difficult because many of the people trained left the school to work elsewhere. During the period when the school was growing rapidly there was more installation than maintenance. Help was needed by the Lao in this area. The population of the school has now stabilized and also the people on the work crews have been static for over a year.

The electrical crew has been working under the guidance of Lauren Merritt who has taught a class in electricity to the English section students. The crew has developed to the point that it has been decided to not fill this position with an IVS'er next year. Dell Johnson, who ended four years on the Education team in the summer of 1967, has been training the plumbing and masonry crews. These crews have also progressed to the point where we feel that an IVS'er is no longer required. This continues the policy of working ourselves out of a job and then going on to another, more challenging activity. In this case a person will be brought in next year to work with the head of all maintenance for the school.

Home economics has always been an important part of the curriculum of the school for the girls. Two years ago, Judy Green obtained two rooms to serve as temporary home economic labs. These have been developed and equipped by Judy to partially meet the need for facilities in this area. Judy teaches home economics directly to the girls in the English section and through her Lao counterpart, she also teaches students in the French and Lao sections of the school. Much of her time has been spent developing instructional materials in Lao for use in the classes that she teaches and those of the other Lao teachers of home economics.

EXTRA CURRICULAR ACTIVITIES

Orphanage

This year the third year class in the English section visited a boys' orphanage in Vientiane every Saturday afternoon. The class organized games and instructional activities for 13 orphans so that each student had charge of at least one activity every week. Some of these activities were musical chairs, bean bags, folding paper toys, finger painting, hygiene lessons, knot-tying, and relay races.

The biggest project of the year was building a swing. Money for the materials was supplied by Skip (George) Horwood, IVS teacher, who gave art lessons and donated the proceeds to the orphanage. The students shopped for materials, made iron hooks and bolts in the workshop, spent several Saturday afternoons boring the holes in birch trees, and strung up two swings.

The Lao have a fundamental devotion to the family, and an awareness of responsibility and dedication to others within the family, but they have little notion of social responsibility outside the family, and is just now developing a rational identity. This project was to ripen the students' sense of social involvement. The teacher



Dong Dok students supervise games at the orphanage.

who worked with the students thought this project was successful because the students felt needed and they could see immediately success of their efforts, and developed a real enthusiasm for working with the children.

English Clubs

Other extra curricular activities at Dong Dok this year included the organization of English-speaking clubs. While teachers sat in as advisors, fifth year students functioned as presidents and planned with the club members various activities - discussion and reading sessions, picnics and field trips to factories, wats and other places of interest in and around Vientiane. During the school year, picnic groups were taken to Thadeua, Thangone and Had Donechang. Field trips took in the shoe factories, a Lao bakery, Wats Ong Tu and Sisaknet, USIS, O.B. Hospital and the American School. Club members were encouraged to take notes on these field trips for oral reports at their next club meeting.

The intentions of the English Club were: 1) to stimulate the students' language ability by their participating in the above mentioned activities, in a non-classroom atmosphere; 2) to stimulate an interest and regard for student organization and student responsibility in planning group projects, with a minimum of faculty aid; 3) to stimulate, through field trips, a kind of civic consciousness, or, at least, an awareness of such things as business, medical and library facilities in Vientiane.

Holiday Parties

At Christmas time, the English section students prepared a Lao banquet for the faculty at Bernie Wilder's house. They spent several days buying and cooking food, decorating the Wilders' yard, and even gave up a meal to pay for the occasion.

The Salle de Fete was the scene for an all-school New Year's Party. Refreshments were served and the students' band provided dance music for this affair that lasted until dawn.

Literary Contest

A literary contest, sponsored by Asia Foundation, was held at Dong Dok. All students at the school were invited to submit stories, songs or verses, in Lao, to a committee of Lao judges. The purpose of this contest was to encourage much needed publication of Lao writers and language. For each category, stories and poetry, there

was a first prize of \$25.00 and a second prize of \$15.00. It is hoped that next year a nationwide literature contest can be held at all the secondary schools.

Sports

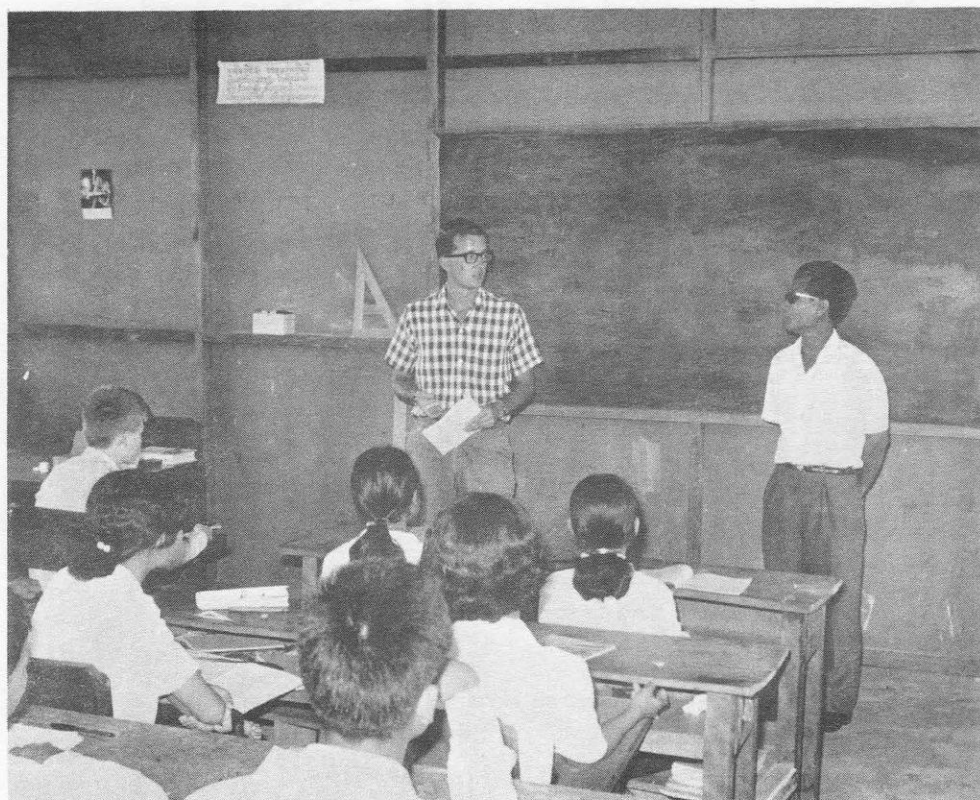
The athletic program this year, under the supervision of Dick Stuckey and Lane Yoder, included intramural soccer and basketball games between the French and English sections, and between various English section classes and years. Dick Stuckey usually coached and refereed at these games. Two basketball games were played with the American School team. The girls at Dong Dok, provided with volleyball, badminton and basketball equipment, competed intramurally in these games. Much of the money for the purchase of tetherball sets and other sports equipment was donated by the American Women's Club.

ENI'S

The ENI's (Ecole Normale d'Instituteurs) are regional teacher training schools operating throughout Laos. They operate in conjunction with the ESP (Ecole Supereure d'Pedagogie), Vientiane, which is the parent college. Presently there are ENI's located at Pakse, Luang Prabang, Samthong and Vang Vieng. The ENI's at Pakse and Luang Prabang were established in 1961. Training programs at Samthong and Vang Vieng began this year. Another ENI will soon begin operation in Savannakhet. These schools have the important function of training elementary school teachers to staff the rapidly enlarging Lao educational system.

1966 was a year of expansion at the ENI's. Enrollment at Pakse and Luang Prabang increased by one-third. New ENI's were started at Samthong and Vang Vieng. Thus, over a total of 700 students are now being trained at the ENI's. To meet the needs of increasing enrollments, major construction programs were begun at Pakse and Luang Prabang. Two dormitories and an administration classroom building are under construction at Pakse. Two new dormitories are also built at Luang Prabang.

This expansion was also reflected in the assignment of IVS personnel. An IVS'er was assigned to each of the new ENI's and an additional volunteer was added to the teaching staffs at Luang Prabang and Pakse. IVS assignments for 1966-67 were: Samthong - Paul White; Vang Vieng - Chuck Brewster; Luang Prabang - Ron Sauer and Jeff Lessoff; Pakse - Roger Brady and E. J. Johnson.



Left:

E. J. Johnson
teaching
at
Pakse.

Left:

Roger Brady
advising
students in
carpentry
class.



The role of IVS at the ENI's has varied with the needs of the various schools and talents of the individual volunteer. In general, the volunteers have served in a dual role as administrative advisors and teachers. As full-time members of the school staff, each volunteer is on the spot to help coordinate USAID programs at his school and to help plan the future development of the school. Under the supervision of the school director and with the support of IVS, volunteers are often able to initiate and administer independent projects at their schools. IVS'ers assigned to the ENI's have taught a wide variety of subjects. But teaching assignments are most frequently in the areas of English, Agriculture, Industrial Arts, and Physical Education.

IVS efforts at Pakse this year were directed at improving agriculture and practical arts programs. An additional section of school property was brought under cultivation and fenced. A series of transactions were conducted to provide the hog program with new stock and to establish a farm fund in support of the school's agricultural projects. A poultry program was initiated with the purchase of 25 Rhode Island Red Chickens from Bangkok. Three workbenches were built by students and an assortment of hand tools were acquired to help establish a permanent school workshop. Shortage of classroom space has not yet made this possible. A carpentry club was started to encourage interested students to develop woodworking skills. In addition, courses in English and Community Development and a teaching materials workshop were taught by IVS personnel.

IVS' programs at other locations were similar to that of Pakse with the addition of independent projects such as library development and health programs, involving physicals and dental checks. Assistance was also given, wherever possible, to graduates of RTTC's (Rural Teacher Training Colleges) who are teaching in the village schools. This assistance was in the form of information, ideas on a particular subject or helping to locate sources of materials.

TEFL

IVS/ED had 4 teachers in the TEFL Program last year: Robert and Nancy Artman in Savannakhet, Susan (Olson) Van Tine in Savannakhet, and Sam Floyd in Vientiane. The following is how Bob Artman views the program.

" 'Teaching English as a Foreign Language' is sometimes referred to as 'Teaching English as a Second Language.' In French-dominated secondary schools of Laos 'Teaching English as a Third Language' would be more appropriate. In all grades the only subjects not taught in French are English and Lao language. This predominance of the French has

advantages and disadvantages for the American teacher in English.

"One of the few advantages is that the Lao student is already familiar with the Roman alphabet and has some acquaintance with a European language which is much more like English than like his own language. The disadvantages are many. All the usual problems of grammar, syntax and pronunciation are doubled. For example, an English word that may be difficult enough for a Lao student to pronounce becomes even more difficult when the word has a cognate in French that is pronounced and stressed differently in that language. These are problems of language, however, which can be dealt with directly by the IVS'er.

"There are more confounding problems arising from the dominance of French in the secondary schools - problems which are beyond the reach of the IVS'ers influence. For instance, the third language status of English gives it a low place in the relative importance of academic subjects. This is especially true in the technical schools where English is allotted only two hours per week in the curriculum and is not included in the final examinations for the C.A.P. diploma. Two hours per week, or three, or even four is precious little time to teach a foreign language when the goal is to provide the ability to understand and produce that language in its spoken form. The problem of too few 'hours of contact' is beyond the IVS'ers influence in that the ideal solution to the situation would be to require English language instruction five or more hours per week and perhaps even put the course on an elective basis in the interest of student motivation. This solution, being mainly administrative, would have to be negotiated at a summit conference involving the Lao Ministry of Education, USAID/ Education, and the French Cultural mission.

"Yet, the IVS'er must cope with the situation as it is. And, somehow, the limited number of contact hours must be made to produce. The most pressing concern here is with teaching methods and

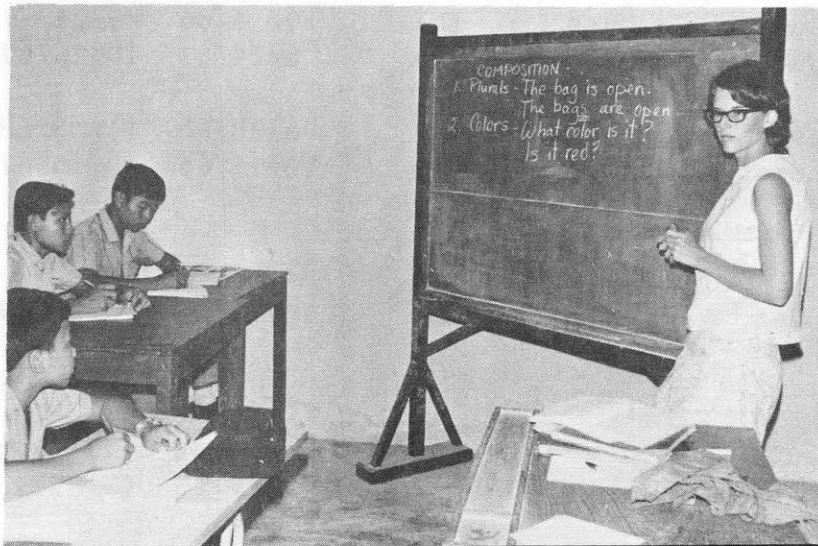


Paul Altemus and students
in Savannakhet.

materials. Training for IVS teachers consist mainly of instruction in the use of the aural-oral method of language teaching. In an ideal situation the aural-oral method cannot be beat; the student is in class from three to five hours a day and is forced to use what he learns in an English-speaking environment. But the situation in a Lao secondary school is far enough from the ideal to require some major modifications in the aural-oral method, although many of the techniques are not valuable but essential.

"It might be extremely effective, for instance, to put greater stress on vocabulary building, even if this requires restricting the emphasis on sentence patterns (the foundation of the aural-oral method). Since the student has little contact with English outside the classroom he cannot pick up' vocabulary from his environment. He is seldom faced with the need to know a certain word in order to express himself. The usual thing is for the student not to know any more vocabulary than what he has learned in class. Under strict application of the techniques of the aural-oral method the student's vocabulary would remain severely limited, although he might be able to use what few words he knows in quite a variety of sentence patterns. Inevitably he loses interest in the language. A greater emphasis on vocabulary building would broaden the appeal of the language and permit the student to express a wider range of ideas when he does have an opportunity to use his English. And, of course, if this and other modifications of method are utilized it becomes important to have materials that reflect the modifications.

"So, as far as teaching English as a foreign language in Lao secondary schools is concerned, there are some problems the IVS'er can deal with on his own initiative and some that are beyond his range as an individual. It should be recognized, however, that initiative can quickly be undermined and made ineffective if the larger problems go unchanged and unsolved."



Nancy Artman and students
in Savannakhet.

IVS PERSONNEL ROSTER - 1966-1967

<u>NAME</u>	<u>TEAM</u>	<u>DATES AT POST</u>		<u>POST</u>
Alexander, Dianne	ED	12/15/63	8/15/66	Vientiane
Altemus, Paul	ED	9/26/64	10/11/66	Savannakhet
Archer, James	RD	11/19/66	11/ 3/68	Houei Mun Muong Kassy Hong Sa
Artman, Nancy	ED	10/ 4/66	9/24/68	Savannakhet
Artman, Robert	ED	10/ 4/66	9/24/68	Savannakhet
Augspurger, Joanne	RD	11/19/66	11/ 3/68	Muong Phieng
Augspurger, Richard	RD	11/19/66	11/ 3/68	Muong Phieng
Barth, Richard	RD	9/27/66	8/27/68	Ban Nakhua
Basler, Patrick	ED	6/15/63	8/15/67	Vientiane
Beery, Galen	RD	6/ 6/62	12/31/66	Xieng Lom Vientiane Xieng Ngeun
Belongia, James	RD	10/17/64	10/17/66	Ban Houei Kong Keng Kok Xieng Ngeun
Bewitz, Frank	RD	10/15/65	10/10/67	Keng Kok Lahanam
Blanning, Bill	RD	7/28/65	7/28/67	Nong Bok
Bordsen, Marcus	RD	9/14/66	8/27/68	Pakse
Brady, Roger	ED	5/ 1/66	5/ 1/68	Pakse
Branfman, Fredric	ED	3/26/67	5/15/69	Vientiane
Brewster, Charles	ED	10/ 4/66	9/24/68	Vang Vieng
Brown, Chester	RD	8/17/63	10/26/67	Borikhane Vientiane
Bryson, Robert	ED	8/28/66	11/ 3/68	Vientiane
Candea, Elizabeth	RD	10/15/65	10/10/67	Muong Phieng Nam Thone Thakhek Vientiane
Candea, Randy	RD	10/15/65	10/10/67	Muong Phieng Nam Thone Thakhek Vientiane
Carlson, Fred	RD	4/22/65	3/15/67	Houei Sai Ban Lao Muong Kassy
Cheydleur, Frederic	RD	4/26/66	3/25/67	Muong Phalane Phakhania
Chubbuck, Wade	RD	7/28/65	7/28/67	Keng Kok
Clish, Martin	RD	12/10/65	4/ 6/67	Vientiane
Compton, Carol	RD	9/14/65	7/28/67	Ban Lao
Compton, Lin	RD	7/28/65	7/28/67	Ban Lao

<u>NAME</u>	<u>TEAM</u>	<u>DATES AT POST</u>		<u>POST</u>
Davis, Gary	RD	3/18/67	3/ 1/69	Saravane
Donnan, Jack	RD	12/ 7/65	12/ 7/67	Vientiane
Druben, Laurel	ED	9/20/66	9/ 2/68	Vientiane
Druben, Stanley	ED	9/20/66	9/ 2/68	Vientiane
Emling, Elaine	ED	9/26/64	9/ 9/66	Vientiane
Erhart, Crystal	ED	9/20/66	9/ 2/68	Pakse
Esser, John	RD	10/15/65	10/10/67	Vientiane
				Nong Bok
				Savannakhet
Finnell, Loren	RD/ED	11/ 4/66	10/26/68	Vientiane
Flanagan, Michael	RD	3/18/67	3/ 1/69	Hong Sa
Floyd, Samuel	ED	8/15/63	8/15/67	Vientiane
Gompert, Terry	RD	11/19/66	11/ 3/68	Paksane
Goodwin, Andrew	RD	11/19/66	11/ 3/68	Houei Mun
				Muong Kassy
Gorman, Brenda	RD	10/15/65	10/10/67	Vientiane
Green, Judith	ED	9/15/65	8/15/67	Vientiane
Grover, Jane	RD	9/14/66	8/27/68	Xieng Ngeun
				Muong Nane
Grover, Robert	RD	9/14/66	8/27/68	Xieng Ngeun
				Muong Nane
Hackbarth, James	ED	8/26/64	8/ 2/66	Vientiane
Horwood, George	ED	10/ 4/66	9/24/68	Vientiane
Howarth, Francis	RD	4/19/66	5/ 1/68	Phone Hong
				Sayaboury
Howarth, Nancy	RD	4/19/66	5/ 1/68	Phone Hong
				Sayaboury
Jacobson, Robert	RD	3/18/67	3/ 1/69	Ban Na Mone
Johnson, Dell	ED	6/15/63		Vientiane
Johnson, Erwin	ED	9/14/66	8/27/68	Pakse
Jones, Carol	ED	9/20/66	9/ 2/68	Vientiane
Jones, Robert	ED	9/20/66	9/ 2/68	Vientiane
Leavitt, Chaim	RD	4/22/65	2/15/67	Ban Keun
				Muong Palane
				Nam Bac
Lehman, Kristin	RD	11/19/66	11/ 3/68	Dong Hene
				Vang Vieng
Lehman, Larry	RD	11/19/66	11/ 3/68	Dong Hene
				Vang Vieng
Lessooff, Jeffrey	ED	9/14/66	8/27/68	Luang Prabang
Lewis, Jerry	RD	4/15/66	5/ 1/68	Hong Sa
				Muong Met
				Muong Kassy
Lewis, Kenneth	RD	6/19/63	6/23/67	Pakse
				Savannakhet
				Vientiane

<u>NAME</u>	<u>TEAM</u>	<u>DATES AT POST</u>		<u>POSTS</u>
Lovan, Robert	RD	6/15/64	8/25/67	Keng Kok Vientiane
Majoros, Robert	RD	9/28/66	9/ 3/68	Ban Nakhua Dong Kasene
Marby, Gerry	RD	9/13/66	8/27/68	Borikhane
Marby, Karin	RD	9/13/66	8/27/68	Borikhane
Marcus, Russell	ED	5/ 1/66	5/ 1/68	Vientiane
Merritt, Lauren	ED	5/ 1/66	5/ 1/68	Vientiane
Merritt, Stephanie	ED	5/ 1/66	5/ 1/68	Vientiane
Miller, Edith	ED	9/20/66	9/ 2/68	Vientiane
Myers, Edward	RD	3/18/67	3/ 1/69	Vientiane
MacRae, Roderick	ED	8/25/64	7/ 5/66	Pakse
McDonald, Michael	RD	4/26/66	3/26/67	Ban Keun
McDonald, Susan	RD	4/26/66	3/26/67	Ban Keun
McGrath, Joan	RD	12/10/65	2/ 6/67	Xieng Ngeun
McIntosh, William	RD	3/18/67	3/ 1/69	Muong Kasene
Nell, Gerald	RD	3/18/67	3/ 1/69	Keng Kok
Olsen, Larry	RD	10/16/65	10/10/67	Khong Sedone
Osn, Joseph	RD	9/19/64	9/19/66	Borikhane Keng Kok Savannakhet Muong Kassy Vientiane
Owen, Robert	RD	8/10/65	7/17/67	Khong Sedone
Parmenter, John	RD	11/19/66	11/ 3/68	Vientiane Hong Sa
Peacock, Jean	RD	4/15/66	5/ 1/68	Borikhane Thakhek
Percival, Dave	RD	8/10/65	8/10/67	Lakhone Pheng Thakhek
Porter, Jermain	ED	9/15/64	7/ 1/67	Vientiane
Robbins, Susan	RD	12/10/65	12/10/67	Thakhek
Russell, (Reynolds) Mary Ann	RD	4/15/66	5/ 1/68	Vang Vieng Nam Thone
Russell, Tom	RD	4/15/66	5/ 1/68	Xieng Lom Hong Sa Vang Vieng Nam Thone
Sauer, Ronald	ED	7/21/65	7/21/67	Vientiane Luang Prabang
Sitzer, Lewis	RD	4/15/66	5/15/67	Dong Hene Muong Palane
Smith, Douglas	ED	10/ 5/66	9/24/68	Vientiane
Smith, Mary	ED	10/ 5/66	9/24/68	Vientiane
St. Louis, David	ED	7/21/65	7/21/67	Vientiane
Stuckey, Judy	ED	10/ 5/66	9/24/68	Vientiane
Stuckey, Richard	ED	10/ 5/66	9/24/68	Vientiane

<u>NAME</u>	<u>TEAM</u>	<u>DATES AT POST</u>		<u>POST</u>
Teller, David	RD	4/22/65	3/15/67	Ban Houei Kong
Thompson, MacAlan	RD	9/14/66	8/27/68	Muong Met
				Hong Sa
				Nam Bac
Ullom, Kenneth	RD	10/15/65	10/10/67	Vang Vieng
Van Nest, Elizabeth	ED	8/15/63	10/15/67	Vientiane
Van Nest, Robert	ED	8/15/63	10/15/67	Vientiane
Van Riper, Cort	RD	3/18/67	3/ 1/69	Ban Done
Van Tine, John	RD	9/14/66	8/27/68	Hong Sa
				Savannakhet
Van Tine, (Olsen)Susan	ED	9/20/66	9/ 2/68	Savannakhet
Veillard, Jean	RD	12/10/65	12/10/67	Wapi Kantong
				Kong Kasene
Verrier, Michael	RD	12/10/65	10/ 1/66	Ban Lao
				Xieng Lom
Weythman, Gary	RD	8/14/66	9/27/68	Nong Bok
Weythman, Gerladine	RD	8/14/66	9/27/68	Nong Bok
White, Paul	ED	10/ 4/66	9/24/68	Sam Thone
Wilczek, Dennis	RD	9/14/66	8/27/68	Thakhek
Wilczek, Jane	RD	9/14/66	8/27/68	Thakhek
Wilder, Bernard	ED	6/15/63	8/15/67	Vientiane
Wilson, Larry	RD	4/22/65	3/15/67	Vientiane
				Sam Thong
Wolf, Lou	RD	10/17/64	4/30/67	Borikhane
				Vientiane
Wong, Katherine	RD	7/25/65	7/25/67	Phone Hong
				Vientiane
Wong, Kenneth	RD	7/26/64	7/25/67	Phone Hong
				Vientiane
Wood, Jeffrey	ED	10/ 1/65	8/21/66	Savannakhet
Woodson, Larry	ED	8/ 1/64	8/ 1/68	Luang Prabang
				Vientiane
Yoder, Lane	ED	10/ 4/66	9/24/68	Vientiane
Zacharezyck, Thomas	RD	3/18/67	3/ 1/67	Vientiane
Ziegler, Frank	RD	2/25/64	12/15/68	Khong Island
				Savannakhet
				Lahanam

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ART WORK

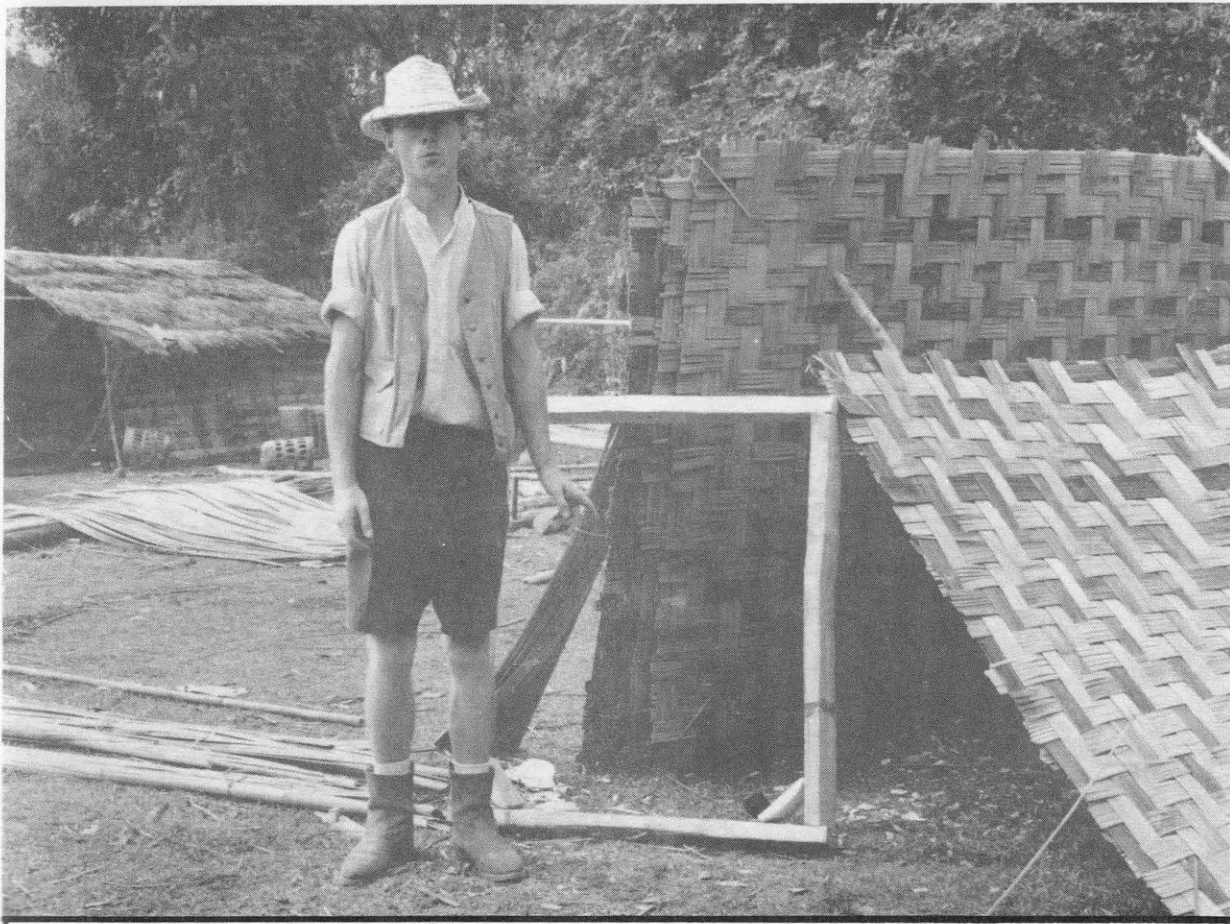
George Horwood Vientiane	IVS/ED
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The reason we have been able to accomplish so much,
as you can see, is because

we

have

such



S T R O N G ! ! ! !

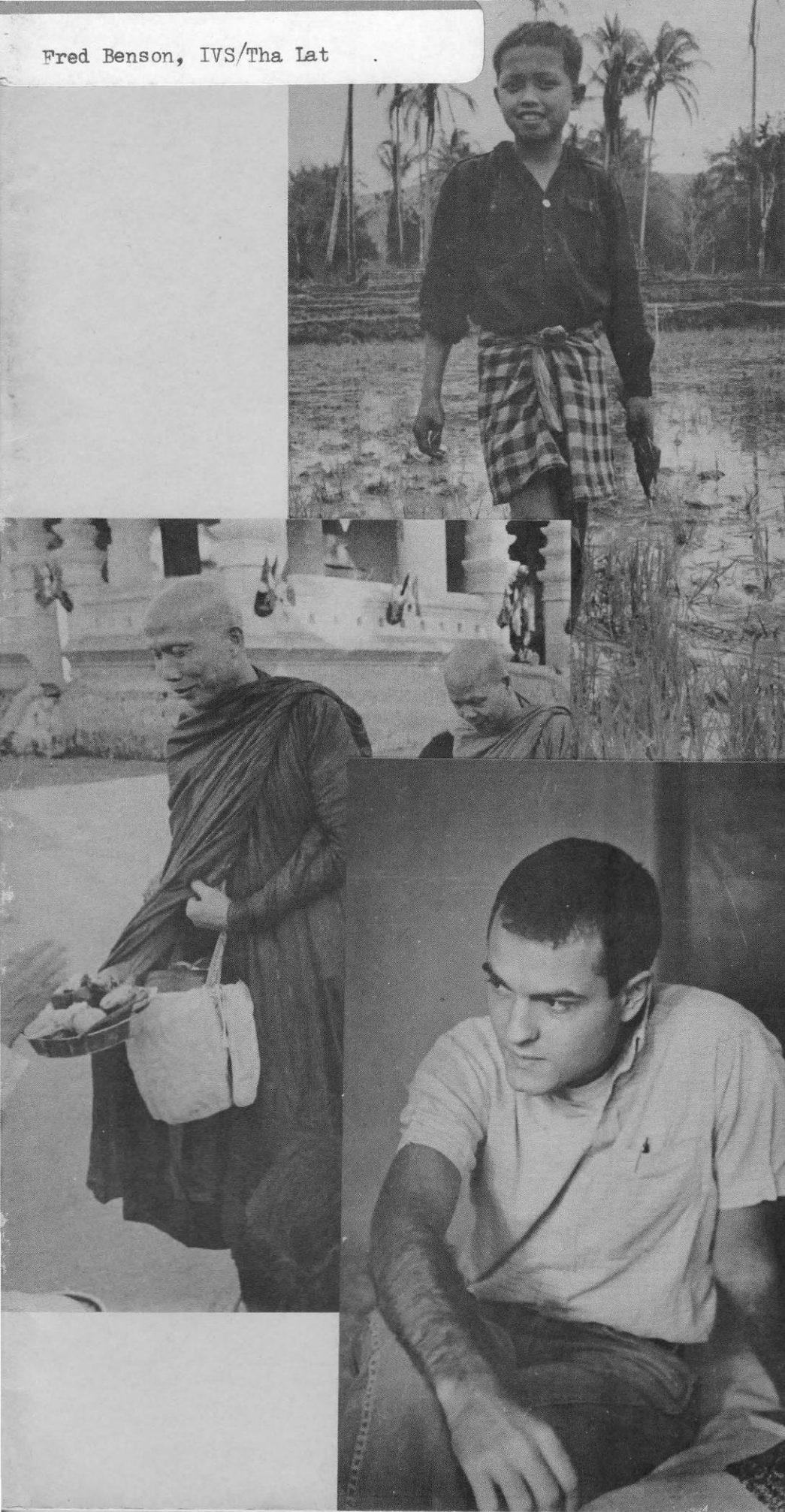


H E A L T H Y ! ! !



AND INTELLIGENT VOLUNTEERS'.





IVS

ANNUAL REPORT 1967-68

INTERNATIONAL VOLUNTARY SERVICES, INC.

ANNUAL REPORT*

July 1967 - June 1968

LAOS - RURAL DEVELOPMENT AND EDUCATION TEAMS

Prepared by

Crystal Erhart

and

Loren Finnell

Associate Chief-of-Party for Administration

*This edition of the Annual Report should be read as a collection of personal descriptions written by individual IVS'ers, rather than as a straight, impersonal report.

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Kr. p. l. t. . e

View from a Paddy House

Green upon green.
New green upon deep green.
And green changing blue.
And blue upon blue
With brown and yellow and sounds
Gurgle and splash and listen!...thunder...
Silent swaying blades moving to an unknown rhythm
Suggesting mystery and surprise
Teaching patience and expectation.

Mike Flanagan

FOREWORD

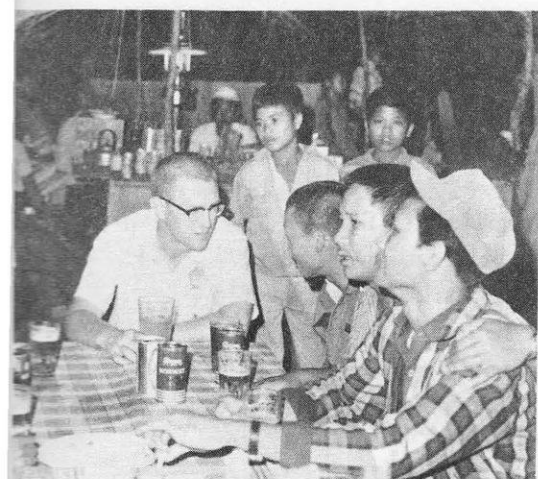
This interview is with a Laotian official who has long taken an interest in IVS affairs. He kindly consented to this interview with IVS, which took place on April 26, 1968.

He is a director of a government service. His secondary studies were interrupted by the Japanese occupation. He joined the Lao Issara resistance movement at the age of 15, and lived in exile in Thailand with its leaders. Afterwards, he resumed his secondary and university studies. Since joining Royal Lao Government Service he has traveled widely through Asia, Europe, and the United States. This interview was conducted in English. He points out that he has spent much of his life in his village and still visits it and other rural areas frequently.

1. Q. What do you see as the overall role of IVS in Laos?



- A. International understanding, through working with each other. If we meet each other every day we can learn to appreciate one another and come to a sounder judgment about ourselves. In the long run, this can make a contribution to world peace.
2. Q. What about an IVS role in economic development?
- A. Of course we hope that IVS can help the people to have a better life. But if the people can't understand who you are and what you are, how can you help them to progress in economic development? Perhaps there will not be any open conflict, but there can be unconscious opposition to your ideas. That is why I emphasize so much the psychological aspect in this field. At this time this is much more important than material accomplishment.



3. Q. What are the main internal problems facing Laotian society right now?

A. There has been a very significant increase in needs. Before the Laotian people did not have them anything like today. With aid from many different countries, many material goods are brought into the country. Then, where there is a fluctuation of this aid or other income from foreign countries, there is a great effect upon the country. It has a much greater effect than when we didn't have these needs as before.

During recent years we have imported so many things from developed countries, very often things way beyond our means. Thus, we were not prepared to use them and there has been a lot of spoilage.

Another problem is that the improvement in the standard of living has not been widely received. It has gone to the few.

The problem is that our progress here has not been a natural development coming from the country itself. This has created many social problems.

4. Q. How much of a role can IVS play in trying to solve these problems?

A. That is a difficult question. For IVS works together with the people, and yet the problem did not come from the people.

IVS cannot really help too much in these grand problems. The main thing is for it to have understanding with the people. Once IVS and the people understand each other, it will know how to help the people.

By helping the people, I do not mean to give them "a better life." This is not a very suitable term.

I mean to give them "easier work" in the countryside. I believe that we can relieve them of some of their unnecessary burdens if we can introduce some skill and technology.

Primarily through constant, reciprocal contacts, through building confidence, you can make them understand that there are many ways they can improve their standard of living by means of technical knowledge.

But, that is a very difficult task for you to accomplish. The standard of living of people in the city has been artificially raised. People think that by coming to town they will automatically have a more luxurious life. It's hard for you to go and teach them to improve their condition when they see that some other people who don't work as hard have a much easier life.

5. Q. I wonder if you have some thoughts on the American aid program here?

A. I think that the first idea of American aid was and is to help Laos. I think America wanted to make Laos a prosperous country and so to avoid tumultuous revolution. For it is well-known that poverty is a good soil for Communism to grow in. I think that America wanted to show people who wanted to go Communist that it's not worthwhile to take this long and difficult way, and that another way is better.

This hope has failed on a country-wide basis because wealth has arrived only to a very small group of people and has created a big gap which didn't exist in 1954 and 1955.

This doesn't mean that I say it was an American mistake, because if our leaders were capable of handling the aid and using it wisely, there would not be such a big problem today.

But, I don't want to blame our leaders either because Laos became independent too quickly and we were obliged to take our independence without any preparation.

Some people believe that the United States wants to control Laos by pouring in much money and then after spoiling it being in a position to command it. Here I cannot judge, but many people feel that way.



I cannot judge if it is really intentional or because the aid was given in an awkward way and so the situation deteriorated.

6. Q. Let us talk for a moment about rural areas. What is the role of the IVSer at the village level?

A. Well, I am from a small village in the south of Laos. Each time I go there I try to show the villagers that I am very proud of my village, that there is nothing wrong with their condition.

I explain to them that whenever I go to a foreign country I tell people about my village.

And I mean it, you know. Maybe the villagers do not have many luxuries, but since they do not know about them they have a contented life. If there was no war they would be very independent, far more independent than city dwellers. They live close to nature.

I try to convince them that having a position in the Lao Government now does not mean the same thing as under the French Colonial system. We are no longer masters, but just citizens working together. A person who produces rice and cattle is just as important as an engineer.

For me, an IVSer should try to help in this understanding. He should have more significance than the man who distributes tin roofing. His role should be higher and better than that.

Your role is very difficult. For, on the one hand, you have to make the villagers understand the real intention of the American people. And, on the other hand, you must try to make USAID understand the most meaningful way to help the development of Laos. In other words, your role is to guide the villagers toward economic development while protecting their natural equilibrium.

I think that the industrial society and civilization to the United States is a kind of success--in the United States and for the



American people. But, can we be sure that our people are able to follow that way of life?

The problem is that material progress is a means, and not an end in and of itself. If we are not very careful, we will have had results when people adopt an external American industrial civilization without fully understanding its value and how to utilize it.

So, your role is very difficult; particularly since I don't think the villagers can differentiate between IVSer and USAID technicians at first. But, if you can decide that building understanding is your role to play, I believe that it is very delicate and useful. Your role, therefore, is very distinct from USAID though, of course, USAID can be very helpful if it carries out its program properly.

7. Q. Could you talk some more about the IVSer in the village? What style of life should he lead, how should he live in order to try to create understanding?

A. Well, I will tell you how I see it, though perhaps I am wrong and only have a theoretical understanding.

It can be true the villagers will identify you just as a man from the U. S. with stuff to distribute.

Since we have just emerged from a colonial position, most of our people have not yet realized that they are independent. They don't realize that they are citizens of this country, a part of it, that what they do will be a part of our national effort--for bad or good.



So, since you have come from a very well-known and rich country, perhaps the people will say, "Well, the French have gone away but now we have a new nation in its place." Maybe they think they have to live as before under the French administration, waiting for orders.

Very often, therefore, people may not really expect rich, well-educated people to come live in the village and try to improve it. They wish above all to send

their children to the city to get official positions, in order to grab things from the Government and give them to the village.

I think the IVSer should live like a boy of the village who has gone away to be educated and then come back to give his knowledge to the villagers. He should live like a boy of whom they can be proud. Then they might want their sons to be educated and then come back to help the village.

The only example we have of this kind of thing right now is with former monks. They have a very respected position in the community.

The IVSer should live as a simple person, but respectable. Villagers should respect him because he can give technical advice, help them improve the village.

In this way, the villagers will think that you are helpful, sympathetic, someone in whom they can be confident.

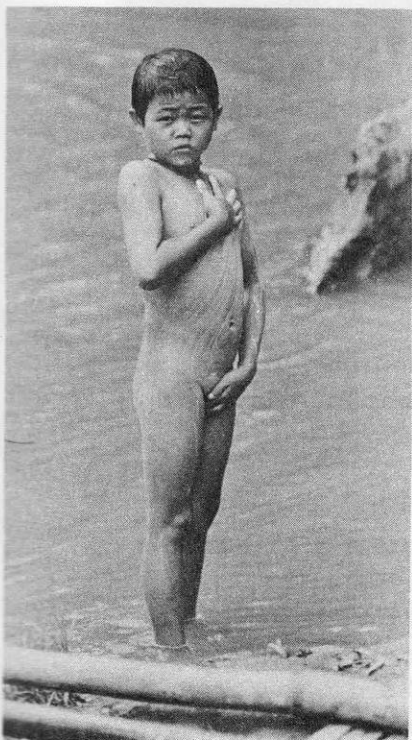
Of course, it is still a long way to go until the people will really trust you. Therefore, I don't know if you will be able to see the results in a very short term. This can be difficult for IVSers because it is only natural to want to see short-term results.

I personally think, though, that it's better to work long-range instead of coming and saying "I only have two years to get so much done."

You can help and advise as a part of the village, without using the authority of your position, without offering to give things.

It is very important for the villagers to see you as a part of them. Once they can appreciate your behavior, see that you don't put yourself as a high-level person, you can give much advice.

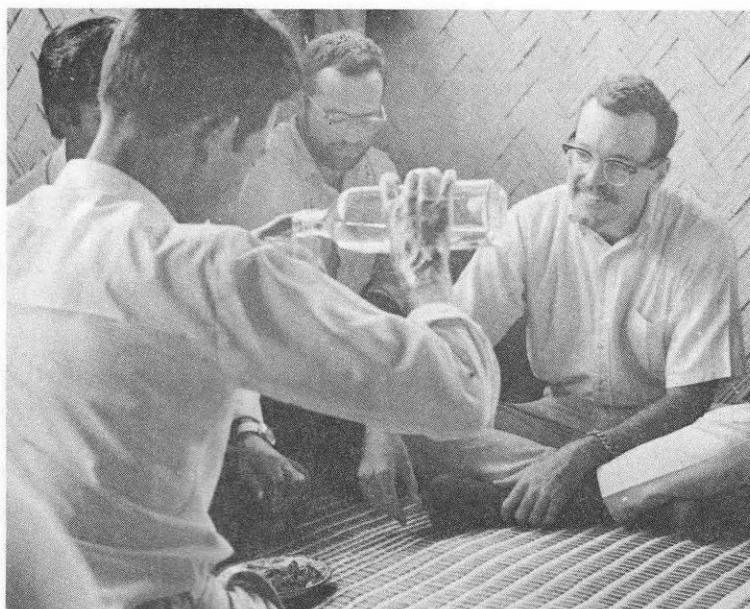
It is true, of course, that you can give them a lot of things, make publicity, do projects. Maybe you may be tempted to do so out of fear that the people won't like you if you don't. But, this is not



helpful to the process of development. I don't advise this approach to your group.

8. Q. What specific projects should the IVSer be interested in at the village level?

- A. Well, these projects would vary from place to place. They should be determined by careful study of the people and their customs.



They can only be decided on when you are in the village. You cannot go from here in Vientiane and say, "I should construct a dam or school in the village." For you can upset the natural, customary ways that have been built up for many years if you are not careful.

But, let me emphasize. I am not at all against economic development. I am only against economic development which does not take into account the local atmosphere and surroundings.

At first, the IVSer should try to meet vital needs. For example, it might be very difficult for the villagers to get drinking water.

9. Q. What should the IVSer do if the village does not feel it has any really vital needs and is mainly interested in improving its village temple?

- A. Well, why not help them with their temple? Then he can gain their confidence. Perhaps, if he spends two years talking with the people, living in a good way, he can begin to change their ideas.

Maybe then, when the next IVSer comes to the village, he will find the people ready for new ideas.

Maybe you should send your philosophers to a village like that. Maybe you could find villages which are ready for economic development to send your economists to.

10. Q. One last question. We've talked a lot about how the IVSer can help the Lao. What can he learn from his experience with them?

A. As our culture and traditions are very different from yours, I think that it is very meaningful for you to try to understand what is our culture, our tradition, our way of life.

Maybe from that you can extract some value to help the present civilization in your country, for maybe not everything in modern civilization is good.

