

**THE VIETNAM SCHOLARSHIP PROGRAM  
THIRD CYCLE 1969-70  
REPORT OF THE PROJECT ANALYSIS TEAM**

**(In Fulfillment of AID Contract Number  
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## TABLE OF CONTENTS

Chapter	Page Number
I Background of the Study . . . . .	1
II English Training Program . . . . .	7
III Counseling and Guidance . . . . .	13
IV Orientation and Relevance . . . . .	21
V Recommendations . . . . .	29
<b>Appendices</b>	
A. List of Participants in the California State Colleges by Campus and by Group . . . . .	33
B. Grade Point Averages, Vietnam Scholarship Program, First Cycle . . . . .	43
C. Grade Point Averages, Vietnam Scholarship Program, Second Cycle . . . . .	53
D. Group I Summer/Work Visit Program in Vietnam . . . . .	61
E. Group I and II, Summer Enrichment Programs . . . . .	77
F. Approved Academic Majors, Group III . . . . .	87
G. Asilomar Conference and Testing Program, September 3-7, 1969 . . . . .	101
H. Georgetown University's Analysis of Group III ALI/GU Test Results and the Project Analysis Teams Discussion . . . . .	119

## LIST OF TABLES

TABLES	PAGE NUMBER
I The Number of Students Assigned to Each Proficiency Level on the ALI/GU in Each Subtest on the Pre and Post Administration . . . . .	8
II Vietnamese Student Scores on the Subtests of the TOEFL, July, 1969 . . . . .	9
III Correlation Coefficients Between Grade Point Averages and Each of the Pre and Post ALI/GU Subtests . . . . .	11
IV Correlation Coefficients Between Grade Point Averages and Each of the TOEFL Subtest Scores . . . . .	11
V Elected Majors of the Vietnamese Scholarship Program Participants, September, 1969 . . . . .	14
VI Previous Academic Majors of the Vietnamese Scholarship Program Participants . . . . .	14
VII Ratings of Concerns that the Scholarship Participants Have, September, 1969 . . . . .	16
VIII Total Units Taken for Credit, Fall Semester, 1969-1970 . . . . .	17
IX Total Grade Point Average, Fall Semester 1969-1970, Vietnamese Scholarship Students . . . . .	18

## CHAPTER I

### Background of the Study

This report deals with the Third Cycle of Vietnamese students who are currently pursuing higher education degree programs in the California State Colleges under the sponsorship of the Chancellor's Office and the United States Agency of International Development. The Third Cycle group of 55 students was preceded by a Second Cycle group of 61 students (1968-69) and a First Cycle group of 105 students during 1967-68. Most of the students in the two previous groups are still in the State College System, having matriculated in September of the year of their arrival as fully enrolled degree candidates.

This report, therefore, is the third of three evaluations of this program. The Third Cycle program was designated as a "Scholarship" program rather than a "Scholarship for Leadership" program under which the First and Second Cycles were designated. The research component associated with these programs is charged with the responsibility of assessing the degree to which the objectives of the general program have been reached by each of the participating college campuses.

### Objectives of the Scholarship Program<sup>1</sup>

The objectives of this program are to provide orientation to American life, activities relevant to a developing Vietnam, and a university education to Baccalaureate II graduates in the categories of "Wards of the Nation" and "War Orphans". The education provided by this program is to be limited to four academic years and/or a single degree and should not duplicate fields of study available in Vietnam. Academic majors taken by the students should be directed toward careers not dependent upon Government of Vietnam support, with emphasis on applied engineering, industry (including agro-industry) and commerce (including management, accounting, and auditing support services). An essential aspect of the program is the development of respect for the concept of private enterprise and the recognition that trained manpower in the private sector of the economy is as important to national growth as teaching, planning research and government service.

### Scope of Services Performed

In order to implement these generalized objectives, the training plans at each of the participating state colleges were similar to those followed for the first two groups, modified in view of past program experience. The training plans specified the following services:

1. Provide the skills and understanding essential to maximum academic and social achievement while studying in the United States;
2. Provide student counseling into academic programs commensurate with personal goals and the future needs of Vietnam;
3. Provide a post-arrival orientation program, including language and placement tests, a physical examination, and allocation to individual campuses;
4. Provide pre-collegiate intensive English training (March to September, 1969);

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<sup>1</sup> Department of State, AID, *Project Implementation Order/Participants*, No. 730-325-1-90238, pp 1-2.

5. Provide an introduction to selected aspects of life in the United States, including structured weekly meetings, home visitations, host families, talks or visits to civic clubs, American roommates, and organized use of the community laboratory (historical sites, cultural activities, governmental activities, and public institutions such as schools, hospitals, farms and professional organizations);
6. Provide an introduction to college life, including classroom visits, campus sports, cultural activities in the performing, musical and visual arts, as well as enrollment in regular course work when student abilities warrant;
7. Provide appropriate 'relevance' and reinforcement experiences and resources including library, newspapers, research materials and resource persons in order to enhance greater appreciation and awareness among the participants of Vietnamese culture and economic and social problems;
8. Provide special programs of continuous counseling and guidance for each individual student during the six-month pre-collegiate orientation period, and thereafter the same counseling services as are provided by the Foreign Student Advisor for all foreign students;
9. Make arrangements for matriculation in appropriate undergraduate degree programs for the students remaining in the California State Colleges after the initial six-month pre-collegiate orientation program;
10. Continue the research and evaluation program on all campuses under the direction of the Research Coordinator.

#### **Organization and Administration of the Third Cycle Program**

It should be noted that the educational services developed during the First and Second Cycle groups, with some modifications, were used during the Third Cycle program. There were also some clear differences between this group (Third Cycle) and the two previous groups. Among these should be noted the following:

1. The philosophy of the program changed from "Scholarship for Leadership" to "Scholarship." The direction of the present program included for the first time, practical overviews of majors (e.g., chemistry majors would be exposed to the chemical industry or laboratories when possible, and work-study arrangements would be made with industry when feasible);
2. The Third Cycle students were comparatively unprepared in English ability. Unlike the first two groups, the present group arrived in the United States with little competence in reading, writing, or speaking English. Their ALI/GU test scores were significantly lower than either of the two previous groups;
3. These participants were generally raised in small towns or hamlets in contrast with the more urban background of the two prior groups. They were less "westernized" and fewer of them were bilingual (Vietnamese-French);
4. The Third Cycle students were comparatively young.

In addition, there were a number of operational and situational differences between this group of students and the two previous groups. These differences include the following:

1. The State Coordinator's Office, in consultation with the campuses, further strengthened the concept of administrative and policy centralization with academic decentralization. This was reflected in more comprehensive information services and the further development of the Foreign Student Advisors' roles in the longitudinal extension of the program, a policy introduced at the end of last year by the State Coordinator. This was innovative in that all campuses having Vietnamese participants were considered as part of the program, whether on or off contract. This strengthened the "total program concept" and helped to ameliorate the effects of the extraordinary turnover of AID personnel and policies.

The administration and policies of this program have been highly effective this year and the idea of administrative and policy centralization with academic decentralization has proved to be effective and workable for future programs.

2. The Third Cycle was the smallest (55) of the three groups of Vietnamese students to undertake this program. The First Cycle had 105 students and the Second Cycle was made up of 61 students;
3. Four State Colleges were involved in the Third Cycle, compared with five in the Second Cycle and seven in the First Cycle;
4. At each of the four campuses conducting Third Cycle training, there were Vietnamese students from the First and/or Second Cycle. At three of the four campuses there were in excess of 25 Vietnamese students from the first two groups. On the remaining campus there were four students from the first group;
5. Anti-war student rallies were held on each of the campuses during the orientation period.

#### **Post-Arrival Orientation Program (March 12-17, 1969)**

The Third Cycle group of 55 Vietnamese students arrived by plane on March 12, 1969. Mr. J. Patrick Hughes, State Coordinator, gave direction to a carefully prepared Orientation Schedule. This schedule was designed to accommodate the needs of the newly arrived students and to ameliorate adjustment problems such as differences in time, different types of foods, new surroundings, faster pace of life, diminished communications, structured routines, and new friends. The Claremont College complex in Upland, California was the initial orientation setting.

The objectives of the Orientation Schedule included the following:

1. Introductions to new American colleagues, AID officials, Campus Coordinators, and Research Staff; and review of the students' contractual obligations, e.g., finances, health and visa regulations;
2. Provide baseline evaluations in language ability, student attitudes, and concerns;
3. Assignment of students to four designated State College campuses (Fullerton, Sacramento, San Diego, and San Jose).
4. Physical examinations for each student (upon arrival at their assigned campuses).

## **Distribution of Students**

Perhaps the distinct advantage of the California State College System is that while it can provide efficient centralized administrative functions, the decentralized educational functions are richly varied, flexible and locally adaptable. The program, with the economic efficiency of centralized administration, can take advantage of the various academic emphases of several college campuses, each with its own parallel services and particular strengths (e.g., engineering, business administration, agriculture, ESL back-up programs, size, climate, student activity programs, Foreign Student Advisement facilities). The California State College System provides optimal conditions for educational programs of this type, both from economic and academic perspectives.

The students in the Third Cycle were allocated to four campuses within the College System. The name of the students, the college campus, and Campus Coordinators are as follows:

### **CALIFORNIA STATE COLLEGE AT FULLERTON**

Professor Harold Van Cleave, Coordinator

Miss Tu Thi ANH-HUONG  
Mr. Ho BAY  
Mr. Pham Van BO  
Mr. Cao Van DO  
Mr. Nguyen Quoc DUNG  
Miss Vuong Thi Ngoc DUNG  
Mr. Phan Ngoc HAI  
Mr. Ha Manh MINH  
Mr. Hoang MY  
Miss Tran Thi THANH-TINH  
Miss Nguyen Thi THAO  
Miss Do Thi Thu THUY  
Miss Nguyen Tho Ngoc TRAM  
Mr. Le Quang VIEM

### **SACRAMENTO STATE COLLEGE**

Professor Edward C. Britton, Coordinator

Miss Tran Ngoc Tuyet ANH  
Miss Nguyen Thi BICH  
Mr. Ngo Duc CHIEN  
Mr. Vu Viet CHUAN  
Mr. Do Huu CHUYEN  
Miss Phan Thi HOAN  
Miss Troung Thi LIEN  
Miss Luu Thi Bich NGA  
Miss Tran Thi NHON  
Mr. Nguyen Ngoc SY  
Mr. Tran Van THU  
Mr. Nguyen Van TRUYEN  
Mr. Nguyen Huy TUAN  
Mr. Le Ngoc XUAN

**SAN DIEGO STATE COLLEGE**

Professor Sigurd Stautland, Coordinator

Miss Le Ngoc BIET  
Mr. Le Hong DA  
Mr. Le Si HAU  
Mr. Tran Thai LOI  
Miss Vo Thi NGOC-PHUONG  
Mr. Dang Trung NGON  
Mr. Nguyen Bach QUANG  
Miss Do Thi THANH-DUNG  
Mr. Nguyen Quy THIEU  
Mr. Dang Kim SON  
Mr. Tran Kim SON  
Mr. Vo Tinh TRI  
Miss Pham Thi YEN

**SAN JOSE STATE COLLEGE**

Professor Phillip Persky, Professor Tom Coke, Co-Coordinators

Miss Nguyen Thi DAO  
Miss Nguyen Thi HAU  
Mr. Huynh Van HOANG  
Mr. Vuong Ngoc HONG  
Mr. Do Thanh KHIET  
Mr. Pham Ngoc KHOAN  
Mr. Pham Tran LOI  
Mr. Tran The LUNG  
Mr. Nguyen Ngoc PHAN  
Mr. Vinh PHAT  
Miss Nguyen Thi PHUONG-TRI  
Miss Tran Thi Trung THU  
Mr. Nguyen Van TRAI  
Miss Le Thi VAN

Except for the Fullerton campus group, the criteria for allocating the Third Cycle Vietnamese students were identical to those employed for the First and Second groups. These were: (1) an attempt to obtain homogeneous grouping according to Vocabulary-Reading scores on the ALI/GU; (2) an effort to construct groups with similar sex ratios, and (3) an effort to satisfactorily match expressed choices of majors with known campus academic strengths. Among these criteria, (1) was considered dominant.

The Fullerton campus was assigned a "high" group and a "low" group on the basis of the ALI/GU Vocabulary-Reading test score. This was done in order to refine and confirm hypotheses concerning training models and methods that had been developed during the Second Cycle.

**Post Intensive English Language Training Period (September, 1969)**

During the period between September 3-7, 1969, the Third Cycle group met at Asilomar,

California, with Campus Coordinators, the Research Team, the State Coordinator, AID officials, and students from earlier cycles returning from a summer in Vietnam, to gain information relevant to the matriculation of the students into degree programs later in the month. The agenda for the Asilomar meeting may be found in Appendix G.

## CHAPTER II

### English Language Program

During the period of intensive instruction in English, the Third Cycle Vietnamese students were given various standardized tests in English and one non-standardized Cloze test in Vietnamese. Methods and materials used by the English language instructors on the four campuses were observed. In this chapter answers to the following questions were sought:

1. What identifiable gains were made in English skills?
2. What criteria (English skills) are most indicative of academic success as measured by Grade Point Average?
3. What relationships exist between the tests and subtests employed?
4. What weaknesses in English skills did the Vietnamese students display at the end of the intensive English language instruction program?

### Instruments for Aiding and Evaluating Students' Learning of English

During this six month period, the students took two tests: 1) The Test of English as a Foreign Language (TOEFL); and 2) A test constructed at the American Language Institute, Georgetown University (ALI/GU). On their arrival in the United States the students also took a Cloze test written in Vietnamese. Each of these instruments was administered for the purpose of aiding teaching, for determining gains in the assessed areas of English, and for establishing predictive criteria for success in college.

*TOEFL* The Test of English as a Foreign Language consists of five subtests: Listening Comprehension, English Structure, Vocabulary, Reading Comprehension, and Writing (composition). At this point, the nature of the writing subtest should be explained briefly. This subtest contains paragraphs, each with one sentence omitted; and beneath each paragraph are four sentences which could plausibly fit into the slot made by the omitted sentence. This is perhaps a construct of good writing, but for practical purposes the selection of the proper sentence appears to be a function of reading comprehension and organization of ideas rather than a test involving written composition.

A total score as well as subtest scores were obtained for each student.

*ALI/GU* Three subtests of the American Language Institute's test were administered to the Vietnamese students: The English Usage subtest, the Listening subtest, and the Vocabulary-Reading subtests. The ALI/GU is a shorter test than the TOEFL. Each subtest yields a score. Deriving a total score is possible, but unnecessary and not too accurate. Both ALI/GU and TOEFL are criterion tests in the field of English as a foreign language.

*Cloze* A Cloze test was constructed consisting of five paragraphs. Every ninth word was deleted in each paragraph. The students were to fill in each deletion slot with a word which could maintain sentence sense and paragraph sense. This test was translated into Vietnamese when the level of English competency of the Third Cycle students was determined.

## Findings

In this study it was necessary to determine the amount of improvement in English made by each student and to attempt to predict the students' success in their academic careers on the seven campuses. As a result, ALI/GU was administered prior to the intensive English training program and at the end of the program. TOEFL was administered two months before the end of the six month English training program. ALI/GU, therefore, was used for the purposes of determining gains made by the students. The results of both tests were compared to the students' Grade Point Averages earned during the fall semester of the academic year 1969-1970 in order to develop criteria for predicting grade success in college. The Cloze year was used only for the purpose of establishing predictive information for Grade Point Average.

*Gains* The ALI/GU tests were administered prior to the training period and at the end of the training period. The authors of this test established five proficiency groupings on the basis of previous research. Table I presents the number of students assigned to each proficiency group (on the basis of obtained scores) in each of the three measured English skill areas for both the pre-and the post-test administration.

TABLE I

Number of Students Assigned to Each Proficiency Level on  
the ALI/GU in Each Subtest on the Pre and Post Administration

Proficiency Grouping	Pre-Test			Post-Test		
	Usage	R/V	Listening	Usage	R/V	Listening
Advanced	4	0	0	8	2	7
High Intermediate	5	0	1	15	6	20
Intermediate	6	10	6	20	18	15
Low Intermediate	17	14	18	9	20	11
Low	19	31	30	3	9	2
Mean*	37	30	29	57	44	57
St. Dev.*	22	10	12	17	14	16

\*rounded to the nearest whole number

This was the first group of Vietnamese students which lacked even a moderate competency in the English language when they arrived. Over one-half of the students were classified in the low or low intermediate proficiency groups on the three measured areas of the ALI/GU. A closer inspection of those students in the low grouping indicates that many of their scores were earned by guessing. The data indicate that the participants had little or no proficiency in Reading-Vocabulary

and Listening subtests. Only in the English Usage area are the students represented in all five proficiency groups.

The post-test scores indicate a sizeable increase in test scores in all three subtests of the ALI/GU. It would appear that the English instruction that these students received was done in an excellent manner. When instruction of this nature begins with a group of students with little or no proficiency in the English language and increases (though not statistically significant) to average or above proficiency, the training must be commended.

It would appear that those students who did not make expected progress were selected without regard to their abilities. The students in the low group, even though the number varies on the post-test, are the same students scoring low across the three subtest areas. Their slow progress may be the result of variables such as low intelligence, emotional disturbances, or health problems.

The Reading-Vocabulary subtest post-test scores indicate that only one campus (Sacramento) devoted a great deal of instructional time to this area. The other three campuses devoted time to this area, but felt that the other two areas required more of the limited time. This is a matter of professional judgment on the part of the language instructors.

It should be noted that all campuses integrated counseling and guidance, orientation, and relevance functions into their English training program. Thus, the English instructors tried to make this learning experience a meaningful one for the students. This required a very close working relationship between the staff members on each of the campuses. This relationship grew out of the close cooperation that developed among the project staffs over three years and is one of the benefits of working together over a period of time. It may be assumed that if this present group of students had arrived during the first year of the project (1967-1968), their growth in English proficiency would have been less.

**TABLE II**

**Vietnamese Student Scores on the Subtests of the TOEFL, July, 1969**

Score	Listening	Structure	Vocab.	Reading Comp.	Written
60			1		
54			2	1	
53	1	1	2		
52			1		
51	1			1	1
50					
49		1			
48	1	1	1		1
47	2	1	1	1	1
46		3	1		
45				2	
44		2	2		1
43	3	3			2
42				1	3

41	4	3	2	1	2
40	7	1	1	7	
39	3	8			4
38	4	3	1	8	8
37	8	5	2	7	
36	6	4	2		2
35	4	2	1	4	1
34	4	5		11	2
33	2	2	3		10
32	1	3	3	2	5
31	1		1	4	
30		2	5		2
29		1	6		3
28			6	1	1
27		1	3	1	
26					1
25			1		1
24			1		
23					
22					
21			1		
20			2		
Mean*	39	39	35	38	36
St. Dev.*	9	8	12	6	6

\*rounded to the nearest whole number

The TOEFL test was administered to the Third Cycle of Vietnamese students during July, 1969. The results are listed in Table II. The majority of scores are below the normally accepted level for college matriculation. However, because of contractual agreements, all of the students were allowed to matriculate in the fall of 1969 into the State College System.

