1989

Thunder road: A video presentation and teaching unit on the Vietnam War

Carl C. Hoberg

California State College

San Bernardino

Thunder Road - A Video Presentation and Teaching Unit on the Vietnam War

A Media Project Submitted to

The Faculty of the School of Education

In Partial Fulfillment of the Requirements

of the Degree of

Master of Arts

in

Education: Secondary Option

By

Carl C. Hoberg

San Bernardino, California

1989

APPROVED BY:

[redacted]

Advisor: Dr. Irvin Howard

[redacted]

Second Reader: Dr. Geraldine S. Slaght

THUNDER ROAD - A Video Presentation and Teaching Unit on the Vietnam War

Carl C. Hoberg, M.A.

California State University, San Bernardino, 1989

STATEMENT OF THE PROBLEM

The purpose of this project was to provide high school teachers with an alternative curriculum unit emphasizing a unique approach to teaching students about the Vietnam War.

PROCEDURE

Color slides taken by the writer were integrated with combat art and a contemporary musical backgound in order to create a 37-minute video on the subject of the Vietnam War. Classroom activities are included to reinforce and enhance the messages as seen and heard in Thunder Road. Instructional components included are a vocabulary list, historical data, a time line and maps which can all be used in the modern classroom setting.

RESULTS

The results of this project indicated that there was a considerable lack of usable curriculum materials available for teachers and students relating to the Vietnam War.

CONCLUSIONS AND IMPLICATIONS

The writer concluded that, although currently lacking, curriculum units dealing with the Vietnam War can be created. Often these non-traditional curriculum units include materials based on eye-witness accounts, combat art, soldier's poetry, personal war photographs, and contemporary music. Teaching units that address the lessons of the war in Vietnam should be presented to high school students in order for them to understand this period in American history.

ACKNOWLEDGEMENTS

To Dr. Irv Howard and Dr. Geri Slaght who believed in this project from its conception. Thank you for your advisement, return calls, and educational professionalism.

For their technical assistance: Mike Steinke, sound track; Reg Reed, slide reproduction; Chuck Spence, editing; and Gary Lintvedt, Vietnam veteran buddy.

To my parents whose unconditional love and support throughout my life has been so freely given.

And finally, to my wife Colleen for her emotional support, tolerance and encouragement.

I dedicate Thunder Road to my children Robert, Becky, and Ashley in the hope that they will achieve a better understanding of this difficult period of not only my life, but the lives of millions of others.

TABLE OF CONTENTS

THUNDER ROAD - A Video Presentation and Teaching Unit on the Vietnam War

INTRODUCTION

Today's high school students have a distorted image of the Vietnam War. Hollywood productions like "Platoon," "Good Morning Vietnam," "Full Metal Jacket," "Tour of Duty" and "China Beach" portray United States involvement in Vietnam from a film directors point of view. Visual images created from these sources provide an unrealistic foundation on which to build a realistic portrayal of America's longest and most controversial foreign war.

The United States' involvement in Vietnam remains as hotly debated and controversial today as it was in the 1960s. Thunder Road is a video presentation made from over 275 photographs and combat art with a musical background of selections from the 1960s, '70s and '80s. The majority of the pictures were taken in 1967-68, which was the time frame of the infamous "Tet Offensive." This strategic action was a turning point in the war and the beginning of increased awareness of the American people.

Thunder Road, Vietnam Highway 13, was one of several life lines used to supply U.S. forces with the ammunition, fuel and building materials that were necessary to sustain the war effort. Convoys of M48 tanks, armored personnel carriers and armed trucks made weekly runs on this dangerous stretch of dirt road north of Saigon that wound through the villages of Lai Khe, An Loc and Loc Ninh near the Cambodian border. The road was mined, and ambushes and sniper fire were frequent.

This presentation is a realistic account of what American soldiers went through on Highway 13. It is not meant to be a political statement--the intention is to present information on one aspect of the war in Vietnam.

RATIONALE

Today's high school students have a distorted image of war...specifically, the Vietnam War. Both United States and world history textbooks approach the subject of war in a chronological, intellectual and strategic manner. Important dates, events and turning points are highlighted and then briefly addressed. But, teenagers' opinions are also influenced by major Hollywood-type film productions, such as "Platoon," "Good Morning Vietnam" and "Full Metal Jacket." Serials such as "Tour of Duty" and "China Beach" further attempt to explain America's controversial involvement in Vietnam from 1962-1975. Most texts and films cover the intellectual and strategic side of war, rather than the equally important emotional and humanistic issues. War, in its entirety, is not emphasized in American and world history textbooks.

Henry Graff (1985) addresses the heavy costs to the American people as a result of war in Vietnam. Graff states:

> Thus ended American participation in the longest and most divisive war in the nation's history. Over 56,000 Americans had died in Vietnam, and more than 300,000 others had been wounded. There were widespread

> feelings in the country that the war had not been handled correctly, but no consensus about what alternative policy should have been followed. There was also no ready agreement on how to deal with the thousands of military deserters or with young men who had left the United States to avoid being drafted (pg. 757).

Graff fails to critically examine important words like divisive and widespread feelings.

The world history textbook, Living World History, in addition to giving a general background regarding the Japanese and French occupation of Vietnam, refers to the "staggering cost and sacrifice" made by Americans. Schrier and Wallbank conclude:

> One important legacy of the War was the realization of the limits of United States power. In 1969, President Nixon stated that in the future, the United States would avoid involvements on the Asian mainland by limiting its support to economic aid (Schrier and Wallbank, 1984, pg. 713).

Schrier and Wallbank (1984) use the words "divisive," "staggering" and "sacrifice" to describe America's involvement in Vietnam. A detailed examination of these important terms are not found in their textbook. Human

values and morality, relative to war, are absent from today's teaching about the Vietnam War.

To the contrary, Vietnam-era writers and film makers have begun to address these more sensitive issues by introducing scenes whereby moral issues appear. A recent example appears in the film "Platoon," when a heated argument involving Sergeants Barnes and Elias, over the killing of suspected Viet Cong sympathizers, erupts into physical violence.

"Thunder Road, A Video Presentation and Teaching Unit on the Vietnam War," allows the viewers to experience a side of the War that is rarely depicted by traditional teaching methods. Visual images combined with a musical sound track appeal to the viewer's emotions and senses, rather than to a chronological statement of facts and figures. The humanistic approach of "Thunder Road," attempts to go beyond the strategic analysis of Vietnam that is so often found in comtemporary textbooks.

DESIGN

April 29, 1967, was an important date in history, both for me and for America. This date marked my nineteenth birthday, and also the date I arrived in South Vietnam. It was also the exact day, eight years later, that Saigon, the capital of South Vietnam, was captured by communist forces from the North.

I knew little then of the significance this war would have on America's home front, future foreign affairs and the thousands of young men and women who would serve there. The years since my tour of duty in Vietnam have been spent attempting to grasp the significance of my involvement, as well as America's.

Although my duties as an army combat engineer never required the use of a 35mm camera, I, like many soldiers, kept a personal diary, on film, of daily life at base camp as well as in the field. Platoon sergeants and officers discouraged the taking of "snapshots" because, in their view, this activity was not "soldier-like" and did not fit the profile of a well-disciplined trooper. I remember the words well, "We're in a war here soldier, not on a vacation." When situations became serious, few soldiers disagreed, M-16s were preferred over Minoltas.

"Thunder Road, A Video Presentation and Teaching Unit on the Vietnam War," offers high school students an alternative to more traditional textbook approaches to teaching about the Vietnam War. An emphasis is placed on high impact emotion and humanism, as opposed to the more strategic or intellectual viewpoint maintained by most textbook writers. Pre and post exercises are combined with the viewing of the 37 minute video. Following the video and pre/post activities, students have the opportunity to express their attitudes about Vietnam by engaging in several individual and group activities.

An opportunity to show my personal Vietnam photos occurred in 1988, when a U.S. History teacher asked me to talk to her students about Vietnam. She explained that the textbook lacked insight and detailed information on American involvement in Southeast Asia. She additionally stated that her students had shown a sincere desire to know more about the subject of Vietnam. I suggested showing some slides in addition to lecturing.

After agreeing with her request, I began a search through boxes and drawers in an attempt to find my diary of slides and black and white photos. The slides, I discovered, had separated from the 2x2 inch cardboard frames--they were useless. The slide show was postponed for two weeks while the slides were remounted in plastic frames.

During the two week delay, I attempted to combine the visual images with a musical soundtrack. With the help of a colleague, the 37 minute soundtrack for Thunder Road was produced from music from the 1960s, '70s, and '80s. Lyrics, mood and synchronization were major factors when music was chosen for the soundtrack. The combined visual images and soundtrack provided the necessary impact to interest high school students. History had come to life...the original Thunder Road had been reborn.

"Thunder Road, A Video Presentation and Teaching Unit on the Vietnam War," offers high school students an alternative to more traditional textbook approaches to teaching about the Vietnam War. An emphasis is placed on high impact emotion and humanism, as opposed to the more strategic or intellectual viewpoint maintained by most textbook writers. Pre and post exercises are combined with the viewing of the 37 minute video. Following the video and pre/post activities, students have the opportunity to express their attitudes about Vietnam by engaging in several individual and group activities.

FORMAT

Thunder Road is presented in 3/4 inch VHS format and is suitable for classroom and small group viewing.

