

MEMORANDUM

THE WHITE HOUSE

WASHINGTON

Wednesday, November 8, 1967

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Profile

MEMORANDUM FOR THE PRESIDENT

SUBJECT: Meeting with Rectors of South Vietnamese Universities and Trustees of Education and World Affairs, November 9

The Rectors you are seeing represent each of the five South Vietnamese universities. They recently completed a seminar on "Policy Formulation in American Higher Education" conducted by Wisconsin State University, and financed by AID. (A Summary of this program is at Tab A). We do not yet know the participants' reaction to their visit, though in general, they are reported enthusiastic and pleased with what they have seen and done so far.

The Rectors (biographies at Tab B) and their universities are:

Dr. Tran Quang De, University of Saigon
Father Nguyen Van Lap, University of Dalat
Professor Nguyen The Anh, University of Hue
Venerable Thich Minh Chau, Van Hanh (Buddhist) University
Professor Pham Hoang Ho, University of Can Tho
(Dr. Bui Xuan Bao, University of Saigon (Secretary to the group)
(Mr. Hoang Si Binh, AID/Vietnam interpreter

Vietnamese Amb Bui Xuan Bao
With the Rectors will be three trustees of Education and World Affairs (EWA). On Tuesday of this week, the Rectors met with the trustees to learn about EWA's activities and to discuss EWA's proposed Vietnam program. The EWA trustees present will be:

Mr. William W. Marvel, President of Education and World Affairs

Mr. Herman B. Wells, Chancellor of Indiana University

Mr. Vincent M. Barnett, Jr., President of Colgate University

Dr Lee Dreyfus, President, Wisconsin State College
(You met with Marvel and Wells and other EWA trustees last January).

I suggest the following scenario for the meeting:

1. Introduction of Vietnamese Rectors and EWA trustees.
2. Remarks by you along the following lines:

To the Rectors -- The Vietnamese universities have a vital task in preparing a new generation for responsibilities of independence and growth.

-- Higher education abroad for Vietnamese can affect only a few students. The Vietnamese universities have a far more important educational role to play in finding and teaching solutions to Vietnamese problems.

-- You are pleased that the Rectors have had an opportunity during their visit to learn something about American education and to meet with distinguished educators, such as those in Education and World Affairs.

To the EWA Trustees

-- You are impressed by the progress EWA has made since January in formulating a role for the US academic community in the reconstruction and further development of Vietnam. (A copy of this program, with brief summary is at Tab C).

-- Encourage EWA to move forward with their plan and offer the continuing cooperation of the Government in so doing.

Suggest to both groups

-- That they discuss means by which the US academic community could assist the vital work of Vietnamese institutions of higher learning.

-- That they examine the possibility of using educational television in Vietnamese universities to present selected lectures by outstanding American academicians -- and, more importantly, to permit the best Vietnamese teachers to be available to all university students.

3. After your remarks, you might:

-- Ask the Rectors for their impressions of the United States. (They understand English, but are reluctant to express themselves in it -- we will suggest to them in advance that a spokesman be designated).

-- Give one of the trustees an opportunity to say a few words about EWA.

This should cover all the necessary aspects of your meeting, but I would recommend that you have the photographers in to take pictures of the group. Depending on how the meeting goes, you might want to suggest that they see the reporters on their way out.

In addition to those named above, Doug Cater, Bill Leonhart and I would be present if you wish.

A fact sheet on Vietnamese universities is at Tab D.

W. A. Rostow

TABA
9/1

AID Seminar for Vietnamese Rectors

The Rectors of the five universities in South Vietnam are visiting the U. S. under an AID-sponsored project. The project grew out of an AID higher education survey in South Vietnam completed last April. The object is to allow the Rectors to review the administration and development of U. S. higher education, both public and private, with emphasis not only on purely technical aspects but also on the role and relationship of the schools to the community (educator-layman relationships, Board of Regents operation, etc.).

The trip is being run by the Wisconsin State University at Stevens Point, Wisconsin, under AID contract. Most of the participants' time has been spent in Wisconsin, visiting schools and participating in various educational activities there. They have also visited the University of Chicago and Harvard briefly. Their trip totals six weeks; they will remain in Washington until November 13 and will return to Saigon from a final conference in Hawaii on November 18.

Upon their return to Vietnam, they are expected to lead a conference of higher educators in determining improvements in the Vietnamese system.

TAB B

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Dr. Tran Quang De

Rector, University of Saigon
Born 1908, Sadec (South Viet-Nam)
Received Doctorate in Medicine at Faculty of
Medicine, Paris, 1935
Practicing surgeon and professor of medicine
at University of Saigon
Married, three children
Speaks French, some English

Father Nguyen Van Lap

Rector, University of Dalat
Born 1914, Quang Tri (Central Viet-Nam)
Graduate of the Faculty of Science and Letters
(History and Geography), University of
Aix-en-Provence, France
Formerly National Director of Catholic Action,
a Catholic welfare and community organization
Speaks French

Professor Nguyen The Anh

Rector, University of Hue
Born 1936 (Laos)
Received Doctorate in History from University of
Toulouse 1964, after "Aggregat" degree from
University of Paris 1963
Married, four children
Speaks French and English

Venerable Thich Minh Chau

Rector, Van Hanh (Buddhist) University
Born 1920
Received M.A., Ph.D. in Buddhist studies from
Nalanda University, India
Author of several works on Buddhism, in Vietnamese
and Poli
Speaks English, French, Chinese, Poli
Comment: Minh Chau is highly respected as the
leading Buddhist intellectual. He has not
been involved in Buddhist political activity
and has managed to keep Van Hanh University
relatively clear of politics.

