

Public Education Study, I Corps, South
Vietnam

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U. S. ARMY
CIVIL AFFAIRS SCHOOL
Fort Gordon, Georgia

PUBLIC EDUCATION

5520VN

SECTION II*

SUMMARY SHEET

Public Education Study

I Corps, South Vietnam

1 December 1967

*Issue in Class

II - 1

Rev February 1968

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CIVIL AFFAIRS COMPANY

APO 96337



Public Education Study

I Corps, South Vietnam

1 December 1966

US, DEPARTMENT OF THE ARMY
29th Civil Affairs Company
APO San Francisco 96337

29-QB

1 December 1966

SUBJECT: Public Education Study, I Corps, South Vietnam

See Distribution

1. Subject report is forwarded for information and action deemed appropriate.
2. Comments or suggestions regarding data contained in this report should be forwarded to: Commanding Officer, 29th Civil Affairs Company 96337, San Francisco, ATTN: Public Education Team; Telephone Extension 380.

FOR THE COMMANDER:

/s/Darwin D. Tennant
/t/DARWIN D. TENNANT
CPT, AGC
Adjutant

FOREWORD

A knowledge of the background and problems encountered in preparing this study is necessary before an accurate evaluation can be obtained.

From the study's beginning in the middle of September of 1966 to its completion in November of 1966, lack of adequate and current statistical data and information pertaining to the Vietnamese education system was a major obstacle. This lack of information and data was attributed to two things. First, the non-existence of the desired current material and secondly, the lack of personnel and time to research and accumulate the material that did exist. Through a concentrated effort these deficiencies were minimized but several areas in the following study contain data pertaining to the 1965-66 school year and not the current year.

This does not pose a problem since most of the recommendations and observations are based on trends and conditions that have existed for a number of years and are not dependent on current data for effective interpretation.

As indicated by the preceding description, the foregoing study was written under less than ideal conditions. It is hoped and felt that even with these handicaps the resulting study is a valuable and accurate description of the problems faced by the Vietnamese education system in I Corps. It is also felt that the recommendations contained in the study are valid and will appreciably improve the Vietnamese education system if implemented.

DEPARTMENT OF THE ARMY
29th Civil Affairs Company
APO San Francisco 96337

CA/29

7 September 1966

SUBJECT: Study Directive

TO: Chief, Public Education Team
29th Civil Affairs Company
APO San Francisco 96337

1. PURPOSE: This directive provides guidance for the preparation of a study on the educational systems and related problem areas in I Corps.
2. PROBLEM: To analyze educational systems and educational needs of the indigenous population in I Corps, and to prepare programs required to achieve acceptable standards in basic, secondary and technical training.
3. SCOPE: The study will include the following:
 - a. Education System: Number, type, size, location of facilities, subjects taught and administration of all schools.
 - b. Teachers and Teacher Training: Number, wage scale and educational level of teachers.
 - c. Family Training: Effectiveness, procedures and treatment of children.
 - d. Politics and Education: Influence of politics on teachers, textbooks and students.
 - e. Contributions to education system by U.S. agencies and third countries.
4. SCHEDULE: A study outline will be submitted to the Commanding Officer NLT 16 Sep 66. Final draft of this study will be submitted to the Commanding Officer NLT 16 Oct 66. The final study will be submitted NLT 1 Nov 66.
5. FORMAT: Either the staff study or estimate of the situation formats may be used. Standard formats may be modified as necessary. Maximum use should be made of annexes, figures, charts and graphs to

CA/29

SUBJECT: Study Directive

7 September 1966

facilitate rapid comprehension of the study. A bibliography will be attached as an annex to the study.

/s/Bernard J. McCume
/t/BERNARD J. McCUME
LTC., ARTY
Commanding

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PUBLIC EDUCATION TEAM
29th Civil Affairs Company
APO San Francisco 96337

DA/29-QC

5 November 1966

SUBJECT: Study on the Education Situation in I Corps

TO: See Distribution

1. Problem: To analyze educational systems and educational needs of the indigenous population in I Corps, and to prepare programs required to achieve acceptable standards in basic, secondary and technical training.

2. Facts Bearing on the Problem:

a. The educational system of I Corps is not adequate to meet the demands placed upon it to help develop a modern self-sustaining economic or political community. Reasons for this inadequacy are:

- (1) Insufficient numbers of qualified teachers at all levels.
- (2) Lack of adequate wage scales and working conditions for teachers.
- (3) Insufficient numbers of normal schools to provide enough teachers.
- (4) Insufficient school facilities i.e. buildings; equipment.
- (5) Lack of a practical vocational oriented curriculum.
- (6) Insufficient coordination and administration, especially at the secondary and higher education levels.

b. The effects on I Corps of an inadequate education system are:

(1) Inadequate numbers of skilled labor to meet the demands of the labor market.

(2) Inadequate quantities of skilled public and private administrators to run the public and private institutions of the Corps.

(3) Inadequate knowledge on the part of the people to develop procedures and processes for successful enlightened self-government.

(4) Inadequate numbers of professional and technical personnel to meet the medical and technical demands of the area.

(5) Inadequate knowledge of modern business, marketing and industrial techniques to develop an adequate economic base.

(6) Inadequate knowledge of agricultural production and marketing procedures to produce a surplus producing system.

3. Discussion: (Summary)

The present education system is inadequate to meet the educational needs of South Vietnam. The main over-riding deficiency of the Vietnamese educational system is its failure to provide the trained leaders and technicians South Vietnam so desperately needs.

The vocational educational system turns out only a fraction of the number of skilled workers demanded by the labor market each year.

