

# **PRESENTING THAILAND**

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**The Department of Vocational Education**

**The Ministry of Education**

**THAILAND**

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(A talk given to the IBRD advisors and specialists)

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Soon after the IBRD's approval of the loan for the improvement and expansion of the vocational education institutes in Thailand, a request was made for me to participate in the Orientation Program for advisors and specialists to be provided in 1967 by the US Agency for International Development. I, therefore, decided to prepare this material with the hope of giving the American specialists some information about Thailand and its people.

In order to understand the people of any nation, one needs to have some knowledge of the background of that nation. It is thus necessary for me to touch upon the history and the geography of Thailand, as well as some other facts about the Thai culture. Information about Bangkok and Bangpra is given here so that the specialists can get the picture of the places where they are going to be stationed.

Due to the fact that the specialists will work there as the experts on education, they need to be informed about the Thai system which may, in some aspects, be different from the education system in the US. A description of the Ministry of Education is meant to serve this purpose. In addition, I have provided sections on the development of vocational education,

The training services, the current projects, and the data. These, in my view, can give the picture of the work of my Department.

I assume that some of you people, who have become newly interested in Thailand, may have already gathered some facts about my country from other sources. I, therefore, am making my talk on each topic very brief. However, I hope that this talk will help the American advisors and specialists to understand the people with whom they are going to work for the next few years.

I would like at this time to express my sincere thanks to the following members of my staff: the Head of the Supervisory Unit of the Department of Vocational Education for guiding and supervising his staff in their research work of supplying the data used in the first and the revised editions; and to the Director of the Bangkok Technical Institute for his help in printing this booklet.

*B. Varasundharosoth*

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## BRIEF HISTORY

The word "Thai" in the Thai language means free. "Thailand" thus means the land of the free. The history of the Thai nation which can be traced back to the seventh century proves that the name of the country is quite appropriate.

The history of the Thai nation began with the homeland in the south of China. Being invaded several times by the Chinese emperors, the Thais, in the middle of the twelfth century, had to move southward to establish a new kingdom, a new country. By this move they freed themselves from the Chinese invasions and suppressions. Their motives were thus no different from those of the early settlers in the United States. About 1238 A. D. the first Thai kingdom was founded in the Indo-China Peninsula. Records in history, as well as archaeological findings, prove that the Thai nation in the new kingdom "maintained and advanced their existing culture." This culture embraced a well organized administrative system, the invention of the Thai alphabet which indicates the birth of education, international trade especially with India, China, and other neighboring countries, and the growth in all forms of art.

The nation's economy and cultural progress would have well continued if the Thais had not been involved in wars which were on and off for over two centuries. At the time when the English colony was founded in the United States, the Thai history

recorded that the Burmese conquered Thailand for the first time. While the U.S. was emerging from a colony to an independent country, Thailand had only a few peaceful intervals in which to reconstruct and rehabilitate the Kingdom.

Parallel with the War of Independence in the States was the loss, on the Thai scene, of the capital which was completely destroyed by the Burmese after four years of fighting. The Thais had to move further southwards to establish a new capital – first on the west bank of the Chao Phya, and later on to the east bank which is now Bangkok.

During the 184 years of the life of Bangkok, Thailand witnessed more contact with the West. I use the word “more” here because we contacted the Westerners many centuries earlier than the Bangkok Period. Our history recorded the trade between the Thais and the Dutch, the Portuguese, the English and the French. Trade and commerce led to diplomatic relationships such as the exchange of good-will diplomatic missions between Thailand and France in the reign of Louis XIV. Also with trade came religions. Although Buddhism has been well established in Thailand since the twelfth century, other religions later on have become part of the Thai culture. Perhaps you may be surprised to know that the first Catholic church was founded in Thailand in 1438. The Protestant missionary was not active in Thailand until the Bangkok period when the Thais had more contact with the Americans.

I suppose you are interested to know briefly an example of the relationship between the Thais and the Americans. The first group of Americans went to Thailand in 1828 .They were missionaries. The most popular American in those days was Dr. Bradley of Boston. Apart from missionary work, Dr. Bradley was known to the Thais as the foreigner who introduced Western medical practices, the printing and the newspaper services. Mrs. Bradley was also invited by the Court to teach the royal children for several years. Dr. Bradley devoted 45 years of his life to his work in Thailand. He died there in 1873.

The work of people like Dr. Bradley helped to strengthen the relationships between the Thais and other nations. These relationships developed later into the diplomatic and the commercial forms. More contact with the Western countries, coupled with the need to maintain her independence at the time when colonialism was spreading over South-East Asia made it imperative for Thailand to be modernized. Since the neighboring countries became the colonies of Western powers, Thailand from then on could enjoy peace and could attend to the development of her country.

At the time when the people in the United States were busy with the Civii War and the domestic issues in the period from Hayes to Wilson, the people in Thailand saw the abolition of slavery without any bloodshed, the introduction of the railroad system, he postal service, health and sanitation services, a formalized education system, and the organization of an

administrative system similar to the Western pattern.

Thailand has been emerging onto the world scene since World War I when Thai troops were sent to Europe to join the Allies in the war effort. The inter-war period saw Thailand change from an absolute to a constitutional monarchy in 1932, and with the change came the efforts made by the Government during that period to promote the social well-being of the nation.

The work of building-up the country was interrupted by World War II, into which Thailand had to enter unprepared. As you know, the same tactics used by the Japanese when they attacked your Pearl Harbor were also applied to Thailand. Therefore, Thailand was forced to sign a treaty of alliance with the Japanese. However, the Free Thai Movement was formed and thus helped the Allies in different spots during the War. When the Free Thai Movement came into power after the War, the alliance with the Japanese was nullified.

Thailand, since the end of the War, has witnessed the efforts made by the Governments to stand against Communism, to speed up her economic and social well-being, and to help maintain peace and the democratic ideals of the Free World.

In the light of my brief sketch of the Thai history, we see the Thais as peace-loving people. Never in Thai history did the Thai nation try to wage war. In the past, wars and fights were only the resistance to the invasion made by war-like nations surrounding the country. Geographically, Thailand is quite

attractive. For this reason the Thais, despite their peace-loving attitude, were forced into wars.

My information about the contact between the Thais and foreigners may well support my saying that the Thais are friendly at heart. They have neither racial nor religious prejudices. In Thailand today you will never hear of a color bar or anything such as that. You will see with your own eyes when you arrive at Bangkok that migrants and citizens enjoy the same social prestige and the same social status. This is the same in every corner of the country. You will be amazed at seeing Buddhist temples standing along side Christian churches and Muslim mosques, some of which are over a century old. You will find no trace of religious prejudice. Religions, in our view, are nothing but different roads leading to the same end, that is to God. We Thais, therefore, see no sense in having prejudice against any other religions.

In my closing words on Thai history, I would like to mention that the Thai people have positive attitudes towards foreigners. We, in the old days, were lucky to have people like Dr. Bradley and his colleagues whom I talked about earlier. Also, we have had experts and specialists employed by our kings to advise them and their councils on the organization of the administrative system. We Thais thus have the impression that foreigners are worthy of honor and respect. Soon after your arrival in Bangkok you will find that my information is quite accurate. You will receive very warm and sincere welcome wherever you go in Thailand.

## SOME GEOGRAPHICAL ASPECTS

Most of you may realize that your work in Thailand will not be confined to the Bangkok area only. Since the schools under the IBRD (International Bank for Reconstruction and Development) Loan Project, if fully implemented, are scattered all over the country, you may have to do some traveling occasionally. Thus, I think it would be helpful for you to know some geographical aspects of Thailand.

In area, Thailand is only about one-eighteenth of the area of the United States or about the size of Texas. The main part of Thailand lies in the zone ranging from the southern part of Mexico down to Central America. You can thus imagine how humid and muggy the weather is. Most visitors to Thailand always complain a lot about the humidity there. Noel F. Busch, for example, makes a remark in his book called **Thailand—An Introduction to Modern Siam** that the hot weather there reminds him of the interior of a steam laundry. With the average temperature of ninety, Thailand cannot argue against Busch's comment. Even in the cool season, that is from November to January, when many Thais, especially women, are seen wearing their woolies, you will find that the temperature rarely drops much below seventy-five degrees.

To stay happily in a humid place such as this, one needs to be climatized. One thing which often worries a number of Westerners in Thailand is that

the heat and the humidity there often makes them lose their appetites. Even the Thai people themselves don't feel like eating in the hot season, that is from February to April. Most Westerners lose their appetite for quite a few months after their arrival. However, they feel all right after getting used to the weather. Therefore, I hope you won't be too unhappy if you happen to have a trouble such as this. In comparison with some other countries, say Australia, where heat waves come occasionally, the weather in Thailand is not so bad.

Generally speaking, in hot weather such as this, the fewer clothes one wears, the more comfortable one feels. That's why in some rural areas you may see some Thai men with bare tops walk around their houses, and also children with nothing on, enjoy swimming in rivers and canals. Thai girls are not so fashion-minded in point that they still stick to formal style of dressing, the topless style has not found its place in the Thai fashion yet. I hope you won't be shocked at seeing naked children swimming in the rivers and canals. These kids get what Westerners used to call "oral vaccination" which helps them to be immuned. As for you, you may need to wear coats at social functions and formal gatherings, but you need light clothes most of the time.

Also, heat and humidity often make people thirsty. Thus we drink a lot of water. This can easily cause tummy (stomach) trouble especially in the hot season. It is not usually serious, but it often worries

foreigners a lot. Therefore, please don't be horrified and frightened, and don't jump to the conclusion that Thailand is full of germs. The standard of our health and hygiene services is much improved now. Dangerous and contagious diseases such as cholera and typhoid fever are well controlled. Even malaria is now under control. So long as you are careful with what you eat and drink, you will not have any difficulty. Bangkok, as well as some rural towns, has a safe water supply. If you happen to travel to any remote areas where there is no piped water, it will be safe for you to drink boiled water or soda water. Soft drinks are available everywhere. You may see Coca-Cola advertisements even in remote towns in every region.

Topographically, Thailand is divided into four regions: the Central part, the North, the North-East and the South.

The Central Region, which is the economic base and the nucleus of administration, occupies the Chao Phya basin. The rich soil, sufficient rainfall, and silt-laden river water allow for the cultivation of rice and fruit trees. It is the most densely populated and the most economically productive part of Thailand. The Chao Phya river, canals, roads, and railways facilitate trade and commerce of this region.

