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PARTICIPANT TRAINING



OBJECTIVES
AND
RETURNS



*A. I. D. THEORETICAL AND
TECHNICAL CONFERENCE
ROOM 1000 NS*

OFFICE OF EDUCATION RESEARCH
OCTOBER 1967
SAIGON - VIETNAM

Office of Education
Report on Returned Participants

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OFFICE OF EDUCATION
REPORT ON RETURNED PARTICIPANTS

I. Education Division Objective:

It is the Office of Education's prime objective to help develop in Vietnam an educational system which will produce the trained man power required for social, agricultural, political, and economic progress. In nation building; in developing a viable economy for this underdeveloped country; education must take a dominant role. Education represents the difference between catastrophe and a rapidly improving civilization. Illiteracy and ignorance are the companions of injustice and turmoil. The eventual waste or destruction of both human and natural resources is the result. Education is essential for survival and progress.

To meet its objective, the Office of Education must rely heavily on participant training. Institutions in Vietnam which can supply the quality or quantity of teachers to staff the developing educational institutions, so that they can teach other students to be teachers, simply are not available here. This being true, it is then apparent that teachers who will teach teachers must be trained in another country.

II. Long Term and Short Term Training:

A. Long term training implies that the student or teacher will leave

Vietnam and study in the United States until he receives a degree. In many cases a master's degree or a doctoral degree is desirable so that the teacher, upon his return, will have the depth of knowledge and the status to take a leadership position in the Vietnamese educational system. Three hundred fifty nine long term participants have returned to Vietnam from study in the United States, and many of them are occupying positions of great importance and influence. However it is a fallacy to judge the success of the long term participants by the numbers of people who hold high positions. The fact that the participant has returned and is teaching successfully means that he has fulfilled the prime objective of the Office of Education. One successful teacher will influence the thinking of thousands by his everyday competence. Besides the three hundred and fifty nine long term participants who have returned, another one hundred sixty seven teacher education participants are presently studying in American Colleges and Universities. This number does not include the one hundred twenty eight Leadership Scholarship Students who were sent as a result of a special request of the Republic of Vietnam. Some of these students (20%) will return as teachers, the remainder will come back into private industry.

Education institutions and philosophies are slow to change. Even in the United States, with the most comprehensive educational systems in the world, and a wealth of trained talent, it is estimated that a newly proven idea takes twenty years to

become practice. Vietnamese education is changing, this is obvious even to the layman. The fact that it is changing is due in large part to Vietnamese teachers who have been educated in the United States, and who have adapted new ideas and ideals, and have applied them to Vietnamese Education

- B. Short term training usually implies that the participant is on an observation and instructional program of ninety days or less. The short term training is usually used with groups of educators and is intended to influence them to change. When Vietnamese Educators can see first hand the educational systems in other countries, and especially in the United States, operate for the benefit of their society, they are open to accept new ideas. Short term training is an integral part of the long term training program. When the long term participant returns from several years of study in the United States and attempts to introduce new methods, it is of extreme importance that he receive the cooperation of the Vietnamese Educators and Administrators. This can, and is being accomplished through short term training programs.

Approximately two hundred participants have returned from a variety of short term observation and instructional programs. It is the very definite opinion of the American Education Advisors that these short term programs are of great value in introducing acceptance of ideas and resulting change in Vietnamese Education.

- III. Supporting documentation for A. long term participant training and B. short term participant training is attached.

The supporting documentation is contributed from each of the following education departments:

- A. Elementary Education
- b. Secondary Education
- C. Higher Education
- D. Vocational Education
- E. Agriculture Education
- F. Teaching of English
- G. Instructional Materials

* NOTE: Attached is a Case History of a returned participant.

A. Elementary Education

1. Returned Participants - Hamlet School Project

The rapid increase in elementary school enrollments since 1954 and, more recently, the importance given to the elementary school in the pacification of rural areas and in nation-building, have added heavy responsibilities to over-worked and understaffed provincial education offices. Major problems are resulting from the burgeoning enrollments and a high percentage of teachers whose training is sub-standard. This large number of sub-standard teachers requires a continuous, coordinated in-service education program. The elementary provincial education chief and his inspectors are responsible for this program. The magnitude of the problems involved in developing in-service education is described briefly in the following paragraphs.

Increasing Enrollments and Teacher Supply

Enrollment has increased from 441,000 in 1954 to 1,750,000 in 1967 with a proportionate increase in the number of teachers. It is estimated that only 2,000 of the 40,000 elementary school teachers currently employed have had the two-year normal school training course. About 9,000 have had a ninety-day Hamlet School Teacher Training Course. The remainder, for the most part, are employed by the Ministry on a "daily basis" which means that they are employed without pre-service training and have had to learn whatever they can about teaching on the job with a minimum of supervisory guidance. Only eight per cent of the present teaching force

have had normal school training; eighty-two per cent are sub-standard.

Approximately seventy per cent of the children of elementary school age are now in school. The new Constitution of South Vietnam calls for universal compulsory elementary education. At the present rate of increase it seems probable that eighty-five per cent of this goal may be reached by 1970.

Transition of Traditional Schools to Community Schools

Schools are rapidly being supplied with textbooks produced as one of the activities of the USAID Sponsored Instructional Materials Project. The aim is to supply every child attending public or private elementary schools with a full set of textbooks free of charge. This commendable activity adds another heavy burden to the provincial primary education chiefs and their inspectors. They must teach the teachers to make effective use of the new textbooks. This is a real challenge because teachers in developing countries usually teach from notes which they accumulated during their training days and not from textbooks. It is a rare teacher, not to mention pupil, who possesses a full set of textbooks. Without textbooks the method of instruction is usually memorization and repetition - rote learning.

Inservice Education Needed by Provincial School Officials

Provincial chiefs and inspectors have had limited training themselves, although as a group they are able and well-selected. Generally, they are graduates of the two-year normal school course and have climbed the ladder of success in elementary education, having been teachers,

principals, inspectors, and finally chiefs. Their work is further complicated by the small number of such officials in relation to the number of teachers. There are now only ninety chiefs and inspectors for the fifty provinces and autonomous cities in Vietnam, or one supervisory employee for every 444 teachers -- far too many for effective instructional assistance and supervision.¹ As a heritage from the days of French rule, the prevailing notion of supervision, which still lingers today is that it is a form of inspection to see that regulations are followed and not as a means of helping the teacher to better classroom performance and to make continuous professional growth.

For all of these reasons, it was deemed imperative in 1964 that an in-service training program for chiefs and inspectors be established as soon as possible and that one aspect of this program would be a study-observation tour of elementary education in the United States and third countries.

Objectives of the 90 Day Study-Observation Tour of Elementary Education in the United States and Taiwan.

This participant exercise has four main objectives:

1. To provide a more complete understanding of the community school concept.
2. To provide an understanding of the American concept of supervision, its potential in the improvement of instruction, and explanation

¹ The Ministry will add 30 inspectors January 1, 1968 which will bring the total of chiefs and inspectors to 120, and plans are underway to bring the total to 200 within the next three or four months.

and demonstration of supervisory techniques.

3. To provide an understanding of the use of textbooks in all subject-matter areas of the elementary school curriculum.
4. To provide an understanding of the role of the elementary school in nation building.

AID/Washington has an arrangement with the United States Office of Education to organize the tour. About sixty days are spent on the United States mainland and the remaining thirty days are divided between Hawaii and Taiwan with an increasing amount of time being assigned to the latter. Reports of returned participants and American educational advisors who have visited Taiwan indicate that there is much to be learned from the developing educational system there. It has much in common with the Vietnamese situation and is helpful in sorting out the ideas gained from the tour in terms of their relevance to Vietnamese education.

One of the highlights of the tour has been a three-week university seminar in which the participants are given an overview of American educational development. Much information is given and comment made on the four main objectives plus observation of schools in and around the university community. A pattern of study, observation, discussion, summarization, rest and free time for sight seeing (on the week ends) has emerged from the experiences with this training device. Adjustments in the learning experiences to the capacity of the individuals to absorb ideas and to withstand fatigue are considered. In addition to the university seminar,

the group usually visits schools in Borea, Kentucky, Flint, Michigan, Los Angeles, Honolulu and Taipei. (See October 1966 schedule which is attached.)

The USAID Office of Education Unit in Saigon regularly entertains the participants before they depart for the United States and when they return to Saigon, and seeks opportunities to confer with returned participants about matters pertaining to educational development. American educational advisors assigned to the region have frequent and regularly scheduled contacts with these Vietnamese educators. From these sources and also from exit interviews conducted by the United States Office of Education, the reports from universities where the seminars are conducted, from the Director of Elementary Education and from the Minister of Education, a considerable body of evidence has been collected that bears on the relevance of this training instrument to the task at hand in Vietnam.