As was true on the ALI/GU, the Vocabulary subtest is the lowest of the five measured skill areas. This subtest also shows the greatest dispersement among those tested. However, the Sacramento students scored higher (60,56,54,53,53) than the students from other campuses. The mean, as a statistic, is misleading as it is influenced by the extreme scores. Thus, the mean is much higher than the median (approximately 30) which indicates the middle point in the distribution.

From the psychometric data it appears that this group of students has made excellent progress in learning English. However, the participants had little or no proficiency in English at the beginning and the six-month instructional period was not adequate to increase their proficiency to levels normally required of foreign students for matriculation in the California State Colleges. As a result, all of the participating campuses offered additional work in deficient English skill areas.

*Correlations* The Project Analysis Team has attempted to find tests or subtests which bear a high relationship to Grade Point Average. As yet, none has been found. There was expectation on the part of the Project Analysis Team that the relationships between Grade Point Average and each test and subtest administered to the Vietnamese students would increase by the end of the instructional period in English.

Table III indicates the correlation coefficients obtained as a result of comparing Grade Point Averages to the pre- and post- ALI/GU subtests.

**TABLE III**  
**Correlation Coefficients Between Grade Point Averages  
 and Each of the Pre- and Post- ALI/GU Subtests**

	Pre-test	Post-test
Usage	.23	.30
Reading-Vocabulary	.24	.28
Listening	.09	.42

It can be noted that each of the reported relationships improved over the English instructional period. The most noticeable increase was in the Listening skill area. It appears that the behaviors measured in this subtest are related to the earned grades of the students during their first semester of college work.

The TOEFL test scores were also correlated with the students' Grade Point Averages. These data are presented in Table IV.

**TABLE IV**  
**Correlation Coefficients Between Grade Point Averages  
 and Each of the TOEFL Subtest Scores**

Listening	-.31
English Structure	-.19
Vocabulary	.31
Reading Comp.	.13
Written	.23
Total Score	.37

In contrast to the ALI/GU Listening subtest, the TOEFL Listening subtest was an inverse relationship with Grade Point Averages, i.e., a high score on the Listening subtest of the TOEFL was related to a low Grade Point Average. This inverse relationship was also true for the English Structure subtest of the TOEFL. The reasons for this negative relationship are not completely known. It could result, however, from the types of academic courses the participants were enrolled in during their initial semester of college work. The students were predominately enrolled in math-science courses which require fewer of these measured skills than in other types of courses.

It should be pointed out that none of the relationships are sufficient for predictive purposes. They are *not* percentage relationships, but the degree of relationships. It would be dangerous to view these reported correlation coefficients as anything but indicators of possible relationships between the reported two variables.

### Conclusions

Over the three years that this project has been training Vietnamese students, the State College System has identified and brought together a very able and conscientious group of English as

Second Language instructors. These people have developed excellent training methods and materials over this period of time. They have adapted these materials to high proficiency groups as well as to low proficiency groups, and they performed their responsibilities at a very professional level.

As was true for all three groups of Vietnamese students, the criterion instruments used to assess gains and relationships have proven inadequate. The ALI/GU and the TOEFL have not measured those behaviors that are related to academic success in the California State College System. It would be in the best interest of AID to investigate other criterion instruments and try them out in future programs of this nature.

## CHAPTER III

### Counseling and Guidance

An important aspect of the Scholarship program is the amount and quality of the counseling and guidance activities carried out on the four participating college campuses during the contract period. This chapter identifies relevant student educational experiences prior to arrival in this country, their comments concerning the counseling and guidance activities on their respective campuses, some examples of the types of activities that were used, and lists conclusions.

Students in Group III consisted entirely of freshman level students with a scholastic average from Vietnam far below the two preceding groups of Vietnamese students. A perusal of their educational experiences reveal that three members of the group did not complete the educational requirements for the Baccalaureate II degree. Of the remaining students, twenty percent (11 students) would not normally be scholastically eligible to attend a California State College because of their low Baccalaureate II rankings (below 10). In addition, twenty students (36%) could only be considered minimally eligible to attend college because of their Baccalaureate II rankings (10-11). Therefore, over one-half of this group of students entered the Scholarship program having questionable pre-collegiate educational backgrounds.

In light of the English language competencies as measured by the TOEFL Test, none of the students in Group III would technically qualify for admission to the California State Colleges. Because of contractual responsibilities to see whether or not this group of students would be able to handle academic programs regardless of standardized test scores, each of the participating State Colleges waived this requirement.

The State Coordinator and each of the Campus Coordinators agreed, early in the program, to devote most of the time during the six-month orientation period to intensive English language instruction and integrate when possible informal counseling, orientation, and relevance activities into the instructional sequence. During this period of time, a great deal of attention was paid to each individual so that they would be given every chance possible to succeed in the program despite their low English ability.

In accord with the Project Implementation Order/Participants, 1969-70<sup>1</sup> which stated, "Final choice of major should be deferred until the participant has had adequate time to evaluate possibilities through counseling, exposure and maintenance of contacts in Vietnam," each of the college campuses provided numerous opportunities for the students to evaluate possible academic majors. Some of the campuses had members of the college faculty conduct seminars dealing with the requirements of a particular major, the required college program, and the importance of the major to Vietnam. The students were exposed to community businesses and industries so that they could see some of the job duties and responsibilities of college graduates with various academic majors. An important corollary of these visits was to show the female participants the role of the women in the world of work. Some of the contacts that these students have made in business and industry are still maintained. Most of these activities were carried out in the latter half of the six-month orientation period because of the students' deficiency in English.

During September, 1969, the Group III students had the opportunity to talk with those students from Group I who had volunteered to participate in the Work-Study Program in Vietnam during the summer. As a result of these conversations over a period of four days, the Group III

<sup>1</sup> Project Implementation Order/Participants, 1969-1970, No. 730-325-1-90238, Project Activity No. 325, page 1.

participants gained additional insight into the needs of Vietnam with regard to possible academic majors. In addition, AID made public a list of acceptable majors for these participants. This list was compiled by an outside agency after a survey of employment needs in Vietnam (see Appendix F).

The students' choice of academic majors (as of September, 1969) are presented in Table V. A variety of majors have been selected by this group. The majority of them are, however, concentrated in the engineering areas.

**TABLE V**

**Elected Majors of the Vietnamese  
Scholarship Program Participants  
September, 1969**

**Field**

Chemical Engineering	11
Engineering	10
Business Administration	10
Electrical Engineering	5
Mechanical Engineering	5
Civil Engineering	2
Chemistry	2
English	2
Textile Engineering	2
Aeronautical Engineering	1
Economics	1
Banking	1
Agricultural Engineering	1
Agriculture	1
Journalism	1

When asked if they had ever considered any other occupation or field in which to major at the college level before selecting their present one, thirty-six students indicated that they had and identified the area. Inspecting Table VI, it becomes apparent that the noticeable change of majors has been from areas other than engineering. The reasons for these changes can only be surmised. It may have been the result of the counseling activities on each of their campuses, the discussions with the Group I students, and/or their feelings that their selection of a more "nonverbal" curriculum for the initial college years would enhance the possibilities for their academic success.

**TABLE VI**

**Previous Academic Majors of the  
Vietnamese Scholarship Program  
Participants**

**Field**

Education	5
Business Administration	4

Economics	3
Political Science	3
Electronics	3
Biology and Zoology	2
Medicine	2
Literature	2
Mechanical Engineering	2
Art	1
Sociology	1
Home Economics	1
Hydraulic Engineering	1
Journalism	1
Science	1
Chemistry	1
Motor Repair	1
Industrialization	1
Psychology	1

In order to gain additional insight into the reasons for changing their mind concerning their field of specialization, each student was asked to rate various activities in terms of each one's effect upon their present choice of major as a field of study. The activities included to be rated reflected the counseling and guidance activities that were used during the six-month orientation period. The four most important activities as rated by these students were: 1) talks with my academic advisor; 2) visiting businesses and industries; 3) reading books in the field; and 4) Vietnam's need for this major. Other reasons for changing major were ranked in terms of the students ratings as follows: talks with other faculty members, advice from parents or relatives, and visiting classes in the academic field. The students rated "friends of my own age group" of least importance in this decision-making process.

As of September, 1969, the majority of students in Group III (forty-four) expressed serious doubts or slight doubts as to the selection of their present academic major. Only eleven students felt that they had made the right decision in regard to their choice of academic major.

Table VII is a listing of various things that the two previous groups of Vietnamese students identified as concerns that they had just prior to matriculating into their degree programs. It was assumed by the Project Analysis Team that this present group would have similar anxieties and would allow a better insight into the students' first semester of college work.

The students rated their choice of major as one of "very concerned" with the highest frequency. This would tend to reinforce their earlier comments about their doubts as to whether they had selected the right academic field in which to major. In addition, their responses might indicate their anxieties as to how well they will do (Getting good grades-31) in their stated academic field. It is possible that their selection of their major was based, to some degree, on the perception of extrinsic factors with little or no consideration as to their own abilities or interests. The apparent shift away from the more liberal arts areas to the technical fields could be the result of this as well as the students' feelings of inadequacies in handling the heavy English commitments (My ability to talk in English-33) in the liberal arts areas.

**TABLE VII**

**Ratings of Concerns That the Scholarship  
Participants Have, September, 1969**

Concerns	Very Concerned	Fairly Concerned	Not Concerned
My ability to talk in English	33	17	4
Getting good grades	31	16	5
Keeping pace with assigned readings	16	32	4
Taking examinations	22	32	5
How to study	36	16	0
My family	20	23	10
Choice of major	43	9	2
Lack of subject preparation	14	29	8
Regularity of class attendance	18	29	12
Finding books in the library	25	22	6
Value of United States degree in Vietnam	11	32	10
Housing and food	6	24	23
Professor's attitude	21	25	7
Knowing how to type	5	31	18
Different educational methods	18	21	14
Health	30	17	7
Pace of college life	6	33	13
Course schedule for fall	24	23	6
Study conditions	30	21	2
Taking unnecessary courses	7	17	29
Time spent in the United States	23	21	9

Another area of major concern is the study skills area (How to study-36, Taking examinations-22, Finding books in the library-25, Study conditions-30). The study rated items included in this area with a high degree of "Very Concerned" frequency. This concern, although common to the majority of first time freshman groups, is compounded by their lack of English competence when compared to other students with whom they will be competing for grades in college classes. Because of experiences with the two previous groups, the colleges integrated study skills exercises into their English language classes. Near the end of the six-month orientation period, the English language classes became models of a regular college classroom and the students were required to take notes, participate in class discussions, take various types of examinations, check out books from the library, and to complete homework assignments. These activities were designed to acquaint the students with normal classroom behavior and what professors expect of the students in their classes. This activity also served to highlight (to the students) their lack of skills in undertaking these responsibilities and probably accounted for the high frequency of ratings in these categories.

In addition to integrating the behaviors expected of the students in the English classes, two of the campuses allowed the students to enroll and take a class in the Second Summer Session, 1969. At one campus, they enrolled in an English class for foreign students and worked with students from other countries. At the other campus, the students enrolled and took a course from the

following areas: Introduction to Cultural Anthropology, World Religion, or Geography. These activities added additional experiences in order to ease the transition into a regular degree program.

Prior to the planning of course schedules and eventual matriculation into degree programs for each of the participants, the State Coordinator and the four Campus Coordinators met various times during the summer to determine the best approach to maximizing the students' success in the program. It was agreed that these students, more than the preceding groups, were ambitious, anxious to succeed, more adaptable to changing social patterns, and less cynical. However, they all agreed that they were very low in English ability, many had questionable academic backgrounds and some may not have the intellectual or emotional capabilities to succeed in a four-year institution.

As a result of these discussions, it was agreed that the participants were to be matriculated into a limited academic schedule of courses not requiring strong verbal skills. This approach, it was felt, would allow them to test their basic academic ability, be exposed to English in a classroom, learn more about the mechanics of academic life in the United States, mix with American students, and generally develop a sense of reality about their own abilities.

During the first semester, intensive counseling was continued on each of the campuses. Each Campus Coordinator was charged with the responsibility of carefully observing each of the participants to determine their potential in order to ascertain their chances for success. It was felt that those students who were marginal and who might not succeed should be counseled into other programs or continue with a rather restrictive schedule in the second semester. The fear of failure in these students was great and intensive counseling was used to negate any chances of emotional breakdown because of failure.

Table VIII shows the number of units taken during the first semester of college. The range was from 7 units to 20 units with over half of the participants taking a "normal" academic load. It should be pointed out that this table does not show the number of courses that were taken on an "audit" basis. A number of the students who took less than a normal academic program were enrolled in other courses as an audit. Presumably this allowed the students to gain additional experience with the general college educational system.

It is felt by the Project Analysis Team that the students undertook a very rigorous academic load in view of their lack of English competence. Their success may be partly attributed to the intensive counseling and individual orientation given to them by the Campus Coordinators and Foreign Student Advisors. These officials carefully developed a rapport with the participants that proved to be highly effective in mitigating factors such as culture-shock or slow learning abilities.

**TABLE VIII**

**Total Units Taken for Credit, Fall Semester, 1969**

<b>Number of Students</b>	<b>Number of Units</b>	<b>Percentage</b>
2	7	5
1	8	1
4	9	8
4	10	8
2	10.5	5

8	11	15
12	11.5	22
9	12	16
1	12.5	1
6	13	11
1	13.5	1
3	15	6
1	20	1

The ultimate criterion of academic potential is the earned grade point average. This group of participants earned above average grades during their first semester of college work. Five students earned just less than an A average and half of the group earned a B or better average. Only one student earned less than a C average but his average is so close to a C that he should not be considered in academic trouble. The grades that these participants received is probably a combination of many things; the two most important being the students' motivation to do well in this program and the close relationship that was established between the students, the Campus Coordinators and Foreign Student Advisors.

Table IX shows the number of students who earned various grade point averages during their first semester of college work.

**TABLE IX**

**Total Grade Point Average, Fall Semester 1969  
Vietnamese Scholarship Students**

<b>Number of Students</b>	<b>Grade Point Average</b>
1	1.98
1	2.00
1	2.10
1	2.30
1	2.33
3	2.34
1	2.36
1	2.48
2	2.50
3	2.60
1	2.68
4	2.70
4	2.80
2	2.90
1	2.98
2	3.00
3	3.10
3	3.20
1	3.23
1	3.25
1	3.28

3	3.30
2	3.40
3	3.50
1	3.60
1	3.72
1	3.78
3	3.80

A=4.00; B=3.00; C=2.00; D=1.00; F=0.00

### Conclusions

The most commonly accepted description of the Third Cycle group of Vietnamese students was that they were, more than the preceding two groups, ambitious, anxious to succeed, more adaptable to changing social patterns and less cynical. However, they were very low in English proficiency and many had questionable academic backgrounds. Some of the students were identified as possibly not having the necessary intellectual or emotional capabilities to succeed in a four-year program. The extent to which they have thus far succeeded is a tribute to the Foreign Student Advisors and Campus Coordinators with whom they have worked since arriving in this country.

The only truly unique aspect of this program has been the conscientious and untiring efforts of the Foreign Student Advisors. They have been instrumental in assisting the students with the overwhelming task of adapting to the California State College System and the greater community surrounding the colleges. Their work has not been devoted exclusively to this group. They have continued to help and assist all of the Vietnamese students on their campuses. It should be pointed out that the Foreign Student Advisors, in conjunction with the Campus Coordinators, eased the students' transition into our culture and made this program much more enjoyable for the students. We recommend that future programs of this type take into consideration the positive effects the services of Foreign Student Advisors have on participants and provide for them. Such intensive personal and professional guidance is often the difference between success or failure when the foreign student suffers from culture-shock, is a slow learner, or has personal problems.

## CHAPTER IV

### ORIENTATION TO AMERICAN AND RELEVANCE – REINFORCEMENT TO THE VIETNAMESE HOMELAND

The definitions of "orientation" and "relevance" remained in practice without significant change from those described in Report No. 3 of the Project Analysis Team. *Orientation* refers specifically to the production of programs and information enabling the Vietnamese students to adapt to and gain maximally from their educational experiences on American campuses in spheres other than English language capability; *relevance* refers specifically to the production of programs and information intended to reinforce the Vietnamese students in the focusing of their educational aims on the problems that will be faced by Vietnam in the years to come.

Precise determinants of the effectiveness of the program (in either dimension) are not known and might best be considered beyond the research capabilities of PAT as defined by the overall program. Each campus faced, for example, a different geographical situation with a range of difference that might be exemplified by the compact quartering of housing and classroom activities on the Fullerton campus, as compared with the diffuseness of living in scattered apartments and attending class in various campus locations in the San Jose program. Getting the students acquainted with campus facilities represented a very different geographical problem from locus to locus. On each campus, however, it was a recognized aspect of the program with less emphasis being given to it when the program itself structured campus familiarity; or with more emphasis being given when the program was structured so that opportunity for informal acquaintance with the campus was minimal. In the latter case tours and activities were scheduled around the idea of "getting to know the campus." It may be observed that, as far as the program taken as a whole is concerned, the opportunity for the Campus Coordinators to meet and compare their particular situations and problems did definitively modify the conception of each as to specific program emphases and needs.

Much of this kind of campus cross-fertilization was evident during the meeting of program personnel, not only for the "geographic" problem illustrated here, but for all areas of program that might fall within the orientation-relevance scope.

Thus, for purposes of research, the campus programs were not controlled, isolated samples—nor was this kind of control intended. Visits by the PAT, communications from and visits by the State Coordinator, Mr. Hughes, and the sharing of documents and information through the State Coordinator's office further provided for inter-campus comparisons and program adjustments. All this provided for better programs on each campus, but did not provide the context for controlled research comparisons.

#### Common Experiences in Relevance and Orientation.

On each campus the Vietnamese students encountered certain sets of experiences that may be viewed as common elements of the American experience within a cross-cultural education context.

Thus, on each campus opportunity was provided for students to visit in American homes. A curious individual reaction to this, probably not shared by all students so involved, was an articulate recognition of the difficulty that American teenage children have in accepting an outsider in their home. The difficulty, which appears to be genuine in some cases, apparently emerges as a function of the tenuous relationship often exhibited between parent and child in American society and the

probable unexpressed insecurity that this relationship engenders in the American teenager. The visitor, often nearly an age-mate, is welcomed into the home by the parents and threatens to be a replacement for the American child. The relationship is further complicated, in some instances, by the involvement of the American child in an exclusive school clique in which the foreign student does not gain acceptance. All this in a context in which, practically without exception, Americans are described as open, candid and friendly may be insignificant, but does provide a caution for those who would provide for extended visits in American homes for foreign students.

There was divided opinion on the function and relative value of home visits. For those who place utmost priority on English language learning, visits of a prolonged period in American homes are viewed as the highest possible exposure to English language and therefore functionally appropriate. In the extreme, this position would view formal English language training as adjunctive to residence in an American home—a checking and corrective process. In the opposite view, generally adopted by proponents of relevance-reinforcement, *prolonged* exposure to an American home, with its particular style of life, is likely to be an acculturative experience that may detract from the long-term role of the student as an agent of change on his return to Vietnam. No doubt some degree of “cultural seduction” is apt to occur among any group of students moving from a lesser to a greater technological society. For those without specific goals, seeking a general education, and for younger students, the potential for “seduction” is proportionately greater than for older students preparing themselves for a particular, secure professional role on their return home. The present Group III students are heavily representative of the former kind of student—young and, as yet, relatively unstablized, professionally. A relatively high rate of deflection from original purpose, e.g., a desire to remain in the U.S., may be anticipated.