The educational system is a victim of its own inadequacies in that it cannot produce enough teachers to keep many of its own over-crowded classrooms open. Capable leaders and administrators are not

being trained in the secondary schools and institutions of higher learning in sufficient quantities or quality to give the government the type of guidance and leadership at the local and national level it needs to advance towards a progressive democratic nation. Trained and dedicated manpower in every field from the carpenter to the president is what South Vietnam needs, but its schools are not producing them.

The reasons for its problems are many. The classrooms are over-crowded and in need of repair. The curriculum is not oriented towards practical education and problem solving. The teachers, who inspire the leaders of tomorrow and stimulate their desire to search and learn, are not in sufficient numbers or adequately trained to meet even half the demand. The trained administrators also are lacking in number and quality.

Although the picture looks bleak today, the Vietnamese are making progress in improving their system. The one big factor in their favor is desire. The Vietnamese want a better education system.

The education system is in need of redirection and increased emphasis. The present system emphasizes the primary grades. The reasoning behind this is that according to the Vietnamese Declaration of Human Rights each Vietnamese child is entitled to a primary education.

While expanding the primary system the Ministry of Education has not placed the same emphasis on secondary education. All trained administrators, teachers, leaders and technicians must go through the secondary system. The present public secondary schools can only admit roughly 1/3 of those applying for admission. Out of all students who

enroll at the beginning level of the primary system only slightly more than one percent finish high school.

While primary education is important in developing a literate populace capable of carrying out the economic and political functions of a modern democratic nation, an effective secondary system is equally important in developing political and business leaders capable of successfully administering South Vietnam's governmental and economic institutions.

South Vietnam, as an underdeveloped country, has only limited resources and those resources must be channeled in the most productive and beneficial manner for the country as a whole. The resources allotted for education, even with U.S. aid, are limited. Therefore, they must be divided in such a manner as to give the Vietnamese the most for each dollar spent. The division must be made by the National Ministry of Education between elementary, secondary (including vocational education) and higher education. As the division of resources now stands elementary education receives the greatest share, almost 60% of the budget (secondary receives 21%). The decision has been made that education for all was more important than for the few who would lead and direct the South Vietnam of the future. In doing this the Vietnamese have selected a political objective that looks to the distant future, and not one which will pay its dividends in several years hence. This decision must be changed to give the secondary system the support it needs to place heavy emphasis on training leaders, administrators and teachers.

The democracy and economy of the near and distant future of the Republic of Vietnam will be built on sand if the necessary people to lead and build a nation are not at its base. The people can vote and vote intelligently, but without capable leaders and administrators no nation can succeed.

Along with redirection and re-emphasis a new administrative organ-

ization is needed at local level. The present system of divided responsibility at the province level is inefficient. The system allows for a chief of elementary education at each province level but none for secondary education. This has led to ineffectual control of the secondary system and duplication of many unnecessary programs.

The above mentioned position should be given priority in any future education programs for I Corps and South Vietnam. Other areas in need of research and improvement are: teacher training and wage scales, maintenance and better use of present facilities, curriculum at all levels, a new course of study for vocational education to include the building trades, and school construction and building design.

4. Recommend That:

The following 13 programs be developed and initiated during the up-coming year to improve the Vietnamese education system in I Corps. The recommendations are in order of recommended priority:

(1) That greater emphasis and percent of the budget be spent on secondary education to provide a nucleus of trained personnel to guide and build South Vietnam's future.

(2) That the normal school system be expanded to meet the increased demand to provide teachers at all levels.

(3) That the wage scales, military service deferment and working conditions be improved for teachers at all levels.

(4) The administration processes, organization, and procedures of education be researched and investigated with a goal of developing a central organization responsible for all levels of education at province level.

(5) That male teachers at any level who can not be replaced be deferred from the draft until such time that a suitable replacement is found and that the present program of encouraging females to teach at all levels be continued and expanded.

(6) Special emphasis be given to expansion of the vocational education system and that a trade school be established in each province.

(7) That the course of study in vocational education be expanded to include the building trades.

(8) A system of scholarships be developed sponsored by the U.S. Military to be awarded to deserving students; and that once the elementary system can handle 75% of the school age population a compulsory education law for elementary education be passed.

(9) The adult education program be expanded and developed into a night program covering the same material as a day-school program.

(10) That a normal elementary school and demonstration school be established in the DaNang area.

(11) A program of latrine construction at each school be undertaken to develop better health habits in the students.

(12) A program of consolidation be undertaken to allow for better maintenance of building and grounds.

(13) Classroom conditions be improved and expanded to provide a better atmosphere for learning.

11 Incl
1-Annex A: Sociological Aspects
of Education in Vietnam

WILLARD F. SPICER
LIT, MPC
Chief, Public Education Team

- 2-Annex B: Primary System
- 3-Annex C: Secondary System
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ANNEXES TO EDUCATION SITUATION IN I CORPS

ANNEX A (Sociological Aspects of Education in South Vietnam), to Study on
Education Situation in I Corps.

1. Historical Background:

Through all the changes the Vietnamese have seen in the last 150 years -- from the rule of their own emperors through that of French governors to the present Republic of Vietnam -- one major constant has been a deep reverence for learning. Under the Confucian system the brilliant scholar stood at the head of the occupational hierarchy; his position brought economic, social, and political rewards.

Before the French came, Vietnam was run at all levels of administration by officials called Mandarins, who were chosen on the basis of education alone. The aristocracy of learning was the only aristocracy of any continuing importance in Old Vietnam; learning, especially of Chinese philosophy and history, was not only prized for its own sake, but was the main road to wealth, power, and social standing.