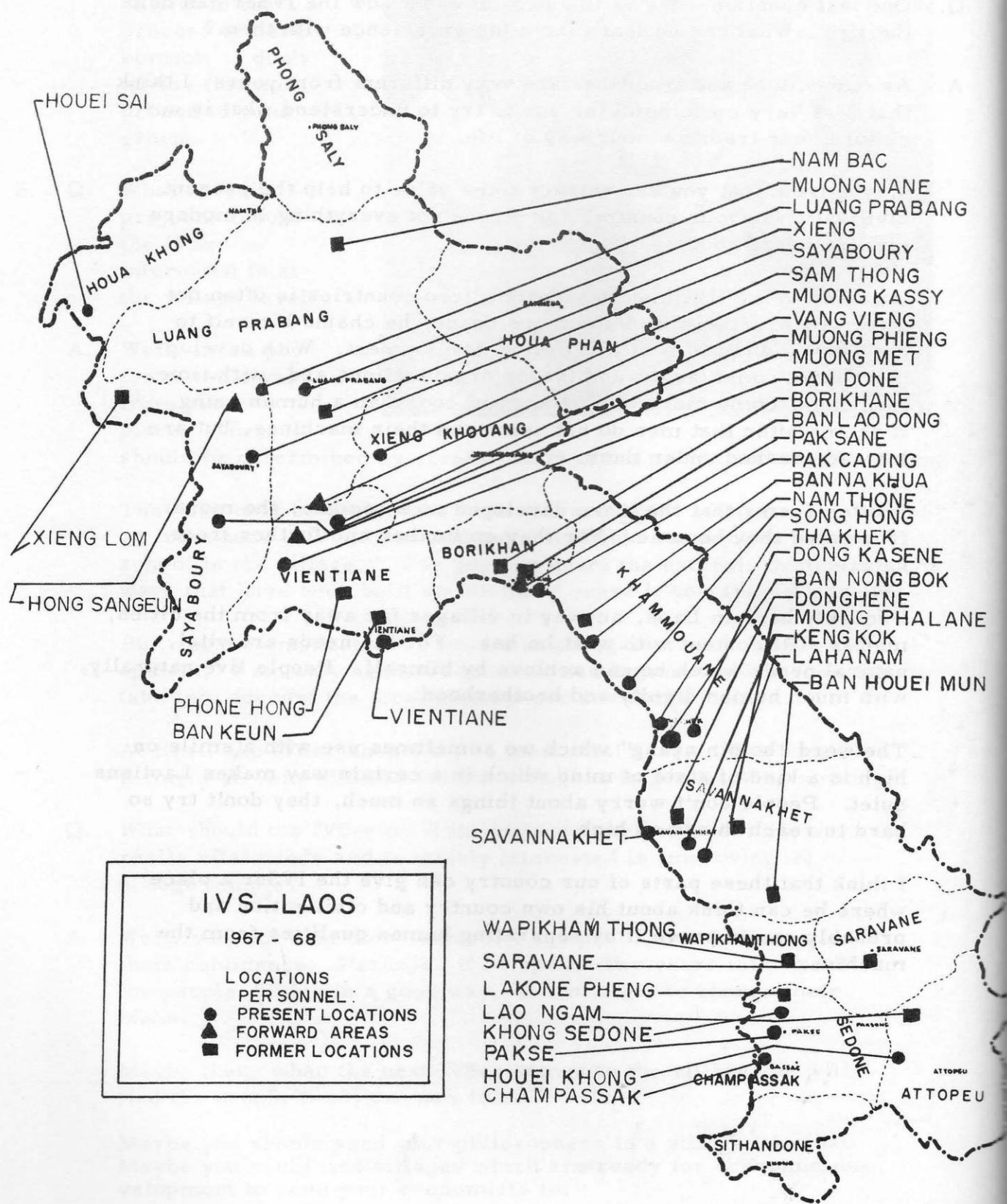
It seems to me that man in industrialized countries is often not free. By creating more and more needs, he chains himself to his work and the idea of increasing development. With development must come larger and larger organizations and, with time, man can become more of a productive tool than a human being. It seems often that men do not command their machines, but are instead crushed under them.

It often seems that the more developed men become, the more frustrated they become. For they go further and further from nature.

Probably here in Laos, anyway in villages far away from the cities, man is still content with what he has. For his needs are vital, natural needs which he can achieve by himself. People live naturally, with much human dignity and brotherhood.

The word "bo pin nyang" which we sometimes use with a smile on high is a kind of state of mind which in a certain way makes Laotians quiet. People don't worry about things so much, they don't try so hard to reach things on high.

I think that these parts of our country can give the IVSer a place where he can think about his own country and civilization and probably can improve it by separating human qualities from the machine.



IVS-LAOS
 1967 - 68

LOCATIONS
 PER SONNEL :

● PRESENT LOCATIONS
 ▲ FORWARD AREAS
 ■ FORMER LOCATIONS

- NAM BAC
- MUONG NANE
- LUANG PRABANG
- XIENG
- SAYABOURY
- SAM THONG
- MUONG KASSY
- VANG VIENG
- MUONG PHIENG
- MUONG MET
- BAN DONE
- BORIKHANE
- BAN LAO DONG
- PAK SANE
- PAK CADING
- BAN NA KHUA
- NAM THONE
- SONG HONG
- THA KHEK
- DONG KASENE
- BAN NONG BOK
- DONGHENE
- MUONG PHALANE
- KENG KOK
- LAHANAM
- BAN HOU EI MUN

- SAVANNAKHET
- SARAVANE
- WAPIKHAM THONG
- LAKONE PHENG
- LAO NGAM
- KHONG SEDONE
- PAKSE
- HOU EI KHONG
- CHAMPASSAK
- SITHANDONE
- ATTOPEU

FROM THE STAFF

When someone asks what IVS is, the normal, pat answers are the ones most often given--"a private, non-private volunteer agency," a "Peace Corps-like organization," etc.--but, although IVS is a volunteer agency, and although it is like Peace Corps, it is something else. It is something distinctive.

Started many years before Peace Corps and used as a basis for Peace Corps, IVS has built up a tradition over the years. It is like a family--sometimes happy, sometimes sad, sometimes troubled, and sometimes free and easy-going. The same turmoils and growing pains are as deeply engrained in IVS as in a family. Due to its size, volunteers feel more like a part of something. They feel the right to criticize the direction of IVS. They feel the right to worry about IVS. They feel the right to be proud of IVS. Because of this, IVS is a continually changing entity.

Many of the things which an IVS'er faces are typical of the things which any volunteer or social worker faces throughout the world. To work with a people whose culture and background are different carries the same challenges world-wide. The IVS'ers manner of living, communication, and mode of dress is also similar. The one thing different that the IVS'er (both in Laos and Vietnam) faces is a lack of security to one's life. This is

not to say that every possible mode of protection isn't taken to insure a safe existence; but the threat of a Pathet Lao attack is omnipresent. They call Laos "The Forgotten War," but it is far from forgotten in the daily lives of the volunteer.



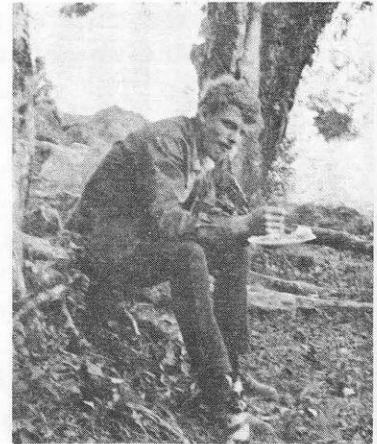
Larry Lehman, Khamka,
Dick Augspurger, Loren Finnell,
Ken Ullom, and Bob Lovan--IVS/RD
Staff.

This year has been a particularly difficult one for IVS/Laos, and also a satisfying one. Much of the last six months of the fiscal year was occupied with negotiations for new IVS contracts. The staff spent countless hours, both in the office and at home, searching for ways to make IVS a better organization. Meetings with the Director of USAID and other officials filled many a day. Work plans were drawn up. Proposals were made. Counter-proposals were offered. Decisions were reached.

The outcome of this monumental task was a greatly increased understanding between IVS and USAID, a work plan to give IVS direction, and a staff number adequate to meet the demands of the organization. The gains made this year are history. It is up to the staff and the volunteers to take advantage of and build on these for the future of IVS in Laos.

FROM THE TEAM

This year the IVS team's Program Committee and Fred Branfman felt the IVS position in Laos needed a re-evaluation. They collected information from team members all over the country about their present jobs, their feelings about working closely with or independently of USAID, and their feelings, generally, about working in Laos. Out of this came the Position Paper which was sent to the IVS Board of Directors in Washington. The following message, which was supported by a majority of team members and staff, is an excerpt from the paper.



"The basic goal of IVS is to help people to achieve their own desires for a better life. We believe that this can be best done by IVS through a commitment to 'social development.' By 'social development' we mean the development of the ability of a society to harness and mobilize all resources available to it to achieve its own ends.

"By stressing its commitment to this kind of development, we in no way mean to downgrade what is commonly called 'economic development.' Our ultimate goal is as any organization contributing

to an improvement in the standards of living of people in developing nations. Due to its reputation and small size, IVS generally attracts volunteers with a fairly high level of professional training and/or work experience, capable of making a 'technical' contribution. But, in helping to build a well or school

we are concerned that it is the people themselves who participate not only in the work but in the conception, planning, and organizing of the project, and that they will be able to carry on such projects by themselves after the volunteer has left. Growth in the strength of a given society to itself achieve its own ends is the meaning of 'development' as we understand it.



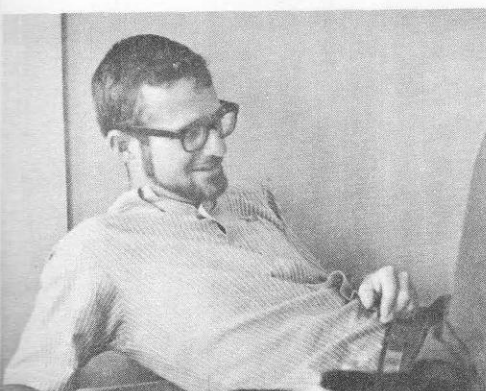
"We believe that it is essential that IVS be

committed to: 1. Relationships based on respect.

2. Working with people rather than materials.

3. Allowing development to take place over time.

4. Developing a spirit of self-reliance and cooperation.



"The greatest single source of failures in development work is internal and external 'pressure to get things done.' It is this which leads to half-formulated schemes neither desired by nor within the reach of villagers; to projects being pushed energetically for a year or two and then abandoned; to a discouragement of initiative and inventiveness on the part of villagers; to impatience and annoyance on the part of the IVS'ers which in turn frustrated the growth of close relationships so essential to long-term success.

"The IVS'er in the field, whether doing CD work or teaching in a teacher training college, needs above all time: time to learn about his station, understand people, make plans; time in implementing plans; time in getting to know people informally and build trust and confidence. IVS'ers working in Laos should be encouraged to live at a level roughly similar to that of government workers and villagers of Laos. In this way they will learn Lao, come to understand the needs of Laos and be in a position to build proper relationships.

"There is (a) group... who question whether IVS can truly serve the Laotian people no matter what internal or external changes are made by it. It feels that the basic role of a volunteer is to promote change in such a way as to give people more control over their lives. It feels that as a part of the aid program, IVS is necessarily political and is in addition not working in the best interests of the Laotian people. It feels therefore that IVS should either pull out of Laos or admit frankly that it is in practice, although not out of intention, supporting a particular political situation.

"There is general agreement that if IVS were to be more independent, and put into practice the kind of 'social development' described here, that it would have more of a claim to be engaged in 'people to people' aid."

PROGRAM COMMITTEE

The Program Committee as an idea grew out of volunteer dissatisfaction in early 1966. At this time, certain volunteers were unhappy with their projects, staff response to their ideas, and the orientation they had received before coming to

Laos. This group lost its exclusiveness as the demand of country-wide representativeness grew. From the first all-team conference came the decision to make the group a body of elected regional representatives and later came the suggestion of including the education members, thus making the committee a unifying factor for IVS in Laos. The first meeting of this newly-defined committee was July 1967. At this point, in addition to acting as a voice of volunteer views, work began on developing a structure for the new committee. An agreement was drawn up that established guidelines for the committee and area meetings were held, so that on October 14 the first national meeting of elected area representatives was held. From the time of the October meeting, the committee participated in the planning and conducting of the 1968 annual meeting, began developing machinery for administering the Marty Clish Memorial Scholarship Fund, as well as meeting with people from IVS/Washington: Mr. Gardiner, Executive Director; Dr. Kitagawa, Member of the Board of Directors; and Cliff Doke, Program Officer.

The major thrust of the committee efforts, however, has been the development of a Position Paper. The experience of the February, 1968, annual meeting, and the fact that many volunteers were unsatisfied with what they were doing or with the way that they were asked to do their job, made apparent the pressing need to define just what IVS should be doing as a volunteer organization. The committee felt that its best contribution to a statement,



Program Committee Meeting at IVS Office:
Randy Ireson, John Kiechle, Ken Ullom,
Jerry Nell, and George Viles.

which would, of necessity, come from IVS Washington, would be a volunteer attempt to produce such a definition. Response from the field was received and with the help of Fred Branfman, the paper was sent to Washington for presentation at the May 22 Board of Directors Meeting. The committee felt that thoughts stimulated by the paper should not stop with its completion, but continue. The paper is thus a beginning, not an end, in itself. Therefore, through continued response, the committee hopes to eventually obtain a better understanding of volunteer opinion. The success of this year for the committee would not have been had it not been for the aid of such interested individuals as Loren Finnell and Fred Branfman. With the cooperation of all IVS Laos, the committee hopes to continue improving to give the volunteers an organized voice on their behalf.

February, 1968



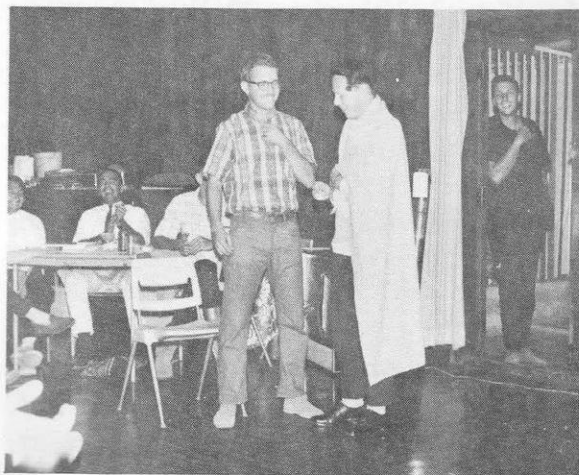
Jean Veillard, RD,
entertains at the
conference dinner.



Judy Stuckey,
Kristen Lehman,
Karen Bowman,
Brenda Peters

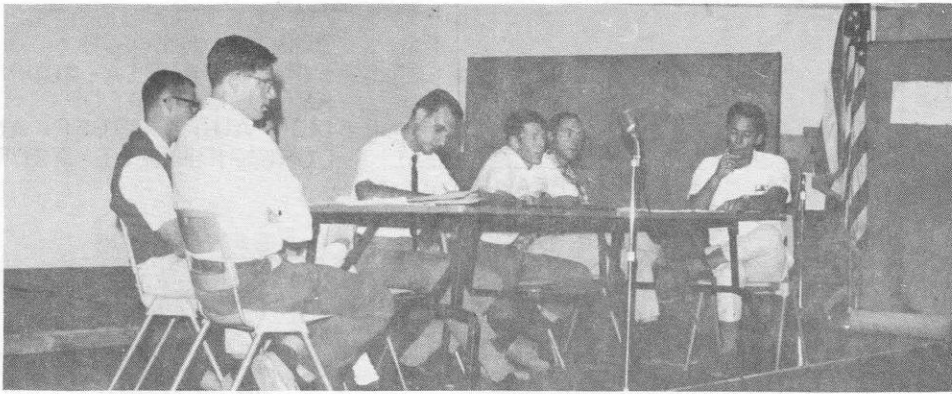
ALL TEAM CONFERENCE

A skit: Here, Randy Ireson,
Ken Ullom, and Fred Branfman,
author

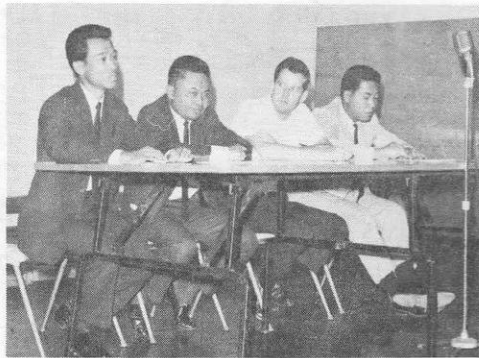


One of the many meetings held
during the conference





Stan Druben, Chairman of the Program Committee, leads a group panel discussing various field problems.



Bob Lovan leads a panel discussion with Mr. Voravong, Director of the Service Geographique; Mr. Manorack, Director of Travaux Publique; and Mr. Ratsophon, member of Assemblée Nationale.



Kris Lehman, Barb Gingerich, Mary Ann Russell, and Liz Candea in one of the many "nit-picking" sessions that took place during the three-day conference.

BOB LOVAN - COP
RANDY CANDEA - ACOP
KEN ULLOM - ACOP
DICK AUGSPURGER - ACOP
LOREN FINNELL - ACOP / ADMIN

BOB LOVAN - COP
RANDY CANDEA - ACOP
KEN ULLOM - ACOP
DICK AUGSPURGER - ACOP
LOREN FINNELL - ACOP / ADMIN



Monsoon 1968

And the rains came;
the fields turned to mud.
The water buffalo and plow replaced
the tank and AK-47.

The rains came;
the skies filled with clouds,
The lightning and thunder replaced
the Migs and F-105's

The rains came;
the fields turned to mud.

And the farmer replaced the soldier.

Because they talked in Paris?
Because the rains came.

Allan Best

IVS IN AGRICULTURE

There has been in recent years a realization that the rural farmer in a developing nation can profitably use and respond to a foreign aid investment. This is a group-occupation which can receive inputs and almost magically respond with production that easily pays for itself; witness the inputs of fertilizer, irrigation, and improved high-yielding varieties of rice.

As of 1968, the emphasis of the agricultural program is rice. USAID's primary purpose for implementing the program is political, but the program does offer IVS'ers a chance to contribute in a context that is meaningful to volunteers. The rice program is directed to the farmers, and this is good because most of the Lao are rice farmers. The objective of the program is to produce more rice, and this is good because the profit from extra production goes to the farmers.

IVS Agriculturalists generally try to work in a counterpart relationship with officials of the RLG Agricultural Service. This kind of an assignment can be frustrating, rewarding, or both. A counterpart position indicates that one has something to offer and this inherent assumption can cause problems. It is very easy to make a paper assignment. But, things such as an attitude of superiority or of the Lao official not desiring to be helped are some of the obstacles that may preclude a real relationship. Those IVS'ers who have been successful are those who establish with their counterpart a learning-teaching relationship. It is necessary that the IVS'er spend his beginning months learning about Lao culture (farmer and agent attitudes)



Jim Gingerich, Roger Brady, and Larry Lehman planting demonstration rice paddy.



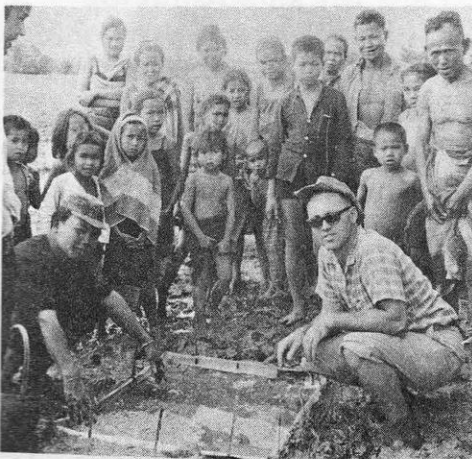
An IVS display on good farming practices.

and the tropical agriculture which he has likely never seen before (in this case, rice). It is after that time that the IVS'er can be of real assistance, because he will know the situation, and, based on his broader and more technical experience, can offer valuable suggestions. And, if during his learning period, the IVS'er has managed to get accepted by his counterpart, then he may find the very satisfactory experience of being able to help, being permitted to help, and being appreciated for his help.

IVS'ers this past year have made working relationships with RLG Agricultural officials in Extension and Research activities. One attraction of agricultural work in Laos is the number of unknown factors. There is an excitement in discovery, for example, of which extension techniques work best and of which variety and fertilizer are best for an area's soil. The fact that IVS Agriculturalists work in counterpart positions means that IVS'ers work mainly with officials of the Lao Agriculture Service, and not independently (on their own) directly with the farmers. The reasons for this are twofold: One, is that it is more logical to teach an agent who will continue to teach farmers after the IVS'er's departure, than to teach a group of farmers who do not intend to pass the information on. The other reason is, that by dealing directly with farmers the IVS'er may usurp the credit that the Lao Agricultural personnel should be getting. The resulting loss of face could severely affect the program of

IVS'ers working in that area or service. There are a very few areas where the RLG Agriculture Service does not have agents placed. IVS'ers assigned to such places assume the responsibility there. These locations, however, are being brought into RLG control as fast as it is possible to find graduates and train them in basics of agriculture.

IVS'ers have been active in specific programs. In Extension, they have assisted in making



Dennis Wilczek at an IR-8 rice demonstration.

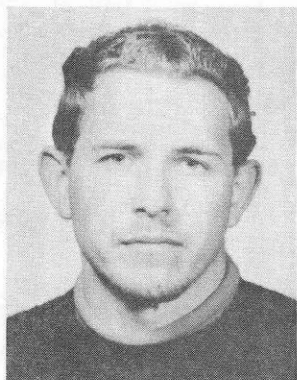
demonstrations of improved rice varieties, fertilizer, and irrigation systems in both rainy and dry seasons. This includes helping to organize farmer-tours. There has also been some work with vegetables, i.e., corn fertilization demonstrations. In Research, IVS'ers assist in setting up field trials of new varieties in both paddy and highland rices, and in fertilizer trials. In Irrigation, IVS'ers promote self-help in building small dams or pump irrigation systems. Some IVS'ers have tackled the very challenging problem of encouraging farmers to form associations to operate irrigation systems, pump and canal maintenance, and correct conservation of water.

The kind of assistance that IVS'ers give varies with the IVS'er and the assignment. Probably, the ideal is the accepted-advisor capacity. Suggestions as to 1) how to teach farmers methods of fertilization (proper rates), 2) how to properly and safely use insecticides and spraying equipment, 3) how to set up research field trials which will yield valid data, 4) how to set up a pump and canal system . . . are some of the ways in which IVS'ers have helped. Of course, if the IVS'er is the only one in an area who has a jeep, he'll be asked to transport agents, farmers, fertilizer, and other commodities. In general the types of activities which involve the IVS'er will depend upon the kind of personal relationship that he achieves with the Lao Agricultural official.

(Marcus Bordsen)

VILLAGE LIFE: THE HUSBAND

Working on a low-priority refugee resettlement project is probably one of the least-directed jobs open to an IVS'er. The freedom is tempered by a certain amount of frustration and confusion; however, as it often seems nothing constructive is happening, even if I knew (which I often don't) what constructively could be happening. Nevertheless, it is an exciting job.



Whatever initial commodity relief is necessary to new groups of refugees is handled exclusively by USAID and the RLG; therefore, although the villagers do not totally distinguish between IVS and USAID Americans, I am not called upon to be a supplier-figure in their eyes. Instead, because my job is mostly to work with and assist the resettlement effort, planning and improving the new

villages, I am able to work on a cordial and not strictly defined basis with villagers and RLG employees. Not having always to be "project-oriented" has enabled my wife and me to live in Nam Thone almost as members of the village though, of course, always somewhat removed by our status and wealth as foreigners.

I believe the challenge of a job like this is that one must be able to come up with a constructive response to an innumerable variety of situations, and that the response must be relevant to the people involved. One soon learns that naive community development cliches (for example: "Well, let's have a village meeting about it," or "the government has a program that . . .") are greeted by the quiet derision they often deserve. Learning what the people have done, can do, and/or consider reasonable is extremely important, as is gaining their respect as a person who is not out of touch with their definition of reality, and willing to help, by their methods, when they feel help is needed. The mechanics of getting families to clear and develop land for a village and farm has by now become a minor part of the job because there are very few new arrivals in the Nam Thone area. Rather, it now becomes important to be able to go without seeing any visible results for long periods of time, yet continue to visit, talk and work with the people, asking and answering questions, discussing ideas, gaining trust. Then, when a chance to do something concrete presents itself, you will know how, when, and with whom to act, without becoming so excited about the prospect of a significant accomplishment that your excess enthusiasm alienates the villagers and blinds you to their reactions.

Being married in this job has several advantages. The family unit is something that is understood and accepted by the Lao people, and living as a family facilitates our relationship with the people in many ways; many otherwise difficult areas of work and living have been opened to us. We have also been able to develop our house and yard as a moderately productive unit, though not so well as the Lao in many respects, gaining a feeling of accomplishment at times when it is available from no other source, and also living in some degree within a context that is familiar to our neighbors. Of course, working as a couple also provides a ready source of encouragement, criticism, and companionship, though it is often an easy temptation to stay in the familiar shelter of our home and not go out and visit and work with the villagers as we know we ought. Crossing that initial gap of cultural incomprehension and discomfort is a difficult and often unpleasant process, but it must be done if one is to ever be effective in one's job. After a year in Laos, I am at last beginning to feel at home with the Lao language and the people of Nam Thone. Perhaps, I am even beginning to understand what it is I can really do here.

(Randy Ireson)

VILLAGE LIFE: THE WIFE

In our almost unique position of having the freedom to develop many of our own goals (USAID has only small local projects as this is a low priority area), a satisfactory life is evolving for us. I work with the RLG home agents two or three days a week and spend the rest of the time working in the garden or with the chickens, doing housework and visiting. Randy and I spend a lot of time together because part of our job, as we see it, is creating a home in Nam Thone that is understandable to the Lao, so that we will be accepted as neighbors. On our own home plot we have a garden, as the villagers do, but we plant and care for it differently. Many villagers have chickens, but few are as big as ours and none live in a cage all of the time. We hope by living and working here we can show the villagers alternative ways of doing things that may be more healthful or more productive.



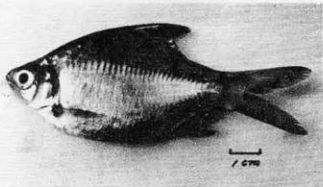
Being married, my experiences of Laos are somewhat different than those of a single girl.

Without a husband, I would not be allowed to live and work in the countryside, far from any city. A single person, unrelated to a family, is a rarity in Laos, so this can make the single person more unusual and set apart than the married couple. It's easy, though, to withdraw into the familiar comforts of home when things get discouraging or frustrating. Also, a husband or wife must spend a certain amount of time and energy building and maintaining the marriage relationship; whereas, a single person might use that time and energy to visit with the Lao. However, it is good to have someone to try out your ideas on or solve problems with, and someone to laugh and cry with when life in Laos becomes too absurd for words.

(Carol Ireson)

IVS AND FISH

The importance of fish as a protein source in a person's diet is an established fact. In Laos, fish hatchery stations exist at three locations--Luang Prabang, Vientiane, and Pakse--and one is being installed in Savannakhet. Farmers and other people interested in growing fish exist everywhere. However, there has not been an established program to bring the hatcheries and potential growers together except in a limited number of refugee camps and in the immediately



surrounding areas of the hatcheries until now. Jack Donnan, IVS, my predecessor in this field, helped lay the groundwork and drummed up a lot of the enthusiasm that has made the establishment of such a program possible. IVS is involved in the fish culture program of the Royal Lao Government and U. S. Consultants (USAID) in the two important areas of extension and training for extension. IVS has assigned one volunteer, thus far, to work with and among the different governmental bodies,

the station at Luang Prabang, and those who want to grow fish. In my first two weeks, I have been involved in everything from teaching farmers how to raise the fingerlings they buy for the hatchery, to teaching my counterpart some of the science of successful fish culture.

The Royal Lao Government, through its Agricultural Extension Service and its Division of Water and Forestry, will provide an increasing number of fish specialists and extension agents who will gradually assume the responsibility of running the fish hatchery stations and aiding the farmers and other fish growers in overcoming their technical and marketing problems. If my counterpart's enthusiasm and rate of learning are any indication, then the time when Laos will be self-sufficient in fish and fish culture expertise will soon come.

Working myself out of a job will be a most delightful experience. Maybe then I can relax and just go fishing.

(John Bryson)

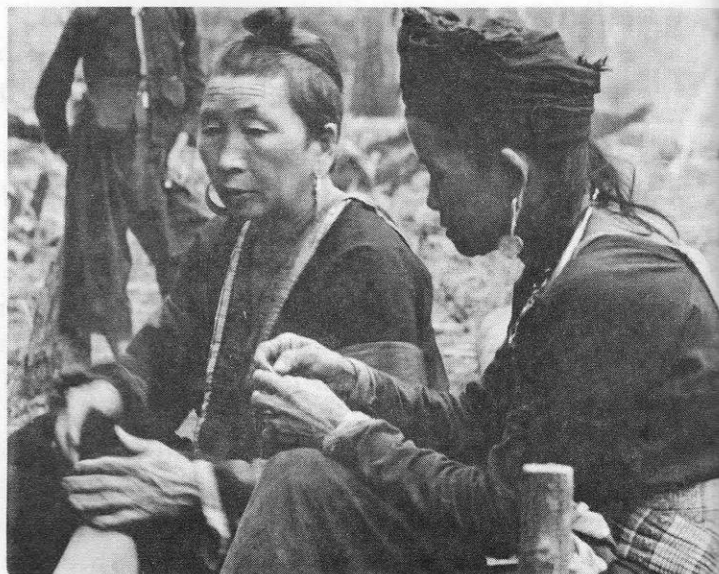


REFUGEE RELIEF AND RESETTLEMENT--MUONG PHIENG STYLE

As a member of the Rural Development Team, approximately eighty percent of my working effort is devoted to refugee relief and resettlement with about eighteen hundred Lao, Meo, and Yao refugees. The Meo and Yao are hill-tribe people closely related to the Chinese; whereas, the Lao are paddy farmers and more closely related to the Thai.

The Meo and Yao arrived in the Muong Phieng area in 1967, and the Lao arrived in February of this year. Basically, my involvement with the two groups is quite similar, although the Meo and Yao

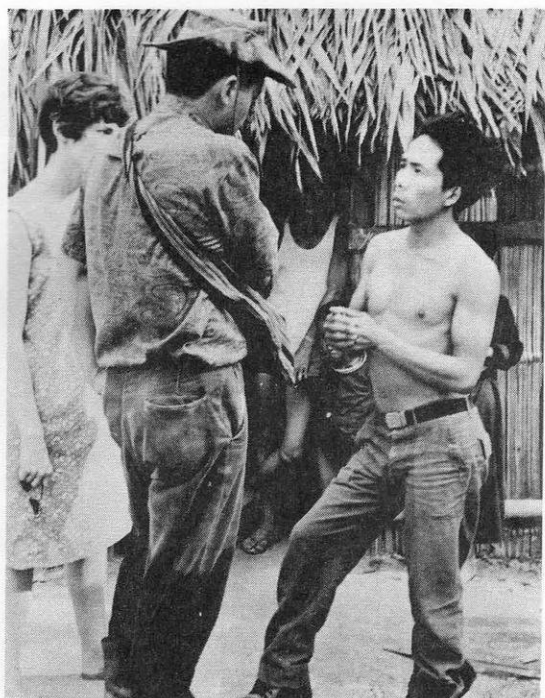
consume a far greater portion of my time since they number about seventeen hundred of the total. We (this is by no means a one-man operation) are basically trying to re-establish these people in such a way that they will no longer be treated as refugees, but as settled, paddy or hill farmers, as the case may be.



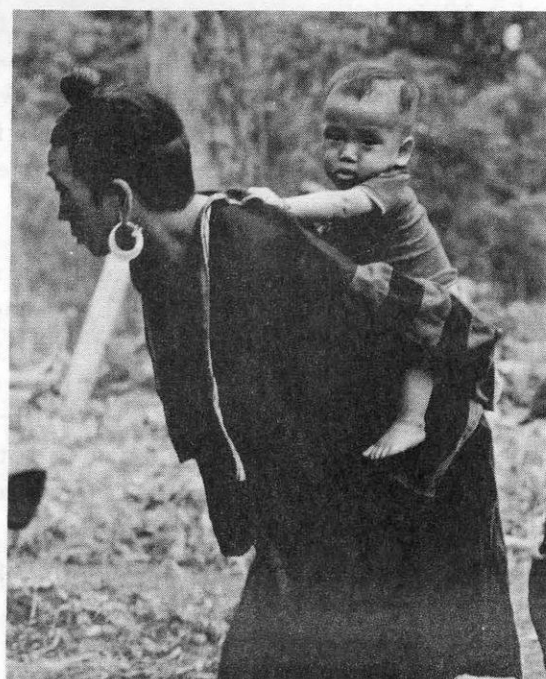
A good deal of our concern is furnishing the basic necessities of food, clothing, medical care, hand tools, and shelter. Most of the refugees upon arrival have with them little more than what they can carry personally (the old story for all refugee groups down through history); thus, the first priority is material aid to help relieve some of the more overt discomforts of being a refugee. A good deal of my time is actually spent supervising the distribution of commodities provided by the United States Agency for International Development. Of the several items provided, rice has been the most cumbersome, amounting to about fifty tons per month; most of this rice has necessitated making local purchases and then transporting the rice to storage areas for eventual distribution. With a limited budget, it has been necessary to use as much refugee



Tom Xerri with refugees in Muong Phieng.

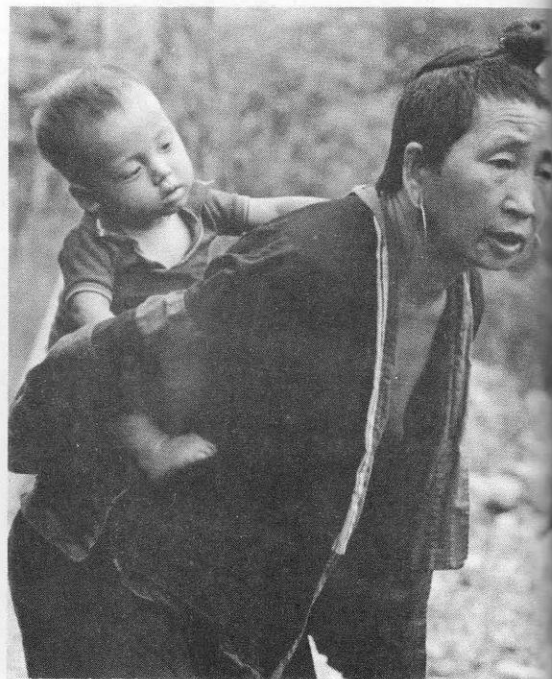


Tom Xerri and Carol Wells
listening to Meo refugee medic
tell of needs at Nam Pou, Muong
Phieng Cluster.



self-help as possible, which means the recipients must help collect and distribute the rice. This saves on handling costs and gives the refugees an opportunity to feel they are helping to better their own conditions.

Helping to facilitate communication between the Refugee Relief and Resettlement Branch of USAID, and the Muong Phieng refugee operation is a less exciting activity; but, still quite necessary. This is accomplished by monthly reports, memos, radio messages, and periodic visits to the Branch Office in Vientiane. For any organization to function there must be a communication channel, and I guess I am a part of the channel, to link organization and refugee.



After working with the Meo and Yao for a couple of months, it became necessary for me to acquire a field assistant. His name is Yang Ying and he hails from a former Meo refugee village not far from Muong Phieng. Yang has proved very helpful in my contacts with the Meo and Yao as many of them do not speak Lao and I do not speak Meo. His ability to translate Meo-Lao has lessened the amount of frustration on several occasions between the refugees and myself. In addition to his translating, he has helped on such community development projects among the refugees as village sanitation and gardening. Recently, he completed a survey to determine the swine population acquired by the refugees since their arrival. This data will help us to start a swine project with longer-ranged objectives than the emergency relief now being given.

One thing impressed upon me in working with Yang Ying is the importance of using local people when and where possible. This is especially true in longer range community development projects of the type Yang Ying has been involved. By helping him with materials and with a little encouragement, there is no doubt that he can be more effective in the long run than myself. I might add that Yang and myself have a lot in common during off-duty hours in that we both enjoy visiting remote villages and hunting.

This is, very briefly, the refugee program in this corner of the Royal Kingdom of Laos.

(Tom Xerri)

A DAY IN THE FOREST

IVS Forestry Team:

The villagers of Ban Na Tham were scattered below us in a grassy field next to their village. They were waiting for our helicopter to land. This was a big day for them because never before had they a chance to see a chopper up close. While we were landing, shutting down, and checking the security situation with the soldiers, they waited patiently at the edge of the field. At last the lieutenant said it was all right, and the men, women, and children hurried forward oohing and aahing to look at and to feel the "flying boat." So excited and pleased were they to see us that they threw a big feast in our honor and tied strings around our wrists to keep the good spirits in our bodies and the evil spirits away. All we had come for was to work another day on the forest inventory program which the IVS Forestry Team is helping to advise.

The preparation for this day, in that it was basically a day like all days, began weeks before when we first began to train our men and to establish an inventory procedure. The Lao foresters were trained in the basics of forest inventory. They learned such things as how to take an inventory plot; what trees to measure and how to measure them; how to measure distances and run a compass line; how to recognize different vegetation patterns and their significance; and, how to use maps and aerial photographs.

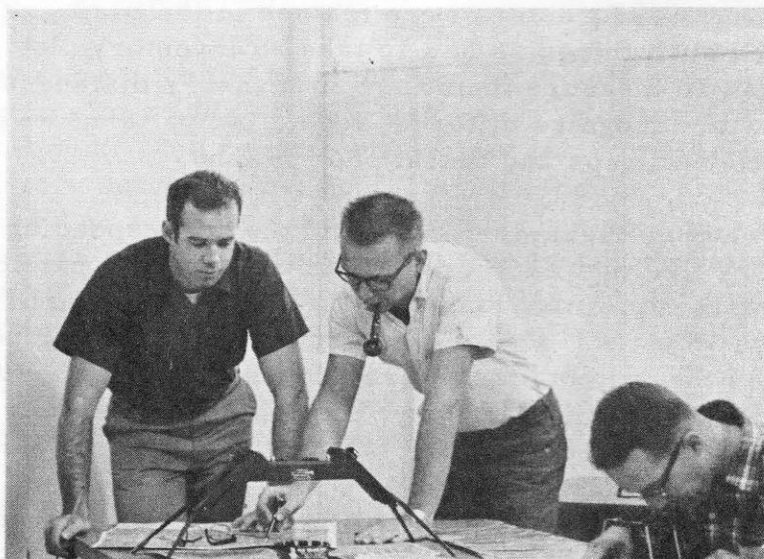
In the office we had already delineated on maps and the corresponding aerial photographs the inventory line that each crew would run for that particular day. The lines were from one to two klms. long and, at 150 meters apart, would have anywhere from 7 to 15 plots. The crew's beginning and ending points were marked, as well as the azimuth they were supposed to run on. All of which provided a record, of varying accuracy, of where they were so that we could better utilize the data they collected.

By the time this particular day occurred, the Lao had reached a degree of proficiency so that they were able to do the field work without our direct assistance. We continued to prepare work and kept things coordinated and running smoothly.

When the crews had all returned to the village, we made ready to fly back to Vientiane. Again, the people gathered--this time to bid us farewell, and to shake their heads in disbelief as the pilot lifted the chopper two feet off the ground, did a 180 degree turn, and flew off. The villagers had something to talk about for many days to come. We had the good feelings that come with generous hospitality, as well as inventory data to add to that of days previous and that of days to come. All of which will help to give us a better idea of what the forests of Laos are like.

The data collected will give us some knowledge of the general condition of the Lao forest, as well as aid us in planning next year's work and the years to come. At present, we are in the process of conducting training courses in photogrammetry, cartography, and compilation, and other related areas of forestry. Using the data collected this year as a guide, we are training the Lao to distinguish and delineate various forest types along with other pertinent features on the aerial photographs. The next step is the making of maps from these photographs. These maps will be used to develop next year's field inventory work, as well as give us a better idea of the general ground condition in Laos and the location of the various forest types. Along with this work, the data is being compiled to give us volume figures upon which to base future management plans.

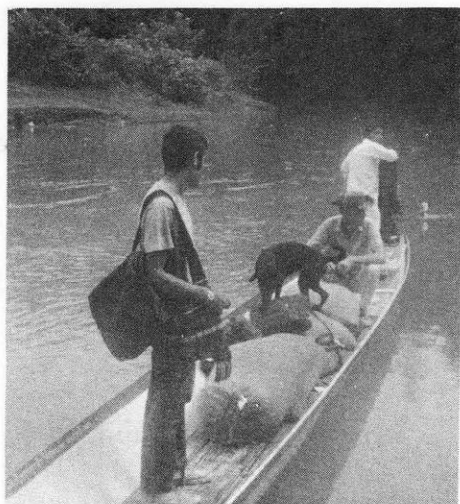
Since we have begun our work, the Lao have learned much. We have done a lot of work, but there is still much to do. Just as the helicopter was new to the village we visited, so is the concept of forestry and what it proposes to do in Laos new to most Laotians. The future of forestry in Laos, whether



Jim Mahlia, Tom Zacharczyk, and Ed Myers work with the Lao government in developing a forestry program and training forestry workers

or not it will become a viable concern, depends on these people and their willingness to accept and abide by the restrictions and demands a forestry program will place on them. Our work is just the beginning, a mere laying of foundations for future generations to build on. So far, it has been an enjoyable and educational experience.

(Tom Zacharczyk)



IVS IN BAN DONE

Bathing women and small boys fishing greet the gaily colored white and red pirogue with shy smiles and laughter as it slides up onto the bank. The two Americans acknowledge the greetings with the traditional "sabahdii" and with their paraphernalia--radio, survival kit, sacks of rice--make their way through the village. The quiet rhythm of the village remains undisturbed by the presence of the two Americans. An old man pauses to shake hands, make brief conversation, and passes. Nothing seems to be conspicuous about this pair--one tall, lanky blond, wearing white bermuda shorts; the other short, dark-haired, sporting a battered Boy Scout hat--

In the boat: Alex, the rice, Bertha, Cort, and Kamdii.

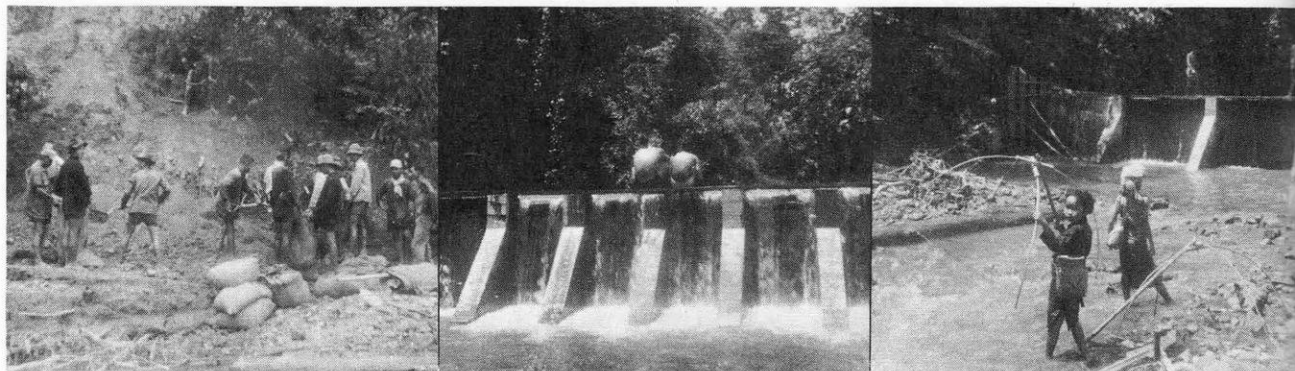
for IVS'ers Cort Van Riper and Alex McIntosh are quite at home here in Ban Done.

Ban Done, located 120 kilometers north of Vientiane, is a relatively short three or four hour drive during the dry season; but, when the rains come, it is accessible only by boat, an additional six hours. This problem of transportation is one of the main obstacles to development in the area, but it cannot compare with a much greater obstacle--that of the conflict in Laos. Only three years ago, the Ban Done area was Pathet Lao territory and many of the villagers remain loyal to their cause. Often at night, sounds of strife can be heard, and it is always a feeling of gnawing uneasiness that Cort and Alex carry with them on their treks to surrounding villages. A small army camp exists at the village, and the Colonel is a man to be duly feared and respected; but, even his presence cannot deter a "raid," as a previous attack on their house has proven. But, as most IVS'ers in the field, they have learned to live with the sense of danger. Fortunately, for Cort and Alex and their assistants, most of the villagers desire only a better way of life, and concentrate their efforts on improving their rice crops and living conditions. Encouraged by this sense of determination in the villagers, the two can readily tolerate the insecurity of their positions. But, somehow, even conflict cannot erase the serenity that surrounds village life.

Work in Ban Done is slow-moving, but there is never a dull moment. Mornings are usually taken up with short trips to neighboring villages or by small business items that can be done in Ban Done itself. At least three times a week, a trip to the next village to the dam site is in order to note the progress and help any small problems that might arise. As usual, in Laos business is mixed with pleasure, and a visit to the dam means a brief respite for the laborers



Travel is often on such jungle trails.



The villagers transported supplies and built the dam under the supervision of IVS. Now, it's time to use and enjoy it.

and a swim in the river--with much frolicking and gaiety. This project is a source of immense satisfaction to Alex and Cort because it was initiated and built by the villagers themselves. Before the American AID program began to furnish material support, the villagers were hauling cement up the river in their little pirogues--a slow and tedious process. Now, with machines and trucks and guidance from two Thai Nationals, the dam is well on its way to completion. The dam will insure the villagers of a wet-season crop and enable them to produce a dry-season crop as well. With the final product so near at hand, the villagers are already preparing with great anticipation a big boun (festival) to celebrate the fruits of their labors. It is no great surprise that the two IVS'ers look forward to joining the villagers in their celebration.

During the afternoons the heat forces all work to a standstill. This is the time for letter writing, report writing, reading, or napping--usually to the quiet strains of a guitar strummed by one of the workers that frequent their house. Often, Alex engenders a new sound to the quiet air with the incongruous sounds of his banjo. Sometimes it is the sounds of the Beatles that lends the air of toe-tapping and filters out of the house to spread a more Western touch to the village scene. But, in tune with the village itself, the IVS house is usually very still. Sometimes the lassitude is shattered by tragedy as the villagers bring in a man delirious with malaria. Pain and sickness so familiar, yet so mysterious, is often a case for the village witch doctor or the local medic; but, when all this fails or when it is a sudden sickness such as malaria, the villagers seek help from the IVS'ers. It is time to shift into action again. The radio goes on and a call is put through for a small plane to take the man to Vientiane. A big service to a village so isolated, another way to help; but, imbued with the responsibility of miracle-workers by expectant, trusting eyes, an unwelcome burden and a silent, unspoken helplessness is felt by both wishing that they really could perform miracles.



Kamdii weighs rice in the village.