Among the notable programs adopted for the Third Cycle students was the opportunity to visit with students of the Second Cycle at Asilomar who had returned from a summer visit to Vietnam. While specific features of this experience are not well known, it appears certain that the opportunity to discuss with other students the current state of affairs in Vietnam provided for a considerable degree of re-identification with the home country and, hence, functioned efficiently in terms of relevance-reinforcement. This kind of activity, including the opportunity for the students to visit in Vietnam (as have earlier Cycles), seems particularly appropriate considering the youth and non-professional status of the Third Cycle students.

In an effort to provide for generalizations and comparisons about the Vietnamese student groups on each campus, each student in the Third Cycle was required to respond to what is sometimes termed an “Incomplete Sentence Blank” (ISB). The instrument is frequently used in those contexts in which minimum structural controls are possible, since it lends itself to varied uses and provides a relatively high degree of face validity.

The following are examples of incomplete sentences constructed particularly for the assessment of the Vietnam student experience:

- Five years ago I was . . .
- Unlike my mother, I feel . . .
- I look forward to . . .
- Before I left Vietnam, I . . .
- Ten years from now . . .
- I believe I have the ability to . . .
- Now that I have been here for several months, I . . .
- When I first arrived I . . .

The students were asked to complete the sentence in their own words. Aside from some difficulty with the English language, (e.g., many students did not differentiate between "dislike" and "unlike" with some resulting embarrassment on the item, "Unlike my mother, I . . ."), and some evident efforts merely to complete an English language sentence without reference to self, the ISB appears well suited to the research assessment of a group of this nature. However, the utility of the instrument and the expense of detailed analysis, differentiating individual from individual, would be warranted only in the context of a research design that would permit follow-through into actual college careers and post-return experiences. In the absence of this kind of research design, analysis of the ISB was conducted with the intent of providing group (Cycle III) characterization and some degree of inter-campus comparison.

With reference to the ISB results, then, the following characteristics pertain to the Third Cycle Vietnamese students as a group: The students view themselves, or find a strong identity in their status as members of their family in Vietnam. Perhaps as a result of the selection process, many were first sons or daughters in their family and recognized the responsibility of this position in an Asian family. With respect to modification of place-in-family, it may be generalized that they viewed themselves as different from their mothers in their youth and unusual experiences (foreign travel), and from their fathers in terms of greater education and a greater emphasis on personal liberty. The importance of "mother" in the Vietnamese family is very evident in the ISB responses.

While the arrival period in the United States is recalled by many with terms like "fright" and "strangeness," a strong secondary emphasis was placed on adaptation, as in: "I could not yet speak the language." More recent time periods are recalled in terms of a sense of accomplishment and an increasing acquaintance with America and academic achievement.

An overwhelming emphasis was placed on success in the pre-college training program, i.e., "happiness" for most was doing better in their orientation studies, especially in English language. Throughout there was a keen emphasis on educational objectives, modified frequently by a desire for more travel throughout the U.S.

Being with friends, meaning fellow Vietnamese students, was a rich source of gratification. This suggests that the isolation of students in order to maximize English learning may be highly damaging to morale.

Technical advice, in the majority of cases, was sought from members of the instructional staff. This indicates a strong reliance on and confidence in the program staff.

Considering the present outlook in Southeast Asia, the students exhibited a refreshingly optimistic outlook on the future. This was particularly evident in the male students. A high priority was placed on attaining future "personal happiness" and, in a general sense, secondary emphasis was placed on a future of educational attainment, of peace, or of being with family. Perhaps youth, in this case, provided a balance against strong association or social consciousness. In more specific contexts, however, the students saw the future in terms of specific jobs and positions that they aspired to—factory worker, minister of education, etc. The majority expected to contribute to the rebuilding of Vietnam "after the war" and looked forward to the prospect of helping their families.

### Inter-Campus Differences

While no two campuses provided exactly the same structure of experiences for the students, overt comparisons while the program was in progress influenced the modification or correction of

some of the most apparent differences or problems in each campus program. A more standardized approach to orientation and relevance was being developed when the program ended.

As observed by PAT and others, familiarity with America and its campus life meant different things to different campus groups. And the need to provide relevance-reinforcement was less evident to some campus staffs than others. In general, the greatest difference may be observed between the programs sponsored at Sacramento and at Fullerton. Again, generally speaking, at Sacramento emphasis was placed on relevance, while at Fullerton greater emphasis was placed on orientation. In Sacramento the students were placed in contact with mature Vietnamese scholars, Consular and other officials and, on occasion, performed Vietnamese "identity" programs (dances, songs, feasts) for audiences in the area. While some of these activities were duplicated on all campuses, on the Fullerton campus greater emphasis was placed on assisting the Vietnamese students to gain the fullest possible experiential knowledge about American life and its complexities. Tours acquainted the students with ethnic and language diversity in the United States; class discussions and seminars dealt with the cross-section of social problems that they would encounter in the American classroom and in their eventual interaction with American young people. The intent was to provide the students with a clear perspective of American life and to prepare them for the part they would play as students on an American campus. This is orientation in the fullest sense and, in effect, the emphasis will result in a different kind of Vietnamese student than will the Sacramento emphasis on relevance. A longer range look at the students, as they progress through college and after their return to Vietnam would be of keen interest, but is not within the scope of research activities associated with the program.

Some of the differences that characterized the programs on each campus may well be reflected in the particular features that emerged relative to each group in the ISB analyses. Stressing the differences that emerged in the analysis of this research instrument, the campus groups may be characterized as follows. (However, note that the number in each group is small and individual responses of an ideosyncratic nature could influence the characterization of the whole group in some dimensions.)

*The Sacramento Profile:* On the whole the Sacramento students used response patterns that may be termed "objective" or "adaptive" rather than "emotional." In looking back to their pre-arrival status, they made minimal use of terms such as "loneliness" and seemed less concerned with homesickness. They made less reference to "family" than did participants on other campuses and tended to credit themselves for their present status and success.

At the same time, being in America seemed less relevant to them than the opportunity to learn a useful profession, and they somewhat flatly viewed their present status as "being in Sacramento" rather than "being away from home." They perceived themselves well on the way toward adaptation to life in the United States and did not seem preoccupied with fear of failure in academia.

Relative to the future, they tended to focus on what they would become professionally, speaking of the future in terms of specific occupations or, in other words, displaying considerable goal orientation. Vietnam is mentioned less frequently in incidental terms, with focus being on the contribution that their work would make toward future development. They saw themselves as successful in the future.

*The Fullerton Profile:* The students at Fullerton, half of whom are somewhat older and more Western-acclimated than the group as a whole, made least mention of "missing family" and made

minimal reference to "mother" in emotive terms. Reference to their place in their family was more likely to be in terms of their actions (e.g., "I helped my family") than a description of status (e.g., "I was the eldest son"). There was little expression of emotional loss in looking back to departure from Vietnam. They spoke more of the purposes of their pre-departure activities, e.g., visiting factories and teachers in preparation for study in the U.S.

In recalling their arrival status, they tended to think of themselves as inadequate and spoke of the immediate future in terms of their status as students, but with relatively less concern for academic success. Scanning the post arrival period, they tended to minimize reference to academic gain and emphasized the number of new experiences and the extent of their travel to new places. In general, they scored high in terms of interest in travel during their stay in the U.S.

The Fullerton students appeared to be both more self-reliant, mentioning "self" as the source of success rather than family or country, and inward turning. When faced with a difficult problem they tried to work it out on their own rather than seeking the help of a friend or the staff.

In viewing the future, stress was placed on goals to help self and family, with less mention of national development objectives.

*The San Diego Profile:* The students at San Diego scored somewhat higher than other groups in terms of "activity" responses with a relatively heavy emotional tone. For example, in recalling their younger years they tended to respond with "I cried a lot," or "I was timid." In the same context, however, many made reference to earlier ambitions.

Similarly, when recalling their attitude when leaving Vietnam, reference was made to a feeling of emotional loss and loneliness. Family and country were mentioned as the source of their personal success. Relative to current objectives, the San Diego campus emphasized accomplishment in academic work with minimal emphasis on travel or new experience in the host country. Responses suggesting an emphasis on acculturation were minimal. In seeking help with current problems, the San Diego students tended to rely on fellow Vietnamese student friends or they would try to work it out themselves. They showed little concern for travel in the U.S. and seemingly would not miss the U.S. in the future.

Viewing the future, they perceived the likelihood of a change in self—a bettering of their status. While the group was about evenly divided on the point, they seemed to be more concerned with bettering self with less reference to family or country.

*The San Jose Profile:* A relatively high concern for family is evident in the responses of the San Jose students. They tend to view themselves as similar to their father, though when they looked back on their youth, they wished that they had been more free to do those things that they had come to value. Leaving Vietnam was recalled in terms of emotional loss of friends and teachers, with less mention of purposive pre-planning prior to departure. Family and country were seen as sources of personal success.

The arrival period was viewed as a condition that they had subsequently overcome by learning about America and the language. While they spoke of concern for scholastic success, the tone was relatively low-keyed with less concern for personal change and accomplishment. In describing their present status, they tended to mention the location, "San Jose," rather than their role as students. Friends in America were described in "objective" terms, e.g., "they are American." The American experience was spoken of in terms of travel, with few emotion-laden responses. Yet when they needed help, they turned to staff and advisors.

Scanning ahead, the San Jose students anticipated the help that they would provide for their family and country.

*Male-Female Differences:* Some interesting differences emerged between the male and female students as a result of the ISB analysis. These differences may be summarized (without reference to specific campus groups) as follows:

The female students generally stressed the emotional loss that they felt for their family on leaving Vietnam and tended to credit "family" for personal success, while males would more frequently mention "self" or "country." For the girls, happiness was a letter from home and childhood was being with the family. Yet among the girls more than the males, there is a stress on the wish that their youth had been a period of greater personal freedom—males often expressed the wish that they had studied harder.

In terms of the American experience, male students made more mention of academic accomplishments and new experiences while females tended to stress adjustment to American life or acculturation. At the same time, female students seemed less concerned about changes in personal attributes and responded less frequently in terms of personal ambition. Male students viewed themselves as more introspective and self-reliant, females were more ready to turn to others for assistance.

In terms of educational goals, males stressed academic success more so than did females. Thus while many females spoke of the immediate future as one of intensive study, male students often equated academic success with personal happiness and consistently showed a higher concern for educational betterment before leaving the U.S. Female students placed greater emphasis on an interest in travel throughout the U.S.

In looking toward the future of Vietnam, female students generally tended to sound less optimistic and made more frequent mention of anticipated return to friends and relatives. While both sexes often mentioned the role they would play as educated persons in Vietnam, males placed more emphasis on the importance of professional and hard work to help the country.

### **Summary of Orientation and Relevance**

Through the Incomplete Sentence Blank analyses, it seems probable that there were significant differences in the texture of student experience at the four campuses involved in the Third Cycle program. It seems reasonable, also, to presume that these differences will reflect on the longer term effectiveness of the students in their careers on American campuses and even on their impact as agents of change on return to Vietnam. It seems, for example, that the greater stress on relevance-reinforcement at Sacramento provided for a higher "Vietnam" orientation on the part of that student group with accompanying stress on goal orientations pertaining to their eventual role in the development of their country. Conversely, the program at Fullerton with its stress on orientation to American life seems to have provoked responses that were more introspective in nature, a questioning of the meaning of self and an emphasis on the importance of new experiences in the United States. The attitude seems to have carried over, at least while completing ISB items, into a more ego-oriented view of their future role in Vietnam with less mention of national objectives. Yet in comparing these two groups, it must be kept in mind that the Fullerton sample is different in that it was composed of a high number of students, about half, who were specifically more competent in English at the initiation of the pre-college training program and who were, congruently, older and more Westernized.

Analysis results for the other campuses, San Jose and San Diego, are less easily associated with particularities of programs in those locations, representing no particular polarization of position or attitude.

With respect to males and females, it does appear that administrators of foreign student exchange programs, at least so far as Vietnam students are concerned, should be aware that female and male goals are likely to be somewhat different in cross-cultural education. It is consistent with studies elsewhere that the Vietnam female students saw themselves as undergoing more rapid acculturation and, in many instances, apparently enjoyed or valued the experience--i.e., greater personal freedom. Male students, as might be expected, place more constant stress on the objective gains that they were experiencing or anticipated through professional training.

## CHAPTER V

### RECOMMENDATIONS

#### Introduction

On the basis of their research findings and observations, the Project Analysis Team believes that the participating State Colleges tried out innovative methods in program administration, English training, counseling and guidance, orientation, and relevancy during the first cycle of Vietnamese students (1967-1968), refined these methods during the second cycle (1968-1969); and are using these refined methods with the present group of Vietnamese students. Only in the area of English instruction are new materials and methods being presently introduced. In a sense a plateau has been reached with regard to procedures used during the six-month orientation period. Whether the standards achieved through innovation and revision are effective can best be evaluated by scanning beyond the orientation period itself, examining the results among our students enrolled in college and, ideally, after their return to Vietnam. Information thus gained can be fed back into future orientation programs. The following recommendations for changes in the research emphases are made with a view to both short and long term objectives of this program.

#### Recommendations

- A. Longitudinal case studies should be developed for all the Vietnamese students in the California State Colleges. These case studies would include data from several sources: the students' academic record, English test scores, health records, faculty comments, results of certain psychological tests and inventories, interviews, questionnaires, nature of contacts with community, involvement in campus activities, housing, as well as other useful sources. With these data, a longitudinal description will emerge that will assist Agency for International Development personnel as well as educators of the Vietnamese students.

Answers to many important questions may be identified. These important questions may include: What type of student will profit from this type of program? Should graduation requirements in the California State Colleges as well as other colleges and universities throughout the country be modified for these students? How does a student arrive at his final selection of a major field of study? What are the characteristics of students who return to Vietnam with those who do not?

- B. The administration and policies of future programs should be modified to reflect academic reality by: 1) Establishing more detailed policy and planning at the beginning of the program then changing them only through a process of advance notification and/or consultation; 2) Developing a more sophisticated and consistent information system; 3) Making it a multi-year program, e.g., for 2 or 3 years; 4) Continuing to stress orientation after the English language program ends; 5) Making more adequate provisions for slow English learners in the second six months; 6) Assuring continuity of staff and facilities by having the groups arrive every six months instead of every year; 7) Paying closer attention to the established policies and procedures of the participant institution/system; and by 8) Reducing the turnover of AID officials, if possible (if not, then rely more heavily on the institution's officials for leadership).
- C. The Project Analysis Team feels that the research emphases should be modified. It is felt that during the six-month preparatory period the emphasis is on the development of English

language skills. After the students have gained sufficiently in this area, counseling, orientation, and relevancy activities assume major importance as the students progress through school and English language instruction becomes of minor importance. On the basis of pilot research conducted to date, it would seem that English language competence, while obviously important at the beginning, ceases to be a determining variable in academic adjustment once a sufficient level of competence for course work has been achieved. The further improvement of the program, therefore, will depend on the isolation of other factors that may influence student adaptation to college and, subsequently, to life and work in Vietnam.

From this perspective, the research emphases for future programs should be modified in accordance with the following:

1. *English Language Instruction.* Researchers should continue visiting the participating campuses, observing the students in classes talking with the English language staff, and offering suggestions on materials and methods during the six-month intensive English training program. It is also important to follow the students' progress during their initial college semester. In addition, the continuous contacts with students during their four-year program should be made possible. With these derived data, the possibility of setting up regression equations for predicting academic success in various majors would be enhanced, the specification of a minimal amount of English language competence could be established for various majors, new teaching materials could be developed, as well as other important projects.
2. *Counseling and Guidance.* The nature of this research component should be changed. Psychological descriptions should be developed for each of the students. These psychological descriptions should come from psychological testing, structured observations of students in a dyadic or group situations, and in-depth interviews. With these data, psychological models can be developed for a more thorough analysis of these students, e.g., ways in which they interact among themselves and other students on their campuses, methods of achieving satisfaction, how they see themselves in this program and on their return to Vietnam, developing appropriate procedures for modifying their behavior in order to expedite their adjustment into the program as well as their departure to Vietnam, and various other areas. These longitudinal descriptions should furnish the Agency for International Development personnel as well as educators with information not now available.
3. *Orientation and Relevance.* This component should attempt to differentiate among Vietnamese and to identify those qualities which might be predictive of the potential culture-change agent. The methods that would be used in exploring these students' attitudes, values, and ideology would be structured interviews periodically conducted during the students' four-year program. These interviews would be structured to elicit responses that would include the following topics: preferences in form of civil society; features of the United States society (other than the subject matter of their academic major) they see as applicable, or not applicable, to their homeland; problems they anticipate as youthful innovators; emergent images of the United States society, especially contrasts with pre-arrival and first impressions; attitudes toward authority figures; and changes in the imagery of their own goals and potentials. These interviews, over a four-year period, would provide a rich developmental picture of the changes occurring in attitude, behavior, and ideology that these students undergo during their training program.

- D. Follow-up studies of these students in Vietnam are essential. In order to complete the longitudinal description of each of these students, a structured follow-up study should be conducted in Vietnam during the first year following the completion of the training program in the United States. Other contacts could be made with these students in subsequent years.

### Summary

The Project Analysis Team feels that the necessary experimental phase for the six-month orientation phase has now run its full course. Outlines of desirable practices and smooth programming are known to all. What remains is to determine whether these known practices are effective for the students' four-year stay and upon his return to Vietnam. The information thus gained could be fed back into future orientation programs. Only in this way will the full potential of this type of program be realized.