Primary education was carried on by the village schoolmaster, whose home generally served as the village school. Here almost all boys learned at least a few hundred Chinese characters, and many went on to the works of philosophy and history which formed the core of Confucian scholarship.

The civil service examination was the crucial part of the traditional Vietnamese educational system. Tens of thousands of students each year would attempt the first examination, the khao khoa; only a few thousand of these would go to the provincial capital for the tin h hock examination given every three years. Even to gain the lowest of these

degrees was a high honor and marked its recipient for life while bringing honor to his family as well. In ever-decreasing numbers as they climbed the ladder, scholars could progress through the third examination, the houng thi (which could result in one of the coveted degrees of tu tai, "Budding Genius", or cu nhan, "Promoted Man") to the 1st and highest examination, conducted by the emperor himself. Those who survived this final test received the highest degree, the tan-si. Even those who received only a fourth-class tan-si were assured of life-long distinction. Only three men could win a first-class tan-si in each triennial examination; this was the pinnacle of success. However poor and humble their parents, they were now members of the top rank of the Vietnamese elite.

With the coming of the French, the formal educational system changed considerably. Both the Confucian and the French systems were pyramidal in that a series of successive winnowings sharply reduced the number of persons who went on to each higher level of study. The French system also retained the close connection between high standing in the civil service examinations and the award of responsible government positions. Nevertheless, the French system and two major policies in particular were responsible for the breakdown of the Confucian order and of Confucian scholarship. First, beginning in the 19th century, the French encouraged the Vietnamese to write their own language in the Latin alphabet, quoc ngu. Second, in the early years of the 20th century they "reformed" the civil service examinations, making European rather than Confucian learning the prerequisite for success. As a result of these policies, Confucian studies lost the prestige which had formerly led young men to give them the years of arduous study they demanded.

2. Religious Influence:

The private school system accounts for approximately one third of the elementary students and over half of the secondary students. The majority of the private schools are affiliated with some religious organization; Catholic, Buddhism, Protestant. The Buddhists, besides their regular schools, operate a pagoda school for pre-school children. The pagoda school is mainly for religious instruction.

The public school curriculum is influenced by religion through its moral education courses. (Refer to Annex B, inclosures 3-7.) These courses stress Vietnamese moral teaching which is strongly influenced by Confucianism, Taoism, Buddhism and Catholicism.

3. Political Influence:

Politics does play a part in the Vietnamese education system. No area or group within the system seems free from political influence. The area most strongly influenced by politics is at the higher levels. The top National and Provincial Ministry positions are in the hands of political appointees. While many of these appointees are capable educators, a large number are chosen more upon the basis of their political influence than on their professionalism. At the village level, politics is said to help determine who goes to school and who doesn't. In many cases, at the primary level a child is admitted on the basis of how much influence his father has, and not on his ability. Because of the lack of teachers, politics has not been a great influence in securing a teaching position itself, but it has been a factor in getting the better teaching positions.

4. Parental Attitudes Toward Family Training:

a. Education in General: From the earliest time education has held a place of reverence for the Vietnamese. Education under the system of the mandarin meant a chance for advancement in class and social status. The heads of government were selected through series of tests; so, education in the past has been held in high esteem by all classes in Vietnam. This esteem for education has been carried through today. The average Vietnamese feels that through education his children and his nation can best advance to self-improvement.

b. Discipline: Due to the need for both parents to work in most lower and middle income families there is little parental supervision. This atmosphere of indulgence, on the part of the parents, leads to a permissive parent-child relationship. A state department pamphlet makes the following observation: "The child training pattern as we observed it, appeared to be one of extreme permissiveness sometimes followed by brief periods of severe physical punishment."² The older children in the family are often given the job of watching and supervising the younger ones in place of the parental supervision. This discipline problem does not carry over into classroom to any great extent.

c. Child Rearing: Children are looked upon by the Vietnamese with neutral acceptance. The Vietnamese culture is based on a close-knit family. This includes all the uncles, aunts and just about anyone with the same last name. Children are accepted as additions to the family and as something almost inevitable. With this attitude little thought is given to

birth control or any type of family planning. There seems to be a genuine affection for their children but little thought on how to best raise and train them.

-
- 1 Gerald C. Hickey, The Study of a Vietnamese Rural Community Sociology, p. 183.
 - 2 John D. Donoghue, A Fishing Village in Central Vietnam, P. 45.

ANNEX B (Primary System), to Study on the Education Situation in I Corps

1. Structure (Description):

The Declaration of Human Rights states that each child is entitled to a free primary education. In the 1965 education budget, the Vietnamese allotted almost 60% of the budget for elementary education. The Declaration of Human Rights and the percent of the education budget spent on elementary education indicates its importance to the Vietnamese.

The Vietnamese elementary system includes the age groups from 6-12 years of age. It is coeducational. There are 5 grades roughly equivalent to the first five grades of the U.S. system:

1st grade (VN)	=	5th grade (US)
2nd " "	=	4th " "
3rd " "	=	3rd " "
4th " "	=	2nd " "
5th " "	=	1st " "

At the end of the 1st grade the student is required to take an examination. If he passes the examination, he is awarded a certificate of primary studies (certificat d'etudes primaires). If the student fails to pass the test, he cannot be admitted to a secondary school.

The elementary system is administered at province level by a province official. His duties are to supply, administer, and organize the elementary schools. The elementary system at province has an inspector whose sole responsibility is to inspect the schools to see that they meet the standards set by the National Ministry for Education.