Evaluation of the Study-Observation Tour

In view of the overall task described in the first section of this report, we believe the tour to be a highly effective means of initiating change and of modernizing elementary education in Vietnam. We have sought to provide this experience for most of the provincial chiefs, inspectors, and to selected officials from the Ministry of Education, to provide a common background of ideas and concepts. These persons have to effect change and to promote growth of Vietnamese Education. This key group of educators

works more and more in a democratic fashion in conferences and workshops where ideas, plans, and concepts are freely discussed. The intellectual nourishment provided by the tour is energizing this group and will accelerate improvement of education in Vietnam for a generation or two. The Director of Elementary Education and the Minister of Education endorse the tour. The Director has asked that tours be continued until all chiefs and inspectors have participated. The Minister believes the experience is valuable, particularly the third country part, and wants it continued.

As a means of further evaluation, consideration is being given to preparation of pre-tour and post-tour instruments to determine attitudes and information at the start of the tour and at the end. The American educational advisor has a short time to do his work and his efforts can be greatly facilitated if the VN counterparts with whom he works has an understanding of American education. American advisors comment on the helpfulness of the tour in this regard.

An Exit Interview

AID/W conducted an exit interview with eleven participants of the tour in December, 1965, and submitted a five page report to USAID/W. Excerpts from the report follows:

"The success of this 50-day observation-study tour by 11 elementary school supervisors in the provinces of Vietnam provides a good example of what can be done with short-term impact teams in creating motivation for change in developing countries and building up goodwill for the United States.

"All three elements of success were present:

"1. A homogeneous group of intelligent participants with identical background and experiences, dedicated to their careers and occupying positions of influence in their profession and country. The selection of this team by Ministry of Education and the training officer was excellent . . . "

"The team, 10 men and one woman (average age, 43), was composed of the heads of elementary education services in widely scattered provinces and representatives of the Ministry. They had from 10 to 30 years of experience in education. Ten had normal school diplomas and one a university degree in pedagogy. Only one had been abroad before. In the US they met at the end of each day to share impressions and draft portions of what became a 25-page report in French."¹

"By common consent, the most essential and useful part of the program was, as planned, the 19 days at the College of Education, University of Illinois under Dean Rupert Evans and Dr. Sumption, Director of the Seminar . . . "

"In the mornings, they attended lectures on the philosophy of education in the US, the aims and objectives and the structure of the system. In the afternoon, they saw theory illustrated in practice by visits to schools, libraries, PTS, and teacher's conferences . . . "

"The group was also elated about the two days at Flint Michigan, and three days at Berea College, Kentucky . . . "

A Few Comments by the Participants

"The high quality of teachers, their good academic backgrounds, good training and dedication to duty, small classes. Said Mr. Le Van Cang, provincial school chief, "Teachers are the firm base of American civilization."

"Community schools as developed by the Mott Foundation in Flint, Michigan. These are very important for our country, said Mr. Dao Yen Nghiem, Chief of the Education Regulations Bureau, Directorate of Elementary Education, Saigon."

"In general, Mr. Liem declared, "Education is one of the main preoccupations of the Americans. Schools enjoy a great measure of local autonomy while in Vietnam schools are centrally located."

¹ The other two elements essential for success that were present on which the reporter comments were (1) intelligent program planning by Office of Education and (2) competent interpreters.

Mr. Dang Duy Chieu said, "Americans can be justly proud of their past and present but they don't look at others with a superior air."

As part of the 25 page report prepared by the group there is a section on "Program for Vietnam". In it the group calls for more money for classroom construction and smaller classes; instructional program better adapted to regional differences; more and better teacher training; more consideration for poor children to facilitate their education.

This tour was praised by AID/W as a model of excellence in organization and implementation. Washington is correct about the excellence of this particular tour. Since 1965 we have sent five groups. On the basis of our experience with these tours and the feed backs from participants, from Washington and other sources we have been able to steadily improve the tour.

Other groups have returned to Vietnam as enthusiastic and as well informed as the one in 1965. The data submitted above is illustrative of our experience with subsequent groups--it is typical.

Comments of USAID/Saigon Education Advisors Responsible for Programming and Organizing Tours

Within the past four months nearly forty newly-returned and long-time returned participants have been interviewed informally in private homes, VN school offices, USAID offices, hotel dining rooms and sidewalk cafes. In these intimate conversations the points above were covered. As a result of the surveys the considered opinion is that the objectives were met and they engendered a contagious enthusiasm

among the Vietnamese. It has been obvious from the animated conversations that the tour planning was extremely well thoughtout, covered the fields of endeavor and definitely accomplished the objectives intended.

During this last year great effort towards interviewing the returnees through personal interviews and written questionnaires has been made. In this year there have been informal social get-togethers before and after each trip. It has been remarkable to see the change in attitudes between the "before" and the "after". It can be said there was quiet conservatism before. Their enthusiasm was obvious when they were met at the airport.

During social affairs, at which the participants are entertained, it is heartwarming and encouraging to listen to the comments. Always the members of the group express a profound appreciation for what the United States is doing for Vietnam. One inspector expressed his emotions through poetry; the interpretation was:

"I was at the Kansas City, Missouri airport waiting for an airplane to take us to our next destination. I saw a soldier and his mother come to the departure gate. The young soldier was on his way to Vietnam. The mother's face as she held her son closely. I realized then more than ever what America is doing for my country. From that the Vietnamese must work hard to repay the U.S."

Each educator expresses his reactions to his trip in his own way. The remarks are always heartwarming. Each is impressed differently. One educator was highly impressed with the caring for atypical children. Another was surprised and pleased to see traffic stop for school buses.

"The transportation of children could be an answer to education problems in Vietnam in the future."

There were many other comments. "There is a need for a more relaxed atmosphere in classrooms." One educator was impressed with the "song and happiness" in the American schools. Generally, they also expressed a liking for the way "the teacher ruled without fear; the students disciplined themselves". The educators were impressed with the way the community, the school boards, the parents, and businessmen displayed an interest in education. The cafeteria program, health program, physical education program, use of audio-visual aids, textbooks were things which they hoped to see in the schools in Vietnam in the near future. Perhaps the entire story can be told through the remarks made by the Director of the Saigon Normal School. He said:

"We saw democracy without disorder. We saw that the weakest student was not to be disappointed and the strongest was not to be proud (sic)."

Observations of American Teacher Education Advisors Who Work with Returned Participants

U.S. teacher education advisors agree that provincial education chiefs and primary inspectors are more cooperative and willing to listen to suggestions after the ninety-day observation tour. Their attitude toward making changes is more positive. In specific provinces efforts are being made to adapt procedures or to develop programs similar to those observed:

Phong Dinh Province: Pilot schools to improve the teaching of reading, to develop self-discipline among students and to improve

diets of children; adult education programs at night in business education, English language and Vietnamese (literacy); monthly teacher meetings to improve teaching; teachers' professional magazine published within the province with contributions from teachers.

Ba Xuyen Province: Efforts to improve the quality of the hamlet teacher training course; improved quality of visual aids; stepped-up interest in the quality of classroom construction; introduction of literacy classes; effort to change inspection to supervision; cooperation in developing realistic plans to improve elementary education.

Vinh Binh Province: Organization of parent associations; efforts to improve quality of hamlet training course; cooperation in planning for better classrooms construction and teacher training.

Bien Hoa: Willingness to visit outlying schools despite insecurity of area; interest in improving hamlet school training course by adjusting to educational level of the recruit; encouraging teachers to use textbooks.

Quang Duc Province: Effort to encourage teachers to use textbooks.

Dalat City: Effort to encourage teachers to use textbooks, to improve classroom environment and to modernize teaching methods.

Cam Ranh City: Interest and initial effort in establishing a music program.

Lam Dong Province: Workshop for helping teachers use textbooks.

Summary

We believe that the ninety-day study-observation tour is very useful in accelerating educational change in Vietnam and will speed the day when the country has a truly functional elementary educational system. We believe this because the officials who can initiate and implement change are the ones being trained. These officials return to Vietnam enthusiastic about what they have seen and learned about education and the American society. They are ready to discuss needed changes in their educational system. They look upon their educational advisors in a new light. They realize that the American advisor is one who has had educational training in depth and has had many years of direct experience with the world's largest and most productive educational system. The relationship between American advisor and his Vietnamese counterparts is noticeably improved and much more productive professionally.

2. Returned Participants - Elementary (S.I.U.)

Project Objectives - Long Term (Individual Participants)

- a) To train individuals so that they will have the qualifications necessary to teach in the Normal College so that they in turn can teach future teachers.
- b) To train individuals so that they will be able to accept the position of professor of educational psychology.
- c) To prepare Vietnamese to take the position as professor of teaching methods for one of the Normal Colleges.