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Professor Pham Hoang Ho

Rector, University of Can Tho
Born 1931, Can Tho (South Viet-Nam)
Received Doctorate of Science (Biology and
Psychology) from University of Paris
Author of several books and articles on biology
and psychology
Was Director of Oceanographic Institute, Nha Trang
Married, three children
Speaks English and French

LIMITED OFFICIAL USE

TABC
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Summary of Education and World Affairs Vietnam Program --
"Reconstruction and Further Development in South
Vietnam: A Role for the U. S. Academic Community"

EWA takes note of the alienation of segments of the US academic community from our Vietnam policy. Their program grows out of the belief that if the academic community addressed itself to the economic and reconstruction needs of Vietnam something can be accomplished to ameliorate this alienation, that this will be an outcome strongly in the national interest and congenial to EWA's purposes.

Their objectives are summarized as follows:

1. To help create and support a climate of intelligent and informed concern in the United States, especially in academic circles, with respect to the development problems of South Vietnam.
2. To study the various means that should be adopted in order to give effective voice to that concern.
3. To provide as broad a base as practicable for participation by the U. S. academic community in cooperative development efforts with that country.

Their program has two main elements: study and operations. Study programs would be conducted directly within the present pattern of their organization and would include:

1. Academic study groups on up to 20 campuses sponsored and supported by EWA. These groups would concern themselves with subjects such as the Vietnamese educational system, nutrition and agriculture.
2. Study of the transfer of developmental expertise with Vietnam as a case study.
3. Study of Vietnam's "brain drain" problem. EWA has recently launched a world-wide study of this phenomenon. (The Vietnamese Rectors were particularly interested in this idea).
4. Study of possible additional sources of third-country assistance to Vietnam.

Operational programs would be identified by EWA, but undertaken by qualified existing organizations. These programs would include:

1. Assessment of Vietnamese educational development and the relationship of educational planning and expansion to manpower utilization and employment.

2. Manpower identification and recruitment.
3. Identification, collection and dissemination of information and research results bearing on development problems in Vietnam.

Thus far, EWA has taken the following specific steps to implement their program:

1. Preparation for the formation of study groups.
2. Formation of an EWA advisory committee.
3. Consultation with other groups involved in Vietnamese development efforts. They are already working with David Lilienthal's Development and Resources Corporation. (Lilienthal, like Ambassador Bunker, is an EWA trustee.)
4. Establishment of an informal advisory relationship with AID.

Comment

EWA's greatest need at this point is:

1. Encouragement from the Government.
2. Foundation funds -- they have hopes of some Ford money.

August 1, 1967

TABC

91d

EDUCATION AND WORLD AFFAIRS
522 Fifth Avenue
New York, New York

RECONSTRUCTION AND FURTHER DEVELOPMENT IN
SOUTH VIET-NAM: A ROLE FOR THE U.S.
ACADEMIC COMMUNITY

This document is intended as a summary of several EWA memoranda and internal reports on this subject during recent months. In reflecting the June Board of Trustees decisions, it supersedes all the preceding EWA documents on this problem and sets the stage for what this organization will seek to accomplish on the Viet-Nam problem in the next year or two.

I. Background of EWA Concern

II. Elements of an EWA Program

- A. Study Activities
- B. Operational Activities
- C. Categories of Personnel
in EWA Program
- D. Steps Planned for Next
Six Months

III. The Long-Term Nature of the Problem

Attachments

- A. Excerpt from EWA Board Meeting Minutes,
June 27, 1967

- B. I. Principal Features of Viet-Nam
Faculty Study Groups

- II. Report on Planning Undertaken for
Study Group at Cornell

For the past seven or eight months, Education and World Affairs has had under discussion the question of how the U.S. private sector (especially the academic community) might be more closely and more meaningfully related to the reconstruction and developmental needs of South Viet-Nam.

Following the visit of the EWA trustees to the White House on January 20th, and especially since the regular March board of trustees meeting, the staff has been engaged in a wide range of conversations, and the establishment of new contacts, with individuals who are well informed on the nonmilitary side of the situation in South Viet-Nam. Our purpose over these weeks has been to accomplish the large amount of "homework" necessary for effective action on the ideas which EWA had formulated in a preliminary way prior to the January 20th discussions in Washington.

At their June 27th meeting, following a discussion of the problems of Viet-Nam with various invited guests who are knowledgeable about the country, the EWA board of trustees concluded that they had reached the definition of a role for this organization which is meaningful in terms of the problems of reconstruction and development in South Viet-Nam and at the same time is consonant with the nature of EWA itself. The trustees at that time voted approval for moving ahead with certain activities which had been proposed to them during the discussion and which had been fully explored during the meeting. (See Attachment A, excerpt from June 27 board meeting minutes.)

I. Background of EWA Concern

The compelling nature of the problem which South Viet-Nam constitutes for the United States forms the context of EWA's interest and concern. That country presents us with foreign policy dilemmas unequalled in recent American history. Many Americans, both in and out of government, question not only our tactics and strategy in South Viet-Nam, but even the validity of the entire American posture in Southeast Asia.

Given a national mood of such unrest and alienation, it is not surprising that the developmental needs of South Viet-Nam have appeared to be in the background of U.S. concern. The constructive aspects of American efforts in that country

are not well known and have not caught the public imagination. X
Many people seem to reject the possibility of doing anything significant on the development front in the midst of active hostilities. They apparently believe that internal insecurity is so great, because of the Viet Cong, that institution-building and development remain irrelevant until the war is ended.