2. Number and Location:

Out of an estimated total of 550,000 primary schoolage children in I Corps approximately 207,118 attend primary schools. This figure is 26% below the national average of 65%, and 36% below the national goal of having 75% of all schoolage children in school. Inclosures 1 and 2 of this annex list the province percentages of those in school and gives estimates of the numbers of teachers and schools required to meet the national goal. Quang Nam Province (excluding Da Nang) with 25% of the schoolage children in school has the smallest percentage, while Hue City has the highest with 66%. It should be noted from the charts in inclosures 1 and 2 that the urban areas such as Hue and Da Nang have a higher percentage in school than do the more rural provinces. Due to the influx of refugees into the urban areas and the problems of security and transportation, greater emphasis has been placed on developing urban primary systems. In terms of additional teachers and classrooms to meet the national goal (75%), Quang Nam will need 920 new classrooms and 999 new teachers, while Hue will need only 82 classrooms and 18 teachers. The entire I Corps area will need 2,937 additional classrooms and 2,957 teachers to meet the national goal. The number of classrooms and teachers is obtained by dividing 60, size of the average class into schoolage population. The use of 60 as an average and a goal is questionable. It can be argued that 60 is too large of a class for one teacher to handle. The subject of over-crowded classrooms and its effects on effective teaching are more fully discussed in Annex H, Teacher Training and Recruitment.

The fact that 2957 teachers are required to meet the goal of 75% in I Corps is significant when compared with the present annual output of 1400 elementary teachers. I Corps alone could absorb the national normal school output for the next two years. For a more detailed discussion of the teacher situation refer to Annex H.

3. Curriculum:

The curriculum of the primary schools emphasizes Vietnamese language, national history, geography and civic action in the early grades. Moral education, general science, arithmetic and drawing are given in the upper grades (refer to inclosures 3, 4, 5, 6 and 7 of this annex for schedules of subjects and time periods by grade). Teaching is largely by rote, and students are asked to memorize large portions of the subject matter in these fields. Each school period lasts 25 to 30 minutes. Classes normally meet for a total of 25 hours per week; on Mondays, Tuesdays, Thursdays and Fridays for a full day and on Wednesdays and Saturdays in the mornings only. The school year for elementary students lasts about 9 months and is divided into two semesters, with 3 months of summer vacation, and a holiday of 10 days at Tet (lunar new year).

4. Problem Areas:

a. High drop-out rate at the elementary level: A significant problem in elementary education is the loss of approximately 60% of elementary pupils between the first year of schooling, and at the end of the fifth year (refer to inclosure 8 for the exact number of students in each grade). The reason for this drop is attributed to the demand for the child to add to the family income or to relieve one of the parents from some household duty so that they might work longer at their source of income.

A child entering the 3rd grade is normally from 8 to 9 years of age. At this age the child has physically matured to the point that he can either be employed, i.e. cattlewatcher, or take over some household duty such as watching younger children. When the child leaves school, he also becomes less of a financial burden in that there are no school supplies to buy and not as great a need for new and presentable clothes.

b. Teacher Shortage: In elementary education the shortage of teachers is very acute. The Ministry's elementary teachers are elementary graduates with two or three year's training at one of the national normal schools - Saigon, Qui Nhon, Vinh Long, and Ban Me Thout (there are no elementary normal schools in I Corps). The national output of teachers is 1400 primary teachers per year.³ The demand in I Corps to provide 2,957 additional teachers to meet a goal that could provide enough classrooms and teachers to accomodate 75% of the schoolage population is almost twice the national output for one year. This does not take into account the teachers who are presently teaching but will be drafted or quit for some other reason.

c. Shortage of Textbooks and Materials: There is a shortage of textbooks; even though USAID has helped to distribute over 1,000,000 textbooks in I Corps. Materials such as paper and pencils are also in short supply. The reason for the shortage of textbooks can be attributed to several factors: namely, poor distribution on the part of the VN administration, lack of use by teachers who are not familiar with teaching with textbooks and poor control of the books once they are given to the students.

5. Proposed Solutions:

a. That a program of scholarships be initiated similar to the one now being administered by General Walt, III MAF Commander. This would entail a three hundred piaster grant each month to some deserving Vietnamese 2nd or 1st grade student, selected by his instructors, who normally would have dropped out of school due to financial problems. The grant for this purpose would be provided by U.S. Military units or funds designated.

b. That the secondary and normal school systems be expanded to meet the demand for teachers. A normal school for primary teacher training be programmed for the Da Nang area to serve I Corps. The school should have a goal of turning out at least 300 graduates each year.

c. That a study be made to determine how and where textbooks are being used and distributed. This study should include the techniques, amount and use and control of issued textbooks carried out by the teacher. From this study recommendations can be made as to how to more economically distribute and use textbooks in the VN system.

d. That the curriculum be revised and updated to include practical courses (i.e. health) more related to needs and problem solving methods of teaching.

3 USAND Regional Education Office Memo., Education in I Corps, p. 5.

ENCLOSURES:

1-Province Progress in I Corps Region in Meeting National Education Goal of 75 percent of schoolage children enrolled in grades V-1

2-Elementary and Primary School Classroom and Teacher Needs to Reach National Goal of 75% Schoolage Enrolled in School, I Corps Region 1965.

3-Grade Five -- Regular Schedule.

4-Grade Four -- Regular Schedule.

5-Grade Three -- Regular Schedule.

6-Grades Two and One -- Regular Schedule for Boys.

7-Grades Two and One -- Regular Schedule for Girls.

