FOURTEENTH NATIONAL ANNUAL CONFERENCE

PRIMARY SCHOOL INSPECTORS

FEBRUARY 7-17, 1972

MINISTRY OF EDUCATION

Compiled by:

USAID/EDUCATION DIVISION
COMMUNITY EDUCATION BRANCH

JULY 1972

SAYABOURY
ROYAL KINGDOM OF LAOS

Mr. Xao Outpaco
Director of [illegible]

[illegible] Ceremony

Mr. Boundaong [illegible]
Director of Primary and [illegible]

Mr. Prang [illegible]
Chao Khoueng Savannakhet

Mr. Khamsaeng Souvanthavong
Director General, Ministry of Education

[illegible] Support and Recommendations

[illegible] Key Primary School Indicators

[illegible] Key Indicators for Primary School Inspectors [illegible]

Excerpts from Educational Statistics Reports by Primary School Inspectors

PSI/Attopeu [illegible]

PSI/Ban Keun [illegible]

PSI/Borikhane [illegible]

PSI/Champassak [illegible]

PSI/Houa Khong [illegible]

PSI/Keng Kok [illegible]

PSI/Khammouane [illegible]

PSI/Luang Prabang

T R A N S L A T I O N

PREFACE

A conference is held every year in one of the Inspectorates for Primary School Inspectors to seek solution to primary school problems. This report is an important document that contains not only records of the year's progress in each province but also comments, suggestions, and summaries of conference activities, which can be used as a guide by primary school inspectors. Furthermore, it is valuable as a general reference or a source of specific material in research on the status of operations and progress in primary education.

The report reveals, significantly, the cooperation between the Ministry of Education and other Ministries, whose key personnel, on invitation, talked to the group about their functions and the role of education, especially in relation to various aspects of country development

The conference sessions were successfully conducted because guest speakers and others participated in the conference and offered their valuable interest and assistance

SIGNED: Tiao Vannitha
Deputy Director/Supervisor
Ministry of Education

INTRODUCTION

The annual national conferences of Primary School Inspectors have brought about substantial improvements in the elementary school system and influenced developments in other levels of Lao education. Important innovations in educational administration and supervision have resulted, such as revision of primary school regulations, organization of PTAs, establishment of school employee loan service, and preparation of a curriculum for language arts, grades 1-3. The outstanding effect of the conference, however, has been the growth in the leadership of personnel in their planning meetings with inspectors from each province, their identification of major issues for consideration, their management of activities, their exclusive use of Lao language, their increasing emphasis on question-answer discussions in plenary sessions, and their enlistment of the assistance of leaders in other fields. This report marks my third personal involvement in these conferences, and it has been quite gratifying to observe the improvement and professional growth in these key Lao educators. Further administrative achievements can be expected in the future as the supervisory staff begins to assume responsibility for curricular preparations and relies on the conferees for their review, suggestions, and approval.

Hunter A. Fitzgerald
Community Education Advisor/National
USAID

1	Mr. [illegible]	[illegible]
2	Mr. [illegible]	Deputy Director of Primary and Youth Education
3	Mr. [illegible]	PSI Xaiyabouly
4	Mr. [illegible]	PSI Borikhamxay
5	Mr. [illegible]	PSI Champassak
6	Mr. [illegible]	PSI Houa Khong
7	Mr. [illegible]	PSI Xam Neua
8	Mr. [illegible]	PSI Khammouane
9	[illegible]	PSI Luang Prabang
10	Mr. Thonthalat LITHMOUVONG	PSI Savavane
11	Mr. [illegible] LITHOUVRAJIT	PSI Saiyaboulie
12	Mr. Phouvanthong	PSI Sayaboury
13	Mr. Sunthong KHANSINSAVATH	PSI Sedone
14	Mr. Khamleng PHANAPUNG	PSI Sithandone
15	Mr. Tru BOUNMAAMOU	PSI Vientiane South
16	Mr. Chanphout VILAVONG	PSI Vientiane North
17	Mr. Souvong PANMATHAO	PSI Xaiyabouly
18	Mr. Moudin	PSI Xiang Khouang
19	Mr. Linh LANDEMSTHONDIMAX	PSI Thoua Khong
20	Mr. Silas	[illegible] PSI Xam Neua
21	Mr. Trout PROPHAVONG	PSI [illegible]

21. Mr. Thong [illegible]	[illegible]
22. Mr. Typhoon	Deputy Director of [illegible] Education
23. Mr. Phaney [illegible]	Deputy Director of [illegible] Training
24. Mr. Vongsavanh [illegible]	Commissioner Rural Affairs
25. Mr. Bikaew [illegible]	Department of Electrical Power Development
26. Mr. Thou [illegible]	Director of Secondary Education
27. Mr. [illegible]	Director of Planning and Economy
28. Mr. [illegible]	Ministry of Plan and Cooperation
29. Mr. Phouthi [illegible]	Deputy Director of National Museum and Library
30. Mr. [illegible]	French Cultural Advisor to Laos
31. Mr. Norman [illegible]	Chief USAID Education Division

Sunday, [illegible]

[illegible]

[illegible]

Monday, [illegible]

0900 Arrival of Participants
Arrival of Guests
Arrival of the Minister for Education, Cultural Affairs, Chan Khoong Sayaburry and the Director of Primary and Adult Education
Speech by Chan Khoong Sayaburry
Speech by the Director of Primary and Adult Education
Address by the Minister of Education
Reception
Departure of Guests

[illegible] Plenary Session (Chairman: The Director of Primary and Adult Education)

Reports by Primary School Inspectors
(Alphabetical order - 15 minutes for each)

Tuesday, [illegible]

0830 [illegible] Keynote by Primary School Headmaster

[illegible] [illegible] Language in Chinese Primary Schools
Mr. Lepkham, Deputy Director of State Education

[illegible] [illegible] Problems for Primary School Children
Mr. Norman W. Green, MBE, Education Division

[illegible] [illegible] Reports - Primary School Headmaster Conferences

[illegible]

[illegible]

Friday, February 10

[illegible] 1000 Functional Literacy Project for Farmers of the Vientiane Plain, Mr. Bounthong, Vixayvand, Director of Primary and Adult Education

1000 - 1030 Revision of Primary School Regulations, Mr. Khampheui Sikavong, Primary School Inspector, Vientiane North

1030 - 1130 Teachers Association, Mr. Phang, Sundara, Secretary of the Lao Teachers Association

1130 - 1330 Development of Lao Language Curriculum for Primary Schools, Mr. Phan Thavonsouk, Primary School Inspector, Nona Khong

1000 - 1730 Observation Tour - Xayabury

Friday, February 11

0830 - 1000 Organisation and Functions of the Ministry of Education, Mr. Khokhamthong, Ministry of Plan

1010 - 1700 Study Groups

Group Work I - Primary School Regulations

Group Work II - Lao Language Curriculum for Primary Schools

1630 - 1715 Study Groups

[illegible]

[illegible]

[illegible]

[illegible]

Monday, February 14

0930 - 1200 Study Groups

1400 - 1600 Study Groups

1700 - 1830 Activities of the National Museum and Library
Mr. Prachith Soutthek, Deputy Director of National Museum and Library

Tuesday, February 15

0830 - 0900 Study Groups

0945 - 1200 The Method of Teaching French as a Foreign Language in Primary Schools Mr. Robert, French Cultural Advisor in Laos

1400 - 1500 Membership in the W.C.O.T.P.
Mr. Phou Rasphonh, Director of Secondary Education

1500 - 1600 Activities of the Department of Educational Planning and Research, Mr. Kao Outsana, Director of Educational Planning and Research

Wednesday, February 16

0830 - 1230 Study Groups

1430 - 1730 Presentation of Revised Primary School Regulations
Mr. Khamphaeu Sitavong, Primary School Inspector, Vientiane North

[illegible]

[illegible]

Mr. [illegible]
Chief Education Officer

His Excellency, the Deputy Prime Minister
The Minister
The Primary School Inspectors
Gentlemen

On behalf of the local administrative officials, the provincial education personnel, parents and the people in Sayaboury province I would like to offer my thanks to the members of the last National Annual Primary School Inspectors Conference held in Champasak and selecting Sayaboury province as the place of meeting for this year.

First of all, we feel highly honoured and very pleased to have the opportunity to welcome His Excellency the Deputy Prime Minister, Minister of Education, Arts, Sports and Youth who is acting as chairman of the opening ceremony of the 5th Conference today. In this same connection, I would like to express my pleasure and [illegible] to the Director, Primary School Inspectors, and other people from attending this ceremony.

Sayaboury is one of the provinces in the Kingdom that has an area of 16,600 square meters with 400,000 people. It is quite a large and long province which is smaller than Luang Prabang, Khammouane and Savannakhet. Sayaboury is building itself. It can be seen that construction and other development projects are not taking place thoroughly in Sayaboury due to the lack of water and security in some areas.

However, the provincial administration staff, as well as their divisions have not stopped any dissatisfaction in carrying out the development plan, but have been trying in every way to push forward construction activities.

With the cooperation of administration personnel, USAID, and villagers, there are new and many elementary and primary school construction projects (photos in [illegible]) at Muonga in Sayaboury, as follows:

Muang	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sayaboury	10	[illegible]	27	[illegible]	[illegible]	[illegible]
Hong Sa	[illegible]		9			[illegible]
Xieng Hone	1	1	10	1		14
Paklay	7	[illegible]	24	10		[illegible]
Kenethao	1		13			10
	27	15	115	27	2	186

In addition, there are also one SM in Muang Kenethao and two secondary schools in Sayaboury and Paklay.

I do hope that the education staff under the direction of His Excellency the Minister will continually support and develop education in Sayaboury province. I herewith express my gratitude to His Excellency the Minister.

My dear Primary School Inspectors

I always hope that under the guidance of the Director of Primary and Adult Education, in meetings by means of discussion the exchanging ideas, seeking ways for improvement and solving problems in curriculum revision, that you will succeed in bringing good results to national education. Moreover, this is a good opportunity for you to exchange ideas and views and develop more friendship and unity.

The National Annual Primary School Inspectors Conference which has been held annually based on established practical principles, has brought considerable progress to provincial education and has had favorable effect on relatives and friends of teachers and students.

In conclusion, I wish you success and health, so that you can carry out the objectives of the conference according to the purpose of the Ministry of Education.

Report of the PSI Annual Conference

Primary School Inspectors

Sayaboury, February 7 - 17, 1972

Opening Ceremony

Address

Mr. Bounthong Vivaisaad
Director of Primary and Adult Education

Your Excellency the Minister
Mr. Chao Khouang
Directors of Departments
Gentlemen and Pols

On behalf of PSIs from all over the country and on behalf of myself as the Chairman of the fourteenth PSI Conference, I have the honor to express my happiness and present my gratitude to His Excellency the Minister for attending this year's Conference.

First of all, I would like to take this opportunity to thank the Chao Khoueng of Sayaboury and authorities of all divisions in Sayaboury, especially the teachers who have been working very hard with the PSI Sayaboury, the host, in arranging the meeting.

This type of conference has been set up every year since 1960. The first six were held in Vientiane. From 1965 on, conferences were held in Pakse, Luang Prabang, Khong Island, Savannakhet, Houie Sai, Khammouane, Champassak, and this year, the fourteenth one, in Sayaboury.

Problems concerning primary schools are discussed at each conference. Results from previous conferences can be summarized as follows:

- Establishment of a Teachers Association
- Revision of the Primary School Curriculum
- Revision of General Regulations for Primary Schools
- Organization of Parent-Teacher Associations
- Reform of the Sixth Grade Final Examination

This year's conference will work on the following issues to make them conform with the 1962 Nation Act:

- General Regulations for Primary Schools
- Lao Language Curriculum for Primary Schools

Besides these two issues, the conference will also consider problems on the teacher association and other topics. Primary School Inspectors will report on educational activities in their areas.

The reports of the Primary School Inspectors will provide the conference the understanding of problems in each area and how they are being solved.

Primary School Inspectors. I would like to mention again the pleasure I have to meet with all of you. Although it has not been a very long time since I assumed my present position, I have worked previously with you all, so I am well acquainted with your situations.

In regard to your service, even though there are problems in your work or security you have tried hard to carry out your responsibilities, according to Ministry policy. I presume that for this conference, you have prepared to present your problems and new ideas.

In closing, I would like to thank all for sharing your valuable time to attend the opening ceremony of this conference.

Thank you

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

The Deputy [illegible] Minister of [illegible]
Gentlemen and ladies

Distinguished

I am very pleased that I have the opportunity to attend this year's Primary School Inspectors Conference.

First of all, I would like to congratulate the Ministry of Primary Education, which has set up this meeting of inspectors. Inspectors are our managers here and they have to ensure the smooth running of the system.

At the same time, some time ago, the Primary School Inspectors from all over, the [illegible] most difficult situations caused by the number of [illegible] I present my regards to inspectors for doing a good overall also as well. Some of them have [illegible] which we should [illegible] I [illegible] have been inspectors acting as leaders of [illegible] to place [illegible] to war disturbances and migration [illegible] when they were under [illegible] conditions.

However, it is well known that education is the light of development for the Country and is also a key to make people love peace.

A country that has a lot of educated people will develop rapidly in all fields because everyone is aware of the public benefits, has mutual understanding, and lives together peacefully.

Though our education system has not thoroughly reached all levels of society, it is appalling considerable to meet the requirements of the National Development Plan.

Primary School Inspectors

Any activity to be effective [illegible] through careful consideration, just like the [illegible] to write

[illegible]

[illegible]

[illegible]

I hope that your conclusions will be [illegible] and other things to, you know all [illegible] regulations for primary schools adopted [illegible] March 15, 1967 and a very [illegible] on all teachers in the primary school [illegible] in order to perfect their [illegible] and mistakes in carrying out [illegible] of this time it is necessary that the [illegible] be proposed in that way will be more appropriate for the [illegible] of the primary school system.

I presume that you will study [illegible] very carefully to make it more [illegible] and more [illegible].

The same is true for the Lao language [illegible] understood very well that Lao is their [illegible] language, that every Lao should know it well. Therefore, the Lao language curriculum should be developed in a way to apply to the best learning of our children. In [illegible] the Lao children are the [illegible] to make [illegible] acquire knowledge on the [illegible] development projects will be greatly facilitated.

Any changes you can [illegible] to make in the [illegible] which will be proposed for my approval should not ignore the principles in the Royal Order No. 2968, [illegible] July 30, 1962 that is our education system aims to make the people in all society polite Lao, who spend their lives in friendship and believe that one is born for love and unity.

In conclusion, I am asking you to do your best in performing your tasks in the conference. May your work in this conference achieve good results. I declare the Fourteenth National Annual Primary School Inspectors Conference now open. Thank you.

[illegible]

[illegible]

Address

Mr. Lyprand [illegible]
Deputy Director of Private Education

(Mr. Khamthong invited Mr. Lyprand to talk about Lao language instruction in Chinese private schools.) (Following is the report.)

Mr. Khamthong [illegible] (Primary School) [illegible] very pleased today to have an opportunity to talk about the implementation in which we play. The reform of Lao language instruction in Chinese private schools throughout the [illegible] and I do thank you again, MES, for your previous [illegible] to the community private schools.

The objective of the curriculum change is to provide opportunity for Chinese students who are living in Laos and have completed the sixth grade (Grade Diploma of Chinese School) [illegible] be able to speak, write, and read the language as well as a Lao. Then a Chinese student who has stayed in Laos for [illegible] years and eventually can talk like a Lao is should provide the most convenient way to Lao citizenship. In past years [illegible] wishes to become a Lao, he has to live a long, long time in Laos before he could apply for Lao citizenship. Taking Lao language instruction in school and developing ability to speak, write and read Lao language should facilitate becoming a Lao citizen.

In regard to the improvement of Lao language instruction in Chinese schools, the MES Private Education invited representatives from the Chinese Association to confer with them about Lao language instruction in Chinese schools. (Following is a summary of the meeting.)

1. Sixth Grade Final Examination for Chinese Students

   It was agreed that after the completion of the sixth grade, Chinese students would be eligible to take a final exam in four schools (Luang Prabang, Vientiane, Savannakhet, and Pakse) in accordance with the national primary education system. All testing materials and the answers to the tests would be in Lao.

2. Lao Language [illegible]

Instruction in Chinese schools will be [illegible] just as in public schools beginning in the first grade in March 1973. In the week [illegible] hours with 10 hours for Chinese language in grades 1, 2, and 3. Teaching schedules to be used in the schools [illegible] and will be sent to all primary school [illegible] [illegible] for 10 [illegible] to grade 3.

[illegible]

They are:

1. Lao Language
2. Chinese
3. Civics
4. Lao History
5. Geography
6. Science - Observation
7. Drawing
8. Arithmetic
9. Home Economics
10. Singing
11. Physical Education

All these subjects will be taught 20 hours a week for all grades. Chinese, and English or French will be taught 9 to 5 hours a week for all grades. The teaching schedules will be strictly followed:

For grades 4, 5, and 6, the ten hours, which in the lower grades were allotted for Chinese language can possibly include English.

3. Training - Lao Language Teachers

It was agreed that about 30 to 40 students per year who have completed the third year of the Chinese School in Vientiane will be selected to attend a special training course. Upon completion, they will be hired as Lao Language teachers in various Chinese schools. (The trainees selected will have good ability in Lao language). The Chinese Association will pay for the Lao instructors to train teachers of Lao language. The training will be conducted during the summer or at night for at least six months in Vientiane, Luang Prabang, Savanna khet, and Pakse. When they have completed the training course, the trainees should be able to teach all subjects in Lao language in Chinese schools, grades 1 - 3.

4. Problems of Citizenship

Nowadays, the problem of citizenship is one of the big problems for Chinese people in Laos. According to the law, a Chinese person who has Lao-Chinese parents and wishes to apply for Lao citizenship must spend several years in Laos. The meeting agreed that if instruction in Lao language in Chinese schools is improved, the problem of the citizenship should be dropped, and Chinese boys, if they can follow the course, can be classified as Lao people and can go to Lao secondary schools as well as have the opportunity of becoming a Lao Government official.