The Northern region, consists of mountainous land and deep, narrow, alluvial valleys. Most of the region is thickly forested and yields many types of valuable timber for local use and for foreign trade. In

addition to forestry, other economic activities of this region include agriculture, sugar industry, tobacco plantations, lignite mining, and some small cottage industries. Compared with the Central Region, the North is much cooler. The people in the North Region have their own dialect, and some of their traditions and beliefs are somewhat different from those of the Central people. Culturally, this Region is the place where the Laotian, Burmese, and Thai influences are well blended.

The North-East Region, as said in Blanchard's **Thailand – Its People, Its Society, Its Culture** “represents the most serious challenge to the economic hopes of the central government”, occupies about one-third of the country. Because of its poor soil and low rainfall, this region did not, in the past, have such wide scale rice cultivation as the other two regions just mentioned. ‘Since the Mekhong River which runs 887 miles along this side of the border may be a bridge rather than a barrier to Communist infiltration, this Region seriously and urgently needs both social and economic development. Your Government has gained the highest credit in helping us to develop this Region. The Friendship Highway, financed by your Government and constructed by your engineers and technicians links the North-East with the Central Regions. The Australian engineers sponsored by the Commonwealth Government have helped in building feeder roads to facilitate communication and transportation among small towns in

this area. Other development programs have been drafted and implemented. The MDU (Mobile Development Unit) and the ARD (Accelerated Rural Development) both play important parts in the provision of agriculturists, doctors, sanitation experts, and engineers to small towns and villages. Their main responsibility is to build up social well-being of the people in this area.

In addition to these efforts, the Mekhong Project which Dr. C.H. Schaaf, a member of the Executive Committee of the Project and winner of the 1966 Magsaysay Award, describes as "the world's largest and most helpful development undertaking" will help the North-East Region not only in navigation, irrigation, flood control, and power supply, but also in other auxiliary fields including farming, fisheries, forestry, and some industries. Reports have been made of some 25 million tons of good iron ore in this Region. This can provide the basis of an industry with a daily output of a thousand tons of steel. Thus, you may see how we have made every effort to meet the most serious challenge to the economic hopes of the North-East. The plan to modify and to improve vocational education schools in this Region, therefore, is well concerted with the other development projects I have mentioned in point that these schools will help by improving techniques and skills, as well as, preparing the skilled manpower as needed by the North-East community.

I have tried to talk in detail about the North-East Region because it is now the spot of interest in South-East Asia. Early in the post-war years, the world focused its attention and interest upon the southern part of Thailand where Communist infiltration and subversion were active. Nowadays, the situation is quite normal in the South.

The Southern Region occupies about twenty thousand square miles. Although it is not famous for rice cultivation, this Region is well-known for its rubber production, tin mining and fisheries. Generally speaking, the living standard here is much better than in the North and the North-East.

This description of Thailand's geography is rather sketchy, I am afraid, however, I hope it is sufficient to give you a somewhat broader picture of my country. It is my intention not to make this program something like an academic study of Thailand. I, therefore, avoid mentioning some points in order to leave those points for you to see with your own eyes what Thailand is like, whether this country is the land of promises or problems, whether it's the land of hope or despair, and whether it is geographically attractive as I mentioned in the previous descriptions.

## THE THAIS

As a friend to help you to settle down happily and quickly in Thailand, and not as a diplomatic envoy to publicize my country, I consider it my mission to help you to understand the Thai people as accurately as possible.

To my surprise I found, while I was preparing the material for this Orientation Program, that a lot had been written about the Thai society and culture. It is not my intention to make this talk a duplication of any academic studies on this topic. Neither do I want to present the newspaper-report type of information with a public relations flavor.

I would like to make it clear from the start that it is very complicated for me to draw a generalization of customs, traditions, and beliefs of people, the difference in social classes, patterns of living, ethnic groupings, religious beliefs, occupations and regional environments.

As I have just mentioned, a lot has been written about the Thais. I thus assume that you have read quite a few books most of which were written by your fellow countrymen. I, therefore, will try to paint the picture of the Thais as I, a Thai myself, see them. I will try my best to present my information true to the fact. No sociological theory and terminology will be strictly applied to the generalization I am going to make.

The easiest way for us to understand the Thais is, perhaps, to analyze the societal structure . What social classes are there ? What are the patterns of living of the people in each class? Answers to the questions such as these, I hope, will more or less help you to understand the Thais.

The Thai society consists of three social classes: the upper, the middle, and the lower classes. The upper-class Thais are no different from those in other cities in point that they are the privileged group. They are people from either royal or aristocratic families, successful business-men with Chinese background, professionals in key positions with very high income, and predominant characters on the political and the military scene.

Like the upper-class in your society, these Thais live what we may call the top-grade life full of modern comforts and conveniences. In Bangkok, the upper-class families live in modern houses in secluded and expensive areas. Some families may own many cars of different makes and sizes – one for daddy, another for mummy, may be another for the kids, even a station waggon to be used when traveling upcountry. Their homes are well staffed, they have cooks, gardeners, drivers, wash girls, nurse maids, and house-boys. In some families, the husbands and wives both work. In other families, the wives do not have any jobs, but they actively participate in charity work. The upper-class Thais in the country areas, although they do not live so

luxuriously as those in Bangkok, still have a much better and more comfortable way of living than the people in other classes. Doubtlessly, the upper-class children have good educational opportunity. These privileged parents can afford to send their kids to expensive and exclusive schools as well as education abroad. These young people, after coming back from abroad, can start work. Their parents' status and prestige can soon help establish the next generation of the upper-class.

The middle-class Thais are neither dignitaries nor personalities on the social scene. They may be professionals, business-men, and farmers of average income. Educationally, they are not inferior to the upper-class people. Financially, they are less privileged. They are educated and hard-working. Their living is different from that of the upper-class. Financial restriction does not allow them to go waterskiing on week-ends, to play golf in the afternoon during week-days, and to drive in air-conditioned cars as the upper-class people do. Some married couples may live separately from their parents, but for economic reasons, the majority still live with the parents after their marriage. Husbands and wives both go to work and the kids are looked after by their relatives.

The lower-class groups are mainly wage-earners. Their incomes are very small. Their living conditions are unfavourable. They have big families and also they have tons of family problems such as quarrels,

fight, debts, gambling, bad health, so on and so forth. They live in poor areas and the environments are unpleasant. Poor home-background such as described thus breeds gangsters and hoodlums. Although they attend schools up to the compulsory education level and although some of them may be bright, they have to go to work as soon as possible in order to support their parents.

You can see, on the one end, the people who can be classified as "the have" group, on the other end are the "have not" group of the people. At the top of the Thai society are the people who have got everything, at the bottom are those who have to fight against hunger, illnesses and poverty. If there is anything wrong with this type of society, I would say that it is here. It is the difference between the two classes. What you will see in Thailand may not pain you so much as what you see in some other countries, say India where the difference is distinct between a Maharaja's life and the life of those sleeping on the pavements in Calcutta and Bombay. However the gap between social classes is never desirable in any society.

One caution I want to raise here. Please don't hastily conclude that we Thais have realized this problem too late and that we are depending on aids from foreign countries all the time. We have so many priorities. Geographically, we are ringed by "packets of troubles." As you know, Communism has been trying to spear-head into Thailand in, at least, three directions. It is thus imperative for us to earmark a

big sum for defense purposes. Parallel with the need for defense are the needs in other crucial fields. We have been trying to make every possible effort to raise the living standard of our less privileged people. My Department, for example, has initiated the idea of training the less privileged class in order that they can get better jobs. Our poly-technic schools, established for this purpose and offering a number of short courses, have done quite a good job of training. Another step we have taken is to raise the compulsory school age from four to seven years. Furthermore, the Comprehensive school system which is to be introduced soon, will be well coordinated with the improvement and modification of vocational education schools under the Loan Project. The assistance, therefore, which you are going to give us in improving vocational education schools is thus very needy, timely, and valuable in making more rapid social and economic adjustment.

What I have said may, perhaps, give you a hint that you will have no problems at all about your living conditions in Thailand. Your life there will be quite comfortable. Your associates and your colleagues in Thailand will be well-educated, modern and westernized in their outlook. Their tolerance will be remarkable, because Buddhism teaches them to tolerate. They will be generous and hospitable. They will be very helpful and cooperative. The positive characteristics of the Thai people have been mentioned in nearly every book on Thailand, I therefore will not

cite how good the Thais are. It may be more interesting for you to hear what I think about some fallacies many authors have put into their books.

It's mentioned in quite a few books that the Thais are lazy. I wonder whether a remark such as this is justified. Since Thailand is known for its rice production, let's have a look at a farmer's life and see whether he is lazy.

As soon as the rainy season comes, the work in the rice field begins. A farmer gets up at about four or five and takes his buffalo to the rice field about one or two kilometres away from his place. He starts work straight away, because his buffalo does not like the strong sunlight. His buffalo pulls the plough and he helps pushing another end of the plough. The man and the animal work in the knee deep mud, in the rain, and in the burning heat. There is no early morning tea for him. He works like this until seven o'clock when breakfast is served. After breakfast, he comes back to work. No morning tea break either. He will stop again at lunch-time and then go on ploughing until late in the afternoon. When he arrives home, he has to look after his buffalo. In the rainy season, mosquitoes are dreadful, so he has to make a fire to keep the "mossies" away from the buffalo. He has to get up once or twice during the night to see that the fire burns all right. Things go on like this until he finishes ploughing. He has to work against time, if the rainy season finishes, he cannot plough and he will not be able to sow the seeds. When the

field is well ploughed, it is ready for sowing. Once the seeds grow up to a certain height, he has to transplant the seedlings. This is a back-breaking job, he has to bend in the field all day. His wife and relatives may have to help if he thinks he is working behind time. While watching the plants grow, he has to catch fish, crabs and destroy pests, all of which are dangerous for the plants. His farming starts about May and the harvest season comes in January or February. When the harvest comes, he and his neighbors have to join in cutting the plants. After the harvest, he has to thrash the rice. So you see a Thai farmer has to work like this for ten months every year without any week-ends and vacation. He has only two months for rest. In the old days, Thai farmers enjoyed themselves during this two or three months' time, because irrigation was poor there was no water in the fields. Nowadays, Thai farmers have been helped a lot by irrigation, also the scale of trade and commerce is now wider than that in the old days, they thus are motivated to work hard throughout the year by rotating a few crops for home market and export.

Now we can see how easily some people can jump to conclusion and how quickly they can make their generalization after looking for a few minutes at the Thai life in a rice field through the windows of their air-conditioned cars!

