

SECONDARY EDUCATION
FIRST CYCLE EXAMINATION

OBLIGATORY SUBJECT	TIME LIMIT	COEFFICIENT
Vietnamese	2 hrs $\frac{1}{2}$	3
Mathematics	2 hrs	3
Modern Language	2 hrs	3
Physics -- Chemistry of Natural Science	2 hrs	3
History -- Geography of Civics	2 hrs	2

Drawing (for boys)	1 hr	1
Home Economics (for girls)		1
Physical Education		1
Music		1

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Reference 8 to Annex C to Study on the Education Situation in I Corps

SECONDARY EDUCATION
2ND CYCLE EXAMINATION
Baccalaureate Part II

MODERN LITERATURE			CLASSICAL LITERATURE			MATHEMATICAL SCIENCE			EXPERIMENTAL SCIENCE		
WRITTEN EXAMINATIONS											
Subject	Time	Coeff	Subject	Time	Coeff	Subject	Time	Coeff	Subject	Time	Coeff
Philosophy	4	4	Philosophy	4	4	Philosophy	3	2	Philosophy	3	2
Modern Language	3	2	Classical Language I	3	3	Physics --			Physics --		
Modern Language	2	2	Modern Language II	2	2	Chemistry	3	3	Chemistry	3	3
						Mathematics	3	4	Natural Science	3	3
ORAL EXAMINATION											
Philosophy		2	Philosophy		2	Philosophy		1	Philosophy		1
Modern Language I		2	Classical Language		2	Modern Language I		1	Modern Language I		1
Modern Language II		1	Modern Language		1	Modern Language II		1	Modern Language II		1
History --			History --			History --			History --		
Geography		1	Geography		1	Geography		1	Geography		1
Mathematics		1	Mathematics		1	Mathematics		1	Mathematics		1
Physics --			Physics --			Physics --			Physics --		
Chemistry		1	Chemistry		1	Chemistry		2	Chemistry		2
Natural Science		1	Natural Science		1	Natural Science		1	Natural Science		2

ANNEX D (Vocational Education), to Study on the Education Situation in I Corps

1. Structure:

a. Description: The term vocational education in Vietnam is a misleading term. Vocational education includes both training for a trade, such as carpentry, auto mechanics etc., and preparation for advanced work in engineering and specialized technical fields. The course of study for a trade degree (Certificat d'Aptitude Professionnelle) is on the 1st cycle level (jr. high school). Here, the student receives four years of training in his chosen field, plus mathematics and other related subjects. The technical training which leads to a Baccalaureat Technique II is 7 years or both cycles, one and two. Mathematics and related subjects are stressed both in the first and second cycles. In I Corps there are four Vocational oriented schools. Three of them are of the apprentice type which stresses training for trades, while the fourth, Da Nang Polytechnical, has both the first and second cycles. The trade schools are located at Hue, An Hoa and Quang Ngai. An agricultural technical school is located at Hue. The school is a four year first cycle school stressing agriculture, forestry, and animal husbandry. Once a student has completed his schooling at Hue and passes the entrance examination he is then admitted to the second cycle school at Bo Loc.

b. Administration: The administration of technical education is in the hands of a central bureau in Siagon. The Directorate of Technical Education is responsible for all secondary technical schools in Vietnam and all technical schools report directly to it.⁸ The directorate is divided

into two departments, the Administrative and the Technical Bureau. The Administrative Bureau is in charge of the office work, accounting, personnel, and materials for the Directorate. The Bureau of Technical Education is responsible for development of curricula, examinations, construction, and military service deferments and exemptions.

The schools themselves report directly to, and are subject to inspection by, the Directorate. Each school is under the responsibility of a head-teacher or principal. The faculty is divided between those who teach shop subjects and those who teach mathematics and other academic subjects.

2. Number and Location:

a. An Hoa: The school at An Hoa is limited to the teaching of welding. The graduates of the An Hoa School are immediately employed at the An Hoa Industrial Complex.

b. Quang Ngai Technical School: This school is just being set up and still is not in operation at this date. The main problem to opening the school is the lack of qualified teachers. When the school is open, it will have a basic trade curriculum at the 1st cycle level.

c. Hue Technical School: This school has a capacity of 600 students. When the 1966-67 term began on 1 Sep, 400 students were enrolled. Plans call for the addition of a second cycle program to be introduced in 1968. The school has five departments; electricity, auto mechanics, wood-working, sheet metal and black-smithing. The buildings and the equipment are in need of repair.

d. Da Nang Polytechnical School: The Da Nang Polytechnical

School, built with USAID, has one of the finest physical plants of any secondary school in South Vietnam. Its capacity is 1,000 students, but its present enrollment runs between 600 and 700 students. There are 300 students studying in one of the following departments; auto mechanics, woodworking, welding, machine shop, sheet metal and electricity. The school also has facilities for classes in home economics and business education, but at present these facilities are not being used. The remaining students are in the technical classes leading to entrance into careers in engineering or technical specialization.

The teaching staff consists of thirty-three full time teachers and eight part time teachers. The conditions of both the buildings and equipment are good.

3. Curriculum: The secondary technical curriculum has two objectives: To discover the students' ability and to develop this ability. Therefore, the curriculum is divided into two well-defined periods; the orientation period and the vocation training period.

a. Orientation period: Duration 2 years; equivalent in level to the U.S. sixth and seventh grades. For academic subjects, the students must follow the same curriculum that is applied in academic schools. For technical subjects, they take turns studying the following trades: woodworking, sheet-metal work and welding. The 34-hour weekly schedule includes:

- 4 hours of shop subjects
- 2 hours of mechanical drawing
- 28 hours of academic subjects

b. Vocational periods At the end of the 7th grade, the board of teachers distributes the students to the appropriate 8th grade sections, based on the latter's achievements over the preceding two years.

Students with a gift in Mathematics, Physics, and Chemistry are enrolled in the Mathematics section. After finishing the 8th and 9th grades, these students may sit for the technical first-cycle examinations and will go to the 10th grade if their scores are sufficiently high. At the end of the 11th grade, the students will take the examination for the Technical Baccalaureate (First Part) and at the end of the 12th grade, they will take the examination for the Technical Baccalaureate (Second Part).