FORMAT:	3/4 inch video cassette
TIME:	37 minutes
VISUAL IMAGES:	280 images
SOUND TRACK:	37 minutes - 15 popular music selections

Visual images change at approximately 6 second intervals. This format supports a high student interest approach. A 37 minute presentation can be viewed easily within the time frame allotted for most high school history, geography or social science classes.

Visual images in "Thunder Road" consist of slides of men at war, geography of Vietnam, combat art and artifacts of the Vietnam era.

Songs heard in "Thunder Road" were selected for one of three reasons:

(1) They are "period pieces," music popular with the troops or general public at the time of the Vietnam War.

(2) They are songs by contemporary artists about the Vietnam War. For many years, Vietnam was considered too controversial and unpopular for movie topics, books or music.

(3) They have a passage that is appropriate to the mood scenes in the slide. The Talking Heads "Road to Nowhere" is the most obvious example of this.

Converting color slides to a video format results in a measurable loss of visual clarity. Additionally, the sound track recorded in stereo is converted to monaural. The VHS format is more acceptable for classroom and small groups (6-8 students), but difficulties develop when a 25 inch monitor is viewed from a distance of 30 feet. Audio clarity is also distorted when extreme distance is encountered.

OBJECTIVE

"Thunder Road," a media presentation about the Vietnam War, makes U.S. History, social science, and geography more meaningful for high school students. Actual photographs provide the necessary visual imagery to effectively counter Hollywood-type renditions of the Vietnam War as portrayed by contemporary directors, actors and special effects persons. "Thunder Road" bridges the gap between the traditional textbook approach of learning about war and movie/video renditions by offering students an alternative method of instruction. The sound track and synchronized slides combine to stimulate students' awareness of the Vietnam War and to motivate them to learn more about this period of American history.

REVIEW OF LITERATURE

"The impact of that experience [Vietnam] changed my life forever" (Ehrhart, 1988, pg. 25). For those personnel who served in Vietnam from 1962-75, these words have unmeasurable impact.

> I had been taught that we were in Vietnam to defend the Vietnamese from outside aggression [the Communist forces], but I found that we were the aggressors and the people we were supposedly defending hated us because we destroyed their forests with chemical defoliants [Agent Orange], burned their fields with napalm, and called the people of Vietnam gooks, chinks, slopes, and zipperheads, turning their sons into shoe shine boys and their daughters into whores. I found that most Vietnamese wanted little else than for me to stop killing them and go away (Ehrhart, 1988, pg. 25).

The word "taught" here makes direct reference to American social attitudes of the 60s, U.S. attitudes toward foreign affairs, and how children are "taught" about war in our own public schools.

I was also a product of the 1960s. U.S. history classes were taught from traditional textbooks, then, as they are now. The Domino Theory taught us that country

after country would fall to the Communists. Eventually, we would be fighting the "Reds" on our doorstep. This theory has since proven false. In her highly acclaimed and controversial book, America Revised: History Textbooks in the Twentieth Century, Francis FitzGerald (1979) examines the treatment of the war in Vietnam in textbooks of the 1960s and early 1970s.

FitzGerald concludes that the majority of the texts she examined had: "No firm grip on Vietnamese geography or nomenclature," and presented inaccurate accounts of such important events as "the Geneva Accords, the Pentagon Papers, the Gulf of Tonkin Incident and the My Lai Massacre" (Fleming, Nurse, 1988, pg. 27).

History textbooks in the later 1970s were more objective and accurate, but still offered a sketchy account of the Vietnam War. Key topics such as war aims, moral controversies and lessons of the war were neglected.

In a teachers' workshop, Glassman (1988) and colleagues examined eight different texts used to teach the Vietnam War in one school district. Serious short comings were discovered. For example, the books took a U.S. perspective only and failed to treat the Vietnamese as anything other than a target of U.S. foreign policy. The Vietnamese were

not permitted to speak for themselves, and their history and culture were completely ignored. Many teachers felt the human side of war was completely ignored. They felt that the texts ignored the experience of the combat veteran, as well as the experiences of the men, women and children who remained on the home front (Glassman, 1988).

In a 1982 study of United States textbooks, twelve newly adopted textbooks were examined for their treatment of the war in Vietnam. The textbooks pointed out United States errors and confronted topics such as the Gulf of Tonkin incident and our support of the corrupt Ngo Dinh Diem government. The textbooks still ignored the culture of Vietnam, however, but improved their discussion of the costs of war, particularly with respect to reexamining the role of the United States in the world arena. During the early 1980s, American educators and textbook writers appeared to be taking a new look at the war in Vietnam, and, as a result, history textbooks appear to be gradually finding new truths.

Limitations still occur, especially in U.S. history survey courses, and unsatisfying compromises as to course content are usually made. Teachers will need supplementary materials to the texts in exploring a complex topic like the Vietnam War (Fleming, Nurse, 1988).

DellaGrana (1988) states that teaching the Vietnam War to high school students is beset with problems. The inadequate amount of time allowed by a standard history course does nothing to cover a complex topic, such as the Vietnam War. In most courses, Vietnam is presented as just another episode along side the civil rights movement and Great Society Program.

Although DallaGrana developed a seven week unit on teaching the Vietnam War, he admits that the typical textbook does not provide enough information and lacks student and teacher activities. DallaGrana states,

> The real challenge in teaching [the] Vietnam [War] is to use a variety of formats and materials to make these past events and issues come alive for students. Another resource that students find interesting are presentations by people who witnessed the events (pg. 49).

Fred Wilcox (1988) states,

> Consistent with what I call open-door pedagogy or personal witness, history is the willingness to share one's own experiences of the war, ... I encourage teachers to invite the men and women who served in Vietnam into their classrooms, not because they are victims or possess some Solomon-like wisdom, but

> because they know something one cannot learn from books, essays, lectures, or films. They are the most valuable resource you will find (pg. 39).

Steven Cohen (1988) further supports an eyewitness account alternative to traditional texts. Vietnam veterans have provided the greatest excitement in the course [Teaching about Vietnam]. The mere anticipation of their visits has stimulated students to do the coursework so as to be able to derive the greatest benefit from this presentation.

Jerold Starr (1988), in The Making of the Lesson of the Vietnam War, states,

> It 1982 it began to dawn on me that the young people knew little or nothing about the Vietnam War. Those who were 18 years old in 1982 had only been in the 4th grade when the 1973 Paris Peace Treaty was signed. Parents didn't talk about it [Vietnam] at home, so what youth learned was from school or the mass media. As for the latter, there were few productions on Vietnam; fewer still were educational in any sense (pg. 29).

Starr admits that texts have improved in the later 1980s, but concludes, "Despite the improvements, coverage remains superficial and the teachers will need supplementary materials to the texts in exploring a complex topic like the Vietnam War" (pg. 29).

Determined to develop relevant curriculum materials, Starr organized a global search for materials. In June of 1984, a planning meeting was held at New York University. As a direct result of this meeting, Starr concludes,

> To be effective, we must rise above polemics and invite closer identification with the people and events that were part of this global conflict...very often, these 'smaller truths' are presented in authentic voice. They take the form of interview responses, poetry, diary entries, court testimony, letters to the editor, songs and so forth. I hope that the effect of such an approach will be to humanize the issues and consequences of the war for the students in a way that traditional narrative accounts fail to do (Starr, 1988, pg. 30).

Jerold Starr (1988) in Teaching the Vietnam War, refers to Fleming and Nurse and their examination of U.S. History textbooks. Starr states that typical history or social science textbooks seriously neglect the Vietnam War.

Coverage ranges from a few paragraphs, to a few pages and usually does not discuss Vietnamese geography, culture or personal experiences of combat soldiers, war protestors or such moral issues as the My Lai Massacre and chemical warfare. Jerold Starr's global search of Vietnam War curriculum material has resulted in a twelve 32-page workbook units called The Lessons of the Vietnam War.

William Bigelow (1988) gives credit to films like "Rambo" and "Platoon" for motivating students to learn more about the Vietnam War. He explains that one valuable teaching strategy is to focus on the Vietnam experience--sharing with students written testimonies, speeches and films that describe the horrors and heroism of combat. Such presentations can strip away the false glamour of war and raise a host of issues for discussion--social conflict, drug abuse, "fragging" of officers and abuse of noncombatants. However, it is critical that teachers go beyond them to challenge students to seek explanations for how and why the United States got involved in Vietnam in the first place.

A major failing of the too-sketchy accounts of the war offered by typical textbooks is that they neglect the personal experiences of those who participated--their

motivations, training, perceptions, personal relationships and emotional reactions, to Vietnam and to coming home (Ferneks, 1988).

United States history books written during and nearly ten years after the Vietnam War are inadequate to teach today's students critical thinking regarding the consequence of making war. Additionally, survey courses lack the time and supplementary teaching materials to truly make the Vietnam experience come alive for high school students (Fleming, Nurse, 1988).

TEACHER ACTIVITIES

EXERCISE I

A) Contact a local veterans organization (local chapter of Vietnam Veterans of America) and request that a guest speaker attend class.

B) Locate an individual who was active in the anti-war movement (SDS - Students for a Democratic Society or Vietnam Veterans Against the War).

C) Review recent films that address the Vietnam War ("Platoon," "Full Metal Jacket," "Good Morning Vietnam," "China Beach," and others).