In the late afternoon, one by one the villagers bring their rice to be sold. Kamdii, Cort's assistant, has charge of this operation--weighing the rice, discussing the price, writing up the receipts. Kamdii has worked with Cort for a year and a half now, and has progressed from an avid student to an indispensable part of the program. Confident, eager, Kamdii acts as translator, guide, and advisor; and Cort and Alex readily admit that they could not do without him. Kamdii is dedicated to showing his people "the good way." It is through his energies that most of the work in Ban Done is accomplished.

Often, their work takes them to more remote villages--to buy and sell rice or introduce a new rice or organize a rice demonstration. During the rainy season, one trip is an all day affair and sometimes, when there is a boun in progress, the trip may be stretched to days, depending on how persuasive the villagers are, or, as in many instances, how persuasive the lao-lao is. One village, Non Phet, way out in the banaak--or boondocks--is a frequent visit. All the village is aware of the small expedition as it treks to the river--Cort, again, in his regulation uniform of white bermuda shorts, Alex in his Boy Scout hat, Kamdii and Bhoua Phing (the other assistant) taking up the lead, laughing and joking with the villagers. Sounds of sabahdii and paj saj? (where are you going?) follow them to the river. The newly painted boat lying conspicuously among the other brown, dilapidated boats is loaded with the IR-5 rice to be demonstrated, the faithful radio (security requires that they take it with them wherever they go), survival kit, and "ole" Berthax, the even more faithful dog--more frequently called "Berta" by the Lao. And, though these trips have become routine, they are always a pleasure. It is a beautiful, awe-inspiring trip with Kamdii at the prow guiding the boat through the dense Laotian jungle, maneuvering through narrow rapids, dodging low-hanging vines and floating bamboo logs, following the swift current around the mountains, listening to the calling of birds and the chattering of monkeys. To be a part of the sounds and silences of the jungle, it to be known an important reality of Laos.

Emergency:
Cort and Alex put
a malaria victim
on a plane bound
for a hospital.





Alex studies work still to be done in the village.

and Alex makes arrangements with the local gunsmith to get a few gun parts. Finally, through more jungle and over a few more rice paddies, they reached their final destination.

The tasang, head man in the area, immediately hands them a shot of lao-lao, the brutal Laotian beverage, with a hearty welcome and business commences over continual rounds of the drinking. For the villagers, it is a cause of much joking and laughter to watch the two falang downing the potent drink, but for Cort and Alex who see a long journey ahead, the name of the game is to see how little they can get by with drinking. A difficult task in the face of Laotian hospitality. The conversation is merry. A chicken is killed and feasted upon, more lao-lao is poured, and gossip ensues, and the conversation finally comes around to the usual questions. Do you have a wife or a girlfriend in America? Why aren't you married? When will you get married? To the Lao, the concept of being single is quite foreign and a source of much curiosity. But the tasang is an understanding man. With a merry twinkle, he tries to persuade them to stay the night. There are several pretty girls that they should meet. But, regretfully, Cort and Alex decline the invitation and with much difficulty take their leave--mission accomplished. The tasang has agreed to demonstrate two hectares of IR-5 rice and has bought IR-8 seeds for another crop. But, it is a tipsy caravan that weaves its way across the rice paddies toward home--"ole Berta" is leading the way and Kamdii filling the air with Laotian songs.

Cort and Alex have much to be pleased about. With support and guidance, the villagers have constructed four schools, a dispensary, and a dam. Another dam is in the planning. They are assured of a double crop and are no longer hesitant to plant IR-8 and IR-5 for marketing. Important obstacles have been overcome. They have gained the trust of the villages. But, for these two IVS'ers, as it is with most of us working close to the people in the field, essence of the experience lies in the small day to day associations

They land and dispose of the rice sacks, but their real destination lies another hike ahead through more jungle and paddy fields. But, in reality, it is more than a hike away. In the first village, they are greeted as miracle workers again. A young boy has been ill for two weeks and there is no doctor. They go to see him knowing beforehand that there is nothing they can do--again, imbued with a frustrating responsibility. But, they arrange for transportation to Vang Vieng and continue on with the persistent realization that so much more needs to be done. In the second village they rest awhile

with the people--a question, an answer, a smile, a look in the eyes--always learning, studying, trying to understand. There are many avenues to progress, some may be even more important than a dam. Little things count: a village youth sporting white bermuda shorts; another villager requesting some red and white paint for his boat; an old man squatting beside them offering tea from a bamboo glass, eagerly, earnestly, asking for English words; a game of volleyball or makato (Laotian soccer) in the evenings. But, most of all, it is the gleam of pleasure and satisfaction in their eyes that makes it all worthwhile. Only the sounds of heavy guns in the night can shatter that gleam and leave the blight of a question mark.

(Dawn Bowman)

HANDICRAFTS

It is difficult for Lao villagers and refugees to understand why "foreigners" are interested in their crafts. This is partially due to the fact that crafts, to them, serve a "functional" rather than an "ornamental" purpose. Everything they make has an immediate and specific use in daily life. IVS has been working for over two years in a handicraft program designed to insure that their ability to make crafts is not lost (as has been the case in some instances) and to reinforce the indigenous Lao culture. The nationwide program, led first by Liz Candea and now by Jack Parmenter, encourages the villager to produce traditional Lao items or things re-designed to meet modern needs.

The handicraft most encouraged is weaving, because 90% of the villages in Laos practice this skill in some form or another.

"Right now, we are working in synthetics and cottons because silk must be imported, mostly from Japan," Jack says. "We want to stress silk weaving. Weaving traditional Lao patterns in silk. At present, there is no industry in Laos, but work is being done now to encourage this industry. The villages who don't weave could produce raw silk. We would bring the raw silk into Vientiane to be processed and dyed and re-distribute it to the villages for weaving."

This program is sponsored jointly by IVS and the Royal Lao Government. It is not an official USAID project. At the moment, the IVS'er brings items from villages he visits. These items are shown to the ministry, who purchases the items. The money is given to the IVS'er, who then takes the money back to the villager.

Soon, the Lao Government will take over more of the craft hunting jobs. There is a government agent now in Luang Prabang, and two will soon be sent to Sayaboury and Thakhek.

IVS and the RLG have received much assistance from the United Nations Organization in Vientiane. The U.N., the RLG, and IVS are working with the Ecole de Beaux Arts to have the art students revive Lao pottery. They hope also to revive this craft on the village level in villages who used to produce various kinds of pots until manufactured pots, imported from other countries, drove them out of business in the past few years.

Jack is very involved with this program because he has seen in the villages he has worked with "a feeling of solidarity among the villagers who work together to produce traditional Lao items. The people re-gain a sense of pride in their culture." His biggest difficulties arise now from the fact that transportation is so poor in most of Laos, and from the fact that so many of the people he works with are illiterate, which makes bookkeeping and communication difficult."

(Crystal Erhart)

: a village woman
is drawing water
from a well

How is it that a moment in the very grips of everydayness can, without warning, reach a depth beyond itself and reveal its rootedness in recesses of time? The detail before me is common: The grasp of hand upon rope, a delicate tightening in the face, the definition of tendon stretching against skin, the pained expenditure of effort. Aspects of everydayness, but at closer view: elements in an instance of the crisis strewn history of humanity. I am the witness of an ancient drama whose heroine executes with flawless precision the requirements of her role. With buckets filled, she turns and begins the slow, deliberate steps which retrace her route home: the mapped region of her struggle for existence. I have moved to the doorway from where I watch her pass, a study in human diligence. I am revered. I say a silent tribute to this mother of the race. Oblivious of my attention she goes on her way, soon to rejoin her children in the sweet shade of her porch. There she confers precious affection on miniature representations of her self and her absent husband. Removed now from her labor at the well her world is transformed by these marvelous creatures whose sounds and movements are the measure of her impact upon history. They exist far ahead of her in some distant, unchartered future into which she projects all her untold, unrealized anticipation.

Mike Flanagan



Carol Wells teaching village women how to make and follow a pattern.

THE HOME ECONOMICS PROGRAM IN LAOS

The IVS/RLG Home Economics Program in Laos has undertaken the responsibility of improving the living conditions of the Lao population. More specifically, the following goals have been developed in order to meet the responsibilities of the Home Economics Program:

1. To increase the health, mentality, and general well-being of the Lao people through improved nutrition and sanitation practices.
2. To lower the high mortality rate (approximately 40%) through improved child care practices.
3. To assist the people with various means for increasing their yearly incomes, such as small home industries, double crop rice, etc.

The goals of this program are implemented by 48 RLG home agents in 25 locations. IVS Home Economists are stationed at three of these locations-- Sayaboury, Nam Thone, and Vang Vieng. The IVS Home Economists have the opportunity to work as counterparts to the RLG home agents, learn the Lao village life and culture, and assist the RLG home agents in planning their programs tempered by the villager's needs.

The 48 home agents located in the province are under the direction of the RLG National Home Economics Branch, directed by Mme. Boun Souei. Under her are four technical supervisors responsible for advising the home agents in nutrition, sewing, handicrafts, and child care. Three of these supervisors have been trained in Bangkok, but all of the personnel at the National Home Economics Headquarters could benefit from additional training. The IVS National Home Economics Supervisor is counterparted to the Director of RLG Home Economics; together they plan how to best implement an effective Home Economics Program.

During fiscal year 1969, the RLG Home Economics Branch will conduct two in-service training sessions in order to re-train all 48 RLG Home Agents; 24 will be trained in each of the six weeks' long sessions. The major objectives of this in-service training are:

1. To up-grade the technical skills of the RLG home agents. The home agents have received anywhere from 2-6 months of training. This is not sufficient if these agents are to bring about change in the traditional homemaking methods of the rural village women.

2. To educate the home agents in the many facets of the RLG/USAID Agriculture Extension Program and their role in supporting the program.

3. To instruct the RLG home agents in program planning. Often a Home Economics program does not get started in an area due to the agent's inability to organize her resources and plan a program.

During the training sessions, the RLG home agents will be instructed in: Nutrition and Foods, Child Care, Clothing Construction, Handicrafts, the Rice Production Program, Program Planning, Visual Aids, and Demonstrations. After this training the home agents will return to their field stations and conduct village training programs, incorporating the technical knowledge learned in Vientiane.

In the past, the RLG home agents have been limited in both technical ability and financial support; consequently, the visible results of the Home Economics effort over the past eight years are in some locations negligible. Hopefully, as the home agents receive additional training and financial support from USAID, they will become more effective in teaching the Lao population how to improve their living conditions. It is projected that villagers will receive home economics training in 150 villages during fiscal year 1969.

As is to be expected, the National Home Economics Program is not problem-free. There are many frustrations with the USAID bureaucracy and RLG Government

IVS Assistant Kheua Kham gives individual sewing instructions in blouse construction program at Muong Phieng Cluster.



Carol Wells showing villagers how to make a pattern.



procedure. For example, the financial support for the Home Economics Program from USAID is under much consideration. Many people fail to appreciate the contribution of a home economist to the development of Laos. According to the Program Office (USAID) the approval of the Home Economics Program depends on the contribution it can make to the Rice Program.

IVS policy is that all IVS'ers are counterparted to the RLG personnel in the comparable position. For the IVS Home Economist this is a challenging learning experience but also a problem-laden experience. The IVS'ers are often discouraged by the home agent's lack of dedication to help their fellow countryman, unenthusiastic approach to their work, and the bureaucratic channels one must use to reach a minor decision concerning program planning.

Working with and around these obstacles, the Home Economics Program will continue to progress. Its responsibility to improve the living conditions of the Lao people is vitally necessary to the development of Laos; thus, full effort will be exerted by IVS and RLG personnel to meet this responsibility.

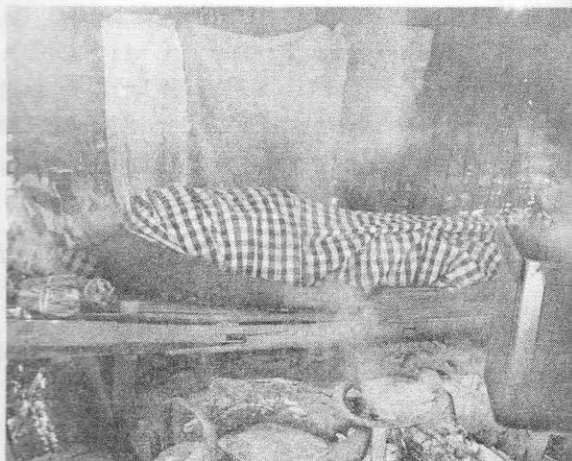
(Joanne Augspurger)

NURSING

Sue Robbins Goffard, R.N., worked as a public health nurse for two and a half years in Thakhek. She left Laos two months ago. The following is an excerpt from her End of Tour Report:

Why are Public Health Nursing Programs Essential to Community Development in Laos?

In order for a country to develop economically, agriculturally, and socially, in addition to a stable effective government, it must have effective manpower. Effective manpower requires sufficient numbers of productive people possessing enough interest and energy to work to their full capacities. Energy requires a positive standard of health.



In relation to the above statements, what is the current situation in Laos?

- A. " . . . Sufficient numbers of people . . . "
 - Percentage of men decreasing due to war casualties
 - 40% infant mortality
 - High incidence of disabling, life-shortening, and fatal diseases.
- B. " . . . Possessing enough interest and energy . . . "
 - Daily energy is being consumed by parasites, worms, mosquitoes. The symptoms of the major local diseases are fatigue and lethargy.
 - Human interest tends to dwell on basic needs until those basic needs are adequately satisfied. So long as fatigue, discomfort, pain, death continue to plague villagers, interest in community and country needs is likely to be small. (This is one reason why village interest in assuming community and country responsibilities is frequently low, much to the frustration of healthy, energetic, Western counterparts.)

C. " . . . Productive people working to full capacity . . . "

- High incidence of disabling disease
- Continuous fatigue-lethargy due to continuous ill health produced by ignorance and superstition.

People continuously plagued and weakened by disease cannot work productively to full capacity or develop as responsible citizens. (This is one reason why Lao villagers frequently work for only a few hours per day, much to the frustration of their healthy, Western counterparts.) They cannot look beyond their own miserable immediate problems of physical ill-being until something is done about those problems. Until such time, village-provincial-country responsibilities are likely to receive little attention. When a villager is dragging himself off to the jungle toilet eleven times per day, he has little concern for whether the new school gets finished on time, or who wins the next election. But, he is concerned about his diarrhea. Perhaps if more constructive assistance could be offered regarding his immediate problem of diarrhea, the villager would be more interested in and have more energy for the economic and agricultural developments which we keep telling him are so important.

RLG Activity Currently Being Done to Improve Village Level Standards of Health:

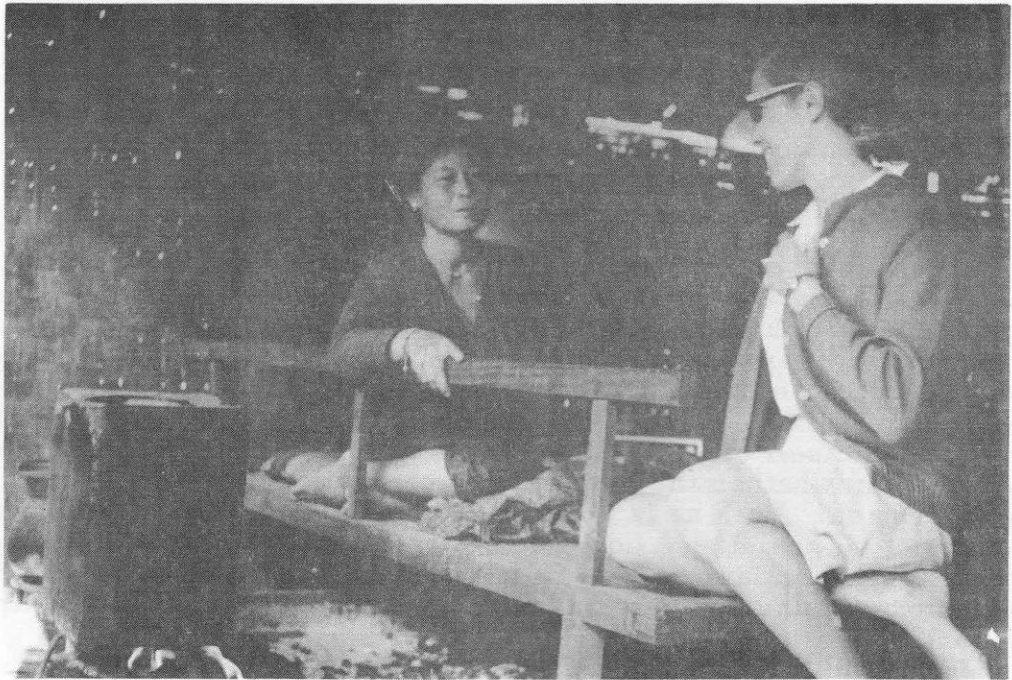
A. Curative Medicine (medical treatment of disease)

1. Hospital Centers--mainly in provincial capitals. Treat general city population and nearby villagers within walking distance.
2. MCH Centers in five provincial capitals. Treat mother-child percentage of city population and nearby villages.
3. Medic-Dispensary network available in all provinces (approximately 10-15 per province). Treatment of general village population near enough to visit dispensaries.
4. Rural midwives...located in all provinces (approximately 10-30 per province), treat mainly mother percentage of village populations. One midwife can generally provide service for her own village and possibly 2-3 other close-by villages.

B. Health Education...Preventive Medicine.

Hospital centers provide some health education, mainly for





Jane Wilczek visits a Lao wife receiving post-natal care--Lao style. Women usually spend up to 30 days in a smoke-filled room after giving birth.

hospital staff and mother-child percentage of "city populations."

MCH Centers, medics, and rural midwives offer little or no health education service. The limited training which these medical figures have had stimulates them to encourage village dependence upon medicine. Little or no attempt to introduce preventive medicine...health education...is made. Thus, the village population continues to get sick - take medicine - get sick - take medicine. The diarrhea pills and the dirty water are taken simultaneously. The people cannot get well and stay well. They exist in a constant state of ill health.

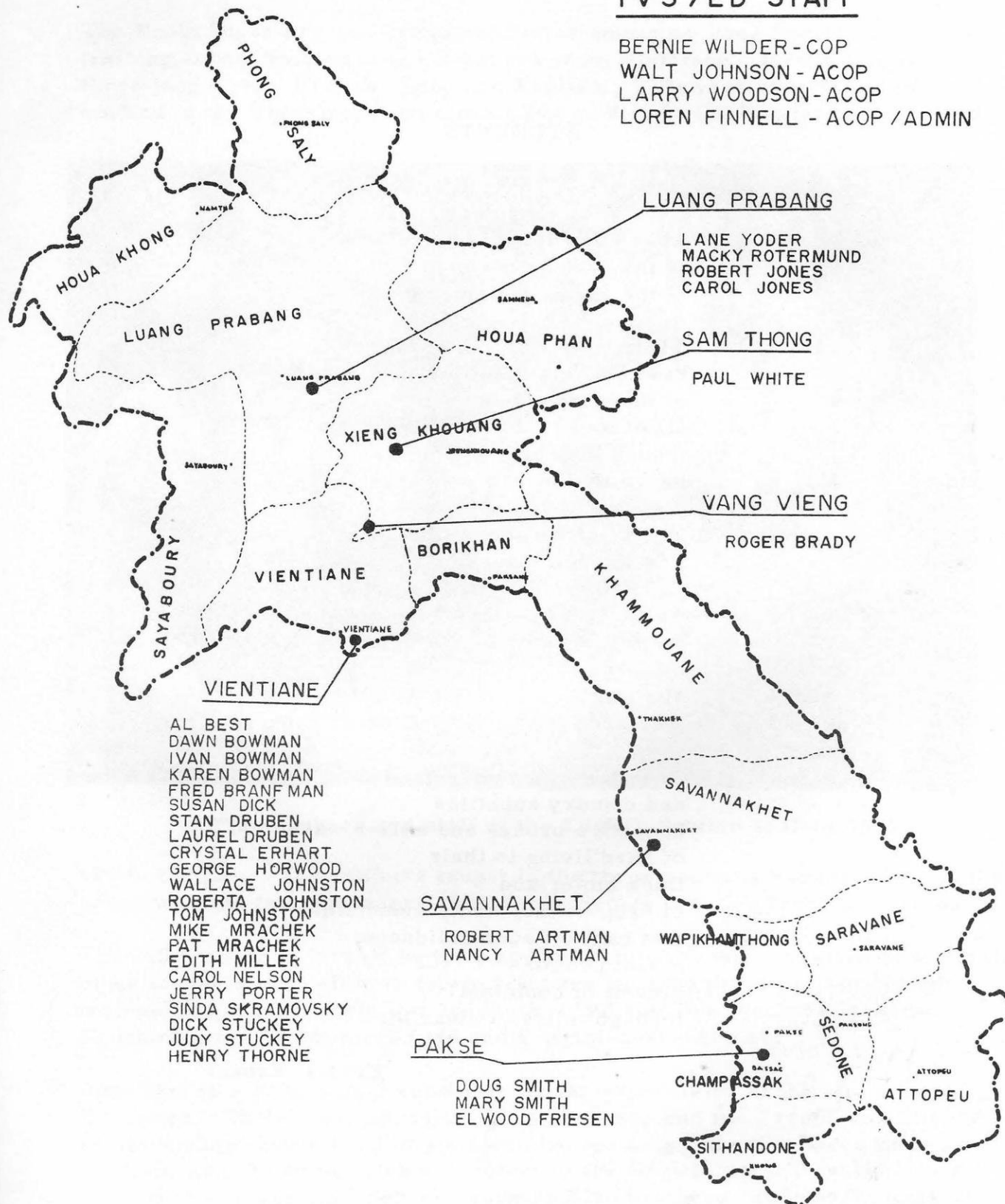
To have a "sufficient number of productive people, possessing enough interest and energy to work to full capacities," Lao must have public health education programs.

Due to other priorities, the recent contract negotiations have regrettably brought about a reduction in the desired IVS participation in the Public Health Nursing Program in Laos.

(Susan Robbins)

IVS /ED STAFF

BERNIE WILDER - COP
WALT JOHNSON - ACOP
LARRY WOODSON - ACOP
LOREN FINNELL - ACOP /ADMIN



STUDENTS

They are harshly seventeen,
a curious and potent age
when the Future, like sex,
is the dark core
at the great, weighted moon.

Their hand with children
has that deep familiarity
of those who know
all of love,
though they have never
heard its name.

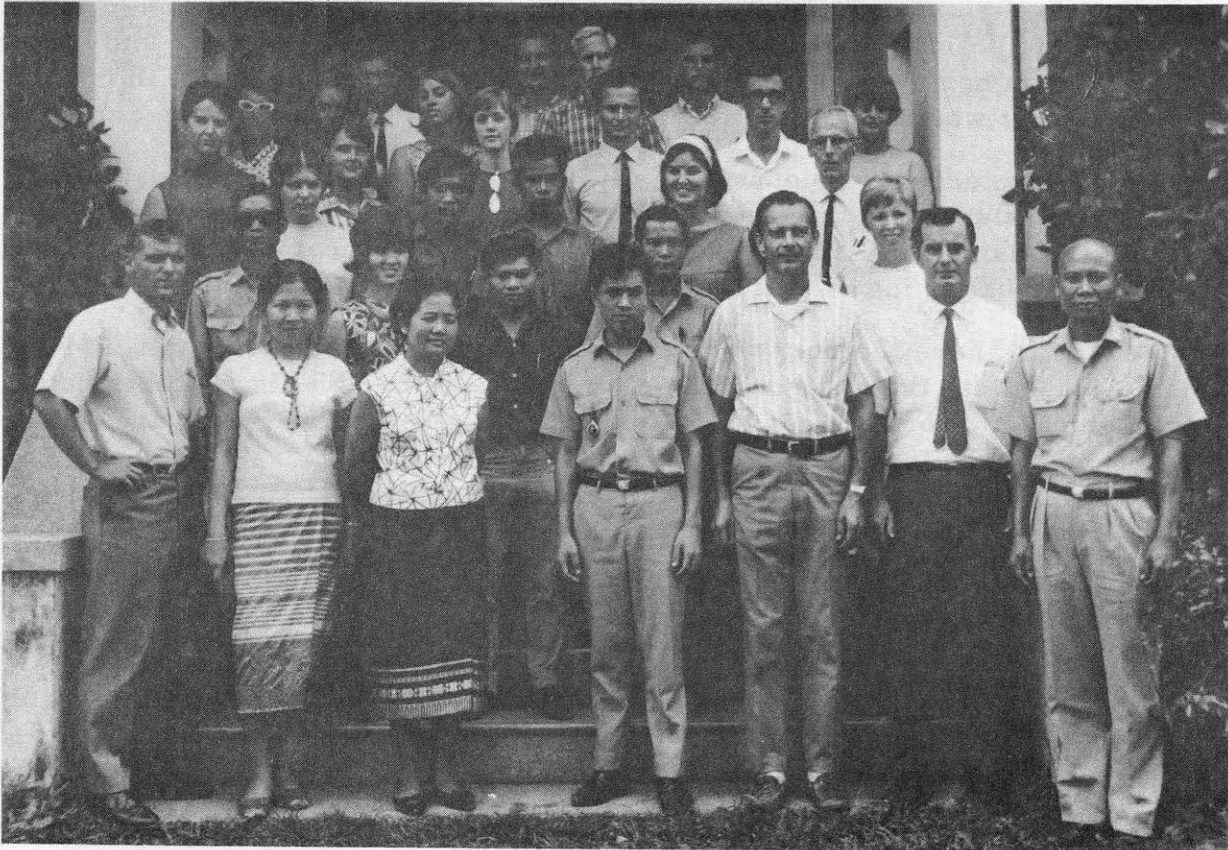
Their voices are
like the red leaves
that fall with the rare light of Laos--
written into music
the tones would not be ordinary,
but physical,
and intricate as veins and stems
free and lightly lying on bare earth.

They have a country grace,
and country appetites
beneath a bronze and amber wash
of hard living in their
thick hinterland
of deep-silled, sooty mountains
that cast off such solidness,
a vast promise
almost of contempt
through miles of clear air.

Crystal Erhart

DONG DOK

The Ecole Supérieure de Pedagogie, better known as Dong Dok, is a teacher training school located nine kilometers from Vientiane. Instruction is in three languages: French, Lao, and English. This year over 900 students studied in the French section, almost 200 studied in the English section, and



The teachers and staff of the English Section at Dong Dok.

400 in the Lao. The subjects taught in the three sections run the range of the usual subjects in a secondary school and include practice teaching classes.

The IVS teacher is invited by the Lao Government to teach English or to teach other subjects in English to future teachers because there are not enough trained Lao to train their own teachers. IVS supplies teachers in Home Economics and Mechanical Arts and a Maintenance Advisor.

Dong Dok is a government school under the supervision of the Ministry of Education. The school administrators are Lao, and the French and English sections each have a head of staff who serves as a liaison between their teachers and the administration. Most of the English section teachers are IVS, but there are also British Colombo Plan teachers, and one Australian.

Dong Dok students come from all parts of Laos after they have had six years of primary school and have passed the entrance examination. They study here for from two to nine years on a government scholarship. Almost all students live in the dormitories on campus, and the teachers live nearby in the 41 apartments and nine houses built by USAID and maintained by the Royal Lao Government. The school maintains kitchens and a dispensary on campus for the students.

The goal of IVS involvement at Dong Dok is to train Lao teachers and to help Laos develop her own school system. IVS teachers in Laos want to make possible what was expressed this year at the Dong Dok graduation ceremony:

"We all know that every country has its national language that is used in all levels of education. I think it is important for Laos to use its national language. By using the Lao language, all Lao can be educated. Through education and the hastening of patriotism, our country can advance and develop.

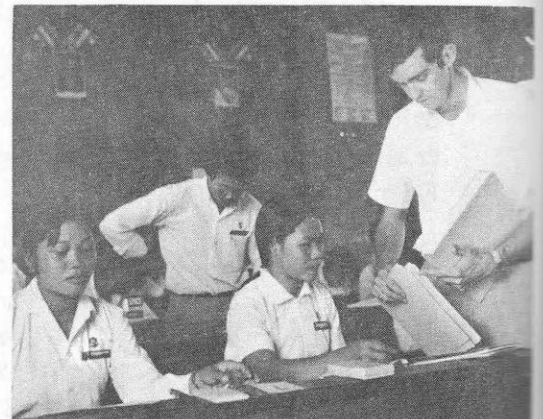
"All teachers have the duty to give their students a broad education and common aims. But, the teacher can only teach when he and his students can communicate. For this reason, Lao should be the national language of instruction. When using a foreign language, it is only necessary for the student to memorize the material the teacher presents, but cannot explain to him. Some teachers think that when the student has memorized the materials he understands it. This misleads the student into thinking that memorizing is learning. This is why using Lao, even with a smaller vocabulary, is a clearer way to teach.

"The teacher should be careful to use all Lao words and not to insert foreign words. If the teacher uses foreign words, the students will try also, but they won't know where, when, or how. The words will not be clear and will have no meaning. The teacher and student will not understand each other. The language used would be Lao-French, not pure Lao nor pure French. The teacher should try to use Lao in many subjects, especially sciences and mathematics which pose more problems than other subjects. In the future, when the child forgets to use the foreign language, our problems will be reduced and using the Lao language will be easier."

George Horwood developed the first extensive visual aid program in education.

VISUAL AIDS IN EDUCATION

The purpose of a visual aid workshop is to instruct future teachers how to make teaching aids for their classes. A workshop is not a showcase of affluence. It uses materials readily available in Laos, and it uses the talents of the Laotian people.



The administrative authorities first request a workshop, and then support it by providing Laotian teachers, classroom time, and space. The pupils, or future teachers, then do their best to make the designated aids appropriate for their future needs.

These aids vary with each workshop because some trainees will be teaching elementary school, while others will be instructing at the secondary level. Therefore, the aids for reading and mathematics, for example, will vary with each workshop. Bamboo, paper, sandpaper, rubber bands, felt, and other easily available products, to name but a few, are used extensively. Aids from these products consist of easels, flash cards, clock charts, felt boards, cut-out alphabets, and numbers (both Lao and Western), meter sticks, pens, brushes, water filters and many other aids that are of prime importance in a developing country. A visual aid workshop can be for two days, a week, a month, depending on the request from the school administrator.

The future plans for this program are made and the support from IVS is extremely vital to its success. The volunteers in the different provinces throughout Laos play an important role in making workshops a worthwhile project by supporting its aims and goals.

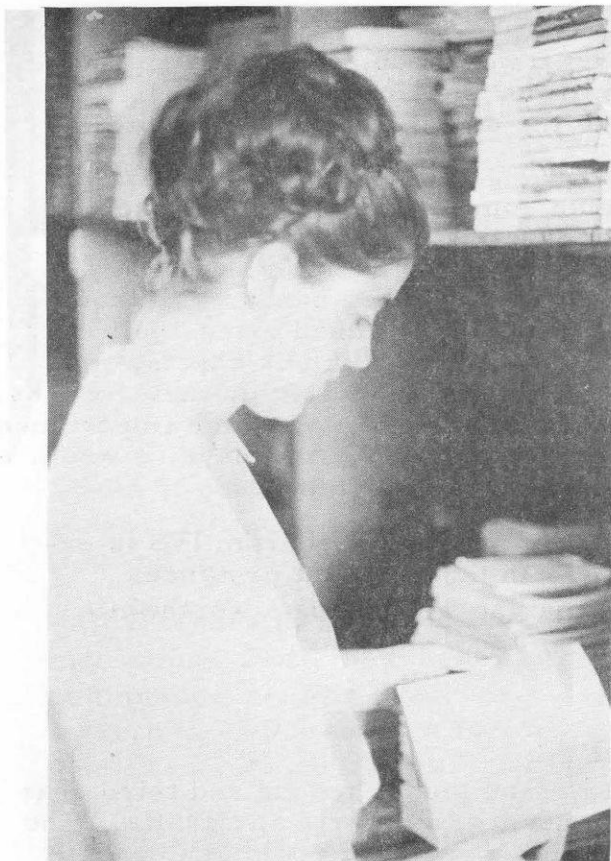


ARTS AND CRAFTS:

This year Carol Nelson taught second and third year English section students basic arts and crafts. The class was held in the special art room at Dong Dok, and it included pinch and wheel pottery, glazing and firing, wood block prints (used as illustrations in this report), spatter painting, water color, and design. Another Lao teacher, Mrs. Vandy, taught a similar course to first year English section students.

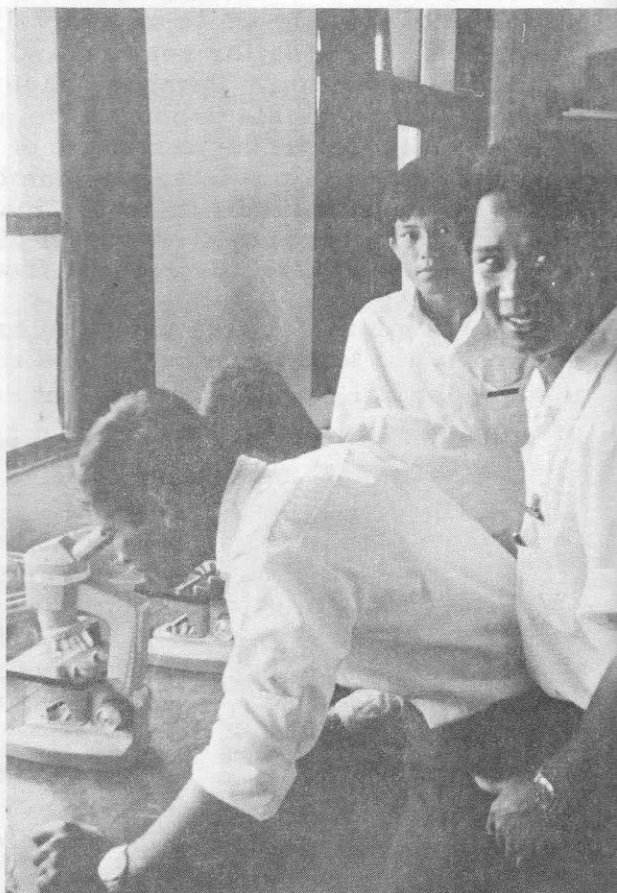
This year several IVS teachers at Dong Dok decided that just because they were in Education didn't mean they shouldn't experience village life. They moved into Lao houses in two small villages near Dong Dok and enjoyed it so much they hope future IVS arrivals will continue with this idea.





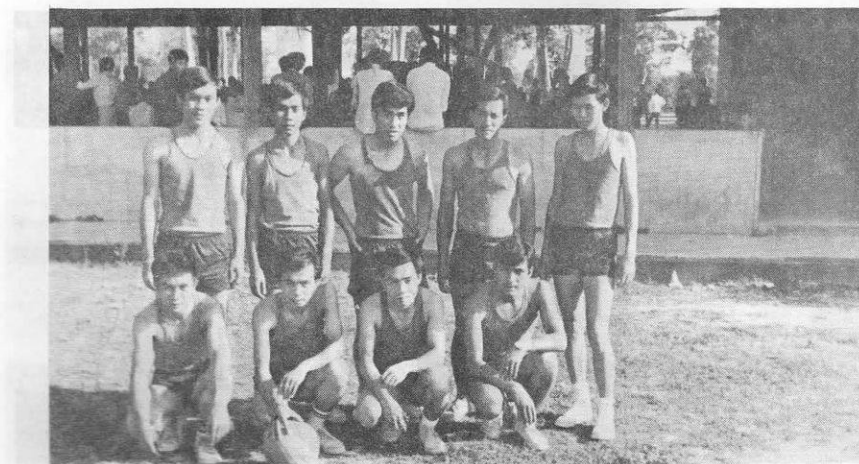
Left:

Bobbi Johnston filing books in the Teachers' Room.



Right:

Students learning about the microscope in Science Class.



Left:

The English Section Basketball Team.



Left: ft:

Stan Druben observing his
Chess Club.



Right:

Madame Pingkham,
Head of the English
Section.

THE DONG DOK FARM

Waking up in the morning at 7:00, I felt a little dreary. The night before I had stayed up late preparing for the day's classes and now my eyes were telling me that I had stayed up a little too late.

Even though my classes weren't until the afternoon, I had to get up now because there was so much other work to do. That's one thing about this job. There is always something to do.

After eating breakfast, I drove through the campus on my way to the school farm. This farm is used for instructional purposes, and a lot of work had to be done to prepare it for the next year's classes.

I drove towards the hog barn where five gilts and one boar are kept for instructional purposes. On the way, I found myself wondering when the rains would come since the grass was dry and the hogs needed green feed.

Reaching the hog barn, I got out of the jeep. I noticed one of the farm hands (called "coolies" by everyone here) standing on the porch of his house which is near the barn. I greeted him with an exuberant good morning--in Lao, of course.

He returned the greeting and followed me into the barn. He motioned to one of the gilts and said something to the effect that she was not well (even after nine months, the work load had been so much that I couldn't study Lao like I should have; therefore, sign language was used just about as much as the spoken language).

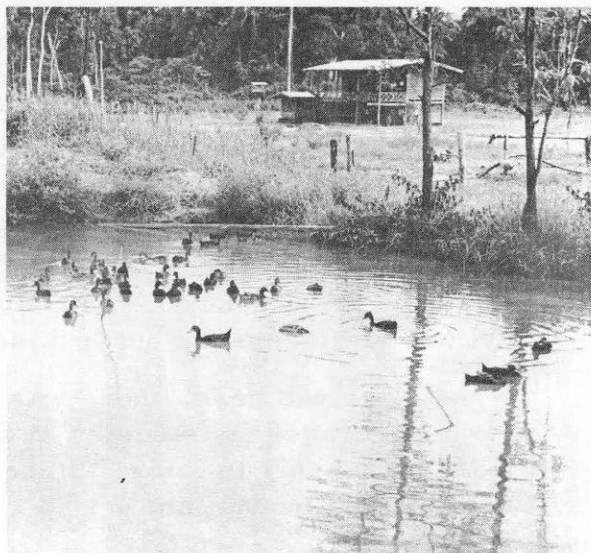


I looked closer and noticed the gilt had a cut on her leg. I went to the medicine cabinet and got a homemade mixture of creosote and grease to kill the worms that had gotten into the wound. I also gave her some penicilin for insurance.

After having looked over the rest of the hogs, I left the barn, but just before I got to the jeep, I noticed that the compost pile I had started a few days earlier

Henry Thorne on his way to check the garden.

didn't look like it was getting any bigger. I had told the farm hands to place the hog manure on the pile every day. After several minutes of questioning, I figured out that they were putting the manure in the fish ponds instead. I knew I would never find out from them why they did that, so I figured I would wait until I saw the farm manager and ask him. (I was to find out that the reason they put the manure into the ponds was because the farm manager had told them to--after I had told them to put it on the compost pile.)



Ducks on the Farm Pond.

The next stop was the chicken house--about 100 meters away--where we had some Rhode Island Reds and Leghorns.

As I was looking over these chickens for any unhealthy signs, the farm manager drove up on his motorbike. (It should be mentioned here that the farm manager is actually in charge of agriculture education in all of the similar schools in Laos. He was on his way to assign the tractor driver his work for the day when he saw me.)

As we stood there talking about what we were going to do that morning, another farm hand came up and told us that some of the hens were laying soft eggs. He showed us some. Our first conclusion was that it was due to a deficiency of calcium, but the ration I had formulated contained what I thought to be an adequate amount. (When I later checked the ration, I found I had miscalculated so more calcium was added and there were no more soft eggs.)

After looking over the chickens, I turned my attention to a rice paddy I wanted to make between the hog barn and chicken pens. I had gotten some rice seed from USAID and wanted to make a bigger paddy than the one already in existence. As a reply to my idea, the farm manager said he thought it a good idea that another paddy be built, but that it should be built at another spot farther away from the buildings and nearer a swampy area where adequate water could be obtained. I felt that this wouldn't be best since the paddy would be too difficult to reach and, therefore, would not receive the care and attention that mine would--the place where I wanted the rice paddy was much closer to the road; hence, more easy to get to, and had just as much water available.

This discussion went on for a few more minutes when the farm manager finally gave into my idea.

While this may sound all well and good, there is a problem here that doesn't meet the eye. Whenever a decision is made it should be made by the farm manager and not by me. The problem is that I have to be able to influence the farm manager's decisions, while at the same time make him believe the decision was entirely his. In this particular situation I was not sure that I had succeeded. I had the feeling that I hadn't. The only thing I could hope for was for my idea to work so well that he could see that it was better.

I cannot forget education. It always seems to take second place when agriculture is discussed, but it is actually the most important.

When I arrived here, there was an inadequate agriculture education program for a portion of the students at this school and at some of the other teacher training schools in Laos. Since then, much of my time has been spent helping my counterpart set up a curriculum that can be applied to all the

teacher training schools in Laos and one that would give the students a more complete education.



The farm hands at work.

The attempt to establish student projects in both livestock and gardening in connection with this new curriculum is the focal point of the whole education effort now. The ultimate goal of the student project idea is to have the students grow vegetables and livestock for profit and to gain a better appreciation for agriculture.

Besides the student projects, the farm has been maintaining several hogs, chickens, ducks, and some fish to demonstrate the phases of livestock production, such as breeding, that normally would not be shown in a student project.

Although USAID pays for all the material expenses used in connection with the Ag program, it is run pretty much the way the school and my counterpart want it run. That's the nice thing about my job. I am free to develop the agriculture program through my counterpart without any strings, which a person might normally expect, being attached to the money.

There have been some conflicts between myself, USAID, and the school administration as to how the agriculture curriculum and student projects should be handled, but everything seems to have been worked out and all we need now is time and hard work.

(Henry Thorne)

EDUCATION IN THE FIELD

Education in the field as an education advisor to an ENI is exciting work because of the closeness of the changes that can be effected by education. The IVS'er working in the smaller ENI's has a chance to work in a greer situation than is possible in the larger schools because he is generally assigned to the school as an advisor, not in a specific job slot such as English teacher, math teacher, geography teacher, etc.

For someone with initiative the work can be very creative. Living in a small village, working in many cases with ethnic minorities that have tradition of literacy, and who practice subsistence agriculture with primitive tools and methods, can set the guidelines for practical programs in education. The education advisor can do a great deal to bring about development and desirable social change by being aware of the political, social, psychological, and cultural values that form the context of village life as it changes from its traditional or colonial form.

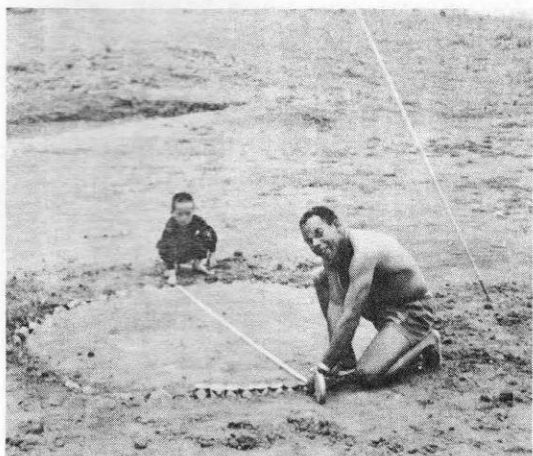
The teachers and students that he works with, for the most part, return to the villages and teach within one or two years after contact with the ENI program. They are not training to study overseas or to do administrative, technical, or governmental work in the cities. Because of this, the IVS'er who works most efficiently with these people in programs which are designed to meet the felt needs of the communities that they are working in usually end up in programs related to agriculture, community development, basic craft skills, etc., rather than in academic programs.

The education advisor living in the field should be aware of the importance of the primary education and, although assigned to ENI, should keep in mind the fact that he is primarily training people who are going to be primary teachers. Until now, it has been up to the education advisor on his own to shape programs

With a few old cans and, presto--a new shot-put ring.



Paul White advising a summer workshop.



relevant to the primary school program and oversee his practice teachers in the classroom. Next year some IVS'ers will be assigned specifically to the primary schools with this as his primary responsibility, and an important tie will have been made between the primary school and the small ENI's that train primary teachers. There are many opportunities for original work and expression in the area of educational planning and development for the IVS advisor working in the field.

(Paul White)

THE SUMMER WORK PROGRAM

Since 1964, USAID has financed and administered a summer work program for Lao students. This usually involved about 100 students and was conducted over a period of approximately 10 weeks. The main drawback of these programs was that they were directed by different personnel and division staffs, resulting in little continuity and almost no follow-up.

In April of 1968, following a request by USAID, IVS agreed to conduct the summer program for students. After discussions with USAID, it was agreed that IVS would provide a volunteer who would be available full-time to administer the program. It was also hoped that a second volunteer would assist the program on a part-time basis.

To put the program into action, IVS proposed that the volunteer administering the program would communicate with all USAID offices and request descriptions of jobs which could be performed by Lao students. At the same time, all secondary schools in the country would be approached to determine the number of students interested in summer work and a description of their qualifications, interests, and abilities.



RLG official and summer students discuss fish pond operations.

When these two steps had been taken, students and jobs would be matched to provide the appropriate student-job combination. At this point, with students working under the supervision of personnel from the division to which they were assigned, IVS would visit the students at their work locations and

evaluate their individual performance, their working conditions, and the effectiveness of the overall program.

By the end of June, IVS had received about 500 applications from Lao students who were interested in participating in the program. From USAID divisions and from IVS, 164 job requests were received.