The students who are vocationally gifted are allowed to select one of the following trades according to their ability: woodworking, sheet-metal work and welding, electricity, bench metal work, forging, machine shop, mechanics, etc. At the end of the 9th grade, these students may take the vocational first-cycle examination and are eligible to take the entrance examination for the first year of the Phu Tho Polytechnic School. After three years at this school, they may take the final examination and if they pass, they will be conferred the diploma of the Phu Tho Polytechnic School with a major in their respective trade area.

The attached inclosures 1 and 2 are the course of study for the Da Nang Polytechnical School. The course of study is prescribed and formulated by the Directorate of Technical Education in Saigon. The Da Nang course of study is typical of what is taught in other technical schools.

4. Labor Demands and Trends: Economic progress in a developing country advances correspondingly with increases in the total number of skilled workers available for use in commerce and industry. South Vietnam is such a developing country; therefore her economy is desperately in need of highly-trained, skilled labor, such as electricians, auto mechanics, carpenters, sheetmetal workers, welders (electric arc and acetylene), heavy equipment operators, truck drivers, plumbers, masons, and machine tool specialists. These skills are essential in a simple and developing economy such as South Vietnam.

South Vietnam is an agricultural nation. About 80% of her population is engaged directly in the business of food production. But the countryside and the farmer cannot lead the nation to economic prosperity. This will come only with progress in commerce and industry, and with the inevitable adjunct, urbanization. And because the capital, resources, markets, and entrepreneurs are presently found in the urban area, the need for skilled labor is, and always will be, centered in the nation's population centers.

There is no available material indicating the total number of workers needed in each skilled field. But it can be safely said that the demands of Vietnamese commerce and industry, the GVN itself, and U.S. military and civilian contractors for skilled labor will surpass the supply for at least 5 to 10 years in the future.

5. Problem Areas:

a. Shortage of Teachers: There are not enough qualified teachers to adequately staff the present vocational system. If the vocational system is to expand, there must be an increase in the number of vocational

teachers. From 1956 to 1963 the number of secondary technical teachers has increased in the public vocational school system from 95 to 272.² If the vocational school system is to meet the demands of the Vietnamese labor market, it will have to produce teachers at an even higher rate than this.

b. Improvement in Existing Vocational Schools: Many of the present vocational and technical schools are in need of building and equipment repair. The school at Hue is especially in need of repair. The building needs rewiring while much of the equipment is in need of repair, i.e. five metal lathes are inoperative, due to the lack of motors. The rural trade school at Quang Ngai is also in need of new equipment and building repairs. The Polytechnic School of Da Nang's equipment and buildings are still in good condition.

c. Curriculum Expansion: The curriculum is not completely representative of the demands of the labor market. According to the labor survey included in this annex there is at present a great demand for plumbers and masons, which are not now included in the trades now offered by the vocational schools in I Corps.

d. Expansion of the Vocational System: At present the demand for skilled labor is far out-stripping the supply. The vocational system in I Corps is turning out roughly 200 graduates each year. This is not meeting the demands of the labor market. It can be safely said that the vocational system is not producing enough skilled workers and must be greatly expanded to do so.

e. Shortage of Shop Equipment: A shortage of shop equipment and

shop materials exists. Much of the present equipment is inoperable due to age and lack of repair parts. Materials to work with in shop, such as wood for woodworking and electric motors for electricity, are scarce. Without the basic tools and materials to work with vocation education becomes meaningless.

7. Recommendations:

- a. That the equipment and buildings at Hue technical school and Quang Ngai be repaired and replaced.
- b. That courses in plumbing and masonry be developed and introduced into curriculum.
- c. That vocational education system be expanded as quickly as possible.
- d. That a program of night school vocational instruction be introduced.
- e. That a crash program of teacher training be introduced for vocational instructors. A vocational teacher training institute could be included in the Hue School of Pedagogic to help produce more vocational teachers.
- f. That trade schools be built in each of the province capitals. The capacity of each of these schools should be roughly 500 students.

§ Directorate of Technical Education, Technical Vocational Education, p. 7.

9 " " " " " " " p. 10.

INCLOSURES:

1-Weekly Schedule of Vocational Classes, Da Nang Polytechnical School.

2-Weekly Hours of Class Meetings, Mathematics Section, Da Nang Polytechnical School.

Annex 1 to Annex II to Study on the Education Situation in I Corps

WEEKLY SCHEDULE - DA NANG POLYTECHNICAL SCHOOL

VOCATIONAL CLASSES

SUBJECTS	Class Periods	Class Periods	Class Periods
	Weekly US 8th FIFTH GRADE	Weekly US 9th FOURTH GRADE	Weekly US 10th THIRD GRADE
NATIONAL LITERATURE	2	2	2
CIVICS	1	1	1
FOREIGN LANGUAGE	4	4	4
MATHEMATICS, SCIENCE	4	4	4
HYGIENE	1	1	1
INDUSTRIAL DRAWING	4	4	4
SPORT	24	24	24
PHYSICAL EDUCATION	1	1	1
T O T A L Hours Weekly	41	41	41

School in session approximately 36 weeks annually.

Annex 2 to Annex D to Study on the Education Situation in I Corps

WEEKLY HOURS OF CLASS MEETINGS -- DA NANG POLYTECHNICAL SCHOOL
MATHEMATICS SECTION

SUBJECT	Class Periods Weekly FIFTH GRADE	Class Periods Weekly FOURTH GRADE	Class Periods Weekly THIRD GRADE	Class Periods Weekly SECOND GRADE	Class Periods Weekly FIRST GRADE
VIETNAMESE	2	2	2	2	-
PHILOSOPHY	-	-	-	-	3
CIVICS	2	2	2	1	1
HISTORY-GEOGRAPHY	2	2	2	2	2
LANGUAGE-Foreign	5	5	4	4	4
MATHEMATICS	6	6	8	8	9
PHYSICS, CHEMISTRY	3	3	6	7	7
SCIENCE NATURAL	1	1	-	-	-
HEALTH	1	1	-	-	-
FREE HAND DRAWING	2	2	-	-	-
TECHNICAL DRAWING	4	4	6	6	6
PROF TECH & SHOP WORK	8	8	4	4	4
PHYSICAL EDUCATION	1	1	1	1	1
T O T A L Hours Weekly	37	37	35	35	37

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

1. Structure (Description):

Adult Education in I Corps and most of Vietnam is limited mostly to English instruction. The English night classes as a part of the military civic action program have been quite effective. Adult education is highly popular, but has not been expanded to other subjects that would be of benefit to the adult population. There is little or no information on number, type, location or who teaches the adult classes.