D) Review current Vietnam related literature (Philip Caputo's A Rumor of War, James Webb's Fields of Fire, and Al Santoli's Everything We Had.)

E) Compare techniques on how to teach about the Vietnam War with other teachers.

F) Search school and local libraries for literature and audio/visual material related to the Vietnam War.

G) Review textbooks, other than those assigned to your class.

H) Compare textbooks written in the late '60s and '70s with current textbooks.

I) Collect photos, music and poetry related to the Vietnam War.

J) Study comprehensive books, such as the Time/Life series Vietnam Experience or view the Time/Life Video series, "Vietnam."

K) Review Vocabulary (Vietnam), Vocabulary (Thunder Road), Soundtrack (Thunder Road), Facts & Figures (Vietnam) and Figures 1-4 (listed in the Appendix).

EXERCISE II

Construct a large time line made of rolled butcher paper or newsprint. Allow students to make entries on the time line as dates arise in class activities. Color code as necessary.

EXERCISE III

Construct a large map of Vietnam and adjoining countries. Plot all important cities, geographical features, battle locations, and troop movements. Include Ho Chi Minh Trail. An opaque projector would be valuable to construct the basic shape of Vietnam. Color code as necessary.

STUDENT ACTIVITIES

A) Construct a Vietnam timeline - 8 1/2 inches by 11 inches. Include all important dates and events from 1944 to the present.

B) Interview a member of your family or a friend who experienced the 1960s and early 1970s. Record or take notes.

C) Review films related to the Vietnam War after school hours and on weekends. Examples may include "Platoon," "Full Metal Jacket," and "Good Morning Vietnam."

D) Read literature related to the Vietnam experience. Poetry is very revealing of a soldier's thoughts and emotions.

E) Collect music of the 1960s and 1970s. Examples should be limited to: war as a moral issue, the anti-war movement, soldiers as heroes and social change in America.

F) Examine books and periodicals on the Vietnam War available to students through school and public libraries.

G) Collect photos and artifacts related to the Vietnam War and the Vietnam era.

H) Locate Vietnam on a globe or world map. Note the distance between the United States and Vietnam.

I) Read daily newspapers and monthly news magazines. Compare and contrast current events with the Vietnam War and social change during the 60s and 70s.

J) View weekly serials "Tour of Duty" and "China Beach."

K) Complete Student Questionnaire (see page 26) before viewing "Thunder Road."

L) Review Questionnaire responses (1-4) after viewing "Thunder Road."

M) Review Vocabulary (Vietnam), Vocabulary (Thunder Road), Sound Track (Thunder Road), Facts & Figures (Vietnam) and Figures 1-4 (listed in the Appendix).

GROUP ACTIVITIES

A) Students read about the Vietnam War in texts and explore related materials in classroom and school library.

B) Class is divided into the following groups of four students:

College Student

Anti-War Protester

Conscientious Objector

Soldier

C) Students prepare for small group discussions by gathering information on their individual assignment (i.e., Anti-war movement in the United States).

D) Class divides into groups of four and addresses the following questions:

(1) Why are college students deferred from the draft?

(2) Why should our young men be sent to fight a war that the Vietnamese should fight?

(3) Is it morally right to kill another human being?

(4) Is defending your country, on foreign soil, necessary for national defense?

E) Each group of four students agrees on a person to act as a reporter.

F) Reporter summarizes the small group discussion to the entire class.

G) Designated student from each group writes results of the group discussion on large paper or board.

H) Results of dicussions may begin class discussion or questioning.

Name _____

THUNDER ROAD, VIETNAM

Student Questionnaire

Directions: Answer the questions below by providing one of the following:

1 - Strongly Agree 3 - Disagree

2 - Agree 4 - Strongly Disagree

1. ____ Most of a soldier's tour of duty in Vietnam was spent fighting in the jungle.
2. ____ Soldiers in Vietnam appeared mature, worldly and insensitive.
3. ____ Combat soldiers adjusted easily to civilian life when they returned home from the Vietnam War.
4. ____ Returning soldiers from Vietnam received a heroes welcome.
5. ____ Like World War II, Vietnam also had a definite frontline.
6. ____ Most soldiers in Vietnam knew what was going on and went about their duties without question.
7. ____ Movies such as "Rambo" provide an accurate account of the war in Vietnam.
8. ____ Vietnam is a land filled with jungles, swamps and poisonous snakes.

9. ____ The spread of Communism was stopped as a direct result of American efforts in Vietnam.

10. ____ Soldiers felt that their efforts in Vietnam were appreciated by family, friends, Americans and their South Vietnamese allies.

BIBLIOGRAPHY

Bigelow, W. (1988). Role-playing the origins of U.S. involvement. Social Education, 52, 55-57.

DallaGrana, W. (1988). Vietnam in the high school curriculum. Social Education, 52, 49-50.

Doyle, E., Lipsman, S. (1981). Setting the stage. Boston, MA: Boston Publishing Company.

Ehrhart, W.D. (1988). Why teach Vietnam? Social Education, 52, 25-26.

Fernekes, W.R. (1988). Student inquiries about the Vietnam War. Social Education, 52, 53-54.

Fleming, D.B. & Nurse, R.J. (1988). The war in recent U.S. history books. Social Education, 52, 27-28, 32.

Glassman, J. (1988). Teaching students and ourselves about the Vietnam War. Social Education, 52, 35-36.

Graff, H.F. (1985). The glorious republic. New York, NY: Houghton Mifflin.

Matlaw, M. (1988). Teaching the Vietnam War at Full Circle High School. Social Education, 52, 44-46.

Schrier, A., Wallbank, T.W. (1984). Living world history (fourth edition). Glenview, IL: Scott, Foresman and Company.

Starr, J.M. (1988). The making of the lessons of the Vietnam War. Social Education, 52, 29-32.

Starr, J.M. (1988). Teaching the Vietnam War. Social Education, 52, 23-24.

Wilcox, F.A. (1988). Pedagogical implications of teaching "Literature of the Vietnam War." Social Education, 52, 39-40.

APPENDIX A

VOCABULARY (VIETNAM)

Air America - CIA-sponsored airline, often used for secret operations throughout Asia.

AK/SKS - designations for Soviet-built automatic and semiautomatic rifles used by the North Vietnamese and Vietcong infantry.

American Legion - an organization of honorably discharged U.S. veterans.

APC - armored personnel carrier. A tracked vehicle used to transport troops and supplies, usually armed with a .50-caliber machine gun.

ARVN - Army of the Republic of Vietnam (South Vietnam).

AWOL - absent without leave.

Chieu Hoi - "open arms," the program promising clemency and financial aid to guerrillas who stopped fighting and returned to live under South Vietnamese government authority.

CIA - Central Intelligence Agency. It replaced the OSS, the World War II U.S. intelligence agency in 1947.

Cobra - Bell AH-1G Huey Cobra. Fast attack helicopter armed with machine guns, grenade launchers and rockets.

Code of Conduct - set of rules of behavior for American servicemen held in captivity.

Cold War - description of struggle between Western powers and Communist bloc from the end of World War II until the early 1960s.

Concertina barbed wire - coiled barbed wire used as infantry obstacles.

Dien Bien Phu - site of French defeat in 1954 signaling the end of their power in Vietnam, located west of Hanoi on the Laotian border.

DMZ - demilitarized zone. Established by the Geneva Accords of 1954, provisionally dividing North Vietnam from South Vietnam along the seventeenth parallel.

Dustoff - helicopter medical evacuation missions in Vietnam named for call sign of an early medevac pilot.

Firebase - artillery firing position, often secured by infantry.

Firebase psychosis - condition describing U.S. Army units that by 1970 had become so dependent on fire support bases (FSBs) for security that they seldom strayed from the base, thereby limiting army mobility.

Fragging - killing or attempting to kill a fellow soldier or officer, usually with a fragmentation grenade.

Freedom Bird - common term for any airplane used to take U.S. military personnel out of Vietnam.

Geneva Agreements (Accords) - signed by the French and Vietminh on July 21, 1954, the Accords marked the end of the French Indochina War and established a provisional boundary at the seventeenth parallel between the Democratic Republic of Vietnam (North) and the new Republic of Vietnam (South).

GI Bill - popular name for the Serviceman's Readjustment Act, signed in 1944 and repeatedly updated, which provided benefits for eligible, discharged veterans.

Green Berets - nickname for soldiers of the U.S. Special Forces, derived from the green berets of their uniforms (see Special Forces).

Grunt - most popular nickname for an infantryman. Supposedly derived from the sound one made by lifting up his rucksack.

Gulf of Tonkin - location of controversial incident on August 4, 1964, involving U.S. destroyers Maddox and Turner Joy and North Vietnamese PT boats.

Gunship - fixed-wing aircraft or helicopter equipped with rapid-firing guns or cannons to provide close air support for troops in battle.

GVN - government of South Vietnam. Also referred to as the Republic of Vietnam. Provisionally established by the Geneva Accords in 1954.

Hanoi Hilton - Hoa Lo Prison, Hanoi, North Vietnam, used for American prisoners of war.

Ho Chi Minh City - name given Saigon following its takeover by the Vietnamese Communists in 1975.

Ho Chi Minh Trail - network of roads and pathways through the jungles and mountains of Laos and Cambodia that served as the principal NVA infiltration route of men and material into South Vietnam.