5. Request for Permission to Open Vocational Schools

Members of the meeting recognize that each year the number of Chinese boys with no job increases just as for Lao boys. Every year about 200 to 300 students complete secondary education from Chinese schoolsin Vientiane. Sixty percent, whose parents are rich, are sent to Taiwan to continue their education, but the forty percent whose parents are not rich are without jobs.

It was agreed that a proposal be made to open schools for vocations such as radio and watch repair, mechanics, commerce, typing, etc... These schools need not be in the Chinese school area. The curriculum to be used will be reviewed with the Director of Vocational Education so that Lao students can also be admitted.

Representatives from the Chinese Association have also certified that there is no Chinese student from foreign countries studying in the Chinese school in Vientiane and that the RLG authorities can make inspection for confirmation.

In regard to 2 and 3 above, it was recommended that committees from both sides meet again before actual implementation.

Note: Liao Tow School is open two semesters per year.

First semester, March - July
Second semester, September - January

Training programs for teachers to teach Lao in the Chinese schools were discussed with the Directors of Teacher Training and Primary Education (Mr. Khamphao). It was decided that selection would be made from the third-year students in the Chinese Secondary School in Vientiane, who prior to attending the training would be given a test in Lao dictation and composition and also an oral test; and/or selection could be from those already teaching. This training program I am talking about is the one to be held in Vientiane. For the other three provinces, PSIs are requested to assist in selection of trainees.

[illegible]

Mr. Lyphanh

[illegible]

Will Chinese students be eligible to take the sixth grade final exam just as [illegible]?

And then something about two years?
[Reporter's notes: Mr. Bounthong could not hear Mr. Lyphanh very well at the time]

Mr. Bounthong

It was agreed that Chinese students who have completed the sixth grade will be allowed to take the CEP exam within two years, for they have studied Lao quite a bit. The Lao test will be taken in Lao language.

Mr. Long

The Director of the Chinese school does not even speak Lao, which makes it very difficult for contact. Even the teachers of Lao language, do not write Lao correctly. [Reporter's note: Mr. Long suggested that an inspection of the structure of Chinese Schools should be made to evaluate their activities.]

Concerning the training of teachers, which will be held in the four provinces, there will be a great many problems involved. The higher authority should consider this very carefully. If possible there should be a representative from Mr. Lyphanh's Department in each training center. For the PSI to cover the training activities, it will be difficult to do the job completely.

Mr. Lyphanh

PSIs are very busy and to have more work such as the training course is difficult but there are only eight people in my department. Assigning a representative in each province will be very hard to do; anyway we will consider this. It is unfortunate about the inadequacy of the Chinese school director.

(Reporter's note: Mr. Bounthong referred to Royal Order No.____ in relation to Lao language in Private Schools, and the training of teachers for grades 1-6, to begin in 1973. He said that he would study the Royal Order again to see whether it can be entirely followed. It might not contain everything that they are concerned about. However, he would study it carefully. Concerning the training program for Lao language teachers, he stated that although the third-year students of Chinese Secondary Schools, who are to be selected for the training, have studied Lao five hours a week, they will still need more study to become teachers.)

PSI/Sedone

Lao language is to be taught in Chinese schools for 1 or 2 hours a day; are they really going to do it? Because in my area, they just say that they teach Lao but actually they do not. If there is going to be a Ministerial Decree, what Departments will cooperate?

Mr. Lyphanh

According to the Minister, the training of teachers will begin in 1973. PSIs will be requested to cooperate in the training of teachers (providing instructors) and to help supervise the instruction in the schools. If they don't really teach Lao according to the schedule, please report to MoE, and I will remind them. If they still don't, assistance from police will be necessary.

PSI/Savannakhet

Although the Directors of Chinese schools have all abilities indicated in the Min. Decree, he should be able to speak Lao as well.

Mr. Bounthong

Mr. Lyphanh, you will please make an inspection on this matter. I thank you for this talk to the conference.

Mr. Lyphanh

The Department of Private Schools has sent out the Min. Decree for months and years, but there has been no questions on the Lao language ability of School Directors so far; however, I will send someone to check on the matter.

Opening Private Schools

Mr. Lyphanh

In previous years, when a new private school was opened, the address was not fully indicated as to street, house number, Ban, Tasseng, Muong, and Province. From now on, a complete address will be indicated.

Mr. Bounthong

Are there any question about the opening of new private schools? (Reporter's note: No questions were raised; Mr. Bounthong also commented that the idea of indicating a full address for a private school would be good, if in a big city, but he thought that it would not be necessary in rural areas. Mr. Lyphanh distributed a statistic booklet on private education for 1970-71. A copy of the statistics is available in EDU/CE office.)

Address

Mr. N[illegible]
Chief [illegible]

Director [illegible]
Tiao Yunn[illegible]
Primary [illegible]

Once a[illegible]
your [illegible]
the [illegible]
very of [illegible]
here. [illegible]
days an[illegible]
progress [illegible]

My talk [illegible]
extremely [illegible]
our thoug[illegible]
elementary [illegible]
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for me to [illegible]
to you [illegible]
about the [illegible]

There is [illegible]
Ministry [illegible]
where curri[illegible]
different [illegible]
developed [illegible]
important and [illegible]
this long range [illegible]
and I am [illegible]
Center for [illegible]

But the [illegible]
a long-range [illegible]

[illegible]

[illegible]

First, let's take some time to see the problem and try to define what needs to be done. [illegible] just the basic textbooks. Let's say the new reading books, the six arithmetic books, perhaps five science books and five hygiene books and about six or seven history and geography books. Added together that makes a total of about 20 basic elementary books. Of course, there should be more books -- books in poetry, music and gardening and civics and religion and many more including books for teachers and for school libraries but these are another problem and there are ways of gradually solving that problem too. But let's just talk about the 20 basic books. If we don't have at least the 20 books the school system will be in real difficulty.

Now let's look at one of the hygiene basic books and talk about the process of reprinting this book. This is the Hygiene Book for P-1. 25,000 copies of this book were produced in Manila a few years ago. They have all been distributed except for about 400 copies left in the Ministry's warehouse. Recently we got the negatives for this book back from Manila. As we have done for all of the basic books and some of the other books, we have reprinted the book here in Vientiane at the Imprimerie Nationale. Notice the changes in the reprinting: the new edition is slightly smaller to save paper; there is no color inside which saves money, and the King's picture has been omitted because that is a rather difficult and expensive printing job. USAID provided the paper and the cover stock for reprinting the book. The printing cost came to K88 per copy, which covers the labor and the ink, binding and other printing expenses. We only printed 5,000 copies of this book which have just been delivered to the Ministry because our policy is to help the Ministry provide books free of cost for refugee children and according to our figures there are 4 to 5,000 refugee children in P-3. But how do we get hygiene books for the 40,000 other children in P-3 in public schools and for the children in P-3 in the private schools who want to use these books?

I expect there are some mistakes in the hygiene book. I expect the book can be improved. I am sure someday you will have a new and better book for hygiene for P-3, based on a new and better curriculum. But you need about 40,000 more copies of a hygiene book for P-3 now and this book is ready to be reprinted.

I am just using this hygiene book as an example. The same problem applies to the reading books, the arithmetic books, and all of the other basic books. USAID will probably continue to print some copies of these books for refugee children using the system that I have described for the hygiene book, and these books will be turned over to the Ministry for free distribution to refugee schools. But how do we get a supply of books -- a continuous supply of books -- for the regular schools?

We need a plan for printing textbooks and we need an organization to get the work done. It seems to me that the plan, or at least a recommendation for a plan that could be presented to higher officials, should be made by the members of this conference. There are a number of policy decisions regarding textbooks which must be made before an organization or a system can be established to get the books printed. These seem to me to be the policy decisions that must be made:

1. What are the basic textbooks that all students should have? I have suggested that there may be about 30 basic texts, but a list of these books should be made and approved by the Ministry. Other lists should be made as well, of books approved for teachers, or for supplementary reading, or for other purposes.

2. Will some students be expected to buy the basic textbooks? I think it is quite clear that students in private schools must buy the textbooks and students in the refugee schools will be given the books free. For all of the other children, I doubt that the Ministry could or would want to make a definite policy about which students should or should not buy books. It seems to me that the best thing to do would be to make a lot of books available for sale and see what happens. I believe most parents would buy books but if they cannot then we would need to decide what else must be done to provide more free books.

3. What is the best system for printing and distributing books for sale? I believe the quickest and simplest way would be to authorize commercial printers to print the basic textbooks which could be sold in markets and stores throughout Laos. There would need to be controls and inspections. You would need to specify the quality of paper, the size of the books, the amount of color to be used, and so on. You would need to establish the printing cost and set a fair selling price and advertise the price right on the cover. If there are proper controls, the printer could then print as many copies as he thinks he can sell and reprint more copies when there is a need. I really believe this is the quickest way to get enough of the basic books to the students.

   There has been some talk about the Teachers Association or the Ministry itself printing and selling the books. Well, there are so many books to be printed besides the basic books that I think there is no real conflict here. I think the basic books which will be for sale should be printed and sold by commercial establishments. [Green: "Commercial establishments," as used here, is meant to include Mr. Sang's printing center, also.] Other books, some of which could be sold too, could be printed by the Ministry or by the Teachers' Association.

Furthermore, there are many organizations that would be glad to help with printing educational materials -- USAID, other embassies, women's clubs, private organizations -- but it is difficult for these organizations to get involved with materials that are for sale. I feel these organizations can best help with books for free distribution to refugees, with books for use by teachers, with library books, and with supplemental materials for use in the classrooms beyond what you might expect the students to buy.

The Ministry needs a larger printing budget to print some of these kinds of materials too. But I do not believe the Ministry can itself handle all of the problems of printing large quantities of textbooks for sale and I believe you agree that teachers and school officials should not be involved with the selling of textbooks.

In the future, the Teachers' Association may be able to take on some printing activities, even to act as a commercial printing establishment but the Association is not ready to do that yet. So we come back to the idea of authorizing commercial printers to print the basic textbooks. I believe this is the solution for getting the textbooks printed now. There would be some problems involved in doing the work this way, of course, but I believe these problems would not be too difficult to solve.

And finally, the last important policy decision which needs to be made:

4. What organization will manage the printing of the textbooks? Someone needs to be given the responsibility for management and control. This is not a small job which can be done along with other responsibilities. Printers must be selected and authorized to do the work, they must be given the material and the specifications for printing, their product must be inspected, selling price must be set. If the books are going to get out to the markets and stores in all parts of Laos there must be a lot of encouragement and perhaps some support for establishing a broad distribution system.

   The management of textbook printing will some day include textbooks for secondary education, teacher training, and technical education. For that reason it would be well to consider locating the management function in a central Ministry office outside the Department of Elementary Education.

Mr. Bounthong, I have presumed to talk at considerable length and to give some quite specific recommendations. My purpose has been to try to help think about some very serious problems. You may not entirely agree with all of my recommendations and in any case I am certain that there needs to be a lot more discussion, planning and good thinking before final decisions are made. I am concerned, though, that necessary decisions be made so that action can be taken to go ahead with a printing program.

I know you have a full schedule for this conference but while all of the Inspectors are together I wonder if you can find time to do the following.

1. Decide which textbooks are most important and basic for the elementary schools;

2. Make a general policy recommendation regarding the selling of elementary textbooks;

3. Make a policy recommendation about the system most suitable for printing and selling textbooks; and

4. Make a policy recommendation about the administrative authority which should be responsible for managing this work.

Perhaps this is work for a committee. Perhaps you can give time for a general session on these questions. Perhaps you can discuss these questions with the Director General when he attends the conference. Mr. Bounthong, whatever can be done this week would be good. If some things cannot be decided during the conference, I hope they will be decided very soon afterwards. If Mr. Fitzgerald or I or anyone in USAID can be of any help, please let us know. I sincerely believe this is one of the most important matters for everyone's attention during the next few months. Thank you.

Fourteenth Regional Inspectors Conference

Primary School Inspectors

Savaboury, February 5 - 17, 1972

Address

Mr. Phaxay [illegible]
Deputy Director of Teacher Training and Educational Research

Training activities began in 1927. A school was opened at that time to train teachers to teach in rural schools. Candidates for study in the school were selected from those who had completed primary education (CEP). If there were not enough candidates available, fifth or sixth grade students were selected as substitutes. Training was not to exceed one year.

In 1942, the school was converted into a Teacher Training School. The school added instruction for students to enable them to teach upper elementary school level. The students eligible to study at this level were former assistant-teachers who had obtained the CEP. The training was for two years.

In 1949, the two year Teacher Training School was completely changed to train primary school teachers; the training was for four years. To be eligible, students had to complete primary school study.

In 1959, the name of the Teacher Training School was changed to the National Education Center (CEP) based on Min. Decree No. 123/PC, dated March 31, 1959; and No. 77/PC, dated February 11, 1962. It was then moved to Dong Sephang Muk, KM 9.

In 1961, the Ministry of Education expanded its teacher training activities in Vientiane, Luang Prabang, and Pakse. The schools were called Regional Teacher Training Centers and accepted students who completed primary school.

In 1963, the regional teacher training centers in Vientiane, Luang Prabang, and Pakse were renamed Normal Schools based on Min. Decree No. 667/ED, dated July 27, 1962. In August of the same year, the national education center was renamed the National Teacher Training Center, according to Royal Order No. 211, dated August 16, 1963. In December, the National Teacher Training Center, following Min. Decree No. 1,002/ED, dated December 11, 1963, extended its program to include a training course for professors. To be eligible students had to complete the four year course of the school or the three and two year courses of lower secondary education.

In 1965, following the [illegible] Conference [illegible] November 1, 1965, the Luang Prabang and Takhek teacher training centers extended their program from two to four years and [illegible] two-year [illegible] in this same year, under provisions of the Decree No. 606 SD, dated September 13, 1965, and No. 899 SD, dated December 22, 1965, the MoE extended training with these by establishing two regional teacher training schools in Xieng Khouang and Champasak.

In 1968, the MoE established another Teacher Training School in Savannakhet according to the Decree No. 79 SD, dated June 1, 1968 naming it Savannakhet Normal School (four year training course). Under Min. Decree No. 393 SD, dated June 5, 1968 in June, the Vientiane School for Accelerated Training of Teachers was moved to Ban Keun and became the Ban Keun Normal School (two year training course).

In 1969, another school was established in Sanathan(Pakday).

In the National Teacher Training Center at Tong Dok, an English section was later added. Most of the expansion work, especially construction, was supported by USAID. In the future we plan programs for further improvement. The Department will continue to emphasize the importance of good teachers. Seminars will be held to improve the knowledge of teachers and will require a great deal of cooperation from the Primary Education Department. In the four-year curriculum, we have previously emphasized general knowledge. In other countries, students must complete secondary education in order to enter teacher training schools, but in our country, due to the political situation, students are accepted from primary school graduates. In our four year course we emphasize practice teaching which begins during the second trimester. Practice teaching, as seen in France and the USA, is tape recorded and evaluated afterwards. While a teacher is performing, he is observed by supervisors through TV.

I accept all comments, for consideration, on the two-year course for teachers. Some have raised the question as to whether the Government has enough teachers of this type and if the Government should discontinue producing them, because it has put a great deal of money in this project. One other complicated problem we are facing is placing women two-year graduates out in rural areas.

In regard to research activities, we are conducting a special course in Pakse to prepare subject matter teachers. We do not know whether this will be successful until teachers are prepared, their performance observed and evaluations made.

Each teacher training school has a demonstration school. We really need a qualified teacher to teach model lessons in our demonstration schools. In foreign countries, demonstration school teachers are given special money so they are encouraged to do more research work. The importance of demonstration school teachers is highly regarded. We, in Teacher Training, agree that we have not been producing completely good teachers; therefore, Primary School Inspectors are requested to follow up on their teaching ability and help guide the two-year teachers in their practice teaching.

One other item is that we aim to improve teacher status. We would like to set up courses, similar to the ones arranged for CREC teachers during vacation, for teachers who wish to improve their knowledge. Courses would be held every summer for three years. Those who successfully completed the training would be awarded a certificate equivalent to the BAEP. A proposal will be presented to higher authorities for consideration of this matter.

Discussion

Mr. Sounthong

1. Teachers nowadays lack discipline and have many weaknesses in their performance. For example, in Pakse, if teachers had discipline, the schools would look more orderly. Many schools are in disorder because teachers do not keep the schools clean. Some teachers do not look like they come from a teachers college but a hippy school.

2. Congratulations to the students in voluntary work projects in rural areas.

3. The Director of Practice Teaching goes out to visit teachers where entertainment exists only.

Mr. Tout Phouthavong

The teacher training activity in Kenethao Normal School is quite good; however, the teachers do not want to work in areas far away from town. We need them to work in remote areas. Also, problems with teachers who have bad behavior, bad manners, long hair, wear large belt, and such should be solved.

Mr. Khampheui

Suggestions for Modification

The Primary School Inspector is not notified about teachers who go out to schools for three to four months' practice teaching. The PSI always receives an urgent invitation and is asked to go along on the day of departure. There have been some misunderstandings among directors of groupes scolaires on these matters for the past two years.

For this year, I have given a definite order to directors of groupes scolaires not to recognize any student teachers if there is no word from the PSI.

Arrangements for Practice Teachers

This is also quite a big problem for school directors because they have to take care of food, housing, and such for student teachers.

Behavior

If the Director of Teacher Training would visit student teachers, he would find that they wear bell-top pants and have long hair.

Mr. Moua Lia

1. In regard to the Royal Order No. 248, Organization of Youth Movement Activity, is it being followed or not? Some of the teachers did not conduct any youth activity at all.