The amount spent on adult education (0.18%) as a percent of the national budget indicates the very low priority given to it.

2. Problem Areas:

a. Limited Facilities: In most of the rural areas, where there is no electricity, it is difficult to find a building or place with enough lighting to hold classes. The rural schools do not have lights so they can not be used.

b. Limitations of the Curriculum: The curriculum for adult education, limited to English classes, is in need of expansion and development into other areas. The high popularity of adult education should be used to encourage a program of night classes in practical subjects; such as, hygiene, child care, vocational training and related subjects.

c. Lack of Ministry Control: There is apparently no organization or central authority at the local level in control of adult education. This leads to a variety of different programs with no control or guiding objectives.

3. Recommendations:

a. In rural areas generators or some other means of providing a power source be found to provide adequate lighting and thus allow night classes to be conducted.

b. The adult education curricula be researched and developed to include health hygiene, child care, vocational training and other related subjects.

c. That an organization or person under the elementary education chief be made responsible for adult education in each province, and that a larger percent of the budget be spent in this area.

ANNEX F (Higher Education), to the Study on the Education System in I Corps

1. Structure and Curriculum:

The University of Hue (I Corps' only institution of higher education) was established under the decree of March 1, 1957, and classes were begun at the beginning of the academic year, 1957-58. It is now comprised of the Faculties of Letters, Law, Sciences, Medicine and Pedagogy (Education).

Entrance to the various Faculties or Colleges is gained through presentation of the Baccalaureat II (High School Diploma) and success in entrance examinations to the program selected. Not infrequently, a student takes entrance examinations for more than one faculty; if successful in gaining entrance to two programs, since there is little or no cross checking between faculties, the student may register for a full academic load in each.

At the end of each year, examinations are offered in each faculty; if an examinee is successful he receives either a certificate or a statement of satisfactory achievement for each program. Thus, he is admitted from year to year to the next class. Upon successful completion of a university program he is granted either a diploma or a license, indicating graduation whether the program be three years or four.

Each faculty has been constituted as a unit quite independent of other faculties. Each, to date, has developed its programs without support from or collaboration with any other faculty within the university thus leading to narrow specialization without benefit of general education

or of functional interrelationships of knowledge. For example, the Faculty of Law admits the secondary school graduate who has the proper high school specialization; but this student is not exposed along the route to any courses in science; in his university work furthermore, he studies no additional courses in language or literature.

Teaching staffs in the several faculties have been assembled largely from Vietnamese resources; they are supplemented to a minor degree by personnel from cultural missions of friendly countries. Several key officers in education and deans of faculties hold higher degrees; they have had to draw their teaching staff, for the most part, from personnel of lesser background.

Educational resources, such as libraries, are as yet limited in number and quality. The American Aid program supplemented by that of certain other friendly countries has furnished excellent laboratory and shop equipment. Audio-visual resources are being developed. Emphasis is now being given to proper use of these facilities.

Qualification of university studies has not yet been fully developed. The number of weeks of one session held by one faculty may differ from the number held by another in the same university. Student load is a second variable. For instance the Faculty of Letters offers programs of 12-14 hours per week while the Faculty of Science requires in some programs 22 hours of lecture and 8 hours of laboratory per week. The Faculty of Pedagogy (Education), however, has quite consistently offered programs of 24 - 26 hours per week, and currently is trying to reduce this load to 20 hours per week.²

2. Problem Areas:

Higher education should train an increasing number of high level personnel - craftsmen, engineers, administrators, planners and professional personnel. Equally crucial is that the university be a source of competent leaders. To do this the university of Hue must change its emphasis from that of a self-centered and tradition bound institution to one of service to the community and nation as a public service institution. The University of Hue has not made this shift.

Re-orientation and reorganization are long overdue. But this move must be based on valid appraisal of the present situation.

3. Recommendations:

The following are USAID's recommendations for the development of universities in Vietnam; they most certainly apply to the University of Hue:

a. Assure the University, through a charter, an autonomous status by making it self-governing body administered by a council of members named to overlapping terms who control finances and other administrative matters democratically with full faculty participation on academic matters.

b. Make the University a unitary institution, administratively at the outset, and physically as soon as possible.

c. Expedite the appointment of a Vice-Rector, a Registrar, a Librarian, and a Librarian and three of four faculty members representing constituent faculties to hasten both physical and academic planning.

d. Establish an administrative council on which all heads of

major university units serve under the chairmanship of the Vice-Rector.

e. Give the university responsibility for all post-secondary education.

2 Education Division, USOM Pamphlet, Student Records from Vietnam, p. 10.

ANNEX G (Administration), to the Study on the Education Situation in I Corps

1. Structure:

a. National: Government activities in the field of education in the Republic of Vietnam are the responsibility of the Department of National Education. The chief administrative official of the Department is the Secretary of State for National Education. His immediate deputies are a director of the cabinet and a secretary-general.

Internally, the Department of National Education is divided into a Directorate for Secondary-Elementary Education and Popular Education, a Directorate of the Cabinet and a General Secretariat. Control and administration of most matters pertaining to primary and secondary schools, teacher training and the literacy program is vested in the first of these agencies. The second, headed by the director of the cabinet, deals with planning and legislation. The third, headed by the secretary-general, handles administrative matters. The universities, the Oceanographic Institute, the Institute of Archeology, the Archives, the National Library, cultural affairs and translation, editing and printing services are under the immediate control of the Secretary of State for National Education.

The line of authority in respect to administration of schools descends from the Directorate for Secondary-Elementary Education and Popular Education in Saigon through a provincial chief of service directly to school principals. The only matters on which local school principals report to local rather than national authorities are those having to do with finances and minor details of administration.