Hooch, Hootch - any small shelter, including makeshift bunkers used by U.S. troops as well as native Vietnamese huts.

Huey - nickname for UH-1 series utility helicopters, speedy and heavily armed, used to support larger, more vulnerable helicopters.

Iron Triangle - nickname for VC stronghold less than thirty-two kilometers northwest of Saigon. Served as a supply station and base of operations against nearby targets.

KIA - killed in action.

LAW -- M72 light antitank weapon. A shoulder-fired 66mm rocket with a one-time, disposable fiber glass launcher.

Lifer - any officer or enlisted person who serves beyond an initial tour of duty.

LST - landing ship tank. A large, shallow-draft landing and cargo craft.

LZ - landing zone. A "hot" LZ was a landing zone under enemy fire.

MACV - Military Assistance Command, Vietnam. Superseded the Military Assistance Advisory Group (MAAG), the U.S. military advisory program to South Vietnam begun in 1955 and dissolved in May 1964. First organized in 1962, MACV placed U.S. advisors in the South Vietnamese military.

Medvac - medical evacuation of wounded or ill from the field by helicopter or airplane. Also, name given to the evacuating aircraft.

MIA - missing in action.

M14 - standard American military rifle used in Vietnam prior to 1967. Replaced by the lighter M16.

M16 - a gas-operated automatic/semiautomatic assault weapon with a twenty-round magazine, an effective range of 460 meters, and an effective automatic firing rate of 100-200 rounds per minute. After 1967, the standard American military weapon.

M60 - the standard American light machine gun, an air-cooled, belt-fed weapon using 7.62mm ammunition. Also, called the "sixty," the "gun," or the "pig."

Montagnards - the mountain tribes of Vietnam, wooed by both sides because of their knowledge of the rugged highland terrain and for their fighting ability.

Moratorium - the October 15, 1969, nationwide nonviolent demonstrations against U.S. involvement in Vietnam planned by the Vietnam Moratorium Committee. On November 13-15, 1969, the VMC joined with the New Mobilization Committee to stage Moratorium activities followed by a march on Washington.

My Lai - coastal village in South Vietnam. Site of the "massacre" in 1968 committed by American soldiers.

Napalm - incendiary used in Vietnam by French and Americans both as a defoliant and anti-personnel weapon.

NVA - North Vietnamese Army. Also called the People's Army of Vietnam (PAVN) and Vietnam People's Army (VPA). North Vietnam's army, led by Vo Nguyen Giap.

Pacification - unofficial term given to various programs of the South Vietnamese and U.S. governments to destroy enemy influence in the villages and gain support for the government of South Vietnam.

Paris agreement - agreement on ending the war and restoring peace in Vietnam, signed in Paris on January 27, 1973.

Pentagon Papers - a once-secret internal Defense Department study of U.S.-Vietnam relations from 1945 to 1967. Made available to the New York Times in 1971 by Daniel Ellsberg and later released by the Pentagon.

POW - prisoner of war.

R&R - rest and recuperation.

Recon - reconnaissance.

Rome plow - large tractor with a bulldozer blade, especially developed for land-clearing operations. Also called a "jungle-eater."

RPG - rocket-propelled grenade.

SAM - surface-to-air missile.

SDS - Students for a Democratic Society. Founded in 1962, SDS became the largest radical student organization in the country, focusing its energies on community organization of the poor and opposition to the Vietnam War.

SEATO - Southeast Asia Treaty Organization. Organized in 1954 by Thailand, Pakistan, the Philippines, the U.S., Britain, France, Australia, and New Zealand to form an alliance against Communist subversion, especially in Indochina.

Section Eight - a military discharge based on mental illness or instability.

Short-timer - soldier nearing the end of his tour in Vietnam.

Special Forces - U.S. soldiers, popularly known as Green Berets, trained in techniques of guerrilla warfare. In Vietnam, carried out counterinsurgency operations, many of them covert. Also trained South Vietnamese and Montagnards in counterinsurgency and antiguerrilla warfare.

Tet Offensive - a series of coordinated attacks by the VC and NVA against military installations and provincial capitals throughout South Vietnam at the start of the lunar New Year in late January 1968. A turning point in the war.

Tonkin - northern section of Vietnam. French protectorate from 1883 to 1954.

Truman Doctrine - President Truman's declaration of the American policy "to support free peoples who are resisting attempted subjugation by armed minorities or outside pressures." The doctrine was first pronounced as a justification for American aid to Greece and to Turkey in 1947.

Tunnel rat - U.S. soldier, usually of small build, who searched VC tunnel complexes, originally armed with as little as a flashlight and a .45-caliber pistol.

VC - an abbreviation for Vietcong, which was in turn, a contraction of Vietnam Cong San (Vietnamese Communist). VC, and its derivatives, Victor Charlie and Charlie, originally referred to members of the NLF, but were eventually generalized to signify all enemy guerrilla troops.

Vietnam Syndrome - term coined by Richard Nixon to describe what he considered to be the global retrenchment of U.S. foreign policy in the wake of the Vietnam War.

Vietnamization - term given to President Nixon's phased withdrawal of U.S. troops and transfer of their responsibilities to South Vietnamese.

War of Attrition - approach to war with the goal of destroying enemy personnel and materials faster than they can be replenished until the enemy's ability to wage war is exhausted.

War Powers Act - law passed in November 1973 that placed a maximum ninety-day limit on the U.S. President's use of troops abroad, or on any substantial increase in the number of troops stationed abroad.

WIA - wounded in action.

World, The - America or anywhere outside Vietnam.

APPENDIX B

THUNDER ROAD VOCABULARY

Agent Orange - a chemical defoliant widely used in Vietnam to deny jungle cover to the enemy. Named after the color-coded stripe painted around the barrels in which it was stored.

Baptism of Fire - first action experienced by the combat veteran.

Bob Hope - U.S. actor/humorist who toured overseas military bases during the Christmas holidays.

Brothers in Arms - generally speaking, all people, everywhere, who bear the burden of war.

Cameras - popular in Vietnam to take snapshots, but were rarely used when action got heavy. Post exchanges sold cameras to nearly all service personnel.

Charlie - slang term for Vietcong.

Charlie/Baker - names used in the phonetic alphabet, but refer to the last name of soldiers that can no longer claim innocence as a result of their war experiences.

Coastline, The - major U.S. military bases were located on South Vietnam's coastline. Supply ships transported much of the supplies necessary to support the U.S. war effort and unloaded them at these coastal bases.

Combat Soldier - infantry, artillery, armor or combat engineer (United States soldiers exposed to combat).

Desert - to quit military duty without intent to return. To cut and run.

Door's Tapes - popular rock group during the 1960s. Tape players, used at base camp, were usually the large open reel type.

Dug in Deep - defensive positions. Trenches, bunkers and fortified structures. May refer to a non-combative attitude as well.

Fields of Destruction - the battlefield.

Fighting in the Streets - some of the fiercest fighting of the Vietnam War was waged in large cities, especially during Tet 1968.

Frontline - not a geographical boundary, as in previous wars. Reference here is made to combat soldiers operating in the field.

Gun - more properly referred to as a rifle or weapon. The M14 rifle, and later the M16 rifle, were used in Vietnam.

Gung Ho - over enthusiasm in regard to military performance.

Hash Pipe - reference to drugs in general. Public opinion often relates service in Vietnam with the liberal use of illegal substances.

Heroes Welcome - unlike in previous wars, parades were seldom, if ever, given to welcome home veterans of Vietnam.

Highlands, The - referred to as the Central Highlands. A geographical area running the length of the northern part of South Vietnam. Controlled largely by Communist forces.

Jungle - often referred to when soldiers are operating in the field.

Left in Plastic - slang for body bag. Dead soldiers' remains were transported from the field to base camp facilities by the use of a body bag.

Many Different Worlds/Many Different Songs - cultural and language differences between East and West.

No Home Front - anti-war protests in the States during the later '60s and early '70s, resulted in soldiers who felt betrayed by their country.

No Soft Soap - survival was hard for the combat soldier who spent much time in the field. Showers and hot food were considered luxuries, and found only at base camp.

Playboy - Playboy Playmates often toured large bases in Vietnam. Their performances were often intended for the entertainment of officers and non-combative troops and were, therefore, often criticized by the field soldier.

Prayed to Jesus - reference to religion in general: a spiritual attitude.

PTSD - Post-Traumatic Stress Disorder. Psychological syndrome of delayed reaction to unusually stressful events. Recognized by the early '80s as a malady affecting many combat veterans of the Vietnam War.

Purple Heart - heart shaped medal awarded to those who suffered wounds or died from enemy fire.

Rotors - helicopter blades. The sound made by incoming helicopters.

Saigon - capital city of South Vietnam. Saigon was renamed Ho Chi Minh City after its fall to Communist forces in 1975.

Salty Pill - Saltpeter. Potassium Nitrate. Considered by some to suppress sexual desire. Thought to be administered in soldiers' food to produce the desired aggressive behavior necessary to kill the enemy.

Shot on Sight - no regard for life. Innocent women and children may be killed as well as enemy soldiers.

They Ruled the Night - Viet Cong and North Vietnamese troops moved mostly by cover of darkness.

Thunder Road - one of many roads used by U.S. Forces to supply base camps and troops in the field with ammunition and supplies (Highway 13, north of Saigon).