**APPENDIX A**  
**List of Participants in the California State Colleges by**  
**Campus and by Group**

**List of Participants in the California State Colleges  
by Campus and by Group**

**CSC at Long Beach**

**Group I**

Mr. Trinh Xuan CHUNG  
Mr. Huynh Ngoc DIEP  
Mr. Ha Duong DUC  
Mr. Nguyen Ngoc KHAI  
Mr. Huynh KEIN  
Mr. Le Van LAC  
Mr. Phu Cong MINH  
Mr. Nguyen Duy NOI  
Miss Nguyen Thi THU  
Mr. Nguyen Duy TRAI  
Mr. Nguyen Xuan TRONG  
Mr. Duong QUAN  
Mr. Tran VONG  
Mr. Dang Ky XUONG

**Group II**

Mr. Vu Hung CHIONG  
Mr. Le Dang DANG  
Mr. Bui Van DAO  
Miss Nguyen Thi Dieu HANH  
Mr. Tran Quoc HUE  
Mr. Pham Gia HUNG  
Miss Ngo Thi Doc LAP  
Miss Cao Thi MY-LOC  
Miss Doan Thi MAN-HAU  
Mr. Bui Xuan SON  
Mr. Tran Xuan TROUNG  
Miss Thai Thi Thanh XUAN

**CSC at Fullerton**

**Group I**

Mr. Vu Huy CUONG  
Mr. Trin Vu DIEP  
Mr. Vo Minh LY  
Mr. Le Bich NGOC  
Mr. Tran Ngoc PHUC  
Mr. Hoang Thai THACH

**Group II**

Mr. Nguyen Xuan CUNG  
Miss Phan Bich DUNG  
Mr. Nguyen Manh HA  
Mr. Tran Quoc HUNG  
Mr. Le Thanh HUONG  
Mr. Hoang Thong LAP  
Miss Truong Thi MY-VAN  
Miss Pham Thi Y-LAN

**Group III**

Miss Tu Thi ANH-HUONG  
Mr. Ho BAY  
Mr. Pham Van BO  
Mr. Cao Van DO  
Mr. Nguyen Quoc DUNG  
Miss Vuong Thi Ngoc DUNG  
Mr. Phan Ngoc HAI  
Mr. Ha Manh MINH  
Mr. Hoang MY  
Miss Tran Thi THANH-TINH  
Miss Nguyen Thi THAO  
Miss Do Thi Thu THUY  
Miss Nguyen Tho Ngoc TRAM  
Mr. Le Quang VIEM

**Cal Poly – San Luis Obispo Campus**

**Group I Only**

Mr. Nguyen Cao BACH  
Mr. Ngo Kim BANG  
Mr. Tran Thieu CHI  
Mr. Pham Duc HANH  
Mr. Nguyen HIEN  
Mr. Dinh Khong HOAT  
Mr. Vo Hong KHAI  
Mr. Vu Tien LAP  
Miss Tran Kim QUI  
Miss Le Thi Phu QUOC  
Mr. Hoa Van SUONG  
Mr. Nguyen Van LOC  
Mr. Dang That HUU  
Mr. Bui Duc VIET  
Mr. Nguyen Ngoc VU  
Mr. Nguyen Kim TUNG\*  
Mr. Nguyen Quy TUONG\*

\*These two students transferred from CSC at Fullerton, under Group II.

**Sacramento State College**

**Group I**

Mr. Nguyen Dinh DUONG  
Mr. Ton That HOA  
Mr. Cong Xuan PHUONG  
Mr. Vuong Thanh XUYEN

**Group III**

Miss Tran Ngoc Tuyet ANH  
Miss Nguyen Thi BICH  
Mr. Ngo Duc CHIEN  
Mr. Vu Viet CHUAN  
Mr. Do Huu CHUYEN  
Miss Phan Thi HOAN  
Miss Truong Thi LIEN  
Miss Luu Thi Bich NGA  
Miss Tran Thi NHON  
Mr. Nguyen Ngoc SY  
Mr. Tran Van THU  
Mr. Nguyen Van TRUYEN  
Mr. Nguyen Huy TUAN  
Mr. Le Ngoc XUAN

**San Diego State College**

**Group I**

Mr. Pham Van CONG  
Mr. Vu Viet DAC  
Mr. Ho DIEM  
Mr. Hoang Thu DUNG  
Mr. Huynh Van HONG  
Mr. Bui Cong LAP  
Mr. Nguyen Van LOC  
Miss Nguyen Thi MY-NGA  
Mrs. Le Thi Tuyet NHUNG  
Mr. Tran Ngoc SINH  
Mr. Trinh XAM

**Group II**

Mr. Nguyen DONG  
Mr. Le Ngoc MEN  
Mr. Nguyen Bao NGOC  
Miss Dang Thi Cuc PHUONG  
Mr. Dang Huu THANH  
Mr. Do Duc THANH  
Mr. Nguyen Dich TIEN  
Mr. Cao Huu TRI  
Mr. Nguyen Tien TRIEN  
Mr. Nguyen Dang Yen TRUC  
Mr. Trinh TUNG  
Miss Phan Thi VINH-HANH

**Group III**

Miss Le Ngoc BIET  
Mr. Le Hong DA  
Mr. Le Si HAU  
Mr. Tran Thai LOI  
Miss Vo Thi NGOC-PHUONG  
Mr. Dang Trung NGON  
Mr. Nguyen Bach QUANG  
Miss Do Thi THANH-DUNG  
Mr. Nguyen Quy THIEU  
Mr. Dang Kim SON  
Mr. Vo Tinh TRI  
Miss Pham Thi YEN

**Fresno State College**

**Group I**

Mr. Nguyen TAN  
Miss Van Minh CHAU  
Mr. Nguyen Tat PHUOC  
Mr. Nguyen Van LAC  
Mr. Nguyen Quan NGHIA  
Miss Nguyen Thuy PHUONG  
Mr. Vu Duy TAN  
Mr. Tran Quang THIEU

**Group II**

Mr. Nguyen Huu AN  
Mr. Nguyen Thai BINH  
Mr. Vu Dinh BON  
Mr. Le Than CHAP  
Mr. Nguyen Than CHIM  
Mr. Vu Ngoc CON  
Mr. Trang Thanh HAI  
Mr. Do Hoang KHANH  
Mr. Tran Tan LOC  
Mr. Le Chi NGI  
Mr. Nguyen THO  
Mr. Nguyen Thanh VAN

**San Jose State College**

**Group I**

Mr. Nguyen Ngoc BICH  
Mr. Hua Tu CUONG  
Mr. Nguyen Heiu DE  
Mr. Le Thuc HAI  
Mr. Le Khac HEIN  
Mr. Vu Van HUAN  
Mr. Nguyen Tang HUYEN  
Mr. Dong Sang LUONG  
Mr. Dao Van THANG  
Mr. Huynh Khanh THIEN  
Mr. Ly Gia TIN  
\*Mr. Le HAN  
\*Mr. Vu Huy TUAN

**Group II**

Mr. Nguyen Ngoc HAI  
Mr. Vo Ta HAN  
Mr. Nguyen Tang HUYEN  
Miss Nghiem Phi KHANH  
Mr. Le Thanh LONG  
Mr. Ngo Thanh NHAN  
Mr. Nguyen Dai NHIEM  
Mr. Nguyen Van QUYEN

**Group III**

Miss Nguyen Thi DAO  
Miss Nguyen Thi HAU  
Mr. Huynh Van HOANG  
Mr. Vuong Ngoc HONG  
Mr. Do Thanh KHIET  
Mr. Pham Ngoc KHOAN  
Mr. Pham Tran LOI  
Mr. Tran The LUNG  
Mr. Nguyen Ngoc PHAN  
Mr. Vinh PHAT  
Miss Nguyen Thi PHUONG-TRI  
Miss Tran Thi Trung THU  
Mr. Nguyen Van TRAI  
Miss Le Thi VAN

\*These two students transferred from CSC at Fullerton, under Group I.

**APPENDIX B**  
**Grade Point Averages, Vietnam Scholarship Program, First Cycle**

**GPA REPORTS**

**VIETNAM SCHOLARSHIP PROGRAM**

Name	College	Major	Degree	Total Units Completed (June, 1969)	Cumulative GPA (June, 1969)
Ho DIEM	San Diego	Engineering	B.S.	48 units	3.85
Hoang Thu DUONG	San Diego	Economics	M.S.	48 units	3.2
Huynh Van HONG	San Diego	Engineering	B.S.	48 units	2.5
Pham Thien HUNG	San Diego	Approved transfer to University of Missouri, 9/9/68			
Le Van LAC	San Diego	Transferred to L.B. Elec. Engineering	M.S.	9 units	3.33
Bui Cong LAP	San Diego	Bus. Administration	M.S.	44 units	3.6
Nguyen Van LOC	San Diego	Poultry Industry	Special Deg.	(Complete records, not available)	
Nguyen Thi MY-NGA	San Diego	Finance	B.S.	48 units	3.2
Le Thi Tuyet NHUNG	San Diego	Economics	B.S.	43 units	3.48
Tran Ngoc SINH	San Diego	Business	B.S.	42 units	2.5

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## GPA REPORTS

### VIETNAM SCHOLARSHIP PROGRAM

Name	College	Major	Degree	Total Units Completed (June, 1969)	Cumulative GPA (June, 1969)
Nguyen Cao BACH	SLO	Ind. Engineering	B.S.	82	2.32
Ngo Kim BANG	SLO	Elec. Engineering	B.S.	101	3.52
Nguyen CHI	SLO	Terminated and Returned to VN on-10/8/68			
Tran Thieu CHI	SLO	Chemistry	B.S.	86	3.79
Le Trung CHINH	SLO	Bio. Chemistry	B.S.	125	3.88
Nguyen HIEN	SLO	Education	M.A.	70	2.83
Ton That HOA	SLO	Economics	B.A.	31.0	2.63
Pham HOANG	SLO	Returned to VN-9/19/68			
Dinh Khang HOAT	SLO	Mech. Engineering	B.S.	74	2.57
Vuong Hong KHAI	SLO	Elec. Engineering	B.S.	103.5	3.72
Vu Tien LAP	SLO	Complete records are not available.			
Tran Kim QUI	SLO	Bio. Chemistry	B.S.	100	3.74
Le Thi Phu QUOC	SLO	Chemistry	B.S.	112	3.66
Hoa Van SUONG	SLO	Mech. Engineering	B.S.	108	3.69
Dang Huu THAT	SLO	Electronics Engr.	B.S.	105.5	3.45
Ngo Phuong THU	SLO	Chemistry	B.S.	94	3.77
Bui Duc VIET	SLO	Electronic Engr.	B.S.	96	3.63
Nguyen Ngoc VU	SLO	Mech. Engineering	B.S.	99	3.48

GPA REPORTS

VIETNAM SCHOLARSHIP PROGRAM

Name	College	Major	Degree	Total Units Completed (June, 1969)	Cumulative GPA (June, 1969)
Nguyen Duy ANH	San Jose	Approved transfer to Univ. of Washington, 9/8/68			
Nguyen Ngoc BICH	San Jose	Mat. Science	B.S.	87.5	3.84
Trinh Quang BINH	San Jose	Approved transfer to Univ. of Wisconsin-9/68			
Uong Dinh CHUYEN	San Jose	Approved transfer to Tufts University--Date not recorded			
Hua Tu CUONG	San Jose	Architecture and Marine Engineering	B.S.	79	3.95
Le Thuc HAI	San Jose	Business	M.A.	48	3.48
Nguyen Minh HAI	San Jose	Approved transfer to Michigan State University, 9/22/68			
Le Khac HIEM	San Jose	Chem. Engineering	B.S.	79	3.3
Vu Van HUAN	San Jose	Political Science	M.A.	37	3.24
Dong Sang LUONG	San Jose	Elec. Engineering	B.S.	76.5	3.62
Dao Van THANG	San Jose	Mech. Engineering	B.S.	76.5	3.74
Huynh Khanh THIEM	San Jose	Chemical Engineering	M.S.	23	3.74
Ly Gia TIN	San Jose	Mechanical Engineering	B.S.	75	3.90
Tran Dac TRUNG	San Jose	Approved transfer to Indiana University, 9/11/68			

## GPA REPORTS

### VIETNAM SCHOLARSHIP PROGRAM

Name	College	Major	Degree	Total Units Completed (June, 1969)	Cumulative GPA (June, 1969)
Vo Thi Huynh ANH	Fullerton	Approved transfer to Drexel Institute of Technology-9/22/68			
Pham Van CONG	Fullerton	(Transferred to S.D.SC.) Political Science	M.S.	12	3.75
Vu Huy CUONG	Fullerton	Bus. Administration	M.B.A.	33	2.8
Trinh Vu DIEP	Fullerton	Bus. Administration	M.A.	36	2.8
Bui Ngoc HUE	Fullerton	Approved transfer to Drexel Institute of Technology-9/22/68			
Chu Duy KHIEM	Fullerton	Math.-Physics	B.S.	46	2.8
Vo Ming LY	Fullerton	Geography	B.A.	42.5	2.8
Le Bich NGOC	Fullerton	Political Science	M.A.	33	3.0
Tran Ngoc PHUC	Fullerton	Poltical Science	M.A.	33.5	2.6
Huong Thai THACH	Fullerton	Bus. Adminstration	B.A.	48.5	3.2

## GPA REPORTS

### VIETNAM SCHOLARSHIP PROGRAM

Name	College	Major	Degree	Total Units Completed (June, 1969)	Cumulative GPA (June, 1969)
Nguyen Hieu DE	Sacramento	Transferred to SJSC Elec. Engr.	B.S.	69 Units	3.73
Nguyen Dinh DUONG	Sacramento	Civil Engineering	B.S.	32.6	1.81
Le HAI	Sacramento	Approved transfer to Polytechnic Institute of Brooklyn, 9/12/68			
Pham Duc HANH	Sacramento	(Transferred to Cal Poly, SLO) Poultry Industry	B.S.	100	2.11
Chu Van HOP	Sacramento	Approved transfer to Drexel Institute of Technology, 9/22/68			
Tran Thi HUE	Sacramento	Chemistry	B.S.	49.5	3.36
Nguyen Thi HUONG	Sacramento	Chemistry	B.S.	47	3.55
Le Trong NGA	Sacramento	Approved transfer to Drexel Institute of Technology, 9/22/68			
Nguyen Duy NGAN	Sacramento	Economics	M.A.	12 (grad. work)	3.75
Cong Xuan PHUONG	Sacramento	Government	M.A.	41.0	2.70
Huynh Ngoc THANH	Sacramento	Physics	B.S.	49.0	3.60
Vuong Thanh XUYEN	Sacramento	Engineering	B.S.	49.5	3.36

## GPA REPORTS

### VIETNAM SCHOLARSHIP PROGRAM

Name	College	Major	Degee	Total Units Completed (June, 1969)	Cumulative GPA (June, 1969)
Van Minh CHAU	Fresno	Elec. Engineering	B.S.	49	3.38
Le HAN	Fresno	Elec. Engineering	B.S.	40	3.24
Nguyen Van LAC	Fresno	Bus. Administration	M.B.A.	126	3.04
Nguyen Duy LUYEN	Fresno	Chemical Engineering	B.S.	51	3.57
Nguyen Ngoc MINH	Fresno	Chemical Engineering	B.S.	50	3.77
Nguyen Quan NGHIA	Fresno	Engineering	B.S.	50	3.05
Nguyen Tat PHUOC	Fresno	Bus. Administration	B.S.	46	2.92
Nguyen Thuy PHUONG	Fresno	Bus. Administration	M.B.A.	123	2.73
Nguyen TAN	Fresno	Ind. Engineering	B.S.	48	2.11
Vu Duy TAN	Fresno	Engineering	B.S.	40	2.18
Tran Quang THIEU	Fresno	Elec. Engineering	B.S.	73	2.50
Le Tien THU	Fresno	Economics	M.A.	135	3.45
Vu Huy TUAN	Fresno	Engineering	B.S.	49	3.05

## GPA REPORTS

### VIETNAM SCHOLARSHIP PROGRAM

Name	College	Major	Degree	Total Units Completed (June, 1969)	Cumulative GPA (June, 1969)
Trinh Xuan CHUNG	Long Beach	Bus. Administration	B.A.	113	3.32
Huynh Ngoc DIEP	Long Beach	Bus. Administration	M.B.A.	60	2.00
Ha Duong DUC	Long Beach	Bus. Administration	M.B.A.	18	3.16
Nguyen Ngoc KHAI	Long Beach	Elec. Engineering	B.S.	75	3.56
Huynh KIEN	Long Beach	Chemical Engineering	B.S.	70	3.68
Phu Cong MINH	Long Beach	Bus. Administration	M.B.A.	9	2.66
Nguyen Duy NOI	Long Beach	Chem. Engineering	B.S.	57	3.70
Duong QUAN	Long Beach	Bus. Administration	M.B.A.	15	3.20
Nguyen Thi THU	Long Beach	Chemistry	B.S.	69.5	3.27
Nguyen Duy TRAI	Long Beach	Political Science	B.S.	110	2.63
Nguyen Xuan TRUONG	Long Beach	Bus. Administration	B.A.	57.5	2.44
Tran VONG	Long Beach	Bus. Administration	M.B.A.	6	3.40
Dan Ky XUONG	Long Beach	Elec. Engineering	M.S.	18	3.83
Le Van LAC	Long Beach	Indust. Technology	M.S.	9	3.33

**APPENDIX C**  
**Grade Point Averages, Vietnam Scholarship Program, Second Cycle**

## GPA REPORT

### VIETNAM SCHOLARSHIP PROGRAM

Name	College	Major	Total Units Completed (June, 1969)	Cumulative GPA (June, 1969)
Vu Hung CHUONG	Long Beach	Electrical Engineering	39.5	3.85
Le Dang DANG	Long Beach	Engineering	43.5	3.56
Bui Van DAO	Long Beach	Engineering	44	3.89
Tran Quoc HUE	Long Beach	Bus. Administration	50.5	3.44
Pham Gia HUNG	Long Beach	Economics	44.5	2.81
55 Ngo Thi Doc LAP	Long Beach	Home Economics	40	3.20
Cao Thi MY-LOC	Long Beach	Psychology	25	3.50
Bui Xuan SON	Long Beach	Undec.	41	3.19
Thai Thi Thanh XUAN	Long Beach	Bus. Administration	28	3.64
Tran Xuan TRUONG	Long Beach	Undec.	40.5	3.72
Nguyen Thi Dieu HANH	Long Beach	Bus. Administration	42	3.79
Doan Thi NAM-HAU	Long Beach	Journalism	43	3.01

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## GPA REPORT

### VIETNAM SCHOLARSHIP PROGRAM

Name	College	Major	Total Units Completed (June, 1969)	Cumulative GPA (June, 1969)
Nguyen Huu AN	Fresno	Electrical Engineering	18	2.75
Nguyen Thai BINH	Fresno	Industrial Engineering	43	3.00
Le Than CHAP	Fresno	Mechanical Engineering	52	3.77
Trang Thanh HAI	Fresno	Mechanical Engineering	15	2.89
Nguyen Quay KHAI	Fresno	Engineering	12	4.00
Tran Tan LOC	Fresno	Chemical Engineering	15	2.78
Le Chi NGI	Fresno	Business Administration	10	2.67
Nguyen THO	Fresno	Engineering	15	2.17
Nguyen Thanh VAN	Fresno	Engineering	16	2.90
Nguyen Thanh CHIM	Fresno	Agriculture	12	2.17
Do Hoang KHANH	Fresno	Business Administration	18	4.00
Vu Ngoc CON	Fresno	Mechanical Engineering	19	2.08

## GPA REPORT

### VIETNAM SCHOLARSHIP PROGRAM

Name	College	Major	Total Units Completed (June, 1969)	Cumulative GPA (June, 1969)
Vu Dinh BON	San Jose	Complete records not available		
Nguyen Ngoc HAI	San Jose	Electrical Engineering	41.5	4.0
Vo Ta HAN	San Jose	Industrial Engineering	41.5	4.0
Dang Manh HUNG	San Jose	Engineering	41	3.0
Nguyen Tang HUYEN	San Jose	Economics	26	4.0
Nghiem Phi KHANH	San Jose	Business	35.5	3.29
Le Thanh LONG	San Jose	Engineering	41	3.57
Ngo Thanh NHAN	San Jose	Russian	25.5	3.51
Nguyen Dai NHIEM	San Jose	Chemical Engineering	42.5	3.89
Nguyen Mai SON	San Jose	Chemical Engineering	41	3.57
Vu Quang VIET	San Jose	Economics	36.5	3.53
Hoang Thi THANH-HA	San Jose	Business	37	3.50

## GPA REPORT

### VIETNAM SCHOLARSHIP PROGRAM

Name	College	Major	Total Units Completed (June, 1969)	Cumulative GPA (June, 1969)
Nguyen Xuan CUNG	Fullerton	Electrical Engineering	12.5	2.4
Phan Bich DUNG	Fullerton	Chemical Engineering	12.5	2.2
Tran Quoc HUNG	Fullerton	Bus. Administration and Econ.	19.5	3.8
Hoang Thong LAP	Fullerton	Aeronautical Engineering	13.5	3.0
Truong Thi MY-VAN	Fullerton	Psychology	11.5	2.4
Nguyen Minh SON	Fullerton	Industrial Engineering	14.5	3.6
Mai Viet THU	Fullerton	Aeronautical Engineering	12.5	2.5
Nguyen Kim TUNG	Fullerton	Chemical Engineering	12	3.5
Nguyen Quy TUONG	Fullerton	Chemical Engineering	23.5	4.0
Pham Thi Y-LAN	Fullerton	Chemistry	19.5	3.3
Le Thanh HUONG	Fullerton	Electronics Engineering	28	3.05
Nguyen Manh HA	Fullerton	Engineering	12.5	3.2

## GPA REPORT

### VIETNAM SCHOLARSHIP PROGRAM

Name	College	Major	Total Units Completed (June, 1969)	Cumulative GPA (June, 1969)
Nguyen DONG	San Diego	Engineering	13.5	3.5
Le Ngoc MEN	San Diego	Engineering	14.5	3.58
Nguyen Bao NGOC	San Diego	Engineering	15.5	3.6
Dang Huu THANH	San Diego	Engineering	14.5	3.71
Do Duc THANH	San Diego	Engineering	14.5	3.74
Nguyen Dich TIEN	San Diego	Engineering	16.5	3.2
Cao Huu TRI	San Diego	Engineering	14.5	3.5
Nguyen Tien TRIEN	San Diego	Engineering	14.5	3.85
Nguyen Dang Yen TRUC	San Diego	Engineering	14.5	3.2
Trinh TUNG	San Diego	Engineering	13.5	3.7
Phan Thi Vinh HANH	San Diego	Business	14.5	3.5
Dang Thi Cuc PHUONG	San Diego	Business	12.5	3.95

**APPENDIX D**  
**Group I Summer/Work Visit Program in Vietnam**

State of California

Trustees of the California State Colleges

**Memorandum**

Groups I-III

To : Campus Coordinators and Foreign  
Student Advisors

Date: May 23, 1969

From : J. Patrick Hughes  
State Coordinator

Subject: Group I Summer/Work Visit Program in Vietnam – Attached documents and comments

- 1) Attached are the letter forms sent to each participant prior to their selection for the summer program; and
- 2) a letter (with an attached cablegram) sent to the students on May 20 regarding their pre-departure orientation and their eligibility to return to the United States after the summer.