The National Education Convention was held in October 1964 and was attended by 175 elected representatives from the nation's 45 provinces and 285 districts. This convention initiated the reorganization of the Ministry of Education. The Ministry realized that in order to avoid duplication and eliminate red tape more attention must be paid to planning. Its concern is the more justified as the increase in personnel is far from keeping pace with that of the school population and the thousand tasks this alone entails, to say nothing of the diversity, difficulty and multiplicity of modern education issues.

A planning committee was organized as the top committee directly under the Minister. The Minister is chairman of this committee. It functions both as a policy-making committee and a ways-and-means commission. Responsible to the planning committee is the Commission for the Improvement of Education and the National Education Council. The National Council can challenge any government decisions pertaining to education.

The Research and Planning Department, which makes recommendations for educational priorities, operates directly under the Commission of Education Improvement and the National Education Council.

It is envisaged that the creation of these committees will better coordinate Ministry policy and that wiser decisions will be made regarding policy and priorities.

b. Local: The administration of elementary education within the provincial and municipal political divisions is the hands of a chief of education for the area. The elementary education chief is responsible both

to the Minister of Education in Saigon and to the Province chief. His duties include planning, supervising and requisitioning and distributing materials to the various elementary schools within his province. The task of inspecting the schools to see that they are meeting the standards set by the Ministry of Education is performed by an assistant, whose sole function is to inspect the schools.

On the secondary level each school is responsible to the National Ministry in Saigon. There is no intermediate or provincial education chief for secondary education.

2. Financing: The upgrading of human resources is a major concern of a developing country which commits itself to accelerated growth. Thus, the strategy of human resource development is concerned with the two-fold objective of building skills and providing productive employment for utilized or under-utilized manpower.

Since poorer countries cannot afford to pay for as much education as richer countries, there must be choices made. The balance between primary, secondary and higher education; between general and vocational studies; between humanities and sciences; or between institutional and in-service training. All of these need to be blended in the right proportions if education is to be a help to economic development.

Since 1955 education in Vietnam has had rapid growth: elementary education has increased 275%; elementary teacher education 425%; secondary education over 500%; and higher education over 500%.¹⁰

The education budget for 1965 was a total of VN\$2,547,091,000 as against VN\$1,510,644,000 in 1964 - an increase of 68.6%.¹¹

<u>BREAKDOWN OF THE 1965 BUDGET</u>	<u>PERCENT</u>
Central Administration	3.62
Elementary Education	57.79
Secondary Education	21.24
Adult Education	0.18
Special Education	0.07
Technical Education	7.25
Agriculture Education	1.27
Teacher Education	2.15
Higher Education	5.58
Other Expenditures	0.85

A great concern of the Ministry of Education is the financing of a rapidly rising educational budget. How can the budget keep pace with the expansion, if foreign assistance is cut or dropped?

The demand for 100% enrollment for elementary education (present enrollment: nation-wide, 50%; I Corps, 39%; Ministry goal 75%) would consume most of the resources which are urgently needed for secondary education which is important to economic development. The Ministry's dilemma, an increase in primary education creates irresistible pressures for an increase in secondary education, and the expansion of secondary education makes higher expenditures for higher education almost mandatory. The demand for teachers in primary and secondary schools, and the teachers to train them, and more advance educators for higher education cannot keep pace with the expansion.

In the Declaration of Human Rights the right of all children to

free primary education suggests how powerful are non-economic judgements in education; to provide this education expenditures must be greatly increased. An economist, however, may point out that a better use of resources might result from a prior strengthening of other sectors of education. In one respect at least the educator would agree with him: if primary education must be extended without a worsening of pupil/teacher ratio, there must be a big increase in the output of teachers which in turn calls for a corresponding increase in secondary education.

3. Problem Areas:

a. Lack of Trained Administrators: The necessity for good administrators is important in education as it is in any field. Education in Vietnam suffers from the lack of well trained administrators as do many other governmental organizations. Low pay and poor working conditions do not attract those few who do have the ability and training to be competent administrators.

b. Duplication of Functions: The best example of this is the use of an inspector to determine how well the schools are doing. This should be a partial responsibility of the Chief of Education. The inspector should not have the sole responsibility for determining success or failure of a school to meet national standards. The Chief of Education should have some first hand contact to better understand how well his system is functioning.

c. Lack of Control at the Secondary Level: Each secondary school reports directly to the Department of Secondary Education in Saigon. There is no intermediate level of organization between the secondary

school and the National Administration. This policy allows for development of many different approaches to secondary problems and overlapping of school responsibilities. This also leads to poor communication between adjoining secondary school districts.

d. Financing: A larger percent of the budget should be spent on teacher training. The lack of teachers is one of the most pressing problems now facing education in South Vietnam. The teachers must be trained first and then the schools built. More emphasis and money must be invested in the training of teachers if the school system is to meet its goal of quality education for every Vietnamese.

4. Recommendations:

a. Improved training, wage scales and working conditions for education administrators: To attract and train competent administrators a program of improved wages and working conditions, plus an inservice training program should be initiated.

b. Provincial Education Chiefs should share responsibility for inspecting the elementary schools with the inspector of elementary education.

c. That all public education, both secondary and elementary be placed under one provincial chief for education.

d. That a greater percent of the national education budget be given to an expanded training program for teachers.

10 USAID Regional Education Office Memo., Education in I Corps, p. 4.

11 Lloyd W. Woodruff, My Thuan, Administrative and Financial Aspects, p. 68.

ANNEX H (Teacher and Teacher Training), to Study on the Education Situation in I Corps

1. General Background:

The training of an adequate number of teachers is a serious and continuing problem in South Vietnam. The country was hard pressed to replace the many French secondary school teachers and university professors who left the country after independence, and the rapid increase in school enrollments complicated the problem further.

The establishment of many new normal schools in Saigon and other large cities after 1959 did much to alleviate the problem, but in the early 1960's the number of qualified teachers was still inadequate. Each year the Prefecture of Hue alone needed about 70 additional elementary school teachers, but was able to recruit only about 15.¹² Many positions were left vacant by persons called to military service; some were filled by substitute instructors, but the substitutes usually lacked professional training.