2. Are student teachers taught about discipline or not, because as far as I have seen, many teachers lack discipline. They just go wherever they want without permission from their supervisor.

3. There are two examination centers (for entrance to the Normal School). It would be better if there were just one exam center.

Mr. Long

1. There are problems on traditions and languages when student teachers are sent out to practice teach in rural areas, for instance, a Kha village. Students from various tribal villages should be accepted so that there is no problem when they are assigned to such places.

2. Demonstration School

Selection of teachers to teach in Demonstration School is not successful because teachers who asked for an assignment in a demonstration school were not accepted; instead, they were assigned to teach in regular classrooms. Then when they are reassigned to teach in a demonstration school, they are not capable. Therefore, demonstration school teachers should be selected from new graduates.

Tiao Chanthavady

1. Too many female students pass the entrance exam and are admitted to study in the Teacher Training Schools. This creates many problems when they are assigned to remote or new cluster areas.

2. The practice teaching program should be conducted during January to March when PSIs have time to visit them.

PSI/Ban Keun

1. Practice teachers prefer staying together in the same house. This is not an appropriate thing to do in regards to culture and sexual relationship.

2. Grades given by school directors on the performances of student teachers were not recognized by PSIs.

3. Status of CREC teachers should be improved.

Mr. Phomma Manorinh

Official papers for new teachers contain too many errors. They should be prepared properly and correctly. Too much time is wasted making corrections on their papers when they request leave.

PSI/Keng Kok

Newly assigned teachers do not pay much attention to physical education and singing. They should teach students how to sing. Some teachers just tell the students to sing for them. They should study singing, too, at the Teacher Training School.

PSI/Attopeu

Most new teachers do not want to teach in schools up the mountains. Is there any project to draft tribal students to train to be teachers? If so, it would help a great deal.

Mr. Phansy

Teachers at some locations have good discipline while some others do not. I agree with Mr. Sounthong. We have been trying our best, concerning this matter, but things have not changed so far.

Concerning student teachers--male and female like to stay in one place; we have taken action on this.

As I am very new to this position, I do not know the situation completely. As far as I know, the ones who study in the second-year course will receive intensified instruction in pedagogy because they will teach in rural areas.

It is very difficult to say anything about this. If we are too strict, they may strike. I will consider your suggestions with the Director.

We agree that it is one of our weaknesses--communication with Directors of Groupes Scolaires without the PSI's approval.

I am going to put more emphasis on Youth Movement in the second-year course curriculum.

I will consider the matter on one center for entrance examination for Teacher Training School.

As for the Lao language seminar, it was our mistake that the Primary Education officials were not informed.

The problem of too many female teachers will be discussed with higher authorities.

PSI/Attopeu

At times there are problems on ages of students. When students complete the CEP, they have their certificates to show a certain age but when they prepare official papers for their assignments their ages differ. What should we do about this?

Mr. Khampheui

An idea was presented at last year's conference concerning this matter. It was agreed that the PSI would be the one to check the applications before he accepts them

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7-17, 1975

Address

Mr. Vongsavanh Souvannalath
Director of Rural Affairs

I intended to visit this conference earlier, but I am so sorry that I failed.

Talking about education, I am very proud of the accomplishments of the Primary School Inspectors in their work. I have mentioned several times that education is a means of improving people's attitude in relation to development or any other matters. Our country is far behind in many fields of development. The major causes are:

1. Education
   Literacy

   Sixty-five percent of our population is illiterate. Education is absolutely necessary for development. Mr. Nikorn Phankongsy of the Mekong Development Committee must have many problems in his work, such as training villagers and encouraging them to work.

2. The birth rate is increasing in underdeveloped countries which creates problems of food supply to support the population. Laos is a small country with a small population and does not have as many problems as other countries who have family planning and birth control programs.

These governments have to find a great number of products to feed the population. The same is true for our own country, I mean, we too, are going to have the same problem in the future, and that is why we have to start developing from now on.

In our country, there is a high percentage of people without jobs and also people who do not provide enough services or who do not work. In one whole year we really work only 100 days. Furthermore, our country lacks financial resources, machines, and technology.

Development in our country is mainly based on agriculture, such as in other countries, because agriculture is the primary occupation.

We have [illegible]
We need to [illegible]
terest.

Development [illegible]
social structure [illegible]

Individual [illegible] the average [illegible]

Country	[illegible]
Malaysia	[illegible]
Thailand	[illegible]
Nepal and [illegible]	[illegible]
Burma	[illegible]
Russia	[illegible]
Japan	[illegible]

It does not mean [illegible] of a country [illegible] income they belong to [illegible] country.

In 1958, a UNESCO development [illegible] of specialists [illegible] fields, led by Mr. [illegible] visited [illegible]. The team [illegible] temporarily assigned to [illegible] international [illegible].

From 1958 on, [illegible] rural people. However [illegible] problems. USAID [illegible] development projects [illegible] distributed. [illegible] relieve difficulties [illegible].

What we really need [illegible] tassang, among [illegible] accomplish the same [illegible]

1. Education
2. Personal Hygiene
3. Public Health
4. Agriculture

However, because of the [illegible] environmental matters [illegible] achieve in terms of [illegible].

In Africa, Latin [illegible] effort to develop [illegible] vocational activities [illegible]

We are trying as much [illegible] that no matter what [illegible]

should accept it in order to improve our economy and society. If we do not develop, we will be in a very difficult position because of world trends.

Thanks to Mr. Bounthong for giving me the chance to talk today. I will be glad to answer all questions.

PSI/Vientiane North

For how many years is a USAID area community development agent located in one place before he is moved away? It usually takes years for villagers to find enough materials for a construction project, but when they have the materials ready, the regional USAID agent moves away. Why were not the villagers notified of the possible movement prior to the initiation of the project?

Mr. Vongsavanh

A. A USAID regional agent is supposed to be located in one place for only three years. The first year, a great deal of aid is offered; the second year, aid is reduced; and the third year, aid is even more reduced, and eventually, the agent moves away.

I have been studying this matter in order to improve the situation.

PSI/Savannakhet

My province has not been allowed any construction projects for FY71-72. I have asked the local rural development agent, but they only say that no project was allowed.

Mr. Vongsavanh

That is true, and it is the problem we are facing. There are many causes involved--security, kip devaluation, shortage of funds, or the Ministry of Finance disapproves projects because of the lack of funds, and several other problems.

PSI/Sedone

1. According to your statement, you said that our country lacks a labor force due to shortage of means and education. By saying that, do you mean urban or rural areas?

2. If we lack financial support, why?
3. Why is the individual average income so low?
4. Why do poor people have too many children while the rich people have fewer children?

Mr. Vongsavanh

Why do we not have enough labor force for each year and each day? Let us think in terms of how many days we work on planting rice - only two months. That means mostly country people, where the light of development is hardly evident. However, it could also mean people in the city.

I cannot say anything much about the lack of financial support. That depends on the Government.

PSI/Sedone

I would like to present my personal opinion on development matters. I think if a person is trained to be a real good leader to serve in his field of work, other fields of development will gradually follow.

Mr. Vongsavanh

That is one of the problems. We must have money to do that, but where is the money?

PSI/Houa Khong

Sometime when villagers sent in request for construction materials, materials were obtained, but then the villagers were occupied with other work. Thus it seemed that the villagers cheated the officials, but it was not their fault.

Roads should be maintained. Roads should be paved.

As for livestock, instead of raising foreign pigs, the Government should improve our local pigs. Pigs from foreign countries die too easy.

Mr. Vongsavanh

At first it was thought that raising foreign pigs would be good, but unfortunately the weather in our country is not suitable to the type of pigs. I don't know much about this.

(Mr. Bounthong thanked Mr. Vongsavanh for his talk to the conference.)

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7 - 17, 1972

Address

Mr. Nikorn Phankongsy
Vientiane Plain Development Headquarters

Mr. Vongsavanh has talked broadly about community development. What I am going to talk about is just a part of the development project - Vientiane Plain Development.

In the beginning, we did not know where to start the project, but after a survey, it was found that our country has a lot of places appropriate for installing generators for producing electric current -- more than other countries. This electricity current production program was initiated in 1950 at Nam Pot. In 1956, the project was changed and located at Nam Leek; however, it was changed again to Nam Ngum. It took us ten years to explain our plan of this project to foreign conferences. The Government asked the Asia Development Bank for funds to implement the project. A survey was made in 1959 and the Vientiane Plain Development Project was established. The Vientiane Plain has an area of about 300,000 hectares, but since we did not have enough money, only part of the plain was surveyed -- South Nam Ngum area.

This project is operated under the direction of three Ministries -- Plan, Finance, and Economy -- and coordinated by the Deparment of Rural Affairs. It was planned to conduct the programs in eight locations: Agriculture Development in Tha Ngone, Hat Dok Keo, Kao Liao, Tha Deua, Nasaithong, Na Phork, Mak Nao Na Long, and Na Bong. To do this, we have to know about land, land surface, water, and canals. When we have gained the four things, then we have an input to conduct the project. After we engage our input, the output will follow. After we get the output, in other words the products, we still need transportation for them to the market. To market products, the farmers association or co-op needs to be set up; a facility must be provided for storing products; transportation must be available, a market needs to be determined, and prices of products need to be regulated.

Going back to the development projects I have already mentioned, the first one was at:

1. Tha Ngone

This is a small project. A plot of two hectares was allotted to a one-farmer family. Water for farming is pumped from Nam Ngum River. Engineers assigned to this mission are studying what should be planted. Rice does not bring adequate profit. This project has only 800 hectares of land and is a pilot project.

2. Hat Dok Kec

A group of the Mekong Development Organization personnel was invited to make a survey in order to start the second project here. This area has a population of 30,000, who are very willing to work in cooperation with the project.

There is a problem with flood water. It was advised to make a canal, but we don't have funds to do so. Personnel from the FAO visited the area and suggested that Hat Dok Keo village area should be developed first and let it flood every 10 years in order to get new fertilized land surface.

3. Kao Liao

This project is related to the Pha Mong Dam project. We don't have to purchase water pumps because the Pha Mong has pumps.

4. Tha Deua

The French Government promised to make a survey, but nothing happened so far. Right now, we are waiting for the French Survey Mission.

5. [redacted] Nao - Na Long

The Irdian Government is now surveying the site. Presently, water pumps have been installed by ADO. When we have developed these communities, we will still need to find markets and make other arrangements.

Raising Pigs

The Japanese specialists said that for our country, instead of raising the foreign-type pigs, we should use our own local pigs. However, the Department of Livestock disagreed with this, because it has a policy of raising foreign-type pigs.

In order to gain both properties of the two types of pigs, we could possibly encourage breeding by establishing a center for this purpose. So far, working in this field, we have to face many different problems, some of which are:

1. People lack mutual understanding.

2. The same plot of land is sometimes claimed by many people.

3. Lack of extension advisors to guide the people to work. At least it would be good to have one extension agent per 50 to 60 villagers.

4. Lack of finance, need for marketing arrangements, and control of products from Thailand.

PSI/Houa Khong

What kind of crops did the FAO people say we should plant?

Mr. Nikorn

They did not mention exactly certain crops, but it should be something that can be sold for more profit than rice. One other thing is that we have to preserve the market for our own products. We need to protect ours from those that come from Thailand.

PSI/Champassak

About 80 to 90 per cent of products in the Vientiane market come from Thailand - only 20 or 10 per cent is ours. That means we do not have enough products to support our own market, and so we let them get the benefit ahead of us?

Mr. Nikorn

We just have to do it like that. There is no other better procedure to take care of that. We do have a lot of products from the countryside, about 25 to 35 kilometers away from the city, which involves high transportation cost. On the other hand, products from Thailand are brought directly across the Mekong River and transportation cost is low.

(Mr. Bounthong thanked Mr. Nikorn for his talk.)

Fourteenth National Annual Conference

Primary School Inspectors

Savyaboury, February 7-17, 1972

Address

Mr. Bounthong Vixaisakd
Director of Primary and Adult Education

Adult Education is a new project which is different from what it was when Mr. Vongsavanh was responsible for it. The project is controlled by the Department of Primary Education. Fundamental educators serve as teachers. If our project continues for ten or twenty years most of the illiteracy will be eliminated because illiterate adults will have become literate by that time. The literacy level in our country now is forty percent. According to the conference held in Iran in 1965, a new method for adult education was introduced called "Functional Literacy".

Teaching adults to read and write is very difficult because once they have learned to read they do not use their ability, so the instructions given are soon forgotten. Their occupations use their basic knowledge, and instructing them to read and write gives them a means to obtain further knowledge. This project is like a development project. We develop their ideas so that they can accept new methods and procedures.

In his talk, Mr. Nikon mentioned that an extension man must take care of about sixty people. This is a very difficult work to do, and that is why we are trying to help people develop basic knowledge so that the instruction given by fundamental educators may be eliminated.

Thus far, we have begun a pilot project. We have a National Committee for Functional Literacy to work especially on the project. Materials needed are being prepared in subject matter appropriate to the villagers and their occupations.

What do we need to do to accomplish the project?

First Step:

Determine a certain group of people to be taught. It was decided that the pilot project was to be conducted in Ban Hat Dok Keo. The next project is planned to be in Tha Ngone.

First of all, an objective of the project must be established

Our objective is to teach people in a certain village to read and write so that they can improve their living. In the beginning, we seek to know their problems in order to start our projects. A survey group has started their work to find out what are the villagers' problems. When we have enough information on the problems, we then can prepare the instructional program. We base teaching on things they already know, and the teaching schedule is just like the one we have for regular primary schools.

Instructional Materials

Reporter's note: Mr. Bounthong showed some adult educational materials.

When intructional materials have been prepared, the next thing we do is train instructors who will in turn train the teachers of the villagers. The training must be based on the materials prepared.

The next step is to start the teaching program. In Ban Sithan Tay, Vientiane, now, there are about 180 participants.

Classification of Ability Levels

Participants are divided into two groups for instruction. There can possibly be three levels if necessary. The classes being held in Sithan Tay now has two classes from 1200 to 1300 and one from 1900 to 2000 hours.

Evaluation

In order to know where we are and whether we need to make any adjustments, we have to evaluate. We have conducted classes for more than a month now, but so far we have no way to know how well we have done. Our method of teaching is based on what is familiar to them, like some points of interest in their daily work. Our objective is to change their ideas and have them meet in common understanding rather than stick to an individual view.

Method of Teaching Adults

The main primary means for teaching adults is to talk with them. The one who teaches should be pleasant and acceptable to the community. He should talk with the villagers on topics related to their living. He should give them a problem and let them discuss it, so that they get to know what is good, bad, and so on. Besides, a simple phrase like, for example, "DRINKING DIRTY WATER CAN BRING YOU DISEASE", can be given to them to read, or mix up the words and let the trainees put them back

together, using flash cards. The phrase given, however should be related to their basic knowledge. After that, each word in the phrase should be analyzed to identify vowels and syllables. The teacher will need to explain the definition of words. The progress on this performance will depend on how good the teacher, as mentioned above, " engages the villagers in discussions."

At Sithane Tay, three of our teachers work in a group (discussion) in the daytime and give instruction at night.

PSI/Paklay

1. Are the villagers interested in this program?
2. Are the materials distributed to villagers?
3. Can the construction of the sentence be used with illiterate children?

PSI/Sedone

I think that the materials prepared for adult education will not be appropriate for first grade because of the difference in vocabulary power.

PSI/Champassak

I would like to present a suggestion. Please look through this book. There should be more illustrations contained in the book. The size of the letters should be larger.

Mr. Bounthong

This is one of the ideas we have in mind, but we lack means to do so.

PSI/Attopeu

Will the training of teachers take place in developed areas or in villages?

Mr. Bounthong

As an experiment, the training will take place in developed areas first, the activities will be extended to village levels afterward.

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7 - 17, 1972

Address

Mr. Pheng Sundara
Secretary of the Lao Teacher Association

I am very happy that I have an opportunity to visit the conference

Our Teachers Association, established in 1965, is operated by a committee. Most of the members of the committee are Primary Education officials. At the last meeting, it was agreed that a director and a new committee be selected.

The report on the operation of the Association this year is 6,500 members with 200 members, some deceased or who had deaths in their families.

We would like to have our current radio broadcasting program changed, but the Director of the Radio said that we cannot change the programs.

For the past year, a remarkable event for our Teachers Association is that we have subscribed to membership in the WCOTP. In doing this, we have to pay a $500.00 fee per year.

We have also expended funds for making LTA pins for sale to members at the price of 100 kip each, which provides a 70 kip benefit per pin to our treasury.

In conclusion, I would like to present my suggestions as follows:

1. Convene a general session

2. Consider provisions to the advantage of living members

3. Revise radio programs to explain expenditures of the Association in lieu of broadcasts on Primary School Regulations.

After the PSI Conference at Champassak last year, I presented the suggestions shown below to the President of the Association:

1. Members who have reliable status, no debts and are in good health shall have the right to borrow the Association's money so that he or she can use it for operating an appropriate business. The amount to be loaned is not to exceed two years' salary of the borrower

2. Interest to be charged annually is as follows:

a. Up to Kip 300,000 - 15% per year

b. Up to Kip 600,000 - 18% per year

c. Up to Kip 1,000,000 - 20% per year

The committee will consider whether the interest be deducted when the money is loaned or with the final loan payment. If after one year the borrower cannot pay the sum he owes, he will be charged additional interest on the remaining amount.

3. In paying back the total 100% of the borrower's salary should be deducted. For example, if he earns Kip 30,000 per month, the total amount will be deducted. The loan should be paid back completely within two years.

If these three suggestions are accepted, I am certain that the income of the Association would increase approximately thirty percent per year, because the total amount of money in circulation reaches up to about 30,000,000 kip. The benefit to teachers will be somewhat better.

It is true that teachers in rural areas or those who do not have substandard living conditions may not be accepted for loan consideration, but they will benefit in an indirect way. Please realize that we want to use our money to get money from wealthy and resourceful people -- money produces money.