* * * * *

We believe that the problem now faced by the United States in supporting the development of South Viet-Nam has parallels to the background situation which brought EWA into being. In the late 1950's, it had been agreed by a number of responsible officials and observers in both public and private life that the major resources of knowledge and skill within the academic community were not being brought to bear as effectively as they should be on the nation's problems in international affairs. To improve this situation was the principal reason for the creation of EWA.

No Confidence

Now again, but in a highly specific context and under much more complex circumstances, the need is to mobilize the resources of the universities, colleges and other reservoirs of talent and skill in the private sector, to plan and carry out a cooperative program of reconstruction, institution-building, and long-term development in South Viet-Nam. If we can be skillful and inventive enough to move forward on this front even before hostilities have ended, this alone will be an historic achievement. But in any event, it is not too early to start the planning of what can be done -- indeed, what must be done -- when the war is over.

The sharp emotional dissension we find in American public and private life today over the Viet-Nam question is itself a source of concern to EWA. One of the objectives of this organization is to promote constructive and fruitful relationships between the academic community and the federal government. But we doubt that circumstances are propitious for direct reestablishment of a meaningful dialogue, or for genuinely closing the gap that now separates a number of academicians and intellectuals from their government.

Yet the fact is, that to a significant degree, the resources needed to assist in the rebuilding and development of that unfortunate Southeast Asian country are to be found in the U.S. academic community. If, therefore, in approaching the Viet-Nam problem from other angles, something can be accomplished to ameliorate the present picture of alienation, it will be an outcome strongly in the national interest and especially congenial to EWA's purposes. This is the basic assumption underlying our projected efforts.

There are also several other premises. One is that the United States has a deep moral obligation to assist further with the constructive development of South Viet-Nam, not only because that country's stability and independence have been declared essential to American national interests, but also because of the destruction and disruption which the prosecution of the war has visited on it. EWA believes that the more direct participation of the U.S. private sector will become increasingly important over time. Working relationships between American and South Vietnamese individuals and institutions should contribute significantly to reknitting and strengthening the social fabric of that country. Although in the immediate future warfare in South Viet-Nam will presumably limit the involvement of the U.S. private sector, ways should be sought, even while hostilities are going on, to extend and strengthen our nongovernmental ties with the South Vietnamese.

EWA believes that the South Korean case may be instructive, that what that country has achieved in recent years underlines the importance of beginning to build as early as possible for the future reconstruction and concerted development of South Viet-Nam. To some students of the problem, it now appears that we waited ten or fifteen years longer in the case of South Korea than was really necessary. They feel that the heartening progress which South Korea has shown in the 1960's might well have come earlier if Americans and Koreans had been able to think in those terms during or immediately after that war. (It is therefore especially encouraging that the Development and Resources Corporation, under AID contract, has begun to work cooperatively with the South Vietnamese on a broad long-range economic development program. It will be of the greatest importance for EWA to keep fully informed on D and R's project, a process that can be facilitated by direct contacts with Mr. David E. Lilienthal who is a trustee of EWA and has already been extremely helpful to this organization on the Viet-Nam problem.)

Finally, we assume that our fundamental ignorance of South Viet-Nam must be taken into account and corrected as we prepare to work effectively with the people of that country. It is therefore important that appropriate linkages be established between U.S.-supported research and writing on and in that country, and our efforts to contribute to the solution of developmental problems through technical assistance and educational exchange. With respect to the theory and practice of developmental assistance generally, the United States might succeed in making a dramatic advance if it systematically based its efforts on the potentially supporting relationships between research on the problems of another country and the whole process of cooperation for development.

* * * * *

Against this background, Education and World Affairs has three objectives in view in proposing the program of activities described in the remaining pages of this document:

First, to help create and support a climate of intelligent and informed concern in the United States, especially in academic circles, with respect to the development problems of South Viet-Nam;

Second, to study the various means that should be adopted in order to give effective voice to that concern;

Third, to provide as broad a base as practicable for participation by the U.S. academic community in cooperative development efforts with that country.

II. Elements of an EWA Program

We foresee a need for two different kinds of activity directed towards the reconstruction and further development of South Viet-Nam: study and operations. The nature of EWA suggests that the study function could more easily be accommodated directly within the present pattern of the organization. When operational functions are identified and EWA believes itself not to be in a position to undertake them

directly, it should assume responsibility for helping to place them with qualified existing organizations, including EWA's affiliate, Overseas Educational Service.

A. Study Activities

1. Academic Study Groups. The program idea most fully developed at this stage is that of EWA sponsorship and support of up to twenty college and university faculty study groups on aspects of Vietnamese reconstruction and development. The idea of encouraging such study groups was first explored through EWA staff visits to several college and university campuses; was then the subject of a letter from EWA board chairman Herman B. Wells to eleven college and university presidents asking for nominations of faculty to attend a consultative conference; and was then discussed in depth at a conference held in New York in early June 1967.

The study groups would focus on problems of real and pressing concern in the reconstruction and further development of South Viet-Nam, such topics as: the present character and future reform of the educational system; problems of nutrition; improved patterns of agriculture; technical aspects of political development, with particular attention to the role of the hamlet in the Vietnamese political structure; transportation and water resource development; and architectural questions such as the adaptation of military structures to peace-time needs. Individual study groups might also expand the geographic focus beyond South Viet-Nam to include all countries in the lower Mekong region.