Teacher training for positions in the elementary schools is offered in normal schools at Saigon, Ban Me Thuot, Vinh Long, Qui Nhon and a Fundamental Education Center at Khanh Hien, southwest of Saigon. These schools are open to graduates of the first cycle of secondary school and offer a full 3-year course or a concentrated 1-year program.

Secondary school teachers are trained at the universities in a program that last 4 years. Nearly 300 persons were graduated from the Faculties of Education at the Universities of Saigon and Hue in 1961.

The scarcity of qualified teaching personnel for higher educational institutions is even more acute than the shortage of elementary and secondary school instructors. The country lacks facilities of its own for training persons to teach at the university level, and the number of South Vietnamese who have reached this level of training through study abroad is small. Thus many positions on the university faculties are held by foreign professors, mainly French, some of whom are not wholly successful owing to the language barrier.

2. Hue Normal School:

The Faculty of Pedagogy (Education) is for the training of secondary teachers. The school has presently 210 students and 22 full-time instructors and 30 part time instructors. The school includes a demonstration high school with 488 students. In the last three years the school has graduated 180 students. The Ministry of Education has plans for an expansion which will give the Faculty an enrollment of 1100 students and 40-50 full-time instructors. The Hue Faculty is the only normal school in I Corps.

3. Wage Scales and Qualifications:

The salary a teacher is paid is determined by several factors. The first of these factors is the type of school he is teaching in. The type of school determines the source of his salary. If he teaches in a self-help school, his source of income is from the students fees and what ever the village can afford to add to his salary. A hamlet school teacher is paid by the Central Rural Construction Council. The teacher who teaches

in a public school is paid by the Ministry of Education. A second factor in determining the salary is the amount of schooling a teacher has had. The teacher in a public school is required to have more advanced schooling than one in a hamlet; so thus, a hamlet teacher is paid less than the Ministry teacher. An additional factor in determining salaries for Ministry teachers is the number of children they have in their own family. For each child over five they receive an extra increment. Refer to inclosure 1 of this annex for the approximate wage scales and qualifications.

4. Numbers and Teaching Conditions in I Corps:

a. Elementary. In elementary education the shortage of teachers is very acute. The Ministry's elementary teachers are elementary graduates with two or three years training in one of the national elementary normal schools. A severe drain was made in 1965 on elementary teachers in I Corps: 271 drafted; 11 killed by VC and 30 kidnaped by VC.¹³ The Ministry is making an effort to increase the number of women teachers for elementary schools - 40% of the teachers in I Corps are women.

Number of elementary teachers by province:

Province	Present	Additional Teachers Needed to Meet Nat. Goal of 75%
Quang Tri	568	162
Thua Thien	1,076	131
Quang Nam	573	999
Quang Ngai	310	572
Hue	262	18
Da Nang	395	55
TOTAL	3,916	2,957

There is no facility in I Corps to train elementary teachers. The National elementary normal schools, located in other Corps areas, which train I Corps teachers have been improved by upgrading both admission and graduation requirements. The construction and equipping of two new normal schools, a third specializing in Montagnard education soon to be completed, the establishment of an in-service center which is a new and unique application of the specialized re-education boarding school approach, and by construction of and/or arrangement for demonstration schools facilities. From the total facilities available almost 1,400 elementary teachers are graduated and 800 can study at the in-service center annually.

b. Secondary: As in elementary education there is a severe shortage of teachers. The draft has helped to deplete the number of available teachers, as in elementary education, but security is not as great a problem with secondary education as it is in elementary. This is due to the location of most of the secondary schools in population centers, which are fairly well secured, while many of the elementary schools are located in insecure rural areas. Due to this there has been fewer secondary teachers kidnaped by the VC.

There are 747 male and 186 female 1st cycle teachers in I Corps. In the 2nd cycle there are 269 males and 36 females (for a detailed breakdown of number of teachers in each province refer to Annex C inclosure 1.).

5. Problem Areas:

a. Low Pay: The self-help and hamlet school teachers are paid

around VNĐ5200 per month. In some cases the self-help teacher, who depends on his pay from students fees, earns less than VNĐ1,500 per month. According to KMK wage scales an unskilled laborer earns VNĐ2,400 a month. This situation, especially in the self-help and hamlet schools, does not lead to attracting the best and most qualified teachers.

b. Working Conditions: The condition that the teachers, especially in the rural area, work under are not encouraging to efficient work. Most of the schools both elementary and secondary are poorly equipped, in need of repair, have little or no lighting, have poor ventilation and have no toilet facilities. Under these conditions it is not surprising that there is a shortage of teachers.

c. Teacher pupil ratio: The present teacher pupil ratio in elementary education, ranges from 1 to 30 up to 1 to 80 with an average of 1 to 60.¹⁴ Sixty pupils for each teacher is too large of a class for effective teaching. The discipline problems in a class of 60 are uncontrollable unless a strict, regimented discipline pattern is followed. In using such methods of discipline, an atmosphere of suppression results which is not conducive to imaginative or creative instruction and response. As a comparison, the average class in the U.S. ranges from 25 to 30. The ideal class should have a pupil teacher ratio of 1 - 20. In such a class the teacher has enough time to give each child some attention to help him with each of his particular educational and sociological problems.

d. Need for improvement and expansion of the normal school system: The present normal school system is not meeting the demands for

trained teachers. All the elementary normal schools in South Vietnam together are turning out roughly one thousand teachers each year. The I Corps demand alone to meet the national goal, 35% of the schoolage children in school, calls for over two thousand extra teachers. This goal does not include replacement teachers. It is fairly evident that if South Vietnam is to meet her additional goals for education a program for graduation more teachers must quickly be undertaken. At present there is no elementary training school in I Corps.

e. Military Drafts: The drafting of specialized technicians is a problem in education as it is in other fields in South Vietnam. Last year 271 elementary teachers were drafted out of a total of 3,916 elementary teachers in I Corps. Due to the scarcity of qualified teachers and the rapid expansions of the education system many of the positions left vacant by the drafted teachers are still not filled. A similar situation exists in the secondary system. Just recently 21 teachers out of 60 (including the principal) of Da Nang's only public high school, Phan Chu Trinh, were drafted. If continuity in education and the present number of teachers is to be increased a system of draft deferment for teachers will have to be undertaken.