- d) To provide teachers who can assist in upgrading the quality of education now available in Vietnam.
- e) To provide teachers who can assist in in-service educational programs.
- f) To train Vietnamese to accept positions as directors of Normal Colleges.
- g) The overall objective of the mission is to provide elementary education for all school-age children in the Republic of Vietnam. The number of teachers available at present is sufficient only to teach about 2/3rds of school age children. Many of these teachers are sub-standard or have practically no training.
- h) To prepare professors of child development for the Normal Colleges.
- i) To provide vitally needed professional educators to aid in the development of a broad educational program in Vietnam.
- j) To train personnel in modern methods of teaching as they are almost non-existent at the present time but they are recognized as very important to adequate teacher education.
- k) To prepare personnel for normal colleges to teach methods and techniques of teaching the mentally handicapped at the elementary school level.
- l) To prepare persons to supervise the student teaching activities of Normal Colleges students.
- m) To prepare participants for a permanent staff professorship in the language arts at one of the Normal Colleges in Vietnam.
- n) To train personnel as teachers of educational administration in the Normal Colleges.

Statement Showing Objectives Are Being Achieved

We have sent numerous candidates to the U.S. for training in the Elementary Education Field. Of the number who have returned to date most of them have been given positions in the Teacher Training program, have been assigned as teachers at Demonstration Schools, have Supervisory positions, or serve in supervisory capacities.

Returning participants are employed as professors of teaching methods for one of the Normal Colleges. They also are given assignments to assist with in-service education programs.

The project has supplied Vietnam with vitally needed professional educators who aid in the development of a broad educational program. They also furnish trained personnel in methods of teaching.

List of Names and Specific Accomplishments

- a) Mr. Nguyen Ta Minh
M.A. in Citizenship and Human Relations
Now a professor at the Saigon Normal College
- b) Mr. Nguyen huu Bang
B.A. in School Health and Physical Education
Now working in Youth Activities at M.O.E.
- c) Mr. Ngo duy Trinh
B.S. in Elementary Education
Teacher in the Dalat Elementary School
- d) Mr. Dinh Kuan Tho
M.S. in Social Studies
Teacher at Chu Van An High School, Saigon
- e) Mr. Tran Cong Thien
M.A. in Elementary Education
Inspector of Community Education, Saigon

- e) Mr. Tran Cong Thien
M.A. in Elementary Education
Inspector of Community Education, Saigon
- f) Mr. Do Danh Tam
M.S. in Elementary Education - Social Studies
Directorate of Private Education, Saigon
- g) Mr. Nguyen tu Quy
B.S. in Elementary Education
Professor at Saigon Normal College
- h) Miss Duong van Quyen
B.S. in Elementary Education
Working at Instructional Materials Center in Saigon
- i) Mrs. Le Xuan Phuong
Non-degree
Principal at Dalat Elementary School for Girls
- j) Mrs. Tran thi Mee
Non-degree
On the staff of Directorate of Elementary Education
- k) Mr. Cao Minh Khai
M.A. in School Administration, Censor at Saigon
In-service Education Center
- l) Mr. Truong Van Hong
Non-degree
Teacher at Ton that Thuyet Elementary School in Khanh Hoi
- m) Miss Tran thi Chanh
Non-degree
Teacher at Nguyen thai Hoc Elementary School, Saigon
- n) Miss Nguyen thi Anh
B.A. in Elementary Education
Working in Instructional Materials Center, Saigon

Project Objectives - Short Term Participants

This activity is a short term program designed for Vietnamese Normal School Professors to orient them, through a planned series of seminars and discussion group activities, to the programs of a U. S. College of Education.

It includes experiences in the following areas: Social and Philosophical Foundations of Education, Psychological Foundations of Education, Curriculum and Instruction, and Health and Physical Education.

This activity should provide a broadly conceived, especially designed "refresher" up-dating experience.

These participants will be able to transfer their learning to Directors of the Normal Colleges who in turn will transmit this to Professors of Normal Colleges. Therefore, the new knowledge will eventually be put into use in the elementary classrooms in Vietnam.

These participants should be able to improve and enhance the quality of elementary teacher education in Vietnam.

The participants of the Short Term Tour have returned to Vietnam and have given lectures on new methods of teaching which they have observed in the U.S.

They have been active in setting up In-Service Education Centers where new teaching ideas have been discussed.

Seminars are conducted where there is an exchange of ideas.

They have made suggestions to M.O.E. as to ways to upgrade elementary education in Vietnam. They also have suggested ways to improve instruction.

Curriculum changes have been put into effect as a result of these tours.

More instructional materials have been put into use.

The participants return to Vietnam after observing In-Service Training Centers in the U.S. and work to upgrade the quality of teaching in the elementary schools by improving the effectiveness and scope of programs for inservice education.

Change of Behavior of the Participants

The participants upon return to Vietnam have shown a positive attitude toward changes in the curriculum. Before the tour they were hesitant to accept new and/or different teaching methods, they had a negativistic attitude toward any idea that hadn't been tried in Vietnam.

They now want to move from the recite-test method of teaching to the discussion-project method. They are anxious to help elementary teachers gain the status they deserve.

They have gained ideas on methods of using textbooks and supplementary materials. They are encouraging teachers to use more audio-visual materials.

B. Secondary Education

1. Project objectives as concerns long term participant training

The objectives for participant training for the secondary teacher-education program fall within the scope of the objectives for the Office of Education; particularly, to develop a good education system which will produce the trained manpower required for social, agricultural, political, and economic progress in Vietnam.

The underlying need of secondary education in Vietnam is a curriculum based upon the needs of its society. It has been well established that the Vietnamese secondary curriculum is obsolete and antiquated; it was based upon a curriculum designed by a colonial government to educate an elite minority. Not only is the curriculum inadequate, but also the content of many courses of study now being taught is out of date.

The new curriculum for Vietnam requires a much broader base if it is to train the manpower required for progress. Changing an educational curriculum is as complex and arduous a task as training an emerging country in modern administrative techniques.

The development and implementation of a modernized curriculum needs personnel trained in professional education techniques, in research, in special subject areas, in curriculum development, and many other areas. Vietnam does not provide for the training and education of personnel to carry out such development and implementation as is necessary.

It is the objective of the participant training program for secondary teacher-education to provide such personnel to work in the Faculties of Pedagogy and their attached high schools. It is in these institutions that the first steps are being taken in the development of the new curriculum, preparation of teaching materials, and the training of teachers.

2. Objectives that are being achieved

The Faculty of Pedagogy is expanding its offering in professional education courses as rapidly as teachers are available. Such courses include educational psychology, comparative education, philosophy of education, and guidance. There are participants now in the States studying in the areas of educational administration, educational research and statistics, educational sociology; human growth and development is programmed for FY 68.

The laboratory high school attached to the Faculty of Pedagogy is usually designated as the demonstration comprehensive high school; for, at the present time, its primary purpose is to develop and implement a comprehensive high school curriculum, prepare the instructional materials for new subject areas, and demonstrate modern methods of administration and teaching techniques. At the beginning of this school year, the first-cycle classes are completely phased into the program. This means an expanded curriculum which includes agriculture, business education, home economics, and industrial arts; administrative procedures which include a program of guidance and counseling, a more modern system of evaluation and reporting students' achievement, and a different utilization of physical facilities. As these programs are

being developed, they are used as models for 11 additional high schools which are changing to the comprehensive high school program.

Both of these programs depend almost entirely upon participants who have had advanced training in the States. The participant program has been carefully planned on a long-term basis so that the timing of training participants will coincide with the phasing in of the program. The first participants have returned and are demonstrating real leadership in initiating the program; but the complete success of the program, which includes physical facilities, commodities, advisors, depends upon a continuous program of training participants. Theirs is the ultimate responsibility in developing a good education system for Vietnam but they must have our support until certain phases are completed.

Long-term training programs are needed for personnel who will meet the qualifications for Faculty of Pedagogy staff members. Although these participants are selected from graduates of the Faculty of Pedagogy who have demonstrated two or three years of successful teaching, many still have long training programs in the States because of new subject areas.

3. Names and specific accomplishments of individual returned participants

During the School Year 1966-67, the following individuals were working in the secondary teacher training program:

Hue Demonstration School

Mr. Nguyen Van Bong--Science
Miss Ton Nu Minh Chau--Guidance and Counseling
Mr. Nguyen Tu Trung--English (degree in Ed. Ad.)

Faculty of Pedagogy, Saigon

Mrs. Le Tuc Quang, Ph. D., Science
Mr. Dang Xuan Hong, M. A., Mathematics
Miss Dao Thuy, M.A., Librarian

Miss Duong Thanh Binh, Ed. D., English
Miss Vu Thi Thu Diem, M.A., English
Miss Dao Thi Noi, Ed. D., English (part-time)

Mr. Huynh Dinh To, Ph. D., English (part-time)
Mr. Nguyen Dinh Huan, Ed. D., Ed., Ad. (part-time)
Mr. Mai Van Tam, Ph. D., Psychology
Miss Nguyen Thi Bich Lan, M. Ed., Comparative Education
Mr. Tran Kim No., M.A., Director of First-Cycle
Teacher-Training Section

Thu Duc Demonstration School

Miss Nguyen Thi Nguyet, Principal
Mr. Nguyen Huy Du, Proctor General
Mr. Do Quang Giao, Agriculture

Mr. Phan Thanh Hoai, Business Education
Mr. Tran Cam Hong, Industrial Arts
Mr. Nguyen Hung Long, Librarian

Mr. Pham Van Quang, Guidance and Counseling
Miss Duong Thi Kim Son, Home Economics
Miss Huynh Thi Bach Tuyet, Home Economics

Three participants returned this past spring and summer:

Mr. Le Thanh Viet, Educational Administration
Assigned to the Thu Duc School
Mr. Nguyen Van Nam, Industrial Arts
Assigned to the Thu Duc School
Miss Tran Thi Khue, Educational Administration
Assigned to the Faculties of Pedagogy,
Universities of Saigon and Can Tho

It is through the combined efforts of these individuals working with advisors that curriculum changes have been proposed and accepted, that many instructional materials have been developed, and that institutional changes are taking place.