12 Month Tour - U.S. troops served in Vietnam for 365 days. Veterans of WWI and WWII usually served until their duty was finished, often four years or more. Duty in Vietnam could be extended, by request, in six month increments.

Unknown Soldier - reference to unidentified casualties of war. May have performed heroic deeds. Ref: Tomb of the Unknown Soldier.

Veteran - slang Vet. Any former member of the armed forces. In this case, reference is made to a veteran of the Vietnam War.

Veterans Administration (VA) - U.S. government agency that deals with veterans and veteran affairs. The VA is often blamed for not being sensitive to individual claims made by the disabled or their families.

Vietcong - derogatory reference to a member of the National Liberation Front (NLF), a contraction of Vietnam Cong San (Vietnamese Communist). In use since 1956.

Volunteer - a soldier who joined the Army, as opposed to being drafted.

We Held The Day - major troop movements and operations were made by U.S. forces during daylight hours.

We Won't Get Fooled Again - America learned many bitter lessons from the Vietnam War experience.

APPENDIX C

THUNDER ROAD SOUND TRACK

Magic Carpet Ride/Steppenwolf (0:08-1:15) - Chosen for its allusions to flight. Vietnam, more than any other war, used air power. The use of helicopters for transporting and resupplying troops is especially important. A flight of gunships approaching a village best illustrates this fact.

19/Paul Hardcastle (1:15-4:46) - In 1965, Vietnam was considered just another foreign war. The average age of the soldier in World War II was 26, in Vietnam it was 19. The tour of duty in Vietnam was 12 months. Combat soldiers were continually under enemy fire. Body counts of the enemy killed were often over-exaggerated in order to show military success. Approximately one-half of the Vietnam combat veterans suffer from Post Traumatic Stress Disorder (P.T.S.D.). Figures may differ, but many psychologists feel that at least 800,000 soldiers are affected by P.T.S.D. The suicide rate among returning Vietnam veterans is high. Unlike soldiers in WWI and WWII, Vietnam veterans did not receive a heroes welcome. Most soldiers felt confused.

Feel Like I'm Fix'n To Die Rag/Country Joe (4:46-5:15) - Folk rock was the first and most natural outlet for protest music.

Born In The U.S.A./Bruce Springsteen (5:15-6:04) - Fighting men cannot help but have some contact with the local population. Undoubtedly, the most sought after by young soldiers would be the young Vietnamese girls. Vietnam provided its share of war-brides, and later, a large number of refugees.

So You Want To Be A Rock And Roll Star/Tom Petty (6:04-7:23) - This song is a remake of the Byrds hit song from the Vietnam era. The massive military effort brought many Vietnamese into contact with a totally alien culture. Many Vietnamese were "Americanized."

Take It As It Comes/The Doors (7:23-8:06) - Another contemporary song is used as a backdrop for slides depicting G.I.s (U.S. soldiers) in more casual moments.

Run Through The Jungle/Creedence Clearwater Revival (8:06-10:52) - The jungle and combat were never very far away for the soldier. Vietnam was often a war without frontlines. Slides in this sequence depict a variety of jungle terrain.

All Along the Watchtower/Jimi Hendrix (10:52-11:48) - Any war calls for some interesting architecture and field fortifications. Terrain, available construction materials and time were important factors.

Unknown Soldier/The Doors (11:48-13:22) - In any war of Vietnam's magnitude, a man becomes a number, and too often, a casualty.

Frontline/Stevie Wonder (13:22-15:15) - No animal kills unnecessarily. Religions teach that killing is evil. If one man is to kill another, he must rationalize or invent a reason to do it. Vietnam was not a war of retaliation. There was no Alamo, Maine or Pearl Harbor. The "Domino Theory" seemed, at best, a theory, and eventually proved false. It is small wonder that so many combat veterans suffer from P.T.S.D.

Road to Nowhere/Talking Heads (15:15-19:24) - Road to Nowhere has nothing at all to do with the Vietnam War. Taken in context with the slides, it does well to describe our effort in Vietnam. The endless armed convoys that drove down roads that narrowed from pavement, to gravel, to the frontline mud, are accompanied by David Byrne's refrain, "We're on a Road to Nowhere."

Goodnight Saigon/Billy Joel (19:24-25:11) - This song is, without a doubt, the most emotional Vietnam tribute accomplished by a current artist. It is the emotional climax of the Thunder Road presentation, and is presented in its entirety.

Brothers In Arms/Dire Straits (25:11-30:03) - Brothers In Arms is presented as a tribute to the camaraderie of the troops in the field. The scenes of a burned out armored personnel carrier give an added sadness to the lyrics such as, "We've witnessed your suffering," without gory photos of the dead and wounded.

Won't Get Fooled Again/The Who (30:03-31:47) - One of the objectives of this presentation is to remind this generation of adolescents that the Vietnam War was not a glorious Sylvester Stallone/Chuck Norris escapade. History has a dangerous tendency to repeat itself if society refuses to learn from the past. Teaching the lessons of war should be one of the primary responsibilities of the public school system.

Knockin' On Heaven's Door/Bob Dylan (31:47-34:11) - Aside from lyrics that go beautifully with the slides, this song reminds students of the mortality of man, and, the most vulnerable of all, the fighting man.

APPENDIX D

FACTS AND FIGURES (Doyle, Lipsman, 1981)

NOTE: All figures estimated. N/A - not available. Because of the nature of the Vietnam War and its aftermath, definitive statistics on all aspects of the war are difficult to obtain. The figures cited below, many of them approximate, have been reviewed with appropriate U.S. government agencies.

THE CONTENDING PARTIES

The Allies - South Vietnam
United States
South Korea
Australia
New Zealand
Thailand
Philippines

The Communists - North Vietnam
National Liberation Front (Vietcong)

THE AMERICAN COMMITMENT

Americans who served	3,300,000
Americans killed	57,605
Americans wounded	303,700
Americans taken prisoner	766
- returned	651
- died in captivity	114
- still in captivity (as of 3/81)	1
Americans declared missing (1965-75)	5,011
- returned	121
- declared dead while missing	4,872
- still missing (9/80)	18
Costs:	
American aid to South Vietnam (1955-75)	$ 24 billion
Direct American expenditures for the war	$165 billion

U.S. DRAFT STATISTICS

Eligible	26,800,000
Rejected or disqualified	7,908,000
Examined	8,611,000
Deferred or exempted	10,047,000
Conscientious objectors	171,000
Draft evaders	570,000
Convicted of draft offenses	8,750

CASUALTIES

	Killed	Wounded
U.S. military	57,605	303,700
South Vietnam military	220,357	499,000
Other Allied forces	5,227	N/A
North Vietnam/Vietcong	444,000	N/A
Civilian	587,000	3,000,000

A CHRONOLOGY

1950 - President Truman provides U.S. aid to French military in Indochina. Thirty-five American advisers sent to Vietnam.

1954 - Geneva Conference on Indochina. President Eisenhower pledges aid to South Vietnam.

1961 - President Kennedy increases number of American military advisers to South Vietnam.

1964 - American and North Vietnamese forces clash in the Gulf of Tonkin. Congress grants President Johnson authority to "take all necessary steps to repel armed attacks against the forces of the United States and to prevent further aggression " (Gulf of Tonkin Resolution).

1965 - U.S. initiates bombing of North Vietnam. First American ground combat troops arrive in Vietnam.

1968 - Tet Offensive. Johnson orders bombing halt, providing basis for negotiations.

1969 - Paris peace talks being in earnest. President Nixon calls for "Vietnamization" of the war, orders staged withdrawal of American troops.

1970 - U.S. troops enter Cambodia to destroy North Vietnamese supply bases.

1971 - Secret peace negotiations with North Vietnam begun by presidential adviser Henry Kissinger.

1972 - Last U.S. combat troops leave South Vietnam. Christmas bombing of Hanoi-Haiphong.

1973 - Truce agreement signed in Paris, cease-fire in Vietnam. Last U.S. military personnel leave South Vietnam. U.S. prisoners of war released.

1975 - Fall of Saigon. Evacuation of American embassy.