PSI/Vientiane South

The funeral fund for deceased members of 70,000 or 80,000 kip is not enough. It should be raised.

Mr. Bounthong

The ones who participate in the Association's General Conference should be those who are representatives.

PSI/Sedone

Having provincial representatives to meet would cost too much.

Mao Vannitha

Concerning the increase in the membership fee from 200 to 300 kip per month, I overheard that this rate was agreed upon by a few people. I suggest that all Department Directors concerned meet again and discuss this matter.

Mr. Bounthong

I am not sure whether the Directors would be able to meet because most of the time, they are too busy.

Mr. Pheng

Directors are not very interested in meeting on this matter, but then when things have been settled and something goes wrong, they are inclined to say the committee does not pay enough attention to the matter. I think it's a good idea for Mr. Bounthong to encourage all Directors to come to the Conference.

PSI/Sedone

I suggest that a booklet, detailing income and expenses of the Association be prepared and distributed in order to provide all concerned some understanding.

Mr. Bounthong

It is recommended that since it is difficult for us to hold a general meeting, that information be available by radio.

I would like to suggest that Association regulations be considered for revision to present at the next PSI conference, so that it can be presented to members subsequently.

PSI/Vientiane North

At present the funeral expense allotment for a deceased member cannot be raised. Why can't it be raised?

Mr. Bounthong and Tiao Vannitha

It cannot be raised because it has been disapproved in previous meetings.

PSI/Sedone

A royal order should be issued concerning paying back money loaned because I am afraid that after the money has been loaned, it won't be paid back.

Mr. Bounthong

I would like to recommend that the proposal on loans of the Association's money be accepted and regulations be prepared during the conference period here in Sayabouryi. It will then be presented for consideration.

A proposal for raising the funeral fund was not approved.

Article 10 of the Regulation will be strictly followed. A meeting cannot be convened if there is less than half of the total number of members present.

Fourteenth National Annual Conference

Primary School Inspectors

Savabouri, February 7 - 17, 1972

Address

Mr. Phoukhaothong
Ministry of Plan and Cooperation

In early times, Lao people did not understand very well about development. They were interested in development but did not develop. During the French era, we reached the planning stage of development, and up to 1962 we were in the surveying stage. The survey resulted:

1. The condition of the administration system in our country is different due to the aggression of the enemy.

2. Laos is a landlocked country - there is no sea coast.

3. Birth and death rate is high - the cause is low standard of living

4. Old-fashioned beliefs still prevalent (spirits...)

5. Plenty of imported food and products and foreign currencies even though there are lots of natural resources in our land.

6. According to statistics the amount of imports is higher than exports.

7. Most of the money is spent for food and clearing the debts for other things purchased.

Because of these conditions, we have reestablished our policies. We want to place emphasis on producing, but what should we do first? Based on the survey, we can put fifty-four hydraulic power stations along the branches of the Mekong River. Which would provide three quardrillions kilowatts of electricity current.

Nam Ngum was considered to be the first project. Mr. Murang, a French engineer in Laos, proposed the construction of a dam installed with a hydraulic power station by the French government, but it was not approved.

The result of the survey shows that the Government ignored its economic and development condition from 1954 through 1967. What is the Government going to do next? We must arrange seminars to extend understanding of the importance of development and production. Trade must also be improved because if we develop agriculture, we have to develop marketing, too, in order to encourage the farmers.

Cooperation

Operations in our country need cooperation in terms of supply, plan and techniques. Before asking for aid, however, we have to set up our own Development Planning Commission first and decide our priorities for development.

Language

Development of language is another important factor to consider as it has a great deal of influence in relation to society, economics, and politics. The better people understand each other the faster they will operate.

PSI/Sedone

We have become quite familiar with appropriate planning and we have been getting quite a lot of funds. What makes it so difficult for planning?

Mr. Phoukhaothong

For example, we have planned to build a factory to produce food for animals in our country and we have discussed this with the French government with all papers submitted, but the French advised us to wait because of the economic situation of the French government.

Another example is that the Ministry of Plan had approved a request for supplies from a field agent, but when the request reached the Ministry of Finance it was disapproved with no fund available.

PSI/Champassak

The financial status of this year and last year is different. What is your Ministry's plan to protect our currency flowing out of the country.

Mr. Phoukhaothong

We are trying to get rid of the primary problems first, such as gambling for instance. From a survey, it was found that there are two types of people who really gamble.

First type - the poor

Second type - the rich

Our government is a mixed type that is not very complete. Sometimes, one authority approves a project, but another one may disapprove it. What we do is to operate as well as we can.

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7 - 17, 1972

Address

Mr. Prachit Soulisack
Deputy Director of National Museum and Library

What is a library ?

Based on the discovery of researchers, it was found that from olden times, man has had a habit of showing and passing on to other people the things that they have discovered and thought of as well as other interesting things, by using various means, such as gestures, writing, and making sounds. Sounds, writing, and gestures became languages of mankind. Drawing lines became an art for making figures to illustrate events and the forming of letters. Therefore, speaking and writing are means of how men have been able to learn of what others have discovered or invented.

Many centuries later, knowledge and thoughts of men have gradually been developed. The need to have a place to keep, to collect, and to preserve knowledge, therefore, became apparent.

The progress of men in society came from transmitting and receiving knowledge. The basic means for transmitting and receiving knowledge are books and other communication media. A place that is a source of information, knowledge, and news is thus a very important place. This kind of place is known by us as a library.

The development of men in society can be measured from:

1. Economic Efficiency - Ability to obtain various goods to make products for daily use.

2. Education - Means to develop the mind, knowledge, proper decision-making, and a way to avoid apathy.

3. Citizenship - Be a good citizen responsible to society and the country, have a sense of unity, consider public benefit, know how to take care of oneself, be independent, be interested in community living, and devote oneself to the general welfare.

4. Health - Be healthy

To attain all these four qualities, one must learn and work for a long time. He may learn from other people or from his own experiences. Presently, there are many materials from which knowledge can be obtained. In addition to books and other publications, there are newspapers, which give many kinds of information.

The library is, therefore, not only a place where educational materials, cultural materials, and ideas are stored, but it is also a basic source for building social unity as well.

All libraries have a common objective, which is to cooperate closely with society. It will implement the society's desires and help in what is needed to improve the society level by providing and serving in terms of information, ideas, and entertainment.

Libraries, in general, will have responsibility and functions, as follows:

1. Provide education to all kinds and levels of people.
2. Help in research and analysis.
3. Serve as news source.
4. Provide clear understanding of problems.
5. Provide useful entertainment.
6. Help form mutual understanding.
7. Help people to utilize their free time.
8. Develop people's reading appreciation.
9. Help in several fields of rural development based on Government policy.
10. Help solve social problems.
11. Help people gain the right attitudes.

Types of Libraries

At present, based on improvement among developed and underdeveloped countries, education is a means that leads people of all levels to the light of progress. Education does not end at the school or institution level, but continues forever, although one has attained a very high level. Development and further scientific achievement continue every day. The library is another kind of educational institution.

There should be a library in all organizations for use in research and learning. Libraries are classified as follows:

1. National Library
2. Public library
3. College and University library
4. School library
5. Private library

School Library

There are two kinds of school libraries. One is a primary school library, and the other one is a secondary school library. In addition, vocational and teacher training schools should also have a library. Education should not depend on only what the teachers tell the students to write, to memorize, and to read in textbooks, because study in the classroom is very limited in time. Books printed by the Government and distributed to pupils contain limited concepts of knowledge. Therefore, in order to develop broader concepts of various

subject matter that will help them in their study in class, students need to read books other than textbooks.

In primary schools there should be many appropriate reading books available to students to increase their knowledge and understanding from reading. Moreover, students will develop interest in reading and will seek reading materials. What they read will help them a great deal in their study in the classrooms.

Objectives

A primary school that sets up a school library has mostly the following objectives:

1. Develop students' attitudes to love reading.
2. Encourage the students to enjoy reading, provide an opportunity to know the value of books, to help them understand that there are more kinds of books than those they use in school.
3. Train students to know how to use and care for public property -- such as books in the library -- by not taking the books home for just oneself to read.
4. Develop good habits and good behavior of students when they are with other people in a public place where there are no severe rules and regulations.
5. Develop curiosity and imagination of students.

These objectives aim to encourage students to love and like to use books and enjoy using them. The student who is able to read usually likes to read more, and the more he reads, the more he knows about things. When he reads much, the experience he obtains will teach him to know how to select good books that will provide knowledge. From the books he reads, he will learn to think and to recognize what is good, what is wrong or right, and eventually he will not believe in books that contain a lot of false information.

The objectives are to train the students to study and improve their knowledge independently. Students should be trained to know how to gain more knowledge by themselves without the teacher. Students will also learn that, other than books which provide entertainment, there are books on various subject matter which correspond to the curriculum used in their classroom but are not textbooks; they are supplementary types that they can select for themselves, the ones appropriate to their ability, so that they will know from the time when they are very young that books are a source to satisfy their desire for knowledge. They will learn how to utilize their free time.

To get children interested in reading, a teacher should ask them questions that will make them think and seek for answers from books in the library. Students should get help and direction from the teacher, for example, on how to use simple dictionaries and other kinds of books.

Let the children know and understand broadly the importance of current environmental activities and events. Nowadays, it is recognized that everyone is an element of society. We live and associate with those in the family, with friends, and others. Development makes communications better. It makes people in a community, a city, and a country able to contact each other with more speed and facility. It creates closer relationships between countries. There is no single community or a country in the world that lives alone by itself without relationship with others. From reading, children will learn of their surroundings and lives of other people. Helping them to know other people, to understand and listen to the opinions of other people who may not belong to the same country, are important factors in human relationships.

A school library is a center of activity for a community, for children and people of different nations. Newspapers, books on other countries, biographies, and stories will promote understanding of other people, communities, or countries. From these materials, children will develop their attitudes and will learn to understand other people. By seeing books nicely arranged in the library, children will be impressed with the need for orderliness and for convenience when he wants to select a book or other reference. The teacher-librarian will explain to the students about the method of arranging books. He will teach them how to take good care of books and items in the library. The important thing is that children must acquire the habit of taking good care of books which are public property. They must realize that whatever damage or dirty marks they make in books will affect the pleasure of others using the books.

Besides textbooks, the school library should also have audio-visual materials or books on various interesting subjects. Magazines, pictures, or even films on man's scientific, cultural, intellectual, social, and leisure time experiences will keep children interested and occupied in a beneficial way. Children will seek from books a broad knowledge to find out what they need, what they are good at and like, what they want to become, and to attain.

A library should be attractive, clean, and comfortable for relaxing. It should be a sort of place that can be shown to visitors, because all this will teach students to love beauty, cleanliness, and orderliness.

In a library, there should be regulations and procedures, for example, the date a book is borrowed and when it is supposed to be returned. At the same time, students should be taught to obey established regulations and procedures so that books will last a long time and opportunities provided to as many people as possible to use them. Since there are many different kinds of books in the library -- some of them are audio-visual educational materials which relate to objectives and curriculum of the school -- there is help to improve the teacher and teaching as well as the student and his learning.

To implement the school's objectives, a school library should have the following types of books available:

A. Books on various subjects

These types of books are those that are used for studying and teaching in various fields, such as books on language arts, social studies, science, and arts.

Textbooks are books that are officially designated for use in school, but some students may be unable to afford to pay for them; the library thus should have enough of these books available for students to borrow and take them home to read. Reference books should be available, as many as possible, in the library because students can extend their concepts and knowledge broadly from reading them. As has been explained, subject matter content in textbooks is limited.

For these reasons, something other than textbooks, a lot of reference books, should be available in the library.

Besides those mentioned, there are many more books which do not contain very difficult material and are suitable for students to read. These books will help students in learning goegraphy and history of other countries. If students read biographical books on important persons in the world, they will understand the study of values and mankind.

B. Reference Books

Reference books provide facts, correct information, and general knowledge. These books are organized to facilitate finding information. Usually, we use these books to find answers to certain questions. These references are:

Dictionaries, which provide definitions and spelling of words.

Encychopedia, which provide general information (there are also encychopedia for students).

Reference books should be available for teachers as well as students.

C. Literature Books

Books on literature will build good attitudes in students. Literature books are necessary in a school library as they will help students to develop vocabulary and language ability.

D. Other Kinds of Books

1. Help students to think and behave properly.

2. Teach students to improve their ideas and sense of values.

3. Advise good manners and good deeds.

These are religious books, biologies, and some stories, which can lead the students to be good, to live good lives and to believe, think, and act righteously.

E. Entertainment Books

Entertainment can make people happy and cheerful after serious, hard work or mental strain. Short stories, jokes, stories that won't lead people to do bad things, fables, tourist books, and travelogues are usually entertaining.

Besides these books that have just been described, a library should also have books that teach people to have hobbies, such as books on how to make stamp collections, how to grow flowers, how to make simple toys and things, how to collect natural objects such as various kinds of stones, and how to paint. These books will help students to know their interests. They can use their spare time in useful ways, instead of wandering about or attending movies which may waste their money and be harmful.

In addition to serving pupils, a library also serves teachers by having available books and magazines which can help them understand social activities, as well as improve their classroom instruction and knowledge.

When we have a place for keeping books and educational audio-visual aids, we should also have a librarian who has experience and skill to manage the library and serve students and other people.

For centuries, a librarian was misunderstood. Generally a librarian is thought to be a good person who watches books, furniture, and so on, in the library. It could be right to just look at it merely that way. But if careful thought is given, library management is a special subject called "Library Science". The librarian must be the one who knows how to catalog books, as well as operate and administer the library.

A few books can be found easily, but if we have up to 1,000 books, how should they be kept or placed, so that they can be conveniently located? Therefore, schools that teach library science exist in developed and underdeveloped countries throughout the world.

Teacher training schools, colleges, and universities should include a library course in their instruction program, so that:

1. Students and educators can improve their knowledge by using the library.

2. Principles for orderly arrangement can be understood.

3. Once students have taken the course, they know how to make use of their spare time using books in the library.

4. Educators are persuaded to set up a library in their own office for research work in relation to their careers.

Let's take one of our neighboring countries, Thailand, for an example. All teachers eligible for promotion must have studied and passed tests on special subjects, such as library, sports, and dancing. If a teacher fails one of these subjects, his promotion is denied. When we have everything, including a special library, it is still never complete. Work in a library is continuous, and each year there must be new books. When a library does not contain more and more new books, within two years, it will be a dead library as its readers will become bored and lose interest reading the same old books again and again.

A library thus should have its separate budget to purchase new books in order to make itself a living library.

Discussion

PSI/Luang Prabang

A library in Luang Prabang does not have as many readers as one percent.

Mr. Prachit

That is because the library itself is not made interesting enough.

PSI/Ban Keun

Is a request to be submitted to the National Library in order to have a library set up in a school?

Mr. Prachit

A training course on library arrangement for groupe scolaires will be conducted during the summertime.

PSI/Sedone

A librarian should be a young or old person?

Mr. Prachit

A librarian should be gentle, pleasant and nice to talk with. Concerning the poposed library training course, instruction will be given in Lao language.

Tiao Vannitha

I suggest one person be selected from each PSI area to take part in the training course.

Mr. Prachit

" O.K."

PSI/Ban Keun

I am afraid that we won't have enough space to set up a library in a school.

Mr. Bounthong

We have a library project in our plan but we cannot have every school set up a library. We will do it where we can as pilot projects.

A system of circulating libraries will be introduced in the Adult Education Project, too.

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7-17, 1972

Address

Mr. Phou Rasphonh
Director of Secondary Education

Membership in the World Confederation of the Organizations of the Teaching Profession.

I am sorry that I was unable to come on schedule.

The Lao Teachers Association has membership in the WCOTP which consists of 150 organiztions from 90 countries. A country may have several associations such as primary education teachers and also secondary education teachers associations. The Confederation has 5,000,000 members in all. The office was formerly located in Washington, D.C.; it is now in Geneva. The WCOTP was established to improve the teachers status and to exchange international visits.

Before we joined, we had a conference to discuss whether we should or should not be a member of the WCOTP. Eventually, it was decided that we should because if we delayed, we would have to wait for another whole year.

The advantages of our membership is that it will protect and preserve benefits for teachers at all levels. Every year, a big conference is held in each continent: Asia, Africa, America, and Europe. The participants are representatives from each member country.

Problems of teachers in other countries are similar to those we are facing in Laos. For example, all teachers want to work in the city.

Modifications of some regulations of the Confederation were made in relation to exceptions because of war destruction.

At first, a membership fee was 11 cents (US $), but after the WCOTP was moved to Geneva, the fee was raised to 50 juistes. We asked to pay $100 per year for our 5-6 thousand members because our teachers association is poor. They said that our request will have to be brought up to the general committee for consideration.

PSI/Attapeu

Is it worthwhile being a member of the WCOTP?

Mr. Phou

It is hard to tell if we would lose or benefit. But what we want other than this, is to make ourselves known to other countries, to have communication with others. After all, having membership in the WCOTP is expected to be of value.

A member delegate eligible for voting in the WCOTP conference must have 5,000 teachers represented.

PSI/Houa Khong

The Prime Minister once promised that the request for "Plume Pedagogique" could possibly be granted. However, quite a few years have passed and nothing has happened. I suggest that a proposal be submitted for the "Plume Pedagogique".

Mr. Phou

The idea of proposing a new request for the "Plume Pedagogique" seems to be very good. I suggest that the PSI conference prepare a new proposal. Mr. Kao and I will be ready to recommend.

PSI/Xieng Khouang

I would like to ask about students from Sam Thong who were studying in secondary schools in Vientiane and then were expelled without satisfactory reasons. Would you take this into consideration?

One other thing is that I would like to request for special authorization for these students to be free from all hospital charges.

Mr. Phou

I accept these matters for consideration.