Even in places away from the rice-fields, whether they are government offices, business firms, or small

shops, you will find that the Thais are hard-working. I am happy to say here that in my Department they, my officers and teachers alike, work overtime quite often without complaints, without any strike, and without overtime payment. I have no heart to say that they are not industrious. In my view they are quite conscientious.

Some Westerners often say that the Thais are fond of gambling. Is this criticism fair enough? Gambling is an age-old activity of the human society. It exists in every society. Of course the Thais bet at fish-fighting, cock-fighting, and boxing. To my knowledge, Westerners bet on horse-racing, dog-racing and football match, don't they?

In my view, the negative point in the Thai characteristics is that they are very passive, too passive, sometimes. They are very reluctant to air their views. If they have enough courage to say something against your idea or your plan, surely they will beat around the bush. It's their nature not to be direct. They have been brought up, generations after generations, not to hurt other peoples' feelings. Perhaps the system of the government, the absolute monarchy in the ancient days, may be said to influence the Thai behavior in this respect.

I would like to leave something for you to analyze and to study by yourselves when you stay in Thailand, to find out what the Thais are like, why the Westerners call them "the masters of unconcern," what makes them "a lively group" and whether you agree with William Alfred Rae Wood who called Thailand "Land of Smiles."

## BANGKOK

While you are staying in Thailand, Bangkok is going to be your base. But I do want you to feel that this city is your home all the time you are working there. I therefore would like to talk about Bangkok a little bit.

Approaching Bangkok by plane, most visitors notice how flat Bangkok is. Around the air-port area is the rice field stretching to the horizon. On the way to the City, houses and office buildings are seen here and there. Some are brick houses, some are concrete blocks, some are shabby houses with thatched roofs and walls. Nowhere in Bangkok do you see the cigar-box style of architecture which is a common sight in the States. Alluvial deposits of silt make it difficult and expensive to erect a building of more than four or five storeys. Bangkok thus expands horizontally rather than vertically.

In front of nearly every house on both sides of a road, you will see a spirit house which is a small temple-shaped structure mounted on a pillar. This is where the sacred owner of the land is supposed to stay and protect the compound. This superstitious belief has nothing to do with Buddhism and, as W.A. Graham analyzed in his *Siam*, only reflects the twenty-century-old influence of Hinduism over the Thai culture.

Compared with the newer and more modern cities, according to Canberra, Bangkok is poorly

planned. Commercial and residential areas are not separated. Offices shops, private houses, cinemas, and hotels often cluster in the same area.

Hotels in Bangkok vary considerably from simple wooden houses hidden in small dirty side streets to luxury hotels that charge over \$12 for a single room without meals. Modern hotels are well furnished and air-conditioned. Some have arcades, restaurants, and night clubs.

Wooden houses are still found in clusters all round Bangkok. Modern brick and concrete houses are rapidly increasing. Houses rented to foreigners are quite comfortable and pleasant to look at. The rent varies from \$100 to \$300 a month. Nowadays flats and apartments are mushrooming. Most of them are fully furnished and air-conditioned. In some apartments, the rents include room and laundry services. In others, you need to have servants of your own to help you with the house work. To my knowledge, your Embassy in Bangkok has a very efficient staff of Accommodation Officers to look after you.

The number of good shopping centers by your standard is still very small. However, there are some self-service stores and also a few "department stores in miniature." These places have a small variety of goods if compared with the shops in the States. Therefore it may be a nuisance for you when you can buy only a few articles in one shop, and then you

have to go to another shop a few blocks away to get the other things you want.

It is a peculiarity of Bangkok that in certain streets only one article is sold. You will see shops after shops on one street selling guns and pistols. Then on the next street, rows of shops selling material and fabric. It may take you quite a while before getting used to the different shopping areas.

Another thing that may give you a headache is bargaining. In Bangkok, like in other Asian cities, prices are considerably high, and a customer has to bargain. I myself am used to this way of shopping. Still I find it a waste of time to bargain with shop assistants. In big and modern stores, they have fixed prices, but in ordinary shops you have to beat the price down to about half. This of course needs tolerance on the part of a customer. As for the American personnel, they have the PX service organized by your Embassy and supplying quite a large variety of articles.

Life in Bangkok will not be dull for you. All sorts of entertainment are available – cinemas, television, Thai dancing, and night-club shows. At every cinema and theater, while the National Anthem is playing at the end of the show, the audience is expected to stand up.

For those who are club-minded, there is a very good opportunity to join various clubs in Bangkok. In addition to the popular and international clubs such as the Rotary and the Lions, there are

Toastmasters Club, Music Group, Drama Club and other cultural and recreational groups. At these clubs you will meet people of different nationalities.

Those who are keen on sports will find that Bangkok is ideal. Apart from swimming-pools, which are now a status-symbol of the upper-class families and luxury hotels, we have good golf links in Bangkok and at some other recreational resorts. Boxing and racing are weekly events and usually draw quite a big crowd.

Bangkok has many places of interest. Perhaps you may have heard a lot about the popular places such as the Grand Palace, the Museum, the Buddhist temples and the Floating Market. I therefore won't talk about them here. Your Thai friends will surely be happy to take you around.

Another enjoyable trip I would like to suggest is to hire a sampan, not a motor-boat, and go along small canals in the orchard areas away from the heart of the city. Here you can see the typical Thai life. Houses made of timber or thatch with either tin or thatched roofs stand on the water edge. Small kids are dipping and splashing in the water. The kids, smiling friendly and broadly, love to say "Hello" and "O.K." in English with perfect Thai accent. Thai women in big and shady palm-leave hats row their sampan up and down the canals. In general, Thai women are hard-working, unaggressive and friendly. They are seen helping their mates in rice fields and orchards. You will also see them as employees in many

kinds of work. Female intellects are also found in top positions in Government and business offices.

Bangkok after dark is quite gay and lively. Many people say Bangkok never sleeps. Night-clubs and bars, unknown a few decades ago, are now mushrooming everywhere. Some are respectable, some are horrible. It is better to keep away from the low-class type of night-clubs where men lose control of themselves easily when they get drunk.

Traffic in Bangkok can be quite annoying. The streets are always congested during rush hours. Buses are often dangerously overcrowded and run too fast. Japanese made motorized three-wheel taxis like to cut in whenever they want. Taxi drivers too can be exasperating when they try to impress passengers with a furious turn of speeds. The humid weather, the crowded traffic and the piercing noise of the motor cycles, all combined can drive you mad while driving along the Bangkok streets. The situation grows worse after torrential rain which makes drainage a serious problem, because the city is nearly at sea-level there is nowhere for flood water to go. In these flood times cars have to run along flooded roads, and muddy water splashes everywhere. Streets in some parts of the City are terrible because they are not well built or adequately maintained. It is usual for maintenance workers to wait for holes to appear and then patch the holes up with stones and a little tar.

I hope my talk about Bangkok will help you make adjustment. I find it difficult to weave these many bits

of information together, however, I have not exaggerated anything. Bangkok as I have just described for you may be much different from what you have heard from other people. James Morris, for example, said in **Life International Magazine** (July 3, 1961) "Bangkok," like London, she has never been conquered; like Peking, she is the heart of civilization; like Stockholm, she does not care for brute strength; like Paris, she is always fun; and like Rome, she is city of religion." I hope we can, later on, after you have lived in Bangkok for a while discuss whether you agree with what I have quoted from Morris.

I have heard the saying that every American, when he dies, goes to Paris. If Paris can fascinate you that much, Bangkok can too.

## BANGPRA

Those of you who are to live at the Bangpra Agricultural Teacher Training College are in many ways the more fortunate ones. You will avoid most of the problems I have discussed in relation to life in Bangkok. I say this because Bangpra is located in Choburi Province in center of a playground area. There are nearby beaches, golf courses, fishing and water sports.

The campus of the Bangpra College is located two hours drive out of Bangkok off the main highway on sloping land with a clear view of the Gulf of Thailand. From your homes looking westward you can witness the exquisite sunsets across the gulf. To the east you can see hills and mountains.

New homes are waiting for you at Bangpra College which were built especially for you. We think you can be very happy with your family in a new home and new surroundings. Once you arrive you may wish to add plantings to those already made by the school staff. We are glad to have you do this if it will make your stay in Thailand even more happy.

You will not experience any problems with electricity or with a clean water supply. A new septic system has been installed at each house. In these matters you have nothing to worry about.

Those who play golf will like what I am about to say. Bordering the college farm there is one of the best golf courses in Thailand. You can spend your leisure hours there.

Beaches are only a few minutes away from the college. Water sports of all kinds are available. Swimming is possible all year, but may be interrupted only because of the invasion of jelly fish.

A few words may help you better understand Sriracha which is a small fishing village about 5 miles from the Bangpra College Campus. Here you can buy many things you will need for your families. Fresh fruits, fresh fish, and meats can be purchased using the bargaining methods I described earlier. The people of this village will be curious about you and will watch you carefully as you go about your shopping activities. They will be shy with you until they get used to your coming, and going in their village.

In Bangsaen, a small village only a few minutes from Bangpra, you will find a good market for fruits, vegetables, fish and many other items. There is a teacher training college here in Bangsaen where you can visit with members of the teaching staff who have studied for their degrees in America.

Occasionally, you will want to drive 75 miles to Bangkok to do more serious shopping, attend to medical requirements and visit the American PX and Commissary, if you are allowed to use these facilities. You will want to do some sightseeing of museums and temples on these trips too.

Living at Bangpra has these and many other advantages which I cannot take time to describe here. Once you get your families settled in their new homes you will want to explore the area to see for yourself what is there of interest to you.

## THE FRIENDLY AMERICANS

Very soon you will shoulder a heavy burden of being the goodwill ambassadors for the United States. It is your mission, unofficially assigned to you, to make the Thais have a good impression and form a good image of the Americans. This is not an easy job. Your success depends to a large extent upon how smoothly you can get on with the Thais and how much you can adjust yourself to the Thai ways some of which are much different from yours. Imagining myself in your shoes, I feel the need to give you a few bits of advice to help you to be the FRIENDLY AMERICANS in the Thai view.

The Thais, like the Americans, believe in education and up-bringing. We think that the people with good education and up-bringing are polite, tolerant and considerate. Aggressive approaches won't work in the American society. Neither will it work in the Thai society. Please avoid being aggressive and bossy. Friendliness and kindness will help you to win the Thais.