6. Recommendations:

a. The self-help and hamlet primary school teachers be paid by the National Ministry and that their salaries be brought in line with the Ministry teachers, according to their qualifications.

b. That the conditions under which a teacher must work be improved.

and that a teacher's lounge and office be constructed with each new school built.

c. That efforts be taken i.e. train more teachers, to reduce the present pupil teacher ratio.

d. 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.

e. That the normal school system for both secondary and elementary teachers be expanded to meet the current and future demands for teachers.

f. That an elementary normal school and demonstration school be opened in I Corps preferably in the Da Nang area. The school should graduate at least 300 students per year.

12 "Education", U.S. Army Area Handbook for Vietnam, p. 114.

13 USAID Memo., Teacher and Tuition Problems in Rural School, p. 3.

INCLOSURES:

1-Wage Scale and Teacher Qualification

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Inclosure 1 to Annex H to Study on the Education Situation in I Corps

WAGE SCALE AND TEACHER QUALIFICATION

TYPE OF TEACHER	SALARY PER MONTH	PAID BY	REQUIRED SCHOOL
Self-Help (Ele)	1,500 + or -	Student fees	E
Hamlet (Ele)	3,200 +	Central Rural Construction Council	E, T
Elementary	Min: 5,249 * Max: 9,299	National Ministry of Education	E, 1S, NE
Secondary 1st cycle	Min: 5,503 * Max: 11,198	National Ministry of Education	E, 1S, 2S, U
Secondary 2nd cycle	Min: 6,642 * Max: 13,856	National Ministry of Education	E, 1S, 2S, U
Higher Education	10,000 +	National Ministry of Education	E, 1S, 2S, U

Based on performance, from 20 to 25 years is required to reach maximum pay. If a teacher is married VN\$700 is added to his pay and VN\$600 is added for every child above the total number of five. The family allowances are on an annual basis.

LETTER SYMBOL	TYPE OF INSTRUCTION	LENGTH OF STUDY
T -	Training program for Hamlet teachers	3 months
E -	Elementary	5 years
1S -	1st cycle (Secondary)	4 years
2S -	2nd cycle (Secondary)	3 years
NE -	Normal Elementary	2 years
U -	University (Faculty of Pedagogy)	4 years

ANNEX I (School Construction and Facilities), to the Study on the Education Situation in I Corps

1. Elementary: From 1957 to the present time some 20,133 additional classrooms have been constructed within South Vietnam. Of these 20,133 classrooms, USAID has constructed 6,314 and GVN has constructed 13,819.

These classrooms are built according to approved Ministry of National Education plans with dimensions 7.35 meters in length, 6.35 meters in width, and 3.60 meters in height. Plans and materials may vary in accordance with the financial ability of the community. Under its self-help plan USAID has generally provided 50% of the cost of materials and labor or VN\$25,000 per classroom plus VN\$7,000 for furnishing per classroom. In exceptional cases where the community was in economic straits, USAID has provided all cost of construction and furnishings plus teacher's salaries for a limited period.

It should be noted that there were 339,442 pupils enrolled in 2,915 private and semi-private elementary schools, making a total elementary school population of 1,554,063 (I Corps 207,188) children which is reported to be about 65% (I Corps 39%) of the children of elementary school age in Vietnam. Unfortunately the number of classrooms cannot keep pace with the increasing enrollments with the result that practically all schools at this level have two, three and more daily shifts.

2. Hamlet School Program: The main effort in elementary school construction in the last three years has been in the hamlet school project. This project, which began in 1963, has two major purposes: (1) to increase

educational opportunities to elementary and secondary education for rural children as one part of a broad program of community improvement aimed at developing the loyalty of the rural populace to their government in the counter-insurgency struggle, and (2) to develop a capability on the part of the Ministry of Education, the provinces, and the villages to develop and administer a program for general education.¹⁵

The project, supported by USAID funds, has been highly successful in I Corps. Since 1963 there have been 490 classrooms built, 647 teachers trained and 250 self-help classrooms built. Inclosure 1 to this annex gives the breakdown of how each province in I Corps did in respect to fulfillment of their goals in hamlet school construction. Annual goals for 1966-67-68 are 2,500 classrooms and 4,000 teachers which if realized, will bring the total to over 13,000 classrooms and 17,000 teachers by the end of 1968.

3. Secondary Construction: During the period from 1956-65, 2,088 classrooms were constructed in South Vietnam. During the 1964-65 school year there were 174 public secondary schools and 484 private schools in South Vietnam. In I Corps there are 19 public (2 were built in 1965), 17 semi-public and 38 private first cycle schools. There are 9 public, 3 semi-private and 18 private second cycle schools. At present a technical training school in East Da Nang is under construction plus a high school in Chu Lai and plans for five additional classrooms in the Da Nang area.

Secondary school buildings vary according to the architect employed and in recent years have tended to include original designs. However,

all classrooms are standard in size regardless of the subject taught. USAID has furnished 100% of the costs of construction and furnishings. Even with a constantly increasing number of secondary schools and classrooms, only about 20% of those seeking admission can be accommodated in the public secondary schools. Practically all the public schools have two shifts.

4. Military Assisted Construction: At present 76 elementary classrooms and several secondary schools are being constructed or supported by various military groups in I Corps. For breakdown as to TAOR refer to Inclosure 3. Through the Marine G5 civic action program 50 elementary classrooms are being built. Naval Support Activity is building 4 in Da Nang, and the Chaplain's Institutional Program is helping build 21 parochial elementary classrooms also in the Da Nang area. There are 61 additional classrooms proposed for the remainder of 1966. The number of schools completed to date by III MAF totals 39 or 69 classrooms. The source of funds for the construction of these classrooms has been through contributions of various organizations in the U.S. to the Marine Civic Action Fund. CARE has also been a source of funds. The Chaplain's Institutional Building Fund is derived from chapel funds throughout the U.S. and Vietnam. These funds can only be used for the construction of religious affiliated schools.