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7 - 17, 1972

Address

Mr. Kao Outsama
Director of Planning and Research
Ministry of Education

I have learned in other countries that their educational operation is not very different from ours. It also took them years before their operation was stabilized. For our country, which has recently launched its own education system, I think we have done not too bad.

My job in this department deals with officials in many different offices. There are five divisions in my department. The one that has to work hardest is the bureau of scholarships. Next are the sections that concern cooperation. One main problem for our operation is that our statistics are about fifty percent in error. As for planning, it is in accordance with the Five-Year Plan. We are now emphasizing our effort to distribute scholarships to ministries based on a priority status.

Although we have much work to do, we are proud that all directors of various departments rely on us. Actually, the job that our Deparment is supposed to do should be the type of work that deals with technical advice instead of administration which we should not be doing.

Another problem is about the lack of materials and means for operation. The hardest problem, presently, is scholarships, because according to the result of the conference held at the Ministry of Finance, it was recommended that scholarships be cut off. I am studying the matter as to how we should take care of this so that it does not affect the operation too much.

PSI/Kengkok

The Teachers Association was set up to benefit teachers. Some teachers have served for thirty years but when they go on pension, they are offered very little. Is there any regulation at all to authorize teachers to open private schools?

Mr. Kao

Teachers who are on pension are already authorized to open private schools. Teachers who are still in service are allowed to teach in private schools but not to open schools, themselves.

One thing I would like, at the conference, is to consider and initiate means for utilizing the Teachers Association budget of 40,000,000 kip. This should take priority.

Mr. Bounthong

In relation to the LTA's budget, it should be taken care of by the Central Committee.

PSI/Sedone

Concerning the Five-Year Plan budget of 3,000,000 kip, which is the Government portion, would it be possible to get the money from the local treasury?

Mr. Bounthong

I have contacted the Ministry of Finance on this, but so far there is no word.

Mr. Kao

I would like to hear your opinions on scholarships for studying in foreign countries.

PSI/Sedone and PSI/Savannakhet

Scholarships for in-country education should be allowed only for refugee students.

Mr. Kao

Scholarships for studying abroad will not be allowed in fields of study, such as medicine, administration, and others, which are available in the country. A committee will be established to be responsible for scholarships in the field of education.

PSI/Xieng Khouang

Can you explain about Australia scholarships as to why they are issued mostly to students whose parents are higher authorities?

Mr. Kao

That is just mere talk opposite of the truth. The selection of students to take scholarships is done through a very careful, fair, and proper procedure.

About the proposal to increase citation awards (Plume Pedagogique), I plan to suggest that three alternatives be offered.

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7-17, 1972

Closing Ceremony

Address

Mr. Bounthong Vixaisakd
Director of Primary and Adult Education

Mr. Director General
Mr. Chao Khoueng
Directors of Departments
Gentlemen and PSIs

On behalf of the Chairman of the Conference, I would like to express my pleasure in having the Director General at this closing ceremony of the conference today.

Also I must thank the Chao Khoueng and officials of all divisions in Sayaboury, especially teachers who have provided facilities and arrangements for the conference sessions and trips during the ten days in Sayaboury.

Our visits to Muong Phieng and Tha Deua on holidays, under the guidance of the Chao Khoueng, have provided us opportunities to meet with villagers and teachers and to learn of conditions in the area.

Reports from PSIs to the conference can be summarised as follows:

School Expansion: Not very successful due to the lack of peace in rural areas where many schools had to be closed temporarily as you have been informed by radio.

Lack of Teachers for Refugee Students:

This is a problem that requires prompt consideration and action to get the refugee students in school so that they can take examinations as usual.

Besides, there are also other small problems in regard to supervision and administration. The main issues that I brought to the conference for improvement are:

1. General Regulations for Pri[illegible]ools. The committee was led by Mr. Khamphanh Sil[illegible] PSI Viantiane North.

The regulations have been revi[illegible] based on guidelines in letters circulated, decree[illegible] suggestions presented by PSIs.

Lao Language Curriculum for Prim[illegible] Education. The committee was led by Mr. Phanh Thavmeeuw, PSI Houis Sai.

The curriculum emphasizes objectives for Lao Language Instruction in primary grades by content. The objectives state the level of knowledge a pupil should attain, capabilities, skills, and also attitudes of students towards Lao language.

[illegible]ary School Inspectors, although there have been only two days to [illegible] here in Sayaboury, you have worked so hard that the two major jobs have finally been completed, and I praise you for this. In order to put these two innovations in effective use, I would like to suggest that you guide and encourage your teachers at all levels to use new materials in accordance with the established purpose.

It was agreed that the 1973 Primary School Inspectors Conference be held in Wapikhamthong.

In closing, I want to thank again all who attended the closing ceremony of this conference. Thank you.

Fourteenth National A[illegible] [illegible]nference

Primary School [illegible]

Sayaboury, February [illegible]

Address

Mr. [illegible] Soundara
Chao K[illegible]ng Sayaboury

The Director General
Directors of Departments
PSIs
Ladies and Gentlemen

I feel very highly honored to attend the closing ceremony of the National Annual Conference of Primary School Inspectors today.

For a full ten days Primary School Inspectors have met and exchanged ideas to find means to improve and solve problems on curricula and regulations. You have offered your best efforts during the day and night to achieve the objectives established. I, therefore, take this occasion to express my congratulations to you. My congratulations, at the same time, include the Director of Primary and Adult Education, as well as his staff, who have made the conference successful.

As the conference closes and PSIs go back to their province, the officials of all divisions in Sayaboury and I, as well as the people, wish you bon voyage

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7 - 17, 1972

Closing Ceremony

Address

Mr. Khamkhing Souvanlasy
Director General, Ministry of Education

Mr. Chao Khoueng, Department Directors, PSIs, and Gentlemen:

I feel very greatly honored and very pleased to participate in this closing ceremony of the Fourteenth National Annual Conference of Primary School Inspectors here in Sayaboury.

I feel honored because His Excellency, the Deputy Prime Minister, Minister of Education, Arts, Sports, and Youth, appointed me to act as Chairman of this important closing ceremony.

I feel very pleased because I have an opportunity to see, myself, the people and how they live in Sayaboury and to meet once again with all Primary School Inspectors.

I would like to take this opportunity to praise the Director of Primary Education and his staff, who have worked so hard here for ten days, in order to find ways to improve education activities and to solve educational problems.

In fact, I believe the problems you have worked on during the conference, the revision of general regulations for primary schools and development of the Lao language curriculum for primary schools are being solved satisfactorily, according to the report made by the Director of Primary and Adult Education.

I am aware that the general regulations for primary schools are very important to primary school teachers, and I think that before a teacher can do a good and effective job, he must familiarize himself with these regulations.

The Lao language curriculum, I consider a subject matter that is very important because it is the national language. Lao children must learn their national language well so that they can continue to use it.

At this time, as your conference closes, I, on behalf of the President of the Commission for the National Book Day Celebration in 1972, which was announced by UNESCO as the year of Reading Books and Textbooks in the World, I would like to talk a bit about the projects agreed on by the central committee in its conference. For primary schools, the Committee recommended that a library be established in each school. A meeting should be arranged for teachers and PTAs to propose that each

student buys a reading book for the library. The Committee will attempt to get prices on books lowered in 1972.

For detailed procedures in working out the programs, the Committee will meet again with you to set up programs for library contests among schools; there will be prizes for schools that manage to set up libraries. In fact, we expect all primary schools to participate in this program, to emphasize the importance of educational materials that offer knowledge to our children. You, therefore, are requested to consider this program proposal for public benefit. (Other plans include a new stamp by the Ministry of Posts and Communications) Our Book Week is scheduled for the That Luang Fair.

In closing, on behalf of the Ministry of Education, I would like to thank the Chao Khoueng, who has helped the Director of Primary Education and his staff during the conference. At the same time, I also thank USAID who has provided financial and material support to the conference. May the Inspectors have good luck and a safe journey home.

I declare the conference now closed. Thank you.

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7 - 17, 1972

Committee Report and Recommendations

PRIMARY SCHOOL REGULATIONS

Committee Members

1. Mr Khampheui Silavong — Chairman
2. Tiao Chanthavady
3. Mr Long Inthomoradith
4. Mr Moualia
5. Mr Siphong Choummanivong
6. Mr. Chanthasemy Chiamsisourath
7. Mr Mountry S Phabmisay
8. Mr Chanthalath LithNgouvong
9. Mr Khamdaeng Phannavong
10. Mr Somseng Namathao
11. Mr Tout Phouthavong
12. Mr Bone Liemthepha — Secretary
13. Mr. Phansy Abhay — Consultant

CHAPTER I

RESPONSIBILITIES AND OBLIGATIONS OF THE FAMILY

ARTICLE 1. When a child attains the age of six years the person responsible -- the father, mother or guardian -- must register him in the neighborhood school where he will be admitted the following school year. A child becoming six years old during the calendar year must be admitted that same year. When the family changes residence, the parent must as soon as possible carry out the same procedure; a certificate obtained from the former school director must be presented to the new director. Without this procedure, the child will not be admitted.

ARTICLE 2. When a child misses school at times, the parent must explain to the teacher the reasons for his absence. The only acceptable reasons for absence are: sickness of the child, contagious illness in the immediate family, family rites, unexpected communication difficulties, temporary absence to travel with the family. Other reasons for absence will be considered by the school authority.

ARTICLE 3. The village chief and the tasseng (district chief), each according to his prerogatives, are responsible for good execution of services in national interest, and, in particular, they are to keep up-to-date population census. They will, thus, be able at all times to know the school-age population, to encourage parents to register their children in school, and to check on good attendance.

ARTICLE 4. In the school community, the people are to provide the building, maintenance and necessary repairs.

CHAPTER II

ESTABLISHMENT OF A SCHOOL

ARTICLE 5. Construction:

1. To open a school it is necessary to have a minimum of 35 pupils from 6 to 9 years old in the village or the group of villages served by the school. The school will not be allowed to open if the number of pupil is less than 35.

2. In the school community, the people are to provide the building, maintenance, and repair.

3. Villagers must also provide school furniture and construct a suitable house for the teacher.

ARTICLE 6. Site and Structures

A. Site

1. The school should be located where it can be reached easily; not too far from the community center or homes of students.

2. The site should be close to water source, be defined, and will remain the property of the village school. No one will lay claim to it.

3. The school site must be clean. There must not be dirty water nearby where it can be harzardous to the students' health.

4. The site where the school is located should be quiet and healthful, that is, away from noises, dirt, bad odors, and smoke from factories and industries.

5. The school site must be in a proper place, that is, not close to a gambling house or places not favorable to Lao culture and custom.

6. The school site must be spacious enough and must be beautiful, clean, and cool.

B. Plans

1. The school building should be situated preferably in an east west direction to avoid excessive light and summer heat.

2. The school structure should be strong and functional. It should have roof, ceiling, partition, and windows that give protection from the sun, wind, and rain.

3. The construction plan of the building should include a veranda and must be approved by the MoE. Each class room should be large enough to accommodate 40 to 50 students. The area will be figured in proportion to 1.50 square meters per student. The suggested dimensions are:

1. 6.00 x 8.00 meters

2. 9.00 x 7.00 meters

Height: 3.50 - 4.00 meters

Have the light come in from two sides or just one side. We should make sure that the light comes from the left of the pupils. Never have the pupils or teachers face light because it is not good for their eyes.

C. Materials

In a school, there should be the following necessary materials:

School sign
Fence or wall around the school
Pole and flag
Entry and exit signs
School statistics board
Water containers
Physical education equipment and sports field

If a school has these materials, they should be kept clean and always in good condition.

D. Classroom Condition

1 A classroom must be orderly arranged, clean, and always in appropriate condition.

2 A classroom should have adequate materials to facilitate instruction. They are:

Blackboard
Teacher's desk and chair
Pupils' desk and benches
Book shelves
Teaching aids cabinet
File cabinet
Teaching schedule
Classroom label
Identification of teacher's name, number of students present and absent
Monthly teaching syllabus
Students' honor roll
Monthly grades for students, and trimestrial examination grade
Job assignment for students
Weekly or monthly center of interest charts
National flag

Picture of the Buddha or the Royal Monk
Picture of the King
Picture of the Constitution Bowl

These materials should be kept in good shape, be of right size, and well cared for so that they can be used at all times

E Rooms

1. There should be a first-aid room in the school. If there is no room available, an appropriate space should be reserved.

2 The school should have a meeting room. If there is no room, one of the classrooms shall be arranged as a meeting room whenever necessary.

3. There should be enough toilets for boys only and girls only. The toilets must be kept clean and furnished with water, toilet tissue, and wash basin.

4. There should be a science experiment room in a school. If there is no room available, materials for teaching science should be kept in a certain part of the classroom or other suitable place.

5. In a school there should be a handicraft room for boys and girls. If there is no room, craft activity can be arranged in an appropriate place.

6. There should be a teaching materials production room in a school. If there is no room available an appropriate place in the classroom can be used instead.

7. There should be a reading room in school. If there is no room available, one of the classrooms that is appropriate can be used.

ARTICLE 7. School Expansion and Development

A. For a primary school to qualify for re-classification as a demi-groupe scolaire, it must have:

1. A minimum enrollment of 120 pupils

2. A distance of 5 Km from another demi-groupe or groupe scolaire

3. At least three elementary schools in the area from which fourth graders can be sent to the school unless it is an isolated demi-groupe scolaire

B For a demi-groupe scolaire to qualify for re-classification as a groupe scolaire, it must have:

1. A minimum enrollment of 180 pupils except in the case of isolated schools where communication is inconvenient.

2. At least five classrooms according to standards prescribed.

3. A sixth grade class has been conducted for at least one year with a minimum of 20 pupils.

4. A suitable lodging with lie-ion for the groupe scolaire director.

5. Recommendations of schools for re-classification will be submitted by the Primary School Inspector to the Director of Elementary Education for his decision.

CHAPTER III

ADMISSION OF PUPILS AND ASSIGNMENT OF TEACHERS

ARTICLE 8. Children beginning school are accepted the school year which follows the date they become six years old. Children who become six years old during the calendar year can be admitted that same year when schools open. Children under six years old will not be enrolled.

ARTICLE 9. Registration is free but must be made with the head teacher or the director of the school at least one week before school opens. Beginning from the first school day, late comers will not be enrolled except for those who transferred from another school.

ARTICLE 10. All heads of schools must keep up-to-date school records. Records will consist of one section for teaching personnel and one for pupils.

A. The registration of pupils will be made in chronological order of presentation; each registered will be given a number. The numerical list must continue in order. Not more than 50 children should be accepted in the first grade. The school

director will be the one to decide on accepting pupils in excess. At the time of registration parents must furnish a birth certificate or similar notarization which is kept by the school. The date of birth of each pupil is noted in the school records.

When a pupil transfers to another school, the following records must be presented to the new school: school certificate, grades or marks, health card, and birth certificate.

Information concerning each pupil must be completed on the date of departure from school with the reason for departure, the level achieved, and, if available, his results toward the C.E.P.

B. The section reserved for teaching personnel will contain the following information:

Name, date of birth, personnel number, grade
Date and number of official decree for transfer
Date of assignment. Names of previous posts of assignment
Dates of any [illegible] of previous leaves taken
Date of departure with orders to transfer

ARTICLE 11. Directors of public or private schools will send lists of students studying in their schools to the Primary School Inspector, one week after the school has opened. The Primary School Inspector will collect and submit to the MoE all the statistics obtained up to the end of the month.

ARTICLE 12. The teacher must take the roll call on time every day. Names of pupils must be written in the roll book when school opens and must be copied on a new page the first day of each month. The names should be listed alphabetically. Pupils' registration numbers should be indicated with the roll for the first month of the school year. It is recommended that lists of boys and girls be made separately. Names of students who repeat class will be written in red ink.

The teacher will quickly check, when class begins, the pupils who are present, and mark the absentees. Pupils who are habitually tardy will be noted, warned, and if necessary punished.

Students' parents or guardian must be notified of their children's absences by the teacher, and the parents, in turn, must provide reasons for absences to the teacher. The teacher will consider the reasons for absences carefully. His personal contact with the student's family will encourage regular student's attendance, which is a primary requisite to the school's progress.

What a teacher needs to do at the end of each month:

A. Submit to student's parents:

1. A copy of the pupil's monthly progress report.

2. A copy of the absentee report to indicate reasons. This report must be sent back to the teacher, by the parents, with explanations for absences.

B. Submit to the School Director:

1. List of pupils with four unapproved absences during one month. Any teacher who ignores this regulation will be subjected to disciplinary action.

ARTICLE 13. The average age span of primary school study is established as follows:

Grades	Age
1	6 - 7
2	7 - 8
3	8 - 9
4	9 - 10
5	10 - 11
6	11 - 12

A pupil at the upper primary level will not be allowed to repeat a grade three times nor will he be allowed to repeat more than twice each of two grades.

ARTICLE 14. An elementary school, depending on enrollment, may have one or more grades in the same classroom.

ARTICLE 15. The Primary School Inspector can authorize grades or schools to operate on a double-session basis, where the pupils are divided into two groups, one having classes in the morning and the other in the afternoon.

ARTICLE 16. Some primary schools or certain classes, called demonstration classes, can be designated by the Minister of Education, on advice of the Director of Elementary Education, for trying out teaching methods and techniques.

ARTICLE 17. Every pupil will have a special notebook for the monthly test for each major subject matter. This notebook is to be kept at school. For grades 1-3, a student will have only one monthly test book. Grades 4-6 will be done in accordance with the subject matter required on the entrance exam for secondary schools. This notebook will follow the pupil from grade to grade and will be carefully cared for so that it will become a part of the pupil's records.

Daily assignment notebooks, when completed, are to be sent to the parents to familiarize them with the work done by their children.