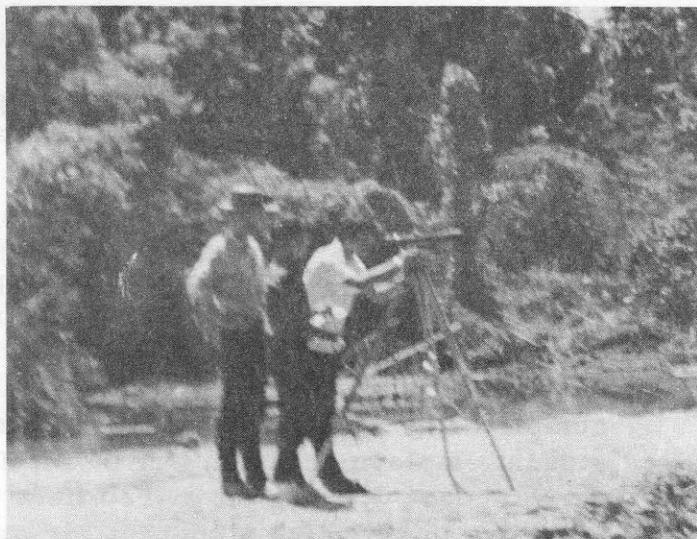
In reviewing these requests and in keeping with the project agreement approved by USAID, the following criteria served as guidelines:

1. To provide the Lao student an opportunity to work in and become familiar with the development process in Laos;
2. To provide on-the-job training, where possible, within the students' field of interest and study;
3. To afford the student an opportunity to work with and become better acquainted with Americans and the part they play in the development of Laos.

Although the program began very late in the year and final approval for the project further delayed implementing the important initial stages, the difficulties in obtaining job descriptions and student applications were finally overcome and 149 jobs were approved for the same number of students. In this selection, a major qualification was that each student selected had to have at least one year remaining in school.

Actual student placements included:

- 32 student agricultural workers (nation-wide)
- 24 student literacy surveyors (nation-wide)
- 23 student census enumerators (Pakse-Thakhek)
- 18 student school constructionists (Vientiane-Sam Thong)
- 17 student clerical workers (Vientiane)
- 14 student cluster workers (nation-wide)
- 5 student vocabulary study (Vientiane)
- 3 student hygiene education assistants (villages)
- 2 student science assistants (Luang Prabang)
- 2 student visual aids/crafts (Luang Prabang)
- 2 student medical aids (Ban Houei Sai)
- 2 student Finance Ministry assistants (Vientiane)
- 1 student library assistant (Vientiane)



Two Lao students explain to Al Best how their surveying is aiding in a dam project.

Although some changes will be expected before the program officially begins on July 12th, it is believed that the maximum number of jobs, 150, will remain.

At this early stage, no observation can be offered. A program of this size and with such solid potential must be planned and worked on throughout the year to ensure the most effective results.

Job recruitment should begin much earlier, perhaps in October, and be completed by February. This would require, of course, early requests for student employment from USAID and IVS personnel. And, hopefully, an earlier start will permit more effective participation by Lao school administrators in selecting students, and ample time for adequate orientation for both students and employers.

Furthermore, greater involvement by Lao government officials, acting as observers and advisors, as well as guidance and leadership from organizations such as the Lao Student Association, would clearly contribute to the program's future growth and development in a constructive and creative way.

And, responsibilities to the area of development in Laos, and meaningful education for the Lao student, could be expanded to include increased concern for rural development, village school development, health education, and other "job corps" type needs. All, it should be noted, with the ultimate goal of reaching that point where the summer work program for Lao students can become a Lao-administrated, Lao-implemented, and Lao-initiated activity.

I once saw a sign that read:

Keep your feet on the ground,
Your eye on the ball,
Your shoulder to the wheel,
And your nose to the grindstone--
NOW, TRY WORKING IN THAT POSITION!!

In Laos, IVS finds itself in a similar circumstance. We are regarded by IVS/Washington as young, inexperienced, though competent, volunteers who are working for a private organization; by USAID as technically competent village workers and teachers who are working as part of the "country team"; by the Lao as sympathetic co-workers who try to understand their culture and problems; and the volunteer looks at himself in as many different ways as there are volunteers. And, we try to work from this position.

The effort to reconcile these points of view is the source of many of our problems in Laos. The divergent points of view, however, create the condition that enables us to make our unique contribution to the people of Laos. The most successful volunteers are probably those who do not try to define IVS and, hence, their work role in one set of terms for all groups.

The most successful volunteers are those who can operate at the village level as a competent technician or as a teacher for our contractee; who can be a sympathetic and understanding co-worker to the Lao; who remains the young and energetic volunteer that was sent off by the IVS/W office; and, who can, through the trusts and responsibilities accompanying the above roles, fulfill his own primary personal objective by making life a little better for the Lao people.

It is in the Chief of Party's office that most of the reconciliation of views, objectives, and motivations must take place. The major role of the Chiefs of Party is to endeavor to fill the needs and wants of the various parties involved in the contract. For USAID: to perform the services specified in the work plan. For the Lao: to provide sympathetic people and expertise to help them solve their problems. For the Volunteer: to provide a satisfying and meaningful work experience. It is toward filling these needs that I have worked for the past five years in Laos--sometimes successfully, and sometimes not. My satisfaction has been in helping the volunteers to be successful and, hence, the overall program to be successful. For the help and understanding of all those who have assisted me, I extend my heartfelt thanks.

B. Wilder

IVS PERSONNEL ROSTER 1967-1968

<u>NAME</u>	<u>TEAM</u>	<u>DATES AT POST</u>		<u>POST</u>
Archer, James	RD	11/19/66	11/3/68	Houei Mum Muong Kassy Hong Sa
Artman, Nancy	ED	10/4/66	9/24/68	Savannakhet
Artman, Robert	ED	10/4/66	9/24/68	Savannakhet
Augspurger, Joann	RD	11/19/66	7/15/68	Muong Phieng Vientiane
Augspurger, Richard	RD	11/19/66	7/15/68	Muong Phieng Vientiane
Barth, Richard	RD	9/27/66	6/19/68	Ban Nakhua
Basler, Patrick	ED	6/15/63	12/2/67	Vientiane
Bewetz, Frank	RD	10/15/65	10/9/68	Kengkok Lahanam Muong Phieng
Best, Allen	ED	3/14/68	6/1/70	Vientiane
Bowman, Dawn	ED	3/14/68	6/1/70	Vientiane
Bowman, Ivan	ED	7/12/67	7/6/69	Vientiane
Bowman, Karen	ED	7/12/67	7/6/69	Vientiane
Bordsen, Marcus	RD	9/14/66	8/27/68	Pakse
Brady, Roger	ED	5/1/66	5/21/68	Pakse Vang Vieng
Branfman, Fredric	ED	3/26/67	5/15/69	Vientiane
Brewster, Charles	ED	10/4/66	10/24/67	Vang Vieng
Brown, Chester	RD	8/17/63	10/26/67	Borikhane Vientiane
Bryson, John	RD	3/25/68	3/7/70	Luang Prabang
Candea, Elizabeth	RD	10/15/65	7/15/68	Muong Phieng Nam Thone Thakhek Vientiane
Candea, Randy	RD	10/15/65	6/7/68	Muong Phieng Nam Thone Thakhek Vientiane
Chang, Wilma	RD	9/24/67	9/7/69	Vientiane Paksane
Cunningham, Fred	RD	11/14/67	11/26/69	Houei Sai

<u>NAME</u>	<u>TEAM</u>	<u>DATES AT POST</u>		<u>POST</u>
Davis, Gary	RD	3/18/67	3/1/69	Saravane
Dick, Susan	ED	11/14/67	10/26/69	Muong Kassy
Donnan, Jack	RD	12/7/65	12/7/67	Vientiane
Druben, Laurel	ED	9/20/66	6/30/68	Vientiane
Druben, Stanley	ED	9/20/66	6/30/68	Vientiane
Edwards, Chandler	RD	7/23/67	7/6/69	Hong Sa
Erhart, Crystal	ED	9/20/66	9/2/68	Champassak
Esser, John	RD	10/15/65	10/10/67	Vientiane
Fink, Carol	RD	7/23/67	7/6/69	Nong Bok
Fink, John	RD	7/23/67	7/6/69	Savannakhet
Finnell, Loren	RD/ED	11/4/66	10/26/68	Song Hong
Flanagan, Michael	RD	3/18/67	3/1/69	Song Hong
Friesen, Elwood	ED	7/12/67	7/6/69	Vientiane
Gingerich, Barbara	RD	9/24/67	9/7/69	Hong Sa
Gingerich, Jim	RD	9/24/67	9/7/69	Muong Phieng
Gompert, Terry	RD	11/19/66	11/3/68	Pakse
Goodwin, Andrew	RD	11/19/66	11/3/68	Vang Vieng
Gorman, Brenda	RD	10/15/65	10/10/67	Vang Vieng
Green, Judith	ED	9/15/65	8/15/67	Paksane
Grover, Jane	RD	9/14/66	8/24/68	Houei Mun
Grover, Robert	RD	9/14/66	8/24/68	Muong Kassy
Harter, Roger	RD	9/24/67	9/7/69	Thakhek
Hendricks, David	RD	4/3/68	3/7/70	Vientiane
Horwood, George	ED	10/4/66	9/24/68	Vientiane
Howarth, Francis	RD	4/19/66	5/26/68	Phone Hong
Howarth, Nancy	RD	4/19/66	5/26/68	Sayaboury
Ireson, Carol	RD	11/14/67	10/26/69	Phone Hong
Ireson, Randy	RD	7/23/67	10/26/69	Sayaboury
Jacobson, Robert	RD	3/18/67	3/1/69	Nam Thone
				Ban Amone

<u>NAME</u>	<u>TEAM</u>	<u>DATES AT POST</u>	<u>POST</u>
Johnson, Erwin	RD	9/14/66 8/27/68	Pakse Houei Kong
Johnson, Walter	ED	1/8/68 1/8/70	Vientiane
Johnston, Roberta	ED	7/12/67 7/6/69	Vientiane
Johnston, Thomas	ED	11/2/67 10/26/69	Vientiane
Johnston, Wallace	ED	7/12/67 7/6/69	Vientiane
Jones, Carol	ED	9/20/66 2/29/68	Vientiane
Jones, John	ED	9/20/66 2/29/68	Luang Prabang Vientiane Luang Prabang
Kiechle, John	RD	7/23/67 7/6/69	Paksong
Linden, Oscar	RD	11/14/67 10/26/69	Nong Bok Kong Sedone
Lehman, Kristin	RD	11/19/66 11/3/68	Dong Hene Vang Vieng
Lehman, Larry	RD	11/19/66 11/3/68	Dong Hene Vang Vieng
Lewis, Jerry	RD	4/15/66 6/30/68	Hong Sa Muong Met Muong Kassy Vientiane
Lovan, Robert	RD	6/15/64 10/11/69	Kengkok Vientiane
Majoros, Robert	RD	9/28/66 9/20/68	Ban Nakhua Dong Kasene Hin Boun
Malia, James	RD	9/23/67 9/7/69	Vientiane
Manning, Francis	RD	3/25/68 3/7/70	Thakhek
Marby, Gerry	RD	9/13/66 8/27/68	Borikhane Pak Chao
Marby, Karen	RD	9/13/66 8/27/68	Borikhane Pak Chao
Mrachek, Mike	ED	7/12/67 7/6/69	Vientiane
Mrachek, Pat	ED	7/12/67 7/6/69	Vientiane
Miller, Edith	ED	9/20/66 9/2/68	Vientiane
Mummert, Dennis	RD	3/25/68 3/7/70	Paksane
Murdock, John	RD	3/23/67 9/7/69	Khong Sedone
Myers, Ed	RD	3/18/67 8/1/69	Vientiane
McIntosh, Alex	RD	3/18/67 3/1/69	Muong Kassy Ban Done
Nell, Gerald	RD	3/18/67 3/1/69	Kengkok
Nelson, Carol	ED	7/12/67 7/1/68	Vientiane

<u>NAME</u>	<u>TEAM</u>	<u>DATES AT POST</u>		<u>POST</u>
Olsen, Larry	RD	10/16/65	3/12/68	Khong Sedone
Parmenter, Jack	RD	11/19/66	11/3/68	Hong Sa
				Luang Prabang
				Vientiane
Peacock, Jean	RD	4/15/66	8/1/68	Borikhane
				Thakhek
				Luang Prabang
Peters, Brenda	RD	9/23/67	9/7/68	Sam Thong
Peters, Gary	RD	9/23/67	9/7/68	Sam Thong
Porter, Jermain	ED	9/15/64	7/1/69	Vientiane
Robbins, Susan	RD	12/10/65	4/20/68	Thakhek
Rotermund, Manfred	ED	7/12/67	7/6/69	Vientiane
				Luang Prabang
Russell, Mary Ann	RD	4/15/66	12/14/67	Vang Vieng
				Nam Thone
Russell, Thomas	RD	4/15/66	12/14/67	Xieng Lom
				Hong Sa
				Vang Vieng
				Nam Thone
Sanders, Keith	RD	9/23/67	9/7/69	Lahanam
Skramovsky, Linda	ED	7/12/67	7/6/69	Vientiane
Smith, Douglas	ED	10/5/66	9/24/68	Vientiane
				Pakse
Smith, Mary	ED	10/5/66	9/24/68	Vientiane
				Pakse
Stern, Richard	ED	9/23/67	9/7/69	Luang Prabang
Stuckey, Judy	ED	10/5/66	6/30/68	Vientiane
Stuckey, Richard	ED	10/5/66	6/30/68	Vientiane
Thompson, MacAlan	RD	9/14/66	8/27/68	Muong Met
				Hong Sa
				Nam Bac
				Xieng Lom
				Vientiane
Thorne, Henry	ED	11/14/67	10/26/69	Vientiane
Tufts, Tom	RD	9/23/67	9/7/69	Hong Sa
Ullom, Kenneth	RD	10/15/65	10/9/68	Vang Vieng
				Vientiane
Van Riper, Cort	RD	3/18/67	3/1/69	Ban Done
Van Tine, John	RD	9/14/66	8/27/68	Hong Sa
				Savannakhet
				Lahanam
				Pakse

<u>NAME</u>	<u>TEAM</u>	<u>DATES AT POST</u>		<u>POST</u>
Van Tine, Susan	RD	9/20/66	1/31/68	Savannakhet Lahanam
Veillard, Jean	RD	12/10/65	12/4/69	Wapi Khamthong Dong Kasene Thakhek
Viles, George	RD	7/23/67	7/6/69	Houei Khong
Wells, Carol	RD	9/23/67	9/7/69	Muong Phieng
Wells, Jon	RD	9/23/67	9/7/69	Muong Phieng
Weytman, Gary	RD	8/14/66	4/30/68	Nong Bok
Weytman, Geraldine	RD	8/14/66	4/30/68	Nong Bok
White, Paul	ED	10/4/66	9/24/68	Sam Thong
Wiederhold, Robert	RD	9/23/67	9/7/69	Na Sai Thong Hin Boun
Wilczek, Dennis	RD	9/14/66	8/27/68	Thakhek Savannakhet
Wilczek, Jane	RD	9/14/66	8/27/68	Thakhek Savannakhet
Wilder, Bernard	ED	6/15/63	9/1/68	Vientiane
Woodson, Larry	ED	8/1/64	7/28/68	Luang Prabang Vientiane
Xerri, Tom	RD	9/23/67	9/7/69	Muong Phieng
Yoder, Lane	ED	10/4/66	9/24/68	Luang Prabang Vientiane
Zacharczyk, Tom	RD	3/18/67	8/1/69	Vientiane
Ziegler, Frank	RD	2/25/64	5/20/68	Khong Island Savannakhet Lahanam

A-SQUAT

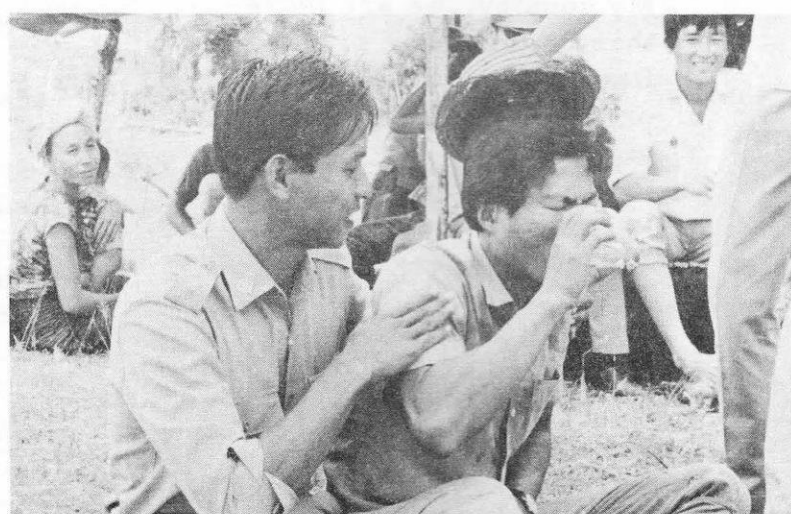
And you, o volunteer, croon
content, and go on about your
business in a bondage posture,
spending their money, eating their
food and riding with the guns.

My country, we are more
than on the verge of a mean
flavorless solitude,
or of petty savage scandals
richly chased---
they are awake now, brooding
in their corners, a faint rustle
of iron wings---

our guilt is a fact,
a cramped
ugliness of soul like
feeling watched and the
flashlight catching the
leer of a big-eyed tree toad
behind you
sucked on to the cement pipe
connecting from roof
to cess-pool.

Crystal Erhart

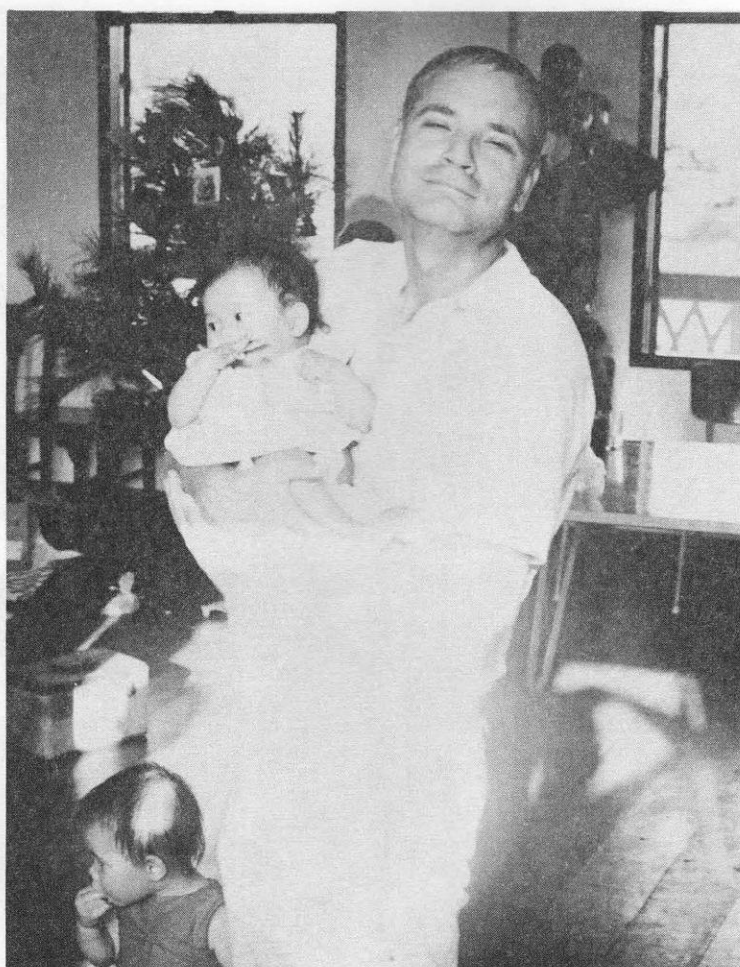
"A SEQUENCE IN LEARNING HOW TO DRINK LAO-LAO"





As another year of accomplishments draws to a close, and as I depart Laos for other horizons, this is your Editor wishing you equal success in the year ahead.

Loren Finnell





IVS ANNUAL REPORT

1968 - 69



INTERNATIONAL VOLUNTARY SERVICES, INC.

ANNUAL REPORT

July 1968 - June 1969

LAOS - RURAL DEVELOPMENT AND EDUCATION TEAMS

Prepared by

Martha B. Yoder

Mary B. Marshall

and

Allan W. Best

DEDICATION

To those people who worked for development and understanding between peoples; and lost their lives in that pursuit.

For those who knew them, it is for the IVSers who lost their lives in the past year, and for the Lao who died with them: Chandler Edwards, Dennis Mummert, Khamdy Sirichanhome, Arthur Stillman, Praseuth Vongsila.

In his application to join IVS, Dennis Mummert wrote the following:

To me the approach to world peace is not through a gunbarrel and I am willing to help search for the 'other' approach. Likewise, I have little confidence in purely economic solutions for the problems of the less developed nations. Thus, since I am interested in actively relating myself to international policies and problems of development, I want to first obtain some meaningful grass-roots experience. Besides gaining an increased understanding of, and a deepened sensitivity to problems of other cultures, I am interested in the opportunity to serve in an area of the world torn by conflict. I want to share whatever knowledge I have with people who can use it, and in turn learn from them..."

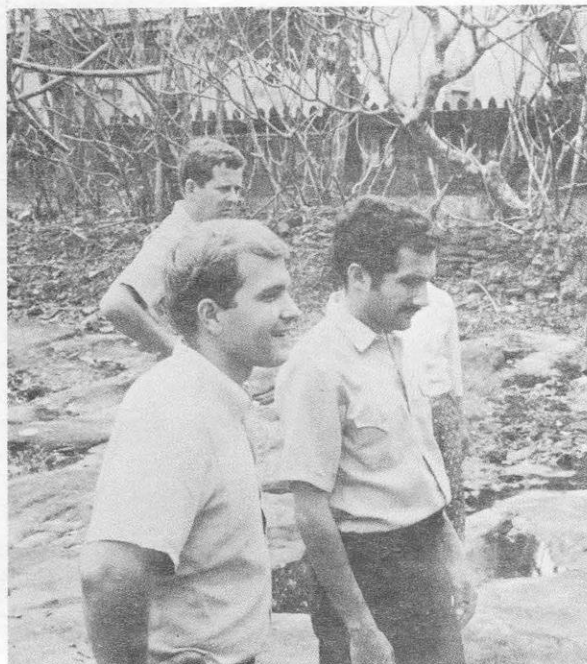
This in a sense speaks for all of these men. All were dedicated to working for the Lao people and improving their way of life. They were outstanding men who contributed much to all who knew them, and had so much to offer others. They were killed by people who do not understand the ideals they lived for... and died for.

For those whose loss of these men is a personal tragedy, we can offer little in comfort. A picture Dennis took shortly before his death, of his neighbor's child, may speak for all of them as to why they were here.





Khamdy Siriclanhome and Praseuth
Vongsila



Dennis Mummert and Arthur Stillman



Chandler Edwards



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This interview with a Lao official was printed in last year's annual report. The questions and his answers were so appropriate to the problems of IVS today that the editors decided to reprint it. The interview took place on April 26, 1968.

The official is a director of a government service. His secondary studies were interrupted by the Japanese occupation. He joined the Lao Issara resistance movement at the age of 15, and lived in exile in Thailand with its leaders. Afterwards, he resumed his secondary and university studies. Since joining the Royal Lao Government Service he has traveled widely through Asia, Europe, and the United States. This interview was conducted in English. He points out that he has spent much of his life in his village and still visits it and other rural areas frequently.

1. Q. What do you see as the overall role of IVS in Laos?

A. International understanding, through working with each other. If we meet each other every day we can learn to appreciate one another and come to a sounder judgement about ourselves. In the long run, this can make a contribution to world peace.

2. Q. What about an IVS role in economic development?

A. Of course we hope that IVS can help the people to have a better life. But if the people can't understand who you are and what you are, how can you help them to progress in economic development? Perhaps there will not be any open conflict, but there can be unconscious opposition to your ideas.

That is why I emphasize so much the psychological aspect in this field. At this time this is much more important than material accomplishment.

3. Q. What are the main internal problems facing Laotian society right now?

A. There has been a very significant increase in needs. Before the Laotian people did not have them anything like today. With aid from many different countries, many material goods are brought into the country. Then, where there is a fluctuation of this aid or other income from foreign countries, there is a great effect upon the country. It has a much greater effect than when we didn't have these needs as before. During recent years we have imported so many things from developed countries, very often things way beyond our means. Thus, we were not prepared to use them and there has been a lot of spoilage.

Another problem is that the improvement in the standard of living has not been widely received. It has gone to the few.

The problem is that our progress here has not been a natural development coming from the country itself. This has created many social problems.

4. Q. How much of a role can IVS play in trying to solve these problems?

A. That is a difficult question. For IVS works together with the people, and yet the problem did not come from the people.

IVS cannot really help too much in these grand problems. The main thing is for it to have understanding with the people. Once IVS and the people understand each other, it will know how to help the people.

By helping the people, I do not mean to give them "a better life". This is not a very suitable term.

I mean to give them "easier work" in the countryside. I believe that we can relieve them of some of their unnecessary burdens if we can introduce some skill and technology.

Primarily through constant, reciprocal contracts, through building confidence, you can make them understand that there are many ways they can improve their standard of living by means of technical knowledge.

But, that is a very difficult task for you to accomplish. The standard of living of people in the city has been artificially raised. People think that by coming to town they will automatically have a more luxurious life. It's hard for you to go and teach them to improve their condition when they see that some other people who don't work as hard have a much easier life.

5. Q. I wonder if you have some thoughts on the American aid program here?

A. I think that the first idea of American aid was and is to help Laos. I think America wanted to make Laos a prosperous country and so to avoid tumultuous revolution. For it is well-known that poverty is a good soil for Communism to grow in. I think that America wanted to show people who wanted to go Communist that it's not worthwhile to take this long and difficult way, and that another way is better.

This hope has failed on a country-wide basis because wealth has arrived only to a very small group of people and has created a big gap which didn't exist in 1954 and 1955.

This doesn't mean that I say it was an American mistake, because if our leaders were capable of handling the aid and using it wisely, there would not be such a big problem today.

But, I don't want to blame our leaders either because Laos became independent too quickly and we were obliged to take our independence without any preparation.

Some people believe that the United States wants to control Laos by pouring in much money and then after spoiling it being in a position to command it. Here I cannot judge, but many people feel that way.

I cannot judge if it is really intentional or because the aid was given in an awkward way and so the situation deteriorated.

6. Q. Let us talk for a moment about rural areas. What is the role of the IVSer at the village level?

A. Well, I am from a small village in the south of Laos. Each time I go there I try to show the villagers that I am very proud of my village, that there is nothing wrong with their condition. I explain to them that whenever I go to a foreign country I tell people about my village.

And I mean it, you know. Maybe the villagers do not have many luxuries, but since they do not know about them they have a contented life. If there was no war they would be very independent, far more independent than city dwellers. They live close to nature.

I try to convince them that having a position in the Lao Government now does not mean the same thing as under the French Colonial system. We are no longer masters, but just citizens



working together. A person who produces rice and cattle is just as important as an engineer.

For me, an IVSer should try to help in this understanding. He should have more significance than the man who distributes tin roofing. His role should be higher and better than that.

Your role is very difficult. For, on the one hand, you have to make the villagers understand the real intention of the American people. And, on the other hand, you must try to make USAID understand the most meaningful way to help the development of Laos. In other words, your role is to guide the villagers toward economic development while protecting their natural equilibrium.

I think that the industrial society and civilization to the United States is a kind of success--in the United States and for the American people. But, can we be sure that our people are able to follow that way of life?

The problem is that material progress is a means, and not an end in and of itself. If we are not very careful, we will have had results when people adopt an external American industrial civilization without fully understanding its value and how to utilize it.

So, your role is very difficult; particularly since I don't think the villagers can differentiate between IVSer and USAID technicians at first. But, if you can decide that building understanding is your role to play, I believe that it is very delicate and useful. Your role, therefore, is very distinct from USAID though, of course, USAID can be very helpful if it carries out its program properly.

7. Q. Could you talk some more about the IVSer in the village? What style of life should he lead, how should he live in order to try to create understanding?

A. Well, I will tell you how I see it, though perhaps I am wrong and only have a theoretical understanding.

It can be true the villagers will identify you just as a man from the U.S. with stuff to distribute.

Since we have just emerged from a colonial position, most of our people have not yet realized that they are independent. They don't realize that they are citizens of this country, a part of it, that what they do will be a part of our national effort--for bad or good.

So, since you have come from a very well-known and rich country, perhaps the people will say, "Well, the French have gone away but now we have a new nation in its place." Maybe they think they have to live as before under the French administration, waiting for orders.

Very often, therefore, people may not really expect rich, well-educated people to come live in the village and try to improve it. They wish above all to send their children to the city to get official positions, in order to grab things from the Government and give them to the village.

I think the IVSer should live like a boy of the village who has gone away to be educated and then come back to give his knowledge to the villagers. He should live like a boy of whom they can be proud.

Then they might want their sons to be educated and then come back to help the village.

The only example we have of this kind of thing right now is with former monks. They have a very respected position in the community.

The IVSer should live as a simple person, but respectable. Villagers should respect him because he can give technical advice, help them improve the village.

In this way, the villagers will think that you are helpful, sympathetic, someone in whom they can be confident.

Of course, it is still a long way to go until the people will really trust you. Therefore, I don't know if you will be able to see the results in a very short term. This can be difficult for IVSers because it is only natural to want to see shortterm results.

I personally think, though, that it's better to work long-range instead of coming and saying "I only have two years to get so much done."

You can help and advise as a part of the village, without using the authority of your position, without offering to give things.

It is very important for the villagers to see you as a part of them. Once they can appreciate your behavior, see that you don't put yourself as a high-level person, you can give much advice.

It is true, of course, that you can give them a lot of things, make publicity, do projects. Maybe you may be tempted to do so out of fear that the people won't like you if you don't.

But, this is not helpful to the process of development. I don't advise this approach to your group.

8. Q. What specific projects should the IVSer be interested in at the village level?

A. Well, these projects would vary from place to place. They should be determined by careful study of the people and their customs.

They can only be decided on when you are in the village. You cannot go from here in Vientiane and say, "I should construct a dam or school in the village." For you can upset the natural, customary ways that have built up for many years if you are not careful.

But, let me emphasize. I am not at all against economic development. I am only against economic development which does not take into account the local atmosphere and surroundings.

At first, the IVSer should try to meet vital needs. For example, it might be very difficult for the villagers to get drinking water.

9. Q. What should the IVSer do if the village does not feel it has any really vital needs and is mainly interested in improving its village temple?

A. Well, why not help them with their temple? Then he can gain their confidence. Perhaps, if he spends two years talking with the people, living in a good way, he can begin to change their ideas.

Maybe then, when the next IVSer comes to the village, he will find the people ready for new ideas.





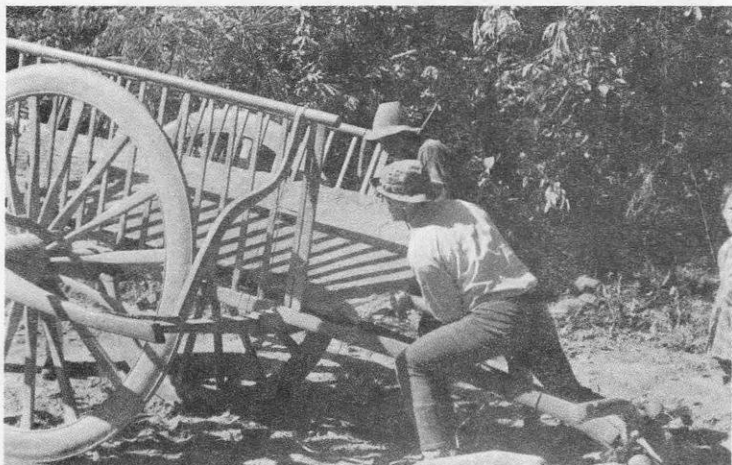
Maybe you should send your philosophers to a village like that. Maybe you could find villages which are ready for economic development to send your economists to.

10. Q. One last question. We've talked a lot about how the IVSer can help the Lao. What can he learn from his experience with them?

A. As our culture and traditions are very different from yours, I think that it is very meaningful for you to try to understand what is our culture, our tradition, our way of life.

Maybe from that you can extract some value to help the present civilization in your country, for maybe not everything in modern civilization is good.

It seems to me that man in industrialized countries is often not free. By creating more and more needs, he chains himself to his work and the idea of increasing development. With development must come larger and larger organizations and, with time, man can become more of a productive tool than a human being. It seems often that men do not command their machines, but are instead crushed under them.

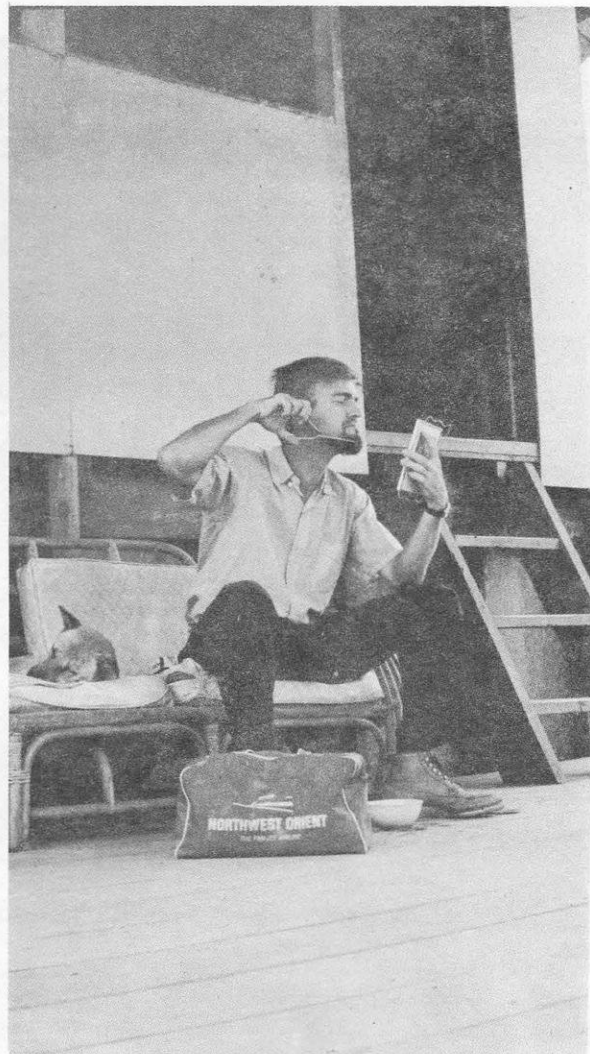


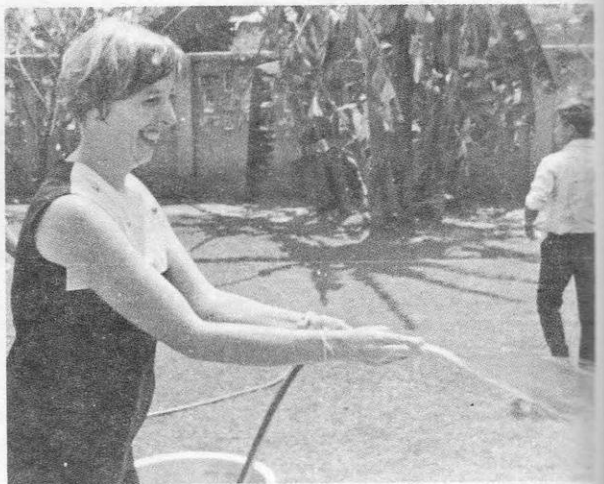
It often seems that the more developed men become, the more frustrated they become. For they go further and further from nature.

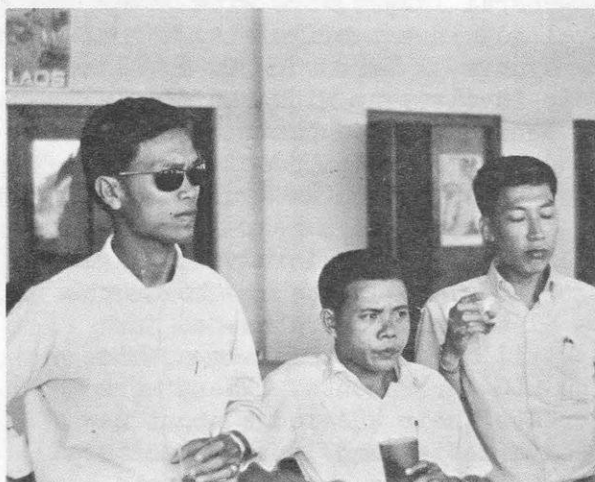
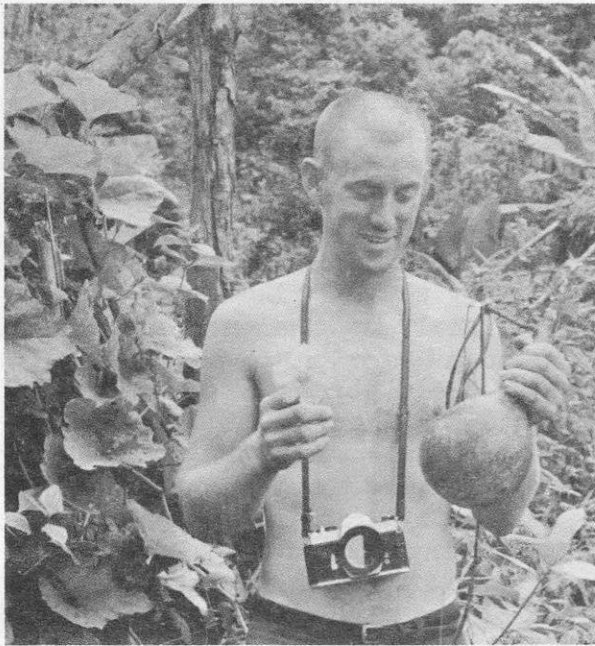
Probably here in Laos, anyway in villages far away from the cities, man is still content with what he has. For his needs are vital, natural needs which he can achieve by himself. People live naturally, with much human dignity and brotherhood.

The word "bo pin nyang" which we sometimes use with a smile on high is a kind of state of mind which in a certain way makes Laotians quiet. People don't worry about things so much, they don't try so hard to reach things on high.

I think that these parts of our country can give the IVSer a place where he can think about his own country and civilization and probably can improve it by separating human qualities from the machine.







In the past, and to a still great extent today, the typical village of Laos was self-sustaining and depended little on outsiders, including the national government, for its livelihood. The villagers of Laos grew, marketed and consumed their own food; homes were built from materials readily accessible in the immediate area; cloth; locally elected officials served their political needs. The national government was a body which, for the most part, stayed in the cities and developed its own life pattern apart from the life of predominately rural Laos.

In today's world the villages of Laos can no longer remain self-sufficient. They have become pawns to be manipulated by the major power blocks, and the whirlwinds of development and change have increased their dependency on outside bodies. The national government can no longer remain a passive body. For a nation to be strong it is necessary to have a government aware of the needs of the people and willing and able to respond, and to have people who are responsive to the government and willing to cooperate with it and with themselves. Economic, social, and political development encompass the developmental needs of Laos as a nation. For economic development to take place new and improved agricultural practices must be introduced, small industries developed, market and transportation facilities improved.

For social development leaders and other people must be educated and trained in the various social processes necessary to make a people strong and viable in today's world. For political development a bond based on concern, respect, and involvement

must be created between the people and the national government. In all aspects the national government must reach out to the people and bring them into the processes of building a nation.

IVS helps this process of nation building by working with local government officials to enhance their abilities to discern and to serve the needs of the villagers of Laos. IVSers tend to be more concerned with social development, but in fact we are contributing to the economic development by gradually introducing a market economy, and to political development by increasing the involvement of the national government with the villagers.

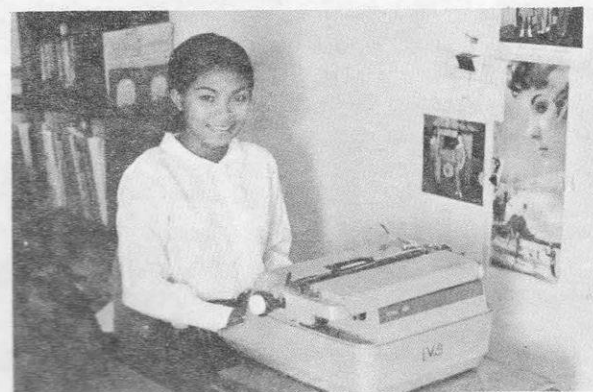
In general IVSers work with lower level government officials. With Caw Myungs, IVSers work to increase their involvement with the people and sensitivity to their needs. Decisions affecting the people are channeled through the Caw Myungs. With CRA workers, IVSers help increase their abilities to involve villagers in self-help projects and to do the actual technical work needed for many village improvement projects. With RLG Agr. agents, IVSers work to increase their knowledge about new rice varieties and improved cultural practices. They show the agents how to teach these things to the farmers and how to utilize the new markets. IVS women work with RLG Home Agents teaching them about sewing, nutrition, weaving, maternal-child health care, and general home management. Some IVSers work with higher government officials helping give direction to programs on the national level. In all of our work the goal is to strengthen the Lao government officials we are working with so that they might better contribute to the

economic, social, and political development of their country.

In such a position the IVSer plays a many faceted role. He is an advisor, a technician, a teacher, a community development worker, and a catalyst to change. The IVSers must begin his work by developing personal relations and then utilizing these to bring about interaction between the government officials and the people to the mutual benefit of both parties. Needed are IVSers with strong language ability, empathy with people, and the skill and patience necessary to help someone else do his job better.

Given the tenuousness of our position in Laos, IVS' contribution must be toward something which is not dependent on our being here to sustain it. In this context IVS' most valuable contribution is the human development of the various Lao officials with whom we work toward involving them in the various developmental process, economic, social, and political, which are vital to the nation building process which is the concern of Laos today. If we do our job well, the abilities we have taught the various people with whom we work will contribute to the development of Laos long after we have left.





Scene: Opening of a rural school. For the caw myang or Primary School Inspector, it is a feather in his cap, an accomplishment of which he can boast, a step up the ladder of promotion. For the USAID advisor, it is another activity plan successfully implemented, a plus for his next evaluation form. For the IVS volunteer, the completed school is the culmination of several months of coordinating logistical operations and an achievement to be proud of. For the IVS assistant, the school opening is an anti-climax: he has been intimately involved in the initial planning, the organization of the villagers, and the actual construction, but neither the speeches nor the monthly reports recognize the IVS assistant's contribution.

Marked by his association with the "imperialists" but unable to reap the full rewards of employment with USAID, the IVS assistant is a true volunteer. His sacrifice is surely equal to that of any IVSer and his contribution often much greater. Under the leadership of Khamka Hadaoheuang, the IVS assistants have emerged as a corps of skilled, conscientious community development workers. Often, they must steer a precarious course between military and civilian officials. Their way is frequently blocked by violent men; two fine assistants gave their lives this year.

To know the villagers is the job of the IVS assistant. To do this work he must make contact with them, often without regard for political considerations. As Khamka recently pointed out to Bounpheng Sayalad in Ban Done: "Although half the people here are P.L., you can still live here. Drink and eat and 'play' with the villagers."

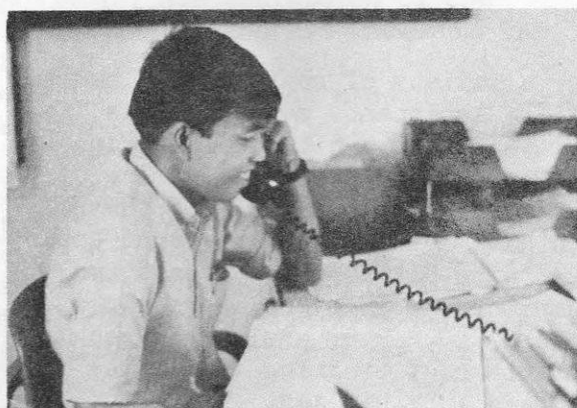
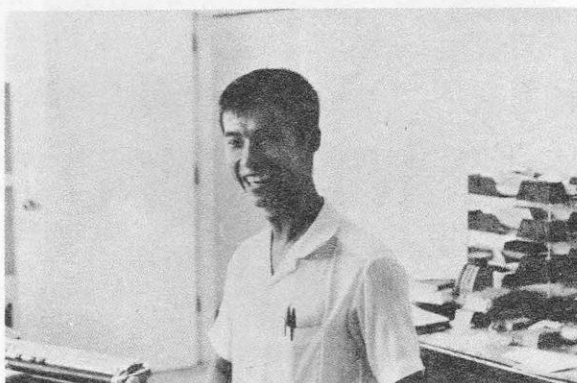
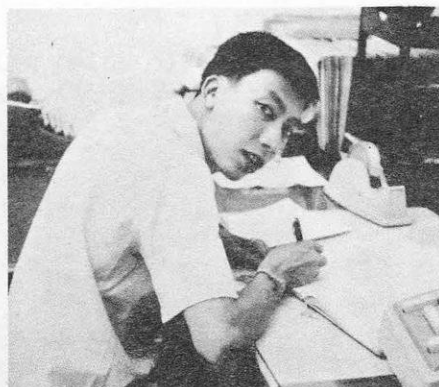
Make yourself into an adopted son, a son whom they love."

Bounpheng, Napha (Muong Nane), and Keo Praseuth (Kengkok) are among the finest of the assistants. Working independently, they are designated as "Special Field Assistants" They serve where no regular IVSers are available or able to go. The SFA has received all the training he requires to operate autonomously, and IVS tries to find responsible and rewarding employment for him within the RLG or USAID. This year Neim Thavorn, Seng Deuan, and Outama took over full responsibilities for the Nong Bok, Ban Keun, and Hong Sa Development programs respectively.

Regular assistants both learn from and make valuable contributions to IVS programs. They too are frequently called upon to exercise responsibilities which one would associate with senior RLG officials. Many of them are involved in implementing the most exciting and progressive rural development programs in Laos:

Somlor Vorachak, for example, has been active in all phases of the Muong Phieng "village development council" pilot project. Daroune has worked closely with developing farmers' associations in Sithantay and has carried out important evaluations of ADO programs. Chantay Littivong has been the rice expert in Muong Kassy, just as Snith Chantavong has been the fish expert in Muong Phieng.

A major development in IVS this year has been a re-orientation of the assistant policy. None of the RD assistants carries the title "interpreter". All are working members of the IVS team. So as to leave something more than monuments behind, we are now looking for village assistants talented villagers who will work with and learn from an IVS volunteer.





So that the knowledge and skills gained will remain in the village, the "village level assistant" terminates with IVS concurrently with the volunteer. No VLA transfers away from his home area; however, an exceptional VLA can become a regular assistant.