2. Objectives for short-term tours

Short-term observation tours are necessary particularly for administrative personnel. Theirs is the responsibility for initiating changes. It is valuable for them to observe certain patterns in action so that they may have a more valid basis for comparison and selection in the decisions that must be made.

Objectives are being achieved. During the Spring of 1967, sixteen high school principals and Ministry of Education officials toured the United States and Taiwan on a three-month observation tour. The purpose of this observation tour was to study in depth and observe the system of comprehensive high schools already firmly established in the United States and in Taiwan. This tour assisted the Ministry officials and the eleven principals to broaden their perspective of comprehensive high school education and gave them the necessary background and experience which was required for them to set up a program for the implementation of this type of program in the pilot schools.

As a result of the experiences these participants have had on this observation tour, high enthusiasm for the implementation of comprehensive education has prevailed. Instead of just cooperating with USAID officials involved with this program, these participants have actually been pushing for faster developments in the planning and implementation.

A curriculum committee for comprehensive education has been formed at the ministerial level; local building programs have already started

in two schools without any help from USAID or the Ministry; principals have begun recruiting teachers for programs in the practical arts which might be started on an initial basis; Mr. Chang, Director of Private Schools, has taken the initiative in the setting up of "evaluative criteria" for the evaluation and accreditation of secondary schools under his jurisdiction--patterning his proposal after a model set up by the North Central Association for colleges and secondary schools--an organization visited by this group; and most of the principals have firm plans for complete orientation programs in comprehensive education for their faculties during the 1967-68 school year.

Personnel, Three-month Observation Tour:

- Mr. Dam Xuan Thieu, Director, Secondary Education
- Mr. Vu Duc Chang, Director, Private Schools
- Mr. Tran Cong Thien, Inspector of Secondary Education
- Mr. Dang Tran Thuong, Chief, National Examination Service
- Mr. Van Dinh My, Deputy Chief, Research and Planning

- Mr. Vu Duc Thinh, Principal, Mac Dinh Chi, Saigon
- Mr. Long Dai Bang, Principal, Cong Dong School, Saigon
- Mr. Tran Hai Chau, Principal, Ly Thuong Kiet, Gia Dinh
- Mr. Vinh Quyen, Principal, Gia Hoi, Hue
- Mr. Nguyen Trung Quan, Principal, Phan Thanh Gian, Can Tho

- Mr. Ho Van Thuy, Principal, Nguyen Trung Truc, Kien Giang
- Mr. Nguyen Hoa Thuc, Principal, Tran Quoc Tuan, Quang Ngai
- Mr. Nguyen Duc Giang, Nguyen Hue, Tay Hoa
- Mr. Nguyen Hoa Tuan, Principal, Ban Ho Thuog School
- Mr. Nguyen Day Canh, Principal, Kien Hoa School
- Mr. La Van Tung, Teacher, Ban Ho Thuog

Defense, Short-Term Programs. A participant program limited only to long-term tours is completely unbalanced. Such a program serves only one aspect; in the case of the Secondary Teacher Training Program, it provides the teaching staff for new areas of study. There are other aspects of the program which must be considered. Vietnam has qualified personnel who hold responsible positions; such personnel may need only a refresher course in certain areas to become aware of new techniques or they may need to observe certain patterns in action. A flexible program of participant training should be maintained to meet all needs.

C. Higher Education

The Higher Education Section, USAID/Education, Saigon, has recently been reorganized to include the two teacher education contracts, a Faculty of Engineering Contract, a Faculty of Agriculture Contract, in addition to the previous higher education activity. As a result of the additions to the section a total of the participants has been expanded to 264, which is a much greater number than previously anticipated.

A breakdown of the participant program in the Higher Education Section is as follows:

1. Sixty-two (62) participants are in training in Elementary Education.
2. Thirty-six (36) proposed participants are included in the FY 68, CAP, at the elementary education level.
3. Forty-one (41) participants are in training in Secondary Education.
4. Forty-eight (48) proposed participants are included in the FY 68, CAP, at the secondary education level.
5. Eleven (11) participants are in training in higher Education.
6. Sixty-six (66) proposed participants are included in the FY 68, CAP, at the higher education level.
 - a. Seven (7) for Library Administration and Cataloguing.
 - b. Sixteen (16) for Engineering, proposed Faculty.
 - c. Sixteen (16) for Agriculture, proposed Faculty.
 - d. Twenty-seven (27) short study tours for 5 Secretary-Generals, and 22 selected Deans, for administrative training.

The above numbers do not include a breakdown of the participants in the Demonstration and Pilot Schools as differentiated from the Normal Colleges and Faculties of Pedagogy.

The need for participant training to upgrade teacher qualifications is basic if assistance is to be given to help make Vietnam self-governing and self-supporting. Without a qualified cadre of teachers at all levels the nation will continue to remain independent upon others for assistance, technological innovations will be slow in being implemented, professional growth and development will remain unchanged and will continue to follow the traditional pattern now in effect, and the educational system will be unable to meet the current pressing demands placed upon it by the peoples and the government. The educational system is the one major segment of the society, outside of the family structure, which exerts the most favorable influence upon the society of Vietnam. If we are to affect desirable change of a lasting effect the educational system is the key to such change.

One of the primary problems facing USAID in Vietnam is that of increasing per capital material wealth in order for the nation to survive, and this will depend upon increasing internal productivity. Increased output can best be achieved by modifying the existing systems which best organize the natural and human resources of the society. The educational system is the major single system currently available to affect innovation of a technological nature for such increased productivity, as it provides the basis for technological development. With advancing technology, growth takes place as the

society can afford it. Without properly prepared educators the vicious cycle of technology based upon education, educational advancement based upon the necessary support from the society, cannot be broken. The participant training program is a major factor in providing a sound basis for both technological and educational advancement.

There are specific stages of technological progression, based upon an educational program, through which the Vietnamese society must move in order to support and maintain the nation in the modern world. Historically, each of the so-called modern nations began with a settled agricultural society, and from this moved through the following five stages of technological attainment; man-machine, or tool, organization (a pre-technological stage); power technology; transportation technology; agriculture technology; and general automation. Various aspects of the technological stages have been introduced into Vietnam, but not necessarily on a planned basis, but rather upon spur of the moment judgments from assistance programs from contributing foreign countries. Thus, a piecemeal approach to enhance the economic viability of the Vietnamese, but without the locals understanding the total economic picture necessary for national development.

The participant program, if planned properly, will provide a sound human resource base for future technological expansion of the educational system, and will further the educational program without continued foreign assistance when the teaching staffs are properly qualified and prepared. In addition to the expansion of technological know-how, the participant training program will exert influence indirectly

upon the local government, as a result of the university teachers influence upon those entering the professions and who in turn either actively participate in the political field or who through the professional fields influence the government. One example of the professors' influence occurred during the National Assembly Constitutional Meetings. Twenty-two of the assemblymen were graduates of the Faculty of Law, University of Saigon, three of whom were 1966 graduates, and the majority of the 22 visited one of their professors for advice and counseling which was adopted as an integral part of the constitution. In addition to the example, the professor has requested American Legal Teaching Assistance in order to help influence the students toward a democratic way of life. Unfortunately, the Higher Education Section has had no provision for such support, but were the right type of legal educators available to present the American Law concepts to the students, instead of the French educators teaching in the Faculty of Law presenting and enhancing the status of the French, greater understanding and acceptance of the American way of life would be achieved by the students.

One of the major areas of participant program impact is in the administrative circles of the educational system. Without properly prepared administrators the needed changes for technological advancement will not be implemented. The short term study tour is of major importance for this group because the majority of University Administrators are French trained in France, while the administrators at the lower educational levels follow the French oriented practices of the

past. The sophistication level of the present administrative group is low, as none have received any training outside of their respective academic fields.

The objectives of the short term study tour for administrative personnel are as follows:

1. The participant will understand basic administrative practices and will be able to implement same within the legal framework providing for education in Vietnam.
2. The participants will transfer knowledge acquired to others who are in key educational positions.
3. The participants will observe curriculum practices and innovations and develop some basic understandings in relationship to planning.
4. The participant will develop a positive attitude toward another educational system, and will also develop an appreciation of the American way of life.