The study groups would be interdisciplinary, including not merely social scientists, but representatives from the humanities, natural sciences, and professional fields as well. Each group would be independent in the sense of adopting its own frame of reference on such matters as political and military expectations for South Viet-Nam. However, several groups would probably wish to develop some form of affiliation among themselves in order to share information, personnel, and financial resources. EWA would serve as the catalytic agent for the formation of the study groups, as a communication link between the various groups, as a channel both of information, and of financial and human resources to .

the groups and of recommendations from the groups to individuals involved in Vietnamese reconstruction and development.

The purposes of the study group program would be several: to develop new knowledge and information about South Viet-Nam and related problems; to disseminate this new knowledge to those individuals responsible for assisting in reconstruction and development programs; to provide those American faculty involved in the study groups an opportunity to explore and refine their theories of development; to provide U.S. government officials and others knowledgeable about South Viet-Nam an opportunity to meet with these faculty groups; and to facilitate the preparation of academic people for future service in programs of reconstruction and development. (Attachment B gives further information on the faculty study group idea, being composed of "I. Principal Features of Viet-Nam Faculty Study Groups" and "II. Report on Planning Undertaken for Faculty Study Group at Cornell.")

2. Study of the Transfer of Developmental Expertise. Programs for the reconstruction and development of South Viet-Nam should be based on an understanding of the ways in which a developing society can draw upon the accumulated expertise of a more advanced society. Despite twenty years of concentrated attention by the United States and other developed nations to the needs of the developing countries the concepts and techniques of this transfer of expertise are not nearly so well understood as one would expect.

Although this problem is obviously much broader than U.S. relationships with South Viet-Nam, nevertheless EVA hopes to carry out a study of it as part of the cluster of activities herein described. To work with the staff and other EVA consultants in thinking our way into this complex of questions will be one of the main assignments for the advisory committee, mentioned below. The objective would be, by making South Viet-Nam the main case study but drawing on other relevant experiences as well, to formulate basic concepts and operating principles applicable to the relationships in development cooperation between the United States and the less-advanced countries. It is anticipated that there will be opportunities for mutual support between this planning activity of the Advisory Committee and the deliberations of the faculty study groups.

(If a plan for a full-scale study of this range of problems is worked out three to six months in the future, it will probably require the designation of a study director and committee and the obtaining of special financing. What is projected here is only the exploration of the need for and possibility of such a study by the Advisory Committee working with the EWA staff.)

3. Study of Overseas Vietnamese. The willing or unwilling expatriation of many highly trained South Vietnamese seriously hinders the reconstruction and further development of their country. EWA has recently launched a major study of this "brain drain" phenomenon on a world-wide basis, under the title of "The International Migration of Talent." A special sub-study is now being explored to deal with these same "brain drain" problems with respect to South Viet-Nam.

This study would describe the present geographical distribution of overseas Vietnamese, analyze the reasons for their expatriation, and suggest policy recommendations that would encourage the return of some expatriates to useful positions in their own country.

4. Study of Third-Country Assistance to South Viet-Nam. Many Americans, in both the public and private sectors, have come to recognize the importance and relevance of multi-national approaches to development assistance. The peculiarly difficult problems of South Viet-Nam have prompted the effort to encourage participation of friendly European and Asian governments in present efforts to support that country, especially on the military front.

EWA believes there may be value in a careful study of the potential contributions from the private sectors of these other friendly countries to Vietnamese reconstruction and development. Of particular interest would be the possibility of increased attention by those Asian countries whose own national interests are most affected by the problems of South Viet-Nam, such as Australia, New Zealand, Japan, Thailand, the Philippines and South Korea. Such a review might be done within the framework of the study proposed above, in Point A, 2; or, it might be a separate undertaking.

B. Operational Activities

1. Education and Human Resource Development in South Viet-Nam. Given the nature and orientation of EWA, it is natural that education would be its principal area of potential contribution. Although the details of any such involvement remain to be worked out, there are several patterns that might be followed. An appropriate kind of relationship might be one that paralleled the role which EWA's committee on Education and Human Resource Development has had in Nigeria under a contract of more than two years' standing with the African Bureau of AID. In collaboration with both AID and the relevant Nigerian officials, this committee has carried on a series of assessments of Nigerian educational development and the relationship of educational planning and expansion to man-power utilization and employment.

Other roles suitable for EWA might be developed out of the report, "Public Universities of the Republic of Viet-Nam", a survey begun by the eight U.S. educators who lost their lives in the plane accident in that country in early 1967 and completed by a second team of American university people. There are several recommendations in this report, having to do with the working out of exchange and other support arrangements with American universities, that might be appropriate for EWA participation. Parallel plans might well be developed also by the two private universities of South Viet-Nam, which were not covered in this report.

Several observers who have reviewed the educational scene in South Viet-Nam have commented on the need for a general plan for integrated educational development in that country, a plan that would suitably relate the changes and reforms necessary at the various levels of education--primary, secondary, university and technical-vocational--with other aspects of economic planning and the expansion of employment. When the opportunity is at hand for the carrying out of such an effort, EWA, through the Advisory Committee on this project and Overseas Educational Service, might make appropriate contributions. Such planning will be meaningful, of course, only when South Vietnamese political leaders and educators recognize its value and genuinely want it to happen. It must, therefore, be set up as a joint, cooperative endeavor with the South Vietnamese; it would be a serious mistake to undertake it as a purely American exercise.

2. Manpower Identification and Recruitment. There are a number of Americans, Vietnamese, and nationals of allied countries who, though concerned and knowledgeable about the problems of South Viet-Nam, are not now involved in programs related to the developmental needs of that country. Of particular interest are those individuals who find themselves unable or unwilling to serve in governmental positions; many of them may, because of career patterns or personal preferences, be more amenable to accepting positions with private organizations concerned with Vietnamese development.