PROVINCE PROGRESS IN I CORPS REGION IN MEETING NATIONAL EDUCATION GOAL OF
75 PER CENT OF SCHOOLAGE CHILDREN ENROLLED IN GRADES V-I

PROVINCE	Province Population	Number of schoolage (children for grade V-I) (Formula 20% of total)	Number of Children enrolled in school (1965 Grades V-I)*	Percentage of schoolage enrolled in grades V-I	Rank in I Corps Reg. in meeting national goal of 75% school- age enrolled
QUANG TRI	292,000	58,400	26,443	45%	4
THUA THIEN (excl. HUE)	485,000	96,600	52,495	54%	3
QUANG NAM (excl. DANANG)	629,000	125,800	31,270	25%	7
QUANG TINH	353,000	70,600	18,725	27%	6
QUANG BINH	701,000	140,000	40,658	30%	5
HUE	112,000	22,400	14,861	65%	1
DANANG	180,000	36,000	22,727	65%	2
TOTAL	2,752,000	550,000	207,189		

* Total of children from public schools, French schools, private schools and schools reserved for Vietnamese children of Chinese origin.

SOURCE, GVN Ministry of Education, Saigon

3. Summary of the Study on the Education Situation in I Corps

ELEMENTARY AND PRIMARY SCHOOL CLASSROOM AND TEACHER NEEDS TO REACH NATIONAL GOAL
OF 75% SCHOOLAGE ENROLLED IN SCHOOL, I CORPS REGION 1965

PROVINCE	Province Population *	Schoolage Children Grades V-I **	Enrollment needed in Grades V-I for Nation. goal 75% ***	Classrooms Available Grades V-I 1965 ****	Classrooms Needed to accommodate 75% child- ren Grades V-I **	Additional Classrooms Needed for 75% enroll ****	Teachers Available Grades V-I 1965 ****	Teachers Needed to Reach National Goal
QUANG TRI	292,000	59,400	43,800	637	730	93	568	162
TAI THIEN (except HUE)	483,000	96,600	72,450	990	1,207	217	1,076	131
QUANG NAM	629,000	125,800	94,350	652	1,572	920	573	999
QUANG TINH	353,000	70,600	59,950	385	882	497	310	572
QUANG BINH	701,000	140,200	105,150	732	1,752	1,020	732	1,020
HUE	112,000	22,400	16,800	198	280	82	262	18
DANANG	180,000	36,000	27,000	362	450	108	395	55
TOTAL	2,750,000	550,000	412,500	3,936	6,873	2,937	3,916	2,957

* Data from USAID Public Administration Division

** GVN/USAID formula applied on assumption that one of each five persons in pop. with age for grade V-I

*** GVN National primary education goal is to have enrolled in Grades V-I 75% of schoolage children.

**** Average 60 pupils per classroom, one session per day.

Annex B to Study on the Education Situation in I Corps

GRADE FOUR -- REGULAR SCHEDULE

M O R N I N G						
Length of Periods	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
25 Minutes	Moral Education	Civic Education	Moral Education	Civic Education	Moral Education	Hygiene
45 Minutes	Arithmetic	Weights and Measures	Composition	Arithmetic	Geometry	Composition
40 Minutes	Reading	Vocabulary	Dictation	Reading	Vocabulary	Dictation
10 Minutes	R E C E S S					
30 Minutes	History	Penmanship	Vocabulary	History	Penmanship	Youth Activities
30 Minutes	Handicraft	Recitation	Free	Handicraft	Recitation	Free
A F T E R N O O N						
30 Minutes	Observation	Observation		Observation	Observation	
25 Minutes	Drawing	Geography		Drawing	Geography	
10 Minutes	R E C E S S		F R E E	R E C E S S		F R E E
15 Minutes	Youth Activities	Youth Activities		Youth Activities	Youth Activities	
30 Minutes	Physical education and games	Physical education and games		Physical education and games	Physical education and games	

SOURCE: "Education Elementary Curriculum" of the Department of National Education

Form No. 5 in Annex E to Study on the Education Situation in I Corps

GRADE THREE -- REGULAR SCHEDULE

M O R N I N G						
Length of Periods	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
25 Minutes	Moral Education	Civic Education	Moral Education	Civic Education	Moral Education	Hygiene
45 Minutes	Arithmetic	Weights and Measures	Composition	Arithmetic	Geometry	Composition
40 Minutes	Reading	Vocabulary	Dictation	Reading	Vocabulary	Dictation
10 Minutes	R E C E S S					
30 Minutes	Geography	History	Grammar	Geography	Applied Lessons	History
30 Minutes	Penmanship	Handicraft	Free	Penmanship	Handicraft	Free
A F T E R N O O N						
30 Minutes	Observation	Observation		Observation	Observation	
25 Minutes	Reading	Recitation		Drawing	Recitation	
10 Minutes	R E C E S S			R E C E S S		
30 Minutes	Youth Activities	Youth Activities		Youth Activities	Youth Activities	
25 Minutes	Physical education and games	Physical education and games		Physical education and games	Physical education and games	

SOURCE: "Education Elementary Curriculum" of the Department of National Education

GRADES TWO AND ONE -- REGULAR SCHEDULE FOR BOYS

M O R N I N G

Length of Periods	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30 Minutes	Moral Education	Civic Education	Moral Education	Civic Education	Moral Education	Hygiene
45 Minutes	Arithmetic	Weights and Measures	Composition	Arithmetic	Geometry	Composition
35 Minutes	Vocabulary	Dictation and Grammar	Vocabulary	Dictation and Grammar	Vocabulary	Dictation
10 Minutes	R E C E S S					
30 Minutes	Reading	Penmanship	Reading	Recitation	Recreative Reading	Youth Activities
30 Minutes	Geography	History	Free	Geography	History	Free
A F T E R N O O N						
30 Minutes	General Science	General Science		General Science	General Science	
25 Minutes	Drawing	Mathematics Exercises		Drawing	Mathematics Exercises	
10 Minutes	R E C E S S			R E C E S S		
25 Minutes	Youth Activities	Youth Activities		Youth Activities	Youth Activities	
30 Minutes	Physical education and games	Physical education and games		Physical education and games	Physical education and games	