All of the above mentioned objectives have been achieved by those short term participants who have returned to Vietnam from the United States, curriculum changes have taken place within the local educational system, and the participants have returned in a positive frame

of mind towards exchanging educational ideas with others. The participants have been more receptive to American Advisors recommending change and have been able to understand the educational goals advocated to the advisors.

The objectives of the long term study tour for upgrading teacher qualifications are as follows:

1. To train participants for teaching positions at the University levels, including Normal Colleges and Faculties of Pedagogy.
2. The participants will develop positive attitudes toward educational change, especially as it relates to professional and technological fields.
3. The proposed participants in Engineering and Agriculture will be prepared to teach in the respective curriculums and to direct needed research activities.
4. The proposed participants in Library Administration and Cataloguing will be prepared to administer central libraries in the Universities and will also be prepared to teach others library science.
5. The French educational influence will be modified and changed, especially if larger numbers of participants are sent to the United States for educational purposes.

All of the previously mentioned objectives for long term study tours have been achieved by those returning to Vietnam. Thirty-three (33) participants have returned in Higher Education, with one (1) currently enroute. Of the 33 returnees, 12 are teaching in the Universities, one is teaching in a demonstration high school, 4 are working in the Ministry of Education, 12 are working in the Atomic Energy Office, Dalat Institute of Nuclear Research, 1 is working with Air Vietnam, 1 is engaged in commercial banking, and no information is presently available on the two (2) remaining.

At the present time there are 15 participants in training in the United States, eight of whom are from the University of Can Tho, the remainder from the University of Saigon. Eleven departed in September, 1967 for advanced degree programs.

D. Vocational Education

Long Term (Individual Participants)

1. USAID is assisting in the development of a comprehensive, nation wide system of technical-vocational education in Vietnam. The Project objectives as concerned to participant training is to develop and upgrade the administrative, supervisory, and instructional personnel needed to staff the new system. AID assistance to technical-vocational education in Vietnam includes five major aspects:
 - a. Establishing in the suburbs of Saigon, the Phu Tho Polytechnic School. This institution includes facilities for advanced instructions in: (1) trade-technical-educational, (2) home economics education and related girls' trades, (3) business education, (4) vocational teacher training. The physical plant for this school has been completed and instructional program has been brought into operation.
 - b. Establishing in the provinces of Vietnam three multi-purpose co-educational polytechnic schools, with student capacity of 300 students each, offering programs in trade-technical education, home economics and related girls' trade, and business education. The construction of these schools has been completed, and the instructional programs have been brought into operation at all three institutions.

- c. Development of pre-service and in-service vocational teacher-training programs, which includes curriculum development, course construction, and preparation of instructional materials for technical vocational schools.
 - d. Re-organization and equipping of 12 junior technical schools, 4 existing trade-technical schools, and the new Nguyen Truong To Technical School located on the Petrus Ky site.
 - e. Development and improvement of the central office which provides administrative and supervisory services for the national technical-vocational education system.
2. With assistance from AID, the technical-vocational education programs in Vietnam is being developed and expanded at a rapid rate. This is causing a growing need for well-trained administrators and supervisors of vocational education who can serve either in the central office of the Directorate of Technical Education or as directors or supervisors of individual trade-technical schools. It is anticipated that as time goes on, these participants will be assigned to increasingly responsible administrative posts in the growing technical vocational education program.

USAID/vocational education branch has sent a total of 140 participants to the U.S. for training in the following fields:

- Administration and Supervision of Vocational Education
- Auto Mechanics
- Ceramics
- Electricity
- Metalworking
- Woodworking

Of these 140 participants, 128 have returned and are serving the Directorate of Technical Education as supervisors, directors, and instructors in the technical-vocational schools throughout Vietnam.

3. Listed below are the names and specific accomplishments of individual returned participants that demonstrate their value to the vocational education project.
 - a. Mr. NGUYEN HUU TY was a Machine Shop teacher at the Hue Technical School (400 students) in Central Vietnam before his departure for the U.S. in November 1961. In January 1962, he enrolled at Southern Illinois University where he received additional training in his field. He completed his Associate Degree at the end of December, 1963. On his trip home, he stopped over Taiwan and the Philippines to observe the physical facilities and instructional programs of selected vocational and industrial schools there.

Back to Vietnam, he worked at the Curriculum Office of the Directorate of Technical Education. Five months later, he was appointed Supervisor General of Shops at the Da Lang Polytechnic School (610 students). His eagerness in this new post resulted in his nomination a few months later to the post of Director of the same school, a most favorable position where he could provide leadership and assistance in the further development of Machine Tool Technology as well as in-service teacher training program.

b. Mr. LE DINH VIEN, a teacher of science at Saigon Apprentice School, was selected as a candidate for the 1959 USAID Technical Vocational Education Project. He left Vietnam in July 1959 for the U.S. and enrolled at Bowling Green State University in Ohio where he took courses in chemistry physics, technology and methods of teaching. Mr. Vien made a good academic record and was awarded the B.S. degree in February 1961 after 18 months of hard study.

Upon his return to Vietnam, he was appointed Director of the Nguyen Trung To Technical School (1st cycle - 500 students) and rendered exceptional fine performance in this capacity. Later, he was transferred to the central office of the Directorate of Technical Education where he was responsible for developing curriculums, courses of study and examinations. His work in this capacity was outstanding. We have found him to be capable, conscientious and efficient. He has been instrumental in introducing many new concepts and practices in the Vietnamese Technical Education program.

In 1964, Mr. Vien went back to Bowling Green State University to do graduate work. This time he was granted a Smith Muntt scholarship by USIS. In June 1965, Mr. Vien was conferred the M.S. degree in Science.

Returned to his country on July 20, 1965 he was nominated Director of the Cao Thang Technical School (2nd cycle - 1,500 students). Mr. Vien is an excellent

teacher and a superior school director. We personally feel that he will make a very significant contribution to the technical vocational education in Vietnam.

- c. Mr. TRUONG VAN BAO taught auto-mechanics at the Cao Thang Technical School, Saigon before he was selected as a USAID participant. He left Vietnam for the U.S. in September 1958 and enrolled at Stout State College Menomonie, Wisconsin where he was given advanced training in Auto and Diesel Mechanics for one year.

Back to Saigon in August 1959, Mr. Bao was assigned Head of the Autoshop of the newly completed Phu Tho Polytechnic School. He had the tremendous work of organizing the shop, installing the equipment, teaching students how to make use and maintain the brand new tools and equipment. A devoted and excellent teacher Mr. Bao know how to disseminate to others the technical knowledge he gained abroad. Thanks to his technical ability and his personality, Mr. Bao was later nominated Supervisor General of Shops at Phu Tho Polytechnic School.

- d. Mr. NGUYEN TUY AI was a superintendent at the Cao Thang Technical School in Saigon when he was selected by USAID for State-side training. He left Vietnam in July 1959 for the US where he enrolled at the Los Angeles State College, California. After four years of study, Mr. AI obtained the Bachelor of Science and Master of Arts degree in the field of Industrial Education. On his return trip to Vietnam in September 1963,

Mr. Ai was allowed to stop for one week each in the Republic of China and in the Philippines for the purpose of observing the physical facilities and instructional programs in the vocational industrial schools of those two countries.

Mr. Ai was nominated Director of the Qui Nhon Poly-technic School where he always showed a strong interest in improving the school and helping the students. He was very alert in solving problems and fully cooperated with the U.S. advisors and the teaching staff as well. There is no doubt that this capable school director's future will be much brighter.

- e. Mr. NGO DINH DUYEN was a part-time teacher at the Cao Thang Technical School prior to his U.S. training. He left for the U.S. in 1958 and studied for more than a year at the following universities or colleges: Williamsport Technical Institute, Pennsylvania State University, Stout State College, and Indiana State Teacher College. He was awarded by the last named college the B.S. degree in Industrial Education.

Returned to Vietnam in the summer of 1959 as the first U.S. trained participant in Technical Vocational Education, Mr. Duyen was immediately assigned to supervisory duties in the central office of the Vietnamese Directorate of Technical Education. He rendered

assistance in the development of more functional curriculums and courses of study for the vocational schools, in the preparation of Vietnamese language instructional materials, and in the development of more modern and more objective types of entrance examination and final examinations for the vocational school.

His superior potential for leadership earned him a second USAID scholarship in September 1961 in Educational Administration and Printing Management. This time he was sent to South Dakota State College for training. He received his Master's degree from this college in December 1962.

Back to Vietnam in 1963, Mr. Duyen was given a difficult and new position--Director of Courses at the Phu Tho Polytechnic School. He also operated the Instructional Materials Laboratory at the Directorate of Technical Education. Plans are being made to start a print shop at the Phu Tho Polytechnic School and Mr. Duyen will be the first teacher there. All this seem to be in line with the following comment made by Dr. Stanley Sundet, Head, Department of Education, in a letter to USOE.