AT THE HEIGHT OF THE WAR, 1968-69

American troops	543,000
South Vietnamese troops	819,200
Allied troops	1,593,300
Communist forces	810,000
- in South Vietnam	250,000
American ground attacks (battalion or larger)	1,100/year
Communist ground attacks (battalion or larger)	126/year
American air attacks	400,000/year
Bombs dropped	1.2 million tons/year
U.S. expenditures for bombing	$14 billion/year
Military defoliation	1,195,000 acres/year
Military crop destruction	220,000 acres/year
Americans killed in action	20,000/year
Communists killed in action	200,000/year
Refugees generated	585,000/year
Civilian casualties	130,000/month

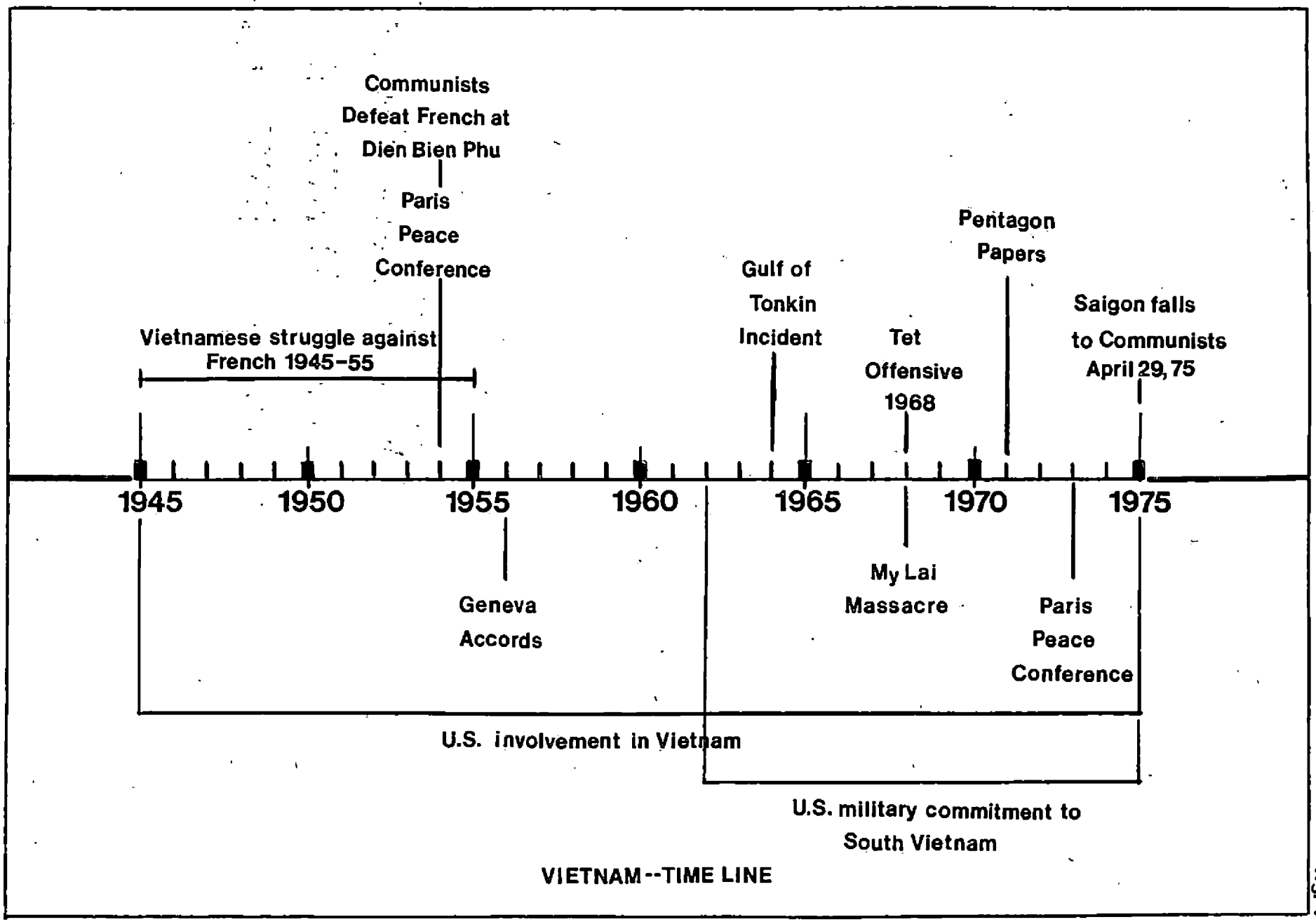
THE AFTERMATH

Military and civilian dead (all forces)	1,313,000
Americans in captivity (3/81)	1
Americans missing (9/80)	18
Americans awarded Medal of Honor	237
Land defoliated	5.2 million acres
Indochinese refugees generated	9,000,000
Indochinese refugees resettled in the U.S. (4/79)	220,000
Living U.S. veterans with Vietnam service (9/77)	2,730,000
Vietnam veterans receiving government compensation (9/77)	496,800
Disabled U.S. Vietnam veterans	519,000

THE EVACUATION, APRIL 1975

Americans evacuated	1,373
Vietnamese evacuated	5,595
Value of U.S. military equipment seized by the Communists	$1 billion

APPENDIX E



VIETNAM--TIME LINE

fig. 1

APPENDIX F

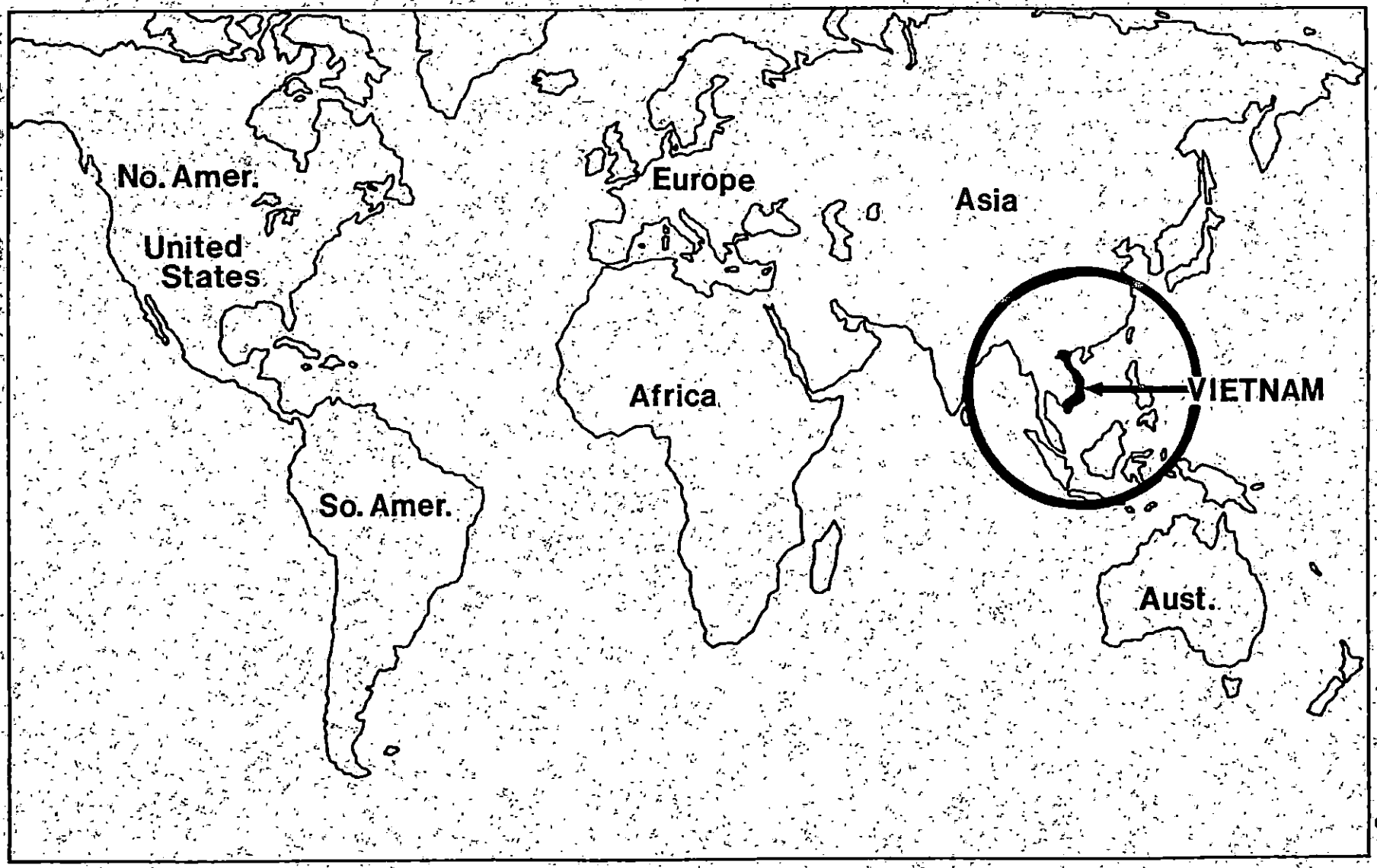
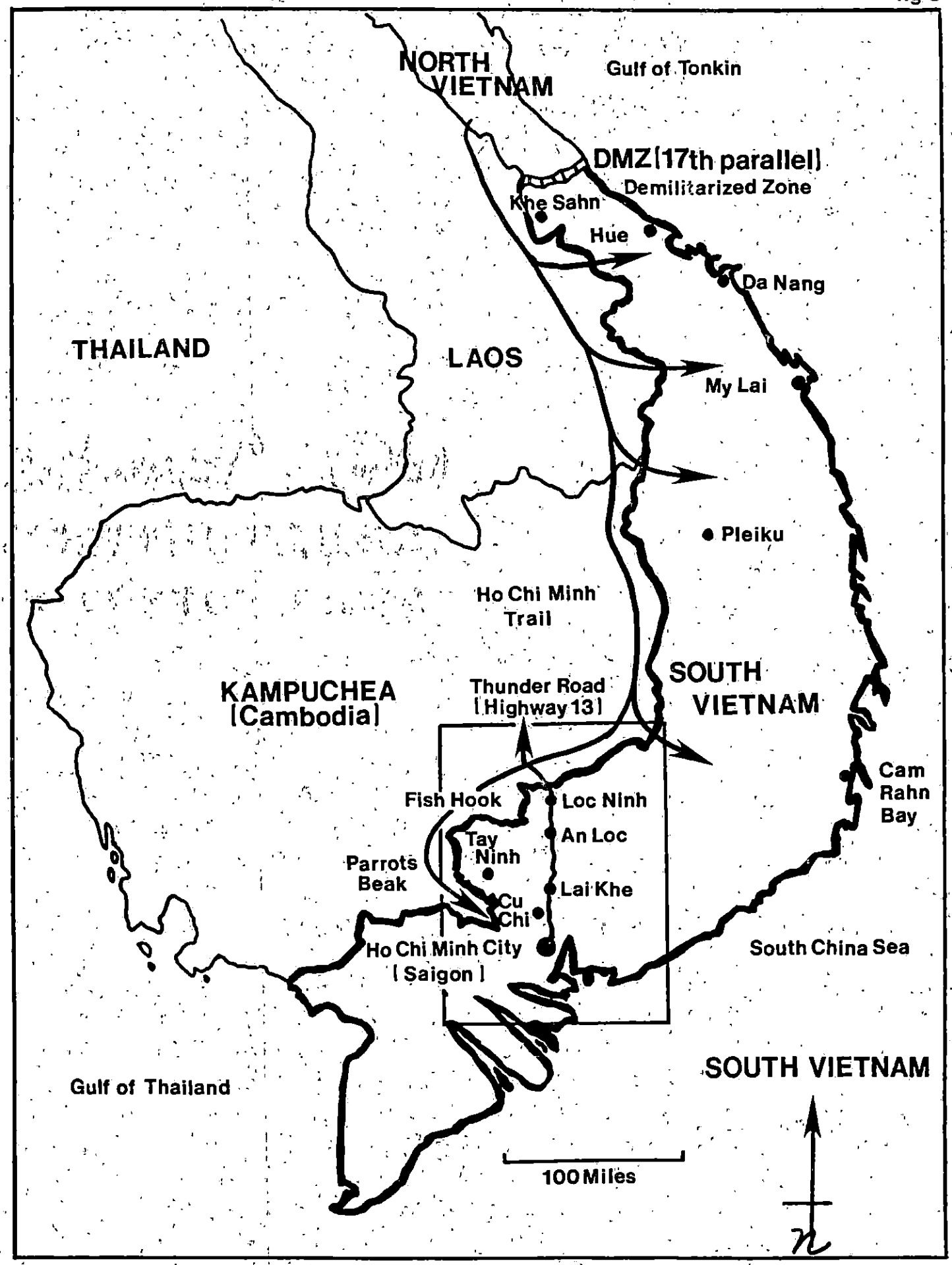