For a variety of reasons, the number of IVS assistants declined this fiscal year from a high of fifty in September 1968 to a present low of twenty-six (July 1969). Of those who have left, most have found employment with USAID, but at least two, Samnieng and Khamvene, were employed by the RLG. Four assistants took advantage of training facilities in Laos and Thailand.

Kongsy (Lahanam) and Thongphoune (Kong Sedone) completed the Salakham rice training; Snith went to a special Kasetsart University Summer seminar of fish production in Thailand; and Somlor attended a community development workshop in Udorn but had to withdraw because of visa problems.

A complete listing of IVS assistants as of 1 July 1969 follows:

Khamka, ACP/Vientiane, Jan. 8, 1964
 Chirasack, Nong Bok, Feb. 7, 1965
 Khamphone, Ban Houei Sai, Feb. 25, 1965
 Keopraseuth, SFA/Kengkok, June 15, 1965
 Prasong, Khongsedone, Aug. 16, 1965
 Snith, Muong Phieng, Oct. 29, 1965
 Napha, Muong Nane, Nov. 26, 1965
 Daroune, Sithantay, Nov. 4, 1966
 Kongsy, Lahanam, Nov. 29, 1966
 Bounpheng, Ban Done, Apr. 1, 1967
 Chanty, Muong Kassy, Apr. 1, 1967
 Somlor, Muong Phieng, Apr. 1, 1967
 Bounlom, Lahanam, June 1, 1967
 Nou, Khongsedone, Aug. 1, 1967
 Phouno, Vang Vieng, Sept. 1, 1967
 Thongphoune, Khongsedone, Sept. 25, 1967
 Virath, Muong Phieng, Sept. 25, 1967
 Sen, Houei Kong, Nov. 1, 1967
 Tou, Houei Kong, Nov. 1, 1967
 Houm, Tha Na, Aug. 1, 1968
 Thit Nam, Hongsa, Aug. 1, 1968
 Bounsy, Champassak, Aug. 16, 1968
 Snith, Nong Bok, Nov. 23, 1968
 Somphao, Nong Bok, Nov. 23, 1968
 Bouavane, Vientiane (handicrafts)
 Feb. 1, 1968
 Nang Mai, Vientiane (handicrafts)
 Feb. 5, 1969

Names conspicuously missing from the list are those of Praseuth and Khamdy, the two assistants who were killed this year. No greater tribute can be paid to an IVS assistant than that which is repeated each time an IVS visits Ban Done: "Khamdy worked hard. Khamdy could do everything. Everyone loved "Ai Khamdy"."



The Program Committee grew from volunteer dissatisfaction with basic IVS policy as interpreted for Laos at that time. The committee grappled with the issues of the time, then floundered as those dissatisfied left the country. Then new volunteers took the committee up once again; some because they had grievances to express, others for project reasons.

The high point of this period was the writing of the Position Paper in May 1968.

At this present period, the Program Committee once again moves at a subdued pace; the committee continues to meet and is considering the issue of IVS field assistants and the present office policy for them. The Scholarship fund continues to send IVS field assistants to schools.

The committee cannot really be defined by its history in terms of issues; but the committee can be looked upon as a body available for the needs of the volunteer as those needs change over time. If the volunteer has a problem, an idea, a program that he wishes to present to his fellow volunteers, the committee can become a forum, a rallying point, a sympathetic ear.

The committee is for the volunteer and it can become what the volunteer needs it to be, or it can wait for the need to arise when no need is immediately apparent. The committee does have a yearly function; the planning and carrying out of the Annual Meeting held in Vientiane every year. The annual meeting provides the volunteer with the opportunity to meet with his fellow volunteers in meetings designed to increase the volunteer's technical knowledge, his conception of the RLG and USAID, and his knowledge of the various other activities that community development minded organizations are undertaking.

All in all, however, the committee is for the volunteer and the volunteer must speak before any activities can be undertaken. The committee first and foremost is for the volunteers as the volunteers see the need.

MARTY CLISH MEMORIAL SCHOLARSHIP FUND

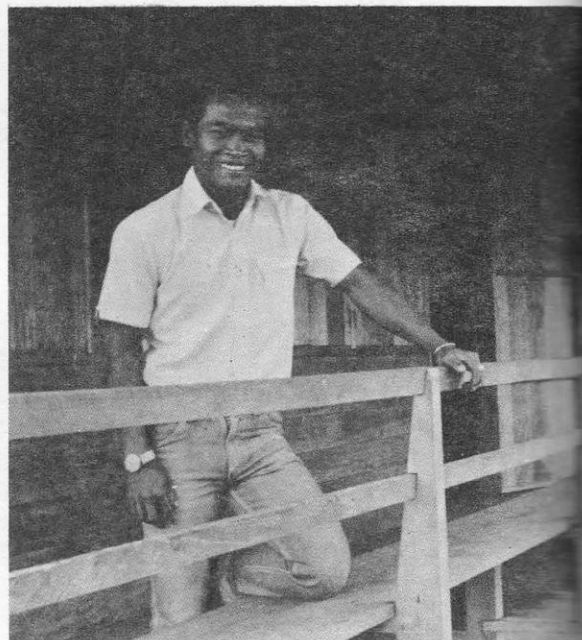
The contribution of IVS Lao assistants to the IVS program is often unappreciated. Assistants help transform new volunteers, idealistic though inept, into effective agents of progress. They help us acquire facility with the Lao language, and an understanding of Lao society vital to our effective functioning. Eight assistants are carrying on IVS programs in field stations where no volunteers are currently assigned. Assistants who have worked with IVS for several years have a large store of experience, which serves as a valuable resource for volunteers who, in their normal two year tour, have no opportunity to accumulate such experience.

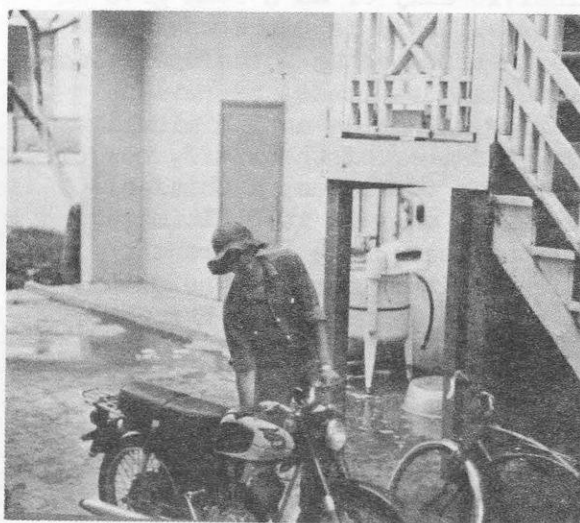
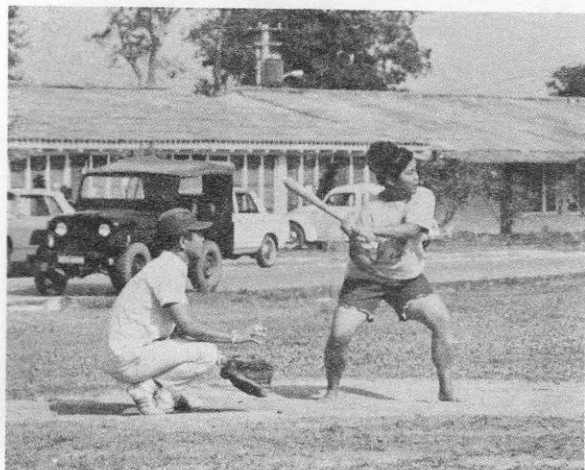
The purpose of the Marty Clish Memorial Scholarship Fund is to enable these outstanding Lao assistants to gain formal training to supplement their practical experience. Not only will this training help them function more effectively in IVS programs, but it will also aid them when they leave IVS to work with larger organizations which often prize formal training more highly than practical experience. The first recipient of the Clish Scholarship was Sae Senpaty, formerly the IVS assistant in Houei Kong. He did so well in his first year of studies at Ecole Supérieur de Pedagogie (Dong Dok) that he was eligible to receive a full government scholarship for the second year. The second recipient of the scholarship was Snith Chanthavong (IVS Luang Prabang, Muong Phieng), who studied fisheries in Thailand for three months.

The next scholarships will go to three of our most outstanding assistants; Khamka, (Lao ACOOP), Khamphone (Ban Lao, Pak Cading, Houei Sai), and Daroune (Ban Done, Ban Lao, Sithantai).

They will participate in a six month Thai Community Development Department Training Program starting in January, 1970.

These and future plans for the Clish Memorial Scholarship Fund are dependent on continuing donations from volunteers, affluent IVS alumni, and friends.





A NOTE TO IVS

IVS is an organization of teams, made-up of separate and individually identifiable personalities. As team members we each come to Laos bringing with us our own distinct backgrounds to add to the make-up of the whole. We come simply for peaceful service to our fellow man. It is not out of any proselytizing ethic, political ideology, or national program that we individually or as a team give of ourselves. This is not a weakness to be interpreted as a confederation of idealist, radicals, or revolutionaries. (Not as an individual IVSer, a member of the staff, nor of the Program Committee, a Chief-of-Party; but, only in its' ultimate form, the Team, does IVS project a message.) It is through the distillation of collective thoughts that we present a dynamic force.

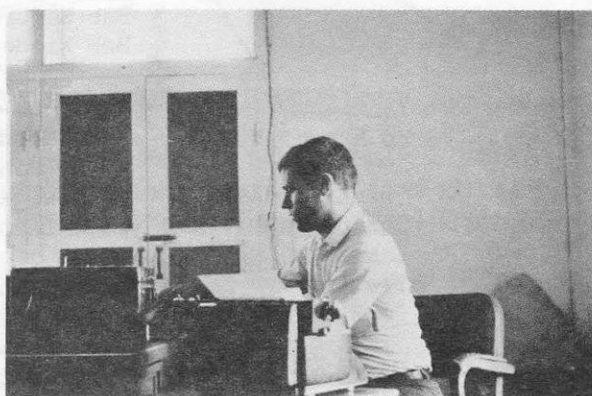
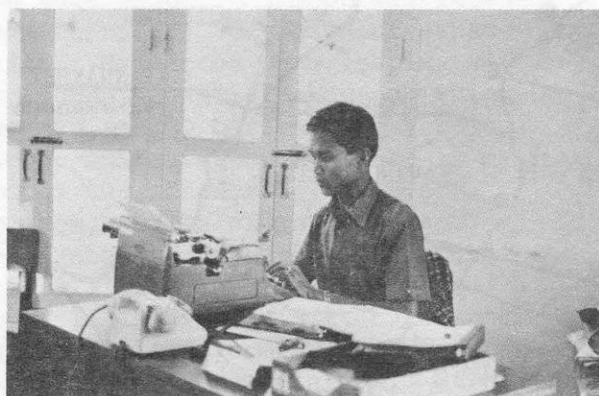
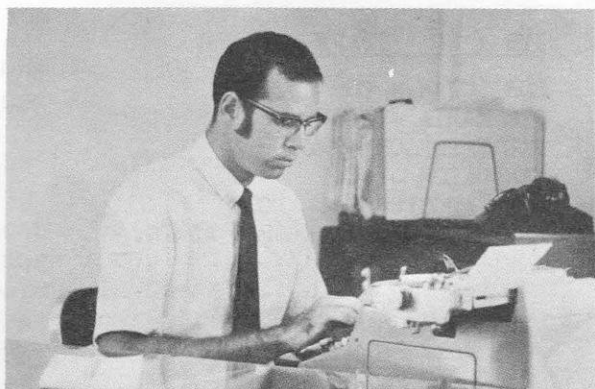
None of us are in Laos long enough to see immediate and lasting fruition of our labors. We build dispensaries, teach English, grow rice, improve health and sanitation, always in an effort of trying to help the Lao meet their levels of "rising expectations".

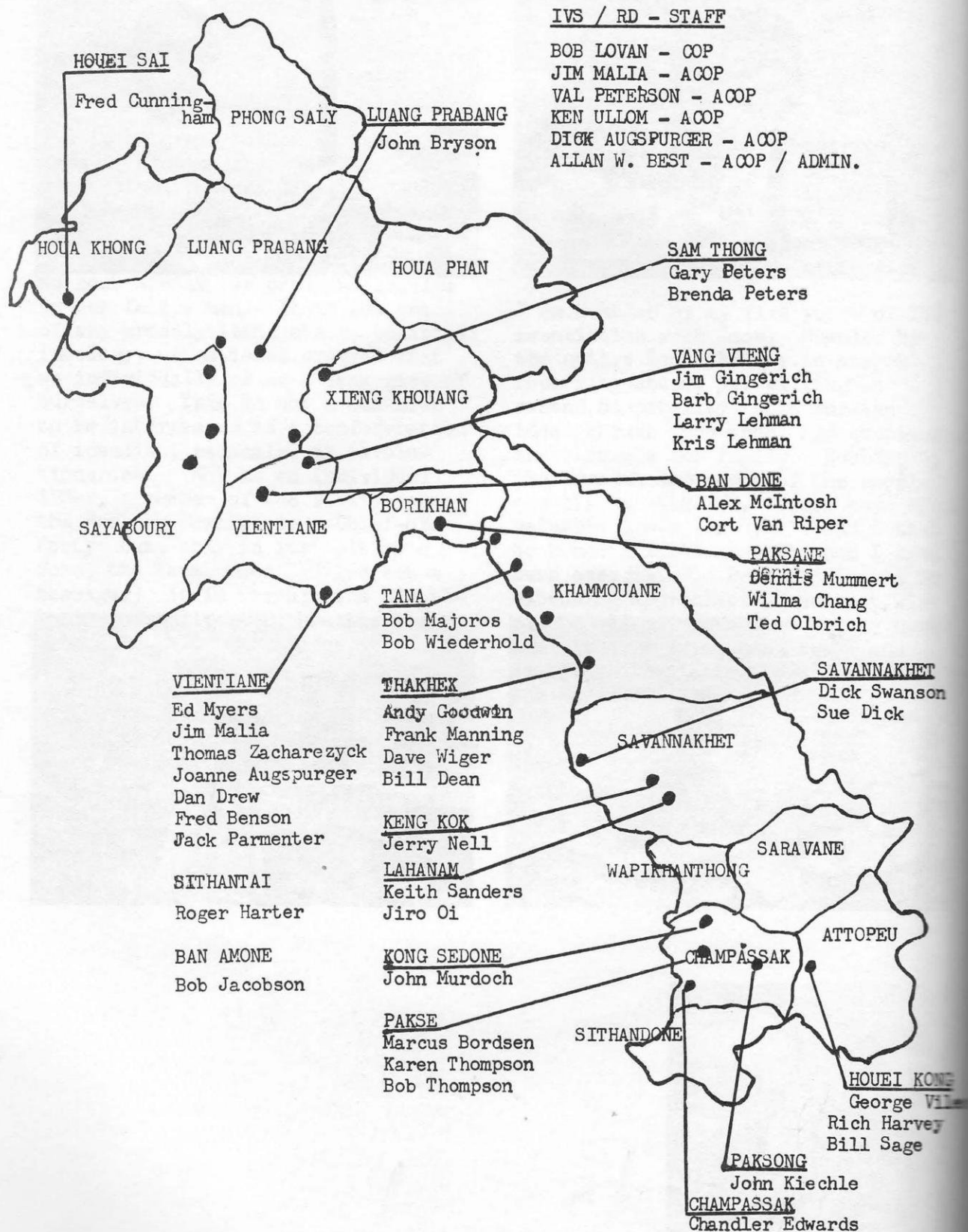
We only desire to be of service, and the enemy of no one. Tragically some of us lose our lives. Yet, with all of this said why will all forces not let us go unmolested about what needs to be done - promote understanding.

I am humbled by my five years of IVS association with Laos. Humbled by the native Laos ability to absorb recurring abuse, yet willing to extend hospitality, test foreign ideas thrust upon them, and continue the struggle for family. Humbled by the breadth and depth of the people associated with IVS. These have been valuable times for myself and I wish to honor all IVSers with whom I have been associated. Brenda joins me in extending appreciation and best wishes to all. I hope that we may have the pleasure of meeting again and extend an invitation to all to visit the Lavan family.

Sincerely,
Bob Lavan
Chief-of-Party
IVS/RD 1967-69







Hong Sa
June 24

The hot afternoon was oppressive. Our little valley was scorched with heat. Walking to the work site after lunch I could see villagers taking refuge in the shade of overhanging grass roofs. Taking measurements for the footings of our proposed dispensary, I felt warm rays on my back and caught the strong scent of perspiration. Later, as we were bringing an end to our labor, clouds were forming and the sweet promise of falling rain could be seen on distant mountains. As breezes stirred and clouds blotted the sun, I could not resist the impulse to run. The sudden transformation of sky and air had set my spirits soaring. It was beautiful to feel the cooking wind as I sprinted in a deserted clearing. Walking back I sucked the rain scented air in huge gulps. My mood was intensified by the very pain of exhaustion. My senses were leaping with a sudden, unanticipated joy which seemed, as it burst from my being, to be animating every image in my path: the shuddering trees and bushes, shafts of rain descending on distant, green clothed mountains, the villager I met searching for a buffalo, and the small, multi-colored snake darting forever-gone into an endless sea of vegetation. Sight and sound, emotion and meaning were converging in that rarest of air. As it moved through me I felt the encounter of memory and imagination and glimpsed in a flash on the horizon a thousand unformed possibilities of my being. In that moment I crossed some boundary of consciousness so that as the sky grew dark and the rain struck my face, I saw the color of mystery and felt the cool of awe.

Now, sitting on the porch as the sun nears the horizon, I feel a sense of peace. Monks in their bright orange pass in front and further out, children run on the bare ground recently cleared for a warehouse. Close at hand a group of ducks sit contentedly while chickens search busily. The air is still cool. A drop of moisture is perfectly poised on a bush leaf. The world seems washed and relaxed.

Hong Sa
July 27

...Tonight I am happy to be here. I am grateful for time. Time to search out a strange and ancient world. Time to look into myself. Time to listen for the more subtle sounds: sounds I did not hear in the frenzy of New Haven and Washington. I do not want to waste this time.

Hong Sa
August 26

It amazes me how vulnerable I am to sudden losses of motivation, direction and hope. How easily I slip into a sense of worthlessness bordering on despair. In such times I sit in cynical judgment on all my hopes and investments of value.

Hong Sa
September 3

A bright, warm day. In the breeze: subtle promise of a cooler season. Today was a Buddhist holiday. The walk to the wat in the morning sun was a pageant of color. In the sight of obedient village women carrying gifts to the temple, I felt a nudge of surrounding centuries of ritual and continuity. If only for a moment, I felt something of the grace and power with which this faith



has structured the lives of countless generations. Untouched by the revolutions of machine and concept, Hong Sa exudes the serenity of exonerated age and repeated motion. Not far from the scene of this drama, bulldozers labor on a road which will connect Hong Sa with the Mekong.

From this valley to the river is a distance over which goods were regularly carried by elephant. Soon large trucks will bring fertilizer for the production of rice which will, in turn, be carried back to the Mekong and shipped down river for sale. Modern forms of conveyance have entered Hong Sa before (aircraft) but this road with its trucks represents the arrival of a really fundamental change. The graceful women whose dutifulness and piety are the actualization of an ancient ideal, do not know how fast their world is crumbling. They cannot see in an unfinished road the approach of the 20th century into the stolid serenity of their valley. The bulldozers on the hill are the first heralds of an age which holds potential we cannot at this moment foresee. But whatever it brings, chaos or convenience, it will mean the loss of the pageant of quiet and color which took place at the wat this morning.

Hong Sa
October 16

Yesterday, a rare and beautiful experience. Weather warm, yet fresh after a strong, cleansing rain... I went alone on a "water hike", following the river, swollen and surging, down its sparkling, winding course. The conjunction of a blue sky, warm sun, the cool river, soaring spirits and a thousand concrete images of Asian life, lifted my watery journey to the character of a

unique, lucid vision: village women bathing at a walled turn, wide-eyed children charging and diving to join me in a rush through rapids, elephants lumbering out of the river to the bank pulling logs on route to the saw mill, a gnarled and patient old man squatting by water's edge with pole and line that would soon bring him a flipping, glistening catch (I waited with him and witnessed this happy event), a deep swirling pool whose waters surged me along, enticing me to linger and repeat the trip; and a group of women who overcame surprise and uncertainty to chat briefly before continuing on their journey.

Finally, as I was returning home, I encountered the sight of running, splashing, gleefully shouting children, intent on herding water buffalo back to a paddy. I took their movement and their voices to be affirmations; spirited, authentic; an unsailable reading of the goodness of things.

Muong Phieng
December 15

I stood for a moment on the edge of a ripened rice field and watched villagers bringing just-cut bundles to the thrashing floor. Warm sunshine cutting through cold air together with the ancient depth of the workers burst upon me with a force: rich and fresh. Bathing in the clear quality of that perception-feeling-experience, I said an inner-celebration. I met newness and depth in a nexus beyond myself.



IVS is said to be a "people to people" organization, and this quality makes the organization perfectly suited to the concepts of community development. The concepts of community development are many and varied, but much of what is called central to community development is people; people as a resource, people as the major target, people as a material to be molded, to be changed. Often, what people amounts to in terms of community development is peoples' attitudes; attitudes that must be changed and then guided in specific directions.

If IVS can be considered a member of the community development "community", then it is because IVS, as people, deals with people in attempting to change attitudes. To state the case quite simply, IVS'ers are people who have an interest in the betterment of other people, attempting to persuade these people to make changes in their lives. Should the attempt at persuasion succeed, a small wedge is driven into minds; after the first wedge other wedges can be added less painfully, the sum total of which, should the wedge driving take the right direction, adds up to community development. Basic to the changes that build upon itself is change in attitudes.

Projects come and go in Laos; a good many "go" never to be seen again. Many that have "gone" have pretended to be community development projects, designed with the people in mind, while actually dealing with things. A school appears on empty ground in the village, the seasons pass, the ground lies bare again. When the school grew on the bare ground, nothing grew in the minds of those who built the school; thus it was not considered enough to protect, or was not rebuilt by those who should have felt that the school was

worth having, worth preserving.

So the project built a temporary structure, but the materials of community development were hardly touched.

Somewhere in the minds of real community development aims an idea that must root itself. Nothing is successful without this attachment. Training is an attempt to make the attachment. Training is an attempt to begin a growth within a man's mind: an idea, or a method with which the man can look upon and deal with his environment in a manner unlike he has ever contemplated.

Training only begins a process of an eventual change in an attitude or attitudes. Training is for impact; the ideas must be made to penetrate as deeply as possible in order to root itself; the initial contact that training provides seems to be crucial. The trainee must be somewhat aware of what it is that he is presented with, and must understand without total rejection, the content of the course. From this point, should this point be reached, a program that continues to emphasize the concepts and that of others examples and rewards, must follow as the second phase, to be followed by third and fourth phases. To rely solely on training to obtain any sort of results that are significant and meaningful is to make a grievous error. Human nature is neither molded nor changed significantly in the brief time allotted by the trainees for the training (and in the equally brief time that those to be trained will allow themselves to be subjected to what seems boring, irrelevant, unimportant). Thus training poorly describes a program that seeks, in a long period of time, to

make changes in attitudes; training is only the first step in the process.

The Muong Phieng program unfortunately bears the title of: The Muong Phieng Village Development Committee Five Day Training Courses. The program, despite its handle, contains much more than a mere five days of training. The course also contains a follow-up program designed to reinforce, reward, and make intelligible to the trainee the concepts presented during the initial five days. Furthermore, as an experimental program, having never been tried before, the program contains a sort of self-destruct button in the form of an evaluation designed to prove that the program can or cannot accomplish what it proposes to accomplish.

Briefly, the program's training attempts to obtain from elected committee members from villages, a recognition of the concept of village "problems". The program asks, after initial discussion, for the trainees to relate their village problems as they themselves see them. The course tries to provide a method with which the committee members can recognize, discover the causes of, and seek solutions for, village problems. To defuse any heavy emphasis on theory, the course is treated as a five days discussion in which committee members discuss their villages.

To help dispel the uneasiness that accompanies often unwanted responsibilities, the duties and the justification as spelled out in a Royal ordinance are presented to the members. For encouragement and recognition, the government then tries to work through the committee in dealings that it might have with village leadership. This recognition serves to legitimatize

WORKING WITH AGRICULTURAL AGENTS
AND COMMISSIONERS OF RURAL AFFAIRS

and provide status for the committees.

The program attempts to accomplish a change in the attitudes that presently make the village government unresponsive, static, and ineffective in solving the basic problems that confront the village. The committee is designed to give villagers more of a voice in their local government in the expression of their needs, a rallying point around which cooperation can become a commonplace event rather than an occasional phenomena, and finally a basis for the beginning of a belief held by villagers that their lives are not only worth improving, but can be improved through their own efforts.

Despite the experimental nature of the program, it is the type of program in which IVS ought to be more involved. The program involves people transmitting ideas to other people, and this, or what should be, is what IVS is all about.

Alex McIntosh
IVS/Muong Phiang

During the past two years in Vang Vieng most of my time has been spent working with the Lao government agriculture agents. Less time has been spent working with the local Commissioner of Rural Affairs. Working with these men there have been frustrating experiences, but also rewarding ones; a good double rice crop, a farmer who has taken the risk being rewarded for it, and his certain amount of pride in this new lever he has acquired to improve his lot.

The essence of the agriculture program in Vang Vieng has been the dry season rice program. Although this project has not kept the Mendenhall timetable, there has been progress. The first year three soldiers were "under orders" to do the coolie labor on a 1/2 demonstration hectare, hardly a desirable situation. The second year fifteen farmers in one village agreed after numerous meetings, to give a halfhearted effort. These farmers were surprised at the results, which were good. It took four agriculture agents and two IVSers to manage this. This past dry season saw improvements: sixty-eight farmers and a ten-fold increase in hectareage. Results were promising but not excellent; promising in that several farmers in each village began to grasp the significance of improved agricultural practices. Their efforts prove this. However, progress has not moved rapidly enough. There is still far too much advising from the distance and not enough actual demonstration in the paddy.

The program at Salakham is a good step forward. The potential for continued improvement in agriculture production exists in Vang Vieng. The new rice varieties are becoming known and fertilizer is slowly being

recognized as the tool for increased yields. The soil is relatively fertile and a number of villages have water available for dry season planting. Now a more concentrated effort on the part of the agriculture agents must be made.

Working with the CRA has consisted mainly of information programs and several self-help well projects. I only wish I would have taken more time to work with the local CRA worker, a very diligent and cooperative person. With a minimum of commodity support he commands much respect from local villagers.

In the past two years, I have gained much from the Lao people and will always value their friendships and the fine experience derived from the Vang Vieng Valley.

James Gingerich
IVS/Vang Vieng



In the past year, the forestry team slowly saw themselves worked out of a job. The training that the team initiated two years ago finally paid off. During the past dry season, the forest survey crews proved that they could perform in the jungle without direct supervision from the IVSers or from one of the other advisors. However, their work was spot checked all during the dry season. The spot checking was also turned over to a Lao forester with a crew of two men. They assumed all responsibility for the accuracy of the work turned in by the crews.

The team has now moved into other phases of the Inventory program to continue training. The three sections that now had to be built up so they could operate on their own were photogrammetry—the interpretation of aerial photographs; compilation—compiling of data received from the field; and cartography—drawing and enlarging of maps and aligning the maps with aerial photos for accuracy. The main problem that we ran up against was the lack of suitably trained personnel to head each section. After working with the people in each section a choice was made of the most able person to head the section. In some cases we made mistakes and new people had to be chosen but eventually most of the organizational problems were worked out and the training went smoothly. The training could only go so far though because most of our people did not have the educational background to go very deep into any one area.

As the forestry program stands now, the Inventory section will probably be able to stand on its own in about one year. They will still need someone, possibly an IVSer, to keep an eye on the program and to keep things moving along smoothly.

It might be said that the women of Laos are the backbone of Laos for their responsibilities vary from rearing the children to planting and harvesting the rice to operating the household. As emphasis goes towards development of the country it must include the women and children.

The IVS/RLG Home Economics program has undertaken the challenging responsibility of improving the living conditions of the Lao people. The prevention of malnutrition is the most practical and important preventive measure of Laos. During recent years research has produced many reports linking permanent mental retardation and brain damage resulting from malnutrition during the first few years of life. Protein deprivation, in particular, causes irreversible damage to the brain, muscles, and bone development. Toddlers on diets low in nutrients die from illnesses which would be mild in children who are adequately nourished. A child in a good nutritional state can survive the onslaught of malaria, typhoid, tuberculosis, measles, and other diseases during his early years and gain life-long immunity. Efforts to improve the nutrition of pregnant women, nursing mothers, and young children, can be expected to reduce infant and child mortality, reduce morbidity from diseases, increase intelligence in the general population and increase productivity.

Throughout Laos are 50 RLG home economics extension agents striving to teach better nutritional and family living habits through the introduction of new skills and knowledge. IVS home economists are stationed in Pakse, Savannakhet, and Sithantay where they have the opportunity to work as counterparts to the RLG home agents in upgrading their skills, to learn the ways of Lao

village life and culture, and to assist the RLG home agents in planning their programs to meet the villagers' needs.

The 50 home economics extension agents located in the field stations are under the direction of the RLG National Home Economics Branch, directed by Mme. Boun Souei. In two provinces, Sayaboury and Savannakhet, Provincial Home Economics Advisors have been appointed by RLG. Within the next year other provinces will also have one home agent who is coordinating advisor for the entire province.

In the headquarters office Mme. Boun Souei is supported by technical specialists in nutrition and clothing construction, who have received high school diplomas from Bangkok schools in their fields. The IVS National Home Economics Advisor is counterpart to the Director of RLG Home Economics; together they plan how to best implement an effective home economics program.

This year the Home Economics Branch will conduct an in-service training session for all field home agents in order to increase their knowledge on nutritional improvement, child development and care, and food production for better health. The training sessions will be lecture-discussion for part of the day, laboratory-kitchen practice for preparing nutritious foods, and field trips. Instruction will be given on teaching and extension methods, visual aids, demonstrations, and program planning as a means by which the home agents can conduct more effective training programs and disperse their knowledge.

When the home economics agents return to their field stations in the fall they will begin conducting



training sessions for village women in 125 villages. Since the last training program in late 1969, training sessions have been conducted in 60 Lao villages, each program lasting six to eight weeks. Basic instruction is given in the same technical fields that the home agents have received their training.

Short course training for the home agents will be offered in each province capital by the clothing specialist who has worked closely with Karen Thompson, IVS Pakse, in developing a simplified process for clothing construction. Standard patterns will be used for all training programs instead of the previous method of drafting patterns. Village women cannot grasp the difficult method, the complex mathematics, and the necessity for finesse that is involved in pattern drafting.



Carol Ireson has diligently conducted an analytic nutrition survey throughout five locations in the country. From her work the home economics program can channel their efforts towards the nutritional needs, health problems, and the availability of foods which have been brought to attention by Carol's survey.

Home Economics in Laos is no exception to the rule that development has difficulties. IVSers are often discouraged by the lack of initiative found in some government extension agents, by the Burequcracy Game of RLG and USAID, and by the slowness with which new ideas are received. The IVS home economist who strives can find a way to work around and through the given situations, resulting in a rewarding experience.



NURSING IN LAOS

Nursing in Laos is a completely different experience for each nurse. In Vang Vieng I have worked most of the time with two Lao midwives and therefore have worked mainly in maternal and child care programs.

The mother and child in Laos are much taken for granted. Neither seems to require any special attention. Perhaps that is why women die in childbirth or look 60 years old when they are 35. Perhaps that is why many children die before they reach school age and many more go through life malnourished and ill.

The main emphasis of our maternal-child care programs has been teaching the women. At the hospital's weekly prenatal clinic and, until security shut them down, at our monthly clinics for 8 villages, we have taught the women about proper diet for themselves, their families and their new babies, about how to take care of themselves during pregnancy, and about bathing and caring for their new babies. We use as many visual aides as possible and try to get the women to talk about what we are teaching. The midwives have done a good job of teaching, but old ways don't change overnight. The same lessons need to be taught over and over again.

If a woman prefers to deliver her baby at home, as many do, the midwives are available to help. Then follows about 5 days of home visits where the mother is again taught about her own care and that of her baby.

One thing we have never succeeded in is getting mothers to bring their babies to the hospital for periodic check ups. The mothers feel if the child is not sick there is no need to take him to a nurse or doctor.

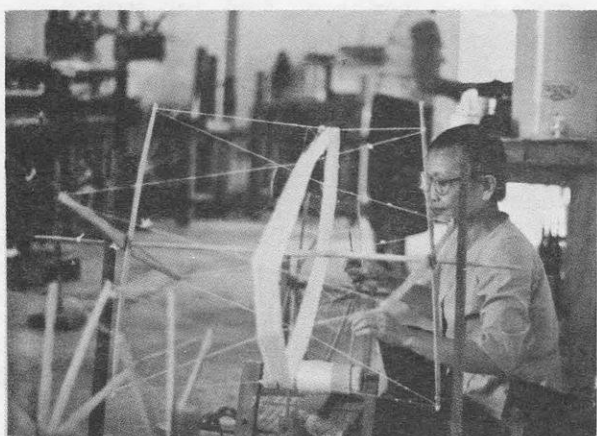
If the idea ever does get across, it will present another time to teach the lessons over again.

But all our work was not done in maternal child care: we have given cholera and smallpox vaccinations in the area schools; we have made daily visits to tuberculosis patients to give medicines and instructions on how to keep other members of the family from getting the disease; and we have distributed medicines and held health classes for refugees.

The medical needs of the Lao are great. Malaria and tuberculosis are far from being controlled. Eye and skin infections, intestinal parasites, dysentery and upper respiratory infections are very common. These diseases may always be present, but with health education we can begin to show their causes and preventions. The prenatal classes have started even more basically than this by trying to show the mother what a healthy baby is and how to keep him that way.

Barbara Gingerich
IVS/Vang Vieng

COTTAGE INDUSTRY PRODUCTION IN LAOS



In most villages of Laos, the economy remains entirely a subsistence one, in which cash income plays a very small role. Modernization of the nation necessarily involves the creation of a monetary economy, but in a country torn by war, fragmented by poor communication and transportation, and hampered by lack of capital, the development of such an economy is so difficult as to be nearly impossible. In a small way the Centre de Promotion Artisanale, a project of the Ministry of the National Economy, is a beginning effort by the central government to harness those human skills and local resources already available and channel them into outlets by which village people and the nation as a whole can obtain cash money.

The programs and products of the Centre are exclusively geared to the existing resources in the nation which are least affected by the poor internal transportation system in that we try to deal in goods that can be profitably transported by air if necessary. Generally, the work of the Centre is divided into three main divisions of largely textile production, retailing and research, export testing and pilot production using improved techniques.

RETAILING AND RESEARCH: The Centre maintains a retail store in Vientiane in the Wat Thai district in which all kinds of traditional cottage arts are stocked for sale to the general public. The store is stocked by direct purchasing and through consignment sales from the villages both of which are handled by commission agents in various parts of Laos. It

has grossed more than \$25,000 U.S. since its inception and has been responsible for a resurgence of village interest in traditional arts by engendering a great deal of pride in the artisans.

IVS and USAID personnel have been very helpful in this aspect of the program, as have the members of other foreign missions in Laos by their purchases, their unfailing assistance in organization, planning, and staging, and generous help with rural transportation difficulties.

So that the products being made might remain as distinctively Lao as possible, a collection of old Laotian arts has been made and is constantly being added to. This collection is housed in a museum at the Centre thus functioning as both a tourist attraction and as a source for traditional design for use in production by contributing artisans and the shops at the Centre.

EXPORT TESTING: At present several small boutique stores in the United States, France, and Hong Kong are buying products of Laos in small amounts. While more could be sold, we at the Centre feel that it is in the best interests of the nation to go slowly and release only the highest quality of merchandise. We expect in a few years that this part of the program will be the most important.

PILOT PRODUCTION: To exhibit to local artisans improved methods several shops making local goods are being run at the Centre. Pottery using old designs from South Laos is made in one shop; woolen carpets of a North African process but using Lao designs are made in another. The weaving shop using locally grown silk from the Vientiane plain area produces

silk yard goods on flying-shuttle looms. Our other facilities produce hammered silverwork and woodcarving on rosewood. The dyeshop is using improved European chemical dyes on cotton and silk for use both at the Center and for resale in outlying areas. The profits from the production of all shops are used to support the program and to expand our sphere of operation further into the countryside.

The interest shown by both Laotians and foreigners has been a source of deep satisfaction to those of us working closely with the program. Increased use of our products can be seen in all major urban areas of the nation where previously appreciation of local cottage arts was small--the imports from abroad being preferred over local goods. Especially, among our refugee artisans, pride in workmanship has substantially increased as they have become aware that their hand-made goods are not only saleable but sought after. The money being brought into remote areas of Laos by this project is being used in many ways to the betterment of the community and has proved a very welcome subsidiary income to hundreds of families. We are all confident that this program will be of increasing importance to the nation as well as a source of much foreign exchange.

Jack Parmenter
IVS/Vientiane



Lament of Lao Grass

Wife and mother once
 my husband and sons have been gone
 now
 many years
 and i am now barren of life...mother
 where are you
 i saw you running into
 red spray
 and i don't see you
 mother...
 they came
 at night took my father's head
 opened my brother's stomach
 for cooperating
 and now is shine shoes wondering
 if
 i
 will ever have any...
 i ran
 to pick fruit
 they told me not to go there
 i didn't think they'd care
 the big bird came
 and after the pain
 i had no legs
 the men
 from the bird picked me
 up and they cried
 but
 i can't run anymore...
 a good farmer i
 then at night they took my rice
 at day they taxed me
 steel birds killed my buffalo
 i can not farm anymore
 and i wait to die like all around me...i
 was
 a student
 father had little rice
 and now i go with soldiers at night
 and give father money for rice
 but he doesn't seem happy
 with more rice...

 We see our sons and daughters die
 we see the nights and days bring death
 skies once happy rain death
 we see strangers come to work with us
 they die too....
 who brought this war to us?

Al Best

THE BAN LIENG EXPERIENCE



Ban Lieng is at the end of a dusty road. The CRA (Commissioner of Rural Affairs) and I visited the village often while I worked with the CRA in Paksong for the last two years. We developed an attachment for the wonderful people in the village. Working with them to build their bridge, attending their weddings and the big meals with fresh vegetables - leafy cabbage, green onions and cucumbers - will be remembered.

I became involved with the people in Ban Lieng shortly after my arrival in 1967 when the United States Agency for International Development (USAID) Community Development Advisor (CDA), Herb Miller, visited the village to pick up some tools that had been loaned to them for the construction of a culvert on what they called a road to their village. They had used some discarded fifty gallon fuel drums to make a culvert in one of the draws that transverse the road. The major obstacle, a stream which crosses the path of the road, still remained preventing travel by oxcart or jeep in the rainy season. A bridge would

have to be built to alleviate the problem.

This was the first time that I recognized a felt need that the villagers really wanted and needed. It was not a need which only I or the CDA or the CRA workers thought that the villagers needed. Ban Lieng depended on coffee as their main source of income. The inadequate road dictated that they sell their coffee early when the road was readily passable which was not when the price of coffee was suitable for a reasonable return for the labor they had expended producing the crop.

The proposed bridge became another possible project on the list of things to be considered in the program for the Paksong area. The villagers did not let the issue die. Frequent visits were made to the village by the agriculture people with the principle concern of discussing coffee fertilization and management practices. The bridge was mentioned during the conversation with the people. With the CRA workers and a Public Works carpenter, a visit was made to the village to determine the materials that would be needed; what the villagers would have to provide and what support the CRA workers could provide by making requests to RLG Office Pakse and the CDA. They determined what was needed - lumber, nails and cement; however, they failed to tell the villagers the exact quantity of lumber that would be required, how much rock would have to be gathered, how much sand would have to be acquired, when they would get the sand, where they would get the material, and how they would get the sand. This experience served as an excellent on the job teaching aid - an example of how not to do the job.

Another visit was made. This time I went with them. We gathered around discussing the issues. It was decided to go to Ban Muong on the road to Champassak for the sand with ten of the men from the village. When they returned with sand, they would move the rock from the river bed to the site of the bridge. To coordinate the activities the CRA workers decided that one of them should accompany them to Pakse to aid with the request of a USAID truck to go after the sand. The carpenter figured one truck load of sand would be enough for the job. The villagers agreed to buy the thirty planks for the decking in Pakse and cut the timbers from the forest.

Preparing the timbers was the first task. The villagers cut the five timbers, each six meters long, about one kilometer from the village. The villagers hauled the timber the whole distance by using poles placed perpendicular underneath the log. They lifted the poles, one man at the end of each pole with the timber in the middle, carrying the timber to the village in this manner. They did what I thought was impossible; they carried the timber up a hill which was very steep, 75 degrees, and forty feet from the bottom to the top. They maneuvered the timber slowly and gradually up the hill. Obtaining the timber assured everyone that they were sincere in their desires for the bridge and now the CRA had to keep its input agreement.

Assembling the other materials was not an easy task. Finding out the day a truck would be available, then informing the people in the village that a truck was free for their use, getting them to Pakse to meet the truck; all took days to arrange. After the sand arrived on the site, weeks passed without progress. The carpenter who was to work with the

villagers on the construction of the piers was not available. He was at another work site building a school. While time passed, the sand pile became smaller. The children liked to play in the sand with the result that the pile was scattered out over a large area. The villagers put pressure on the CRA workers who pressured me, and I pressured the people in Pakse to get the carpenter to the site. What interested me was the fact that the adults never, never scolded the children for messing up the sand pile. I suggested that they inform the children not to play in the sand as it was needed for the bridge, but in typical Lao fashion they refused to scold the children for their antics.

Working with these people gave me an opportunity to demonstrate and set an example for the CRA workers who find it difficult to practice "crazy ideas" such as physically shoveling earth, carrying rocks or sawing lumber. By tradition even the lowest government official is outside the norm if he participates in the act of physical labor, especially, with someone of lower status. The villagers were very responsive when the CRA workers worked with them rather than standing around just talking. The atmosphere warmed. In other villages where the CRA workers do not work with the villagers one can feel the tension, a force which inhibits fruitful work.

The real leadership of the community was the pabon or headman. He was the most prosperous individual in the community for a good reason. He was hard working, ingenious and possessed a manner which won friends. When asked if something was to be done, he would ask for opinions of other people then present his answer as the consensus of what had been said.

He was authoritarian only when some individuals were not doing their share of the work. He was the spark in the group. After lunch when everyone needed a push to get back to work he was the first to suggest that we get started. He was the real leader in the village.

Ban Lieng was not only a working experience; the people have family gatherings, go to the wat and have boons (festivals) for weddings, new babies and funerals. They talk about other countries, Russia, China and the United States, and such amazing adventures as manned flights to the moon. The center for these discussions was their community.

The most interesting phenomenon of the community was the human aspect. For an IVSer this aspect provides the opportunity to offer something that is needed but the people have never been given the chance to realize. These people enjoy life in this remote haven because the difficulty of travel to the village limits visitors. Government officials seldom stop, expecting to be fed the best of what the people have.

Perhaps the most fascinating part of their life which they enjoyed talking about was their wat and the ceremonies. They were proud of the day when one of the village boys was to enter the wat. The wat was prepared with a temporary bath house consisting of a bamboo shell or frame covered with tin roofing sheets with rocks on the ground to prevent muddy feet. This was to cleanse the young man before he entered the wat. The women prepared special food for the visiting monks from other villages who were helping with the ceremony. The people

were proud of the fact that they were able to provide, through improvising, the items that wats in the large cities like Pakse possessed. The particular day was spent doing nothing more than talking with the people about their religion which I feel was as much a part of my work as requesting a truck to haul sand and rock.

Working in Ban Lieng is an example of what it is like living and caring about people. It was the type of experience that an IVSer expects from another culture.

John Kiechle
IVS/AOOP/South

LIFE IN THE VILLAGE (S)

"Listen, Nage this is the time for you to speak the truth, to state what has occurred, I will enquire of you concerning facts. If you believe a thing is, it is right to say it is: if a thing is not, it is right to say it is not."

THE BUDDHA

Having been asked to set to paper and ink a few of my experiences and impressions concerning life in the village I hereby attempt to do that. Before going any further it should be noted that this is one person's experience and should not be construed as a generalization concerning life in the village as an IVSer. Since I am a foreign guest of a host culture, I shall attempt to illustrate some of the cross-cultural aspects as they occurred during my stays in the villages.

Why did I choose to live in the village? My motivations were several as they are with most people who decide to do a particular thing. Although my reasons were compelling, to a certain extent I must admit that I never achieved a total existence in the village. I wanted to learn Lao more efficiently, but continued to seek out Americans. I wanted to experience the Lao diet, but continued to buy such items as radios and camera equipment. I wanted to learn about Lao culture, but continued to read western novels and books. From this it is evident that my motivations to live in the village were never strong enough to enable me to experience a total life in the village. I have always admired those who could genuinely immerse themselves in another culture and come away from it the wiser and shall regret that I am not one of those who can do it.

For me life in the village has been anything but a sedentary existence. Due to my own whims and external conditions my experience has been a series of moves taking me to two villages, one composed of ethnic Lao and the other predominantly Meo. There were a total of seven moves in which I moved my belongings to or from village houses or USAID housing. It would be overly complimentary to say all this movement was an experiment in international living.

My first experience in the village life was with a young family in Muong Phieng; the family consisted of husband, wife, and child. Knowing my interest in living with a village family, an ex-monk arranged that I should move in with this family. This, my first family, was a real introduction to life in the village; however, most of what I learned were the more overt aspects of village family life, my own inability to communicate in Lao being the reason that any in depth understanding could not be acquired.

This particular experience came to a rather abrupt end when it came time to make the first room and board payment. I presented the father of the family with four thousand kip (eight dollars) where upon he informed me that the due amount was ten thousand kip. This caused a frugal person like me to wince a bit, but in a couple of seconds I recovered my composure and informed him that I was under the impression that the going rate was only four thousand. As it turned out there has been a gross misunderstanding; I had originally agreed to pay sii paan kip (four thousand kip), but my landlord had originally agreed to a rate of sip paan (ten thousand kip). To save some face and money I agreed to pay eight thousand kip and find

another residence. The compromise effected, I moved out vowing never to depend on another mediator.