"It certainly has been a pleasure to have had Mr. Duyen on our campus. He is an excellent student and certainly an inspiration to those of us who worked with him. He was always prompt and business-like in all his affairs with

us. We are confident that he will be an asset to education when he returns to his native country."

- f. Mr. NGUYEN XUAN KHAI graduated first from the Radio-Electricity School and then the Faculty of Pedagogy in Saigon. Mr. Khai started teaching at the Cao Thang Technical, Saigon in 1960. His skill and capability in teaching technical students as well as his particular devotion to technical-vocational education resulted in his promotion to the position of Director of Hue Technical School, a secondary technical school in Central Vietnam with an enrollment of 300 students.

Within the program of developing and up-grading the administrative supervisory and instructional personnel of the Directorate of Technical Education, Mr. Khai was jointly selected by the MOE and USAID as participant candidate to go to U.S. to study "Administration of Technical Vocational" in 1964.

Mr. Khai left Vietnam on May 18, 1965 for the U.S. where he enrolled at the University of Missouri, Columbia, Missouri for two full years.

After satisfactorily completing his training in the U.S., Mr. Khai returned to Vietnam on October 1, 1966.

He stopped over Taiwan for one week and the Philippines for two weeks to observe the organization and administration of vocational education at the national level and to visit a number of individual vocational schools at both countries.

Thanks to his past teaching experience and the excellent knowledge he gained abroad, Mr. Khai was **assigned chief of the curriculum office at the DTE.** His new tough job includes the study of the nationwide curriculum, courses of study, examination (for technical schools) and to suggest a revision or change so as to bring about a new trend to technical education in Vietnam.

An excellent teacher, a devoted school administrator plus his alertness in solving problems, his full cooperation with those who work with him and his nice personality, Mr. Khai will no doubt reach high positions in technical vocational education and his future will be much brighter.

Short Term (90 days or less)

1. The objective of the observation tours is to develop and upgrade the administrative, supervisory and instructional personnel needed to staff the new technical-vocational education system.
2. The objectives of the observation tour are being achieved in the following manner:

Prior to the first observation - In FY 66, the Directorate of Technical Education had several regulations that hampered the progress of technical-vocational education; first

supplies and materials had to be purchased through a central office in Saigon. This was a slow and cumbersome procedure. It was almost impossible to get instructional supplies when needed, and the cost was very high because the dealers had to wait at least six months for their money. Now because of the first observation tour to Taiwan the Directorate has changed the regulation and they now put money in the hands of the Director of each school for the purchase of supplies and materials. This means that supplies are on hand when needed at a greatly reduced price.

Second, the qualifications for technical-vocational teachers were very rigid. After the tour in 66, the regulation was changed to permit the Directorate to hire teachers from the trades and industry. This relieved the teacher shortage and it also gave the schools instructors with trade experience.

These two changes in GVN regulation were a direct result of the observation tour to Taiwan:

3. Short term training programs are essential to the vocational education program because:
 - a. The participants have an opportunity to observe other vocational training programs regarding teaching techniques, shop organization and management, administration and supervision, use of instructional materials and visual aids.

- b. The participant also has an opportunity to observe the guidance function in a technical vocational school that is in operation. These functions include industrial surveys, job placement and follow-up.

E. Agricultural Education

Long Term

1. Project objectives are to provide teachers and school officials with special methods in vocational agricultural teaching and school management so they can more efficiently instruct high school students to learn improved farm and rural living practices. These teachers and officials will receive training in subjects of technical agriculture to facilitate their instructional needs in vocational agriculture.
2. Two long term participants have completed U.S. training meeting the objectives above. Six Veterans of the Vietnam war are in the U.S. for degree training in Vocational Agriculture. Seven agricultural high school honor graduates are being processed for English ability to depart for long term degree training in the U.S.
3. Mr. Tran Hiep Nam, a returned participant, is assistant director of vocational agriculture in Vietnam.

Mr. Nghiem Xuan Thinh, one more recently returned, is director of Vietnam's largest Vocational Agricultural School at Bao Loc.

Mr. Nguyen Hoang Son is director of Can Tho Vocational Agricultural School.

Short Term Participants

1. To date a vocational type of training in the agricultural schools has not been realized largely because officials and

and teachers at these institutions simply could not visualize what constituted acceptable vocational agriculture. To facilitate an understanding of vocational agriculture, this Division is sponsoring short term participant training program in the U.S. There is no other way to accomplish this because of the war time limitations on travel of Vietnamese men outside of Vietnam and it is essential to program objectives.

2. One team of four returned in June from a two month survey of vocational agriculture in the U.S. A team of five is scheduled to depart for two month study survey October 8. Another team of six is under discussion for the spring of 1968.
3. The team that returned in June has reported to the Directorate of Agricultural Education and to their schools. The results have been evidenced in many respects. A keen interest in improved job and project practices for students of the agricultural schools has developed. The Directorate is reorganizing their procedures. They are also asking for assistance to develop students in rural leadership activities similar to that observed in Future Farmers of America. They have asked for suggestions on including rural homemaking projects and jobs for the girls enrolled in agricultural schools and farm shop practices for the boys. They are energetically developing better building plans and establishment of new schools. The Division believes interest will be materially increased when the team scheduled to depart October 8 returns in December. These are certainly not R & R trips. Due to the heavy schedule travel has in the past been planned for weekends thus

perhaps limiting a little too much opportunity for recreation which is not in itself without some merit.

College of Agriculture - Long Term

1. The object of this program is to train a strong full-time faculty of technical agriculture for Vietnam. There is only one College of Agriculture in Vietnam. It is staffed largely with part-time and European trained professors. Vietnam is requesting a strengthening of this institution to support technical development of the most important economic resource and mode of employment in the country.
2. One professor has returned to the college from the U.S. to be a department head; one with a Ph.D. degree has returned and works as a professor; two have returned with DVM degrees to work as associate professors; three have returned with Master degrees to work as assistants and lecturers.

Four are presently in the U.S. studying for Master degrees, four are working toward Ph.D. degrees, and one is engaged in postgraduate study.
3. Dr. Chau Tam Luan is a major professor at the College of Agriculture and will initiate a Department of Agricultural Economics, the first in Vietnam.

Dr. Tran Quang Dinh has been elected Head, Department of Animal and Veterinary Science.

Mr. Le Van Ky is the Head of Forestry Department.

Mr. Nguyen Van Tan has just completed three years as an assistant professor in Tropical Agriculture, and Mr. Chau Van Khe has completed three years as an assistant professor in Agricultural Engineering. Mr. Tan and Mr. Khe departed in September 1967 for Ph.D. degree training in the United States - one in Tropical Agronomy and the other in Agricultural Engineering.

F. Teaching of English

Subject: Participant Training

Objectives:

1. To help the Minister of Education staff the existing faculties of letters and pedagogy with professors capable of:
 - a. Training highly skilled English teachers to fill existing vacancies in secondary schools, vocational and technical schools, professional institutions and adult educational institutions.
 - b. Developing, or helping to develop, specialized curricular materials in such areas of English as, medicine, engineering, agriculture and other areas of technology in which English is essential.
 - c. Training individuals to staff the university faculties, not only to eventually replace themselves, but to enable the program to expand through natural growth.

The only adequate source of such professors at the moment is the participant program. If the participant program is not increased with this first goal well in mind the situation that now exists in the universities of Vietnam will continue to exist indefinitely.

2. To train teachers to teach on a secondary level enabling the Ministry to fill the vacancies which now exist with American trained teachers until such time that the local universities can supply teachers from their own graduate members.

3. To train teachers in those skills necessary to enable them to be effective English teachers on the post-secondary school level and also train them to be conversant with the English necessary for the several specialities they may be called to elaborate upon.

Justification Requests:

FY 68 30 participants; FY 69 50 participants. A large number of each group is scheduled for one year of non-degree intensive training for the purpose of raising the quality of teaching in the secondary schools. A small percent of these numbers will be scheduled for advanced training to supply university senior and junior staff, also to supply the Ministry of Education with administrative central and regional leadership.

No request is made for short tours. Training tours to meet the objectives described above must be from one to five years.

Results of Investment 1957-1967

Since 1957 the following groups of candidates have been selected and supported under this or the Secondary Education Project.

<u>Returned Participants</u>		
<u>Category</u>	<u>Number</u>	<u>Outcome</u>
Doctorate	4	Occupying higher education positions, Ministry, University of Saigon, University of Hue.
Master of Arts	4	Occupying teaching posts for service courses, Universities of Saigon, Hue, Can Tho

Returned Participants (Cont'd)

Category	Number	Outcome
Master of Arts	1	Occupying secondary school position, teaching part-time in University of Saigon.
Master of Arts	6	Occupying secondary school positions, Cycle II.
Non-degree	6	Occupying secondary school positions, Cycle II.
	1	Language laboratory technician, factory trained.

Return Overdue

6	Five of these began at undergraduate level, progressed to graduate status.
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Justification:

Five Vietnamese universities enroll 17,000 students studying English. They produce no university staff. They produce annually only about thirty qualified teachers for secondary schools. The number in academic high schools taking English is 150,000; the number in normal schools is 17,000; the number in specialized schools is 5,500; the number of adult and out-of-school youth enrolled in English classes is 400,000.