SOURCES: "Education Elementary Curriculum" of the Department of National Education

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Annex 7 to A B L Study on the Education Situation in I Corps

GRADES TWO AND ONE -- REGULAR SCHEDULE FOR GIRLS

M O R N I N G						
Length of periods	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30 minutes	Moral education	Civic education	Moral education	Civic education	Moral education	Hygiene
45 minutes	Arithmetic	Weights and Measures	Composition	Arithmetic	Geometry	Composition
35 minutes	Vocabulary	Dictation and Grammar	Reading	Dictation and Grammar	Vocabulary	Dictation
10 minutes	R E C E S S					
30 minutes	Reading	Pennmanship	Home Economics	Recitation	Recreative Reading	Home Economics
30 minutes	Geography	History	Free	Geography	History	Free
A F T E R N O O N						
30 minutes	General Science	General Science		General Science	General Science	
25 minutes	Drawing	Mathematics Exercises		Child Care	Youth Activities	
10 minutes	R E C E S S			R E C E S S		
25 minutes	Home Economics	Youth Activities		Home Economics	Youth Activities	
30 minutes	Physical education and games	Physical education and games		Physical education and games	Physical education and games	

Source: "Education Elementary Curriculum" of the Department of Nation Education

ANNEX C (Secondary System), to Study on the Educational Situation in I Corps

1. Structure and Curriculum: A secondary school usually is called a lycee (a Public secondary school that prepares for the university) if it offers a program of seven years, or a college if it offers only the first cycle. The programs are structured in two phases: the first cycle of four years and the second cycle of three years. The combined elementary and secondary programs constitute a period of twelve years.

a. The First Cycle: This phase begins with the sixth year of school after which the program corresponds in year only to the U.S. junior high school. At the point of entering the first cycle, the pupil chooses an academic or a vocational school. In each, the program is quite specialized and not accompanied by the enriching experience customary in U.S. schools. If the student qualifies in the terminating examinations at the close of his program, he receives a certificate appropriate to studies pursued, as shown below:

Diplome d'Etudes Primaires Superieures Indochinoises; abbreviation, DEPSI -- Diploma of Indochinese Upper Elementary Studies.

Brevet d'Enseignement Primaire Complementaire; abbreviation, BEPC -- Certificate of Further Elementary Studies.

Certificat d'Aptitude Professionnelle; abbreviation, CAP -- Certificate of Vocational Skill.

Brevet d'Enseignement Industriel; abbreviation, BEI -- Certificate of Industrial Study.

b. The second cycle: The period corresponds to the U.S. 10th,

11th and 12th years. Entrance to the program is obtained by presenting an appropriate certificate of first cycle education and by successfully passing entrance examinations. A student then enrolls in a section (major) and pursues a standardized, narrow program, which later determines his qualifications for a given university program and for public service. Academic fields of specialization are: mathematical science, experimental science, classical language and literature, modern language and literature. In his last year every student studies philosophy, a melange of social studies including some historical aspects of psychology. With each specialization a certain amount of support from a related field is included; for example, a science program offers a minor amount of mathematics, a smattering of foreign language, but no social studies other than philosophy and Vietnamese history. A student majoring in a language has almost no exposure to mathematics, or to science. As in the first cycle there are no elective courses, no enriching subjects, and in most schools no extracurricular activities equivalent to those of a U.S. school. (refer to inclosure 4 - 8 for a detailed course of study.)

c. Graduation from the secondary school is attained through nation-wide competitive examinations. Success in these tests is marked by a diploma called the Baccalaureat II. To be eligible for these examinations, the student must have successfully passed in the previous year the preliminaries leading to a certificate called Baccalaureat I. The percent (1.2) of those who are finally graduated from the twelve-year program is very low in comparison to the percent (70) who graduate from the American secondary

schools; a situation considerably influenced by the philosophy of education and by the demand for civil servants in South Vietnam.

The curriculum is strictly college-preparatory in nature; however, a Curriculum Convention which convened in 1965 has set up committees to study ways and means for revising and improving the curriculum.

2. Number and Location:

a. National: Even in the face of constantly increasing numbers of secondary classrooms only 18 out of every 100 applicants are able to enter school. Due to the lack of space approximately 60% of the student population is forced into semi-public and private schools and, many times into inferior educational situations. Sizes of secondary schools vary from 1,000 to 6,000 with classes ranging in size from 50 to 80. Almost all operate dual sessions. 329,086 youth are presently enrolled. Of these, only 123,128 are in public schools, a sizeable increase from the 53,401 enrolled ten years ago in 1955.

This rapid growth in enrollment has depended on a parallel increase in physical facilities. In 1955 there were 1,132 secondary school classrooms, and in 1965 there were 1,820 public secondary school classrooms. The contribution of USAID during the 1956-1963 period was 340 classroom units at VN\$1,000,000 each plus VN\$10,000 for furnishings. The GVN had programmed construction of 200 secondary school classrooms in 1964-65; however, only six new secondary schools and an additional 78 classrooms were constructed. The cost was VN\$18,500,000.

Under the Pacification Program (Hop Tac), four secondary school classrooms have been completed and two more are eighty percent completed.

Bids have been received for the construction of thirty secondary classrooms in the Saigon and Gia Dinh area under the same program. USAID will furnish roofing and cement for these classrooms.