You may have already received copies of this correspondence (some have not), but the importance of them warrants sending you extra copies.

**COMMENTS**Visas

There may be one problem that you may be asked about by the students: Return of their visaed passports from the Immigration & Naturalization Service (assuming that they have already been returned by the Consul-General's Office in San Francisco and submitted to INS).

It is my understanding that many passports have already been returned and that the others will be returned shortly. Please let me know if there are any undue delays or complaints.

“Return [to/from Vietnam] by their own means. . .”. (2nd para. of telegram)

This program is for other students as well as the VNSP participants. Vietnamese students who are paying their own way in the United States must pay their way to/from Vietnam for this program.

This does not affect the VNSP participants, whose transportation is being paid for by AID.

Per Diem & Support While in Vietnam

The question of whether the participants will receive per diem or some other form of support while in Vietnam (if they cannot arrange for their own support) has not been made clear by the AID Mission in Saigon. However, AID Washington is working to get an answer from Saigon soon. Mr. Schaler feels that this issue will be resolved before the participants leave for Vietnam.

Participants' families coming to the United States as visitors for the summer or at any other time

AID's policy regarding families coming over under any circumstance has not change: Under no circumstances will families be allowed to come to the United States to visit a participant. Nothing must be allowed to interrupt or detract a participant from pursuing his academic and orientation goals.

Please let me know by confidential memo if you know of exceptions to this policy.

Eligibility of Groups I & II participants remaining in the United States to participate in any seminar offered by HEW or AID

The AID Bureau is coordinating the resolution of this question with HEW and, according to Mr. Schaler, should have descriptions of the seminars as well as a common policy regarding Groups I & II by next Tuesday. You will be notified as soon as we receive further information.

Predeparture Orientation, June 17-20

Unless we receive other information, June 16 should be considered the day the students leave, or prepare to leave, for Asilomar.

Debriefing, September 3-5

In order to coordinate the debriefing of the returnees with our planned testing of Group III students and voluntary participation (with AID approval) of Groups I & II in a joint seminar, I need to know what your campus requirements and schedules are for the week preceding and the week following the debriefing.

Other Questions

Please let me know if you have other questions. Your problems are very often common to other campuses and should be resolved on a systemwide basis.

JPH:ej

cc: Mr. Otto Schaler  
Mr. Robert Schultz, Supervisor, DHEW/OOE  
Mr. George Mahoney  
Miss Leah McDaniel

True Copy of Text

DEPARTMENT OF STATE  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D.C. 20523

May 20, 1969

Dear Summer/Work Visit Participant:

Attached is a copy of a cable just received from the USAID Mission in Saigon quoting a statement issued by the GVN Prime Minister's Office.

Please read this important message carefully and contact your Consulate promptly so that the appropriate entries can be made in your passport.

The arrangements for your Summer Work/Visit in Vietnam are coming along well. Please plan to assemble at Asilomar, near Monterey, California on June 17 for a pre-departure orientation program and depart for Saigon on June 20. All the necessary details will be sent to you shortly.

See you then. Meanwhile, best regards.

Sincerely,

George F. Mahoney  
Program Development Officer  
Vietnam Training Branch  
Office of International Training

Attachment a/s

DEPARTMENT OF STATE  
TELEGRAM

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20  
ACTION AID 45

INFO OCT 01, CU 04, EA 06, INR 07,/063 W

P 170925Z MAY 69  
FM AMEMBASSY SAIGON  
TO SECSTATE WASHDC PRIORITY 4131

UNCLAS SAIGON 9612

AIDAC

SUBJECT: SUMMER VISITS

1. QUOTED IN FULL IS CONTENT OF ANNOUNCEMENT SIGNED BY OFFICE OF THE PRIME MINISTER. COPIES ANNOUNCEMENT HAVE BEEN SENT TO ALL VN EMBASSIES.

QUOTE OFFICE OF THE PRIME MINISTER HAS THE PLEASURE TO ANNOUNCE THAT: ON OCCASION OF SUMMER 1969, THE GOVERNMENT HAS SPECIALLY ALLOWED VIETNAMESE STUDENTS WHO LEGALLY WENT ABROAD FOR STUDIES TO RETURN BY THEIR OWN MEANS, FOR FAMILY VISITATION AND TO GO ABROAD TO RESUME THEIR STUDIES AFTER THE SUMMER.

THESE STUDENTS SHOULD IMMEDIATELY CONTACT THE VIETNAM EMBASSY CONCERNED FOR VISA ISSUANCE.

VISA WILL BE ISSUED IN ACCORDANCE WITH THE SPECIAL AND PROMPT PROCEDURES AND WILL BE VALID FOR BOTH EXIT AND ENTRY I.E., RE-ENTRY VISA IS NOT NECESSARY: THESE VISAS WILL BE VALID FOR THE SUMMER OF 1969.

ALL GOVERNMENT AUTHORITIES HAVE RECEIVED NECESSARY INSTRUCTIONS TO CARRY OUT THE ABOVE STATEMENT UNQUOTE.

2. WE ARE INFORMED THAT STUDENTS ON RETURN WILL BE ISSUED CERTIFICATES AS EVIDENCE OF DRAFT IMMUNITY FOR THE PERIOD.

3. SUGGEST O/IT CONTACT EMBASSY VIETNAM, CONFIRM AND ADVISE ALL PARTICIPANTS.  
BUNKER

UNCLASSIFIED

DEPARTMENT OF STATE  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D. C. 20523

May 8, 1969

Dear

We are pleased to inform you of your selection to participate in the Summer Work Study Program in Vietnam.

Every effort is being made to arrange employment for you which is related to your career interests and the development objectives of your country. If, however, you feel you do not want to participate in the employment which is being arranged for you, please let us know and we will arrange to cancel your trip. We hope this will not be necessary for we are confident the Summer Program will contribute much to your professional development and future employment.

We assure you that your performance this summer will be closely followed by us and that the continuation of your education in the United States under A.I.D. auspices will be in part contingent upon this performance.

We anticipate for you an eminently satisfactorily work experience as well as heartening homecoming with your family, friends and countrymen.

In order that program arrangements can be made for you prior to your return to Vietnam, the following information is urgently needed:

1. What is your permanent address in Vietnam?
2. What housing is available to you upon arrival in Saigon?

A self-addressed envelope is enclosed for your convenience in replying to the above questions.

Sincerely yours,

George Mahoney  
Program Development Officer  
Vietnam Training Branch  
Office of International Training

DEPARTMENT OF STATE  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D.C. 20523

April 8, 1969

Dear

In order to give VN general scholarship participants engaged in long-term studies in the U.S. the opportunity to

- a. relate to changing conditions at home
- b. renew cultural and family ties
- c. determine job opportunities

AID is planning to sponsor a between semester work/visit for a limited number of scholarship students this summer. These plans have the approval of the Government of Vietnam and its assurance of full cooperation on job-placements, draft deferments and exit visas.

Naturally, the first time such a complex program is undertaken, it will have to be on a pilot basis. If it proves as successful as we hope in achieving the three objectives without serious problems, it is likely to be expanded in coming summers.

A. The work/visit would be arranged to allow:

1. for the first 3 to 4 days visits with family and friends
2. then, 6 to 8 weeks work/study/on-the-job training in areas related to the field of study in the U.S. Students will be assigned low-level jobs, probably outside their own home town, possibly in community projects. (Details to be arranged by USAID/GVN.)
3. 5 days for pre-departure visits with family and friends before returning to the U.S. for the resumption of studies.

B. You will be eligible to apply for consideration if you

1. have been in the U.S. for two (2) years or longer as of June 1, 1969.
2. Have a least one (1) additional academic year of training remaining after September 1969.
3. Have no dependents now living in the U.S.
4. Are making satisfactory academic progress in the judgement of AID.
5. Agree to adhere rigidly to the final program and itinerary prepared for you by AID.

C. If you wish to be considered, you must

1. Submit a letter to Mr. George F. Mahoney (a self-addressed envelope is enclosed for your convenience) by April 21 expressing your interest and the reasons why you feel that your studies and you would benefit by being included in the summer work/visit in Vietnam.

(NOTE: The prospective value of the experience will have a bearing on the selection of applicants.)

2. In your letter, please indicate whether you can arrange your own temporary employment relevant to your academic/training objectives. If you have ideas on this, describe them in some detail, and whether your academic advisors believe that you could possibly receive academic credit for this work or related reports.
3. Also, state whether you will need per diem piaster support for AID while in VN or whether you can arrange for your own maintenance.
4. That you agree to all terms and conditions outlined in this letter if you are selected to participate.

D. The tentative time table is approximately:

- a. May 2, notification of participants by AID of selection.
- b. May 15 - June 15, students complete required papers, such as health papers and passports etc., and confirm to Mr. Mahoney that they are in proper order.
- c. June 18, students report to orientation center in California (Location to be announced).
- d. June 21, leave for Saigon (no stopovers permitted enroute)
- e. June 22, arrive Saigon (PAA 841) (10:15 AM)
- f. June 24, 2:30 PM – Meeting with USAID Training Office. (Program details to be announced)
- g. Sept. 2, leave for U.S. (no stopovers enroute).
- h. Sept. 3, 4, & 5, debriefing in U.S. (Location to be announced)
- i. Sept. 6, return to campuses.

NOTE: It should be remembered that above schedule is tentative.

Unfortunately not all who receive this letter can be selected for inclusion. Therefore be sure to respond promptly and fully:

Sincerely yours,

George F. Mahoney, Jr.  
Program Development Officer  
Vietnam Branch  
Office of International Training

Agency For International Development  
Predeparture Program And Itinerary Briefing

Vietnam Scholarship  
1969 Summer Work/Visit In Vietnam

Tuesday, June 17, 1969

12:00-6:00 p.m.

Participants arrive Asilomar Conference Grounds,  
800 Asilomar Boulevard, Pacific Grove, California  
Telephone: (408) 372-8016

6:00 p.m.

Dinner – Dining Hall

ALL MEETINGS WILL BE HELD IN VIEWPOINT WEST BUILDING

7:30 p.m.

General Meeting and discussion of program.  
Chairman: Mr. Otto Schaler, Chief  
Vietnam Training Branch  
Agency for International Development  
Washington, D. C.

Wednesday, June 18, 1969

7:30 a.m.

Breakfast

9:00 a.m.

Administrative orientation and detailed discussion  
of program. Distribution of literature.  
Chairman: Mr. Otto Schaler

10:00 a.m.

Talk and discussion period by Dr. Nguyen Dinh Hoa,  
Cultural Counselor, Embassy of Vietnam, Washington, D.C.,  
representing the Vietnamese Ambassador.

12:00 p.m.

Luncheon

1:30 p.m.

Continuation of morning's discussion and of  
administrative processing

6:00 p.m.

Dinner

Evening free

Thursday, June 19, 1969

7:30 a.m.

Breakfast

9:00 a.m.

Dr. Forrest Clements – Program Evaluation

12:00 p.m.

Luncheon (pick up box supper)

1:30 p.m.

Representatives of U.S. companies with operating  
experience in Vietnam will discuss opportunities  
in the private sector.

(Thursday, June 19, continued)

4:00 p.m. Board chartered buses at Administration Building  
for picnic (bring boxed meal) at Point Lobos.

Evening free

Friday, June 20, 1969

7:30 a.m. Breakfast

Open

12:00 Lunch

3:00 p.m. Bring luggage to Administration Building.

6:30 p.m. Board buses for trip to Monterey Airport

8:10 p.m. Depart Monterey Airport on United no. 898

9:45 p.m. Depart San Francisco aboard PAA no. 841

**DURING THE ABOVE PROGRAM MR. OTTO SCHALER AND MR. GEORGE MAHONEY  
MAY BE CONTACTED AT WHITECAPS BUILDING, ROOMS 19 AND 17 RESPECTIVELY**

List of Participants For The Summer Work/Visit Program Vietnam 1969

Miss Vo Thi Huynh Anh  
Drexel Inst. of Technology  
Philadelphia, Pa.

Mr. Nguyen Cao Bach  
Calif. Polytechnic Inst. of Technology  
San Luis Obispo, Calif.

Mr. Ngo Kim Bang  
Calif. Polytechnic Inst. of Technology  
San Luis Obispo, Calif.

Mr. Nguyen Ngoc Bich  
San Jose State College  
San Jose, Calif.

Miss Van Minh Chau  
Fresno State College  
Fresno, Calif.

Mr. Pham Quang Chi  
College of the Redwoods  
Eureka, Calif.

Mr. Tran Thieu Chi  
Calif. Polytechnic College  
San Luis Obispo, Calif.

Mr. Pham Van Cong  
San Diego State College  
San Diego, Calif.

Mr. Vu Huy Cuong  
California State College, Fullerton  
Fullerton, Calif.

Luu Phuoc Hoa  
University of Wisconsin  
Milwaukee, Wisconsin

Mr. Nguyen Hieu De  
San Jose State College  
San Jose, Calif.

Mr. Ho Diem  
San Diego State College  
San Diego, Calif.

Miss Nguyen Ngoc Diep  
Calif. State College, Long Beach  
Long Beach, Calif.

Miss Hoang Thu Dung  
San Diego State College  
San Diego, Calif.

Mr. La Hai  
Polytechnic Inst. of Brooklyn  
Brooklyn, N.Y.

Mr. Le Thuc Hai  
San Jose State College  
San Jose, Calif.

Mr. Phan Duc Hanh  
Calif. Polytechnic College  
San Luis Obispo, Calif.

Mr. Y-Char Hdok  
Southern Illinois University  
Carbondale, Illinois

Mr. Le Khac Hien  
San Jose State College  
San Jose, Calif.

Mr. Vo Tri Hoang  
Indiana University  
Bloomington, Indiana

Mr. Dinh Khang Hoat  
Calif. Polytechnic College  
San Luis Obispo, Calif.

Mr. Chu Van Hop  
Drexel Inst. of Technology  
Philadelphia, Pa.

Miss Bui Ngoc Hue  
Drexel Inst. of Technology  
Philadelphia, Pa.

Miss Tran Thi Hue  
Sacramento State College  
Sacramento, Calif.

Mr. Pham Phi Hung  
Milwaukee Technical College  
Milwaukee, Wisconsin

Miss Nguyen Thi Huong  
Sacramento State College  
Sacramento, Calif.

Mr. Nguyen Ngoc Khai  
Calif. State College, Long Beach  
Long Beach, Calif.

Mr. Huynh Kien  
Calif. State College, Long Beach  
Long Beach, Calif.

(List of Participants For The Summer Work/Visit Program Vietnam 1969, continued)

Mr. Nguyen Duy Luyen  
Fresno State College  
Fresno, Calif.

Mr. Do Van Manh  
University of Arizona  
Tucson, Arizona

Mr. Le Trong Nga  
Drexel Inst. of Technology  
Philadelphia, Pa.

Miss Nguyen Thi My-Nga  
San Diego State College  
San Diego, Calif.

Miss Le Bich Ngoc  
California State College, Fullerton  
Fullerton, Calif.

Mr. Cong Xuan Phuong  
Sacramento State College  
Sacramento, Calif.

Mr. Nguyen Thuy Phuong  
Fresno State College  
Fresno, Calif.

Miss Tran Kim Qui  
Calif. Polytechnic College  
San Luis Obispo, Calif.

Mr. Tran Ngoc Sinh  
San Diego State College  
San Diego, Calif.

Mr. Phi Le Son  
University of Texas  
Austin, Texas

Mr. Trinh Quang Binh  
University of Wisconsin  
Madison, Wisconsin

Mr. Nguyen Tan  
Fresno State College  
Fresno, Calif.

Mr. Hoang Thai Thach  
California State College, Fullerton  
Fullerton, Calif.

Mr. Dao Van Thang  
San Jose State College  
San Jose, Calif.

Mr. Huynh Khanh Thien  
San Jose State College  
San Jose, Calif.

Mr. Vu Chi Thien  
San Jose State College  
San Jose, Calif.

Mr. Tran Quang Thieu  
Fresno State College  
Fresno, Calif.

Mr. Ngo Phuong Thu  
Calif. Polytechnic College  
San Luis Obispo

Miss Nguyen Thi Thu  
Calif. State College, Long Beach  
Long Beach, Calif.

Mr. Ly Gia Tin  
San Jose State College  
San Jose, Calif.

Mr. Le Van Toi  
Polytechnic Inst. of Brooklyn  
Brooklyn, N.Y.

Mr. Tran Dac Trung  
Indiana University  
Bloomington, Indiana

Mr. Pham Ngoc Tuyen  
Washington State University  
Pullman, Washington

Mr. Tran Vong  
Calif. State College, Long Beach  
Long Beach, California

Mr. Trinh Xam  
San Diego State College  
San Diego, Calif.