In the States, domestic service is not necessary, because your homes are equipped with all sorts of labor-saving devices. In Thailand, you need to employ servants to help your families with the house-work and to look after your houses when you take your families out for the evening or for vacation. You cannot leave your place locked up as you do in

the States. Foreigners' houses always fascinate thieves and burglars in Thailand. You need servants to mind the houses when you go out. It is impossible for the master to treat his servants as his equals in every respect. However, in the Thai families, servants are not badly treated. We Thais look after our servants when they are sick. We tip them sometimes and we give them small gifts on special occasions such as on the New Year's day. In so doing, we get both services and loyalty from our servants.

Difficulties sometimes arise because the masters and the servants cannot communicate. Some servants may not understand English well. They, therefore, don't know what the masters want. A practical solution I would like to suggest is to write what you want your servants to do and ask your Thai friends to translate it and read it to them. Your servants can read and understand Thai all right, so they will know how to serve you better.

There are a few practices which you should avoid, otherwise you may either offend the Thais or give them bad impression. Don't point with your toe, this, according to the Thai custom, is very rude. Don't pat the head of your Thai friend, it means that you don't respect him. Your children should not lick their fingers during or after meals, the Thais think it disgusting.

You should remove your hats and shoes on entering a temple and a house. When a Thai goes into a

temple, he has to sit and bend his head to the floor it would be clumsy if he had a hat on. That's why we Thais don't wear hats when we are in temples. In order to keep the floors clean, we don't wear shoes dirty with dust and mud inside our houses. Staying at home in a hot country like Thailand, one feels more comfortable without shoes and socks on.

The Thai way of greeting is different from yours. What we do is called "WAI", very similar to the way you do when you pray. When a Thai "WAI", he puts the palms of his hands together, the fingers are straight, then he raises the hands up to the level of his nose, and bows his head until the tips of his fingers touch the forehead. It is the custom for a junior to "WAI" you, it will be polite for you to "WAI" in return, otherwise they will be embarrassed.

When you speak to the Thais, please speak slowly and clearly. In my view, the Thais are better at reading and writing than in speaking English. The Thai people learn English as you learn French at school and college. Their English is thus "College English." They cannot speak so fluently as the Filipinos, the Malaysians, and the Indians.

Also you may often get confused with their "Yes" and "No" answers. If you ask a typist "Would you mind typing this for me?", she may answer "Yes" when she actually means "No". This is because she thinks in Thai. I hope you will try to tolerate these sorts of things when you work with the Thais,

It is also quite possible that you and your families will be invited to the birth-day parties, wedding ceremonies and funerals of the people whom you don't know very well. Don't be surprised and don't doubt the motives of the people who invite you. They mean well. To my knowledge, these functions, in your society, are for relatives and close friends. In Thailand wedding parties and funerals are the gatherings of the whole clan, plus friends and acquaintances. It is thus all right for you to go. At funerals, men have to wear black ties and black arm-bands, women wear black dresses with black accessories.

The last point I want to mention is: don't get annoyed when a Thai friend of yours give you "an oral prescription" on hearing about your sickness. Supposing you mention to your friends that you have tummy trouble, surely every Thai who is there with you will suggest all sorts of drugs and pills to take. This is the Thai national characteristic. A Western friend of mine once made a remark that every Thai seemed to know about medical treatment much better than the doctors themselves.

I think you have got enough information to guide you in approaching the Thai people. With these bits of information at the back of your mind, you will have no difficulty when dealing with your Thai colleagues and friends. They will look upon you with respect and they will never think of you as the UGLY AMERICANS.

## THE MINISTRY OF EDUCATION

As shown in the diagram of the National Education Scheme, the Ministry of Education is responsible for the administration of schools and colleges which can be classified into six main types – kindergartens, elementary schools, secondary schools, vocational schools, teacher colleges, and schools for adult education. In Thailand, universities are not attached to the Ministry of Education.

Politically, the administration of education in Thailand is the responsibility of the Minister. He is chosen from the Cabinet members and recommended by the Prime Minister for the approval of and the appointment by H.M. the King. The term of his office, as stated in the Constitution, is four years. He is responsible direct to the Cabinet for all matters concerning policy decisions. Through the Office of the Minister's Secretary, he coordinates the work in the educational field among the administrative units within and outside the Ministry.

The Under-Secretary serves as the permanent head of the Ministry. His appointment is recommended by the Minister, approved by the Cabinet, and proclaimed by H.M. the King. According to the Public Service Board Regulations, he holds his office until his retirement. He is responsible to the Minister for all matters concerning the implementation of the policies as outlined by the Cabinet. In his advisory capacity he has to assist the Minister to formulate the

policies to be proposed to the Cabinet for their final decision. In practice, he has to coordinate the work delegated to different Departments. This is done through the Office of the Under-Secretary of State for Education.

The executives at the Departmental level are the Directors-General, each of whom is responsible to the Under-Secretary for all administrative practices concerning the work in which his Department specializes. There are altogether eight Departments.

The Department of Elementary and Adult Education administers the elementary schools in the Central Region only. The elementary schools in the other Regions are under the Minister of Interior. In the field of adult education, it is the function of the Department to organize the schools offering evening class instruction for adult learners.

The Department of Secondary Education administers the secondary schools, government and private, on the nation-wide basis. This includes University preparatory courses. Six divisions are attached to this Department. They are the Office of the Secretary, the Divisions of Government Schools, Private School, Finance, Educational Evaluation and Examinations, and the Supervisory Unit.

The Department of Educational Techniques is responsible for rendering the consultative service of the Ministry on current educational matters, developing the curricula and preparing text-books and

teaching-aids for different types of the educational institutes in the Ministry.

The Department of Teacher Education is responsible for training prospective teachers to be recruited in schools, particularly in the elementary and the secondary schools throughout the kingdom. It is also in charge of conducting the qualifying examinations for the in-service teaching personnel wishing to upgrade their academic and professional status.

The Department of Physical Education is responsible for providing the instructions on physical fitness, and for training the Physical Education teachers to be recruited by the schools throughout the country.

The Department of Religious Affairs is responsible for supervising the religious instruction in schools and for the implementation of the joint policies between the Ministry and other religious agencies.

The Department of Fine Arts is responsible for conducting research work in Archaeology and History, administering the National Museum and its branches, providing education in the national dramatic arts, and participating in various activities concerning the Thai arts and culture.

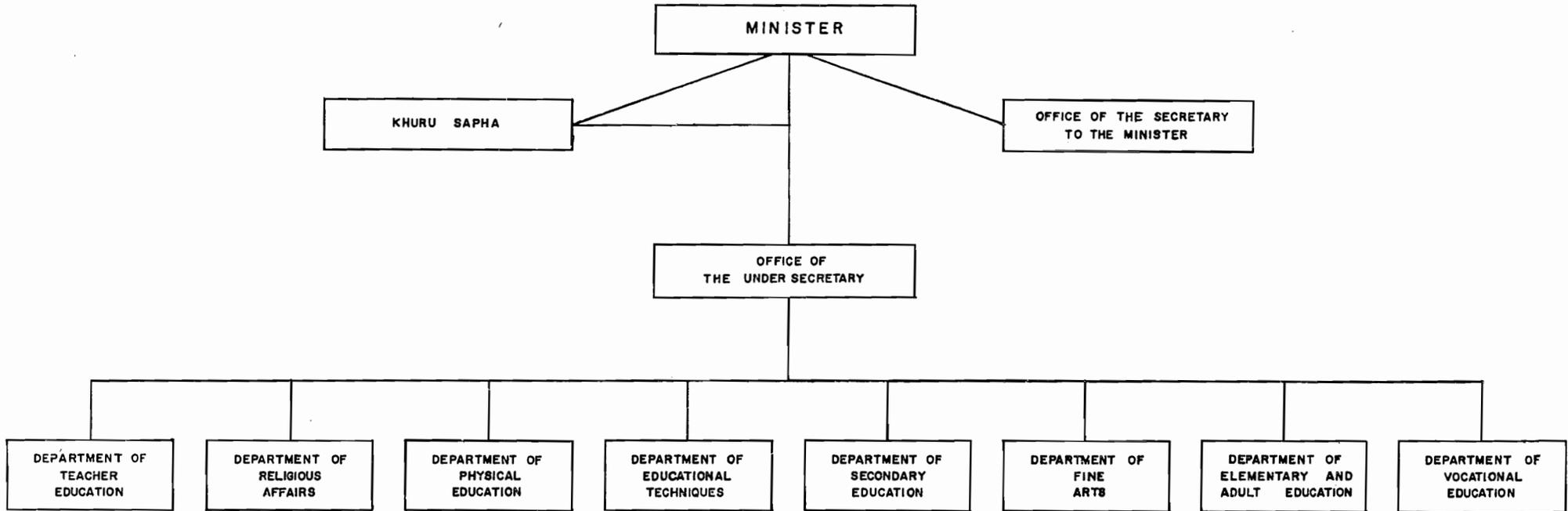
The Department of Vocational Education is responsible for the provision of terminal vocational, technical training and vocational teacher training. The organization of this Department will be described in detail in the next section.

The Minister, the Under-Secretary, and the Directors-General are also on the Executive Board of the Teachers Council (Khuru Sapha). This body is responsible for advising the Minister on the matters dealing with teacher welfare and operates on the nation-wide basis. All teachers are required to become the members.

The diagram at the end of this section can show you the organization of the Ministry. Compared with the system of educational administration in the States, the Thai pattern is highly centralized. In practice it is not in the rigid centralized pattern. We have divided the administrative area into twelve Regions. Each has the Regional Education Office serving several provinces as a clearing center, point of coordination, and source of supervisory services. Each Regional Education Office is responsible to the Office of the Under-Secretary of Education, and is closely related to the provincial and the district education authorities in its own Region. Efforts have been made to decentralize the organizing of education, but this cannot be done overnight. It takes time for our people to be prepared so that they will be ready to take part in developing education as local interest. In the current social setting when political unity and social integration are of prime importance, decentralization, however desirable it is in theory, cannot be fully translated into practice.

MINISTRY OF EDUCATION ORGANIZATION

SOURCE : EDUCATIONAL PLANNING OFFICE "A SECONDARY EDUCATION STUDY 1966"



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## DEVELOPMENT OF THAILAND'S VOCATIONAL EDUCATION

Vocational education, in the sense of formal education for occupational training, was not established in Thailand prior to 1898. The training in techniques and skills in the past took the form of apprenticeship. Thai boys and girls in the old days did not take up vocational training seriously until they reached adolescence when the top-knot ceremony was held to mark the transition from childhood to adolescence. They soon learned through observing, imitating and participating. Perfection of techniques and skills resulted from repeated imitation. Specialized training was based on a division of work between the sexes: boys were trained mainly in trades and handicrafts; girls, in homecrafts.