After spending several weeks back in the USAID provided IWS house, I decided to give it another try in the village. The second family consisted of a widow, her three children and two adopted children. The highlight of this situation was the opportunity it gave me to observe life in the rice paddy during the tillage and transplanting phase of rice culture. For about three weeks I slept and took most of my meals in the family paddy house about one mile distant from the village of Muong Phieng. The stay in the paddy was a beginning for me in the understanding of what rice means to so many people of this part of the world. For me the green tide seemed to move from the lower paddies to the higher like an incoming tide and the men, women and children would move with it. Of course the Lao culture is not determined by the rice stalk, but after so many generations of rice culture it would almost seem that man arrived to find this green tide and proceeded to reap its rewards. One evening as I was sitting on the paddy house porch enjoying the changing shades of green as the sun set on the distant hills I asked the lad next to me who was cutting bamboo strips, "What do you think when you look out across the rice?".

His answer was, "I think we will have plenty of rice to eat if there is adequate rain this year". This brought home to me the great differences between the "haves" and "havenots". I could well afford to contemplate such an impractical change as the changing colors, but this young Asian could only contemplate the changing seasons and what influence they would have on his diet of rice.

Apparently we who are more fortunately blessed with luxuries have more than just the family-second-car.

After about two months with my second family I decided it might be nice to own and operate my own village house. This decided, I began to investigate possible building sites and existing structures. Finally in a conversation with one of the local medics I learned he had an extra house which he acquired as payment of a debt. The price settled upon was twenty thousand kip; it was a just price as the house was in good condition and well located. Owning and operating my own house proved to be quite revealing.

It soon became quite evident that to keep regular working hours and one's own house were not complementary activities since the latter was not a one-man job. Cooking, washing dishes, hauling water and all the other incidentals of maintaining one's being became impossible drudgeries without the benefit of the Asian family, which seems so structured as to meet the challenge of living. Of course with no family to learn upon, I was moved to strike up another compromise between my ideals and the situation. I did sleep and do some reading in my so-called village house, but prepared meals, bathed and performed most other activities in the USAID housing which proved so convenient. The result was that I never really operated my village house as a going concern; my neighbors who were all RLG or USAID personnel, however, did not seem to have too much trouble maintaining households.

After several weeks I decided that such arrangements as the above were of no real value; thus I decided to

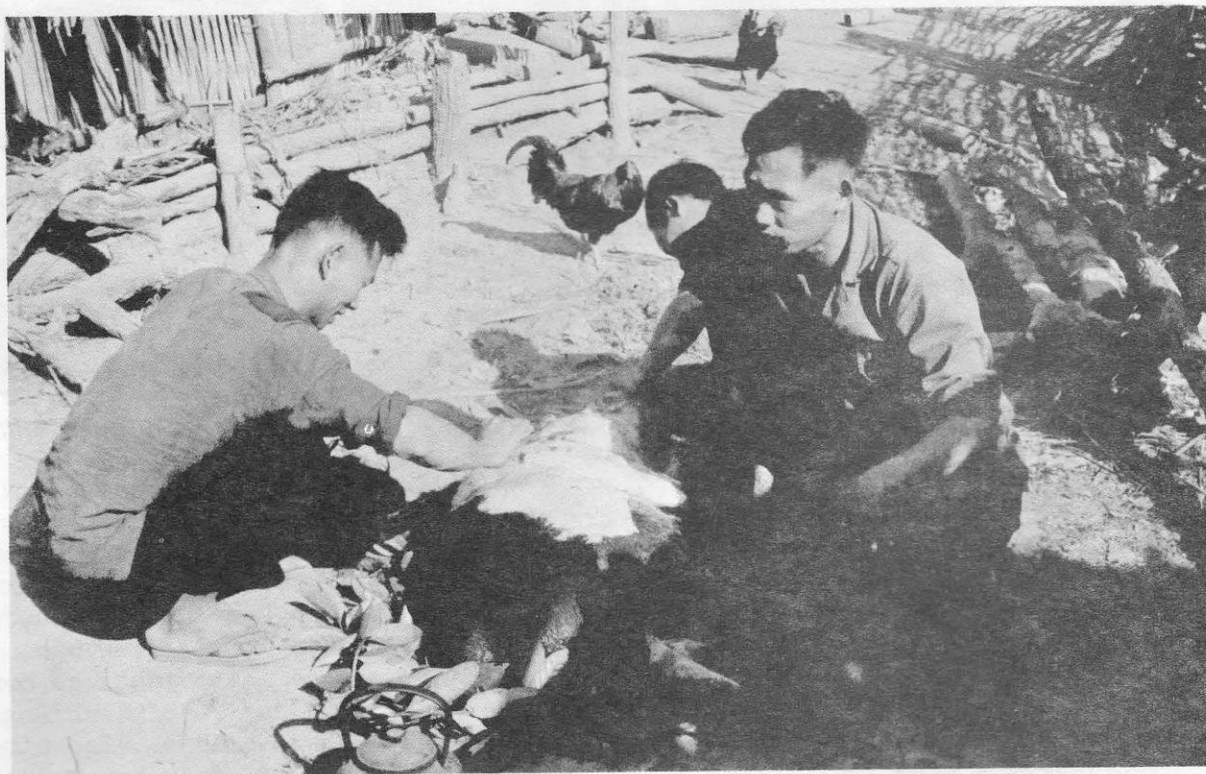
move house and body out to Ban Nam Hia, a Meo village settled on paddy land about five years earlier. With the help of Meo, Yao, Lao and a few Americans I succeeded over a period of several weeks in dismantling, moving and reconstructing in Nam Hia. The whole process proved quite rewarding in that I came to appreciate the effort and skill necessary to establish such a necessity as housing.

Life in Nam Hia for the most part is rewarding especially since completing my shower stall with block and tackle to lift one bucket of water above head level. With the recent rains I have had the pleasure of walking the five clicks into Muong Phieng as my fair-weather cycle cools its tires in the mud.

"A monk, O Monks, goes into a forest, or to the foot of a great tree, or to a lonely place, and there sits down, cross-legged, holding this body upright, and practices introspection".

Tom Xerri
IVS/Muong Phieng





MY LAO FAMILY IN THA NA

Through the peaceful night and gentle village sounds I walked to my father's house for dinner, thinking of all the plans my father and I would have to make in preparing for the next few days. The trusses for the school in Tha Na were about finished and soon we would raise them into the air. I wanted to make sure that there would be a big turnout for the occasion and that everything would go along smoothly.

Without a doubt the happiest moments I have spent in Laos have been with my Lao family whom I have come to love and appreciate as though they were members of my own family. Shortly after I came to Tha Na I began eating my meals with the tasseng and his family. My father has long since retired from his position as tasseng, but he still holds a tremendous amount of respect and authority in the area and I have found his help in organizing villagers and stimulating community interest invaluable to me.

I found my family in the kitchen preparing the evening meal when I arrived. During the height of the dry season there usually is very little to eat. The river is low and fish are very scarce. Vegetables and other vegetation wither away. Deer, squirrels, small rodents and even frogs leave the surrounding forest of the village to search for food and water. For the last few months my family and I have eaten nothing but sticky rice, hot peppers, and bamboo shoots. As I approached I asked with a smile what we were having for dinner that night. My father replied rather angrily.

"Your mother only brings home bamboo shoots, tomorrow she says she's going fishing". My mother answered back

in very much the same tone, "How can I go fishing if you never buy me hooks?"

This went on for a few moments as though a real family feud had broken out. Suddenly everyone broke out in laughter enjoying the few moments of entertainment they had staged themselves. The Lao people accept the hardships of living in Laos with a smile. I have never seen my father get upset without smiling.

Rather than paying my father in cash for eating at his house, I have found that in becoming his son I have developed a sense of belonging to our family which has given me the opportunity to pay back in love and affection what might otherwise be destroyed if I felt a material obligation for the kindness and happiness we have shared together. I help my father and mother and my brothers and sisters with the daily chores of keeping our family in food, warmth, and shelter, sharing with them the joys and sorrows of everyday life. In return I have been respected and given authority far more important than my job title or the fact that I am an American. I am subject to the same rules of co-operation that the villagers are. If I speak with wisdom, I am looked upon with respect; but, if I speak foolishly, I am looked upon as a fool.

During dinner I talked to my family about the plans for raising the school trusses. My father said that it would be very nice if we could finish the work in the morning before it got very hot, then eat lunch and have a wonderful time together. It is a tradition in the Tha Na area for everyone to help each other build their own houses, after which the owner of the house holds a banquet and feeds all the workers.

The villagers work together very well, joking and making fun of the otherwise laborious task. My four year old brother said that I sure couldn't expect many people to come to work on the school if we only planned to eat bamboo shoots. I said with a smile that if my mother could catch a great big fish we could get more people to come than we would know what to do with. I knew that she would never catch a fish, and so did she, but the idea of such an event seemed exciting. Mother's getting old, so is father; the few happy carefree moments which they share with their family are really all they have left to cherish.

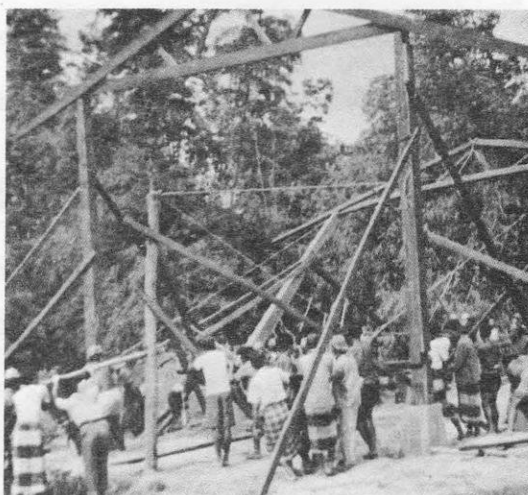
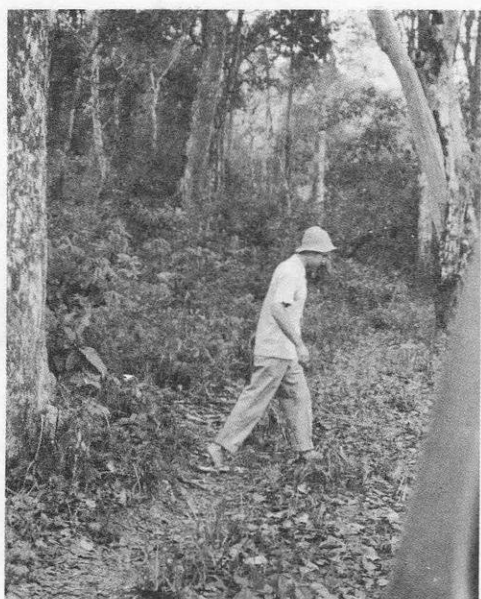
The next day I held a meeting with village elders to insure that as many people as possible would turn out for the raising of the school trusses which would take place the following day. I could never force upon the villagers in Tha Na an idea which seemed foolish or unworthy of their efforts, because they would tell me, in perhaps a polite and round about way, that I didn't know what I was talking about. Fortunately the school project is something they can appreciate and gaining enthusiasm and co-operation is relatively easy. The Lao and American time tables for getting something accomplished, though, sometimes clash, and it takes a real diplomat on either side to come to an understanding upon how fast a project should be completed.

The secret of being understood ourselves and understanding others lies in our ability to communicate our intentions to one another. So many misunderstandings have originated from the fact that we have misinterpreted one another's intentions. The price of being understood lies in the effort it takes to keep our intentions pure and communicate these intentions

to others. If we can communicate to each other that our intentions are good, confidence fills our hearts if we lie wounded on the battle field of misunderstanding; for admitting our mistakes is not all that hard, and it is such a happy feeling to look to the future with renewed hope, keeping the enemy at bay with a knowledge of past mistakes. If we can appreciate our own intentions and convey those intentions to others in a way that they can understand it, whether they be the people of Laos, Viet Nam, or members of our own family, we can move forward with direction fearing only our ability to develop these ideals into a workable way of life. No one is perfect, but if we can demonstrate respect, loyalty and love to one another, surely progress will develop over the years upon a solid foundation of understanding.

The sun had nearly disappeared from the sky when my mother came dragging home from her fishing trip empty handed. My father said in dismay as though he had really expected her to catch something, "Well, where's the fish?" My mother replied with a shy timid smile, "It's too big, I can't lift it out of the boat!" The next morning bright and early nearly eighty village men turned out for the raising of the trusses. The work went very fast and although the buffalo we killed wasn't very big, everyone got enough to eat. We all sat around telling jokes and teasing each other. One man said that we should have eaten bamboo shoots instead because now everyone would get very sick from eating too much. It was a happy day to remember.

Robert Wiederhold
IVS/Ban Tha Na



SAFFRON

Needing to be alone I went
Out on the banks of the Houay Ban Liang.
Sitting, smoking in silence, depressed.
Towards me sauntered six saffron splotches,
Little Buddhist novices,
Out of the rich blues and greens of southern Laos.

The littlest "nin", four at most,
Spoke at last.
He'd been out looking for his parents the day before,
And he'd looked before and before.
He said he often went to wait for them on the Champassak Road,
But they never came.

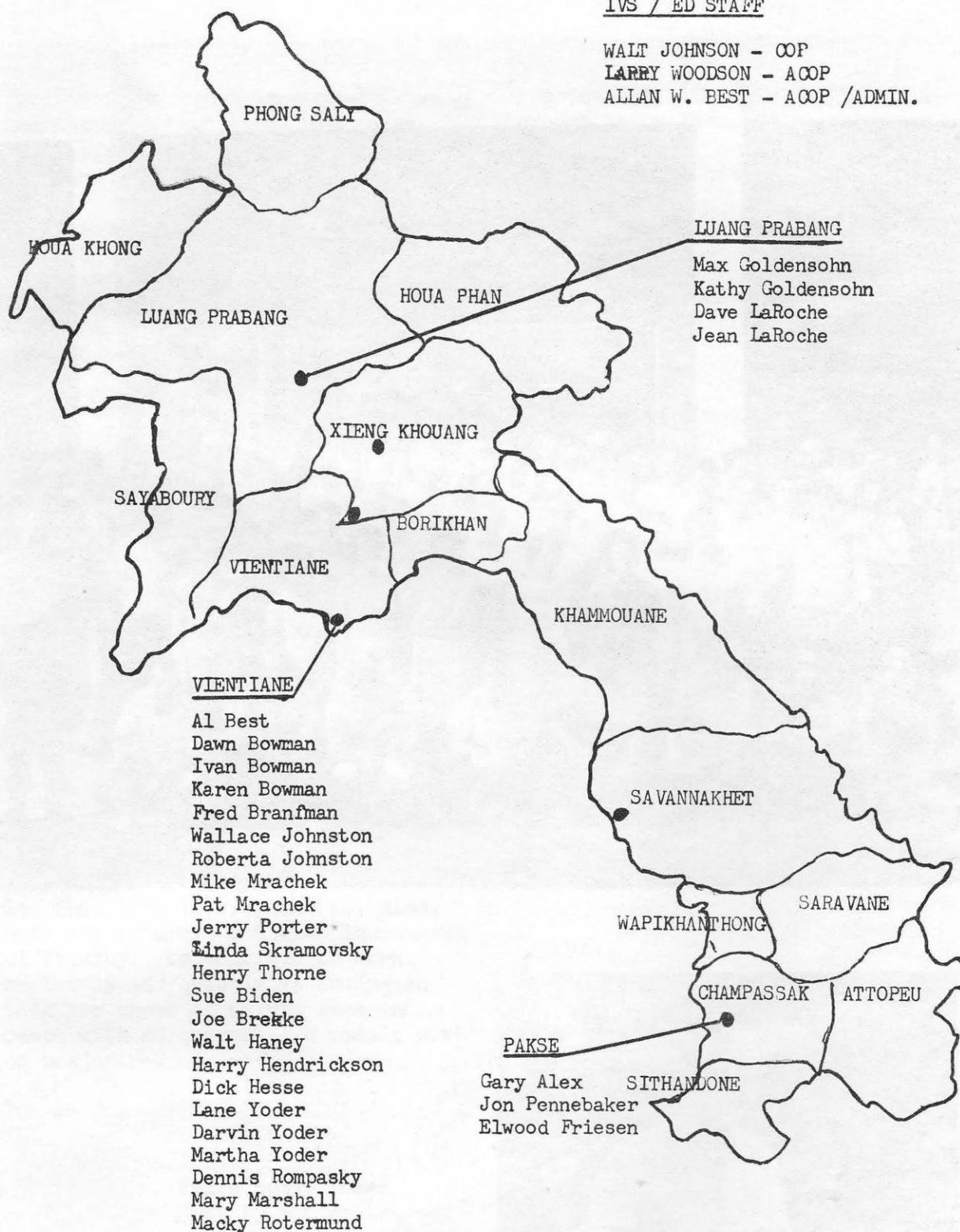
An orphan, cared for by the village wat;
Probably separated from a scrambled swarm of Saravane refugees.
In him I saw the legacy left in Laos,
The damned and doomed destinies of youth,
The hopeless hope of and for tomorrow.

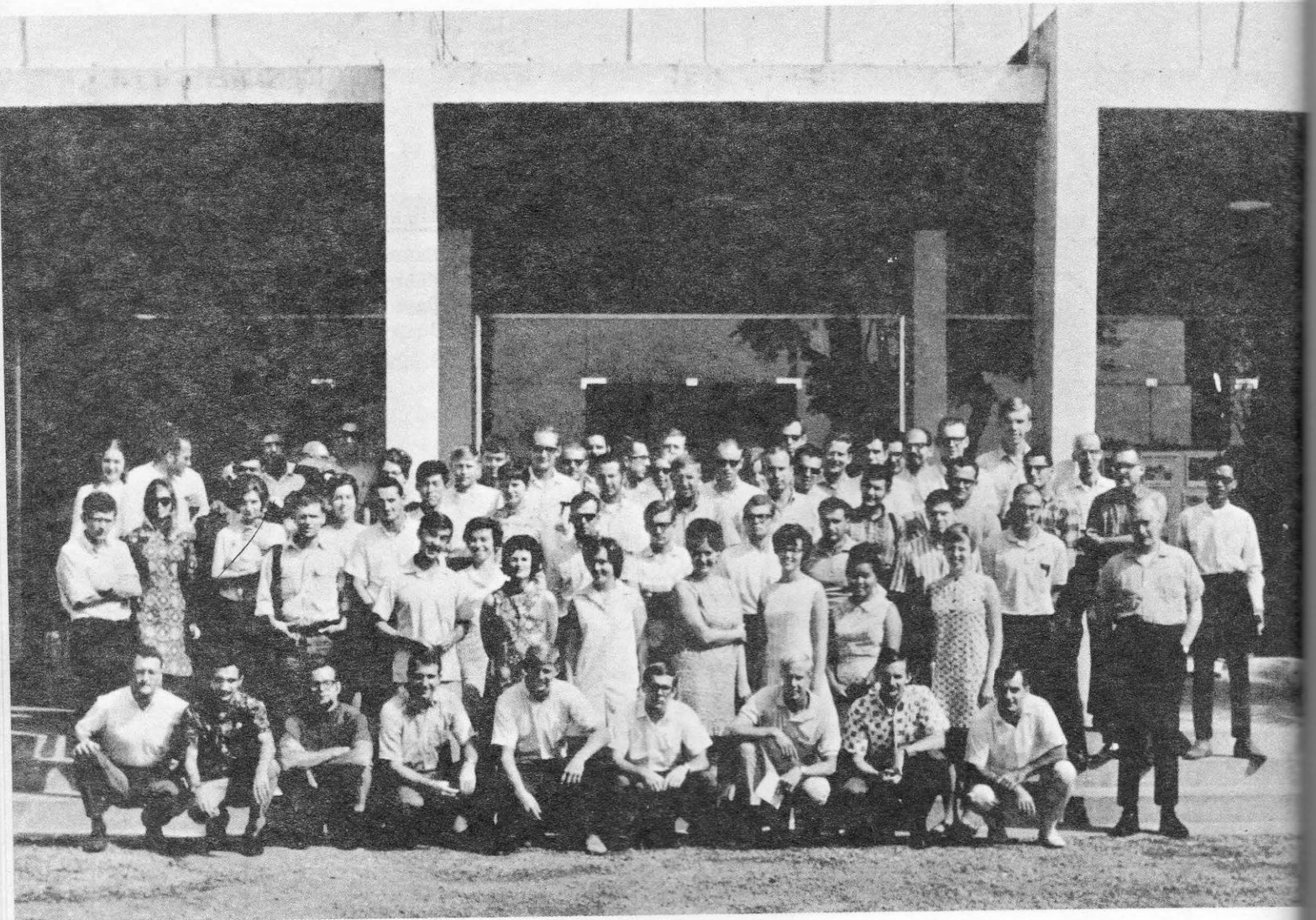
Back they went to the temple for Lord Buddha's lessons---
Happiness is the absence of desire.
Sitting, smoking in silence, depressed, I remained
Feeling and hearing the B-52's bombing Attapeu
Til darkness fell.

Jon G. Pennebaker

IVS / ED STAFF

WALT JOHNSON - COP
 LARRY WOODSON - ACOP
 ALLAN W. BEST - ACOP /ADMIN.



ALPHA CHAPTER

For the past decade in Laos IVS has demonstrated that those who convey most effectively the spirit of concern and understanding for the world community are those who work quietly and seriously at the things they can do best in such a way as to belie those who imagine hidden motives and purposes behind every decent and honorable act. This past year in Laos has not been different.

It has, however, been more exacting. Men who cannot know better have introduced terror and death to the already formidable obstacles confronting volunteers who seek only peace and a concert of action amongst people in a context they can understand and on an unassuming scale.

At a time when man has sailed so high he no longer can distinguish national boundaries, the villagers of Laos have seen heinous lines of atrocity drawn around, over and through their quiet needs. New boundaries to the betterment of their own environment.

Many have been victims; many more can only endure.

So, too, have IVSers; and so, also, does IVS endure. But with increasing difficulty. To continue to work seriously and quietly is an Augean task for those of us who came in peace with no quarrel and remain with no prejudice.

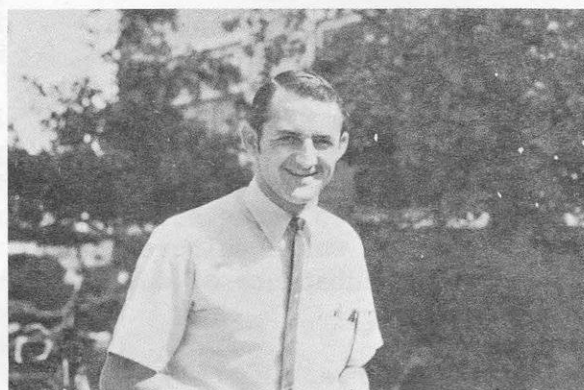
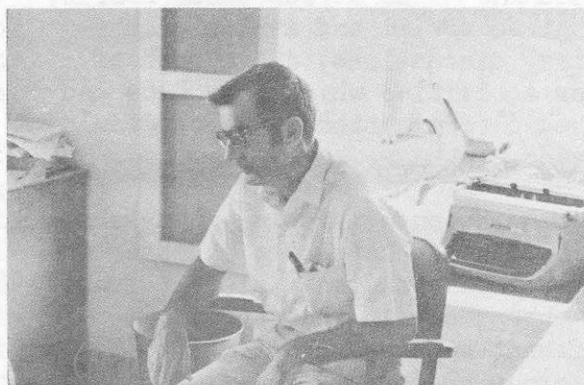
But we do.

Peace never comes
just by naming the
aggressor and proving
his guilt.

It comes - if it comes -
through the efforts of the one who,
in obedience,
ceases to fight back.

Someone must.

pollyanna sediziol



IVS AND EDUCATION IN LAOS

Since 1959 IVS volunteers have come to the Royal Kingdom of Laos to teach, counsel, encourage and befriend young men and women who must be described as the true wealth of the Kingdom.

They have taught English to Lao students, introduced them to poetry and drama, led them through the geography of the Soviet Union, demonstrated swine castration, explained infant hygiene, insisted on a little labor and patience in woodworking and dirty hands in ceramics, and brought the nearby village and the farthest villages of the world into their classrooms.

Outside the classroom they have guided Lao hands across chess boards, organized social and athletic activities, discussions, and a host of other activities which only Laos and dogged determination by IVSers could provide.

In each instance, people - teachers and students - have come together in a learning situation different from any other only in that these are different people who have lived in different places under different conditions. Not East and West or IVSer and Lao, but merely single members of the human race with individual variations.

And they have found that their world has altered as they walked in it. Neither will ever be the same again. All, because of this interpenetration, have moved closer to being harbingers of a new unity in world culture. This is the ultimate substance of our Lao and IVS encounter.

It is not, of course, the only substance. In the future, as teachers, businessmen, citizens, young Lao will find use for the skills acquired from

this relationship, and a new confidence from their partnership with these unselfish volunteers from other villages in their world.

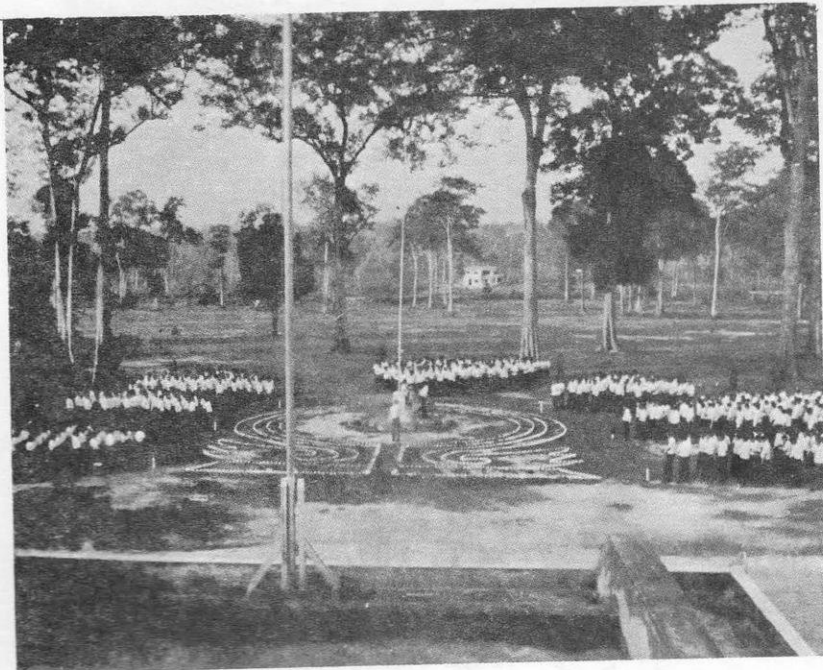
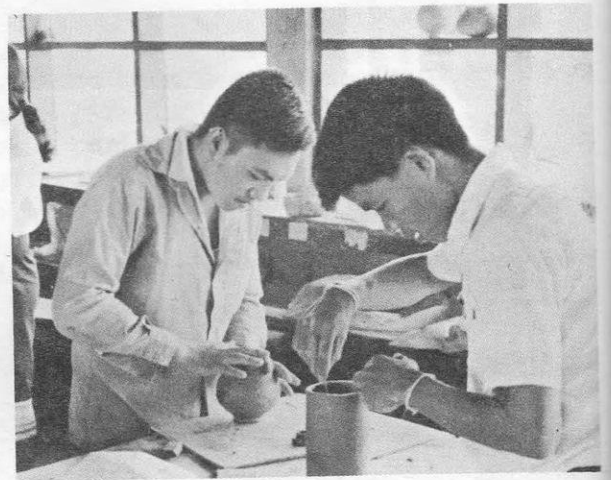
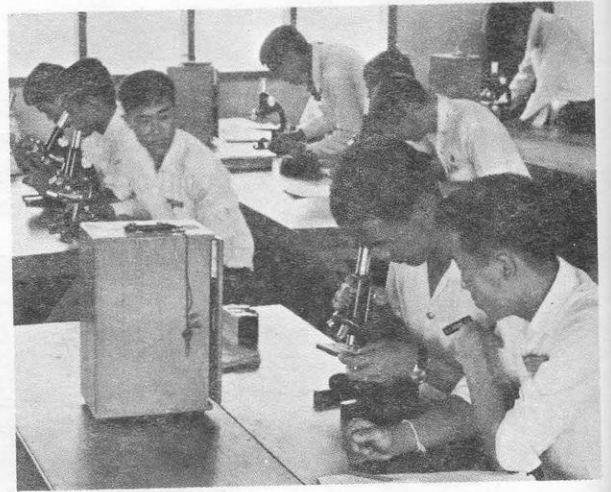
IVSers will reflect on this only in later years when the frustrations of living and working in a new environment have faded and they can appreciate the contribution, the experience their two years represents for people whose similarities were always greater than their differences.

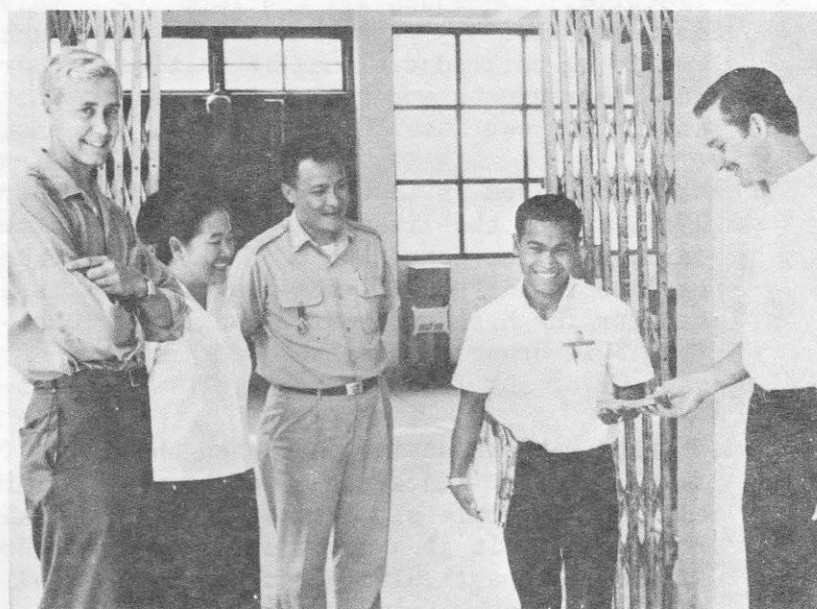
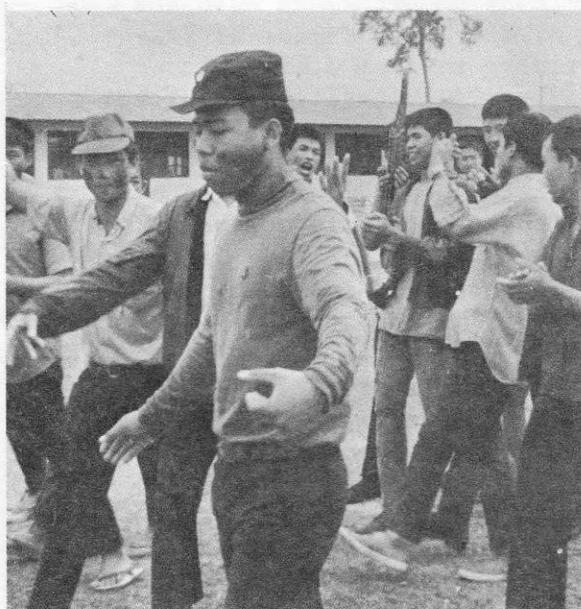
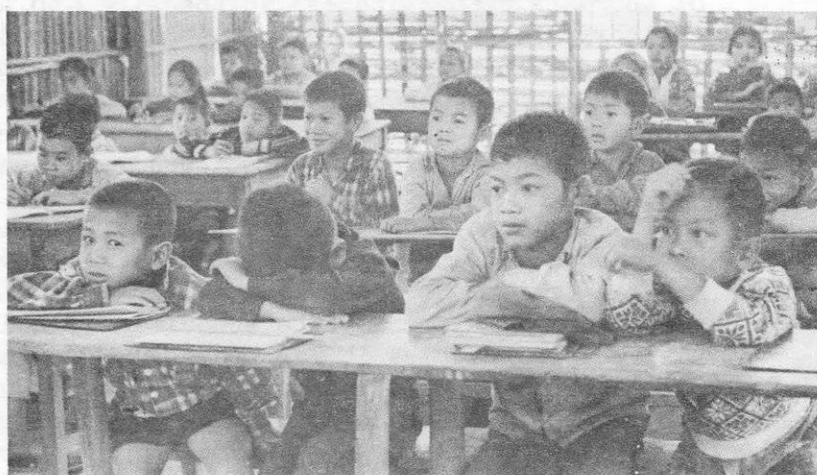
In the following pages a few members of the education team describe a brief part of their life in Laos. It is only a minute portion of a very long story. The remainder is spread throughout the villages and classrooms of Laos and other countries where Lao are studying, working and teaching, and where IVSers have travelled.

It is a story of false starts, disappointments, and failures. To the individual IVSer it is two years of little that can be called success. But when it is totalled, when 1969 is viewed in terms of 1959, it is an incredibly successful decade. All those short tours by hundreds of IVS teachers when linked together and traced to the beginning show an impact on individuals and on education in Laos which dwarfs the personal hardships and letdowns.

For those who gave so much this past year it may be another decade before the results are realized; it may require the full measure of a generation of Laos. But the import will be realized and a world, a nation, a people and another generation will benefit greatly.







THE ESP FARM

The school farm at the Ecole Supérieure de Pédagogie (at times referred to as the National Education Center or Dong Dok) north of Vientiane has been in operation for about ten years. It has come from a jungle to a farm of several hectares with various buildings, fish ponds and other improvements.

Through the years, the farm has gone from strictly an IVS operation to one of Lao management with IVS in the advisory role only. At times, the farm was used to a great extent to provide food for the school kitchens and of course it was always used to educate the students in agriculture.

I will say that providing the kitchens with food had, and still has for that matter, tremendous potential, considering how little money the school has, but in practice it has proved more trouble than it was worth. Corruption and its reduction of the emphasis on education are two main undesirable consequences of this practice. Consequently, the farm is being strictly oriented towards providing only educational facilities for the students and generating enough income to keep itself in existence.

When I arrived in Laos in November 1967, all of the livestock at the farm, save one boar, had been sold earlier in the year by the Lao farm manager for his own benefit and later by IVS in order to deprive the farm manager of any further income.

It goes without saying that when the facilities for educating students are eliminated completely because of one corrupt man, it is a sorry state of affairs, but agriculture education still does not have much priority in

the educational system here. This is one of the major problems facing the position I am in. Even though a lot of verbal emphasis is given to the importance of agriculture in all levels of education, there is no material or monetary support. Generally there is interest in agriculture by higher officials only when some personal benefit can be derived.

Facing this attitude, I am fortunate to have been working with a Lao (the present farm manager) who, I consider, is doing the best possible job under the existing conditions. Although his official title is that of Farm Manager, he is the highest ranking Lao who is connected directly with agricultural education in the Lao schools.

In less than two years he has devised an agriculture curriculum that is to be used by all of the teacher training schools and has begun work on course outlines for the different subjects to be taught in this curriculum. These undertakings have the backing of the Lao Director of Teacher Training so I am optimistic that the curriculum will be enforced. Another major accomplishment by the farm manager is that he has kept corruption to a bare minimum (sometimes at the expense of good relations with higher officials) which is a tremendous help in building the farm into an educational facility.

One of the most important goals at the moment is trying to get the farm to function on its own with a bare minimum of outside help from IVS or USAID. This is not made easy by the school administration's apparent policy of "hands off" when it comes to needing something. The situation is especially difficult because I am

trying to change a situation that has been in existence for 10 years that is, of unlimited USAID and IVS support.

The E.S.P. farm is not a show case and probably won't be for a long time to come. A couple of times I have been asked if some people could be shown the farm so they could get an idea of what a farm should look like, but I told them that they would not learn anything here. The fences need repair, the hog barn is dirty most of the time, the chicken houses are disintegrating, there is no organized plan for doing anything, weeds grow everywhere and the cattle from the neighboring farms graze in the corn field. The reason for this is because what the farm manager and school administration want the farm to look like and do is up to them. I have delegated myself to just being an advisor and teacher - nothing else. If the farm manager doesn't think the hog barn should be kept clean, even after I have been as tactful as possible in telling him why it should be done, then I am not going to clean it up myself or tell anyone else to.

IVSers in the past have proven that this farm can support itself and still provide the students with crops and animals to learn with. I am now trying to get the Lao to do the same job. It is their farm, not mine, and what they want it to be - it will be.

During the school year, most of my time is devoted to teaching agriculture to the English section students. This year was the first year for teaching students who are taking agriculture as an elective. I don't have any visions of immediately eliminating the necessity of students

having to go to foreign countries to get a complete education in Agriculture Education but this might be the ground work for a complete ag. education course when this school becomes a full fledged university.

All things considered, I think it would be hard to find as satisfying job as being the Agriculture Advisor at the E.S.P. There are virtually no controls on what I do or how I do it, yet I have a virtually unlimited amount of material support from both IVS and USAID if the need arises. Besides that, what I do not only affects what happens here at the E.S.P. but also at all the teacher training schools in Laos; definitely a satisfying job.

Henry Thorne
IVS/Vientiane



To community development course taught for the first time this year at teacher training colleges throughout Laos sprang from a collaboration between Dr. Somphou Oudomvilay, director of teacher training in the Ministry of Education, and Fred Branfman, a dedicated and intelligent IVS volunteer. Drawing on their knowledge of the experiences and successes of UNICEF's Turtep program in Thailand, they decided that young teachers leaving Laos's ENIs could be made into effective agents of rural development. With this end in mind, a Thai specialist in community development was brought to the ESP-Vientiane, and two IVSers were assigned to teach the same subject in the ENIs. (Gary Alex went to Pakse; the writer to Luang Prabang).

However, no formal program was instituted. Dr. Somphou wisely decided to let the course evolve as the students and teachers saw fit.

Thus the following explanation of the purposes, content and results of the first effort to teach community development in the ENI-LP is entirely the writer's responsibility.

The first and most obvious purpose of a course in community development is to teach the students what community development is and how to work to better life in a given collectivity. Community development is defined as a group of people working together to improve their lives, a definition which may be deficient academically, but lends itself remarkably well to the purposes of an elementary course. The students are first taught to remark the natural, human, and financial resources of their community (e.g. sand and gravel, carpenters and weavers, merchants or other wealthy

citizens). Then they are taught to analyze the needs of their community; for example: wells, school, a village council or PTA, or an operative marketing structure. Once resources and needs have been ascertained through observation and inquiry, the class is ready to begin to learn how to go about using the resources of the collectivity (i.e. village or urban neighborhood) to satisfy its needs.

Before undertaking this academic task, however, field trips increase the class interest in community development and its commitment to actually doing the work. Walking tours of the school grounds and of a nearby village, labelling resources and needs as we go, concretize the two key concepts in the students' minds. The imposing lists of needs that evolve from these excursions also bring out clearly the second purpose of the community development course--to teach the students why they must carry out community development projects in addition to their exhausting teaching duties.

Since the beginning of the course, Laos's national needs have been emphasized as has the lack of modernization in the typical Lao villages. But the short, aforementioned field trips, after an adequate theoretical preparation, bring home forcefully the total need of the country for competent, dedicated, rural development workers. From now on, in every class, one emphasizes the students' energy, intelligence, education, training and competence to lead the villagers.

One teaches them to take advantage of their prestige which adheres to their structural niche in village life. One teaches them to gather

that information-demographic, sociological, economic, and psychological which will increase their power to direct village affairs. One teaches them to organize meetings and to use effective public speaking techniques. One teaches them to gain the respect and trust of the villagers, through "proper" conduct, hard work, and a wisely chosen crescendo of projects beginning with easy, fail-proof ones in areas recognized by all as falling within the teachers' sphere of competence.

When the students have understood what community development is, why they have to help in the development of their country (a mixture of self-interest and selflessness), and how to go about motivating a village to begin to develop, the third purpose of the course is revealed. We want to give the students practical experience in doing community development. We want to take them out to villages where projects are underway to have them work (yes! hard physical work) with the villagers on self-help projects. We want them to find out how such projects are organized and where one can go for technical or material help. However, the most important aspect of these field trips is to have the students see how enthusiastic the villagers are over their projects. This points out the most tangible reward offered them for doing community development work - the esteem, respect, and friendship of the people they help organize. These participant experiences also give occasion for many important classroom lessons for rainy days, or for days when all the villagers are in the rice fields. The remainder of the community development course should be made up of these work-trips interspersed with explanatory classroom sessions on what the

students have seen and done. During these classes, the implications of the theories expounded during the first part of the course should be emphasized.

Thus the content of the course was organized around the three basic purposes of the course: a) to show the students what community development is, and how to do it; b) to show the students why they should try to do community development; and c) to give the students practical experience in working on self-help projects.

In a non-academic course, teaching methods are as important as subject matter. This is especially true then the course is both new and being taught in a highly academic atmosphere. Thus, this year, I gave almost no straight lectures. Since the course dealt with the Lao milieu I felt that the students were much better qualified to talk than I was, and I tried to draw as much of the course as possible out of them by asking the right questions. This meant endless skits, playlets, manufactured situations, mock meeting demonstrations, and pictures, as well as frequent field trips. I was successful in keeping the students' interest high and, through using their images and priorities, in keeping the course relevant to them. This course must be taught in Lao.

But what were the results of all this? Some of them were easy to see: students succeeding in originating self-help projects while doing their teacher training in rural areas; students working enthusiastically, week after week, on projects in local villages; students talking validly about doing community development when they finally get out of school and become teachers; students giving up their Sundays to go

work on village projects. These were all extremely satisfying developments but they reflect as much the novelty of the course and the pleasure of trips away from school as they do a concrete and durable change in attitudes toward community development work.

Thus the question of what was really taught and what was really learned cannot be answered now. Some traditional Lao knowledge was disinterred and sharpened up. For example, the students relearned how amusing and effective group labor is. They reappraised the political and economic structures of the villages from which they come. This is to the good. I feel that this reawakened consciousness and improved understanding of their environment will stay with them as they grow older.

The students also learned some concrete techniques -- how to design a truss, how to mix concrete, where to dig a ditch, etc. As with all concrete information, some students will keep it, and use it. Others will forget it; mostly, the latter, I fear.

However, I will claim one important result: the students saw and felt that community development can happen. They dug irrigation ditches next to illiterate rice farmers. They carried sand with oppressed minority groups. They washed gravel with housewives stooped from years of work. They saw schools built, ditches dug, wells finished. More important, they saw the people working -- for nothing, with good will, to better their own lives, in concert with their neighbors. This lesson will remain with the future teachers, who studied with me this year, and if that is all they retain, that will suffice.



Max Goldensohn
IVS/Luang Prabang

"Listen, the Tasseng said we didn't have to pay. These are his boats, aren't they?" A frustrated teacher on the banks of the Mekong is trying to get a gang of amused boat men to ferry 60 kids to Xieng Mene. "Okay, we knew it was you. Come on, get in!" Relief. We're only 20 minutes late. "Girls go first. Thong Phene, you go with the girls and keep 'em away from the soldiers." Laughter. The kids are from the ENI-LP. They're in the first year of a two year course, but many of them have already taught in rural "CREC" (Centres Rurales d'Education Communautaire) schools. Most of them are from the country. None of them speak French or English. They've now spent three months, two hours a week, pretending to listen to their teacher, who's been trying to tell them why and how to organize and carry out community development projects in backward villages. The week before, after lulling them with an inspirational tirade a la Knute Rockne, their teacher promised to take them out to really get down in it -- to work with some villagers on a local selfhelp project.

The Chao Muong had suggested a suitably back-breaking, suitably mindless task for a first try. "Why not take 'em over to Xieng Mene and let 'em dig on the irrigation ditch, for a few days?" "Great", said the teacher "We'll really make 'em sweat." Resentment bubbling up from the sublimated reaction to endless yawning, note-passing in class. "Can you get us 30 shovels and 30 picks?" "Sure", says Mr. USAID, "if you'll dig my ditch for me". So we're all set. Next Tuesday at two p.m. is zero hour.

The girls and Thong Phene are in the boats and on their way across the river. "All right, boys in these

boats here. Ksen, you go with 'em and keep 'em in line." More laughter. Ksem is the worst screw up in class. The muscular teacher tries to shove off the last boat and can't. A couple of students jump out to help and the boat floats off. They all leap into it. The students, gracefully; the teacher less so. The students sing their way across, exchanging gross insults across the cool, timeless Mekong.

On the other side, the students climb up the bank to Xieng Mene. The teacher arrives moments later and looks around. "Excuse me, honored aunt, have you seen a truck?" No truck, no shovels. Showing not the dismay he feels, the teacher gathers his charges about him and explains about irrigation. Ten minutes pass. Still no truck. The teacher is out of Lao words. With a cheery shout, off they walk. In the wrong direction, of course. Ten minutes later, the truck comes tearing down the road from behind. Everyone piles in and off we go to dig ditches to change the world. "Here we are," shouts the driver. The students pile out. The teacher looks at the half cut trench. "Where are the shovels?" Incurable naivete. A suggestion: "Shall we use our teeth?" The teacher agrees, but no one is willing to try.

Noises arise in the East. Someone parts a bush to peer and behold villagers working. The students are interested. They wander over. One borrows a pick and helps. One girl takes a basket of dirt. A villager approaches. "Sir, there are more tools in the village." "Think you, we might send an embassy to borrow them and partake of your labor?" "A fine idea," says he who turns out to be the Nai Ban. Ten boys leave

and return with 25 assorted tools. Work begins in earnest. Boys pick and shovel. Girls ooh and ahh. Then they switch. "Khiao works better than the boys." Clever teacher. He spurs his minions on. "Khiao has big tits." A voice from the crowd. Widespread laughter. More enthusiasm. "Thong Souk can't get his pick in." Howls of merriment. Suddenly 30 meters of trench are dug. No one is tired. Some sit down. Others work. All talk or sing. An hour passes. Work abates as fatigue sets in.