**APPENDIX E**  
**Group I and II, Summer Enrichment Programs**

# Memorandum

To : Campus Coordinators and Foreign  
Student Advisors

Date: June 5, 1969

From : J. Patrick Hughes  
State Coordinator

Subject: SUMMER PROGRAMS

## VIETNAM WORK-STUDY PROGRAM (Group I)

The list is closed. No more students will be considered for this program. (Mahoney/Hughes telephone 6/4)

### Schedule of the predeparture orientation at Asilomar

- June 17 – Participant (in consultation with the Foreign Student Advisor or by themselves) should make arrangements to arrive at Asilomar between the hours of 12:00-6:00 p.m. Their first meal is dinner that day.  
– For those at nearby colleges, buses may be convenient.
- June 20 – Arrangements will be made to get the participants to the San Francisco International airport. They leave San Francisco aboard Pan Am 841 at 9:45 p.m.
- June 22 – Students arrive at Saigon, 10:45 a.m.
- September 2 – Participants will probably be leaving Saigon aboard Pan Am for the U.S.

Mr. Mahoney will send more detailed information and tickets to the students in the very near future. We will keep you posted.

## SUMMER ENRICHMENT PROGRAMS (Groups I-II)

(The following programs) . . . “ are open to all our participants in principle, though some may already have full enrollments and cannot accept more. That would have to be checked in connection with each applicant.” (Schaler/Hughes letter 6/3)

“June 10 – 14 Ohio University, Athens – Education Change in Vietnam”

- June 17 – California and Vietnam – Vietnam Summer/Work Visit Program  
Sept. 7
- June 30 – University of So. Calif., L.A. – An 8 Credit Course – Institute for Vietnamese  
Aug. 22 Students Abroad: Relevance to Vietnam
- Aug. 24 – University of Wisconsin, Madison, Wisc. – International Cooperative Training  
Aug. 30 – Center – Orientation Course in Cooperatives
- \*Aug. 24 – University of Wisconsin, Milwaukee – Democratic Society in the Making  
Sept. 5
- \*Aug. 24 – University of Missouri, Columbia – The Role of the School in Community  
Sept. 12 Development
- Sept. 2 – HUD and International Institute of Housing Technology, Fresno, Cal.  
Community Organization and Low-Cost Housing.”

\*Arranged by Office of Education and includes participants from various countries

JPH/ej

cc: Mr. Schaler  
Mr. Mahoney  
Mr. Schultz, HEW  
Mr. Little, HEW

DEPARTMENT OF STATE  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON D.C. 20523

Dear

Intended specifically for our Vietnamese students, this office is in the process of arranging a number of special short programs between the end of the Summer and the beginning of the Fall semesters. You may be eligible to attend one. These programs are to provide a broader understanding of the resource requirements and utilization for development within your country.

The International Cooperative Training Center at the University of Wisconsin in Madison has developed an orientation course in cooperatives. The Department of Housing and Urban Development in cooperation with the International Institute of Housing Technology of Fresno State College in Fresno, California has arranged a program on community organization and low-cost housing.

In their content, both of these seminars will endeavor to identify factors important to Vietnam development and progress – knowledge important to intelligent citizens in their future national roles.

It is planned that all participants will have considerable time for out-of-class “give and take” among friends.

It is suggested that you review the attached outlines carefully and determine which program would be of the greatest interest and of the most benefit to you upon your return to Vietnam. You may feel it desirable to discuss these programs with your academic advisor.

Please write to this office (1) indicating your preference, (2) giving reasons why you would like to attend and how, in your judgment, attendance would help you on your return home, and (3) show the date when you complete Summer school, plus the date the Fall semester (or Quarter) begins.

Only a limited number of participants can be accommodated. Please notify this office of your wishes as soon as possible but no later than July 1 so that we might reserve a place for you.

Sincerely yours,

**A.I.D. SUMMER PROGRAM**

Community Organization and Low-Cost Housing

Prepared by

Department of Housing and Urban Development

DURATION: September 2 - 13 (including travel)

LOCATION: International Institute of Housing Technology  
Fresno State College  
Fresno, California

COST: Per diem will be \$16 while attending program. Room and meals will cost each participant approximately \$50 per week. Dormitory housing will be available with double occupancy. All field trips, travel and tuition will be paid by A.I.D. Special sightseeing trips will be at the participant's expense.

OBJECTIVES: Introducing community development and self-help housing techniques to Vietnamese students who will be in the position to make substantial contribution to the development of their country. This program will stress methods of country organization.

RESOURCES: The Institute has available the resources and specialists which are essential to meaningful implementation of a program in low cost housing. The staff has had extensive experience in housing construction for the developing nations, exemplified by its presentations of demonstrations in the Middle East and Latin America. A further advantage is the availability of the resources of the Hans Sumpf Company which manufactures the low-cost adobe brick developed by the Institute.

There are a number of organizations having had experience in Asia based on the West Coast, and several low-cost and self-help housing projects in the Fresno area, the location is especially conducive to maximum use of program resources. Examples of such resources include: Department of Housing and Urban Development, Department of Defense, Bureau of Indian Affairs, Office of Economic Opportunity, Farmers' Home Administration, Peace Corps, International Basic Economy Corporation, International Self-Help Associates, Foundation for Cooperative Housing and America-Korea Foundation. Models, audiovisual aids and field trips will constitute extensive portions of the program.

The following constitute the major program segments:

Orientation sessions will include discussions on A.I.D. programs in Vietnam, urbanization problems, workshop objectives, and expectations of participants.

Introduction to self-help housing methods, low-cost construction techniques, and financing techniques will follow orientation.

Community Organization and Development will treat the need for and methods of organizing and implementing community development projects. The need for environmental facilities like water, sewerage, and sanitation will be considered, and the Model Cities Program as an example of community organization and development will be studied.

Cooperative Method as a technique of economic development will be examined and related to its applicability for Vietnam.

Self-help Workshop designed to give students practical experience in planning, developing and building a community is an important part of the program. Its primary purpose is to stimulate interest in self-help as a development technique, and to motivate students to take initiative in such programs. It is also designed to provide relief from formal classroom sessions.

Conclusion includes review and evaluation of the program, round table discussion on urban development projections for Vietnam, and projections for program follow-up.

A.I.D. SUMMER PROGRAM  
PROGRAM IN COOPERATIVES

Prepared by  
International Cooperative Training Center  
University of Wisconsin

DURATION: August 24 - 30 (Including Travel)

LOCATION: International Cooperative Training Center  
University of Wisconsin  
Madison, Wisconsin 53706

COST: Per diem will be \$16 while attending program. Rooms and meals will cost each participant approximately \$50 per week. Dormitory housing will be available with double occupancy. All field trips, travel and tuition will be paid by A.I.D. Special sightseeing trips will be at the participant's expense.

DEFINITION: A cooperative is a particularly useful tool for social and economic development in that it is an institution through which people may pool their resources, no matter how meager, to accomplish things for themselves that they could not accomplish individually. The process of cooperation (in the sense of a cooperative as an institution) may be defined as organized working together of people for their mutual benefit.

A cooperative is defined as a business, organized, owned, operated and managed by its member-patrons, supplying and marketing, at cost, goods and services for its patrons. The cooperative business is one which belongs to the people who use its services, the control of which rests with all members and the gains of which are distributed to the members in proportion to the use they make of its services.

PROGRAM: The practical short course at the International Cooperative Training Center is designed to accomplish the following objectives:

1. To teach participants who are unfamiliar with cooperatives what a cooperative is, how it is started and organized, and how it operates as compared to other ways of doing business.
2. To indicate the many different types or kinds of cooperatives: agricultural marketing and supply cooperatives, credit cooperatives, housing cooperatives, consumer cooperatives, health cooperatives, insurance cooperatives, etc.
3. How cooperatives may be used in developing countries and in economic development.
4. To provide a practical opportunity to see cooperatives in action through field trips to nearby cooperatives.

Approximately five course areas will be covered in the one-week program. Cooperative Principles and Financing deals with the fundamental principles on which cooperatives are organized and the various methods of financing that can be used. Cooperative Organization and management covers

how to organize a cooperative, the organizational structure of individual cooperatives, and fundamental aspects of management that are peculiar to cooperatives. Cooperative Education and Public Relations deals with the planning of cooperative education programs for individual cooperatives, overhead organizations and other groups; public relations covers methods of creating a favorable appreciation and understanding of the cooperative in the community and broader areas. The Role of cooperatives in Developing Countries explains the role that cooperatives can play in social and economic development and how they can be used as a tool to achieve these ends. Credit is very fundamental to economic development. The headquarters of the world association of credit unions (CUNA International) is in Madison, Wisconsin. Instruction in Credit Unions provides an understanding of what a credit union is and how they may be formed and operated. Field trips provide a practical opportunity to see different types of cooperatives in action. Cooperative Marketing a study of principles and functions of marketing organization and the role of cooperatives in the marketing economy.

**APPENDIX F**  
**Approved Academic Majors, Group III**

**USAID MISSION TO VIETNAM  
TRAINING OFFICE MEMORANDUM**

TO: Students Summer Work Program

August 25, 1969

FROM: Harold A. Hudson, USAID Asst. Training Officer

SUBJECT: Job Opportunities

The Facts and Figures attached are a result of independent research by International Training consultants. We do not guarantee the validity of these statements or statistics. However, I believe from reviewing the entire report and checking it against our own reports and other assessments it is accurate in light of present circumstances and available information.

This study was accomplished between September 1968 and January 1969 and naturally has limitations in view of the still unclear post-war period. Changing conditions not only in Vietnam but world-wide necessitates constant revision on Economic planning. Human resources and manpower needs must necessarily be bound to such factors as draft regulations, demobilization, migrations investments, developing industry, agricultural possibilities, export potential and internal consumption. Training in the upper levels in particular should not exceed the demand leaving well-trained people dependent on national development in the far off future. Consider these four points listed in the introduction of the study in question.

1. That few countries have been able to plan manpower programs effectively for more than three years. Given the many powerful forces impacting on Vietnam we believe that this limitation is particularly applicable here;
2. That new-land settlement programs and land reforms programs – often viewed as virtual economic panaceas – have generally failed to meet expectations. The most single cause of these failures has been the lack of adequate incentives for the settler;
3. That labor resources tend to be more rigid in make-up and less responsive to changing requirements than generally planned for. This rigidity stems from the traditional immobility of labor and the non-transferability of skills between occupations and industries which characterize all non-industrial nations;
4. That manpower planners almost always tend to be over-optimistic about future employment levels.

As you can see in the projection; Poets, Philosophers, Psychologist, Sociologist, Lawyer, and Doctors are not listed. In the General Scholarship program, our main concern lies in technical fields leading to expertise in the production of goods and services which lead to national capital assets. Of course there is a panorama of worth-while careers other than what is mentioned; but as a general rule, they are a result of not a cause of a higher living standard.

It has been my experience that diversification of interest is lacking in many students and selection of careers is often based on the amount of prestige it will bring rather than to meet fundamental national needs. All careers are reputable, none should be held in low repute.

## BRANCHES OF TRAINING:

Once we have determined the number of engineers and technicians required over the next 10 years, we have to decide what branches of training should be provided. It is recommended that two branches (Chemical Engineering and industrial engineering) should be added to existing programs in civil, mechanical and electrical engineering.

Branches of Training	Total of Graduates Between 1969-78: 100
1. Civil Engineering	25% of total graduates
2. Mechanical Engineering	20% of total graduates
3. Electrical Engineering	12% of total graduates
4. Industrial Engineering	8% of total graduates
5. Chemical Engineering	35% of total graduates

### Justification for the Needs:

1. **Civil Engineering:** Responsible for transportation, water, sanitary system and other structure, basic to a developing country. A major part of the capital investment of VN will be in factory buildings, power plants, dams, airports, highways which facilitate economic growth: 25% of total of graduates.
2. **Mechanical Engineering:** Responsible for planning power installations, specifying engines and controls, supervising equipment installation, operating completed plants; modifying and improvising small machines adopted to local conditions; designing consumer products (e.g. agricultural pumps, motor for fishing boats). The planning and operation of assembly plants and service organizations will require a large number of mechanical engineers and technicians: 20% of graduates.
3. **Electrical Engineering:** Responsible for providing power and communication systems, locating hydroelectric and fossil fuel, specifying the necessary generators and auxiliary equipment, operating the plants: 12% of graduates.
4. **Industrial Engineering:** Responsible for providing skills to solve problems in capital investment, employee training and welfare, production techniques; prediction of costs, markets and profits; work simplification methods; design of proper assembly tools and fixtures; selection and modification of production processes: 8% of graduates.
5. **Chemical Engineering:** Responsible for providing skills which make possible the transition from a purely agricultural economy to a balanced agricultural-industrial economy; food processing (preservation, storage, distribution), processing of all other agricultural products: rubber, wood, leather, etc.; ore petroleum products, fertilizers, soaps, pharmaceuticals: 35% of graduates.

## AGRICULTURE:

The national agricultural production index, which reached a high of 129 in 1963 (1957-59 – 100) has declined steadily ever since, reaching 79 in 1968. This decline results, of course, from the greatly broadened scope of the war during those years and can be expected to reverse soon after the

cease-fire. Thereafter, it is estimated that the index of agricultural production will rise as follows:

1969	—	100
1970	—	120
1971	—	139
1972	—	170
1973	—	210

#### NEEDS:

In the complex pattern of crop production, marketing, and processing there will be large need for plant science specialist — soils, agronomy, horticulture, plant breeding — agricultural engineers, and agricultural economists. Soil in Vietnam is low in nutrients and there is need for a plentiful supply of fertilizers. Large scale irrigation and drainage projects will require the services of many agricultural engineers. There is also need for development in other areas: the processing of rubber, fiber, oil, and forest crops which will in turn stimulate the production of other raw materials.

Training programs for farmers in new techniques to improve production will need to be expanded. These will be especially useful to hill people whose primitive planting habits include burning-off hill slopes and thus causing irretrievable impoverishment of the soil and forest site deterioration. A considerable extent of forest has been destroyed in this way.

#### PROJECTION OF TRAINED MANPOWER NEEDS — FOODS AND FIBERS

##### Prospective Employers

##### In Plant Science:

Directorate of Rural Affairs		
Mekong Project	50	180
Research and Teaching	110	200
Private Sector	100	800
Total for Plant Science	<u>260</u>	<u>1,180</u>

##### In Agricultural Engineering:

Directorate of Hydraulics & Rural Engineering: Agric.		
Machinery & Mekong Proj.	60	240
Teaching	20	20
Private Sector	20	200
Total for Agric. Engineering	<u>100</u>	<u>460</u>

##### In Agricultural Economics:

Directorate of Farmers Assoc;		
Agric. Dev. Banks; Mekong	27	50
Teaching	20	—
Private Sector	20	—
Total for Agric. Economics	<u>67</u>	<u>50</u>

## INDUSTRY

### Needs for Development of Industry

Even if we assume that agriculture should play the leading role in economic growth in VN, agriculture cannot be developed alone. An essential ingredient of balanced economic growth is industrial development. Agriculture in VN can be fully developed only with a related industry to support it. Industry can play a double supporting role: it can help improve agricultural production and it can also help the processing of agricultural products.

	(Soil improvement	(Fertilizers – Chemical Industries
	(	(Irrigation – Electricity
	(	
	(	(Feeds (60 tons of poultry feeds
Production	(Animal husbandry	( needed daily now)
	(	(Drugs, biologicals – Pharmaceutical
	(	( industries
	(	
	(	(Construction of harbors, mortorized
	(Fisheries	( boats, fishing gear
	(	
	(Forestry	(Roads
	(Food crops	(Food industries
	(	
Processing of	(Forest products	(Wood processing, sawmills, pulp mills,
Products	(	( paper industry.
	(	
	(Rubber	(Rubber industry
	(	
	(Fiber crops	(Textile industry

### Industrial Areas for Concentrated Effort

Textiles, pharmaceuticals, food processing, power, highways, water supply.

### ANIMAL HUSBANDRY:

Present Situation: The Central Office of the Directorate of Animal Husbandry includes these sections: the Domestic Animal Breeding Service, Food Control, Animal Product Industry, Animal Protection, National Institute of Bacteriology and Animal Pathology, and National Livestock Stations.

The local offices of the Directorate are divided among 5 Animal Husbandry Sectors, each normally headed by a veterinarian but owing to the shortage of qualified personnel, now headed by veterinary technicians.

### Needs:

- a. Improved animal and poultry husbandry methods; the use of records for breeding and feeding; modern farm management methods.

- b. Artificial insemination laboratory to improve breeds, improved methods could increase cattle population 5 to 10 times; distribution of latest information on management, breeding and feeding practices.
- c. Animal housing and sanitary procedures, programs to prevent diseases and parasites, vaccination programs; arrangements made to import or manufacture drugs and biologicals in private industry.
- d. Improve feed; establish and maintain properly fertilized pastures; rice products made available in large and good quality for swine foods; modern feeding practices; poultry procedures currently need 60 tons of feed per day but there is much adulteration of formulas because of shortages of essential ingredients; reliable animal feed manufacturing plants distributed in several regions to provide quality products for both poultry and swine industries increased production of corn or sorghum products in Central Highlands and coastal areas to afford good source of grain from swine and poultry production; development of dairying and beef production; leather processing.

To meet these needs, the Directorate of Animal Husbandry will need, at national and local levels:

100 veterinarians (Doctors in Vet. Medicine) (20 available)  
 400 veterinary assistants (equiv. to Bach. degree) (186 available)  
 400 veterinary technicians (Agric. School training)

**PROJECTION OF TRAINED MANPOWER NEEDS – ANIMAL HUSBANDRY:**

Prospective Employers

Directorate of Animal Husb.	190	160	150	100
Research and Teaching	90	80	150	100
Private Sector	100	100	100	50
Total	<u>380</u>	<u>340</u>	<u>400</u>	<u>250</u>

**PROJECTION OF TRAINED MANPOWER NEEDS – SILVICULTURE:**

Prospective Employers

Directorate of Forestry	75	225	175	525
Research and Teaching	20	30	45	90
Private Sector	10	30	20	60
Total	<u>105</u>	<u>285</u>	<u>240</u>	<u>675</u>

**FISHERIES:**

One of the most important keys to providing full employment for the agricultural labor force lies with the fishing industries. Much of the population of Vietnam is concentrated along the coastlines and it is estimated that about 15% of it is engaged in the fishing industry and allied trades such as

boat-building, processing, and related work. The number of fishermen is counted in 1968 as 275,000. It appears possible to double that number during the next five years, for these reasons:

- a. The domestic consumption of fish (protein) is approximately one-half of what it should be at the present time and consumption should increase by an additional 25% during the next five years. Vietnam's coastal and inland waters are capable of yielding that total requirement.
- b. The potential export market for fish has not been reliably estimated but there is little question that Vietnam's present tiny share can be greatly expanded, thus adding a critically-needed export capacity to the economy. A deep-water fishing fleet will be required to exploit this market but the Vietnamese ship-building industry is capable of constructing such a fleet, with some technical assistance, and it is believed that sufficient financing would be forthcoming from the private sector, given proper GVN support. The continental shelf off the coasts of Vietnam is considered to be an ideal fishing ground by fishing authorities but the Republic of Vietnam has no deep-sea fishing fleet.