Given EWA's orientation toward encouraging the commitment of academic and other private expertise to problems of public concern, this organization, with its affiliate OES, would be an appropriate body to assist in locating this manpower and channeling it to organizations and programs connected with reconstruction and development in Viet-Nam.

3. Information Activities. There is a considerable amount of scattered and fugitive material on the development problems of South Viet-Nam which is not readily accessible to either the general public or to those with a special and serious interest in that country. No agency seems to be performing the general clearinghouse function for published material on South Viet-Nam.

It is possible that one of the universities involved in the academic study group program might undertake, through a contract, to identify, collect and disseminate information and research results bearing on development problems in Viet-Nam. Meanwhile, EWA will begin this task on a modest basis, particularly in support of the academic study group program.

C. Categories of Personnel in EWA Program

Education and World Affairs plans to draw on the expertise and service of five categories of individuals to develop and implement the Viet-Nam proposals:

1. Board of Trustees. EWA activities concerned with Viet-Nam have been approved by the board of trustees, with an ad hoc committee appointed at the March 1967 board meeting exercising special oversight. Its members are Messrs. Vincent Barnett, Grayson Kirk, David Lilienthal and Edward Mason.

2. Officers and Staff. Within EWA there is a Viet-Nam Task Force consisting of: William J. Marvel, president (chairman); Irwin T. Sanders, vice president; John Scott Everton, vice president and executive director of Overseas Educational Service; Peter N. Gillingham, executive associate; Andre E. Rheault, executive associate and director, EWA Washington office; and David B. Arnold, executive associate.

3. OES Staff. Overseas Educational Service, which functions under the authority of the EWA board, is expanding both its operational scope and its geographic focus. The number of U.S. registrants for overseas service (almost entirely academic people) on the OES roster now approaches 14,000. OES' earlier, almost exclusive concern with the identification of American faculty for African universities has now expanded to include recruitment of university faculty for Turkey and Thailand as well. With the arrival of Preston Schoyer (who has directed EWA's Universities Service Center in Hong Kong) to assume the post of deputy director of OES, three of the four senior staff people have had major experience in Southeast Asia. These OES developments clearly enhance the relevance of the organization for the Viet-Nam program now envisaged.

4. The Viet-Nam Advisory Committee. As indicated earlier in this document, EWA plans to assemble a committee of prominent experts on Viet-Nam, on development problems, and on related matters, to function in a role of continuing study, assessment, consultation and recommendation on all aspects of EWA involvement on this front. EWA believes there is great future potentiality in the concept of the Advisory Committee--if the right people can be persuaded to serve--and will seek to establish the group on the basis of a broad mandate and considerable flexibility of approach.

5. Consultants. EWA expects to make considerable use of outside consultants in the course of this program. The staff has already met with a number of individuals with relevant experience in Viet-Nam and is currently planning the further expansion of this crucial network of contacts.

D. Steps Planned for Next Six Months

As indicated throughout this document, EWA has a full but manageable Viet-Nam agenda for the next six months or one year. If the necessary additional financing required to begin various aspects of the program can be obtained, the following would be the projected timetable:

1. Launching of the Academic Study Group Program.

Building from the June 1967 exploratory conference, EWA is prepared to start the first of the faculty study groups during the late fall of 1967. Their initiation would depend, of course, on the state of readiness on any particular campus (in this connection, see the report from Cornell which is part of Appendix B) and, of course, the full number of study groups would probably not be organized until the close of the 1967-68 academic year. A part of the plan is to organize a three or four week summer seminar on goals and procedures for these study groups, based on the experience accumulated during 1967-68, and to hold this in the summer of 1968 for representatives of all the groups, organized or projected. Then, by the academic year 1968-69, it is assumed that this part of the program would be fully underway with perhaps as many as twenty such study groups going forward.

2. Formation of Viet-Nam Advisory Committee. During the fall of 1967, the individuals who would be sought as members would be approached, and it is hoped that the committee could be fully organized and launched by the end of the calendar year 1967. One of its early activities might be the convening of a meeting of individuals knowledgeable about the institutional patterns of rural South Viet-Nam, thus launching a practical exploration of just what the socio-economic environment for development in that country actually is. This would be expected to lead into the kind of ongoing effort suggested earlier in this document under A, 2, Study of the Transfer of Developmental Expertise. Thereafter, the committee might turn its attention to the formulation and refinement of plans for other studies that would contribute toward the better understanding of how an advanced country like the United States can cooperate in development programs with a country such as South Viet-Nam.

3. Regular Consultation with Other Groups Involved in Developmental Efforts in South Viet-Nam. There are various organizations carrying on programs related to these same matters and it is important that EWA establish and maintain close liaison with them. Perhaps the two most important ones are the Development and Resources Corporation, which is carrying forward a long-range economic planning effort for South Viet-Nam under AID contract, and the Council on Vietnamese Studies of the Southeast Asia Development Advisory Group (SEADAG), which is giving its major attention to the furthering of research on Viet-Nam in the U.S. scholarly community. EWA believes that there is a distinctiveness of approach and emphasis as between these efforts and what this organization itself seeks to accomplish. But in order to assure that this is the case on a continuing basis and to enable EWA to plan its activities so that, to the extent possible, they are supportive of the efforts of these other groups, regular contact and liaison with the Development and Resources Corporation and the SEADAG Council are of great importance.