The system of vocational training remained in this pattern for centuries. The need for formalized training in occupations was not recognized by the Thai community due to the country's static agrarian economy that resulted from various factors.

The first factor could be a sharp increase in rice prices encouraging specialization in rice production. Prior to 1850, the price of rice was about 0.23–0.39 baht per one hundred pounds (one baht is equal to 5 cents in US currency). After 1855 the average price quickly rose to 1.56–1.95 baht, and by 1900 it was 3.90 baht per hundred weight. This gives the increase of 1000 percent during the period of fifty years. The Thai

people therefore did not pay much interest in other economic activities.

Secondly, laws and customs in the old days encouraged independent peasantry. In effect, this could prevent the growth of large estates which, in turn, could delay improvement in techniques and more capital investment.

Thirdly, the immigration policy, which was implemented from 1850 to 1930's, drew a large number of Chinese migrants to Thailand. These migrants dominated retail and wholesale trade, rice milling, middleman activities, and labor. Thus the majority of the Thai population was not attracted away from agriculture.

The last reason could be a lack of hindrance to imports due to the tariff system. From 1856 to 1926, import duties were only 3%. Local industries thus could not be developed against the competition from imports.

These four factors combined could be said to influence the economy of Thailand in the past centuries. The need for vocational education was not recognized until the end of nineteenth century when the Government concentrated on systematizing the public services. New departments were introduced, thus the need for trained personnel became urgent. Several departments, therefore, organized their specialized training units to satisfy their specific needs for trained personnel. There were the Teachers' Training School under the Department of Education, the Medicine School

under the Department of Health, the Law School under the Department of Justice, and the School of Land Surveying under the Department of Survey. These institutes could be said to pioneer vocational education in Thailand. However, they did not offer any specialized occupational training for the mass of the people. The training of a few minority groups for different government positions continued up to 1912.

In 1913 vocational education was fully integrated into the Department of Education. Under the National Education Scheme implemented this year, vocational education branched out at three levels: after the end of primary schooling (3 years), after secondary schooling (6 years), and at tertiary level. This scheme led to the appointment of the Directors of Commercial and Handicrafts Courses within the Department of Education. The courses offered only reflected the Government's policy to stimulate the interest of the younger generation in trade and commerce, virtually monopolized by the Chinese migrants, and to promote the small-scale cottage industry in pottery, metal work, and woodwork. Neither of these aims were well achieved, because the overall economy did not change. Trade and commerce still took the form of small private businesses and the tariff system still failed to encourage home productions. There was no demand for large-scale employment of graduates. Vocational education therefore produced employees for the Government services rather than for the labor market.

Despite the weaknesses I have just analyzed, the National Education Scheme was in practice for twenty years. No re-organization was made until 1932 when the new Scheme was introduced with the aim to "provide occupational education in harmony with the community's economic needs in such courses as Agriculture, Handicrafts and Commerce." Here again we can trace the policy to promote home-made products, to compete with the Chinese in commerce and business and to develop agriculture.

Under the 1932 Scheme, Vocational Courses were offered at three levels: after the fourth year of primary schooling; after the third year of secondary schooling; and after the sixth year of secondary schooling. The range of courses was enlarged. Educational facilities were extended to the country areas. The scale of work led to the establishment of the Department of Vocational Education within the Ministry in 1941 to administer all vocational education schools.

Vocational training tailored in this pattern still failed to achieve its objectives. Vocational education branching out at the compulsory education level was a real wastage. Since compulsory education normally began at the age of 7 and continued for only four years, the majority of the Thai children thus completed their compulsory education well before fifteen years of age. Few children in any community form definite ideas about vocations at that age. A lack of career guidance in the schools in Thailand only made the children's choice of careers very haphazard.

Furthermore, secondary education seemed to attract more pupils because of its links with tertiary education and professional careers.

The education wastage was further aggravated by the tendency for vocational education subjects themselves to be provided on a very broad basis. For example the students in the Commerce Course had to take all these vocational subjects—Shorthand, Typing, Secretarial Work, Retailing, Commercial Law, Book-keeping and Accounting, Economics, and Banking. This training in breadth instead of in depth led to the production of a person with the knowledge about a broad field rather than with practical skills to apply in that field. The standard of training in skills therefore tended to fall far short of the standard of those practising tradesmen who never acquired formal vocational training.

Despite these weaknesses, this pattern of vocational education was in practice for fifteen years. No demand was made by the labor market for the education system to be re-organized, because the small-scale of economic activity and employment in Thailand neither strengthened the union movement nor stimulated the employers to be interested in the training of a work-force. Public apathy, shown in the lack of outcry in press and in Parliament, indicated a widespread lack of recognition of the role of vocational education. Further analysis reveals that at the root of this lies a complete lack of an incentive for secondary industry, a stimulus for maximum agricul-

tural productivity, and a need for trained man-power in modern techniques. James C. Ingram made this point very clear in his **Economic Change In Thailand Since 1850**. He said, on page 209:

The Thai population has largely remained in agriculture, and it has neither improved techniques nor increased the proportion of capital to labor. Moreover, most changes in the economy as a whole have been in volume rather than in kind. New methods have not been used, new products have not been developed. No product of any importance (besides rubber) is exported today which was not exported in 1850.

No point can be raised against Ingram's comment. What I've quoted is true to the fact. Thailand did not sense the need to change her economy until early in the post-war years when she became an important strategic outpost against Communist aggression. The need was apparently urgent and imperative for the country to be developed in both the social and the economic planes.

Viewed in terms of the rapid population growth, the need to increase agricultural productivity was clear, urgent, and imperative, as stated in the report of the Teachers' Council Special Committee to the Prime Minister in 1959:

.....about 88% of our work-force is engaged in agriculture (including forestry and fishery), only 12% is employed in other economic activities. The national income and the living standard of

the people therefore depend entirely upon the efficiency in agricultural production...

During the past ten years (1947-1957) our population increased by approximately 30%. If the census is reliable, this means that our population will be about 30 million within the next six years (1965).

The maximum export of rice in 1951 was about 1.5 million metric tons. At present it is afraid that our rice export will be far short of the (1951) figure if there is no increase in production per rai (6.25 rai = 1 hectare)

Investigations made by various agencies in and outside the education circle led to the 1960 National Education Scheme which reflects clearly the Government's policy to keep vocational education tied closely to the trends in the national economy and to provide workable solutions to the vocational problems which emerged in the past.

Under the 1960 Scheme, vocational education branches out at three levels: at Post-Primary Level; at the Lower Vocational Education Level; and at the Upper Vocational Education Level.

It can be summed up here that in the current setting, Thailand since the post-war years has been trying to change its economy. This trend can be traced in the stress placed upon agricultural productivity, the diversification and expansion of secondary and tertiary industries by encouraging the establishment of new industries and modernizing the existing

ones. The Industrial Promotion Act and the Promotion Industrial Investment Act have been introduced to serve this policy of the Government and have led to foreign investment in such secondary industries as pharmaceutical products, iron foundry, weaving mills, tanneries, so on and so forth. Parallel with the establishment of secondary industries was the expansion of tertiary industry in the field of banking, transport services and other related activities. In the area of agriculture, training is needed in modern farm techniques. All these combined create the task for the Department of Vocational Education to prepare the trained manpower particularly in the fields of agriculture, trades and industries. This is a tremendous task. According to the forecast made by the Manpower Planning Office, National Economic Development Board, about 1,985,000 semi-skilled and 770,000 skilled workers are demanded during the period from 1960 - 1971. As it has been, the chronic and severe lack of funds has restricted us in expanding vocational education facilities as well as in improving our existing schools.

Recognizing the pressing and massive need for the expansion and the improvement of vocational training, the Government places vocational education high on the list of priority. This policy is reflected in the 1968 budget allocation for the Vocational Education Department. The sum of 417,421,400 baht (\$ 20,871,070) out of the Ministry's 1,350,170,500 baht (\$ 67,508,525) is allotted to vocational educa-

tion. There has been a marked increase between the allocation for vocational education in 1966 and that in 1968 from 115 million baht to 417 million baht, an increase of nearly 263 per cent. It is the first time that this Department has got the highest vote. This generous financial provision and the loan from the IBRD, combined with the assistance you are going to give us, will make it possible for us to carry on the task of producing trained manpower to satisfy the economic need of Thailand.

## VOCATIONAL PROGRAMS AND CURRICULA

Vocational education now operates under the National Plan of Education . The new educational structure is the 7-3-2-4 system, ending with the university degree, or the 7-3-3-2 system of the vocational line, the highest terminal point of which is graduation, by certificate, from technical institutes. For vocational teacher education, in addition, a variety of programs are organized by the Department. The bulk of the nation's vocational education activities is being rapidly formed into programs on five levels:

- a. three-year programs of vocational education at lower secondary schools;
- b. three-year programs of vocational education at upper secondary schools;
- c. two-year programs of education at technical institutes;
- d. short-course program;
- e. programs for vocational teacher education at degree level.

### **Vocational Education at the Lower Secondary Level**

Vocational education on this level aims at preparing students for entry into semi-skilled occupations. This means that the graduates are able to enter occupations which require a relatively high degree of manipulative ability, alertness, and watchfulness. Wide knowledge of a work-field is not required, but some judgments are needed in the task done.

The vocational curriculum at this level does not exceed three school years in length. A school year is composed of 36 weeks, and a week of 35 school hours. Each curriculum strives to secure correlation among general subjects, specialized subjects and co-curricular activities, to foster physical, mental, emotional and social growth. Curriculum offerings are Wood Working, Cabinet Making, Masonry, Leather Work, Boat Building, Weaving, and Tailoring. Before the introduction of the comprehensive school system to Thailand, many schools offered programs at this level; these programs are now being largely phased out, replaced by programs at the proper higher level.

### **Vocational Education at the Upper Secondary Level**

Education at upper secondary school immediately follows that at the lower secondary school level, and the purpose of upper secondary school is to give the students high vocational and general education based on the development of their minds and bodies by the education given at lower secondary school.

Vocational education at this level aims at preparing the students for entry into skilled occupations, jobs in which the worker uses independent judgment, has a high degree of hand skills, and is responsible for valuable products or equipment.

Courses offered at this level are grouped into four major classifications: agriculture, commerce, trade and industry, and home economics. In addition, some miscellaneous courses are also provided.