CHAPTER IV

HEALTH

ARTICLE 18. No child is to be accepted in public or private school if the condition of his health presents a danger to others. To be re-admitted he must present a medical certificate stating that he is free of contagious disease.

ARTICLE 19. If a child becomes ill at school, the teacher is to take him to the hospital immediately.

ARTICLE 20. Heads of school can ask for a medic to vaccinate their pupils. Vaccination is free.

ARTICLE 21. In public or private schools, teachers must cooperate with health authorities in order to arrange to have their pupils checked up periodically for their physical fitness as well as their physical development.

The school directors will note on an individual health card the results of the examinations. This card will be kept by the school while the student is in attendance and returned to the family if the child changes school or finishes school.

ARTICLE 22. In case of an epidemic, the primary school inspector, with other provincial authorities, will determine the sanitary measures to take and can order temporary closing of schools.

ARTICLE 23. Any child in a public or private school who contracts a contagious disease--or if a member of his immediate family contracts a contagious disease--must withdraw from school. The child can be re-admitted when he has a medical certificate showing that he is free of the disease.

ARTICLE 24. Duration of quarantine of pupils with a contagious disease.

Typhoid Fever	21 days after cure
Smallpox	40 days after illness starts
Scarlet Fever	40 days after illness starts
Measles	18 days after illness starts
Diphtheria	10 days after cure
Dysentery (Bacillary)	21 days after cure
Dysentery (Amoebic)	15 days after cure

Cerebrospinal Meningitis	15 days after cure
Whooping Cough	30 days after the start of the illness
Mumps, Chicken Pox	30 days after the start of the illness
Flu	Until cured
Thrachoma	Until cured
Itch	Until cured
Ringworm	Until cured

CHAPTER V

GRADES (MARK) RANK PROMOTION

ARTICLE 25. A record book of grades for pupils is required by teachers in all grades, except kindergarten.

ARTICLE 26. Daily lessons, tests, and individual work of pupils must be graded in a grade book every month. Grades are not necessary for all subjects. There can be some basic subjects or exercises done in class which could be graded two or three times just to measure the students' monthly progress. Besides grades given for regular work, notebooks can also be graded on appearance at least once a month. Grading each pupil ten or twelve times a month seems sufficient.

ARTICLE 27. From the second grade on, pupils will be given a monthly rating of their class standing. Their rating will be based on daily grades and compositions.

ARTICLE 28. The average daily grade and the average composition grade will be added and the pupils rated according to the total obtained divided by two.

The teacher will enter the results with a note of evaluation in the pupils' composition notebook and send it each month to the parents. They have responsibility to check grades and sign the report.

The school director will have to sign the grade slip, grade book, composition, and the roll-call book, at the end of each month.

ARTICLE 29. There is a promotion examination for grade three to four. Promotion in lower grades is based on the recommendation of the class teacher.

CHAPTER VI

FACULTY MEETINGS

ARTICLE 30. In schools where there are several classes, teachers are to meet to discuss problems on subjects to be taught, to build more cooperation among teachers, and to create a stronger esprit de corps.

ARTICLE 31. Problems discussed in teachers meeting will not involve administrative matters in relationship to local authorities or higher educational officials. These matters are to be handled only by the school director.

ARTICLE 32. The school director is the one to call meetings and act as chairman. One meeting must be held during the opening month and another one during the last month of the school year. The Director can call more meetings if necessary.

ARTICLE 33. Teachers attending the meeting have a right to present freely their opinions concerning the following subjects:

1. Internal school regulations
2. Teacher and pupil distribution by grades
3. Curriculum implementation
4. Method of teaching and techniques
5. Classroom or school library
6. Students' lunch at school
7. Sports and school festivities

ARTICLE 34. The chairman may call a meeting to discuss serious misbehavior by pupils or teachers in the school.

ARTICLE 35. The teachers meeting must not, under any pretext, assume a political nature. It will not have the power of decision. The director, after consultation with the committee, will have sole responsibility to make decisions independently in the best interest of the educational system.

ARTICLE 36. Any dispute in complete opposition to the Director in charge of teachers will be submitted to the Primary School Inspector for settlement.

ARTICLE 37. Minutes of the meeting will be sent immediately to the Primary School Inspector, who will return it with his signature and his comments, if any.

CHAPTER VII

EXAMINATIONS

FOURTH GRADE ENTRANCE EXAMINATION

ARTICLE 38. All who have attended classes regularly in the first cycle (Grades 1-3), have the right to take the test for promotion to grade four.

ARTICLE 39. The school director will reserve place for children from surrounding schools in conformance with Article 19, Royal Ordinance No. 248, July 30, 1962, in proportion to the number of third grade pupils in the elementary and primary schools. The number of places will be determined each year by the Primary School Inspector.

ARTICLE 40. The entrance examination for grade four must be given during the last month of the school year.

ARTICLE 41. Pupils who want to take the examination must have the following:

Application for exam
Birth certificate
School record card

This complete set of papers will be sent by the third grade teacher to the groupe scolaire director.

ARTICLE 42. The tests based on third grade level will be selected by the groupe scolaire director. The tests, which are in Lao language, must have been approved by the Primary School Inspector:

A. Written Tests

1. A dictation of five or six lines followed by three questions, two of which will pertain to understanding and one to grammar. Thirty minutes will be allowed for completing the dictation, answering questions, and review.

2. A composition about a personal experience of the pupil. Forty minutes will be allowed. Penmanship will be rated on the composition.

3. A test in arithmetic on addition, subtraction, multiplication, division, and two problems. Time: Forty-five minutes.

B. Oral Tests

Reading and conversation: from five minutes per candidate

ARTICLE 43. Marking rules for oral tests at least will be as follows:

Dictation	Ten points (two off for each error)
Questions	Ten points
Arithmetic	Twenty points (eight for the four operations and six on each problem)
Composition	Ten points
Penmanship	Ten points
Reading and Conversation	Ten points

All pupils getting thirty-five points will be admitted to grade four.

ARTICLE 44. As nominated by the Primary School Inspector, the Examination Committee for entry to grade four will consist of:

Groupe Scolaire Director - Chairman
One or more school directors and third and fourth grade teachers - Committee

ARTICLE 45. The Chairman of the Examination Committee will prepare a list of the candidates and those who pass the exam and send it to the Primary School Inspector. The results will not be announced until three weeks prior to the last month of the school year.

SIXTH GRADE FINAL EXAMINATION

ARTICLE 46. All pupils at least twelve years of age who have studied as sixth graders may qualify for the examination.

ARTICLE 47. A candidate can take the examination only one time each year, either at the school where he applied or place of residence for those not enrolled in the schools except in justifiable situations.

ARTICLE 48. The list of male and female applicants for the sixth grade final examination will be prepared by the school director with files containing the following:

A. Public school students

1. Application for exam (size 10 x 15 cm (stamped)
2. Birth certificate or similar documentation
3. Two photos (3.5 x 5 cm)
4. Receipt (for exam registration fee)

B. Private School and other Candidates

1. Application for exam, size 18 x 24 (stamped)
2. Birth Certificate
3. Three photos, 4 x 6 cm
4. Receipt for exam registration fee

This complete set of papers will be kept in the Primary School Inspectorate.

ARTICLE 49.

A. First Series

All tests involved in the first series are the multiple choice objective type test. The subject matter, number of test items, and time allowed are determined as follows:

1. Lao Language
   80 test items - 50 items on vocabulary
   30 items on grammar
   Time: 1 hour 20 minutes

2. Arithmetic
   80 test items - 30 items on the four operations
   50 items on problem solving
   Time: 1 hour 30 minutes

3. French Language
   80 test items - 50 items on vocabulary
   30 items on grammar
   Time: 1 hour 20 minutes

4. General Knowledge
   140 test items

Science - 30 items Hygiene - 20 items	Group 1,	40 minutes
Geography - 30 items History - 20 items	Group 2,	40 minutes
Ethics - 15 items Civics - 15 items Religion - 15 items	Group 3,	30 minutes

   Time: 1 hour 50 minutes

B. Second Series (To be scored from daily class grades)

1. Drawing or Embroidery
2. Physical Education

3. Youth Movement
4. Singing
5. Penmanship
6. Reading and Recitation
7. Conduct

ARTICLE 50. Scoring Tests

A. First Series Test

There are 380 test items in the first series test. One point will be given for each correct answer.

B. Second Series Test

There is a total of seven subjects to be graded. The average score of the three trimestrial examinations' grades during the school year will be used. Ten points is the highest grade for each subject.

ARTICLE 51. Examination Results

1. A public school candidate passes the exam if he makes a total of 225 points or more on both tests.

2. Other candidates, including those from private schools, pass the exam with 190 points or more. Daily class grades will not be added to the exam score for these candidates.

3. A candidate from public or other schools will fail the exam if he makes a zero or if he omits one of the first series subjects, no matter how many points he makes on other subjects.

ARTICLE 52. Report of the examination must be submitted to the Ministry right after the result is announced.

ARTICLE 53. Students who have obtained the Primary Education Certificate (CEP) will not be eligible to study in primary school.

ARTICLE 54. The committee responsible for the Primary Education Certificate examination is named by the Chao Khoueng based on proposal made by the Primary School Inspector (Min. Decree No. 245/ED dated 3/18/69.)

The committee consists of:

1. Primary School Inspector - President
2. G. S. Directors, sixth grade teachers - Members
3. Chao Mouang or representatives - Members

ARTICLE 55. The examination registration fee is set at K200 for each applicant. This amount of money will be received by the Primary School Inspector at the time of registration. He will deposit the fees in the treasury and send a copy of the receipt to the Department of Primary Education (Min. Decree No. 516/ED dated 8/18/67.)

ARTICLE 56. The fee for a certificate is K00 Kip. The bearer, himself, will pay this sum to the treasury.

Only one copy of the certificate can be issued and will be issued only once. In case of loss, the Director of Primary Education can issue an attestation of one person's accomplishment. (Min. Decree No. 773/ED, dated 9/6/61, and No. 516/ED, dated 8/18/67.)

CHAPTER VIII

TEACHING SCHEDULE, TIME, HOLIDAYS

ARTICLE 57. The school year begins on September 1 and ends on June 15. The long summer vacation begins June 16 and ends August 31. At the end of each trimester, there will be a one week vacation, the dates for which will be set each year by the Director of Primary Education.

School holidays for traditional and local celebrations are fixed as follows by Ministerial Decree No. 635/ED, dated 10/4/57.

Occasion	Length of Holiday	Remarks
1. International New Year	1	
2. Mathe Bouxa (All Saints Day)	1	
3. Teachers D (March 10)	1	
4. Lao New Year	1	
5. International Labor day (May 1)	1	
6. Constitution Day (May 11)	1	
7. Visakha Bouxa (Birth, Death Enlightenment of Buddha)	1	
8. Hokhao Padapdin (Rice Growing Day)	1	
9. Ho Khao Salak (Rice Donation Day)	1	
10. U.N. Day (October 24)	1	
11. Ok Phansa (End of Buddhist Lent)	1	
12. Boat Racing	1	Where a fair exists only
13. That Luang	1	PDI area where ceremony exists only.
14. That Luang, That Muong Khoa, That Ing Hang, and Wat Phou fair	3	Where a fair exists only

The Chao Khoueng and the Primary School Inspector can grant about two supplementary days per year on the occasion of local festivals.

No other holidays may be granted without the approval of the Director of Primary Education.

ARTICLE 58. The school week lasts five days. The students are free on Saturdays and Sundays.

ARTICLE 59. Classes last 6 hours each day, 3 1/2 hours in the morning and 2 1/2 hours in the afternoon. The time of beginning and ending the school day is set and can be changed by the School Inspector according to the needs of the province. The class schedule is uniform throughout the country for each type of school. The schedule is posted in each class, after having been approved by the School Inspector.

CHAPTER IX

DISCIPLINE

ARTICLE 60. During classroom hours, one of the essential responsibilities of the teacher is to keep order in the class, prohibiting all types of frivolous behavior that would hinder instruction or lead to risk of accident for the students. This responsibility rests solely with the teacher, even if he is aided by a special teacher (sewing, music, physical education, home economics) or if the class is being taught by a practice teacher. This responsibility extends outside the class when the students are being led to a place for special instruction or for group medical examinations.

At the end of the morning and afternoon sessions, the teacher must see that all students have left the school before he goes home.

Each teacher at the school is assigned duty to supervise recreation and to be responsible for the students who cannot return home during the noon hour, as well as for those who are punished and retained after class.

The principal is responsible for general discipline. He must personally supervise large group activities, especially when the children enter and leave school.

ARTICLE 61. Prescribed Punishment

1. Bad grades or use of improper language with teacher or directors.

The punishment is partial loss of recess period.

2. For more serious misbehavior

   a. Keep in after class under the supervision of the teacher.

   b. Temporary expulsion for a maximum of three days (notice of this should be given immediately to the parents, local authorities, and Primary School Inspector).

   c. A longer expulsion can be declared by the School Inspector only.

CHAPTER X

CARE OF SCHOOL SUPPLIES AND EQUIPMENT

ARTICLE 62. The head teacher or principal of the school is responsible for the use, preservation, and maintenance of school supplies and equipment.

He should keep an inventory with separate listings for:

1. Expendable material (chalk, paper, ink, paint, etc.) of which the amount actually used corresponds to the amount issued and expended.

2. Non-expendable materials (furniture, books, teaching aids, tools) which are still accountable to the principal when they are distributed to other staff members.

   Non-expendable materials assigned to the school are distributed to classrooms by the principal, who must periodically check to see that they are on hand and well cared for.

ARTICLE 63. Furniture

The principal or head teacher should strive to obtain correct equipment for his school, including tables, benches, blackboards, and shelves. Furniture is to be made by villagers.

Deteriorated furniture must be repaired immediately by the maintenance man, the teachers, the older students, or the parents.

Maintenance (painting, varnishing) can be done during the periods for youth movement activities, supported by funds from the school co-op, or the Primary School Inspector, or the PTA.

ARTICLE 64. - Books

At a time, when in almost all countries in the world, books last many years and many people respect the content of books, our students and teachers who use them do not have respect for books. It is common to see a set of books disappear in a short time.

This destruction of indispensable and costly materials must be prevented.

The classroom teacher must:

1. Keep count each day of the books distributed
2. Make each student responsible for caring for books which are loaned to him or which his parents have bought.
3. Do special drills on checking and caring for books
4. Teach respect for books as a source of knowledge, during lessons on ethics

At the end of the school year each teacher will collect the books loaned to the students in his class. The principal will collect all the books from the teachers and store them during the vacation. He will have any necessary repairs made on the books.

ARTICLE 65. - Notebooks

A notebook shows the work of the student and the value of the teacher.

The teacher must develop habits of order, neatness, and work. The students' notebooks must be impeccable. Regular, neat penmanship, writing on the line, and a standard form for all lessons is required.

The principal will establish a form for lessons for his entire school so that the students will gain regular habits.

A student must not skip or tear out pages or use the end of his notebook for rough copies. A particular notebook should contain only that subject material for which it is intended.

Constant checking by the teachers and the principal will establish habits of neatness and order.

ARTICLE 66. CLASSROOM MAINTENANCE AND DECORATIONS

It is not possible to work well in a disorderly classroom. The

teacher and the principal must not allow papers on the floor. A classroom must always be neat.

Doorpulls soiled by the children's hands should be washed with soap, ink spots removed, and holes in a dirt floor filled up by students. The students should take care of the classroom like their own homes.

Classrooms walls should be decorated with pictures and charts (Center of Interest) or with the children's drawings which should be changed from time to time.

ARTICLE 67. Caring for the Campus

The school should be the best-maintained building in the village or neighborhood. The teacher should realize the value of order and cleanliness. Students and teachers should be ready to do the work.

The school grounds should be perfectly neat, with no papers, boxes, bottles, junk. The ground should be leveled, drained, gravelled, swept. There should also be a place set aside for plants and flowers.

The teacher should teach his students to respect trees as living things which bring us shade and beauty. He should have trees planted, protected, and cared for.

ARTICLE 68. Water and Sanitary Facilities

Every school should arrange a place for water where the students can wash their hands and clean up. If there is no well or pump a drum with a spigot can be used. Teachers should explain not to waste water and how to use a spigot correctly (do not leave it open; do not block it).

A principal who is conscious of his duties will make it a definite duty to have sanitary toilets installed and cared for. According to the resources available, the installation can be a cement septic tank under toilets flushed each day by a large amount of water, or a simple slab in a wood shelter. In the latter case, each student must be taught to throw on some dirt after using.

It is important to explain that the toilets are not only for convenience but that they are especially important to good sanitation.

During lessons on ethics, hygiene, and common knowledge, habits of order, cleanliness and the necessity of having a classroom and a school which are models to be imitated should be constantly emphasized.

As a rule, there should be 11 latrines and toilets per classroom, plus urinals, and one toilet for the teachers.

ARTICLE 69. Community Activities of the School

With the aim of associating the students with work of common interest to the village, there will be established, under the responsibility of the teachers and principal, a Community Week at the school (of five days, not necessarily consecutive in the year) during which the students will help in the work of constructing and fixing waterways, footpaths, foot bridges, etc.

CHAPTER 7:

THE DIRECTOR OF THE SCHOOL

ARTICLE 70. The role of the Director of a primary school, who is either teaching or not teaching is administrative, instructional, social and developmental.

ARTICLE 71. The groupe scolaire director has to teach if the enrollment in the school is below 100 pupils; this does not mean that he does not have to teach if the enrollment is higher. The Director must always teach when there is a lack of teachers or experienced teachers.

ARTICLE 72. From the administrative viewpoint, the Director is local representative of the Primary School Inspector. In this task, he will personally be responsible for:

1. Relationship between school and local administrative authorities.

2. Relationship between school and the inhabitants.

3. Relationship between the school and Primary School Inspector.

ARTICLE 73. From an educational standpoint, the Director who has been chosen for his experience and his personal qualities, has a responsibility for the program in his school.