4. Beginning of Information and Personnel-Identification Activities. These aspects of the general program, as described above in this paper, will be undertaken on a limited basis starting immediately. EWA has already begun to bring together in a special collection within its Information Center, basic materials on problems of reconstruction and development in Viet-Nam. And it is currently developing a modest roster of individuals who have various kinds of specialized knowledge and experience in relationship to these problems. The groundwork will be laid during the last months of 1967 for what in the future may be an activity of considerably larger proportions. In the meantime, these beginnings will be important in support of both the Advisory Committee and the faculty study groups on the various campuses.

5. Informal Advisory Relationship. EWA will be prepared to work with the Agency for International Development and its new Bureau on Viet-Nam in an advisory relationship as appropriate matters, having to do with the United States academic community, arise. The ways in which EWA can be useful cannot be precisely charted at the present time, but informal liaison has already been established and several program activities have been discussed in connection with which the resources EWA could bring to bear appear to be of value.

6. Exploratory Field Visit to South Viet-Nam. Under an arrangement worked out with the Bureau on Viet-Nam of AID, and with several AID representatives in Viet-Nam, Peter N. Gillingham, executive associate of EWA, will visit that country in September 1967. His purpose will be to familiarize himself with those aspects of conditions in South Viet-Nam relevant to EWA's projected activities. He will be considering particularly the contributions which the U.S. academic community and other parts of the private sector of this country might, in the future, make for education and manpower programs as a part of the long-term reconstruction and development of that country.

III. The Long-Term Nature of the Problem

EWA fully recognizes that all efforts to assist with the reconstruction and national development of South Viet-Nam will be long-range. Given the nature of the development process, moves undertaken and activities begun now will frequently not have visible practical results for several years at best. One important part of our thinking has been the possibility that new institutional arrangements and administrative structures may eventually have to be created in order to support and facilitate a full program of U.S. cooperation in development with the South Vietnamese.

It is also EWA's conviction that the efforts described in this paper will succeed only to the extent that patterns of genuine cooperation between elements of the American private sector and appropriate South Vietnamese institutions and individuals can be given reality. It therefore seems likely that any new institutional arrangements or administrative structures that may be devised should have a substantial private and non-governmental character, especially at the United States end, and possibly in South Viet-Nam as well.

An important part of the thinking at EWA, over the past eight or nine months when these problems have been under active consideration, has been the concept of working toward a developmental foundation or commission appropriately grounded in the American private sector and effectively anchored in Vietnamese society. Although we have concluded that it would be premature at this time to draw a detailed blueprint of such an American foundation, or to encourage the South Vietnamese

to formulate their own plans for a counterpart institution, nevertheless we believe these developments, at a suitable time in the future, will prove to be highly desirable to undergird an extended U.S. commitment to developmental activities in South Viet-Nam. So far as EWA is concerned, the status of this part of the problem is revealed in the corresponding passage from the minutes included in the excerpt of the board meeting of June 27, (Attachment A):

"...the board approved the vigorous further exploration of the new institutional arrangements necessary to sustain a long-term effort of U.S. private sector cooperation with South Viet-Nam in reconstruction and development. At the same time, the board stipulated that EWA would not at this time be considered committed to any particular type or form of institutional arrangement."

With this board of trustees authorization and encouragement, EWA intends to make such "vigorous further exploration" a concerted part of the other more immediate program activities described in this document. EWA recognizes that in order to devise the appropriate institutional arrangements at the U.S. and South Viet-Nam ends of the relationship, and to assure their effective implementation, there will have to be extremely wide discussions and the development of a broad consensus. EWA does not underestimate the difficulty of this task. But for the long run, this may be the most important challenge we face and EWA therefore intends to pursue it as far as conditions and opportunities permit.

Attachment A - August 1, 1967 Paper

(Excerpt from Minutes of Meeting of the Board of Trustees of Education and World Affairs held at the Princeton Inn, on Tuesday, June 27th.)

After discussion, the board concluded that EWA should proceed with the further refinement and implementation of the program presented in the paper entitled, "The U.S. Private Sector and Developmental Efforts in South Viet-Nam: A Plan of Action" (Document I for this meeting).

The board agreed that the general objective of this effort, during Phase I, should be to create a climate of intelligent and informed concern in the United States, especially in academic circles, with respect to the development problems of South Viet-Nam; to study the various means that should be adopted in order to give effective voice to that concern; and to provide as broad a base as practicable for U.S. participation in cooperative development efforts with that country. A long-range objective would be to help create a situation in South Viet-Nam which would encourage the people of that country to define their own problems and to take the initiative in seeking help from the outside as necessary in order to solve them.

The trustees specifically approved the undertaking of the activities included in Phase I of the aforementioned document, with particular attention to the academic study groups that would be established on a number of U.S. university campuses. It was recommended that the target number of university-based study groups be twenty, the trustees, however, recognizing that considerable time and energy would have to be invested in order to reach this scale of activity.

With respect to Phase II, as outlined in the cited document, the board approved the vigorous further exploration of the new institutional arrangements necessary to sustain a long-term effort of U.S. private sector cooperation with South Viet-Nam in reconstruction and development. At the same time, the board stipulated that EWA would not at this time be considered committed to any particular type or form of institutional arrangement.

It was understood that the actual launching of any new activities included within this board authorization would be contingent upon EWA requesting and receiving sufficient funds, additional to those now available to the organization, to finance the new programs.

The board also approved the president's recommendation that a strong advisory committee for this project be formed. There was discussion of individuals who might be invited to serve.