Major courses in agriculture are in the areas of Crop Science, Animal Science, and Farm Mechanics. Trade and industrial areas include Automechanics, Building Construction, Metal Trade, Electrical Trade, Radio and Telecommunication. Commercial areas include Accounting, Secretarial Science, and Business Administration. Courses in Home Economics cover those in Food and Nutrition, Clothing and Textile, Home Making, and Handicrafts.

Foreign Languages, Art and Craft, Tailoring, Weaving, Leather Work, Ceramics, and Nielloware are samples of miscellaneous courses.

### **Vocational Education at the Technical Level**

Education at this level immediately follows upper secondary education. The period of study at the technical institutes is either two years after graduation from upper secondary education (Vocational line – Grade 13) or three years after graduation from upper secondary education (Academic line – US. Grade 12)

The technical institutes are preparing those who desire to enter occupations at the technical level. The graduates are called “technicians”. The technical institutes have been founded in Thailand to promote the occupational pursuits of the populace, in the fields of industry, commerce, economics, art and crafts home economics, and agriculture.

Courses offered at the technical level are: Automechanics, Metal Trade, Electrical Power supply, Electronics, Printing, Photography, Building Construction, Land Surveying, Highway Construction,

Distributive Education, Accounting, Secretarial Science, Tailoring, Food and Nutrition, Clothing and Textile, Art, Handicrafts, Crop Science, Animal Science, and Farm Mechanics.

### **Short-Course Program**

The vocational short-course program aims at the development of specific skills needed to enter less-skilled occupations or certain types of occupations for those who have not been employed, to help them progress in their occupations for those who are already employed, or to change their occupations according to the interests and aptitudes of the trainees.

The period of training is generally from three to six months, or between 180 – 300 hours. Course offerings are in the areas of Automechanics, Welding, Electricity, Radio, Food Preparation, Dress Making, Tailoring, Book-Keeping, and others.

### **Programs for Vocational Teacher Education**

To meet the acute shortages of vocational teachers, both for theory and shop practices, the Department of Vocational Education has the responsibility to train vocational teachers in the various specialties. Teacher training programs are carried on at Thewes Vocational Teachers College, Bangpra Agricultural College, and some other technical institutes, including Bangkok Technical Institute and Dhonburi Technical Institute. Teacher preparation programs are organized on the following levels:

- a. a two-year course requirement for graduates of Mathayom Suksa 6 (Grade 13) in the vocational

- stream. This course will be phased out and be replaced by a three-year course;
- b. a three-year course requirement for graduates of Mathayom Suksa 6;
  - c. a one-year course requirement for graduates of the technical level. This is a "methods" course for prospective teachers to meet emergency needs of teachers;
  - d. a two-year course requirement for graduates of the technical level. This course provides instruction and training both in the contents and the methods to those intending to become teachers in vocational schools and technical institutes.

## DATA AND TRENDS

### Vocational Education Enrollments and Trends

Enrollments by vocational level are available for the six years, 1962–1967 (Table 3). The phase-out of the 5–6–7 grade level began in 1961 due to the fact that compulsory education was extended to 7 years. The programs at the 5–6–7 grade level completely phased out in 1962. The 8–9–10 grade level developed a downward trend during the period because of the Ministry's policy to replace these programs by those in comprehensive schools. Only some courses which would not be successfully operated in comprehensive schools are still retained. At present vocational education functions only at the upper secondary level and the higher education level. At the 11–12–13 grade level, (one year above the US. high school) there have been strong increases in trade and industrial, commercial, and agricultural school population, and some fluctuations in home economics and girls' crafts. Development in building construction and various other forms of service have necessitated the transformation of nation-wide carpentry schools into multi-craft or multitrade schools during this period. At the 14–15 technical level (three-years above the US. high school) trends are not sharply down because of the sharp rise, in the number of business and industrial students. The teacher training enrollments have risen in a pattern roughly paralleling the adjustments at the 11–12–13 grade level.

## Students in Vocational Schools

Determination of student qualifications for enrollment at any level rests upon three conditions: (1) successful attainment by the student of the requirements in the school system as authorized; (2) a checking, by scholastic examination, of the correctness of his assignment to that level and (3) aptitude testing to ascertain students' potentialities in respect to the nature of the program for which he has applied.

There is an upward trend in the number of students who are willing to come into vocational education. At present the increasing interest of youth to apply for entry in vocational schools is apparent. The 1967 educational statistics revealed that a total of 6,887 students applied and took the entrance examinations of schools under the Loan Project for Improvement of Vocational Education. Of these 3,324 sought their entry at Patumwan and Northern Bangkok Engineering School. Only 2,675 seats were available in the project schools.

Table 4 indicates that most favorite courses among applicants are Automechanics, Surveying, Building Construction, Electricity, Machine Shop and Commercial courses. The ratio between the number of applicants to the number of seats available was 4.41:1 in 1967; the rest of the applicants, therefore, had to look for other places in which to continue their education or to seek employment and delay their further education.

## Teachers in Vocational Schools

To supply teachers of technical subjects is our prime problem. According to the 1967 statistical data, as shown in Table 2, more than 60 per cent of the teachers in the Department of Vocational Education possess only a Technical Diploma or lower. Approximately 30 per cent of the teachers, do not possess even the minimum requirement qualifications for teaching at the level for which they were engaged. It is almost impossible to find men, willing to teach, who have had practical experience in industry. Those responsible for training boys from secondary schools should have sufficient background to enable them to impart the skills and knowledge needed by their students.

The shortage of competent teachers of technical subjects is even more disastrous if one takes into account the replacement needs arising from retirement, death, transfer, and lower qualifications, together with the quantity of teachers required for vocational and technical training expansion. The Department of Vocational Education recognizes the need for full support to technical teacher training projects at Thewes, Bangkok Tech., Thai-German Tech., Dhonburi Tech. An attempt is also made to formulate a plan for an establishment of a degree-granting institution for technical teacher education. Foreign assistance in the field of technical teacher preparation would be of significant value to the development of

trained craftsmen to supply the public and private sectors of economy of Thailand.

### Employment of Vocational Graduates

The Department of Vocational Education has realized the significance of unemployment problem to the national economy. Cooperative efforts have been made between this Department and the public employment services of the Department of Labor to acquaint vocational graduates with the range and variety of employment opportunities which may be available at any time and to place vocational graduates into appropriate jobs.

In recognition of the fact that vocational education has very little value to the individual or to the nation if the skills developed do not enable a person to get and hold a job, the Department of Vocational Education, the Division of Vocational Promotion in particular, undertook some follow-up studies of vocational school leavers. The follow-up study of 1962 graduates of Bangkok-Dhonburi vocational schools and technical institutes showed that a sizable number of vocational graduates (53 %) who responded to the questionnaire were unemployed at the time of the study. However, if those who pursued further studies and who did not reply (assuming that their reason for not replying was that they had found suitable employment) were included as employed persons, the percentage of unemployment would be very much decreased.

In 1964, the Department of Labor (the Labor Bureau) carried out an investigation pertaining to the employment and unemployment among vocational graduates, academic year 1963. The study covered all higher vocational schools, SEATO Skilled Labor Project schools and technical institutes. About 50% of the graduates completed and returned the questionnaire. Of all the graduates who returned the questionnaire, 44% were employed and 55 % were unemployed. Of the unemployed, 25 % were continuing their studies. By excluding those who were continuing their studies, the percentage of unemployed graduates could be reduced to 41 % . The unemployed rate among women (girls' trade) was higher than among men (T&I, Agri.). The employment rate of the graduates from the SEATO Skilled Labor Project Schools was higher than that of the graduates from other higher vocational schools. If those who did not respond to the questionnaire were also assumed as having found suitable employment, the unemployment rate could be considerably reduced.

Among the respondents ,two graduates out of three expressed a desire for employment with the Government. The follow-up studies of vocational graduates in the academic years of 1965,1966, were conducted by the Department of Vocational Education. The latest studies revealed that the past trend that government services were favoured by vocational graduates has been changed. The follow-up study of vocational graduates, academic year 1965,

disclosed that, of the total 8,702 graduates 2,964 or 34% entered government services. The remainder was reported as 2,182 or 25% working in private enterprises, 1,011 or 12% self-employed, 2,104 or 24% continuing their studies. Among them, 451 or 5% did not report.

The follow-up of vocational school leavers, academic year 1966, revealed that the graduates of the reporting 102 institutes, out of 4,075 graduates whose information would be collected 2,009 or 49% were employed at the time of enquiry. If those continuing their studies, 1,745 in number, were considered as employed, the employment rate among vocational graduates would be 92%. Among those reported, 321 or 8% were unemployed at the time of the study. The percentage of those who entered Government services was also decreased. No information could be collected from 1,374 of the total graduates of the reporting 102 institutes, however, it could be assumed that their reason for not so doing was that they had found suitable employment. The study indicated interesting evidence that the employment status of vocational graduates during these years, particularly those with trade and industrial background, was highly satisfactory.

## VOCATIONAL EDUCATION DEVELOPMENT PROJECTS

The Second Five-Year National Development Plan (1966-1971) recognizes the importance of education as an integral part of socio-economic development of Thailand. The main objective is to provide an educational system which would develop the human resources to meet the manpower requirements, to facilitate transition into an era of technology, to expand compulsory education and to improve facilities in order to accommodate the increasing number of students at all levels. In addition, improvement of quality is to receive special emphasis in the development of education.

In order to achieve the objectives of the Second National Development Plan, the Department of Vocational Education proposes several measures and development plans. The program for improving and expanding vocational education embraces the following special projects.

### **The Loan Project for Improvement of Vocational Education**

It is the aim of the Loan Project to help the Department to train the middle-level workers in trade and industry, and agriculture to meet the manpower requirements of Thailand. The Project components are:

1. to provide 14 trade and industrial schools in different areas with every necessary facility to increase the student capacity with the aim to enroll 7,000 students and to produce 2,100 graduates annually;
2. to develop the Thewes Teacher Training College into the national institute for training technical teachers in six engineering trades (i.e. Welding & Sheet Metal, Auto-Mechanics, Machine shop, Building Construction, Electricity, Radio, TV. & Electronics) offered at trade and industrial schools with the target of producing 250 trade and industrial teachers annually;
3. to provide 10 agricultural schools in different areas with every necessary facility to increase their enrollment to the total number of 4,100 and to produce 1,250 graduates annually;
4. to develop the Bangpra College as the agricultural teacher training institute specializing in crop science, animal science, farm mechanics, agricultural economics, and extension education in agriculture;
5. to provide a two-year diploma course (technical level) offered by four agricultural schools to train successful extension agents to enable them to assume supervisory functions;
6. to employ two teams of foreign experts to assist in the technical and the agricultural teacher training programs;

7. to provide fellowships for qualified teachers to further their specialized training in foreign countries in technical, agricultural, educational administration, and other related fields.