5. Problem Areas:

a. Lack of Teachers: The greatest problem in opening a new school, elementary or secondary, is not in building the school, but in staffing the school with competent teachers. A classroom can be built but without a

teacher the classroom will never be used.

b. Lack of Materials: Some school construction projects are being held up due to the lack of concrete and tin roofing. This problem is attributed to inaccessibility of construction sites and slow arrival of material from abroad. This problem is being improved upon as improved transportation facilities are becoming available.

c. Lack of Repairs and Maintenance: Once a school is constructed little or no maintenance is provided to keep the school in usable condition. The cleaning and repair of most elementary schools is in the hands of the head teacher, who has no one outside of himself and his teachers to repair and clean the school. If any major repair is to be done, approval has to be secured from province or Saigon which involves a great deal of red tape and time.

d. Poor Physical Setting: The physical lay-out of many of the elementary schools leaves much to be desired in attractiveness and lighting. The interior of the classrooms are dark, most do not have electricity. The size of the classroom is usually too small for the number of children. The average class runs about 60 pupils which is twice the average size of a class in the U.S. It has been proven that the most effective teaching and studying takes place in bright, well lighted, attractive and well ventilated classrooms. Most elementary and secondary schools are far from being classified as well lighted and attractive.

e. Latrine Facilities: Health education is taught at the elementary level, but in most schools there are no latrines or water closets for the children to practice what they have been taught. Many of the new schools being built do have latrine facilities, but the great majority of

the older ones do not.

6. Recommendations:

a. More Teachers: That for each new classroom programmed a teacher also be trained and programmed. In line with this a surplus pool of teachers should be trained to meet any unexpected increase or necessity for more trained teachers. This would mean more teachers would be trained than classrooms constructed. The present program of one for one is holding back the construction program.

b. Transportation: The transportation methods of both internal and external (transportation Vietnam) of school construction materials be surveyed and investigated to determine how they can be improved.

c. Consolidation and Improved Maintenance: That elementary schools be consolidated, especially in the urban areas. This will make it more feasible for each school to hire someone as custodian who would be responsible for repair and upkeep. In the rural areas someone such as the village chief should be responsible to see that the school is cleaned, at least once a week, and any repair necessary be performed when necessary.

d. Improved Classroom Conditions: To improve the effectiveness of teaching the interior of classrooms should be expanded in size, and the color of the room should be as bright as possible. Each classroom could be whitewashed once each year to improve the brightness of the room. The size of each classroom should be doubled if possible, 12 meters x 14 meters.

e. Latrine Construction: A program of latrine construction should be undertaken and each new school built be required to include

latrines and washing facilities.

15 USAID Memo, Provincial Education, p. 6-3.

ENCLOSURES:

- 1-Province Progress in Hamlet Classrooms
- 2-Province Progress in Hamlet Teacher Training
- 3-Military Aided School Construction in I Corps

Inclosure 1 to Annex I to Study on the Education Situation in I Corps

PROVINCE PROGRESS IN HAMLET CLASSROOM - I CORPS (C.H.C.C.)

SCHOOL BUILDING CONSTRUCTION

PROVINCE	1963		1964		1965		UNDER CONST
	ALLOC	CONST	ALLOC	CONST	ALLOC	CONST	
QUANG TRI	51	45	50	45	20	--	20
THUA THIEN	36	32	40	0	40	--	40
QUANG NAM	42	42	33	20	40	34	6
QUANG TIN	24	24	35	20	25	11	14
QUANG NGAI	51	51	60	60	36	--	36
DA NANG	--	--	28	0	29	--	35
T O T A L	204	194	246	145	189	45	151

Difficulty of shipping cement and roofing to the Provinces hamper construction
 The Ministry recommends that three classrooms be constructed together making a school for grades V, IV and III.
 When CRCC allocates a number not evenly divided by three, classrooms are added as new allocations are made.

SOURCE: USAID, Saigon

Inclosure 2 to Annex I to Study on the Education Situation in I Corps

PROVINCE PROGRESS IN HAMLET TEACHER TRAINING - I CORPS

TEACHER TRAINING

PROVINCE	1963		1964		1965	
	ALLOC	TRAINED	ALLOC	TRAINED	ALLOC	TRAINED
QUANG TRI	51	34	69	51	67	67
THUA THIEN	24	23	49	45	49	49
QUANG NAM	28	28	48	0	55	55
QUANG TIN	16	16	50	45	25	25
QUANG NGAI	34	37	80	80	72	58
DA NANG	--	--	28	0	34	34
TOTAL	153	138	324	221	302	288

The Hamlet teacher must have completed elementary school and be over eighteen years of age. Training given for the teacher is two months - classroom study and one month practice teaching in a rural school.

These teachers may teach only grades V, IV and III.

SOURCE: USAID, Saigon

Inclosure 3 to Annex I to Study on the Education Situation in I Corps

ELEMENTARY SCHOOL CONSTRUCTION

	PHU BAI TAOR	DA NANG TAOR	DA NANG CITY	CHU LAI	TOTALS
Number of Classrooms in Operation	41	133	284	78	525
Number of Classrooms under const GVN	0	17	26	0	43
III MAF & NSA (*indicates NSA)	18	#29	4*	25	76
Proposed Construction CY66 GVN	0	67	29	24	120
Marine	0	16	0	28	61
Total Classrooms planned in TAOR CY 66	59	262	343	155	816
TAOR Population	39,035	348,880	248,366	116,435	852,716
Number of Schoolage children	7,819	69,776	49,600	23,287	150,482
Number of Schoolage children in school	4,955	19,400	34,560	11,160	68,675
Percent of children in school	64%	27%	71%	48%	47% (tot P)
Percent obtainable by const CY 66	91%	51%	84%	88%	70% (tot P)
Additional Classrooms Required for 100%	7	290	67	24	386

Includes 21 elementary classrooms under construction through the Chaplain's Institution Program.

NOTES:

1. All Marine proposed construction will commence as sponsoring units become available which should be no later than 1 October 1966.
2. Schools needing repair or under repair are shown under classrooms in operation unless they require total reconstruction.
3. In addition to the above III MAF presently has under construction a Technical Training School in east Da Nang sponsored by the Chaplain's Institution Program, Ly Tin High School, Chu Lai and plans 5 secondary classrooms in Da Nang TAOR.
4. Schools completed to date through III MAF efforts total 39 which account for approximately 69 classrooms including 11 through Cahplain's Institutional Program.