The teacher situation has not kept up with the building program. 1965 shows an increase of only 15% over 1964, considerably below that of the classroom increase.

b. I Corps: Only 17% of the pupils enrolled in first year primary school enter first cycle in secondary school. Lack of secondary educational facilities contributed to the large drop-out between grade 1 and entering first cycle. Secondary education is woefully lacking in rural areas. Secondary education in urban areas leaves much to be desired--lack of science laboratories, libraries, physical education facilities, etc. There is a shortage of secondary teachers in both first cycle and second cycle. Since it takes much longer and is more expensive to prepare secondary teachers than elementary teachers, this poses a more difficult problem.

(1) First Cycle - There are 29 public, 16 semi-public and 38 private schools (83), and 252 public school teachers, 16 semi-public and 519 private school teachers (34), for the 39,224 students enrolled in first cycle.⁴ (29% are women teachers.)

(2) Second Cycle - About 27% first cycle students advance to second cycle. There are 9 public schools, 3 semi-private and 18 private second cycle schools, 165 public school teachers, 39 semi-private teachers and 101 private school teachers (305) for 10,580 student enrolled. (13% are women teachers.)

Let's also assume that average size class is 30 students. The present number of students enrolled in the first primary grade is estimated at 60,000 in I Corps. If only half or 50% of these students stayed in school to finish high school there would be, using the ratio of 30 students to one teacher, a need for 1,000 teachers at each level of secondary education to accommodate these 30,000. There are 7 levels of secondary education so 7 times 1,000 would give us 7,000 teachers. That means that there would be 210,000 students as compared to the present 50,000 in secondary school, and 7,000 secondary teachers as compared to the present 1,237.⁶ There is a difference of 5,767 teachers. This means that present rate of graduating 60 students per year from Hue school of Education has not begun to approach an adequate number. These figures are rough estimates, and are used here only as an example. Therefore, it is not possible at this time to make recommendations as to the number of teachers that should graduate each year, although it is evident that a much greater effort must be made to train secondary teachers. For further discussion of teacher training refer to Annex H, Teacher and Teacher Training.

b. Lack of Emphasis on Secondary Education: Secondary education accounts for 21% of the national budget for education. This seems high, but it is relatively small when compared to the 60% allocated for the elementary education. By placing more seed money in secondary education, more technicians and administrators will result. While an elementary education is important for every child the benefits are not as immediate as those produced by an effective secondary system. The development of secondary education is essential because all trained manpower of the nation must pass through

secondary education. More emphasis must be placed on secondary education to increase the figure of 1.2% who finish their secondary examinations out of all those who started at the elementary level.¹

c. Need for Provincial Secondary Organizations: It must be recognized that the Ministry of Education is not organized to effectively administer a secondary program which meets future needs. For example, there is no regional administrative machinery let alone provincial machinery. There are no chiefs of secondary education as there are at the elementary levels. All secondary principals report directly to the Ministry's single understaffed and undersupplied secondary education office. Communication is poor. It is accomplished by an antiquated system of multicopied letters most of which are ineffective, impotent and impersonal.

d. Need for an improved curriculum: A curriculum oriented more towards problem solving and vocational training is needed at levels of secondary education. The present curriculum is oriented towards traditional subjects, i.e. language and literature. No social studies with the exception of Vietnamese history are taught. The methods used are rote memorization with little or no problem solving methods in use.

4. Proposed Solutions:

a. That the program for training secondary teachers be expanded to meet the demands for secondary teachers.

b. That greater emphasis and percent of the budget be spent on secondary education, i.e. that it can provide the foundation of trained teachers and leaders.

c. Establish a unified education office in each province for

secondary and elementary education. Such an office should be headed by an education chief who is responsible to and reports to the Education Minister in Saigon.

d. That a study and survey of the secondary curriculum be made to determine how it can be developed with an emphasis on problem solving and vocational training.

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- 4 USAID Memo., Provincial Education, p. 9-1.
5 USAID Regional Education Office Memo, Education in I Corps, p. 4.
6 USAID Regional Education Office Memo., p. 5.
7 Interview with Dr. Talle, USAID Education Advisor, I Corps, 1 Oct 66.

INCLOSURES:

- 1-Secondary Schools (No. of Schools and Teachers).
 2-Secondary Enrollment.
 3-Secondary Enrollment (cont).
 4-Subjects and No. of Hours per week (1st cycle).
 5-Subjects and No. of Hours per week (2nd cycle).
 6-First Cycle Examinations.
 7-Second Cycle Examinations (Baccalaureate - Part I).
 8-Second Cycle Examinations (Baccalaureate - Part II).

SECONDARY SCHOOLS

PROVINCE	NUMBER OF SCHOOLS								TOTAL		GRAND TOTAL						
	PUBLIC		SEMI-PRIVATE		PRIVATE		1st cycle	2nd cycle	1st cycle	2nd cycle							
	1st cycle	2nd cycle	1st cycle	2nd cycle	1st cycle	2nd cycle	1st cycle	2nd cycle	1st cycle	2nd cycle							
DANANG	2	1	-	1	4	5			13								
QUANG NAM	5	1	4	-	4	-			14								
QUANG NGAI	4	1	5	-	1	5			16								
QUANG TIN	2	1	1	1	2	1			8								
QUANG TRI	5	1	3	-	8	2			19								
THUA THIEN	9	-	3	-	9	-			21								
HUE	2	4	-	1	10	5			22								
TOTALS	29	9	16	3	38	19			113								
	NUMBER OF TEACHERS																
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	
DANANG	16	11	17	8	3	1	10	1	98	36	34	5	16	48	61	14	239
QUANG NAM	25	10	21	2	42	9	-	-	32	2	-	-	99	21	21	2	143
QUANG NGAI	14	5	27	-	34	2	-	-	40	2	24	-	97	9	51	-	157
QUANG TIN	6	3	19	1	13	-	7	-	20	3	5	-	39	6	31	1	77
QUANG TRI	22	5	18	3	20	-	-	-	60	6	7	-	102	11	25	3	41
THUA THIEN	27	5	-	-	18	2	-	-	37	13	-	-	82	20	-	-	102
HUE	55	48	33	16	15	4	21	-	142	19	26	-	212	71	80	16	79
TOTALS	165	87	135	30	145	18	38	1	438	81	96	6	747	186	269	36	1,238