### **Mobile Trade Training Units (MTTU'S) Program**

Mobile Trade Training Units (MTTU'S) are designed to bring teachers and equipment to rural areas where adults and out-of-school youth can learn the basic skills required to enable them to secure semi-skilled jobs. Trade skills taught in each training center reflect the wishes of the trainees and the job opportunities available. These skills generally include one or all of the following: Metal Work, Automechanics, Electricity, Radio & TV., Welding, Wood-Working, Cooking, Sewing and Tailoring, Barbering and Hair Dressing. The basic plan is to maintain responsiveness in the training offered, to move units from one area to another as enrollments decline, and to serve rural people who would otherwise have little opportunity to develop a marketable skill.

The Department of Vocational Education which is responsible for operating the MTTU'S program set up the first MTTU'S as an experimental unit in 1960 in the southern provinces of the country. The success of this unit led to setting up the second MTTU'S in the northeast in 1964. The two MTTU'S are now in operation in Narathiwat and Udorn.

In 1966-1968 with the assistance from USOM enabled the Department to set up 16 more MTTU'S,

ten in the northeast, three in the south and the rest in the north.

The length of courses offered is usually not longer than five months. Since the demand is great, the present MTTU'S have to operate nine hours per day and five days a week. The trainees can take either the morning session (9:00-12:00), the afternoon session (1:00-4:00 pm.), or the evening session (5:00-8:00 pm.).

### **Technical Training for Accelerated Development**

The Technical Training for Accelerated Development Project was derived from what was originally called the Accelerated Rural Development Training (ARD Training) established on 30 March 1964 through the cooperative efforts of the Secretariat of Accelerated Rural Development, USOM, the Department of Technical and Economic Cooperation, the Budget Bureau, and the Ministry of Education. For this project, the United States Operations Mission (USOM) assists the Department of Vocational Education in the pre-service and in-service training of certain types of workers required for various accelerated development programs.

Training is directed toward the production of skills in the areas of engineering technician services, operation, maintenance, and repair of earth moving, transport, and related equipment employed in the programs of the Accelerated Rural Development, the

Community Development, the Mobile Development Unit, and the Ministry of Education.

The completed training activities, from April 1964 to date, have produced 496 mechanics, 179 surveyors, 65 engineer technicians, 19 construction technicians, 85 draftsmen, 73 construction foremen, 155 builders, 580 heavy equipment operators, and some other specialties adding up to a total of 2,126 trainees.

### **Technical Agriculture Training Center Project**

This project, previously called "Agricultural Engineering Training Center Project", was set up by the Division of Agricultural Schools in co-operation with the Department of Technical and Economic Cooperation concurred in by the Office of National Economic Development. It was proposed under technical assistance of the Government of the Federal Republic of Germany. The planned project was put into effect in 1968 fiscal year, but, however, the joint agreement has not been signed legally, due to the negotiation on matters of liability.

The center organization is independently established at Bangpoon Farm, Patumthani Province. Many workshops, staff houses, water supply system are now under construction, at an approximate cost of 3.5 million baht.

The training center offers two kinds of technical agricultural courses. One is a special course for the students of agricultural schools. Another provides

a general agricultural course for those who need advanced training in order to improve their farming methods. The second type of course benefits not only farmers but also agricultural teachers, and the agricultural authorities from other governmental offices.

The Center also avails itself to facilitate and demonstrate modernized farming activities, and gives advice to the agricultural schools on matters concerning training in technical agriculture.

It is expected that the training facilities in 1969-1970 academic year will be well furnished, thus enabling the center to fulfil its function and to be prepared for instruction in more courses in future.

### **Institute of Technology Development Project**

It is the cardinal aim of the Department of Vocational Education to improve vocational training. Expansion and improvement as laid out in the four major projects described previously demands the increase not only in physical facilities but also in the teaching personnel.

The expansion of vocational education was in the past restricted by limited financial provisions due to the necessity to expand compulsory education and other related activities. This problem has been overcome. The generous budgetary allotment for vocational education as mentioned elsewhere enables the Department to enlarge the scale of its work.

The challenge for the Department in the present setting is to increase the training efficiency which will lead to occupational competence of the nation's work force. Success in this area depends upon the Department's ability to recruit the teaching personnel in proportion to the increasing school and college population. In addition, the teachers to be recruited must be well trained in modern skills and techniques if the training efficiency is to be achieved.

The recent survey reveals a very crucial problem facing the Department, namely, an acute shortage of teachers and instructors in vocational institutes. This shortage will limit the progress of all other vocational education projects.

Realizing the possible danger arising from inadequate number of qualified teaching personnel needed by technical institutes, the National Education Council, on June 14, 1968, approved of the establishment of the Institute of Technology. This Institute will serve as the training center to produce vocational education teachers with degree level qualifications. These teachers will be recruited by the technical colleges and will be responsible for training the prospective man-power at the technician level.

The first step in the implementation of this policy took the form of consolidating three big major colleges (i.e. the Dhonburi Tech., the North Bangkok Tech., and the Telecommunication Tech.). Each college, as a part of the newly formed Institute, shares in the program of producing shop teachers as well as tech-

nological teachers in five subjects (i.e. Mechanical, Production, Building, Electrical and Telecommunication Technology.). The proposed degree course for technical teachers is extended from three to five years, thus providing one more year of training than the university degree course.

This program has been designed to help the Department to overcome the problem of the teacher shortage, to strengthen its staff qualifications, and to improve the training standard in schools and colleges to be improved and modified as outlined in the four projects described above.

### **Land and Irrigation Development and Farm Mechanics Project**

The common set-back found throughout developing countries is the inefficient use of land and water. Advanced technologies found successful in increasing farm yields in many developed countries are recognized but have not been utilized in a large scale due to lack of personnel and budget. Attempt is now being made by the Department's Division of Agricultural Schools to set up a training and operation center to train personnel in aerial photograph interpretation, surveying, heavy equipment operation for small dam, reservoir, road and canal construction, land clearing and land leveling for irrigation and drainage facilities. The program also includes training in farm machinery selection and utilization, soil analysis,

planning of cropping program and the studies for the internal and export trends of farm commodities.

In short, this project is set up to organize and put to use all technologies pertaining to soil and water management and to increase selective crop yields that are in great demand in both domestic and international markets. The project will be launched in 1969 fiscal year.

## APPENDIX

Table 1 Number of Vocational Schools and Technical Institutes by Type, 1967

Type	Quantity
Agricultural Schools	17
Agricultural Colleges	5
Trade and Industrial Schools	86
Home Economics and Girl's Crafts Schools	49
Technical Institutes	10
Vocational Teachers College (Trade and Industrial)	1
Short Course Training Centers and Mobile Trade Training Units	13
Total	168 + 13 Centers and Units

Table 2 Number of Instructors by Degrees, 1966 -1967

Degrees	Quantity	
	1966	1967
Doctors (Foreign Degrees)	14	18
Masters (Foreign Degrees)	44	111
Masters (Local Degrees)	18	20
Bachelors (Foreign Degrees)	25	28
Bachelors and Equivalents (Local Degrees)	1,763	1,847
Diploma (Foreign Degrees)	16	20
Diploma and Equivalents (Local Degrees)	1,773	1,819
Upper Vocational Certificates	912	844
Others	808	771
Total	5,373	5,478

**Table 3 Number of Vocational Students by Educational Level, 1962-1967**

Educational Level	School Years					
	1962	1963	1964	1965	1966	1967
Lower Secondary (Grade 8-9-10)	10,191	6,389	4,679	4,399	3,679	3,880
Upper Secondary (Grade 11-12-13)	24,891	27,652	29,321	34,532	36,022	42,423
Technical Level (Grade 14-15)	4,714	5,111	4,566	4,828	5,724	5,765
Vocational Teacher Training (Grade 16-17)	785	541	902	815	775	1,057
Short-Course	7,764	7,817	8,168	8,433	8,663	12,687
Total	48,345	47,510	47,636	53,007	54,863	65,812

Table 4 Application Factors at Different Vocational Courses, 1967

Types of Courses	Application Factor*	Institutions
Automechanics	19.30	Patumwan Engineering School
Surveying	11.11	Bangkok Technical Institute
Building Construction	7.00	Bangkok Technical Institute
Electrical Power Machinery	6.93	Patumwan Engineering School
Metal Work	6.42	Bangkok Technical Institute
Accounting	5.60	Bangkok Technical Institute
Radio & Telecommunication	4.64	Patumwan Engineering School
Food & Nutrition	4.27	Bangkok Technical Institute
Commercial Courses	4.22	Bangkok Commercial School
Photography	4.20	Bangkok Technical Institute
Secretarial Science	4.18	Bopitpimuk School of Secretarial Science
Home Economics Teacher Training	4.13	Bangkok Technical Institute
Machine Shop	4.00	Patumwan Engineering School

$$\text{*Application Factor} = \frac{\text{Number of Applicants}}{\text{Number of Seats}}$$

Table 5 Number of Vocational Graduates, 1967

Group I

	Male	Female	Total	Grade
- Higher Technical Teacher Training Diploma	52	2	54	17
- Technical Certificate with Secondary Teacher Training Diploma	49	47	96	16
- Secondary Vocational Teacher Training Diploma	142	67	209	15
	243	116	359	

Group II

- Technical Certificate	1,341	398	1,739	15
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Group III

- Upper Vocational Certificate	6,075	3,407	9,482	13
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Group IV

- Lower Vocational Certificate	911	440	1,351	10
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Group V Short-Course

	3,645	3,088	6,733	
	12,215	7,449	19,664	

Group I

70

	Male	Female	Total	Grade
- Higher Tech. Teacher Training Dip. (Mech. Power Techno.)	20	1	21	17
- Higher Tech. Teacher Training Dip. (Production Techno.)	16	1	17	17
- Higher Tech. Teacher Training Dip. (Electrical Power Machinery)	7	-	7	17
- Higher Tech. Teacher Training Dip. (Construction)	9	-	9	17
- Tech. Cert. with Sec. Teach. Tr. Dip.	49	47	96	16
- Sec. Voc. Teach. Tr. Dip. (Home Economics)	-	33	33	15
- Sec. Voc. Teach. Tr. Dip. (Industrial Arts)	26	9	35	15
- Sec. Voc. Teach. Tr. Dip. (Fine Art-Painting)	31	17	48	15
- Sec. Voc. Teach. Tr. Dip. (Fine Art-Sculpture)	19	8	27	15
- Sec. Voc. Teach. Tr. Dip. (Agriculture)	66	-	66	15
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	243	116	359	
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Group II