The present staff available at qualified levels is: four professors with doctor's degrees, 195 teachers in secondary academic schools, Cycle II. Additional teachers listed by the Ministry are

unqualified for academic secondary teaching. Those teaching normal and specialized schools are working on a part-time schedule or they are unqualified or both.

Conclusions:

There are only two ways to break the bottle-neck in the preparation of an adequately trained educational staff:

1. A large participant program throughout a period of approximately ten years.
2. A contract arrangement for bringing qualified staff to Vietnam for: (a) teacher education, (b) teaching in-service courses, (c) supplementing USAID advisory staff, (d) providing instructional materials.

This contract should extend for a period of approximately ten years.

Subject: Report on Outstanding Personnel

Dr. Dao Thi Hoi, Chairman, English Program, University of Saigon,
Medical School Vietnamese Representative to
SMAES, English Section

Dr. Hoi returned to Vietnam in October 1965 after five years of study at Columbia University; this period of study had been preceded by graduation from the Faculty of Pedagogy and the Faculty of Letters in the University of Saigon. In addition to her schooling, Miss Hoi has taught over a period of five years in both private and public secondary schools.

Dr. Hoi has identified herself as a leader from the date of her return from the U.S.A. Having returned from her studies after the Fall teaching program was organized, she responded to a request from the binational center to assist in the supervision of teachers of English engaged there to teach classes of various audiences.

During her first year at home, she was named by the Minister of Education to head a program in English language for pre-medical and pre-dental students. This program has been expanded to include the professional training years. At the present time the enrollment numbers approximately 800 pre-professional students.

Dr. Hoi has been making a further contribution in Teacher Education. Dr. Hoi has been instrumental in planning and administrating in-service training for English teachers. In spite of the fact that the administration is not yet ready to make reforms essential to modernize the program, mature students have recognized Dr. Hoi's abilities and accorded her the prestige of a leader.

When the Secretary of State for Education was in need of appointing a leader in the English field to the Southeast Asian Ministers of Education Secretariat, he chose Dr. Hoi. Since that date she has been a key figure in helping other Asian leaders to develop the basic plans for this organization which will engage in teacher education, in research, and in writing educational materials in the field.

Dr. Hoi's graduate research was in the field of comparative English and Vietnamese linguistics; the major emphasis in her preparation was in

the field of teaching English as a second language.

Mr. Nguyen duu Tri

Mr. Tri returned to Vietnam from a study tour in the U.S.A. in October 1964. He had been a member of the Leadership Training Scholarship; in that program Mr. Tri had received his A.B. in English from Miami University, Ohio, then taken the Master's degree program in Linguistics at Georgetown University.

Mr. Tri is now engaged in teaching specialized courses in English at the Faculty of Letters and the Faculty of Pedagogy, University of Saigon while he also teaches in the service program at the Faculty of Medicine. His teaching at the Faculties of Letters and of Pedagogy is a direct contribution to the training of secondary school teachers of English. In addition to serving in these faculties during the academic year, Mr. Tri has served in an administrative role as well as in a teaching post in the in-service programs of teacher-education.

Currently Mr. Tri also is engaged as the chairman of a group of research workers who are compiling a dictionary of elementary Vietnamese vocabulary throughout the regions of South Vietnam.

Mr. Nguyen Dang Liem

Mr. Liem, a graduate of the Faculty of Letters, University of Saigon, took the Master of Arts degree in Linguistics and in the

Teaching of English as a Second Language, at the University of Michigan. He returned to Vietnam in August 1961.

He became an instructor in English at the Faculty of Pedagogy and the National Institute for Administration, University of Saigon. In addition, he served under local contract with the South East Asia Regional English Project for writing instructional materials for Vietnamese learning English.*

Dr. Liem, having received his doctorate from the University of Adelaide, is now serving on the staff of the U.S.A. Training Center, Honolulu, preparing American personnel in the study of Vietnamese culture and language.

* He assisted the American team to write three texts entitled, English for Vietnamese Speakers.

G. Instructional Materials

1. Project Objectives - Long Term Training

- a. To increase the competence and effectiveness of selected Vietnamese personnel by developing leadership qualities and specific administrative or technical skills, thereby upgrading their performance in project activities.
- b. By increasing individual competence, to make possible a more complete utilization of equipment and materials supplied to the project by USAID.

2. Project objectives are being achieved satisfactorily. Of 8 individuals given long-term training in the United States, 4 have returned to Vietnam to assume positions in which they are performing creditably. Two are slated to return about 1 January 1968, and two others about 1 September 1968.

3. Returned Participants and Accomplishments

BIEN, Ho Lien

Trained for 18 months in the fields of A-V Education and Textbook Writing and Production. Mr. Bien is presently employed as Chief of the Textbook Bureau of the Instructional Materials Center. He has organized a staff of three editorial assistants and one production technician to handle the processing of textbook manuscripts scheduled for production. Both elementary and secondary texts are handled by the Bureau. In the past year, manuscripts for six elementary textbooks and three teacher guides have been

sent for printing. Revisions of eight secondary textbooks and two reference books have been completed, including entirely new illustrations for three of these titles.

CHI, Le-Thi

Trained for 12 months in the field of children's textbook illustration. Miss Chi is presently employed as a staff artist in the Art Section of the Instructional Materials Center. She has handled all details of preparation of new illustrations for one revised secondary textbook, and has assisted with the preparation of new illustrations for two others. She has also helped with the training of another Vietnamese employee in preparation of textbook copy for reproduction.

GIAC, Nguyen

Trained for 12 months in business administration, with heavy emphasis on book publishing and production. Mr. Giac is employed as Chief of the Offset Printing Plant of the Instructional Materials Center. He carries the responsibility for management of printing operations and for supervising receipt, warehousing, and issue of commodities for the Center's entire program. He has, on occasions, served as Acting Director of the Center in the Director's absence.

LAM, Truong Linh Vinh

Trained for 12 months in the field of graphic arts (offset reproduction) and audio-visual aids. Mr. Lam is now serving at the

Instructional Materials Center as Chief of the Training Section. In this position he conducts workshops and training sessions for student-teachers from the Saigon Normal School and for teachers in service. He gives instruction in the preparation of teacher-made visual materials for use as teaching aids in the classroom, and in the utilization of teaching aids and audio-visual equipment.

Apparently the phrasing of the PIO/P for Mr. Lan was not specific enough. Use of the term "graphic arts", with insufficient qualifying details, led to his being trained primarily in offset printing and photo-mechanical reproduction processes. The major emphasis should have been placed on audio-visual materials with enough attention to printing processes to impart an understanding of their importance in materials production. As a result of his own initiative and interest, Mr. Lan obtained some training in audio-visual aids and in management techniques.

Following his return to Saigon, he was assigned to his present position, instead of being placed in the Printing Section-largely as a result of strained personal relationships arising out of misunderstanding.

1. Project Objectives - Short Term Training

- a. To increase the competence and effectiveness of selected Vietnamese personnel by developing a higher level of skills in specialized, limited fields - usually technical occupations.

2. Project objectives are being achieved to a satisfactory degree. Of six individuals given short-term training in third countries, five ~~have returned to Vietnam to resume their work, and are performing in~~ a highly-improved manner. The sixth short-term trainee has been sent to the US for advanced training in her field, and is scheduled to return to the Instructional Materials Center early in Cf 1968.

3. Returned Participants and Accomplishments

DINH, Tran Thi

Trained for 3 months in Burma in the field of textbook editing, illustration, and production. Following her return from Burma, Miss Dinh served as acting supervisor of textbook production for more than a year. She was then nominated for a participant training grant in the US to further her training in this field. She will return to Vietnam early in 1968 to assume responsibility for textbook design and production.

CHI, Le Thi

Trained for one month at the Regional Service Center, USIS, in Manila, in the field of preparation of textbook materials for printing. (See the Long-Term Training Section of this report.).

HA, Nguyen Thi Thanh

Trained for one month at the Regional Service Center, USIS, Manila, in the field of preparation of textbook materials for printing.

Miss Ha is now employed as a production technician in the Textbook Bureau of the Instructional Materials Center. Her training in Manila has resulted in a demonstrably superior level of performance in her job. She now handles production details for all textbooks processed by the Bureau.

HUYNH, Truong Van

Trained for one month at the Kodak plant in Singapore, in the field of maintenance and repair of projection equipment. Mr. Huynh is one of three participants (see following) to be trained by Kodak factory technicians in this field. Together with the other two individuals, he has returned to the Instructional Materials Center to resume his work in the maintenance and repair of the Center's A-17 equipment. These trainees have already demonstrated their increased skills and effectiveness in their work.

MAI, Vu Lien

Trained for one month at the Kodak plant in Singapore. (See preceding paragraph).

NGUYET, Do Thi

(See preceding paragraph).