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SOURCE: TRAI D. H. Nguyen Saigon (taken from Ministry of Ed. files)

SECONDARY ENROLLMENT

PROVINCE	PUBLIC				SEMI-PRIVATE					
	1st cycle		2nd cycle		total	1st cycle		2nd cycle		total
B	G	B	G	B		G	B	G		
DA NANG	909	502	494	198	2,094	3,405	2,462	1,597	558	8,022
QUANG NAM	1,969	746	941	182	3,838	4,429	1,271	941	182	6,823
QUANG NGAI	1,634	421	670	136	2,861	4,585	1,359	1,235	297	7,476
QUANG TIN	1,123	430	303	59	1,915	1,897	629	506	86	3,118
QUANG TRI	1,945	418	718	103	3,184	3,921	868	892	116	5,797
THUA THIEN	1,707	268	-	-	1,975	3,031	711	-	-	3,742
HUE	3,816	1,325	1,789	884	7,814	7,426	3,220	2,989	1,181	14,826
Sub Totals	18,103	4,110	4,915	1,553	-	28,704	10,520	8,160	2,420	-
TOTALS	32,233		6,468		23,681	39,224		10,580		49,804

SOURCE: USAID EDUCATION DIVISION, Saigon/Taken from RVN Ministry of Education Files

Inlosure 3 to Annex B to Study on the Education Situation in I Corps

SECONDARY ENROLLMENT

PROVINCE	PRIVATE					GRAND TOTALS				
	1st cycle		2nd cycle		Total	1st cycle		2nd cycle		Total
B	G	B	G	B		G	B	G		
DA NANG	2,454	1,944	912	313	5,623	3,405	2,462	1,597	558	8,022
QUANG NAM	1,112	313	-	-	1,425	4,429	1,271	941	182	6,823
QUANG NGAI	1,657	665	565	161	3,048	4,585	1,359	1,235	297	7,476
QUANG TIN	448	150	40	9	687	1,897	629	506	86	3,118
QUANG TRI	1,568	384	174	13	2,139	3,921	868	282	116	5,597
THUA THIEN	734	297	-	-	1,031	3,031	711	-	-	3,742
HUE	3,207	1,633	739	132	5,711	7,436	3,220	2,989	1,181	14,826
Sub Totals	11,220	5,386	2,430	628	-	28,704	10,520	8,160	2,420	-
TOTALS	16,606		3,058		19,664	39,224		10,580		49,804

SOURCE: USAID Education Division, Saigon/Taken from RVN Ministry of Education Files

Inclosure 4 to Annex D to Study on the Education Situation in I Corps

SECONDARY EDUCATION
SUBJECTS AND NUMBER OF HOURS PER WEEK
First Cycle in Secondary Education

SUBJECTS	GRADE VII	GRADE VI	GRADE V	GRADE IV
Vietnamese and Chinese	5 + 1	5 + 1	5 + 1	5 + 1
History -- Geography	2	2	2	2
Civics (theory and practice)	2	2	2	2
Modern language	6	6	5	5
Natural Science	1	1	2	2
Physics -- Chemistry	2	2	2 ½	2 ½
Mathematics	3	3	3 ½	3 ½
TOTAL	22	22	23	23
Drawing	1	1	1	1
Music	1	1	1	1
Physical Education (1)	3	3	3	3
Handicraft (for boys) OR Home Economics - Child Care (for girls)	1	1	1	1
TOTAL	28	28	29	29

SECONDARY EDUCATION
SUBJECTS AND NUMBER OF HOURS PER WEEK
Second Cycle in Secondary Education

SUBJECTS	Modern Literature GRADES			Classical Literature GRADES			Mathematical Science GRADES			Experimental Science GRADES		
	III	II	I	III	II	I	III	II	I	III	II	I
Vietnamese	5	5	0	5	5	0	3		0	3	3	0
History -- Geography	2	2	2	2	2	2	2	2	2	2	2	2
Civics (theory and practice)	2	2	1	2	2	1	2	2	1	2	2	1
Philosophy	0	0	9	0	0	9	0	0	3	0	0	4
1st Modern Language	6	6	6	6	6	6	4	4	3	4	4	3
2nd Modern Language	6	6	6	0	0	0	4	4	3	4	4	3
Classical Language (Chin or Latin)	0	0	0	6	6	6	0	0	0	0	0	0
Physics -- Chemistry	1	1	1	1	1	1	4	4	6	4	4	6
Mathematics	1	1	1	1	1	1	6	6	8	4	4	4
Natural Science	1	1	1	1	1	1	1	1	1	3	3	4
TOTAL	24	24	27	24	24	27	26	26	27	26	26	27
Physical Education	3	3	3	3	3	3	3	3	3	3	3	3
Home Econ - Child Care (girls)	1	1	0	1	1	0	1	1	0	1	1	0
TOTAL	27	27	30	27	27	30	29	29	30	29	29	30
	and	and		and	and		and	and		and	and	
	28	28		28	28		30	30		30	30	

(1) When there are means and more instructors, the no. of hrs. in phys. ed. may be increased to 6 hrs. per wk.
SOURCE: Secondary Education Curriculum, Department of National Education, RVN, 1960