THE WORLD
No. Amer.
United States
Europe
Asia
Africa
VIETNAM
So. Amer.
Aust.

fig. 2

APPENDIX G

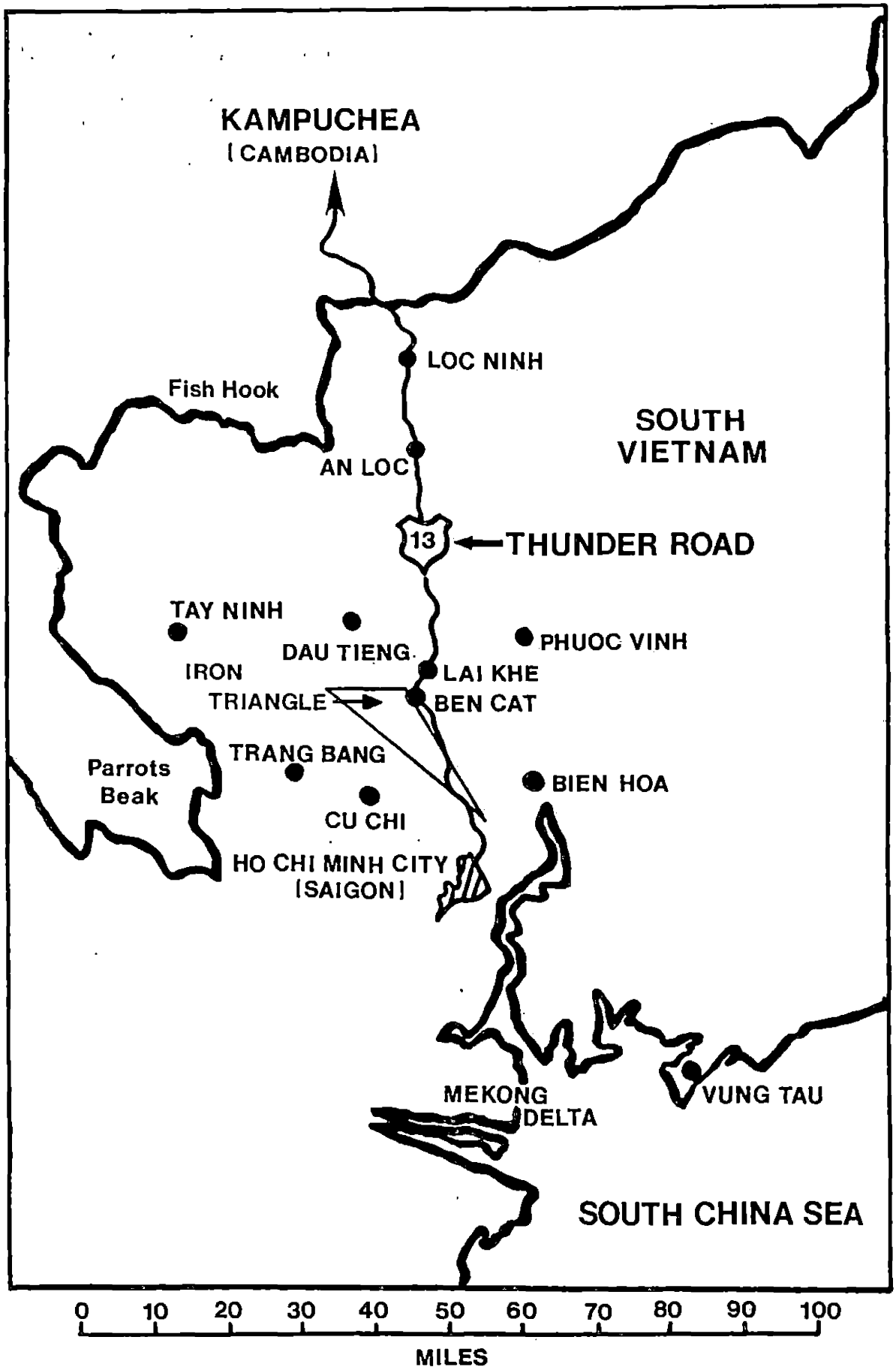
fig.3


NORTH VIETNAM
Gulf of Tonkin
DMZ (17th parallel)
Demilitarized Zone
Khe Sahn
Hue
Da Nang
THAILAND
LAOS
My Lai
Pleiku
Ho Chi Minh Trail
KAMPUCHEA (Cambodia)
Thunder Road (Highway 13)
SOUTH VIETNAM
Cam Rahn Bay
Fish Hook
Loc Ninh
An Loc
Tay Ninh
Parrots Beak
Lai Khe
Cu Chi
Ho Chi Minh City (Saigon)
South China Sea
Gulf of Thailand
SOUTH VIETNAM
100 Miles
N