Cars pull up to the north. A scout is sent out. "It's the Chao Muong." I go to see. He's right. It's the Chao Muong. And the Chao Khoueng, and two deputies, three ministers, and a Secretary of State. "A set up", thinks the teacher. "The Chao Muong has done us in." A student appears. "Get back and tell 'em to work their little butts off." He gets.

The Chao Muong smiles. A cloud of dust and a chorus of pants and grunts drifts in from behind the bushes. The students are really sweating. The ministers and other important gentlemen are duly impressed. "How nice." "Wonderful". The Chao Khoueng receives commendation. The Chao Muong receives congratulations. The teacher receives a pat on the back. The students receive a speech. Actually, a pretty good speech.

The gentlemen leave. The students are dazed. All that brass. "Well, let's go home. You kids were great today." The teacher stands up and looks around. Learning from history, he expects to see a forest. He's right. The truck has taken the brass to the river. "No sweat. Let's walk." They set out. There's a low buzz of conversation. Then they sing for the whole of the

thirty minute walk. We arrive at the Mekong and cross without incident. Then comes the end of a perfect day. "Teacher, can we come back again next week?"

Max Goldensohn
IVS/Luang Prabang



For the second year IIS sponsored a summer work program for Lao secondary school students. The purpose of this program was to engender in the student participants a more active and informed concern for the current development effort and the future development problems facing Laos.

One hundred fifty students participated in the program. Students worked throughout Laos in Houei Sai, Sayaboury, Luang Prabang, Vang Vieng, Vientiane, Savannakhet, Thakhek, Pakse, and a number of smaller communities. Max Goldensohn and Dennis Rompasky coordinated the program in the Luang Prabang area. Jon Pennabaker managed the program in the Pakse area and Walt Hasey played administrator in Vientiane.

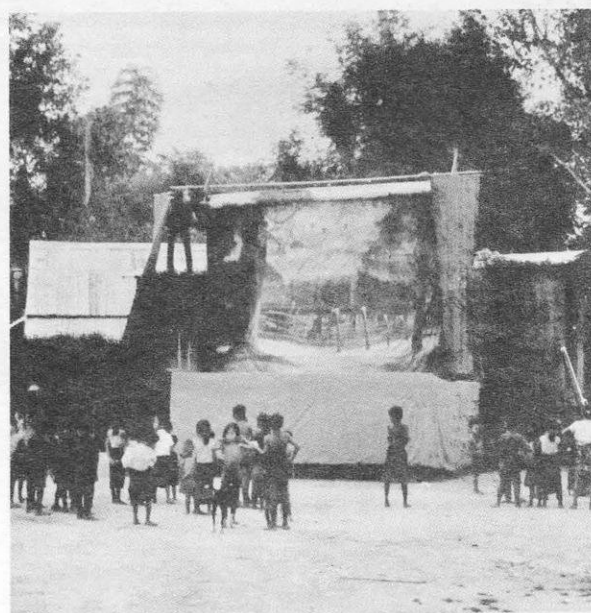
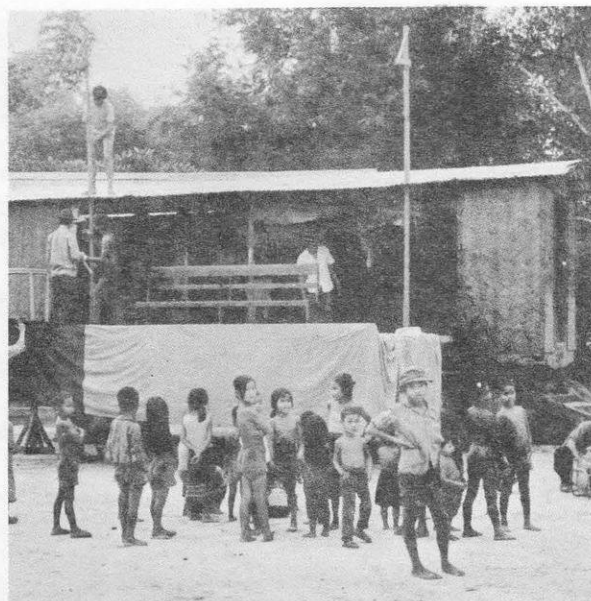
Throughout the program an informal Lao government advisory committee contributed valuable advice toward the improvement of the Work Experience. In order to encourage the students' interest in the Lao development effort, we published a Lao language newsletter six times during the course of the ten week program. This newsletter entitled "Youth in Development" contained articles on various aspects of the work experience program and of the overall development effort in Laos.

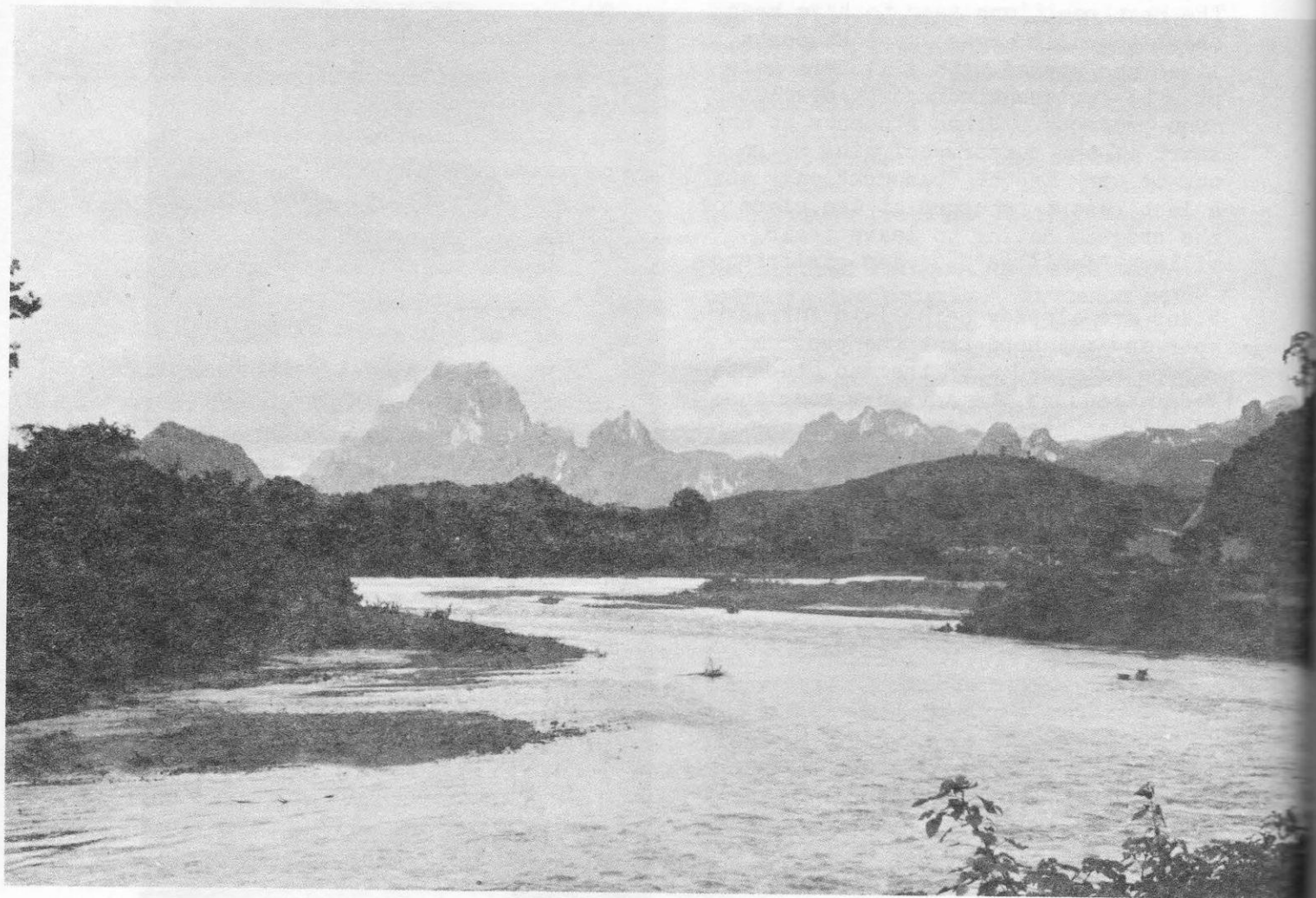
Students worked with a variety of organizations in a range of different work positions: community development work with various Chao Muongs and USAID-RDD; statistical analysis with the Ministry of Finance; agricultural surveys with IVS; radio programming with USIS; newspaper printing with the Ministry of Social Welfare; engine repair with USAID transportation.

The best positions seem to have been those in rural areas where students lived and worked with villagers helping to implement community development projects. Urban students at the start of the summer resigning to go out to work in the "bannock" only as a last resort returned at the close of the program hating to leave their village "families".....and girlfriends.

Plans are already being laid for next year and all hope that the program can be expanded with the Lao Students Federation and the advisory committee playing an even larger role in the planning and administration of the 1970 program.

Walt Haney
IVS/Vientiane





THAKHEK

I mean no meanings except
perhaps when one thing is taken up
all things are taken up with it.

Now when the thick yellow plaster crumbles
only the vender is left, ringing his bell;
but the city is wide and witched by sunlight.

The texture, timber, weight and shape
of the colonial kingdom
are nearly indeterminate after twenty years.
The favorite caves high pools, and a threatened tin mine,
are still in the surrounding mountains, tigers withal.

What remains is an awareness of things
never aware of each other--
a tentative decantation of a refined,
rich, above all peaceful harbouring
of an Eden for the Westerner
into tumid decay and a war as undefined
as all the familiar and difficult ways one lives.

The road by the river, in the afternoon,
passes the old tennis courts, the rotting
prison walls and doors years out of plumb,
continues out to the bare platform in the jungle,
where one would have waited for the train to Hue;
it marks the start
of miles and miles of unlaidd rails
across a prouder part
which spurns all pang for the conqueror.

Crystal Earhart

IVS PERSONNEL ROSTER 1968 - 1969

<u>NAME</u>	<u>TEAM</u>	<u>END OF CONTRACT</u>	<u>POST</u>
Alex, Gary	ED	09/05/70	Pakse
Archer, James	RD	05/15/71	Hong Sa
Augspurger, Joanne	RD	07/15/68	Vientiane
Augspurger, Dick	RD	07/15/68	Vientiane
Biden, Suzanne	ED	06/30/69	Vientiane
Barringer, James	RD	07/11/70	Muong Nane
Benson, Fred	RD	07/11/70	Vientiane
Best, Allan	RD/ED	10/01/70	Vientiane
Brantman, Fred	ED	05/15/69	Vientiane
Bordsen, Marcus	RD	08/27/68	Pakse
Bowman, Dawn	ED	06/01/70	Vientiane
Bowman, Karen	ED	07/06/69	Vientiane
Bowman, Charles	ED	07/06/69	Vientiane
Brekke, Darryl	ED	07/11/70	Vientiane
Bryson, John	RD	02/27/70	Luang Prabang
Chang, Wilma	RD	09/07/69	Paksane
Cunningham, Fred	RD	10/26/69	Ban Houei Sai
Dick, Susan	RD	01/27/70	Savannakhet
Davis, Gary	RD	06/01/69	Muong Kassy
Dean, William	RD	09/05/70	Thakhek
Drew, Daniel	RD	03/06/71	Vientiane
Edwards, Chandlers	RD	07/06/69	Champassak
Flanagan, Michael	RD	03/01/69	Muong Phiang
Flittie, William	ED	04/01/69	Vientiane
Friesen, Elwood	ED	07/06/69	Pakse
Gingerich, Barbara	RD	09/07/69	Vang Vieng
Gingerich, James	RD	09/07/69	Vang Vieng
Goldensohn, Max	ED	07/11/70	Luang Prabang
Goldensohn, Kathy	ED	07/11/70	Luang Prabang
Goodwin, Andrew	RD	11/03/68	Thakhek
Haney, Walter	ED	07/11/70	Vientiane
Harter, Roger	RD	09/07/69	Sithantay
Harvey, Richard	RD	07/11/70	Houei Kong
Hendrickson, Harold	ED	07/11/70	Vientiane
Hesse, Richard	ED	07/11/70	Vientiane
Ireson, Carol	RD	10/26/69	Sithantay
Ireson, Randall	RD	10/26/69	Sithantay
Johnson, Walter	ED	01/08/70	Vientiane
Johnston, Tom	ED	10/26/69	Vientiane
Johnston, Roberta	ED	07/06/69	Vientiane
Johnston, Wallace	ED	07/06/69	Vientiane
Jacobson, Robert	RD	03/01/69	Ban Amone
Kiechle, John	RD	07/06/69	Paksong
La-Rocher, Dave	ED	07/11/70	Luang Prabang
La-Rocher, Jean	ED	07/11/70	Luang Prabang

<u>NAME</u>	<u>TEAM</u>	<u>END OF CONTRACT</u>	<u>POST</u>
Lehman, Kristin	RD	11/03/68	Vang Vieng
Lehman, Larry	RD	11/03/68	Vang Vieng
Lovan, William	RD	10/11/69	Vientiane
Manning, Frank	RD	02/27/70	Thakhek
Majeros, Robert	RD	09/20/68	Ban Tana
Malia, James	RD	10/01/70	Vientiane
Marshall, Mary	ED	07/16/70	Vientiane
Mummert, Dennis	RD	03/07/70	Paksane
McIntosh, Alex	RD	12/01/69	Ban Done
Mrachek, Patrucia	ED	07/06/69	Vientiane
Mrachek, Michael	ED	07/06/69	Vientiane
Murdock, John	RD	09/07/69	Khong Sedone
Myers, Edward	RD	06/01/71	Vientiane
Nell, Gerald	RD	03/01/69	Savannakhet
Olbrick, Ted	RD	07/11/70	Paksane
Parmenter, Jack	RD	10/28/70	Vientiane
Pennebaker, Jon	ED	07/11/70	Pakse
Peters, Brenda	RD	09/07/68	Sam Thong
Peters, Gary	RD	09/07/68	Sam Thong
Peterson	RD	01/15/71	Vientiane
Porter, Jerry	ED	07/01/69	Vientiane
Rompasky, Dennis	ED	07/11/70	Vientiane
Rotermund, Manfred	ED	07/06/69	Vientiane
Sage, William	RD	03/06/71	Houei Kong
Sanders, Keith	RD	09/07/69	Lahanam
Skramovsky, Linda	ED	07/06/69	Vientiane
Stillman, Arthur	RD	11/01/70	Vientiane
Steiner, Ken	RD	07/11/70	Hong Sa
Swanson, Richard	RD	03/06/71	Savannakhet
Thorne, Henry	ED	10/26/69	Vientiane
Thompson, Karen	RD	09/05/70	Pakse
Thompson, Bob	RD	09/05/70	Pakse
Tufts, Tom	RD	09/07/69	Hong Sa
Ullom, Kenneth	RD	10/09/68	Vientiane
Van Riper, Cort	RD	03/01/69	Ban Done
Veillard, Jean	RD	12/04/69	Thakhek
Viles, George	RD	07/06/69	Houei Kong
Wells, Carol	RD	09/07/69	Muong Phiang
Wells, Jon	RD	09/07/69	Muong Phiang
Woodson, Larry	ED	07/03/70	Vientiane
Wiederhold, Robert	RD	09/07/69	Ban Tana
Wille, Loren	RD	09/05/70	Muong Kassy
Xerri, Thomas	RD	09/07/69	Muong Phiang
Zacharcryk, Tom	RD	06/01/69	Vientiane

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ANNUAL REPORT 1969 - 1970

INTERNATIONAL VOLUNTARY SERVICES, INC.

P.O. Box 104

APO San Francisco

Vientiane, Laos

96352

INTRODUCTION

International Voluntary Services (IVS) is a private volunteer organization contracted to the United States Agency for International Development to work within specific programs of the Royal Lao Government. The following is a report of this organization's activities for the period 1 July 1969 to 1 July 1970.

For this period we were contracted to provide fifty-eight (58) personnel, thirty (30) for the Education Team, twenty-one (21) for the Rural Development Team, and seven (7) for the administrative staff. In the appendix are listed the volunteers who were members of the organization during this reporting period.

The report itself is divided into four parts. They are:

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I. Major Issues Confronted by IVS

Over the past year IVS has become a perplexing organization. We have severely cut our number of personnel and the geographic areas in which we work. Further, we have slowly begun to move away from direct involvement with USIAD and their programs. To many this has been upsetting and difficult to understand.

Give the nature of the organizations, it is most logical that in many areas IVS and USAID would come to a parting of ways. Not that they cannot work in cooperation with one another, as it is sometimes to their mutual benefit to do so, but that USAID's direct involvement with and control over IVS is no longer acceptable.

The assassinations of Arthur Stillman and Dennis Mummert on 5 August 1969 were a poignant reminder of the situation we had gotten ourselves into and what could result from this situation both for an individual and the organization. The issues raised concerning this situation were as equally valid before the deaths of Art and Dennis as after. Their deaths served only to focus people's attention on these issues and were the catalyst to the discussions and decisions which tried to resolve them.

The objective of this report will be to define these issues as IVS saw them; to explain the decisions resolving them; and to narrate the events which defined and decided these issues.

Although this report speaks of the IVS organization as a whole, it focuses primarily on the Rural Development Team as they were the ones most intimately involved with and effected by the events and decisions of the past year.

This report is not intended as a condemnation of American activities in Laos. The judgements made are relative only to the values and ideals which individual volunteers hold and which IVS holds for itself as an organization. The purpose is not to berate but to explain so that those reading this report might better understand IVS.

A commonly accepted definition of volunteerism is the following. They are men and women who give up their normal work and, without regard to financial benefits, devote their knowledge and abilities, within the framework of common efforts, to people in regions of social and economic need. In their daily lives and work, their attitudes and relations, they support the principle of equality and the right of every person to dignity and respect. Connotated with this is a desire on the part of a volunteer to live close to and to learn about the people he is serving.

Two main elements then comprise volunteerism; sacrifice and service; sacrifice in that it actually costs a person something to be a volunteer; service in that a person is actually giving something of himself to someone in need. The ideal result is a simplistic mode of life devoted to service of someone in need and lived in such a way that a person is forced outside of himself; outside of his normal cultural patterns to learn about himself, the culture he has come from, and the culture he is living in.

The value of a volunteer organization, such as IVS purports to be, lies in its ability to create a situation for and support individuals in living out a way of life where in they can meet people on their own level without the connotations of superior and inferior. A situation where in the equality and the right of every person to dignity and respect is preserved.

This becomes most important in terms of an outsider identifying with an alien culture. Important in that barriers such as unattainable material goods, benefits, and a person's general mode of living do not come between himself and the people he is here to serve and learn about. The objective is not a tangible thing but an intangible value having to do with relationships between people and how they look at and interact with one another.

In Laos, IVS feels that it is necessary to be independent from American policy and programs in order to have the freedom to really perform the people service which IVS is here for. IVS finds it extremely difficult to operate effectively in a situation where the program and the policy become paramount and the people of secondary importance.

IVSers come to Laos to live and work as volunteers. Once here they find a country slowly being destroyed by a civil war involving international participation and ramifications. They see an American military presence which is contributing to this destruction. They see a USAID program that in many ways, but on a different level, contributes to this military program and finds most of its rationale for existence in the support which it gives to the military effort.

In times past USAID programs outside the provincial capitals were administrated by IVS volunteers. Often these volunteers found themselves involved with programs which were more concerned with developing American objectives than contributing to the social or economic development of the Lao people. What upset volunteers the most about working in these positions was not so much that they were opposed to the work, but that they felt they were being used to perpetrate something they never believed in the first place.

When IVSers began to be killed (four in an eleven month period) for this type of involvement, the organization and its members were forced to re-examine what it is IVS was doing in Laos, why, and if it should be continued or not. It became obvious that in many instances what USAID was in Laos to do was incompatible with the values and ideals of IVS. Such recognition resulted in the discussions and decisions of the past year relative to changing IVS.

The issues of immediate concern involved two fundamental areas: security and involvement with the American presence and programs in Laos. With regards to security, IVS decided that no volunteer would any longer live or work in a situation where he had to be unduly concerned about his personal security or where he was exposed to an abnormal amount of danger. Experience had shown that a mistake in judgement in such a situation could have too drastic a consequence. To have to be constantly faced with such concerns and decisions is not compatible with being an IVS volunteer.

With regards to our involvement with the American presence and programs in Laos, we no longer wanted to be a part of programs in which it was necessary that we be the sole American representative of USAID. Such a position, IVS felt, compromised too much the organization's role as a private, volunteer organization. Often such a position restricted what volunteers could do and the relations they could develop.

At the opening meeting held with all the volunteers in Vientiane three alternatives were proposed: (1) to continue with IVS with no change, (2) to phase out the entire team, (3) to make adjustments to meet the existing conditions. The final alternative involved three areas: (1) discontinue working in certain areas, (2) reduce personnel, (3) reduce involvement with USAID.

After a lengthy series of meetings the consensus of the volunteers was that IVS should change to meet the existing conditions. These changes would include not working in areas where guards, bunkers, barbed wire, or a personnel weapon were needed to assure security. Lack of freedom of movement during the day or night would also be a prohibiting criteria for an IVS work area. It was also felt that IVSers could not longer work in area where they were the sole American representative of USAID. This meant that our work areas were confined to the provincial capital areas.

This having been decided, the question was then raised that given the political military situation in Laos, that there are two political factions and that it is presently impossible to work impartially with both factions, and that we are therefore violating our claim as a non-political organization, would it not be best for IVS to withdraw from Laos. Volunteers were divided on this question. Since it was a question that would have to be answered by the Board of Directors, discussion and interest wanned. Individual volunteers at all times had the option to resign. Few did.

The Honorable G. McMurtrie Godley, United States Ambassador, and Mr. Charles Mann, USAID Director, met with the IVS volunteers. They primarily listened to what the various volunteers had to say concerning their living and working situations. They in turn explained the situation in Laos as they saw it and why USAID and IVS were forced into doing some of the things which IVS volunteers found distasteful.

In general it was a good exchange and both parties developed a deeper understanding of the other's thinking and problems.

At the conclusion of all the discussions two alternatives were proposed to the IVS Board of Directors: (1) that within a specific period of time IVS phase out of Laos, (2) that IVS remain in Laos, but that certain changes be made to better insure the safety of the volunteers and to establish a more independent role for the organization.

The Board's immediate decision was to schedule a visit to Laos by a committee of their members to review the situation first hand.

In the time before a final decision could be made by the Board of Directors IVS Laos began to phase out operations in the following areas: Muong Nane, Muong Phiang, Muong Kassy, Ban Thouei, Ban Tha Na, Vang Vieng, Lahanam, Kong Sedone, and Houei Kong. In previous months IVS had already phased out Hong Sa, Ban Done, Ban Thalot, Paksane, Saraphoum, Paksong, and Champassak. IVS made the decision to leave these areas either because security was a prohibiting factor or the close identification with the USAID program was prohibitive of the unique experience and contribution which is the role of a volunteer organization. By January of 1970 there were no volunteers stationed anywhere other than in or near provincial capitals.

The committee representing the Board of Directors arrived at the end of November. They met with all the IVSers in Laos and with many Royal Lao Government and USAID officials who were in some way involved with IVS. Their findings were presented to a full meeting of the Board and a final position was drawn up by them. Their position is as follows.

"1. Rigorous review of security conditions must be carried out continually, using USAID, RLG, and IVS sources of information. The COP has ultimate responsibility for decision on sites of work or travel for IVSers, and would be encouraged always to take a cautious position in any case of doubt. In general this means using workers in or near major population centers where security is more assured. Education volunteers are less affected than AG and RD men whose tasks in urban and suburban areas would have to be reappraised. Forward areas are out for the duration.

"2. The USAID connection in Laos would be further minimized. The corollary would be closer ties to the RLG. Volunteers, wherever possible, would be assigned to positions under the appropriate ministry and would be on their payroll so far as base salary is concerned (the amount paid a Lao counterpart). Supervision would naturally follow from RLG officials rather than immediately from USAID. These salaries would be supplemented by a cost of living allowance paid by IVS in dollars in Laos plus a "topping" supplement on salary accumulated in the States. The total amount received would be the same as the present.

"Present USAID benefits and perquisites would be drastically reduced, minimized and possibly eliminated. This would include housing, transportation, APO, PX and commissary privileges, etc.

"Safety and health of volunteers is a proper concern for the Board and this requires a connection with USAID. Medical supplies and services, communication facilities, and possibly customs clearances may be too important to drop.

"3. The corollary to de-involvement with USAID would be a more austere mode of life, less conspicuous evidences of affluent American living, getting away from material aids into more practical services, and finally, closer contact with Lao people. Volunteers would seek to avoid becoming cheap manpower for USAID programs and also try to escape primarily political activities such as USIS propaganda.

"Advocates of this position suggest that this more independent and creative role for IVS would permit greater utilization of USAID resources and actually a better posture from which to help our Lao friends and to build understanding of the American people's value."

The next task was to begin implementing the changes recommended by the Board. The points having to do with security had already been resolved. Consequently, the task was to establish a more independent role vis-a-vis USAID. This meant establishing closer working relations with the Royal Lao Government.

Meetings were held with various people in USAID and the Lao Government. In this regard USAID has been most helpful. A new relationship based on understanding and respect is slowly evolving out of the chaotic past year. A relationship which should result in more productive cooperation in the ensuing years.

It was concluded from the meetings that IVS should work in closer cooperation with the Lao Government and that their activity should be coordinated through the Commission of the Plan. This principle has been agreed to by all concerned. We are in the process now of seeing what concrete details can be worked out.

IVS is most interested in contributing to the development of the Lao people. Time and events have shown that much of what IVS was able to do in the past is no longer feasible and that a change is necessary. A change which will allow IVS to continue contributing to Laos' development but in a way more consistent with the organization's goals and ideals. The coming months will prove the wisdom or folly of IVS' deliberations and decisions.

Jim E. Malia

II. INTERNATIONAL VOLUNTARY SERVICES

Laos Team Education

ANNUAL REPORT

For 1969-1970 School Year

July 1, 1969 - June 30, 1970

by

Larry D. Woodson

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Introduction

I have often listened to discussions about IVSers and what they were doing and often the people involved know little about the objectives and purposes of the IVS/EDU team. Since the majority of the IVS/EDU team members are located at Dong Dok, I feel that I am justified in citing some of the principles and objectives listed in the school curriculum handbook.

Based on the 1962 Educational Reform Act, the Basic Principles of National Education in Laos are as follows:

- a) Education in Laos must be a Humanistic Education respecting the sacred value of man; regarding man as an end in himself and aiming at the full development of a man.
- b) Education in Laos is a National Education respecting the traditional values, assuring the continuity of man with his national environment such as family, profession, country and safeguarding the nation, its prosperity and collective advancement of the people.
- c) Education in Laos must be open-minded, respecting the scientific spirit, aiming at the development of the social and democratic spirit, and welcoming the true values in the community.

The English Section, which IVS/EDU provides the majority of the teachers, is a part of the Teacher Education Program which has the following objectives:

- to form the spirit and the character;
- to develop general knowledge;
- to train the students ways of thinking and of deportment in order that they will be well prepared to face life or to continue higher education;
- to develop an understanding of the way and the methods where by information can be transmitted and inculcated into the lives of the youth of the country.

Therefore, the Teacher Education Curriculum:

- should emphasize the formation of a well balanced man as

- an individual and as a social being;
- should be appropriate to the practical situation for the present times and for the future;
- should be simplified, giving the students a clear and accurate presentation of each subjects;
- should incorporate the academic and practical learnings involved so that the student will have a clear understanding of principles as well as the application of principles to the pedagogical developments in Laos.

The English Section is concerned with professional and general education of all young people entrusted to its care-those who will continue into advanced areas of education and those who will not. The curriculum and the program in general has been reorganized several times in continually attempting to formulate our program to meet the needs of the youth who attend it.

Broadly stated, the goals of the English Section are the dedication to the proposition that every youth-regardless of sex, economic status, geographic location, or ethnic background-should experience a broad and balanced education which will 1) equip him to enter an occupation suited to his abilities and offering reasonable opportunity for personal growth and social usefulness; 2) prepare him to assume the full responsibilities of Laos Citizenship; 3) give him a fair chance to exercise his right to the pursuit of happiness; 4) stimulate intellectual curiosity, engender satisfaction in intellectual achievement, and cultivate the ability to think rationally; and 5) help him to develop an appreciation of the ethical values which should undergird all life in a developing society.

Specific Objectives of the English Section

1. The acquisition of skills, the tools of learning, such as reading, writing, speaking, planning, problem solving, research, and mathematical concepts.
2. The acquisition of knowledge in content fields such as science, history and geography.
3. The understandings of and appreciation for the contributions of others; interdependence of people, differences in cultures and ways of life.
4. Attitudes of fair play, tolerance, integrity, cooperation among individuals and people.

5. Civic and political responsibility; understanding of the ideals and procedures of democratic action in every day living.
 - a) respect for the worth and dignity of individuals, at all social levels and in all modes of work;
 - b) faith in people to solve their own problems;
 - c) confidence in group action toward common goals as the best means to solve society's problems.
6. Ability to analyze critically and constructively; to think creatively.
7. Understanding the importance of good mental and physical health.
8. The building of values, ethical, moral spiritual.
9. The development of professional techniques;
 - a) understanding children and youth;
 - b) understanding the learning process;
 - c) understanding the proper use of teaching materials;
 - d) understanding the guidance of learning and the evaluation of pupil progress with a framework of the recognition of a wide variability among children in all aspects of their growth.

In order to reach the objective of developing the competencies in students that they will need as teachers, experiences generally are provided through a sequence of organized courses and through informal activities. These activities include such endeavors as clubs, plays and games, assistance in community enterprises, students class organization, and social activities. These experiences are just as strongly goal directed as are those class organized ones, because learning of any kind, informally or formally organized, must be goal directed.

General Description of Work

If we are obtaining our objectives as outlined above, and I think we are generally speaking, then IVS/EDU can be considered as one of the most productive groups in Laos today. Due to the mundane type of work that we are doing i.e., the routine teaching situation as opposed to some of the adventuristic, exciting programs that

reporters and congressmen like to check into, much of our work has not been publicized. Although it is not necessarily my intention to publicize our work, I do hope that it will be informative and that it will serve to document the nature and scope of our work. If I can indicate some of the work that has been done in the English Section by some of the very capable and dedicated teachers during the past academic year, then I have been successful. After all, our only significant contribution is the knowledge that we share with our students work. There are also physical accomplishments they are not as numerous as in the past years due to our reduced involvement in that area. In 1959-60 for example, we had several technicians, but very few academic teachers. Now ten years later, we have mostly academic teachers and very few technicians.

Our work for the 1969-1970 school year can be classified as follows:

1. Teaching, direct and through counterparts
 - a. Academic, English Section and ENIs
 - b. English, English Section and ENIs
 - c. Practical Arts, English Section and ENIs
 1. Agriculture
 2. Home Economics
 3. Health and Hygiene
2. Advisory services and supervision
 - a. Maintenance and construction, ENIs
 - b. Community Development, students teaching landscaping.

Teaching was done in several ways. In the English Section, most of the teaching was direct without the services of an interpreter. Some indirect teaching, or advising and assisting counterparts was carried out in the English Section also. In Luang Prabang, Max Goldensohn taught History, Geography and Community Development. In Pakse, Gary Alex taught Agriculture and Community Development. Jon Pennebaker and Frank Welsh taught English Classes at ENIs in Pakse and Luang Prabang, while in Savannkhet, T. Hunter Wilson was teaching some classes in English plus assisting with buildings, ground and getting equipment for the practical arts class. Plans were also formulated for pig pens at the ENI

1. Teaching, direct and through counterparts
 - a. Academic, English Section and ENIs
 - b. English, English Section and ENIs
 - c. Practical Arts, English Section and ENIs
 1. Agriculture
 2. Home Economics

In Savannakhet.

Teaching through a counterpart or interpreter is difficult and much less satisfying. This was true of Joe Erekke's experience with two counterparts in the teaching of social studies. He taught five hours per week and assisted the two teachers two hours each week. They observed his classes so that they might pick up some ideas on methods of teaching. In addition, Joe wrote much of the material, helped them to prepare study guides, visual aids, and tests. Even though there was rough spots, the work was successful.

The contract strength for the year was for 30 positions but several positions were not filled for several reasons. Volunteers were projected for Sam Thong and Vang Vieng until security became of concern. We had also scheduled three volunteers for Pakse and Luang Prabang and due to lack of staff and due to real identification of position in terms of actual needs, we did not fill the positions. Lastly, we were unable to recruit a industrial arts teacher for Vientiane.

The team as a whole was well qualified for what it was doing.

1. All people had degrees or experience in their field of work.
2. Of the 28 IVS EDU team members, 8 had masters degrees and one had his PHD. Over 50% of the team had taken post graduate courses.
3. The average age of the team was 27.7 years of age.
4. The team as a whole had over 4 years of post graduate experience, most of which was in their academic field.
5. Of the new volunteers, only two came directly from college.

In addition to IVS teachers in the English Section, other countries were also represented. During the 1969-70 school year the Australians provided two English teacher/advisors and the British provide two English teachers. At the beginning of the year there were ten Lao teachers assigned to the English Section. Of these ten, some had teaching assignments in other sections and other had administrative functions in addition to their scheduled teaching assignments within the English Section.

The following schedule presents the courses offered each year and

and the coefficient. Also included in the following schedules are the total number of teaching hours and the enrollment in the English Section.

**Ecole Superieure de Pedagogie
English Section 1969-1970**

Coefficients

	SUBJECT	Hours per week	Coefficient
1st year	Grammar	12	8
	Pronunciation	5	4
	Lang. Lab.	4	
	Reading & Vocabulary	5	4
	Social Science	3	2
	Lao Language	2	2
	Review	1	
	Physical Education	2	1
		<u>33</u>	<u>21</u>
2nd year	English	10	6
	Social Science	5	4
	Mathematics	3	2
	Science	5	4
	Lao Language	2	2
	Arts and Crafts	4	2
	Physical Education	2	1
	Civic Instruction	1	1
		<u>32</u>	<u>22</u>
3rd year	English	6	4
	Social Science	5	4
	Mathematics	5	4
	Science	5	4
	French	3	2
	Lao Language	2	2
	Manual Arts	4	2
	Civic Instruction	1	1
	Physical Education	2	1
		<u>33</u>	<u>24</u>

The following schedule presents the courses offered each year and

4th year

English	6	4
Social Science	5	4
Mathematics	5	4
Science	5	4
Lao Language	2	2
French	3	2
Agriculture (m)	4	2
Home Economics (f)	4	2
Civic Instruction	1	1
Physical Education	2	1
	<u>33</u>	<u>24</u>

5th year (A)

English	6	4
Social Studies	5	4
Mathematics	5	4
Science	5	4
Pedagogy	4	3
Lao Language	3	3
French	3	2
	<u>31</u>	<u>24</u>

5th year (EC)

English	5	4
Western Literature	5	4
Pedagogy	5	4
French	3	2
Lao Language	3	3
Geometry (5C)	5	4
Physics (5C)	5	4
World History	5	4
Journalism (5E or 5C)	5	3
Asian Civilization (5E or 5C)	5	4
	<u>31</u>	<u>25</u>
with Asian Civilization	31	24
with Journalism		

Fifth Year (Incoming Lycee Students 1970-1971)

English	20
Pedagogie	5
Lao Language	3
	<u>28 hours</u>

Possibly will only be taught the first trimester and then they would take academic subjects taught in English.

Sixth Year (Letters)

English	5
Pedagogie	5
Lao Language	3
French	3
Eastern Literature	5
World History II	5
Asian Civilization II	5
	<u>31 hours</u>

Sixth Year (Science)

English	5
Pedagogie	5
Lao Language	3
French	3
Mathematics	5
Science	5
Math/Science Lab	5
	<u>31 hours</u>

Seventh Year

Lao Language	3
French	3
Applied Science	5
Government/ Economics	5
English	5
Journalism	5
History	5
	<u>31 hours</u>

An equivalent of one trimester will be spent practice teaching.

ENGLISH SECTION DONG-DOK

Estimated Hours/week, Number of Sections and
Total Teaching Hours

Year	Hour/ Week	Number of Section	Total Teaching Hours
Current			
First	32	4	128
Second	30	3	90
Third	31	3	93
Fourth	31	2	62
Fifth	31	3	93
		<u>15</u>	<u>466 hours</u>
1970-1971			
Second	30	3	90
Third	31	3	93
Fourth	31	3	93
Fifth	31	3	93
Sixth	31	2	62
		<u>14</u>	<u>431 hours</u>
1971-1972			
Third	31	3	93
Fourth	31	3	93
Fifth	31	3	93
Sixth	31	3	93
Seventh	31	2	62
		<u>14</u>	<u>434 hours</u>
1972-1973			
Fourth	31	3	93
Fifth	31	3	93
Sixth	31	3	93
Seventh	31	3	93
		<u>12</u>	<u>372 hours</u>

1973-1974

Fifth	31	3	93
Sixth	31	3	93
Eight	18	<u>2</u>	<u>36</u>
		11	315 hours

1974-1975

Fifth	31	3	93
Sixth	31	3	93
Seventh	31	3	93
Eight	18	<u>3</u>	<u>54</u>
		12	333 hours

1973-1974	31	3	93
1974-1975	31	3	93
1975-1976	31	3	93
1976-1977	31	3	93
1977-1978	31	3	93
1978-1979	31	3	93
1979-1980	31	3	93
1980-1981	31	3	93
1981-1982	31	3	93
1982-1983	31	3	93
1983-1984	31	3	93
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1992-1993	31	3	93
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1996-1997	31	3	93
1997-1998	31	3	93
1998-1999	31	3	93
1999-2000	31	3	93
2000-2001	31	3	93
2001-2002	31	3	93
2002-2003	31	3	93
2003-2004	31	3	93
2004-2005	31	3	93
2005-2006	31	3	93
2006-2007	31	3	93
2007-2008	31	3	93
2008-2009	31	3	93
2009-2010	31	3	93
2010-2011	31	3	93
2011-2012	31	3	93
2012-2013	31	3	93
2013-2014	31	3	93
2014-2015	31	3	93
2015-2016	31	3	93
2016-2017	31	3	93
2017-2018	31	3	93
2018-2019	31	3	93
2019-2020	31	3	93
2020-2021	31	3	93
2021-2022	31	3	93
2022-2023	31	3	93
2023-2024	31	3	93
2024-2025	31	3	93
2025-2026	31	3	93
2026-2027	31	3	93
2027-2028	31	3	93
2028-2029	31	3	93
2029-2030	31	3	93
2030-2031	31	3	93
2031-2032	31	3	93
2032-2033	31	3	93
2033-2034	31	3	93
2034-2035	31	3	93
2035-2036	31	3	93
2036-2037	31	3	93
2037-2038	31	3	93
2038-2039	31	3	93
2039-2040	31	3	93
2040-2041	31	3	93
2041-2042	31	3	93
2042-2043	31	3	93
2043-2044	31	3	93
2044-2045	31	3	93
2045-2046	31	3	93
2046-2047	31	3	93
2047-2048	31	3	93
2048-2049	31	3	93
2049-2050	31	3	93
2050-2051	31	3	93
2051-2052	31	3	93
2052-2053	31	3	93
2053-2054	31	3	93
2054-2055	31	3	93
2055-2056	31	3	93
2056-2057	31	3	93
2057-2058	31	3	93
2058-2059	31	3	93
2059-2060	31	3	93
2060-2061	31	3	93
2061-2062	31	3	93
2062-2063	31	3	93
2063-2064	31	3	93
2064-2065	31	3	93
2065-2066	31	3	93
2066-2067	31	3	93
2067-2068	31	3	93
2068-2069	31	3	93
2069-2070	31	3	93
2070-2071	31	3	93
2071-2072	31	3	93
2072-2073	31	3	93
2073-2074	31	3	93
2074-2075	31	3	93
2075-2076	31	3	93
2076-2077	31	3	93
2077-2078	31	3	93
2078-2079	31	3	93
2079-2080	31	3	93
2080-2081	31	3	93
2081-2082	31	3	93
2082-2083	31	3	93
2083-2084	31	3	93
2084-2085	31	3	93
2085-2086	31	3	93
2086-2087	31	3	93
2087-2088	31	3	93
2088-2089	31	3	93
2089-2090	31	3	93
2090-2091	31	3	93
2091-2092	31	3	93
2092-2093	31	3	93
2093-2094	31	3	93
2094-2095	31	3	93
2095-2096	31	3	93
2096-2097	31	3	93
2097-2098	31	3	93
2098-2099	31	3	93
2099-2100	31	3	93
2100-2101	31	3	93
2101-2102	31	3	93
2102-2103	31	3	93
2103-2104	31	3	93
2104-2105	31	3	93
2105-2106	31	3	93
2106-2107	31	3	93
2107-2108	31	3	93
2108-2109	31	3	93
2109-2110	31	3	93
2110-2111	31	3	93
2111-2112	31	3	93
2112-2113	31	3	93
2113-2114	31	3	93
2114-2115	31	3	93
2115-2116	31	3	93
2116-2117	31	3	93
2117-2118	31	3	93
2118-2119	31	3	93
2119-2120	31	3	93
2120-2121	31	3	93
2121-2122	31	3	93
2122-2123	31	3	93
2123-2124	31	3	93
2124-2125	31	3	93
2125-2126	31	3	93
2126-2127	31	3	93
2127-2128	31	3	93
2128-2129	31	3	93
2129-2130	31	3	93
2130-2131	31	3	93
2131-2132	31	3	93
2132-2133	31	3	93
2133-2134	31	3	93
2134-2135	31	3	93
2135-2136	31	3	93
2136-2137	31	3	93
2137-2138	31	3	93
2138-2139	31	3	93
2139-2140	31	3	93
2140-2141	31	3	93
2141-2142	31	3	93
2142-2143	31	3	93
2143-2144	31	3	93
2144-2145	31	3	93
2145-2146	31	3	93
2146-2147	31	3	93
2147-2148	31	3	93
2148-2149	31	3	93
2149-2150	31	3	93
2150-2151	31	3	93
2151-2152	31	3	93
2152-2153	31	3	93
2153-2154	31	3	93
2154-2155	31	3	93
2155-2156	31	3	93
2156-2157	31	3	93
2157-2158	31	3	93
2158-2159	31	3	93
2159-2160	31	3	93
2160-2161	31	3	93
2161-2162	31	3	93
2162-2163	31	3	93
2163-2164	31	3	93
2164-2165	31	3	93
2165-2166	31	3	93
2166-2167	31	3	93
2167-2168	31	3	93
2168-2169	31	3	93
2169-2170	31	3	93
2170-2171	31	3	93
2171-2172	31	3	93
2172-2173	31	3	93
2173-2174	31	3	93
2174-2175	31	3	93
2175-2176	31	3	93
2176-2177	31	3	93
2177-2178	31	3	93
2178-2179	31	3	93
2179-2180	31	3	93
2180-2181	31	3	93
2181-2182	31	3	93
2182-2183	31	3	93
2183-2184	31	3	93
2184-2185	31	3	93
2185-2186	31	3	93
2186-2187	31	3	93
2187-2188	31	3	93
2188-2189	31	3	93
2189-2190	31	3	93
2190-2191	31	3	93
2191-2192	31	3	93
2192-2193	31	3	93
2193-2194	31	3	93
2194-2195	31	3	93
2195-2196	31	3	93
2196-2197	31	3	93
2197-2198	31	3	93
2198-2199	31	3	93
2199-2200	31	3	93
2200-2201	31	3	93
2201-2202	31	3	93
2202-2203	31	3	93
2203-2204	31	3	93
2204-2205	31	3	93
2205-2206	31	3	93
2206-2207	31	3	93
2207-2208	31	3	93
2208-2209	31	3	93
2209-2210	31	3	93
2210-2211	31	3	93
2211-2212	31	3	93
2212-2213	31	3	93
2213-2214	31	3	93
2214-2215	31	3	93
2215-2216	31	3	93
2216-2217	31	3	93
2217-2218	31	3	93
2218-2219	31	3	93
2219-2220	31	3	93
2220-2221	31	3	93
2221-2222	31	3	93
2222-2223	31	3	93
2223-2224	31	3	93
2224-2225	31	3	93
2225-2226	31	3	93
2226-2227	31	3	93
2227-2228	31	3	93
2228-2229	31	3	93
2229-2230	31	3	93
2230-2231	31	3	93
2231-2232	31	3	93
2232-2233	31	3	93
2233-2234	31	3	93
2234-2235	31	3	93
2235-2236	31	3	93
2236-2237	31	3	93
2237-2238	31	3	93
2238-2239	31	3	93
2239-2240	31	3	93
2240-2241	31	3	93
2241-2242	31	3	93
2242-2243	31	3	93
2243-2244	31	3	93
2244-2245	31	3	93
2245-2246	31	3	93
2246-2247	31	3	93
2247-2248	31	3	93
2248-2249	31	3	93
2249-2250	31	3	93
2250-2251	31	3	93
2251-2252	31	3	93
2252-2253	31	3	93
2253-2254	31	3	93
2254-2255	31	3	93
2255-2256	31	3	93
2256-2257	31	3	93
2257-2258	31	3	93
2258-2259	31	3	93
2259-2260	31	3	93
2260-2261	31	3	93
2261-2262	31	3	93
2262-2263	31	3	93
2263-2264	31	3	93
2264-2265	31	3	93
2265-2266	31	3	93
2266-2267	31	3	93
2267-2268	31	3	93
2268-2269	31	3	93

ENGLISH SECTION ENROLLMENT PROJECTION

Year	Current Year	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
First	73	-	-	-	-	-	-
Second	74	66	-	-	-	-	-
Third	68	67	59	-	-	-	-
Fourth	40	61	60	53	-	-	-
Fifth							
Continuing	31	36	58	54	48	-	-
Lycee	-	30	30	30	30	50	60
Terminal	10	-	-	-	-	-	-
Sixth	-	27	59	79	76	70	45
Seventh	-	-	24	53	71	68	63
Eight	-	-	-	-	21	21	61
Total Students:	296	287	290	269	246	209	229
Graduates							
English	10	-	24	29	37	35	35
English (Lycee)	-	-	-	24	24	24	24
Total	10	-	24	53	61	59	59

ENI Participation

At the beginning of the 1969-1970 school year, IVS/EDU had two volunteers working at Luang Prabang and Pakse with only one in Savannakhet. Their activities were as follows:

- a) Aid director of schools in planning for and utilizing USAID support. This included counterpart funds, PIC/C commodity support, building done at the schools and PCL products.
- b) Teach directly, through counterpart or interpreter subjects for which the Lao couldn't supply teachers. In Luang Prabang it was History, Geography, Community Development and English. At Pakse it was Agriculture and Community Development. In Savannakhet it was English and some assistance in planning agriculture and practical arts projects.