4. As the results of short-term training programs for Instructional Materials Project personnel show, this type of training serves admirably in development of specialized skills and leads to more effective performance on the job. Success in this kind of training is

not achieved, however, without meticulous advance planning and preparation. In every instance where short-term training has been given for IMC personnel, all details concerning the length of training period, scope of training, field trips, and travel, were clarified well in advance of the trainees' departure from Saigon. In every instance, trainees have returned to Saigon with increased skills, wider background knowledge, enthusiasm, determination and -- more importantly -- with enhanced confidence in their ability to meet the challenge of their jobs. This latter factor can be credited as much to the experience of having been "on their own" in a foreign city as to the opportunity for self-improvement.

Lack of adequate planning and preparation for short-term training programs can easily lead to criticism of such training programs as merely "R & R" trips out of the country.

The simple exposure of trainees to another culture and other ways of solving problems is a significant element in effecting clearer grasp of the universality of many kinds of problems, better understanding of the fact that "other people" in other countries are basically the same as themselves, and a desirable broadening of horizons.

* A CASE HISTORY OF A RETURNED PARTICIPANT

Let me introduce myself, I am Tran Anh Vu, my family name is Tran. Many Vietnamese families took the name of their good kings or of their respected military leaders. We took the name Tran from Marshall Tran Hung Dao, Commander-in-Chief of the Army during the middle of the 13th century.

In 1258 Vietnam was attacked by the Mongolians and the King told his people to surrender. The King loved his people and he did not want his people to suffer, but Tran Hung Dao said, "No, it is better that you cut off our heads first." So the people went to battle and fought off the Mongolians in 1258, 1284, 1287.

I was born in the village of Ngoc Ly in the province of Hai Duong near the city of Hai Duong in North Vietnam. Our village consisted of 300 families and each family had many children. In fact, 10-15 children in each family was not uncommon. There were 10 children in my family. My father was a rice and cotton farmer and he also taught primary school in my village. He was paid 15 piasters each month in return for his teaching services. (At this time 1 piaster was equal to \$1.50). My father has a 5th grade education and he had passed an examination which entitled him to teach school.

In my village there were Catholics and non-Catholics. We had one church and 2 pagodas.

It is interesting to note some of the activities of the villagers. Once each year the male citizens met in the Dinh (common house) to discuss and decide what action the villagers would take the following year. Each boy was anxious to reach 18 years of age so he could attend the meeting. The citizens elected their leader (Ly Truong) from the venerables. Sometimes the meeting would last 3 or 4 days.

In 1944 there was a famine in North Vietnam. The Japanese forced the farmers to use their land to plant jute for use in the industries in Japan. There was an acute shortage of rice. The French wanted the Vietnamese to hate the Japanese so they prevented them from bringing rice from South Vietnam. I remember hearing that 2 million of my people starved to death.

We were fortunate to have enough rice to make rice soup. This was made by boiling the rice until it became a pulp.

A meeting was called at the Dinh and the decision was made that every family of average means were to feed two children outside the family.

At seven years of age I picked cotton for my father. Almost 8/10 of the villagers owned no property. It was one of my jobs to check the rice paddy to see if another farmer had directed the water from our paddy to his and if this were so I must close the opening to keep the much needed water in our paddy.

The National Peoples Party came to Vinh Bao village and captured and killed the village chief because he stole property and exploited the villagers.

In retaliation the French ordered the village bombed.

I attended my father's primary school at the Dinh. I worked very hard but I acquired many good qualities such as cooperation, sharing, and working for the family.

In 1945 the people were eager to resist French domination so Freedom and Independence meetings were held at a nearby village. Small children carried small flags to these meetings.

At this time I saw that the villagers were cutting many of our bamboo trees. I wondered about the reason for this action and was told that these trees were used to make obstacles to place in the river so that the French ships could not pass. When the French ships stopped at the obstacles, the villagers would fire upon them. One half of all the bamboo in the village was used for this purpose.

The Viet Minh ordered the villagers to kill all their dogs so that when the troops would pass by there would be no sound. The Resistance movement by the people gained momentum. When I passed the third grade, I was sent to a school 3 miles from my village. I walked this distance each day with 3 of my friends. My teacher was from the city Dai Duong and I remember my excitement in seeing a city dweller for the first time. I also remember learning a song and a poem from this teacher who had left the city because of the Resistance Movement.

In my 4th year of school I joined the Campaign on Illiteracy. In my village if a villager couldn't read or write he had to crawl under the

waist of a water buffalo before he could enter the market place. He was not permitted to walk on the roads leading to the market place but must walk through the mud of the rice paddies. All this was done for the purpose of humiliation. At night the fourth grade children taught the villagers to read and write.

Now the time was at hand for the villagers to join the Resistance Movement. This they did for 3 years and then the Priest told the villagers that the Viet Minh was directed by Communists and would not tolerate religion so they should not follow them. The majority of the villagers became inactive.

In 1949 when the French troops came the villagers obtained guns from them with which to defend their village. After 3 months the villagers formed a platoon of 30 armed men. At first they defended only their village but later went to other villages to search for Viet Minh troops.

After a time the Platoon started to steal property from the villagers. Fifteen buffaloes and cows were stolen and brought back to the village. My father and a few others opposed this action so 2 months later he took his family and moved to the city of Hai Duong. He did not want to compromise.

I was 13 years old when we moved to the house of my grand-father in Hai Duong. My mother bought rice bowls in Hai Phong and sold them in the city to help support the family.

In 1952 I passed a competitive examination which permitted me to enter High School. At the Nguyen Binh Khiem High School in Hai Duong

we were very excited because we had 3 hours of gymnastic activity each week at the Stadium.

I studied for 2 years at the High School. At this time the young people began to ask questions, "Why do we stay here?", "Why don't we join the Resistance Movement?" Cannon fire was heard each evening. At one time there was a festival for the Legion Troops. The men became drunk and rowdy and the people locked their doors in fear.

In 1954 when I was 15 years old my father decided we should go to South Vietnam.

The U.S. Navy transported us to our new destination. I remember that this was the first time I had seen American people, I thought they were tall and strong. The ships were fascinating to me. I ate candy, apples, and American rice for the first time.

We spent a few months in a Refugee Camp in Saigon. I entered the Tran Luc High School as a third year student.

My father gathered his family together and discussed how we could fit ourselves in the South. We had no land and no relatives. My father sold ice cream to support his family.

After 2 years I entered the Saigon Normal School. My father at this time worked for the government at Ban Re Thuot 300 miles from Saigon. He was very sad to leave his family. He came home once every 3 months. My mother bought cloth in Cholon, the Chinese sector of the city, and sold it door to door in Saigon. I carried water each evening, I also

bought large logs and cut them into kindling to be used for cooking.

I studied at the Normal School on a 3 year program and also did extra study so I could pass my first Baccalaureate examination. I lost 6 kilos in weight due to overwork. I studied 34 hours each week at the Normal School.

During my third year I was chosen as a candidate for a scholarship to study abroad. I was chosen by the school staff to study in the Philippines, but the ministry chose me to go to the U.S.

I began studying English at the VAA (Vietnamese-American Association), in preparation to go to the U.S.

Suddenly I received a letter from the Foreign Study Office which stated that I wanted to stay home to help my family so my scholarship was cancelled. I had made no such statement so I realized I was a victim of corruption.

I felt very sad. One day a USAID official came to my house to ask if I wanted to go to the U.S. or stay home. When I expressed my great desire to study in the U.S., USAID agreed to help me.

In 1959 I began my trip to the U.S. In Tokyo I was alone in the hotel and my great fear was how I would awaken in the morning.

In Honolulu I was received by a member of the State Department. In San Francisco I was amazed by the escalators and the automatic doors.

I entered George Washington University in Washington, D.C. There I learned how to study textbooks. One day I listened to a 2 hour lecture and realized I understood only 2 - 4 words. I became worried that I would be sent home. The first semester I spent much time watching TV, movies, and talking to Americans in the cafeteria. My English began to improve so the second semester I studied pronunciation in a speech for foreign students class.

In 3 years I received my B.A. degree. I returned to South Vietnam and taught at the Normal School at Vinh Long. While in the U.S. I realized the importance of a library so while I was at Vinh Long I started a project to build a library. I approached the students and faculty. The students agreed to donate 1 piaster and the faculty 20 piasters each month to buy books for the library. I also purchased newspapers and magazines. A Library Committee was organized and 60 books were purchased in the first year. An IVS worker helped us with the library project.

I borrowed films from Saigon to show to the students. I had brought 100 classical records in the U.S. and the students enjoyed listening to them.

I was then sent to Kien Hoa Secondary School. I with 5 others opposed the principal and we were transferred after 6 months. I then applied to the Saigon Normal School in 1965 and was accepted.

I am now teaching Methodology, Audio-Visual Aids, and Education problems. I am teaching my students the different methods of teaching I learned in the States. I would like to assist in revision of the curriculum so we can move from the study-memorize-test method of learning to the discussion-evaluation method.