The Directorate of Fisheries now employs 65 college-trained people and 40 agricultural school-trained technicians. The program of the Directorate is to prepare the national fisheries policy, to provide for fingerling production, manage lakes and rivers and train fishermen in new techniques and conduct pertinent research.

Existing Training Programs – College Level: All students take a course in Hydrobiology and Fish Culture. But they may specialize only in the last half of the fourth year. The need for highly qualified scientists in this field is evident, and a half-year of training additional to another discipline cannot be expected to meet the developing needs in this specialized area. In the present training program, students who will eventually specialize in fisheries are still required to take years of courses in the use of land, cropping and livestock management.

Agricultural School Level: There are no special studies for prospective technicians in fisheries. Students, after two years of specialization in agriculture, silviculture or animal husbandry may enter a year of training, half classroom and half apprentice, as technicians in fisheries.

Needs: training of fishermen in modern fishing methods and in the use of modern equipment; trained manpower in navigation, diesel engines, modern gear and equipment research in fresh water and marine fisheries to solve current problems and to provide the knowledge essential for managed exploitation of this valuable resource; coastal and continental shelf surveys to determine location and schooling of ocean fish and location of shrimp beds; expansion of fish pond program; construction of fish culture stations, harbors and landing facilities for sea fishing; motorized boats, nylon nets; adequate cold storage and fish handling facilities.

In our view, the fishing industry ranks next to rice production in terms of potential value and benefit to the country during the first postwar years; greatly increased production is needed and can be consumed domestically; a highly-profitable export market is available for exploitation; small initial investment is necessary to expand the coastal and river fishing fleets; expansion of the industry will stimulate and create a wide variety of associated economic activity; foreign aid in constructing a deep-water fishing fleet will yield a higher return on the aid dollar than in any other major economic sector. Enabling actions are: opening the maximum possible area of inland and coastal waters to fishermen, providing adequate landing and refrigeration facilities (a. local entrepreneurs have traditionally handled transportation of fish from port to market, even supporting fishermen to the extent of providing fishing equipment and credit. This

arrangement, although somewhat usurious, meets the economic need and can be expected to do so during the first post-war years until less-troubled times permit the development of better methods. b. Responsible foreign capital is available, if required, to construct and operate the refrigeration capacity necessary to support any foreseeable level of fishing activity, given a coherent GVN program); technical and financial assistance in constructing from 50 to 100 oceangoing travelers (a. This fleet is required to exploit the first-class fishing waters off the coasts of the Republic and to maximize the potential return from fish exports. Even with relatively low labor costs, modern fishing machinery and technique is required to complete successfully in world markets. b. The domestic shipbuilding industry is technically qualified to construct this fleet but will need assistance, at least initially, in constructing the trawler-type vessel and in installing the various types of powered machinery which are required on such vessels); continued Government aid in motorizing the small inland and coastal craft which will be added as presently-restricted waters are opened for fishing.

With such support it is estimated that fish production will at least double by the end of 1973.

#### PROJECTION OF TRAINED MANPOWER NEEDS – FISHERIES:

##### Prospective Employers

Directorate of Fisheries	35	125	60	180
Research and Training	15	30	30	60
Private Sector	30	150	60	250
Total	<u>80</u>	<u>205</u>	<u>150</u>	<u>490</u>

#### COMMERCE:

Employment in commercial institutions, banks and insurance firms decreased by 50% between 1960 and 1966. This drop reflects the impact of the draft of many young male employees and the limiting effect of the war on such activities.

With the return of peace, this sector of the economy will continue to feel the effects of the high level of mobilization and must turn increasingly toward the use of female employees who are particularly suited for such work.

This sector can be expected to experience a rapid growth rate and, if qualified workers are available, increase employment by as much as 200,000 during the first five post-war years.

#### TRANSPORTATION:

While Vietnam's land transportation capability has suffered severely from the war, this loss has been partially compensated by the consequential strengthening of air and water transport systems. A successful program of highway and railroad rehabilitation (which has already commenced) will result by 1973 in a total system of transport in the Republic which will rank high among Asian countries. However, this program should not emphasize rehabilitation to the neglect of constructing a net of all-weather local access roads which are one of the primary deficiencies of the system now. Such a net is essential to the exploitation of underdeveloped areas and to permit reasonable equity in the distribution of the benefits of national development among the nation's rural citizens.

## **ELECTRICAL POWER:**

The production of electrical power is one of the obvious keys to a successful national development program. Power shortages during the last several years have severely limited utility services to the people and hampered industrial development, restricting the establishment of even the trade and service industries which do not have large power requirements.

## **FRONTROOM FACTORIES:**

A natural and timely alternative to heavy industry is cottage industry. The total number of small manufacturing and handicraft establishments has increased from 12,000 in 1960 to over 21,000 in 1966, while the number of employees in such establishments has increased from 124,000 to 168,000. Averaging only 4.8 employees per shop, it is apparently that most of this activity should be categorized as cottage industry.

As suggested by the experience of South Korea and Taiwan, a substantial increase in the number of cottage industries can be expected following the cease-fire. A wide variety of consumer goods which are simple and easy to fabricate will be required; the little shops are easy to set up and require only small capital investments; they can employ unskilled workers at low cost, and can begin or shift operations quickly. Raw materials are available locally and distribution capacity is sufficient to satisfy regional demand. It is estimated that during the next five years the number of cottage and community industries will rise to 35,000, employing a total of over 200,000.

## **CONSTRUCTION:**

Construction activities have increased markedly during the past few years as a consequence of the military build-up. From 320 establishments in 1960, employing 50,000, the industry increased to 2,800 establishments with 130,000 employees in 1966.

Activity in the industry has declined somewhat since that date as the military construction programs reached completion, and a similar peak of activity should not be expected after the war because of budgetary limitation. Nevertheless, the labor force in this field – which has received up-to-date training and intensive experience while working for foreign construction firms – will be an invaluable asset to the nation in the postwar years. Even now, the U.S. Navy's office in Charge of Construction in Vietnam is working with the Vietnam Construction Contractor's Association to open the competition for scheduled construction work to qualified Vietnamese bidders. Engineering specifications are being translated into Vietnamese as of this writing and other measures are being taken to provide for the immediate direct participation of Vietnamese contractors in American construction programs. These actions will materially assist in easing the war-to-peace transition of the construction industry and in providing the Republic with a strong post-war construction capability.

## **RUBBER:**

The question of restoring the rubber plantations, in view of the declining market for natural rubber, deserves a good deal more attention than it has yet received. It is clear, however, that the lands devoted to rubber production in the past were carefully-selected, well-developed and have in high agricultural potential. Any assessment of post-war agricultural production must include a consideration of these lands.

During the peak year of 1963, over 140,000 hectares of land were devoted to the production of rubber. This total has since dropped drastically to less than 40,000 hectares in 1968. These idle 100,000 hectares offer a rich prospect for redevelopment in the immediate post-war period; oil palm (now replacing rubber trees in Malaysia); vegetables (where reliable irrigation is possible); sugar cane or, perhaps, high-yield grain crops such as corn.

In any case, there is every reason to assume that the yield to the gross national product from these lands can at least equal and probably exceed the economic yield of pre-war years.

#### RICE:

The maximum production of rice was obtained in the crop year of 1963-64, even though the number of hectares of rice under cultivation had already begun to drop from the high of 2,719,000 hectares reached in 1958. By 1968, approximately 900,000 hectares had been lost to production. This entire area should be restored to rice cultivation by the end of the first five post-war years.

In the past, it has been generally true that the amount of rice produced has been direct function of the number of hectares planted to rice. It is anticipated that this relationship will alter markedly during the immediate post-war years, with the number of tons of rice produced increasing much more rapidly than the number of hectares under rice cultivation. This change can be expected as a result of the increasing use of high-yield rice (2 to 3 times present yields) and improvements in the agricultural technology. Additionally, new lands and double-cropping to be made possible by water control projects in the Delta will begin to impact on production levels before the first five post-war years have passed.

#### FORESTRY:

The nations forest, covering 35% of the land area, after good prospect of a high level of economic return on development effort. Private enterprise can be expected to accomplish much of this effort, given reasonable government safeguards and, more important, in improved basic road net in the forested areas. Assuming such support, forestry production should reach previous high within three years and is forecast to continue moderate growth.

NEEDS: It is a generally accepted rule-of-thumb that a forester can manage a forest area of 40-60 thousand acres. In Vietnam the Directorate of Forestry has 50 sections, with an average area per section of over 100,000 hectares, or 245,000 acres – and only 35 foresters. If we are to reduce the section area to a more manageable size – each supervised by a forester; if we are to staff regional and responsible national positions with foresters; and if we are to have foresters for special jobs such as nursery management, the Directorate alone will require over 200 foresters.

In the Forestry Department (Directorate of Research) there are 5 field stations in the Silviculture Section. Extensive research needs will eventually require 3 to 5 more specialists at each station. At the national level, research will require some 20 or more specialists. Many of these research specialists, moreover, will need to be trained to the Ph.D. level, as will the majority of the professors in the Department of Forestry at the College of Agriculture. Future expansion of agricultural school programs will create a need for teachers of forestry trained to the Bachelor's and Master's level.

In the private sector, there are only 3 foresters or wood technologists working in all of industry. Expansion of the wood products industry will require for wood production and procurement, and men trained in the properties and processing of wood.

There is an extensive need for crew supervisors in fire control, planting, stand improvement; processing supervisors in industry; field workers and laboratory assistants in research. Therefore, a ratio of 3 technicians to 1 forester should be established as a planning objective.

**ROOM ASSIGNMENTS FOR SUMMER/WORK VISIT PARTICIPANTS  
ASILOMAR CONFERENCE GROUP I**

September 2 – September 6, 1969

LO = LODGE, ROOM

TI = TIDE INN, ROOM

Miss Vo Thi Huynh ANH	LO 9
Miss Van Minh CHAU	LO 17
Miss Huynh Ngoc Diep	LO 18
Miss Hoang Thu Dung	LO 16
Miss Bui Ngoc Hue	LO 18
Miss Tran Thi Hue	LO 15
Miss Nguyen Thi Huong	LO 17
Miss Nguyen Thi My-Nga	LO 9
Miss Le Bich Nga	LO 15
Miss Tran Kim Qui	LO 9
Miss Nguyen Thi Thu	LO 16
Mr. Nguyen Cao Bach	LO 8
Mr. Ngo Kim Bang	LO 1
Mr. Nguyen Ngoc Bich	TI 4
Trinh Quang Binh	LO 4
Pham Quang Chi	LO 7
Tran Thieu Chi	LO 14
Pham Van Cong	LO 6
Vu Huy Cuong	LO 13
Nguyen Hieu De	LO 5
Ho Diem	TI 2
La Hai	LO 10
Le Thuc Hai	TI 3
Pham Duc Hanh	LO 10
Y-Char Hdok	LO 10
Le Khac Hien	TI 4
Luu Phuoc Hoa	LO 14
Vo Tri Hoang	LO 4
Dinh Khang Hoat	LO 7
Chu Van Hop	LO 6
Nguyen Ngoc Khai	LO 13
Huynh Kien	LO 12
Nguyen Duy Luyen	LO 3
Do Van Manh	TI 3
Le Trong Nga	LO 1
Cong Xuan Phuong	LO 5
Nguyen Thuy Phuong	TI 2
Tran Ngoc Sinh	LO 12
Phi Le Son	LO 5
Nguyen Tan	LO 2
Hoang Thai Thach	LO 13
Huynh Khanh Thien	LO 2
Tran Quang Thieu	LO 2
Ngo Phuong Thu	LO 1
Ly Gia Tin	LO 4
Le Van Toi	LO 8
Tran Dac Trung	TI 4
Pham Ngoc Tuyen	TI 3
Tran Vong	LO 12
Trinh Xam	TI 2

**APPENDIX G**  
**Asilomar Conference and Testing Program, September 3-7, 1969**

# Memorandum

To : Campus Coordinators & Foreign Students  
Advisors

Date: August 20, 1969

From : J. Patrick Hughes, State Coordinator  
Vietnam Scholarship Program

Subject: Attached agenda for the September 2-7 Asilomar Conference and  
Testing Program

This is a revised agenda and includes changes coordinated with AID officials. Discussion items for our meetings are listed on separate pages following each day's agenda and will not be distributed to the participants. Your copy has a goldenrod cover and participants' copies have a yellow cover.

This meeting will be to: 1) Test the Groups I and III participants; 2) Give everyone an opportunity to meet with the Vietnamese participants returning from Vietnam to discuss their experiences; 3) Discuss possible changes in the policies and procedures related to this program now practiced by the Foreign Student Advisors; 4) Review the purposes and systemwide aspects of this program; 5) Review the business affairs of the program; 6) Discuss methods and procedures for phasing all VN students into a normal campus pattern if the program does not continue; 7) Discuss means of implementing the proposals made by the State Coordinator for a fourth contract if AID decides to return to our system; and 8) Have the Program Analysis Team make a report.

Reservations have been made for you (see p. 9). When you arrive at the conference grounds, register with Mike Lewis in the administration building. If you are arriving early or late, register at the desk and see Mr. Lewis later. The participants will register with him, be assigned rooms, and given instructions as may be necessary.

The agenda and discussion items have been written only after consultation with all of you. I think it includes those subjects you collectively consider the most important, given our time limitations.

JPH/ej

Attcs:

VIETNAM SCHOLARSHIP PROGRAM  
1969 ASILOMAR CONFERENCE & TESTING PROGRAM

Pacific Grove, California

September 2 - 7

**DAILY SCHEDULES**

**PAGE**

Wednesday	1
Thursday	2
Friday	3
Saturday	4
Sunday	5

**MAPS**

Asilomar	6
Monterey Area	7

**GENERAL INFORMATION**

List of Group III Participants	8
List of CSC Officials	9
Asilomar regulations	10

THE CALIFORNIA STATE COLLEGES AND AGENCY FOR INTERNATIONAL DEVELOPMENT  
5670 Wilshire Boulevard  
Los Angeles, California 90036  
(213) 938-2981

VIETNAM SCHOLARSHIP PROGRAM  
1969 ASILOMAR CONFERENCE & TESTING PROGRAM  
AGENDA

\*WEDNESDAY  
September 3

- 10:30 A.M.            13 San Diego participants (III) board PSA Flt. 57  
in San Diego.
- 10:55                PSA Flt. 57 arrives in Los Angeles. Met by 14 Fullerton  
participants (III).
- 11:30                Fullerton & San Diego groups depart Los Angeles aboard PSA  
Flt. 263.
- 12:20 P.M.         PSA Flt. 263 arrives in San Jose. Met by 14 San Jose  
participants (III).
- 1:30                 Fullerton, San Diego & San Jose participants leave for  
Asilomar aboard a chartered Greyhound bus.
- 4:00                 Greyhound bus arrives at Asilomar. (Remove luggage). Met  
by Sacramento participants and conducted to the Program  
registration desk in the Administration Building.
- Participants register and pay for board & lodging. Issued  
identification and dining pass badges then assigned rooms  
in the Guest Inn.
- CSC officials register with Mr. Lewis in the  
Administration Building.
- 6:00                 Dinner – dining hall.
- 7:30                 Meeting of Group III participants and officials – Merrill  
Hall.
- Greetings and introductions.  
                      Explanation of the agenda.  
                      Questions & answers.
- 8:00                 Participants free.
- 8:00             Meeting of CSC/AID officials – Marlin Hexagon.  
                      Agenda addition & deletions.  
                      Assignment of responsibilities.

\*(Sacramento participants arrive August 29 for combined orientation/ESL program. Their dormitories are closed during this period).

(Group I participants returning from Vietnam arrive 11:30 P.M., Tuesday, September 2, via PAA 814 & chartered bus. They are free on Wednesday to recuperate).

THURSDAY  
September 4

- 7:45 A.M. Breakfast.
- 8:30 Group III test (ALIGU) – Merrill Hall. Administered by Miss Hattie Jarman and staff.  
(Coffee for staff served at 10:00).
- 9:00 Group I Evaluation (Summer Work/Visit Program)  
–View Point  
By Dr. Forrest Clements
- 9:00 –Meeting of AID & State College officials – Marlin Hexagon.
- 12:00 P.M. Lunch.
- 1:00 AID/Participant Group I Open Discussion of the 1969 Summer Work/Visit experiences – Merrill Hall.  
Led by Dr. Thomas C. Irvin, Assistant Director for Program, Office of International Training, AID
- CSC officials are requested to attend this meeting.
- 1:30 Tour of Monterey, Pacific Grove, Carmel, Point Lobos – Participants and assigned chaperones meet in front of the administration building.
- 6:00 Dinner.
- Evening free.

**Discussion Items**  
**Meeting of AID & State College Officials**  
**Marlin Hexagon**  
**9:00 A.M., Thursday, September 4**

1. AID policy review.
2. Priority of majors (bring information given to you with the agenda).
3. Roles of AID/W, AID/Saigon, & HEW.
4. Relevance in counseling the participants.
5. Policy on reporting program policy to AID (Monthly Reports)  
(Coffee served at 10:00).

**FRIDAY**  
**September 5**

- 7:45 A.M.                    Breakfast.
- 8:15                            Participant tests – Merrill Hall. Administered by  
the Program Analysis Team.  
                                  (Coffee for staff served at 10:00).
- 9:00                    –Meeting of AID & State College officials – Marlin Hexagon.
- 11:00                         Talk by Dr. Luong Nhi Ky, Consul General of Vietnam at San  
Francisco, California – Merrill Hall.
- 12:00 P.M.                    Lunch. For all participants & officials.
- 1:00                            Joint meeting Groups I and III with U.S. Industry  
Representatives – Merrill Hall.
- Led by Dr. Irvin.  
                                  Industrial Companies represented:
- Adrian Wilson and Company  
                                  Foremost  
                                  Pacific Architects & Engineers  
                                  IBM  
                                  Shell
- 6:00                            Dinner.
- This is the participants' night. Those who just returned  
from Vietnam will leave for their campuses tomorrow. The participants  
may wish to invite members of the local Vietnamese community to  
Asilomar as guests. College officials will be happy to provide any  
support that is needed, such as driving.

Discussion Items  
Meeting of AID & State College Officials  
Marlin Hexagon  
9:00 A.M., Friday, September 5

1. Business Affairs (Lewis).
2. Review of summer programs by campus (for detailed discussion at a later meeting).
3. Distribution of TOEFL scores (for review & discussion at a later meeting).  
(Coffee at 10:00).



**Discussion Items**  
**Meeting of AID & State College Officials**  
**Marlin Hexagon**  
**9:00 A.M., Saturday, September 6**

1. **Summer programs: Recommendations for future improvement; problems in systems and procedures; role of the CSC.**
2. **TOEFL scores: Discussion of student progress; ESL and matriculation plans for the Fall; Need for transfer; potential dropouts.**
3. **Program Analysis Team reports:**
  - ESL**
  - Counseling & Guidance**
  - Orientation-relevance**
  - Administration**

(Coffee at 10:00).