1. He assigns teachers to different classes, according to the needs, after having consulted the teachers' council.

2. He makes up a list of teachers who are to help maintain the school, and he checks to see if they are assigned.

3. He assumes responsibility for the right to control the entire teaching situation, assists in making lessons plans, and gives individual help to each teacher, especially new teachers.

4. He recommends and rates the performance of the teachers under his supervision.

5. Teachers performance reports and ratings with the concerned teachers' signatures must be sent to the Primary School Inspector.

ARTICLE 74. The Primary School Inspector may excuse a school director from teaching duties, if the enrollment in school is over 300, but the Department of Primary Education must be informed. However, the director must teach when there is a lack of teachers or a lack of experienced teachers.

ARTICLE 75. The Director must give to local authorities, families, and his subordinates an example of punctuality, good behavior, and morality without question.

He represents the authority of the school and must, consequently, expect in every circumstance a respect for the school and its rules and regulations. He must be just and impartial, and endeavor to work always with tact, good humor, and effectiveness.

ARTICLE 76. The Director is personally in charge of:

1. Record of student's enrollment

2. Record of staff

3. Health records on all students

4. Records of materials and supplies

5. Record book for in-coming and out-going official letters.

6. Replies on all official requests

7. File on important school documents

8. The school visitors book

9. History record of the groupe scolaire

10. Various reports (opening report, monthly report, six months' report, and end-of-school-year report)

ARTICLE 77. The Director must, at least once a month, check on class attendance of pupils. He will give his comments on each individual student's progress at the end of each month. He is in charge of receiving and checking on the number of applications for various examinations, and he, himself, is the one who is to submit them to higher authorities after he has commented on each.

ARTICLE 78. The Director of a school must maintain the best relationship with the local administrative authorities. He must also keep them informed on school situations and changes. He will advise them of any accidents which might take place in the schools, the temporary dismissal of any student, or the transfer of any staff member.

CHAPTER XII

Duties Toward the Students and Their Parents

ARTICLE 79. The teacher must be fair, impartial, and reliable, because the school is open to all pupils without any discrimination except for their own work and behavior.

ARTICLE 80. The teacher must be understanding and tactful because the personality, ability, and needs of each child differ; he must be friendly to all.

ARTICLE 81. The teacher must be, because the children confide in him and observe him constantly, an example in dress, action, punctuality, and work.

ARTICLE 82. Though the teacher is the one who teaches, he must also try to be the one who suggests. He should praise the one who does well and punish the one who is guilty. He must forget the fault committed.

ARTICLE 83. The teacher must be interested in the hygiene and health of all his students. He must collaborate constantly with health authorities in maintaining cleanliness, weight and height measurement, and having students with contagious diseases stay home.

ARTICLE 84. The teacher must maintain contact with the student's family concerning his class attendance, health, study efforts, manners, and dress.

ARTICLE 85. The teacher must, therefore, know the parents of the students and strive to meet with them frequently.

ARTICLE 86. He must check each student's class attendance and inform the parents in case of absenteeism, endeavoring to find the cause each time.

ARTICLE 87. He informs the parents at the end of each month on the progress status of the students by marks given in the student's composition book.

RELATIONSHIP AMONG TEACHERS

ARTICLE 88. In regard to relationships with his colleagues, the teacher should collaborate in a friendly manner with other teachers so that ideas and opinions can be exchanged. Congeniality will create a close relationship that will benefit the school in all ways.

ARTICLE 89. No matter what the condition of their relationships, teachers will avoid any discord in front of students. Discipline and the good name of the school must be maintained.

DUTIES TOWARDS SCHOOL DIRECTOR

ARTICLE 90. The teacher must closely cooperate with the school director in work performance.

ARTICLE 91. The teacher will always accept the good advice and recommendations made by his immediate supervisor, the director.

ARTICLE 92. He will accept, without hesitation, all periodical controls of the director: control of lesson plans, lessons taught inside and outside of classrooms, records, students notebooks, students' progress, as well as cleanliness and orderliness in the classroom. Supervision on these matters is not meant to antagonize teachers but to improve them.

ARTICLE 93. The teacher must not think that the Director is always trying to find his faults. The Director is there to provide cooperation and leadership to the advantage of the school.

ARTICLE 94. All requests and correspondence must be transmitted through official channels--the highest authority is the director of the school--the Director must approve all communications.

ARTICLE 95. Under the leadership of the school director, teachers are in charge of flag ceremony:

A. In preparation for the flag ceremony, teachers will

[illegible]

[illegible] while the [illegible]

[illegible]

ARTICLE [illegible]. In order to pay respect to the Buddha [illegible] prayers will be held on every full moon day (the [illegible] fifteenth day of the Buddhist calendar) before beginning classes in the morning and noon classes in the [illegible].

ARTICLE [illegible]. The time table and schedule for special duty established by the Director must be strictly observed.

1. Every teacher, even one who is not on special duty, must arrive at school at least five minutes before classes begin.

2. The teacher who is on special duty must arrive fifteen minutes before the beginning of class. Students will be allowed to enter the school after this teacher has arrived.

3. When the signal is given, each teacher will have the students line up, check on their cleanliness, keep them orderly and quiet and let them enter the classroom.

4. When class is over, each teacher will take his students line up, maintain silence, and then lead them to the school gate.

5. The teacher on special duty must watch pupils [illegible] classes while they are on the school playground.

6. When students are taken out of school on trips, the teacher must supervise their dress as well as their discipline and behavior.

ARTICLE [illegible]. A teacher must follow strictly the lesson [illegible] and teaching schedule prepared by the school director.

ARTICLE [illegible]. The teacher will prepare lesson plans [illegible] carefully during non-official hours. He will keep [illegible] records up to date.

ARTICLE [illegible]. The teacher must give grades for [illegible] homework, oral, reading and written work, prepare monthly [illegible] reports based on their progress in the grade book and [illegible] to the school director.

ART[illegible]. The [illegible] with [illegible]. The notebooks [illegible].

ARTICLE 1[illegible]. At [illegible] teacher will [illegible] be prepared [illegible] guide. The [illegible] the names of [illegible] of the teacher, only when [illegible].

ARTICLE 1[illegible]. The teacher will [illegible] the roll call and will check it each morning. He also will correct the monthly notebooks and keep all [illegible] up to date.

ARTICLE 1[illegible]. [illegible] prepare applications for [illegible] requirements [illegible] by the [illegible].

PRIMARY SCHOOL INSPECTION

ARTICLE 1[illegible]. The Primary School Inspector inspects all public and private schools in his area.

ARTICLE 1[illegible]. The Inspector visits all classes of his public schools at least once a year. He prepares a report for each teacher based on his observations as to use of materials, students' notebooks and methods of teaching. The report contains practical advice given to the teacher so that he can improve his methods and techniques in teaching. The teacher has to sign for receipt of the report and copy the instructions given, in his personal notebook, and send the report to the primary school inspector to be filed, numbered, and signed before it is distributed.

The Inspector [illegible] then sends the reports to the Director of Primary Education, one copy to be filed in the individual teacher's folder. One copy of the report is kept in the individual teacher's folder in the Inspectorate.

At the end of the [illegible] year, the Primary School Inspector makes complete reports on the [illegible] educational situation in his area.

[illegible]

ARTICLE [illegible] The government [illegible] the inspectorate, such as [illegible] teachers, the [illegible] for the teachers, and CHFC teachers [illegible] Primary School Inspector's supervision.

The [illegible] shall prepare placed under his supervision, [illegible] and submit them through the Chief Officer to the Director of Primary Education along with [illegible] transfers, dismissals or [illegible].

The Primary School Inspector is [illegible] the school and all affairs relating to the [illegible] establishment or construction of public schools, [illegible] and opening of private schools; courses for adults and opening of public or private boarding schools.

Primary School Inspectors are directly under the authority of the Chief of the Province (Deputy Governor) in administrative relations. In regard to their technical duties they report only to the Director of Primary Education.

ARTICLE [illegible] A Primary School Inspector is nominated by the Minister of National Education based on recommendations by the Director of Primary Education. He is chosen among the education staff according to seniority, qualifications, and certificates as prescribed in the Minister's decree.

ARTICLE [illegible] This regulation has been reviewed and accepted by the National Social Primary School Inspectors Conference, February [illegible] 27, 1972, Seyabouty.

ARTICLE [illegible] This regulation is approved and linked to the Minister's Decree No. 237 MD dated 16 March 1972.

Given on 16 March 1972

Deputy Prime Minister, Minister of Education, Army, Sports and Youth

[illegible]

[illegible]

[illegible]

Editor's Comments: The revision of the Primary School Regulations adopted in 1967 ranks among the major accomplishments of primary school officials at their national annual conferences. Regarding school sites and school plans, requirements prescribe more careful consideration of social, cultural, and economic factors. Rooms and equipment for each classroom are specified and provision of facilities for science, crafts, teaching aids, and first aid are emphasized. There is clarification of regulations on the length of the school day, holidays, special duty, and responsibility of regular teachers when practice teachers teach in their classrooms. To reduce serious mishaps in education, regulations outline responsibility of teachers, parents, and school community leaders as well, not only to check attendance and obtain explanations for absences but to identify and eliminate excessive violation. Also in coordination with measures, successfully implemented on an experimental basis during the past two years, to reform the sixth grade final test, examination regulations were rewritten to order adoption of new test types and procedures.

Fourteenth National Annual Conference

Primary School Inspectors

Savannakhet, February 7 - 17, 1978

Committee Report and Recommendations

LAO LANGUAGE CURRICULUM

Committee Members

1. Mr. Phanh Thavonnanok — Chairman
2. Mr. Khommany Sinbandith
3. Mr. Lothasouan Bounthanmay
4. Mr. Tao Boumsavanouh
5. Mr. Somthong Khamsingsavat
6. Mr. Phomma Vanthong
7. Mr. Linh Luangsiamphan
8. Mr. Khamphouang
9. Mr. Phomma Manorinh
10. Mr. Silay
11. Mr. Saly Vongsouvanh
12. Tiao Vannitha — Consultant

PRIMARY EDUCATION

LAO LANGUAGE CURRICULUM

I. General Objectives

1-1 The general objectives of Lao language instruction in primary schools are to provide the pupils knowledge, skills, and attitudes to be used in their daily lives.

Knowledge

When a student finishes primary school, he must have good basic knowledge in reading, writing, speaking, and conversing fluently.

Skills

To train students to read, write, and converse, to be able to communicate and express his thoughts.

To enable students to gain comprehension of texts and documents.

Attitudes

To promote students interest in his language, to study and practice for self-improvement.

To guide students to use the finest quality Lao language and to help maintain its values.

1-2 Reading

To read correctly.

To read fluently, to pronounce phonetic sounds clearly, smoothly, and correctly, to know where to pause or where to stop.

To read orally with comprehension - to be able to explain and summarize orally what has been read.

1-3 Writing

To write grammatically correct.

To write beautifully, neatly, fast, and correctly.

To write clear sentences and paragraphs.

1.6 Speaking and Conversation

To talk politely and attractively

To use proper and appropriate vocabulary

To talk naturally, clearly, and accurately

To develop the art of conversation.

To be interested in presenting ideas

II. Objectives for Grade One

2.1 Observation and Conversation

Objectives

To train students to have attitudes of observing [illegible] around them.

To train students to be able to recognize or remember the important facts when they observe (seeing, listening and reading ...)

To enable them to describe, explain, and answer questions after they have observed

To develop students' attitudes of asking questions when there is something they don't understand

To train students to talk clearly, correctly, steadily, and politely

2.2 Vocabulary Study

Objectives

To help students develop a broad basic vocabulary

To teach students to understand definitions of words so that they can use them correctly.

2.3 [illegible] Reading

Objectives

To teach students to hold books properly when they read (in front of eyes at appropriate distance with chin level)

To train students to read loud enough and clearly with correct accents

[illegible] understanding

[illegible]

To develop [illegible] to make use the [illegible] to [illegible]

[illegible] Writing and [illegible]

Objectives

[illegible]

[illegible] basic mechanics

[illegible] [illegible]

[illegible] [illegible] mechanics

[illegible]

To teach [illegible] to [illegible] in writing, not only by writing

To teach [illegible] [illegible] and words correctly

To train students to try to write correctly independently.

III. Part Guide for Grade Two

In this grade level objectives for grade one should be consolidated and extended by adding the following, in each series where it should belong.

3.1 Observation and Conversation

Objectives

To develop students' habits in observing things (more complicated things or matters that are more difficult to understand, but the subjects must be suitable to the level and age of the students)

To teach students how to make comparisons

To teach them to verify and analyse information.

To train them to answer questions with brought and complete sentences

3-2 Vocabulary Study

Objectives

To help students to learn more new words from observing, conversing, and reading.

3-3 Reading

Objectives

To guide students to realize the values of reading correctly -- sentence, paragraph, and poetry, to know the meaning of period, comma, colon, question mark, and exclamation mark.

To help students to understand the meaning of a sentence and/or short simple story.

To train students to be interested in pointing out words or sentences that they don't understand.

To guide students to visualize what they read.

To develop students' interest in reading and habits of looking for things to read.

To determine if students like to relate to other people the stories they have read.

3-4 Writing and Dictation

Objectives

To train students to improve their writing to be neat, uniform, and attractive.

To teach students to write correctly the sentences or short stories they have read or heard.

To guide students to use words correctly based on their use in a sentence.

To teach students how to use correct symbols such as period, comma, colon, question mark, and exclamation mark.

To teach students to be able to make a meaningful sentence from words given.

To guide students to write original stories or to write a story based on a given idea.

To develop in students the habit of reviewing what they have written.

To promote students' interest in reading and the habits of looking for occasions to write.

IV. Curriculum for Grade Three

In this grade level, the objectives for grade two should be emphasized and extended by adding the following to each series where it belongs:

4-1 Observation and Conversation

Objectives

To train students to recognize and remember important words or facts.

To teach students to use words appropriately (right words, right voice, and right occasions).

To train students to correct erroneous use of local expressions.

To guide students to summarize subjects discussed as well as to answer questions on the subjects.

To teach students to be able to talk appropriately (calmly, confidently, and naturally).

To train students in regards to talking or responding in groups to speak, cheer, or sing in perfect time, rhythm, and unison.

To teach students to be aware of the values of conversing and to enjoy conversation.

4-2 Vocabulary Study

To teach students the correct social usage of language.

To teach students how to use dictionaries.

4-3 Reading

To teach students to read silently all kinds of stories and other literary compositions so that they can concentrate on what they are reading and comprehend it.

Have students read silently in order to avoid disturbing other people.

To teach students to read well (not too fast, not too slow)

To give students the opportunity to use words from articles they have read.

To teach students to use ideas involving daily life situations.

After discussion of a subject they have read, students should be taught to recognize that ideas vary.

4-4 Writing

To teach students to set off the title and to arrange lines orderly and nicely.

To guide students to understand the subject and to fill in blanks with specific information.

To train students to use symbols in writing (.,;).

To teach students to understand the importance of plots and writing correctly according to good sequence, and to be able to do so.

To guide students to be able to write descriptions of physical characteristics and manners.

To teach students to write about their experiences.

To teach students to write resumes of stories they have heard or read.

To teach students to write all kinds of letters, such as official, commercial, and friendly.

To teach students to understand and write correctly according to rules of grammar, part one, Method of Using Lao Consonants and Vowels.

To develop students' habits of reviewing their work.

To develop students' interest in writing and enjoyment of writing.

Editor's Comments: To appreciate fully the work of the Conference Committee, it is necessary to be familiar with the language program in the 1962 Education Reform Act, which consists of only a limited listing of topics to be taught in each grade. The Committee introduced the concept of language arts, presented objectives for the first time in terms of skills and attitudes as well as knowledge, and established objectives by grades with selection of subject matter content. Although the scope and sequence of the content of each language art are not yet adequately detailed, the program prepared by the Committee can be considered one of the most important achievements in curriculum development by the Department of Primary Education. It will help teachers get a better understanding of the why as well as the what and how in teaching; it will guide educators to develop other subject matter curricula more efficiently.

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7 - 17, 1972

PSI/Attopeu

General Situation

Educational activities in the Attopeu area are very disturbed because of the critical situation. We have to wait and wait for the situation to get better, but two years have passed and the situation remains the same. So, there is not much to report on education in Attopeu.

Teachers have transferred to Pakse and are teaching in schools in Pakse. Refugee students, evacuated from Attopeu, are now in schools in Pakse. At a refugee village on Km-26, Route 13 (Pakse - Savannakhet), the villagers have built a school for their children. School furniture was donated to the school. Now there are still forty to fifty students who are not studying regularly, as they were formerly taught by a military teacher, who had to leave with the army; the school is deserted.

Education Development

Three elementary and two CREC schools are still open in Muong Kongmy. There are 171 students, and five teachers (3 CREC). Shipment of school supplies can be made only by military helicopter, but they rarely go to the area. Education facilities can not be expanded due to the political situation. The only place left under RLG control is Muong Lavai. All I can do is cooperate with the Chao Khoueng on arrangements for refugee students.

Examinations

The enemy occupied Houie Kong on May 1971; the sixth grade final examination in Khouie Kong center was, therefore, not conducted. The teachers waited for the students to take the test in Pakse, but no student appeared so the exam was canceled.

Entrance Examination	Candidates	Admitted	Percent
Secondary School	33	11	33
Lycee Pakse	0	0	0
Technical School	0	0	0

Training

Since 1958, Attopeu has sent seven participants to train in foreign countries. They have all come back. Three resigned and two were transferred to other provinces; there are only three left.

Statistics

Students	171
Regular Teachers	34
CREC Teachers	6

Mr. Bounthong

For the refugee school at Km-26, I want the PSI to check and see if there are enough students available, and if there are, a school can be built for them.

Concerning school supplies, please contact with Tiao Vannitha.