APPENDIX H

fig. 4

THUNDER ROAD--HIGHWAY 13



APPENDIX I

PHOTO & ART CREDITS

1 - Carl C. Hoberg, 1988

2 - Carl C. Hoberg, 1967

3 - Carl C. Hoberg, 1988

4 - Unknown

5 - Carl C. Hoberg, 1988

6 - Unknown

7 - Carl C. Hoberg, 1988

8 - Unknown

9 - Carl C. Hoberg, 1988

10 - Unknown

11 - Time Magazine, 1968

12 - Carl C. Hoberg, 1988

13 - Carl C. Hoberg, 1967

14 - Carl C. Hoberg, 1967

15 - Unknown

16 - Life Magazine, 1968

17 - Unknown

18 - Carl C. Hoberg, 1968

19 - Carl C. Hoberg, 1967

20 - Life Magazine, 1968

21 - Carl C. Hoberg, 1967

22 - Carl C. Hoberg, 1967

23 - Stars & Stripes Magazine, 1968

24 - Life Magazine, 1968

25 - Carl C. Hoberg, 1988

26 - Carl C. Hoberg, 1967

27 - Carl C. Hoberg, 1967

28 - Life Magazine, 1968

29 - Carl C. Hoberg, 1967

30 - Veterans Magazine, 1987

31 - Carl C. Hoberg, 1968

32 - Unknown

33 - Unknown

34 - Carl C. Hoberg, 1968

35 - Carl C. Hoberg, 1968

36 - Carl C. Hoberg, 1988

37 - Carl C. Hoberg, 1987

38 - Carl C. Hoberg, 1987

39 - Carl C. Hoberg, 1967

40 - Unknown

41 - Carl C. Hoberg, 1967

42 - Unknown

43 - Life Magazine, 1968

44 - Carl C. Hoberg, 1967

45 - Unknown

46 - Carl C. Hoberg, 1967

47 - Carl C. Hoberg, 1967

48 - Carl C. Hoberg, 1967

49 - Carl C. Hoberg, 1967

50 - Carl C. Hoberg, 1967

51 - Carl C. Hoberg, 1967

52 - Carl C. Hoberg, 1967

53 - Carl C. Hoberg, 1967

54 - Carl C. Hoberg, 1967

55 - Carl C. Hoberg, 1967

56 - Carl C. Hoberg, 1967

57 - Unknown

58 - Unknown

59 - Carl C. Hoberg, 1967

60 - Carl C. Hoberg, 1967

61 - Carl C. Hoberg, 1967

62 - Carl C. Hoberg, 1967

63 - Carl C. Hoberg, 1967

64 - Carl C. Hoberg, 1967

65 - Carl C. Hoberg, 1967

66 - Carl C. Hoberg, 1967

67 - Carl C. Hoberg, 1967

68 - Carl C. Hoberg, 1968

69 - Carl C. Hoberg, 1968

70 - Carl C. Hoberg, 1968

71 - Carl C. Hoberg, 1968

72 - Unknown

73 - Unknown

74 - Unknown

75 - Carl C. Hoberg, 1987

76 - Carl C. Hoberg, 1968

77 - Carl C. Hoberg, 1987

78 - Carl C. Hoberg, 1968

79 - Carl C. Hoberg, 1968

80 - Carl C. Hoberg, 1968

81 - Carl C. Hoberg, 1968

82 - Carl C. Hoberg, 1968

83 - Carl C. Hoberg, 1968

84 - Unknown

85 - Carl C. Hoberg, 1967

86 - Carl C. Hoberg, 1968

87 - Carl C. Hoberg, 1967

88 - Carl C. Hoberg, 1968

89 - Carl C. Hoberg, 1968

90 - Carl C. Hoberg, 1968

91 - Carl C. Hoberg, 1968

92 - Carl C. Hoberg, 1968

93 - Carl C. Hoberg, 1968

94 - Carl C. Hoberg, 1968

95 - Carl C. Hoberg, 1968

96 - Unknown

97 - Carl C. Hoberg, 1968

98 - Carl C. Hoberg, 1968

99 - Carl C. Hoberg, 1968

100 - Carl C. Hoberg, 1988

101 - Carl C. Hoberg, 1988

102 - Life Magazine, 1968

103 - Carl C. Hoberg, 1967

104 - Carl C. Hoberg, 1988

105 - Carl C. Hoberg, 1967

106 - Carl C. Hoberg, 1967

107 - Carl C. Hoberg, 1967

108 - Carl C. Hoberg, 1967

109 - Carl C. Hoberg, 1967

110 - Unknown

111 - Carl C. Hoberg, 1967

112 - Carl C. Hoberg, 1967

113 - Carl C. Hoberg, 1968

114 - Unknown

115 - Carl C. Hoberg, 1968

116 - Unknown

117 - Carl C. Hoberg, 1987

118 - Unknown

119 - Unknown

120 - Unknown

121 - Carl C. Hoberg, 1987

122 - Life Magazine, 1968

123 - United Press International

124 - Unknown

125 - Carl C. Hoberg, 1968

126 - Carl C. Hoberg, 1968

127 - Carl C. Hoberg, 1968

128 - Carl C. Hoberg, 1968

129 - Carl C. Hoberg, 1967

130 - Carl C. Hoberg, 1968

131 - Carl C. Hoberg, 1967

132 - Carl C. Hoberg, 1967

133 - Carl C. Hoberg, 1968

134 - Carl C. Hoberg, 1967

135 - Carl C. Hoberg, 1968

136 - Carl C. Hoberg, 1968

137 - Carl C. Hoberg, 1968

138 - Carl C. Hoberg, 1967

139 - Carl C. Hoberg, 1968

140 - Carl C. Hoberg, 1968

141 - Carl C. Hoberg, 1968

142 - Carl C. Hoberg, 1967

143 - Carl C. Hoberg, 1967

144 - Carl C. Hoberg, 1967

145 - Carl C. Hoberg, 1968

146 - Carl C. Hoberg, 1968

147 - Carl C. Hoberg, 1968

148 - Carl C. Hoberg, 1968

149 - Carl C. Hoberg, 1968

150 - Carl C. Hoberg, 1967

151 - Carl C. Hoberg, 1968

152 - Carl C. Hoberg, 1968

153 - Carl C. Hoberg, 1968

154 - Carl C. Hoberg, 1987

155 - Carl C. Hoberg, 1967

156 - Carl C. Hoberg, 1968

157 - Carl C. Hoberg, 1968

158 - Carl C. Hoberg, 1968

159 - Carl C. Hoberg, 1968

160 - Carl C. Hoberg, 1968

161 - Carl C. Hoberg, 1968

162 - Carl C. Hoberg, 1968

163 - Carl C. Hoberg, 1968

164 - Unknown

165 - Carl C. Hoberg, 1967

166 - Carl C. Hoberg, 1967

167 - Carl C. Hoberg, 1967

168 - Carl C. Hoberg, 1967

169 - Carl C. Hoberg, 1967

170 - Carl C. Hoberg, 1967

171 - Unknown

172 - Carl C. Hoberg, 1967

173 - Carl C. Hoberg, 1968

174 - Carl C. Hoberg, 1967

175 - Carl C. Hoberg, 1968

176 - Carl C. Hoberg, 1988

177 - Carl C. Hoberg, 1967

178 - Carl C. Hoberg, 1967

179 - Carl C. Hoberg, 1967

180 - Carl C. Hoberg, 1967

181 - Unknown

182 - Carl C. Hoberg, 1967

183 - Unknown

184 - Carl C. Hoberg, 1968

185 - Carl C. Hoberg, 1967

186 - Carl C. Hoberg, 1967

187 - Carl C. Hoberg, 1967

188 - Carl C. Hoberg, 1967

189 - Carl C. Hoberg, 1968

190 - Unknown

191 - Carl C. Hoberg, 1967

192 - Carl C. Hoberg, 1968

193 - Time Magazine, 1968

194 - Carl C. Hoberg, 1967

195 - Carl C. Hoberg, 1968

196 - Carl C. Hoberg, 1968

197 - Unknown

198 - Unknown

199 - Carl C. Hoberg, 1968

200 - Unknown

201 - Carl C. Hoberg, 1967

202 - Carl C. Hoberg, 1967

203 - Carl C. Hoberg, 1967

204 - Carl C. Hoberg, 1967

205 - Unknown

206 - Carl C. Hoberg, 1967

207 - Carl C. Hoberg, 1967

208 - Carl C. Hoberg, 1967

209 - Carl C. Hoberg, 1968

210 - Carl C. Hoberg, 1967

211 - Carl C. Hoberg, 1968

212 - Carl C. Hoberg, 1968

213 - Carl C. Hoberg, 1968

214 - Carl C. Hoberg, 1968

215 - Carl C. Hoberg, 1968

216 - Carl C. Hoberg, 1968

217 - Carl C. Hoberg, 1968

218 - Carl C. Hoberg, 1968

219 - Carl C. Hoberg, 1968

220 - Carl C. Hoberg, 1967

221 - Carl C. Hoberg, 1967

222 - Carl C. Hoberg, 1967

223 - Carl C. Hoberg, 1968

224 - Carl C. Hoberg, 1968

225 - Carl C. Hoberg, 1968

226 - Carl C. Hoberg, 1968

227 - Unknown

228 - Carl C. Hoberg, 1967

229 - Carl C. Hoberg, 1968

230 - Carl C. Hoberg, 1968

231 - Carl C. Hoberg, 1968

232 - Carl C. Hoberg, 1968

233 - Carl C. Hoberg, 1967

234 - Carl C. Hoberg, 1968

235 - Carl C. Hoberg, 1968

236 - Carl C. Hoberg, 1968

237 - Carl C. Hoberg, 1968

238 - Carl C. Hoberg, 1968

239 - Carl C. Hoberg, 1967

240 - Carl C. Hoberg, 1968

241 - Carl C. Hoberg, 1968

242 - Carl C. Hoberg, 1987

243 - Carl C. Hoberg, 1987

244 - Carl C. Hoberg, 1968

245 - Carl C. Hoberg, 1968

246 - Carl C. Hoberg, 1968

247 - Carl C. Hoberg, 1967

248 - Carl C. Hoberg, 1968

249 - Carl C. Hoberg, 1967

250 - Carl C. Hoberg, 1987

251 - Carl C. Hoberg, 1967

252 - Carl C. Hoberg, 1968

253 - Carl C. Hoberg, 1968

254 - Carl C. Hoberg, 1968

255 - Carl C. Hoberg, 1968

256 - Carl C. Hoberg, 1967

257 - Stars & Stripes Magazine, 1968

258 - Unknown

259 - Life Magazine, 1968

260 - Carl C. Hoberg, 1968

261 - Carl C. Hoberg, 1967

262 - Carl C. Hoberg, 1967

263 - Carl C. Hoberg, 1968

264 - Carl C. Hoberg, 1968

265 - Carl C. Hoberg, 1968

266 - Carl C. Hoberg, 1967

267 - Carl C. Hoberg, 1968

268 - Carl C. Hoberg, 1968

269 - Carl C. Hoberg, 1967

270 - Carl C. Hoberg, 1968

271 - Carl C. Hoberg, 1988

272 - Carl C. Hoberg, 1968

273 - Carl C. Hoberg, 1967

274 - Carl C. Hoberg, 1968

275 - Carl C. Hoberg, 1968

276 - Carl C. Hoberg, 1988

277 - Unknown

278 - Carl C. Hoberg, 1968

279 - Unknown

280 - Carl C. Hoberg, 1968