**Discussion Items**  
**Meeting of AID & State College Officials**  
**Marlin Hexagon**  
**1:30 P.M., Saturday, September 6**

1. Verbal review of proposals for next year.
2. Role of the Foreign Student Advisor.
3. Role of the Campus Coordinator.
4. Year-round operations.
5. Systemwide policies & procedures in the event there is no new contract.
6. Alternatives in the event the contract is modified in negotiations.  
(Coffee at 3:00).

**SUNDAY**  
**September 7**

- 7:00 A.M.                    Participants pack and be ready to depart.
- 8:00                            Breakfast
- 9:00                            Meeting of participants and CSC officials – Merrill Hall.  
                                    Review of progress made.  
                                    Plans for the Fall.  
                                    Questions and answers.
- 10:30                           Participants return to the dormitories and bring  
                                    luggage to the front of the administration building.
- 10:30                      -CSC officials remain for a final review of plans.
- 11:00                      -CSC officials are free to pack and check out.
- 12:30 P.M.                    Lunch.
- 1:15                            San Diego, Fullerton & San Jose participants and officials leave  
                                    Asilomar aboard a chartered Greyhound bus.
- 3:30                            San Jose participants leave bus in San Jose. Bus continues on  
                                    with the San Diego & Fullerton groups.
- END OF CONFERENCE PERIOD**
- 5:00 P.M.                    San Diego & Fullerton participants arrive in San Francisco.  
                                    Register at: Hotel Victoria (corner of Bush and Stockton),  
                                    (415) 392-2540.

**MONDAY**  
**September 8**

- 4:00 P.M. San Diego & Fullerton participants leave for San Francisco airport by limousine.
- 6:00 Participants leave San Francisco aboard PSA Flt. 622.
- 6:55 PSA Flt. 622 arrives at Los Angeles airport.
- Fullerton participants leave for Orange County aboard the Disneyland/Anaheim bus.
- 7:30 San Diego participants depart Los Angeles on PSA Flt. 76.
- 7:55 PSA Flt. 76 arrives in San Diego. San Diego participants return to campus.

**WEDNESDAY**  
**September 10**

- 1:30 Sacramento group departs for Sacramento in cars.
- 6:30 Sacramento group arrives in Sacramento.

**VIETNAM SCHOLARSHIP PROGRAM  
1969 ASILOMAR CONFERENCE & TESTING PROGRAM**

**CALIFORNIA STATE COLLEGE OFFICIALS**

	Whitecaps Room
Chancellor's Office	
Mr. J. Patrick Hughes, State Coordinator . . . . .	9
Program Analysis Team	
Dr. Donald Brown . . . . .	2
(1) Dr. Dale Hendrickson	
Dr. Robert McKnight . . . . .	4
San Diego State College	
Dr. Sigurd Stautland, Campus Coordinator . . . . .	1
(2) Mr. Mike Lewis, Foundation Contracts & Grants Administrator	
(3) Dr. Richard Knudsen, Foreign Student Advisor . . . . .	8
Cal. State at Fullerton	
Mr. R. Harold Van Cleave, Campus Coordinator . . . . .	7
Mrs. Louise Lee, Foreign Student Advisor . . . . .	5
Cal. State at Long Beach	
Dr. Russell Lindquist, Foreign Student Advisor . . . . .	6
San Jose State College	
Dr. Phillip Persky, Campus Coordinator . . . . .	11
Fresno State College	
(3) Mr. Robert Knudsen or Mr. Ian Walke, Foreign Student Advisor . . . . .	12
Cal. Poly at San Luis Obispo	
Mr. Glenn Rich, Foreign Student Advisor . . . . .	10
Sacramento State College	
(4) Dr. Ted Britton, Campus Coordinator	
(3) Dr. Preston Stegenga, Foreign Student Advisor . . . . .	3

- (1) Schedule not determined
- (2) Local arrangements
- (3) Participation unconfirmed due to possible conflict in schedule
- (4) Staying with his participants in assigned dormitory

**APPENDIX H**  
**Georgetown University's Analysis of Group III ALI/GU Test Results**  
**and the Project Analysis Teams Discussion**

DEPARTMENT OF STATE  
AGENCY FOR INTERNATIONAL DEVELOPMENT

True Copy of Text

WASHINGTON, D.C. 20523

September 23, 1969

Mr. Patrick Hughes  
State Coordinator  
California State College System  
5670 Wilshire Blvd.  
Los Angeles, California, 90036

Dear Mr. Hughes:

Attached is a copy of a memorandum dated September 15, 1969 from Dr. Leslie A. Palmer, Georgetown University, to Miss Hattie Jarmon, OIT, regarding English language test results for Group III Vietnamese participants.

We would appreciate your comments and those of your colleagues at the four campuses concerned relative to the results of the testing. In order to speed the process, I have taken the liberty of sending lateral copies of this letter and the summary to the schools involved. I have also sent a copy to Hayward for the evaluators.

It would be useful for our purposes to know the extent to which the four programs are coordinated in a substantive way. You might comment on this in your reply.

Sincerely yours,

George F. Mahoney  
Program Development Officer  
Vietnam Training Branch  
Office of International Training

Attachment a/s

cc:

Dr. Edward Britton, Sacramento  
Dr. Phillip Persky, San Jose  
Dr. Sigurd Stautland, San Diego  
Mr. R. Harold Van Cleave, Fullerton  
Mr. Don Brown, Hayward  
Mr. Dale Hendrickson, Hayward

TO: Miss Hattie Jarmon

DATE: September 15, 1969

FROM: Leslie A. Palmer

SUBJECT: Summary of Vietnamese Group III Test Results

The attached tables contain test score data tabulated in different ways to show group differences in performance at the four campuses.

Table I shows the distribution of participants by entrance test scores. Except for Fullerton, the scores within each group were fairly homogeneous.

Table II compares the mean entrance and exit scores for each of the four groups and indicates the difference between the two means. This difference serves to indicate the average test-score improvement made by the students in each of the four groups.

Table III shows the mean test-score improvement by type of test for each of the four groups. It should be noted that, on the basis of data accumulated at ALI/GU, none of the four groups made as much improvement on the Usage and Listening Tests as we would expect them to make in a six-month intensive-English program of the ALI/GU type. (We unfortunately have no equivalent data on Vocabulary & Reading Test score improvement at ALI/GU with which to compare the Vietnamese.) Of the four groups, that at Sacramento showed the greatest increase in test scores for each test and in particular showed a strikingly higher mean in the Vocabulary & Reading score.

Table IV compares improvement by proficiency grouping done after the testing at Claremont. Among Level V participants (those with the lowest entrance scores who therefore would be expected to show the greatest increase in test scores at the conclusion of their training), those at Fullerton showed markedly less improvement than Level V groups on the other three campuses. Level II and Level III participants at Fullerton also did not show as much improvement as we would anticipate in an intensive-English program such as that offered at ALI/GU. The greatest improvement was shown by the participants at Sacramento.

Summary: Although total numbers are small, there are rather marked differences in the performance of the groups. The test-score evidence would suggest that the most successful English language program was that held at Sacramento, and the least successful was that at Fullerton. No group made as much progress as we would expect them to make in an intensive-English program of the ALI/GU type. It is disappointing that only one group, Sacramento, made above 20 points improvement in Vocabulary & Reading scores, considering the importance of reading in any type of academic program.

TABLE I

## AVERAGED SCORES ON THE THREE ALI/GU TESTS TAKEN UPON ARRIVAL\*

<u>Scores</u>	<u>Fullerton</u>	<u>San Diego</u>	<u>San Jose</u>	<u>Sacramento</u>
60-64	2			
55-59	2	1		
50-54	1	1		
45-49	2			
40-44	1			1
35-39			3	2
30-34		1	5	2
25-29	1	3	3	3
20-24	3	2	2	2
15-19	2	4		3
10-14			1	1

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\*The sum of the three test scores was divided by 3 to give each student's average score.

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TABLE II

## GROUP MEAN SCORES ON ALI/GU ENTRANCE AND EXIT TESTS

	<u>Entrance</u>	<u>Exit</u>	<u>Difference</u>
Fullerton	39.6	57.0	17.4
San Diego	28.8	50.5	21.7
San Jose	29.6	55.8	26.2
Sacramento	26.0	55.8	29.8

TABLE III

## GROUP MEAN IMPROVEMENT BY INDIVIDUAL TEST

	<u>Listening</u>	<u>Usage</u>	<u>Vocab./Read.</u>
Fullerton	21	19	12
San Diego	24	26	13
San Jose	27	25	10
Sacramento	32	34	21

TABLE IV

## MEAN IMPROVEMENT BY PROFICIENCY GROUPING\*

<u>Proficiency</u>	<u>Fullerton</u>		<u>San Diego</u>		<u>San Jose</u>		<u>Sacramento</u>	
Levels	N.	Imp.	N.	Imp.	N.	Imp.	N.	Imp.
II	(2)	15						
III	(5)	16	(2)	13				
IV	(1)	20	(3)	19	(8)	18	(5)	30
V	(6)	16	(8)	25	(6)	23	(9)	29

\*In this Table, the abbreviation Imp. stands for Improvement in test points.

# Memorandum

To : J. Patrick Hughes  
State Coordinator  
Vietnam Scholarship Program  
California State Colleges  
Chancellor's Office

Date: October 27, 1969

From : Project Analysis Team

Subject: Georgetown University Memorandum to Miss Hattie Jarman

The Project Analysis Team has read Mr. Leslie Palmer's memorandum (dated September 15, 1969) with a great deal of interest. We have discussed it thoroughly among ourselves and have decided that each of us would write a short statement which would reflect our evaluation responsibility. Therefore, you will find three separate, but somewhat overlapping sections of this report.

We would like to make a general observation to preface the reports. We find that Mr. Palmer's manipulation of the test scores and the resulting summary extremely superficial. We were under the impression that one of the main reasons the Project Analysis Team was created was to prevent or discourage this type of report. If Mr. Palmer is truly interested in doing an exhaustive evaluation of the California State Colleges English training programs, we would think that he would have requested other relevant data that have been accumulated on this group as well as the other groups. It is indeed foolhardy for any psychometrist or clinician to draw conclusions concerning the effectiveness of any program on the basis of test scores alone.

## English Training Section

In answer to the Georgetown evaluators' statement that our Third Cycle Vietnamese students showed minimum gains, I suggest the following reminders:

- 1) The Vietnamese language in relation to American English is non-cognate. There are probably sufficient differences to warrant a Vietnamese student's spending three times the number of hours required to learn English than a German would require for the same purpose.
- 2) An examination of the 1967 TOEFL manual (Feb. to April indicated that among 52 different language groups having taken the TOEFL, there are 37 language groups which were above the Viet group in Mean Score. The Viet group's Mean was 477, sufficient perhaps to allow them to enter less than half the colleges and universities in the United States.
- 3) In the interpretive manual of ALIGU (July of '67), there is no reference to language types of students tested within the indicated 200 N. In fact, a statement is made that only advanced level students were included in the group taking the Vocabulary-Reading test (Cf. Page 12). One must take this into account before making serious judgments of gains made by our Third Cycle Vietnamese students.
- 4) The Georgetown people have rarely worked with foreign students whose initial scores on ALIGU were as low as those made by our Third Cycle Viets. Most of Georgetown's data is based on test scores made by students who originally knew more English than did the Third Cycle Vietnamese.
- 5) Since scores on the ALIGU do not have a high relationship to GPA, one must employ considerable caution before making judgments concerning the gains made by a particular group.

We should resort to modified placement of these students in college classes. This has already been discussed in the PAT's Report on the Third Cycle. The college coordinators are ready to act in this regard since the problem has been discussed in meetings for the past year.

## Counseling Section

I am very concerned that Mr. Palmer's report has been so widely circulated and accepted by individuals who are not conversant with what test scores mean when reported in this manner. I am sure that Mr. Palmer, if he had known that his memo of September 15, 1969, was going to be circulated as it has been, would have done different things with these data and been more cautious in his summary statements. I hope that the following remarks do not convey any professional discredit to a man who superficially tabulated and who hastily presented a memorandum summarizing Group III's ALI/GU test scores.

Mr. Palmer's main point, as I read his memo, relates to the group's lack of improvement in the measured content areas of the ALI/GU between the Claremont testing and the Asilomar testing. He presents his data by campus (which he acknowledges as small groups) and by average scores (defined as the sum of the three test scores divided by three) in Tables I and II. In the past, including the Asilomar testing, the PAT has found a great deal of variation among the scores earned by each student on the three subtests of the ALI/GU. In effect, if the test scores for each of the three areas were listed separately, the concept of homogeneity would be refuted. The students are placed on

the campus only on the basis of the V/R scores and no consideration of the other two subtest scores is given. In other words, the students on each of the participating campuses form uniquely heterogeneous groups on the basis of the ALI/GU tests. How can one look for differences in test scores if they are averaged together? This averaging of test scores defeats Mr. Palmer's intent.

In Table III, mean scores are once again reported. In the case of the Fullerton campus, the measure of central tendency that is proper is not the mean but the median. With such a heterogeneous group, the median would be less effected by extreme scores and would give a much truer picture. In Table IV, I find the data meaningless. For example, eight students at San Diego in Level V improved 25 mean test points (reported in Table IV).

What does it mean? What is the range for this group? Is the reported mean improvement for all of the three ALI/GU tests? If it is, then we are dealing with an impossible phenomenon – a mean of a mean – an average of an average. This has no meaning whatsoever. In fact, it is something that is not done when reporting these type of data.

In general, Mr. Palmer's report is superficial and very misleading. The purpose of the report is unknown to me, but I find it extremely dangerous in that people might take these data as they are presented and actually use them to judge a program. One cannot judge a program, or anything else, on the basis of a set of scores, especially test scores from one test.

The PAT has over the last three years used a number of criterion instruments to judge the effectiveness of the Vietnam Scholarship Program in the California State Colleges. We have found positive relationships between these instruments and the criterion of GPA. The highest correlations were obtained from the following comparisons:

TOEFL Listening and GPA	.52
TOEFL Reading Comp. and GPA	.51
ALI/GU Read./Voc.	.48
CLOZE to GPA	.46

The ALI/GU Usage test yields the lowest coefficient (.15) of all of our criterion measures.

It would seem, therefore, that rather than look at superficial analyses of improvement, we continue to seek and identify those behaviors that indicate success in the program. I do not feel that the ALI/GU is an instrument that is able to give us this information.

#### Orientation and Relevance

The subject summary of Vietnamese Group III Test Results prepared by L. A. Palmer at Georgetown University has been reviewed with interest by the members of the Program Analysis Team, not so much for intrinsic value since the various statistical comparisons could have been produced on request by the recognized and contracted systems of analysis and criticism in the program, but rather for the implications drawn from the statistics by Mr. Palmer. A blind interpretation of statistical data has some theoretical merit but a wide dissemination of such information without meaningful interpretation is at best a debatable procedure.

At least one participating campus in the program must, at this point, feel severely disadvantaged by virtue of having hosted an approach which was undertaken with the knowledge that the results might not put them ahead in some kind of learning game. It would have seemed reasonable to have

provided that campus with an interpretation of results in a context meaningfully related to the approach adopted. “. . . the least successful was that at Fullerton” hardly constitutes a rounded, comprehensive airing of these results.

A process that has also been given impetus through the dissemination of the Palmer “analysis” is the creation of a gap of understanding and cooperation across the various participating agencies.

In terms of intercampus differences, while the raw scores and mean differences are not unimpressive, it is not possible to state (as the Palmer memo does) that these differences are significant on the basis of the statistics presented. Presumably the statistical measures needed to permit a judgment of significance are known to the Georgetown staff. The absence of appropriate statistical measures of significance may be attributed to the small numbers of students involved in each group. At one point Palmer observes that the numbers involved are small; he seems to be suggesting “too small for concrete statements of intercampus differences.” We find ourselves, therefore, unable to arrive at a reasonable explanation of Palmer’s repeated emphasis on intercampus differences. Significant differences across the campuses do need to be analyzed toward the improvement of the overall program. Premature guesswork hardly enhances the potential for meaningful analysis.

It seems the immediate need for analysis lies not so much in the statistics (these do indeed deserve study) but rather in the contents of the Palmer cover letter. In three instances Palmer indicates that the results obtained with Group III fall short of what would be anticipated in an intensive English program of the ALI/GU type. Given this qualifying comparison, it becomes important for us to question the sophistication of the comparative context. We are not informed beyond the vague statement “on the basis of data accumulated” how this comparative equivalence has been defined.

We have been given to understand that Group III is unique in the AID foreign student training programs for Vietnam. The following characteristics of this group would seem to militate direct comparisons such as those suggested by Palmer:

1. The students designated for Group III had experienced the loss of a close family relative, in many instances an economic mainstay, as a qualifying characteristic. Twenty-six students in the group list the Wards of the Nation High School in their educational background. Twenty-two of the students list as the “Person to be notified in case of emergency” an individual other than immediate parent, while only six name “Father.” Among a war-torn population, the group in question is characterized by a high degree of personal, often familial involvement. While the meaning of this involvement on English language learning cannot be given immediate definitive interpretation, it seems well to emphasize that a hypothetical equivalence between these students and a random cross-section of students in Vietnam is not justified. Pre-selection toward psychological stress is a given characteristic.
2. In contrast with Groups I and II, students in Group III are not dominantly “Westernized-urban” in residential background. Those listing larger cities as place of birth with the potential for bi-cultural experience are a minority: Hanoi – 6; Hue – 4; and Saigon – 3. The remainder are widely distributed over north and south Vietnam with a higher quota of non-Westernized, non-bilingual experience than one might anticipate from a typical group of persons selected for overseas training. Again a pre-selection factor stressing cross-national representation, rather than English language aptitude or “Westernization,” particularizes this group. There seems reason to observe that adaptation to Western life may represent a greater

adjustment for this group than usual, with attendant results in the extent of their academic success, particularly during the early months.

3. The Group III students have been characterized as younger with fewer years of academic background in Vietnam preparatory to selection than has been true of earlier groups in this program. I do not know how this would influence their ability to learn English language during the early phase of their sojourn in America. The fact that few of them are bilingual (Vietnamese-French) is in part a function of residence outside of urban centers and their youth and suggests a lower foreign language learning aptitude. In the long run, youth may work to improve their academic adaptation.

To sum up, Group III had a pre-selected psychological stress involvement in the Vietnam war, they arrived in the United States during a period of rising antagonism (evident in daily news and demonstrations) against the war and the involvement of the United States, and were not as well prepared as other groups. Older students with specific scholarship goals may be more able to avoid and to rationalize the American ambivalence towards the war. Younger students, with relatively flexible and undefined academic and personal goals, might not be able to, particularly if they have been personally victimized by the war. A somewhat Western oriented or bicultural group might be able to find psychological reinforcement for a perspective on the conflict (including Western involvement), while a younger, non-bicultural group may well be faced with severe problems of identity and proper personal perspective after arrival in the United States.

A good comparison group for the Group III Vietnamese students, in terms of English language learning speed, probably does not exist in the annals of foreign student education. The dominant pre-selection factors seem to militate against easy academic success in cross-cultural education. If, however, the pre-selection decisions are to be considered valid for reasons beyond immediate English language success, it would appear that the program as designed is justified. It is necessary, however, to state firmly that comparisons against other foreign student groups, without consideration of the pre-selection factors involved can only be damaging to the morale of those involved in the program and may potentially constitute a further negative factor with detrimental effects on the students themselves.