ANNEX J (U.S. and Third Country Aid To Vietnamese Education), to the
on the Education Situation in I Corps

1. USAID (United States Agency for International Development)

a. Organization: The USAID organization is headed by a Chief Education Advisor who is responsible for aiding and advising GVN in educational matters. He is assisted by a deputy and a secretary. The main part of the USAID advisor organization is divided between general education and vocational education. Under each of these divisions there is a head advisor and an advisor team for each Corps. USAID has contracted with the Universities of Southern Illinois and Ohio. These contracts deal with research and recommendations in the fields of secondary, elementary and vocational education. (Refer to inclosure 1 of this annex for a detailed breakdown of the USAID educational organization.)

b. Programs: The range of education programs that USAID is involved in is quite large, and it would take another study of this size to cover each program in detail. The following is a list of major educational programs, with a brief description, being carried out and developed with GVN.

(1) Hamlet School Project: In this program USAID provides the materials, cement and tin roofing to the Rural Reconstruction Committee to construct schools in rural areas. These schools are built in areas of contest between VC and GVN to aid the GVN cause.

(2) Vocational Education: AID is providing advisors for each of the polytechnical schools, and equipment and materials for these

5520VN

the other vocational schools. In many cases AID has paid for the cost of construction of the schools, i.e. the Da Nang Vocational School was built with USAID money.

(3) Elementary: USAID is providing school construction materials, textbooks, maps, desks and many other education necessities to the Ministry of Education for elementary education.

(4) Secondary: Science equipment, textbooks, maps, referents to the U.S. to study in their specialized fields.

c. Financing: The USAID program is financed through the AID budget for assistance to South Vietnam.

2. Military:

a. Organization: The military civic action programs are handled through the G5. The G5 is responsible for the overall civic action programs and projects, while, the S5 handles the civic action projects at the regiment and battalion level.

b. Programs: The military has confined its programs to the construction of schools and distribution of school supplies and educational materials. (For information pertaining to school construction by the U.S. military refer to Annex I.)

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c. Financing: The cost of materials for school construction and materials is provided through the Marine Fund, Chaplain's Fund and CARF.

d. Private Organizations:

a. Many religious organizations have contributed to education to the support of their various missionary educational programs.

b. IVS: (International Voluntary Services)

In 1962 the Education Division of USAID/Vietnam expanded its services in the fields of English and Science through a contract with International Voluntary Services, a private, nonprofit organization with headquarters in Washington, D.C. Since the first group of IVS English teachers came to Vietnam three years ago, 48 young Americans have taught on the faculties of Vietnamese high schools, technical schools, and normal schools. Currently, there are 18 team members teaching in the schools of Vietnam.

IVS teachers act as regular members of the faculties of the schools where they teach, with duties and responsibilities like those of the other members of the Faculty and with no special privileges because they are Americans. IVS'ers almost always teach more than the sixteen hours a week required of Vietnamese teachers, the average being over twenty-five hours. In addition to teaching regular classes, IVS people teach voluntary classes usually at night or on weekends, to members of the community who are interested in learning English. Students in voluntary classes range from government officials to primary school teachers and shop keepers. IVS English teachers also carry out a wide variety of extracurricular activities such as coaching athletics, and library development. Many IVS'ers have

acted as leaders and advisors to Vietnamese youth groups such as the National Voluntary Services, the Buddhist Youth Association and the Summer Youth Program.

IVS involvement in Science Education began in Hue in 1963 when a Mobile Science Program was inaugurated to help Vietnamese teachers improve their knowledge and methods of teaching basic science. This year the program was expanded to include units in Nha Trang, Gia Kinh and Vinh Long. In each of these four cities, two Vietnamese teachers have been assigned by the Chief of Elementary Education to work with an American advisor to organize workshops for elementary teachers. Each of the four units is assigned a panel truck and supplied with science equipment by USAID Education. By working with teachers, IVS is able to make a substantial impression on Science Education in Vietnam, for the subsequent influence of these teachers multiplies our original efforts.

4. Third Country Aid: There is not a great deal of third country aid in I Corps. Some Australian aid in the form of school supplies can be found in use in I Corps. Germany has given some technical aid in establishing technical schools in Vietnam.

INCLOSURES:

1-USAID Organizational Chart

Inclosure 1 to Annex J to Study on the Education Situation in I Corps

EDUCATION DIVISION
USAID/Vietnam

Chief Education Advisor

Deputy Chief Education Advisor

Secretary
Patricia Fulghum

GENERAL EDUCATION
Frederick W.P. Reuter

VOCATIONAL EDUCATION
Ferdinand V. Lie

Rural Education

Thomas Tolle
Dan Cox
Hal O. Hall
Daniel J. Hays
Gladys O. Philpott

Educational Materials

Graham Eddy
Wesley Brewster

English

Agnes I. Allardyce

Science

Curriculum

Arthur J.K. Coleman

Tests and Measurements

Harold Sealock

Higher Education

Robert LaPollette

International

Voluntary Services

Contract

Rural Trade and
Agriculture

Business
Ronald D. Win

Trade and Indust

(Banmethuot)

Robert H. Dougl
(Vinh Long)

(Qui Nhon)

C. Von Goldb
(Da Nang)

David L. Green

Secondary Education
Contract
OHIO UNIVERSITY

Elementary Education
Contract
SOUTHERN ILLINOIS U.

Vocational Edu
Contract
SOUTHERN ILLINOIS

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D I S T R I B U T I O N

4-COMUSMACV

4-COMUSMAC

1-CG, III MAF

2-CG, 1st Mar Div

2-CG, 3rd Mar Div

2-CG, 1st MAW

2-Comdr, NSA

2-FLC

2- USAID, Region I

1-USA Civil Affairs School

1-USA CBC Civil Affairs Agency

1-CO, 95th Civil Affairs Group

1-G2, III MAF

1-G3, III MAF

1-G5, III MAF

73-CO, 29th CA Co