The trustee committee appointed at the March board meeting, composed of Messrs. Barnett, Kirk, Lillenthal, and Mason, was requested by the chairman to continue as the chief point of regular contact between the board of trustees and the staff in overseeing this effort. Mr. Wells will join the committee as its chairman.

After discussion and upon motion duly made and seconded it was unanimously:

RESOLVED, to authorize the officers to proceed with Phase I of the special project on U.S. - Viet-Nam cooperation in development, along the lines proposed in the basic staff paper and discussed at the meeting, on condition that adequate special financing is secured; and to explore thoroughly the plan proposed for the second phase of the project, without, however, commitment to any specific form or means of implementing Phase II.

I. PRINCIPAL FEATURES OF VIET-NAM FACULTY STUDY GROUPS

A. In selecting universities as sites for a study group on the problems of reconstruction and development of Viet-Nam the EVA staff will take the following criteria into account:

1. There must be an identifiable core group of from 7-12 people interested in constituting such a study group and ready to devote reasonable time to it.

2. They must have agreed upon one or more topics dealing with some aspect of development and have the competence to treat, both theoretically and practically, this theme. This means, that representatives of 4 or 5 fields may each have a contribution to make to the theme or themes under study.

3. The study group must have an express interest in relating their theme or themes to Viet-Nam or to a broader Southeast Asian context. What expertise on Viet-Nam that does exist on the campus should be brought into the study group.

4. Where additional expertise on Viet-Nam is required, (this will prove true in most cases) the group should express a readiness to make use of relevant materials on Viet-Nam made available to it, as well as to utilize guest speakers familiar with Viet-Nam whose visits can coincide with study group discussions of topics related to the competence of the guest.

5. The study group will agree to prepare either a series of papers, each written by a member of the group, or a combined group report on the application of the themes investigated to the reconstruction or development of Viet-Nam or a wider area.

B. For its part, the EVA staff assumes that each study group will be related to some continuing interest within the university to developmental topics and/or an area interest in Southeast Asia. It also assumes that some of the senior, highly competent people in the university will be attracted to the study group if it sets out to deal with hard intellectual and theoretical problems but in terms of applying them to a specific set of local conditions that prevail in Viet-Nam.

EWA also assumes that each study group will set for itself the assumptions regarding the military, political and economic conditions in terms of which its analysis is being made.

C. Although EWA has not tried to negotiate the details of any study groups before funding is assured, it has thoroughly tested the idea behind these groups. On the basis of conversations with university administrators and faculty members and of remarks made at the June 11-12th conference in New York, the following illustrations are believed to be realistic:

One seminar, probably located at Vanderbilt, might focus on problems of nutrition in Viet-Nam.

Three or more seminars might deal with some aspect of agriculture, Iowa State, Cornell and Wisconsin being prime possibilities.

Three or more might deal with some of the technical aspects of political development, particularly as related to the role of the hamlet in the national political structure. (University of Michigan.)

Two or three might be devoted to problems connected with education such as human resource development, strengthening of the school and university systems, and adult education.

Engineering matters such as transportation and water resource development might interest a cluster of engineers as well as nonengineers. (MIT-Harvard group.)

Architects might concern themselves with the problem of adapting structures built for military purposes to peace-time uses. (Yale)

D. It should be pointed out that EWA is aware of the fact that some of the above topics have probably been studied in detail by various governmental and even private agencies. But a university study group might sift through what has been done

vis-a-vis Viet-Nam and relate it to development experience gained in South Korea, Taiwan, and other similar countries. As it begins to clarify its propositions, it might speed up the process of direct rigorous test before issuing any report or pronouncements.

In other words, the purpose of the study groups is to make it possible for university people and the guest experts associated with them to think about the problems of Viet-Nam and share the results of their deliberations. Such a luxury is seldom found off the university campus where people are involved day-by-day in all-absorbing action programs. At some point thought and action must be related, and both deserve support.

E. In closing, certain obvious benefits of these study groups might be mentioned:

1. On selected campuses across the U.S. there will be groups looking seriously at the development aspects of Viet-Nam, on a sustained basis, and from a professional, non-political point of view. This will be the focal point for widening information and contacts concerning Viet-Nam. The academic community will to some degree become better informed about the issues so much in debate.
2. It is most likely that some professional school people who participate in these study groups will be willing to engage in technical cooperation projects in Viet-Nam, having been attracted to this activity largely by the study group experience.
3. The analysis of some aspect of the development problem in Viet-Nam carried out by each group can provide helpful leads for those responsible for programs in that country. The degree to which this will happen will depend upon the competence of the people involved and the extent to which reliable Viet-Nam data are provided. In several fields, however, it seems reasonable to expect that "the state of the art" will be advanced.

4. Government officials and others with first-hand knowledge of Viet-Nam will be given the opportunity to meet with these study groups. Such "action" personnel may clarify their own ideas by having a chance to talk with these groups.

5. By maintaining communication links among all of the seminars the work being done by one group can stimulate the others. Thus, we are not proposing a set of discrete, separate, unrelated seminars that rise and fall on the enthusiasm of just a few people. Participants will be made to feel that they are part of a much larger undertaking and will visit back and forth between various study groups. The three- or four-week seminar or workshop for representatives of the different groups during the summer of 1968 should give further meaning and coherence to the whole effort.

II. REPORT ON PLANNING UNDERTAKEN FOR FACULTY STUDY GROUP AT CORNELL.

A meeting of Cornell faculty members concerned with the EWA project on Viet-Nam study groups met on July 15 to consider what steps might be taken to create such a group on the Cornell campus. It was felt that both the library resources at the university and the strong interest in Southeast Asia and development problems warranted an attempt to set up a group, which would include qualified graduate students as well as faculty members and would stress the coordination of information and methodology of the applied and social sciences. The establishment of such a group, it was stressed, would not indicate endorsement or rejection of the current U.S. role in Viet-Nam.