	Male	Female	Total	Grade
- Technical Cert. (Surveying)	58	-	58	15
- Tech. Cert. (Construction)	180	2	182	15
- Tech. Cert. (Food and Nutrition)	-	110	110	15
- Tech. Cert. (Textiles and Clothing)	-	102	102	15
- Tech. Cert. (Tailoring)	7	-	7	15
- Tech. Cert. (Industrial Tech. Training)	52	2	54	15
- Tech. Cert. (Accounting)	40	49	89	15
- Tech. Cert. (Secretarial Science)	37	64	101	15
- Tech. Cert. (Distributive Education)	31	12	43	15
- Tech. Cert. (Printing)	26	3	29	15
- Tech. Cert. (Photography)	14	-	14	15
- Tech. Cert. (Mech. Power Techno.)	186	-	186	15
- Tech. Cert. (Metal Technology)	58	-	58	15
- Tech. Cert. (Farm Power Machinery)	16	-	16	15
- Tech. Cert. (Electrical Power Machinery)	145	2	147	15
- Tech. Cert. (Electronics)	113	5	118	15
- Tech. Cert. (Architecture)	6	1	7	15
- Tech. Cert. (Pipe and Welding Techno.)	7	-	7	15
- Tech. Cert. (Machine Tool Techno.)	22	1	23	15

	Male	Female	Total	Grade
- Tech. Cert. (Telecommunication)	29	-	29	15
- Tech. Cert. (Industrial Design)	2	-	2	15
- Tech. Cert. (Production Technology)	23	-	23	15
- Tech. Cert. (Highway Engineering)	18	-	18	15
- Tech. Cert. (Architectural Engineering)	8	-	8	15
- Tech. Cert. (Civil Technology)	19	-	19	15
- Tech. Cert. (Fine Art-Painting)	10	6	16	15
- Tech. Cert. (Fine Art-Sculpture)	11	2	13	15
- Tech. Cert. (Manual Art)	29	20	49	15
- Tech. Cert. (Commercial Art)	13	2	15	15
- Tech. Cert. (Agriculture)	181	15	196	15
	<u>1,341</u>	<u>398</u>	<u>1,739</u>	

Group III

	Male	Female	Total	Grade
- Upper Voc. Cert. (Surveying)	201	-	201	13
- Upper Voc. Cert. (Construction)	1,312	39	1,351	13
- Upper Voc. Cert. (Home Economics)	-	163	163	13
- Upper Voc. Cert. (Furniture Making)	43	5	48	13
- Upper Voc. Cert. (Commerce)	793	937	1,730	13

	Male	Female	Total	Grade
- Upper Voc. Cert. (Printing)	18	7	25	13
- Upper Voc. Cert. (Photography)	25	1	26	13
- Upper Voc. Cert. (Mechanical Power)	765	-	765	13
- Upper Voc. Cert. (Metal Work)	40	-	40	13
- Upper Voc. Cert. (Machine Shop)	443	33	476	13
- Upper Voc. Cert. (Electrical Power)	515	30	545	13
- Upper Voc. Cert. (Architecture)	4	-	4	13
- Upper Voc. Cert. (Industrial Design)	6	9	15	13
- Upper Voc. Cert. (Pipe and Welding)	26	-	26	13
- Upper Voc. Cert. (Pattern Making)	6	1	7	13
- Upper Voc. Cert. (Mechanical Drawing)	7	7	14	13
- Upper Voc. Cert. (Electronics)	20	-	20	13
- Upper Voc. Cert. (Radio and Telecom.)	355	43	398	13
- Upper Voc. Cert. (Secretary)	62	269	331	13
- Upper Voc. Cert. (Foreign Languages)	26	94	120	13
- Upper Voc. Cert. (Tailoring)	11	34	45	13
- Upper Voc. Cert. (Fine Arts)	41	32	73	13
- Upper Voc. Cert. (Handicrafts)	35	37	72	13
- Upper Voc. Cert. (Agriculture)	755	133	888	13
- Upper Voc. Cert. (Leather Work)	18	-	18	13

	Male	Female	Total	Grade	74
- Upper Voc. Cert. ( Welding and Sheet MetalWork)	358	26	384	13	
- Upper Voc. Cert. (Boat Building)	12	-	12	13	
- Upper Voc. Cert. (Metal Craft)	18	7	25	13	
- Upper Voc. Cert. (Textiles and Clothing)	6	752	758	13	
- Upper Voc. Cert. (Food and Nutrition)	8	615	623	13	
- Upper Voc. Cert. (Weaving)	20	41	61	13	
- Upper Voc. Cert. (Arts and Handicrafts)	70	54	124	13	
- Upper Voc. Cert. (Farm Mechanics)	12	-	12	13	
- Vocational Primary Teacher Training Cert.	44	38	82	13	
	<u>6,075</u>	<u>3,407</u>	<u>9,482</u>		

#### Group IV

	Male	Female	Total	Grade
- Lower Voc. Cert. (Construction)	730	-	730	10
- Lower Voc. Cert. (Girl's Trade)	-	421	421	10
- Lower Voc. Cert. (Agriculture)	64	5	69	10
- Lower Voc. Cert. (Tailoring)	11	6	17	10
- Lower Voc. Cert. (Leather Work)	30	-	30	10
- Lower Voc. Cert. (Boat Building)	6	-	6	10

	Male	Female	Total	Grade
- Lower Voc. Cert. (Weaving)	14	.8	22	10
- Lower Voc. Cert. (Arts and Handicrafts)	56	-	56	10
	911	440	1,351	

N.B. No graduation from the Thewes Teacher Training College  
because of its curriculum extension.

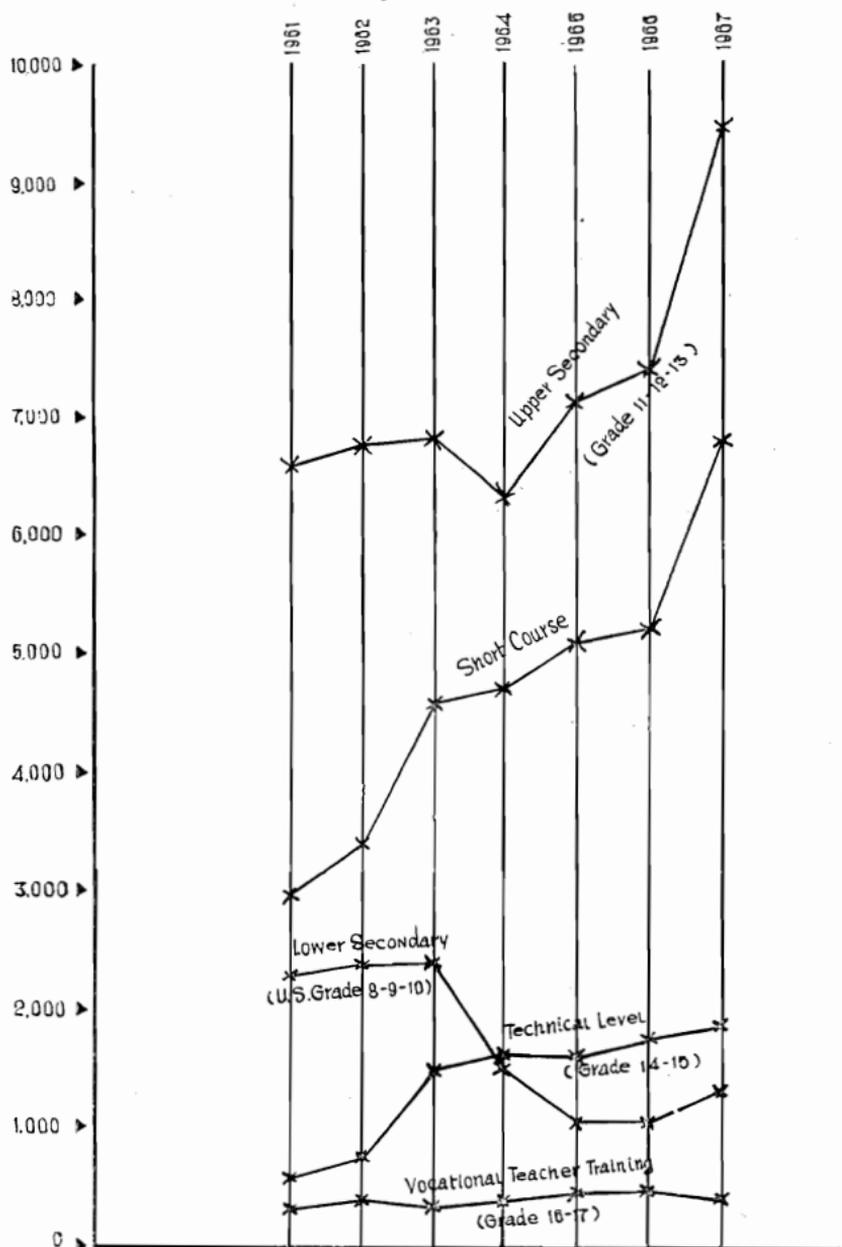
Group V

	Male	Female	Total
1. Auto-mechanics	1,186	-	1,186
2. Radio & TV.	656	4	660
3. Electrical repairs	497	1	498
4. Welding & sheet metal	262	-	262
5. Plumbing	20	-	20
6. Furniture making	21	-	21
7. Drafting	50	-	50
8. Photography	69	3	72
9. Tailoring	316	151	467
10. Dress-making	1	1,220	1,221

	Male	Female	Total
11. Hairdressing & cosmetics	-	802	802
12. Printing	42	26	68
13. Typing & shorthand	185	231	416
14. Book keeping	142	263	405
15. Barbering	184	5	189
16. Food preparation	1	293	294
17. Handicrafts	-	89	89
18. Sewing machine and typewriter repairs	13	-	13
	<u>3,645</u>	<u>3,088</u>	<u>6,733</u>

TABLE 6 OUTPUT TRENDS — VOCATIONAL GRADUATES

by Level, 1961 — 1967



**Printed by Students of the Printing Department  
Bangkok Technical Institute,  
BANGKOK, THAILAND.**