Fa Ngum

Two teachers were assigned to teach English at Fa Ngum but only one completed the year.

Problems Encountered:

Problems can usually be divided into those that can be solved those that will be solved in the near future and those that will take some time. Probably more of the material orientated problems fall into the first two groups and the intangible ones fall into the problems that take longer to solve because of changes that must take place in people.

- a) Physical problems presented by the location of the classrooms. In addition to the location, the condition for the classrooms left something to be desired. The classrooms were scattered around the campus and very little time was scheduled to permit the teachers to get from one side of the campus to the other. Also, the teaching situation was such that the teacher was forced to carry all of his materials from class to class. In most of the classrooms the lighting was poor, there were few outlets for utilizing projectors and other Audio-Visual aids that

require electricity. Also within the realm of physical problems the following deficiencies were reported during the school year:

- poor lighting
 - poor ventilation
 - improper dimensions of the classroom-wide and shallow which made it impossible for the students on the ends to read and see the blackboard.
 - lack of adequate restroom to get a drink of water due to scheduling and location of classrooms.
- b) Moral problems that often caused by lack of communication. This can often due to the time lag between the time a decision was made and when the teachers were informed of the decision. Teachers would report to class only to find out-often from the students who invariably knew almost everything before the teachers-that class had been called off for some reason or another.
- c) There was a lot of concern shown by the teachers over the fact that all of the graduates from the English Section were going elsewhere rather than returning and teaching in the English Section. Of the six Lao who returned from the USA with Masters Degrees plus the two or three who returned from Hawaii, not a single one will at Dong Dok this fall.
- d) Lack of Administrative support. Policies and procedures are not enforced by the administration. This applies to both students and staff. The chain of command usually runs from the lowest level direct to the director of the school. This makes for inefficiency. Most administrative personnel are reluctant to make any but the most routine decisions. Often this chain of command ran beyond the director of the school on to the Director of Teacher Training in the Ministry of Education. Many minor decisions were never made and the problems was passed on for Mr. Somphou's action. This problem is a characteristic of many Lao Systems. Here, as probably elsewhere, it is aggravated by poorly (if at all) trained administrative people.

Future Action

The proposed staffing pattern for the 1970-71 school year calls for a decrease of five people from 30 positions down to 25 positions. This decrease was due partially to priorities and funds available as determined by the contractee. The following is part of an old report that shows our staffing in the past and its progression up to the high in 1966-67 school and the trend since.

A. Early Staffing Patterns-July 1959

The first Education team consisted of eight members. Due to the unsettled condition in the country during that period, it was never completely filled. The original staffing pattern called for seven "Practical Arts" type people and one science teacher.

In July of 1961 another contract was written for Education personnel for 4 people. Again, this wasn't filled completely. One position remained open. Two of the three who came were practical arts and one was an English teacher.

During this period coups and battles were plentiful. The team was evacuated and it wasn't until October of 1962 that everyone was back in Vientiane. At that time 9 of the 12 positions were filled. All but two were practical arts types.

B. 1963-64

During this period, the contract was filled for the first time. In early December 1963 a 13th position was added. Of the thirteen positions, three were academic plus one staff position.

C. 1964-65

In July of 1964 our contract strength went from 13 up to 22. The addition came too late to be filled completely for the 64-65 school year. Six of the addition were for English teachers for the secondary schools. Two of the added slots were to absorb the two Education Advisors/Teachers at the ENI's who were previously under the RL contract. The remaining slot was for a

math teacher in the English Section.

The trend in staffing was to expand English and Academic subjects and to absorb two positions in educational institutions previously staffed by the IVS/RD people. We still had 9 people in Practical Arts.

D. 1965-66

The staffing pattern for the 1965-66 school year called for 24 positions. The pattern was as follows:

Administrative	2
Instructional Program Adm.	1
Academic Teachers English	3
English Teachers-French	2
English Teacher -Field	5
Regional ENIs	2
Practical Arts	7
Advisor to Librarian	$\frac{1}{2}$
Teacher	1
Business Manager	$\frac{1}{2}$

E. 1966-67

The staffing pattern for this school year was for 38 positions.

By October of 1966, 36 of the positions had been filled. The team was composed of four staff positions, seven practical arts positions, eight English teachers in Dong Dok, eight academic teachers and ten field positions.

F. 1967-68

The height of the program was reached during this period when the contract called for 40 positions which included 4 staff positions, 14 field slots and the remaining 22 positions at Dong Dok.

G. 1968-69

The 68-69 staffing pattern reflected the continuation of trends developed in the past. Where possible, expansion in the existing programs were met by Lao personnel that had been trained on the job or from those that had returned from training abroad.

Approximately nine Lao fell into this classification. The staffing pattern reflected a shift in RLG policy in shifting the four-year programs from the central teacher training institution in Vientiane to the regional centers. One administration position was eliminated and a second position was down-graded to Team Leader. Slots for seven teachers of English as a second language to the language of instruction were eliminated. Three unstaffed positions were either eliminated or combined with other slots to affect further reduction and to allow for increased emphasis in higher priority areas.

During the 1968-69 school year the British agreed to try to provide five English teachers for the ESP. Meanwhile the Australians extended Miss Elessing's contract to allow her to stay for the third year.

H. 1969-70

During the 1969-70 the staffing pattern called for 30 positions which included four full-time English Teachers and three part-time plus two social studies; three science; two math; one pedagogy and three practical arts. There were twelve other positions which called for three English Teachers at Fa Ngum and the remainder being located outside of Vientiane at the regional ENIs.

Of the thirty positions, we had only filled 24 by the early part of 1970. Part of the positions were not filled due to security conditions at the time. Only slots in regional centers were staffed.

I. 1970-71

This fall we proposed a staffing pattern of 30 positions however, five positions were eliminated by USAID. At this writing twenty of the twenty-five positions have been filled. The composition of the IVS/EDU team was approved as follows:

English

Dong Dok

4

Fa Ngum

3

Social Studies

5

Math/Science

7

Practical Arts

2

ENI Advisors 3
Pedagogy-TEFL

J. Trends

The following could be listed as trends, observations or some cases simply comments on things that have or are happening in connection with our involvement at Dong Dok.

1. The indication is that we should become more involved in the practical arts program again. The problems of doing so will be the same as before i.e., quality of personnel available, low salary scale, policies which do not provide the necessary incentive-poor workers are not fired and good workers are not rewarded. A worker can not rise above a coolie, no matter how good he is, without a recognized qualifying certificate of some sort.

2. The increase input of manpower by other countries. This year the Australians have added one person which will bring their contribution for this year up to a total of three teachers.

The British have decided to increase their personnel from two to three teachers in the English Section. They have also indicated that they will recruit a senior instructor to serve as an advisor to the Ministry in coordinating the English Programs in Laos.

USAID has written up a position for a curriculum advisor who will be assigned to Dong Dok.

I believe UNESCO is planning on assigning instructors at Dong Dok to develop the university. This will probably mean that USAID will provide the buildings and the French will provide the staff and curriculum.

3. One trend that has not changed is that recruiting people in specific fields for specific slots. We will have to try and attract more and more qualified teachers to keep abreast of the movement towards higher education. In comparison with former work plans, the indication is that teachers with more experience and graduate work will be necessary as the

advanced years of study will demand more specialization in the teaching assignments.

4. The Technical Schools have repeatedly asked for English Teachers and I feel that the staffing of these schools is justified. Formerly, we had one English teacher assigned to Vientiane and two assigned to Savannakhet.
5. On the farm, future work will involve either a phasing out or an increased input of expertise to restore the farm to condition it was in 1966. This will call for a competent and skillful volunteer to build up a working relationship with the Lao personnel now working with the farm.
6. Activities in the maintenance area will be centered around keeping the essential utilities functioning. Immediately, this entails a lot of hard work and planning to get the campus so it is presentable.

In general IVS has in the past, and should in the future, assign whatever needs to be done to who ever can do it.

Annual Report IVS - FY 70

- Northern Area

Reflecting the trend throughout the country, the number of IVS volunteers in the Northern Area has declined from a high of 11 at the end of FY 69 and 2 at the beginning of FY 70, to 6 at the end of FY 70.

III. International Voluntary Services

Laos Rural Division Team

During most of this time, the largest component was of education people, with AG and CD personnel about balanced on the average.

Annual Report July 1, 1969 - July 1, 1970
Due to the relocation of the Northern Area Staff from Vientiane to Vientiane in March, 1970, the Northern Area Staff moved to Vientiane in March, 1970.

A brief resume of work in the area during the year, by location:
By

Val Petersen
John Kiechle
Al Best

San Hanoi Staff

Fred Cunningham brought to a successful conclusion an extensive dog well program in many villages in the area, and departed on home leave.

In 3 months Ken Steiner did an impressive job of motivating and assisting his agriculture counterparts. Working with his counterparts he spent a good deal of time assisting a refugee resettlement village to establish a commercial vegetable farm. Ken's other major accomplishment was in encouraging raising interest in fish ponds in the area. He left one counterpart with considerable knowledge and interest in this work.

In her 6 months in San Hanoi Staff, Kathy Pollock worked closely with the 2 rural advisers assigned to the province, encouraging and assisting them, and doing some training. However, she decided by the end of the FY that the girls were generally capable, and that her presence was not of enough value to justify it.

Annual Report/ IVS - FY 70

- Northern Area

Reflecting the trend throughout the country, the number of IVS volunteers in the Northern Area has dwindled from a high of 11 at the end of FY 69 and 9 at the beginning of FY70, to 6 at the end with 5 projected for FY71.

During most of this time, the largest component was of education people, with AGR and CD personnel about balanced on the average.

Due to the decreasing size of the Northern area complement of volunteers, and also of the Vientiane Administrative Staff, the Northern Area Staff man moved to Vientiane in March, 1970.

A brief resume of work in the area during the year, by location:

Ban Houei Sai:

Fred Cunningham brought to a successful conclusion an extensive dug well program in many villages in the area, and departed on home leave.

In 3 months Ken Steiner did an impressive job of motivating and activating RLG agriculture counterparts. Working with his counterparts he spent a good deal of time assisting a refugee resettlement village to establish a commercial vegetable farm. Ken's other major accomplishment was in encouraging rising interest in fish ponds in the area. He left one counterpart with considerable knowledge and interest in this work.

In her 4 months in Ban Houei Sai, Kathy Pollak worked closely with the 9 rural midwives assigned to the province, encouraging and assisting them, and doing some training. However, she decided by the end of the FY that the girls were generally capable, and that her presence was not of enough value to justify it.

Luang Prabang:

John Bryson finished up his quite successful tour in fisheries extension, and returned to the U.S., leaving one well trained counterpart.

Dennis Rompasky, on TDY for the summer of 1969 led a very busy summer overseeing a generally successful summer student program, encompassing CD work on village schools, irrigation survey training, refuge relief assistance, and E.N.I. maintenance.

In the education field, Max Goldensohn, in his second year of teaching CD at the N.N.I., polished his curriculum, switched the language of instruction to Lao, and working with the local Chao Muong, gave his students considerable practical CD field experience.

Max in addition taught courses in history and geography, and spent most of his free time on student athletics.

Max's wife Kathy, spent the school year teaching English at the Lycee.

As a new addition to the E.N.I. staff, Frank Welsh spent the year re-organizing and teaching a comprehensive English Program. Working with the Lao Administration, he had just completed the groundwork for an intensive, 7 hour-per-week course at three levels when word came that USAID and the Ministry of Education had decided to dis-continue english teaching at the ENI's.

Frank now plans to take over Max's C.D. program at the ENI next year, after a summer coordinating the student summer work experience for Luang Prabang, Sayaboury, and Houa Khong Provinces.

Frank, in his first year, has demonstrated a strong desire to maximize the cross-cultural learning opportunities of his situation, and has taken into his household two refugee boys and one ENI student, all of whom needed a place to stay. His unassuming competence have won him a respected place on the ENI staff.

Fred Evans arrived in Luang Prabang in September, full of enthusiasm to organize a Bi-National center program, including english teaching. A series of unfortunate circumstances combined to produce a frustrating and discouraging year: The unexpected total primacy of english teaching in the program, lack of advance Lao language training, strong USIS influence in programming, and disagreement over teaching english to organized military classes.

By the end of the year, Fred was working part-time on a village attitude survey in a rural area near Luang Prabang. This promised to be a meaningful and more satisfying endeavor, and Fred planned to involve himself in this project for his second year.

Fred is a believer in many potentials of volunteer work. In his spare time he has been a prime factor in several cooperative projects involving IVSers, British VSO's and Japaness JCOV's with the local community.

Joyce and Leroy Battcher arrived in Luang Prabang in October to fill long vacant slots in Home Ec. and AGK. extension, respectively.

Joyce worked with a new provincial Home Economics supervisor, helping her to set up a provincial-level support office for the Home Agents working in the villages - a first such attempt in Laos. Joyce's back ground has also enabled her to give much good advice as the Home Ec. program builds its emphasis on nutrition and mother and child care. Several moderately successful village training program have been held with more scheduled, hoping to use this year's experience for improvements.

Leroy's work has been complicated as all the AGK. Agents have come and gone to various training programs in Vientiane and Thailand. However, his advice on alternate crops has been useful, as most of the training at present is concentrated on rice production.

Leroy has established at his home, a small experimental demonstration garden plot, mainly to determine the effects of alternate means of growing vegetables in the rainy season such as using clear plastic coverings.

The biggest hardship on the Battchers during their first 7 months was lack of adequate housing - unfortunate, since the main hang-up was approval to rent the house.

Sam Thong:

Gary Peters finished out his tour in Sam Thong - A tour characterized by the demands of the situation which constantly drew him away from his intended agriculture program. Nevertheless he persisted and made a contribution to improved vegetable and livestock production in the area.

Muong Phieng:

Tom Kerri and Alex McIntosh were the last two IVSers to leave Muong Phieng, phasing out the longest and most extensive program of IVS involvement in Laos, except for Snith Chanthavong, who remained the rest of the year, to carry out an extensive and highly successful fishery extension program. Tom phased out the direct day-to-day American involvement with the area refugee population, removing the last external bridge between indigenous Lao and emigrant Meo, to see how they will mesh without this bridge.

Alex McIntosh moved to Luang Prabang to finish writing up the evaluation of the village development committee training program he had been working with for nearly a year. There were significant problems in follow-up back stopping of the committees after training, as well as in obtaining valid evaluating observations. However a USAID sponsored evaluation of the entire Muong Phieng area program indicated significant potential for these committees in local development, and also indicated significant economic and social development in the area during the time USAID and IVS have been involved in development in the area. USAID programs continue in the Muong Phieng area.

Muong Nane:

Jim Barringer closed out an IVS presence of 3 years in Muong Nane. Jim's resourcefulness had led villagers to seek his advice and help on numerous matters. One of his most successful programs was the least dramatic - quietly raising improved breed chickens, until farmers began to ask for similar chicks to raising improved breed chickens, until farmers began to ask for similar chicks to raise, then asked for help in obtaining diet supplement, building pens, and incubators for artificial hatching. This was entirely a pay-as-you-go program, in which Jim served only as inovator, catalyst, and advisor.

Muong Kassy:

An on-again-off-again security situation had for a long time complicated work in this area. Loren Wille tied up the ends of a number of C.D. projects-notably school constructions, and transferred in August to Ban Amone. Ken Steiner stayed into September before ending his AGR work and moving to Ban Houei Sai.

Vang Vieng:

Jim Gingerich ended his work with the AGR. extension agents and Barb Gingerich her work with the O.B. hospital and the rural midwives, as their tour ended in August. This ended in IVS presence which dated from the current RLG presence in Vang Vieng.

Ban Thalot:

Fritz Benson was just getting a good start on background data needed to establish a leadership training program in the area, when a P.L. attack in July made it obvious security was not adequate to continue work in the area. Fritz then transferred to Vientiane.

Sithantay:

Randy Ireson completed a year of rather frustrating work with farmer organizations in the area, which had initially been hastily organized to justify a pump project. Randy's hard work and deep concern for the welfare of the farmers made the project much closer to a success than could have otherwise been possible.

Hat Dok Keo:

Oscar Linden completed his involvement at the Israeli-run farm - an involvement which had passed the point of diminishing returns - and departed.

Ban Thouei:

Dennis Mummert's close involvement with the local people in the area was abruptly ended when his jeep was ambushed in August.

In the Vientiane area, some work ended, some began, and some programs continued on.

Brenda Peters completed her tour, working the last several months at the O.B. hospital, as security conditions would not allow her to remain with her husband in Sam Thong.

Wille Chang, having recently transferred from Paksane, completed her tour assisting in the IVS office.

Donna Higgins spent several months trying her hand at a number of medical tasks before deciding there was no niche here for her at this time.

Jim Archer worked the whole year before making the same decision. He felt the present conditions do not make it possible to make an effective contribution to the veterinary services.

Fritz Benson, after his transfer from Ban Thalot, spent his last 10 months working with USAID and RLG social welfare personnel on a program designed to educate refugees about the RLG.

Jack Parmenter worked the year, bringing his tour to an end, with the Lao National handicrafts program. While he has worked hard to help establish such innovations as color-fast dyes, flying shuttle looms, and better production and marketing techniques, he now feels conditions here, too, do not lend themselves to a meaningful volunteer contribution.

One of the most encouraging of all programs in which IVS is involved is the Ban Amone training program. Loren Wille replaced Jon Wells in August, and at the end of the year was planning to renew his contract for a 2nd tour because his work is so meaningful. The most significant development in this program is the steadily diminishing participation by foreign governments, and the resultant rise in RLG responsibility.

Savannakhet - As the security situation tightened, restricting Dick Swanson to the city of Savannakhet, he decided he could not make a significant contribution, and returned to the U.S.

Ban Tha Na:

Bob Wiederhold brought to a close IVS presence in Khammouane province outside of Thakhek when he left Tha Na and Laos a little before the end of his tour, on a medical termination.

The Houei Kong area has received high USAID inputs for the last three years. This past year has been a period of gearing down after a period of road building, bridge building and irrigation canal construction. These activities along with the military activities in the area have created Economic forces which never existed previously. A lumber truck moves sawed lumber over one of the roads for delivery to a customer. The truck meets several people coming from their Hai fields towing small carts behind their bikes. The truck even meets a motorcycle with a cart behind it loaded with rice from storage in the Hai field.

How much of this activity and growth can be contributed to IVS and USAID in Houei Kong? The roads are definitely a contribution from USAID. The truck is part of the sawmill operation developed by IVSer George Viles in response to a sincere interest by the people in the area in contributing their own capital to initiation of an enterprise. Then, with the aid of Mr. Viles, the people followed through on the development of the organization to operate the sawmill on a business basis. This past year IVSer Bill Sage, Viles' replacement, worked with the sawmill managers to improve their business management skills. Bill attempted to help them with the organization of their accounts, the calculation of cubic measurements and the establishment of a system of ordering supplies from Pakse in advance of their needs. Before, instead of ordering Petrol, Oil, Lubricants (POL) in advance the sawmill manager would wait until the fuel supply was exhausted before ordering. This meant that the sawmill had to shutdown and the laborers remain idle. These sorts of problems are an obstacle to the operation of the people's mill.

On the Agriculture side, Rich Harvey planted several varieties of corn in an experimental field in an effort to isolate an improved variety that would perform better than the local ones. Unfortunately the effort was destroyed by a cattle invasion. Local rice which was planted in the same field survived the invasion to produce a respectable four tons per hectare. This experience has sparked an effort to grow rice on 80% of the field during the 1970 rainy season. The experience was most interesting because according to the local agriculture authorities (village elders) the rice should not have grown well as the field was not burned before planting. Why the rice performed well remains a mystery. Information on Hai culture from Thailand indicates that burning has some effect due to the heat generated during burning which acts as a catalyst in the release of nutrients. We hope to investigate this.

Rich spent a large percentage of his time working with the farm tractor aiding the operator to keep the tractor in working order. Many farmers rented the tractor to plow paddy land during the dry season to facilitate faster and easier preparation of the fields when the rains came.

As of December 31, 1969 IVS officially withdrew from Houei Kong after a presence of seven years in the area. The decision that IVS would not work in areas where the IVSers had to depend on air support as their only means of transportation eliminated Houei Kong as a field station. For the IVSers at the station it meant the pulling up of roots that had grown deep into the Houei Kong Society.

In Pakse Agriculturalist Bob Thompson worked with the extension people at the provincial agriculture office. His main objective was to aid the extension service to disseminate information on rice technology to interested farmers. In this task Bob encountered several problems. His counter-part had just returned from study in Thailand. This man was given the responsibility for organizing the extension agents. Just returned from training, this man was less than sure of himself, his area of responsibility was not well defined and he had yet to gain the respect of peers. Thus Bob found the work with the extension people frustrating. The agents did not have transportation therefore they had an excuse for not making trips to visit farmers.

When Bob did visit farmers with the agents he felt that he was of little assistance. The agents were capable, in Bob's estimation, to perform their task just as well without him.

During the summer of 1969 Bob ran a survey with the help of a student working with the summer student program. He obtained some economic data from twentyfive out of forty-five farmers in the village of Ban Nahek near Pakse. The survey was designed to determine data on labor inputs in to rice production in order to better understand the economics of a Lao farm. Bob used the information for farm management training programs in Pakse and Vientiane.

In November the Thompsons moved from Pakse to Vientiane. In December a new couple, Steve and Jane Stone, were assigned to Pakse. Steve assumed the role which Bob Thompson had vacated.

Steve approached the work in Pakse as an organizer without highly technical agricultural training. Steve's sees his role as one of convincing people to perform a certain task which is for their own benefit. In practice this approach has been successful. Steve has worked closely with the RIG Irrigation Technicians and the farmers in the Ban Nahek irrigation system to develop cooperation among the various groups involved in maintaining and repairing the canals. Steve has also worked with the Rural Development Training Center, aiding especially in the development of a good library.

Karen Thompson worked with the Home Economics agents in the provinces of Saravane, Sithandone, Champassak and Sedone. Her major effort was with the women working near Pakse since it was easy to visit the women as they worked in the villages. Karen worked beside the women but was not the key to the program. She tried to help improve the projects and to upgrade the quality of the agents' work. The program in terms of materials and funds had been well planned one year in advance. Therefore few problems existed with obtaining supplies. A problem which has been a bottle neck in the program is transportation. With more emphasis on food preparation, the women have to visit the market everyday to purchase food for their demonstration. These daily trips put a burden on the women because they have to take taxis. Government transportation is not available. Karen used her jeep for this chore when she was free, but such a situation meant that the women became dependant on her, expecting her to provide transportation regularly. Vehicles have been included in the home economics budget for the coming year to insure that the women will have their own transportation.

Karen moved to Vientiane with Bob to work on the National home economics program level. In December Jane Stone was assigned to Pakse to work on the local application of this program. Jane has tried to develop more independence in the women working with the home economics program. She visits the girls periodically rather than daily so they have to find their own means of transport. Jane has found that the women have a problem getting their due when dealing with the male supervisors at the agriculture office. Jane has attempted to establish a system for paying per diem regularly. In the past they have not received their per diem because their supervisors did not understand how to fill out the forms to submit to USAID.

Jane has not visited Saravane as security has stopped work in the area. However, she has had close contact with the programs in Sedone, Sithandone and Champassak.

A new program in pisciculture extension in Pakse was initiated by Jim Bowman in January. The objective of the program is to develop an organizational link between the fisheries people and the agricultural extension agents. The agents want to call upon the fishery people for technical information and to develop cooperation between fisheries and agricultural extension for the benefit of the farmers and to avoid bureaucrats duplication of functions.

Jim has made considerable progress in bringing about the desired situation by calling attention to the resources which are available at the fish station and by creating interest and enthusiasm for fish culture in the extension program.

Khong Sedone, an IVS field station for eight years was closed-out last September when John Murdoch finished his two year tour with the RD team.

Security had been a problem for the previous year. Development efforts were plagued by closed roads, temporary evacuations and blown bridges. Despite these obstacles a six room school was finished in Wapi and assistance was given with several rice demonstrations.

Lahanam has had much the same history with IVS as Khong Sedone. The uncertain security conditions in the area forced IVS to remove IVSers Jiro Oi, Kieth Sanders and Tom Tufts from the area.

The IVSers had been involved with pump irrigation projects, the dug well program, and the school building program in a "big way". The IVSers had responsibility for many resources from USAID, and therefore they were important people in Lahanam. The IVSers tried to shift as much of this responsibility as possible to their Lao counter-parts. However, the fact remained that they made the final decision about whether an official received fuel from USAID even if in fact, a preliminary decision has been made in Savannakhet or Vientiane. As far as the official was concerned the IVSers were the people deciding whether he received fuel for his jeep, cement for a school, lumber for a bridge or even a ride for a sick individual to the hospital in Kengkok.

Undoubtedly, the villagers' logic was that if the good IVSers give us a ride to the hospital we will save some money by not having to pay a taxi. The villagers failed to comprehend that government vehicles are not for personal use. Before the IVSers left Lahanam they developed a master plan for construction of roads in the area. They envisioned several farm-to-market type roads which could be used in the rainy season.

Ed Myers worked in Savannakhet with the Lao Timber Company to train operators for and advise on the use of Chain saws. Ed found some resistance on the part of the lumber companies to using the chain saws. The only reason given was that the villagers would not appreciate the use of the chain saws because it would mean that they would get paid for sawing manually fewer trees. This reason apparently had some foundation because the saws were used when the time arrive for the villagers to prepare their rice fields.

In Thakhek Dave Wiger spent considerable time traveling with the Agricultural agents to visit farmers. With dwindling security in the rural areas around the town Dave was limited to the immediate municipal area working in the Agriculture Office. Dave found little work there to keep him employed. In December his contract was terminated. While in the urban center of Thakhek Dave worked with the extension agents, rice demonstrations, an agricultural fair, an ADO field day and the home economics programs. Dave's counterpart was an incompetent agricultural chief but Dave managed to find some good points in the man and to make the best of the situation. The people he worked with were typical-not highly motivated to help the farmer, poorly paid and victims of the system which has developed through the years the habits of poor service for the farmers. Dave's situation and problems were typical of those of many IVSers thrust into a position where their only tools were patience, persuasion, inspiration and more patience.

Bill Dean, working with community development in Thakhek, has spent eighty percent of his time with the construction of a municipal slaughter house for Thakhek.

Bill worked on the design of the structure with the people who will use the facility. The Municipality agreed to supply the labor for the project and USAID agreed to supply the commodity inputs and carpenters. The construction of the project has proceeded at a snail's pace. The Mayor hires the cheapest labor he can employ which is not dependable-they work on day, maybe two then they don't show for three or four days. This means that the carpenters' work is slowed down. If this situation was allowed to continue the money budgeted for the project would be depleted before the construction was finished. The Mayor was informed of the situation. USAID stopped the work of the carpenters until such a time as the Mayor can supply enough workers to complete the construction. As of the present time this is where the project stands. It was decided that the foreigners will not do the pushing-if the Lao people want the building finished they will have to make the effort.

Dan Drew was fortunate to be assigned to Saraphoum in May 1969. The situation was ideal for a rural development volunteer. He lived with a Lao family, took his meals with them and was located in a town where it was possible to get to know many of the people. He was given office space at the Muong Office with the Agriculture Agents in the Muong. The area produced a surplus of rice and the farmers in the area anxious to try fertilizer and new rice varieties. After spending three months in the area Dan was forced to leave because the chances that he would be the subject of some of the PL activities in the area. A week after he was out of Saraphoum the PL made a nocturnal visit to the village asking where the American was living. He has not returned.

The Home Economics program was directed at the National level by IVSer Carol Wells. She and her predecessor, Joanne Augspurger, had worked up a program with the RLG Home Economics Director, Boun Souei, which emphasized nutrition, particularly child nutrition, and in-service training for the women in the Home Economics Service. These agents come to Vientiane for six weeks of training in teaching good nutrition to villagers. After training they return to their respective areas to teach what they studied in Vientiane. The first such training program was held in November and December 1969. Since January the women have conducted several 6 week programs off in the provinces. To attract women to the program some instruction is given on blouse construction along with the instruction on nutrition. The village women prepare various foods under the direction of the home economist. All ingredients are purchased on the local market to insure that the village women can duplicate exactly the recipes learned in the course.

A pilot program in child nutrition was started in the Vientiane area. Beth Hansen and Ruth Wiggins are working with this program. The objective of the program is to teach the parents of pre-school children that an adequate diet will make their child grow faster, and be more healthy and active. Every day for two months the children are fed a special lunch which is designed to provide one-third of the daily vitamin, mineral, protein and carbohydrate requirements for healthy growth and normal activity. Also the children are given a physical examination at the beginning of the program and medication is obtained for those children who require treatment. The first program met limited success. The mothers did not come regularly therefore their training in proper food preparation was not as effective as had hoped for. Finding local foods that would supply adequate amounts of vitamins and minerals was nearly impossible. Therefore the boast that the children should have received proper nutrition for local foods was unfulfilled.

Planning for the next program is taking these factors into consideration. We expect that these deficiencies can be corrected.

Bob Thompson moved from Pakse to Vientiane to work in the RLG with statistics. Bob worked up lessons in Agricultural Economics which he used for instructing ADO and agricultural agents in the Six Month Rice Training Program at Salakham. A second area of work other than the training involved working with technicians in the Research Bureau, giving advice on tabulating and analyzing data from field trials. Bob's major emphasis was attempting to have the technicians process raw data as soon as it was received for analysis. This facilitates immediate interpretation to provide information for planning subsequent trials. This work has been discontinued as Bob resigned from IVS before the end of his tour to return to graduate school to continue his study in Agricultural Economics.

Two IVSers were requested by Agricultural Development Organization (ADO) in July 1969 to work on a training program designed to improve the skills of the ADO sales agents in the provinces. IVSers Jiro Oi and Dan Drew were assigned to work the program. Jiro drew upon his experiences in Lahanam with pump associations to develop a training program which emphasized understanding of contracts, making explanations to farmers about loan agreements, figuring interest, simple problems involved with calculating proper amounts of fertilizer to apply, and accounting procedures.

Dan and Jiro observe all the training sessions looking for weak points which they can discuss with the instructor to improve before the next training cycle. Dan spends part of his time visiting the agents after they return to their work in the provinces to observe whether the agents are putting in practice the procedures they been taught.

When work was no longer possible in Lahanam, Tom Tufts began teaching English at the Salakham Research Station near Vientiane. The station is the training center for the Six Month Rice Production Training Course as well as the center for rice research in Laos. Five of the staff members of the station have completed the six month rice production course at the International Rice Research Institute (IRRI) in Los Banos, Philippines. These people have returned to Laos to teach the same material that they studied at IRRI, reproducing here the field work experiences and classroom material they learned at IRRI. The objective of the training is to instruct the Agricultural agents in rice production technology to provide the agents with knowledge of the rice plant. The training gives the agents experience in every phase of rice production from planting to harvesting. The agents work in the paddy-plows, harrows, transplants, weeds, irrigates, cut the rice stalks, threshes, winnows and carries the threshed rice from the field. This first hand experience gives the agent an appreciation for the sweat the farmer puts into a rice crop. This is reflected in the attitude with which the agent approaches the farmer. He understands the farmer now, and it shows. He can talk sympathetically with him. He can get into the mud and sweat of the paddy field and work with him. He has knowledge the farmer can respect. He has attitudes the farmer can trust and believe in. The agent is not just an arrogant young man without empathy for the farmer. The farmer recognizes this change and is happier to work with him.

Tom Tufts worked in the rice paddies with the trainees in an attempt to learn something about the rice plant technology and also as a means to become acquainted with the trainees. On one occasion one of the trainees said "We often become tired working in the paddy in the hot sun; we would like to sit in the shade but when you work with us in the paddy in the hot sun we have more strength which enables us to continue working". This comment gave Tom a chance to communicate with the people in the training program at their level. It gave him a justification for working in the paddies which seemed unproductive before this experience.

During this time a new IVSer, George Wiggans, was assigned to Salakham to work with the multiple cropping program. George found it very difficult to work into the structure and determine just exactly what he was expected to do. The station manager did not have a clear concept of the role he wanted George to perform, therefore George has been very dissatisfied with the work at the station. He has worked in the field with the tractor, helped with field work and in May assumed some of Tom Tufts responsibilities with the food accounts.

The program at Salakham has always been rough around the edges. In mid-June a letter was received from Tiao Somsavath, Director, of the RLG Division of Agriculture, requesting that on June thirty the employment of the IVSers at Salakham be terminated since they had done such good work that their assistance was no longer needed. This action upset Mr. Kasmussen, Chief of USAID Agriculture Division who informed Somsavath that if USAID was to continue support of the Research Center IVS must be involved in the management. As of the writing of this report the IVSers are taking a vacation to allow Somsavath to study the situation.

Tom Tufts did not become upset over this situation. He feels that this is part of development and if we are to make any progress, these sorts of problems will arise and must be considered as one of the growing pains in the developmental process. The problems should be talked over and approached patiently. We are in that stage at the present.

IVS Lao Assistants

FY'70 saw the end of a major area of operation for IVS Laos. The IVS Lao assistants who had become a major factor in IVS Rural Development work were phased out of IVS.

Originally IVS hired Lao employees as office support people, teachers of the Lao language, and Interpreter Assistants. The major program became Interpreter Assistants as the number of IVS Rural Development Team volunteers increased. Each IVSer who was assigned to the field ideally was also assigned an Interpreter Assistant to assist him in his early work and learning of Lao. After a period of time the Interpreter Assistant would be assigned to another new volunteer. The actual practice was that the Lao Assistants became competent Rural Development and Community Development people and they became a major part of the IVS Program. In many cases they operated field posts without regular IVS volunteers and did excellent work. Others became essential to volunteer operations in various posts around the country.

With the development of the ability of the IVS Assistant, IVS began to use the Assistants as regular RD and CD personnel and put more emphasis on the language program for the volunteer before he was sent to the field. Thus eventually the title "Interpreter" became a misnomer.

Training programs were found for Lao Assistants in USAID programs in Laos and Thailand enabling them to further their education and abilities. A scholarship fund was established to send other Assistants to programs that required private financing. The total number of Lao Assistants in IVS was over sixty by 1967.

In 1968 and 1969 the civil and international war that had been part of Laos for many years increased in intensity and many rural areas became unsafe to work in. By the summer of 1969 few areas outside of cities were left. With the deaths of Chandler Edwards, Khamdy Sirichanhon, Dennis Mummert and Art Stillman, IVS felt forced to move out of virtually all field posts. This meant that not only would the regular IVS volunteer Rural Development team be cut in drastic number, but also the Lao Assistants would also be removed from the same positions.

From a total of 33 in August of 1969 the IVS Lao Assistants were reduced to a present number of 20. Of that 20 however, only 2 are field personnel.

Many IVS Lao Assistants have won praise and awards from various people and organizations. As a group IVS has found that almost all the Assistants have proved to be dedicated and efficient people that have added a significant factor to the IVS program in Laos. Possibly our major achievement in the past years was actually their achievements.

IVS Lao Assistant Roster August 1969

<u>Name</u>	<u>Location</u>
Bounpheng	Ban Done
Bounsy	Champassak
Sen	Houei Kong
Thou	Houei Kong
Thit Nam	Hong Sa
Kongsy	Lahanam
Bounlom	Lahanam
Khamphone	Houei Sai
Napha	Muong Nane
Keopraseduth	Kengkong
Frasong	Kongsedone
Thongphoune	Kongsedone
Nou Somsouk	Kongsedone
Virath	Muong Phieng
Snith	Muong Phieng
Chirasack	Nong Bok
Daroune	Sithantai
Houm	Thana
Chantay	Salakham Rice
Thongdy	Vientiane craft
Nangmai	Vientiane craft
Thongvane	Teachers
Kham Ngou	Teachers
Khanha	Vientiane
Somphone	"
Thongdy	"
Minh	"
Bounlap	"
Bouakham	"
Soumountha	"
Siamphone	"
Bounmy	"
Thao Chanthay	Dongsaphangmeuk/Vientiane
Thao Kham	"
Khamphoune	"
Khamsing	"
Seuth	"
SomNhot	"

IVS Lao Assistant Roster August 1970

<u>Name</u>	<u>POST</u>	<u>END OF CONTRACT</u>	<u>Location</u>	<u>TEAM</u>	<u>NAME</u>
Bounmy	Vientiane	07/07/70	Houei Sai	ED	Alex, Gary
Daroun	Vientiane	07/07/70	Sithantay	ED	Archer, James
Chanthy	Vientiane	07/07/70	Luang Prabang	ED	Bartcher, Joyce
Somphet	Vientiane	07/07/70	Pakse	ED	Bartcher, Jeremy
Kham Ngou	Vientiane	07/07/70	Vientiane	ED	Biden, Suzanne
Khamka	Vientiane	07/07/70	"	ED	Bartinger, James
Somphong	Vientiane	07/07/70	"	ED	Barnson, Fred
Thong Dy	Vientiane	07/07/70	"	ED	Boat, Allan W.
Minh	Vientiane	07/07/70	"	ED	Brandman, Fred
Bounlap	Vientiane	07/07/70	"	ED	Bowman, Dawn
Bouckham	Vientiane	07/07/70	"	ED	Bowman, Karen
Khamhoune	Vientiane	07/07/70	"	ED	Bowman, Charles
Siamphone	Vientiane	07/07/70	"	ED	Bowman, James
Thao Chanty	Vientiane	07/07/70	Dongsaphangmeuk/Vientiane	ED	Brake, Darryl
Thao Kham	Vientiane	07/07/70	"	ED	Byson, John
Khamxing	Vientiane	07/07/70	"	ED	Chapman, John
Seuth	Vientiane	07/07/70	"	ED	Chang, Wilma
Boun Thanh	Vientiane	07/07/70	"	ED	Curran, Fred
Phou Vong	Vientiane	07/07/70	"	ED	Dick, Susan
	Vientiane	07/07/70	"	ED	Davis, Gary
	Vientiane	07/07/70	"	ED	Dean, William
	Vientiane	07/07/70	"	ED	Drew, Daniel
	Vientiane	07/07/70	"	ED	Evans, Fred
	Vientiane	07/07/70	"	ED	Flanagan, Mike
	Vientiane	07/07/70	"	ED	Fittie, William
	Vientiane	07/07/70	"	ED	Frisson, Elwood
	Vientiane	07/07/70	"	ED	Gingerich, Barbara
	Vientiane	07/07/70	"	ED	Gingerich, James
	Vientiane	07/07/70	"	ED	Goldensohn, Max
	Vientiane	07/07/70	"	ED	Goldensohn, Kathy
	Vientiane	07/07/70	"	ED	Hamm, Donald
	Vientiane	07/07/70	"	ED	Haney, Walter
	Vientiane	07/07/70	"	ED	Hansen, Beth
	Vientiane	07/07/70	"	ED	Harvey, Richard
	Vientiane	07/07/70	"	ED	Hendrickson, Harry
	Vientiane	07/07/70	"	ED	Higgins, Donna
	Vientiane	07/07/70	"	ED	Hess, Richard
	Vientiane	07/07/70	"	ED	Inverness, Allan
	Vientiane	07/07/70	"	ED	Iraon, Carol
	Vientiane	07/07/70	"	ED	Iraon, Randall
	Vientiane	07/07/70	"	ED	Johnson, Walter
	Vientiane	07/07/70	"	ED	Johnson, Tom
	Vientiane	07/07/70	"	ED	Johnson, Robert
	Vientiane	07/07/70	"	ED	Johnson, Wallace

IVS PERSONNEL ROSTER 1969 - 1970

<u>NAME</u>	<u>TEAM</u>	<u>END OF CONTRACT</u>	<u>POST</u>
Alex, Gary	ED	09/05/70	Pakse
Archer, James	RD	05/15/71	Hong Sa
Battcher, Joyce	RD	07/02/71	Luang Prabang
Battcher, Lekoy	RD	07/02/71	Luang Prabang
Biden, Suzanne	ED	06/30/69	Vientiane
Barringer, James	RD	07/11/70	Muong Nane
Benson, Fred	RD	07/11/70	Vientiane
Best, Allan W.	RD/ED	07/01/71	Vientiane
Branfman, Fred	ED	05/15/69	Vientiane
Bowman, Dawn	ED	06/01/70	Vientiane
Bowman, Karen	ED	07/06/69	Vientiane
Bowman, Charles	ED	07/06/69	Vientiane
Bowman, James	ED	09/04/71	Pakse
Brekke, Darryl	ED	07/11/70	Vientiane
Bryson, John	RD	02/27/70	Luang Prabang
Chapman, John	ED	09/04/71	Savannakhet
Chang, Wilma	RD	09/07/69	Paksane
Cunningham, Fred	RD	10/26/69	Ban Houei Sai
Dick, Susan	RD	01/27/70	Savannakhet
Davis, Gary	RD	06/01/69	Muong Kassy
Dean, William	RD	09/05/70	Thakhek
Drew, Daniel	RD	03/06/71	Vientiane
Evens, Fred	ED	09/04/71	Luang Prabang
Flanagan, Mike	RD	03/01/69	Muong Phiang
Flittie, William	ED	04/01/69	Vientiane
Friesen, Elwood	ED	07/06/69	Pakse
Gingerich, Barbara	RD	09/07/69	Vang Vieng
Gingerich, James	RD	09/07/69	Vang Vieng
Goldensohn, Max	ED	07/11/70	Luang Prabang
Goldensohn, Kathy	ED	07/11/70	Luang Prabang
Hamm, Donald	ED	09/04/71	Vientiane
Haney, Walter	ED	07/11/70	Vientiane
Hansen, Beth	RD	09/04/71	Vientiane
Harvey, Richard	RD	07/11/70	Houei Kong
Hendrickson, Harry	ED	07/11/70	Vientiane
Higgans, Donna	RD	06/30/70	Vientiane
Hesse, Richard	ED	07/11/70	Vientiane
Inversin, Allen	ED	09/04/71	Vientiane
Ireson, Carol	RD	10/26/69	Sithantay
Ireson, Randall	RD	10/26/69	Sithantay
Johnson, Walter	ED	01/08/70	Vientiane
Johnston, Tom	ED	10/26/69	Vientiane
Johnston, Roberta	ED	07/06/69	Vientiane
Johnston, Wallace	ED	07/06/69	Vientiane

<u>NAME</u>	<u>TEAM</u>	<u>END OF CONTRACT</u>	<u>POST</u>
Jacobson, Robert	RD	03/01/69	Ban Amone
Kiechle, John	RD	07/06/71	Paksong
Lakoche, Dave	ED	07/11/70	Luang Prabang
Lakoche, Jean	ED	07/11/70	Luang Prabang
Malia, James	RD	28/10/71	Vientiane
Marshall, Mary	ED	07/16/70	Vientiane
Mummert, Dennis	RD		Paksane
McIntosh, Alex	RD	12/01/69	Ban Done
Mrachek, Patricia	ED	07/06/69	Vientiane
Mrachek, Michael	ED	07/06/69	Vientiane
Murdoch, John	RD	09/07/71	Khong Sedone
Myers, Edward	RD	06/01/71	Vientiane
Nell, Gerald	RD	03/01/69	Savannakhet
Olbrich, Ted	RD	07/11/70	Paksane
Oi, Jiro	RD	09/05/70	Lahanam
Parmenter, Jack	RD	10/28/70	Vientiane
Patrykus, Ruth	ED	07/02/71	Vientiane
Pennabaker, Jon	ED	07/11/70	Pakse
Petersen, Val	RD	01/15/71	Vientiane
Pollak, Katherine	RD	06/04/70	Houei Sai
Porter, Jerry	ED	07/11/70	Vientiane
Rompasky, Dennis	ED	07/11/70	Vientiane
Rotermund, Manfred	ED	07/06/69	Vientiane
Sage, William	RD	03/06/71	Houei Kong
Sanders, Keith	RD	09/07/69	Lahanam
Skransovsky, Linda	ED	07/06/69	Vientiane
Stillman, Arthur	RD		Vientiane
Steiner, Ken	RD	07/11/70	Hong Sa/ Houei Sai
Stone, Jane	RD	09/04/71	Pakse
Stone, Steven	RD	06/01/71	Pakse
Thorne, Henry	ED	10/26/69	Vientiane
Thompson, Karen	RD	09/05/70	Pakse
Thompson, Bob	RD	09/05/70	Pakse
Tufts, Tom	RD	09/07/69	Hong Sa
Van Kiper, Cort	RD	03/01/69	Ban Dong
Vaillard, Jean	RD	12/04/69	Thakhek
Viles, George	RD	07/06/69	Houei Kong
Wells, Carol	RD	09/07/69	Muong Phieng
Wells, Jon	RD	09/07/69	Muong Phieng
Welsh, Frank	ED	07/15/71	Luang Prabang
Woodson, Larry	ED	07/03/70	Vientiane
Wiederhold, Robert	RD	09/07/69	Ban Tana
Wille, Loren	RD	09/05/70	Muong Kassy/ Ban Amone
Wilson, Hunter	ED	07/02/71	Savannakhet
Wiggans, Elizabeth	RD	09/04/71	Vientiane
Wiggans, George	RD	09/04/71	Vientiane
Wolfe, Kay	ED	09/04/71	Vientiane
Xerri, Thomas	RD	09/07/69	Muong Phieng
Yoder, Martha	ED	07/02/71	Vientiane
Yoder, Darwin	ED	09/05/70	Vientiane