Although faculty members likely to participate in such a study group had heavy work commitments, it was felt probable they would devote time to active participation in it providing there was enough leadership and resource material to make the sessions useful. Here the major problem is that in spite of its interest in Southeast Asia, Cornell does not possess a faculty member whose area specialty is Viet-Nam and who could therefore be looked to for the necessary expertise and

willingness to devote considerable time to the project. It is unlikely that this gap will be filled in the immediate future, as the qualifications asked of a permanent Viet-Nam specialist are rather stringent. However, it would seem possible that as an interim measure we might undertake the temporary appointment of a more junior person with experience and interest in Viet-Nam who might act as a human resource and development administrator while pursuing his own funds for such a person, and it would have to be seen if money for this purpose could be diverted from ongoing projects at Cornell or, if this was impossible or insufficient, whether EWA's aid could be enlisted in securing the necessary support.

Even if no difficulty develops in funding such an appointment, it seems unlikely that we will be able to obtain a qualified person to fill this position by September, and perhaps not before the end of the coming academic year. It was felt, nonetheless, that it would be worthwhile holding intermittent sessions of the study group during the coming year in order to develop interest and commitment, to survey the available human and library resources, and to define problems and methods of approach. Perhaps half a dozen such sessions would be held. While the first session or so might rely on persons at Cornell to lead the discussions, it would be necessary, to preserve momentum and provide qualified background, for outside experts to be brought in to lead subsequent meetings. Recommendations for such leaders are now being requested of faculty members, and information from EWA regarding possible outside resource persons would be appreciated. We should also like to know whether EWA would be able to provide, or help secure the provision of, funds to bring session leaders to Cornell or to provide for the commuting of a Viet-Nam specialist at another university who would be willing to lead a series of sessions at Cornell. As the lack of a Viet-Nam area specialist is not peculiar to Cornell among the universities interested in sponsoring study groups, it might be appropriate for EWA to consider the possibility of recruiting someone who would be able to lead study groups at several participating universities on a "circuit-riding" basis.

We felt that the orientation of the study group at Cornell should be towards a problem which could provide a focus for discussion and a means for utilizing the expertise of faculty members in other Southeast Asian areas and in developmental problems in general. It was generally agreed, pending a more thorough polling of faculty interest and abilities in the fall, that the question of land usage, tenure, and reform would be a good topic. It is a subject whose importance for Viet-Nam and other areas of Southeast Asia is widely recognized, but on which policy decisions are often made (or avoided) on the basis of a superficial understanding. There is a good deal of available material, especially in French, which has never been properly brought together and considered in the light of current conditions. As a thorough investigation would involve such questions as kinship patterns, social structure, historical development, and the impact of past and potential technological change on land usage, production and social relationships, it would involve a broad spectrum of expertise and hopefully would result in a useful synthesis of knowledge and methodology. As other study groups will be developing their own interdisciplinary approaches to the subject, it is to be hoped that there may be an exchange of plans and experiences while the formation of the study groups is in process and that EWA will facilitate this. Meanwhile, so that we may be able to determine better the possibilities to be suggested to the larger group of potential participants meeting in the fall, we should appreciate having EWA's reaction to the queries concerning outside support contained here.

TAB D
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UNIVERSITY EDUCATION IN VIET-NAM

Historically, the first university in Indo-China was established at Hanoi in 1917. After the second World War, some branch units were created in Saigon. They were (1) a Higher School of Sciences (1946), (2) a Center for Medical Studies and a High School of Law (1947), (3) Faculty of Letters (1948).

In 1953, a new set of regulations was developed and became the law for governing the University of Hanoi. These later became the basis of a constitutional document for the universities established at Saigon, Hue and Can Tho.

Following the partitioning of Viet Nam at the 17th parallel, the first new university was officially established at Saigon in 1955.

Characterized by a very rapid growth in student population, the University of Saigon overshadows the entire educational system with an enrollment of 26,916. Enrollment by faculties in 1966-67 was

Letters	7,882
Law	7,877
Science	4,854
Pharmacy	2,880
Medicine	1,352
Architecture	1,084
Pedagogy	814
Dentistry	173
	26,916

With the selection of Hue (1957), the old imperial city of Viet Nam, for the site of a second state university, this new institution was given a special responsibility for developing Vietnamese culture. Despite serious turmoil in recent years, there are 3,247 students now enrolled in the various faculties. Science and Letters are most frequently selected by the students.

with Law, Pedagogy, Medicine and Chinese studies having much smaller enrollments.

The University of Dalat is located in a beautiful highland resort area. It is a private institution which operates under Catholic auspices. Since its inception in 1957, however, it has maintained a close relationship with the Vietnamese Government and has received considerable financial assistance. It has grown slowly but now enrolls more than 1,500 students in Letters, Science and Political, Economic and Administrative Sciences.

A fourth institution, the University of Van Hanh, was established in 1964 by the Buddhists. This private institution emphasizes ancient and modern languages, oriental studies, Buddhist philosophy and a concept of social service. Its current enrollment is 1,200 students.

The fifth and newest university is a public institution which was established at Can Tho in 1966. Serving the needs of the Mekong Delta, this new university opened its door to 974 students who attend four faculties: Science, Letters, Pedagogy and a new combination listed as Law and Social Sciences.