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PSI/Ban Keun

General Situation

The operation of Ban Keun Primary School Inspectorate takes place in two areas:

1. Muong Thourakhom: includes eight groupe scolaires, three demi-groupe scolaires, twenty-one elementary schools, one CREC and one vocational school. Two CREC schools were closed since 1970-71. Communication is very difficult during the rainy season but convenient in the dry season.

2. Muong Phanthaboun: includes three groupe scolaires, three demi-groupe scolaires, fifteen elementary and ten CREC schools. Communication is very difficult during the rainy season, which causes problems in sending out school supplies to schools. Communication, however, is very easy in the dry season.

The general situation this year is much better than last year. Villagers provide adequate cooperation in construction projects.

Education Development

After the PSI Conference at Champassak last year, quite a lot of education activities were in operation and a considerable number of grades added:

One additional grade	9 schools
Two additional grades	2 schools
Demi-Groupe Scolaire converted to Groupe Scolaire	- 1 school
Primary schools converted to Demi-Groupe Scolaire	- 3 schools

Total enrollment for 1971-72 is 7,282. Approximately 650 children are not in school. There are 2,578 new first graders. The remarkable increase in the number of students is due to the evacuation of refugees from Xieng Khouang province.

Kindergarten students	50
Private students	113

Teachers

Received ten Xan Tho, and thirty Xan Tri additional teachers. Eleven teachers attended training courses this year.

Examinations	Candidates	Passed
Sixth Grade Final Exam	491	338
Technical School	36	10
Teacher Training School	56	7
Rural Craft School	44	21

School Supplies

School supplies received are indicated in the report book for Ban Keun area.

PTA

The establishment of PTA organizations in this area has been very successful and helpful so far. Parents provide enough cooperation with officials. For school construction, the PTA makes required contribution.

Student Uniforms

It seems that more students are wearing uniforms this year. All types of students, including CREC, wear uniform.

Rice Planting

Rice planting activities in this inspectorate during the past year have been good in some areas but not in other areas. I plan to encourage teachers to try to give more attention to this matter during the next school year.

Youth Movement

The youth movement activity is conducted mostly in major groupe scolaires.

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PSI/Borikhane

General Situation

The general situation in Borikhane province this year remains the same as it was last year; that is, it is not completely in good shape. School expansion is moving very slowly; six schools had to be closed. Some time in the future, if the situation is better, they will be reopened again, like two that have been reopened recently.

In Paksane area, more classrooms are still needed. Double sessions had to be arranged. Due to the influx of refugees, school enrollment increased remarkably, because there were not many new classrooms being constructed; neither were there many repair projects for schools in the urban area where several schools are about to fall down.

Schools

Groupe Scolaires	10
Demi-Groupe Scolaires	3
Elementary Schools	40
CREC Schools	9

Additional Classes

Grade One	3
Grade Two	2
Grade Three	1
Grade Four	1
Grade Five	1
Grade Six	1

School Construction

New school construction this school year.

New school construction	9 classrooms	3 schools
Classroom addition	3 classrooms at 1 school	

Two other schools were built and staffed by military teachers. School supplies were provided by the PSI.

Teachers

Xan Eck	2
Xan Tho	74
Xan Tri	94
CREC	9

These figures include eight teachers transferred from other PSI area and eighteen new teachers from the Teacher Training School. Four teachers transferred to other PSI areas; one joined the Army, and one is on leave. Eleven teachers attended in-service training in various PSI areas during the 1971 school year. It is suggested that in-service training programs should continue.

Students

Educational progress of students is fairly good, but those in schools with high enrollment did not do very well. The 1971-72 enrollment is 6,359. In 1970-71 there were 6,021 students, which means an increase of 338. There are approximately 1,500 to 2,000 school-age children, in remote areas occupied by the enemy, who are not in schools.

Examinations	Candidates	Passed	Percent
Sixth Grade Final Exam	392	273	70
Normal School, 4-Year	49	3	5
2-Year	2	0	0
Lycee	110	14	13
Fa Ngum	45	5	11
Technical College	6	0	0

The new Sixth Grade Final Test is considered a very good type of test and is very convenient to all concerned. The measurement of the students' knowledge is exact.

School Supplies

Adequate supplies were received except for Lao and French textbooks in various subjects for grades 4, 5, and 6.

Student Uniforms

Seventy to eighty percent of the students in city areas wear uniforms. In rural areas, not many students wear uniforms because their families are poor.

Teachers Day

The celebration of Teachers Day was arranged on March 10, 1971. This was our first celebration of this type.

PTA

The PTAs in this area are very cooperative. Most of the money collected from the PTA members was used in repairing school buildings and school furniture.

Mr. Bounthong

Most of the refugee students are Meo; therefore, they should be taught by teachers from Xieng Khouang area.

The PSI will start to prepare necessary official documents for obtaining the National Budget Allowance for the Urban School Construction Project (8 rooms), in order to avoid delay in payment.

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7 - 17, 1972

PSI/Champassak

General Situation

A few months after the thirteenth PSI Conference, the military situation in Champassak grew more serious. Education activities moved very slowly.

Education Development

Schools are operating in only three-fourths of the province. As a result of a survey, it was found that there are about sixty villages that require elementary schools. Out of this number, thirty-five CREC schools have already been established. There are still twenty to thirty locations which do not have schools. If there is enough security, all these villages should have schools within five years.

School Construction

Five brick schools out of nine under CE AP No. 6, FY69, FY70 and FY71 projects have been completed and opened. Another brick school is about fifty percent completed. Three other wooden schools under the same AP have been completed. Eleven out of fourteen elementary school construction projects, under FY69-70 and FY70-71, have been completed. Three other construction projects were suspended by USAID because of insecurity. For the construction project under AP CE-1005, Done Talat, an eight-room school has been delayed because USAID was slow in hauling sand and gravel in September; therefore woodwork was done first. Mason work is continuing now. Self-help provision has been satisfactory so far. Work completion is forty percent. The proposed school construction projects FY71-72 for thirty-two villages was submitted to MoE (my letter # 355, dated 8/18/71). There has been no action from MoE so far.

Teachers

Ian Eck	1
Ian Tho	80
Ian Tri	158
CREC	60
	299

We still need more new teachers. Eight elementary schools had to be closed due to the lack of teachers.

Training

CREC 2nd Year	1
1st Year	19
Ian Tri	6
Ian Tho	4
Groupe Scolaire Directors	2
Youth Movement	1
School Maintenance and Minor Repairs	1

The teachers who attended training courses gave better classroom instruction.

Schools	No. of Buildings	No. of Classrooms
Groupe Scolaires	12 (1 new)	105 (9 new)
Demi-Groupe Scolaires	5	26 (4 new)
Elementary Schools	64 (6 new)	72 (5 new)
CREC	35	60
Private	2	6

Students

The total enrollment is 10,937 students. There are 3,109 first graders. The number of students increased 1,094 or 10 percent over last year.

Examinations	Candidates	Passed	Percent
Sixth Grade Final Exam			
Old	306	145	47
New	171	154	90
Secondary School	80	30	37
Technical College	44	3	71
Fa Ngum	14	2	14
Normal School, 2-Year	18	6	33
4-Year	148	14	9

School Supplies

Lao Readers, Civics, Hygiene, Arithmetic, Teachers Manual for grades 4 - 6, French textbooks for grades 5 and 6 are needed, as well as plywood for making chalkboards.

PTA

Development of relationship between schools and parents has been satisfactory. It makes the villagers and other local authorities aware of the importance and values of education. About eighty percent of the schools have organized PTAs.

Student Uniforms

Both in urban and rural areas, about ninety-five percent of the students wear uniforms.

Mr. Bounthong

Every PSI will be requested to prepare tests for the sixth grade final exam and submit them to MoE. They will be used as experimental tests. Tests on general knowledge will be considered for experimentation in some certain areas.

We are now training instructors who will be teaching in in-service training courses after they complete the course. At first, they will observe demonstration lessons in the training course, and after familiarizing themselves with good teaching, they will then prepare lesson plans and demonstrate good teaching methods.

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7 - 17, 1972

PSI Houa Khong

General Situation

The situation in Houa Khong province is still difficult as it was last year. Inspection of schools can be made in only one-third of the whole province. Nam Pouk Groupe Scolaire was badly damaged by enemy mortar rockets in December 1971. The teachers had to move into the city temporarily. The director of the school was sent to teach in Ban Dane Thine school. Though the situation is very difficult, educational operation has proceeded.

Education Development

Houa Khong is a province where there are many different minority groups, such as Leu, Phouthay, Meo, Yao, Lao Theung, Mou Seur Black, Eko, Houie, and Lane Tene. These people have not been educated since the time of their ancasters. It is very difficult to find one person among them who is able to read and write Lao letters. In the 1971-72 school year, with assistance from USAID, an elementary school was built in an Eko village at Pha Tae.

School Construction

Four Demi-Groupe Scolaires with eighteen classrooms have been constructed under self-help projects.

Five elementary schools with ten classrooms have been constructed.

More villagers requested schools but some of them were not approved due to a lack of teachers. Need for teachers in this province remains very high.

Teachers

For the 1971-72 school year, the number of teachers to-date is as follows:

Xan Eck	1
Xan Tho	51
Xan Tri	107
	159

The total of 159 includes fifteen new Xan Tho and Xan Tri teachers and five teachers transferred from other provinces. Two teachers died.

Training

Nineteen teachers attended in-service training programs.

Groupe Scolaire Directors	2
Xan Tho	6
Xan Tri	6
Youth Movement	5
Malaysia Training	1

Schools

Groupe Scolaires	10
Demi-Groupe Scolaire	4
Elementary School	28
Kindergarten	1
Rural Craft School	1
Number of classrooms increased	22

Students

Total enrollment	5,244
Number of new students	1,108
Number of first-grade repeaters	1,159

Examination	Candidates	Passed	Percent
Sixth Grade Final Exam	236	185	78
Teachers College, 4-Year	16	0	0
2-Year	7	0	0
Secondary School	156	13	8
Fa Ngum	4	1	25
Technical School	9	0	0

Military School

As reported in the last conference in Champassak, I would like to review the number of schools and pupils in this type of school as follows:

Schools	34
Military Teacher	37
Total Enrollment	1,284

After training courses were set up for both military and regular teachers, another training course was conducted for 35 military teachers in July, 1971. Textbooks, notebooks, chalk, pencils, and other supplies were provided by the inspectorate every trimester.

PTA

The establishment of PTAs in refugee areas is very difficult because refugees are poor. PTA establishment in groupe scolaires or in urban areas is successful.

Students Uniforms

Ninety percent of the students in Houie Sai city area wear uniforms. Sixty percent of the students in rural groupe scolaires wear uniforms. Twenty-five percent of the students in rural areas wear uniforms.

Mr. Bounthong

Concerning the request for a special salary for military teachers (same rate as CREC teachers), it is not possible to approve this request because these teachers are already being paid by the Army. MoE might even quit hiring CREC teachers. However, the best relationship between PSI and military teachers should be maintained.

Fourteenth National Annual Conference

Primary School Prefecture

Savaboury, February 7 - 17, 1972

PSI Xengkok

General Situation

Muong Phouvieng, one of the muongs in my area is surrounded by the enemy, making it difficult for me to inspect school activities. The school had to be closed and teachers had to move to Keng Ta Ngane School. However, there are now eight CREC teachers who manage to carry on instruction because they belong to the community.

The enemy is moving around Muong Song Khone, Muong Phong, and Muong Souriyakham. Educational projects could not proceed. The situation in Muong Champhone and Phoummachady is peaceful, and things are moving ahead smoothly.

School Establishment and Conversion

Five elementary and three CREC schools have been established. Three CREC schools were converted to elementary schools and five elementary schools to demi-groupe scolaires. A request has been submitted to MoE to convert four demi-groupe scolaires to groupe scolaires.

Construction

Eight schools with eighteen classrooms in Muong Champhone and Muong Song Khone are under construction. Villagers provide labor.

The self-help construction and repair projects for seven schools with sixteen classrooms in Muong Champhone, Souriyakham, and Song Khone were completed and schools are in operation. Another five self-help schools with twenty-four classrooms are being constructed.

Students

Grade Six	905
Grade Five	1,049
Grade Four	2,504
Grade Three	2,521
Grade Two	3,144
Grade One	5,908
Total	15,040

There was an increase of 510 students over last year. The number of of new first graders admitted was 4,051.

Teachers

New teachers received	Xan Tho	11
	Xan Tri	24
Teachers transferred from other areas		8
		43

Training

Groupe Scolaire Directors, Pakse	1
Xan Tho Teachers, Savannakhet	6
Xan Tri Teachers, Champassak	6
CREC Teachers, Second Year, Dong Kalum	6
CREC Teachers, First Year, Kengkok	25
	44

Examinations	Candidates	Passed	Percent
Sixth Grade Final Exam	746	495	67
Secondary School	135	16	12
Fa Ngum	176	18	10
Normal School, 4-Year	200	14	7
2-Year	116	0	0

The students who came from areas often distroyed by the enemy did not do very well, because they did not study the full nine months.

PTA

Due to the establishment of PTAs, it is notable that teachers and parents gained more mutual understanding. Cooperation in relation to school construction is better than before. Most of the farmers, however, can rarely spare their time for meetings because they are busy in their rice fields. It is suggested that the annual meeting should be held at a time when farmers have finished with their rice fields. There are now seventy PTAs. Eight houses for teachers were constructed by PTAs.

Student Uniforms

Eighty-five to ninety percent of the city students and forty to sixty percent of the rural students wear uniforms.

Fourteenth National Annual Conference

Primary School Inspectors

Savaboury, February 7 - 17, 1972

PSI/Khammouane

General Situation

For the past years, the situation in Khammouane area was not very peaceful, but for FY70-71, everything was calmed down and the communication was also better. On May 15, 1971, one of the teachers was treatened by an enemy's troop and was robbed of 30,000 Kip.

School Construction

Twenty-eight schools with fifty-seven classrooms were completed and fifty-one teachers were assigned. Six additional teachers are needed.

Students

Last year there were 4,695 new pupils in grade one; this year there are 4,552, a decrease of 143 or three percent.

The three-classroom school at Chomthong was completed and opened on September 1, 1971. Over 100 students from the airport area attend the school. After the school had been opened for three days, enrollment increased considerably as follows:

	Boys	Girls	Total
Grade Three	28	22	50
Grade Two	32	34	66
Grade One A	32	58	90
Grade One B	70	35	105

Additional Classes FY71-72

This year, there are a few additional classes; see the following list:

Grade Six	3
Grade Five	2
Grade Four	5
Grade Two	6
Grade One	3

School Supplies

Enough school supplies were received on time, but we still need textbooks for all grades; and French textbooks for Grades 4, 5, 6.

Examinations	Candidates	Passed	Percent
Sixth Grade Final Exam (New)	412	354	86
Sixth Grade Final Exam (Old)	149	66	44

PSI/Khammouane

There are many hundreds of students who could not continue their education in this area. I suggest that a Fa Ngum school be constructed in Khammouane to relieve the need for study in secondary schools.

PTA

There was trouble in getting the members to pay their dues to the Association; it would be good to justify the association regulations, No. 6 and 9.

Mr. Bounthong

Ministry of Education requested USAID/EDU to print textbooks for national distribution, but books printed were only in small quantity. Most of the books printed were for refugee students.

Some supplementary reading books were also printed by American Women's Club and other friendly countries. (Somchay's Flower, Sombat's Buffalo.)

Fourteenth Ministerial Annual Conference

Primary School Inspectors

Saigon, February 1 - 17, 1972

Ministère Pratang

General Situation

After I returned from India, I resumed my duty. During March to May, the city was attacked by the enemy. People in the suburban area had to move into the city. Schools in the urban area had to be closed again because of enemy rockets. Schools automatically served as temporary housing for refugees. Many schools were closed because the people could not go back to their original villages.

Education Development

Two demi-groupe scolaires were converted to groupe scolaires. Four new demi-groupe scolaires, nine new elementary, and fifteen CREC schools were established.

School Construction

Nineteen schools with seventy-two classrooms were constructed in School Year 1970-71. For this school year, ten school construction projects with thirty-five classrooms for replacement have been underway. These school construction projects are expected to be ready for the opening of the next school year.

The contractor for the urban school construction project requested that the payment be made from the local treasury.

Problem

Lack of teachers for rural schools. Most teachers graduated from the teacher training schools are female teachers who do not want to work in schools in remote areas.

French textbooks, notebooks, pencils, and chalk are needed.

Examinations	Candidates	Passed	Percent
Sixth Grade Final Exam	991	619	62
Lycee Luang Pratang	359	27	8
Normal School	329	14	4
Home Economics School	6	2	1
Pa Ngum	265	27	10

PTA

[illegible] Temporary relief [illegible]
Last year, [illegible] stock or [illegible] which were
[illegible] [illegible] [illegible] [illegible] PTA.

Schools

Groupe Scolaires	[illegible]	
Demi-Groupe Scolaires	19	
Elementary Schools	47	
CREC	45	
Temporary Schools	1	Taught by military teacher
Private Schools	6	

Students

Enrollment this year is 17,509 students, an increase of 4,146 students over last year, excluding Kindergarten and private school students. The number of students in private schools is 2,276.

Teachers

Xan Kok	1	
Xan Tho	171	
Xan Tri	158	
CREC	55	- Including one monk-teacher

New teachers received Xan Tho 15
Xan Tri 19

More teachers are needed.

School Supplies

Lack of office and school supplies. The quantity received was not sufficient because this is a large area.

Mr. Bounthong

In relation to the payment for the urban school construction project, I will try to get authorization from the Ministry of Finance to get the money paid locally.

Every PSI who is concerned with urban school construction projects, is hereby requested to submit to Vientiane all documentations necessary for clearances in sufficient time, so that there is no delay in paying the contractor.

Fourteenth Annual Conference

Primary Schools Committee

Savaboury, February 7 - 17, 1972

Nong Bok

General Situation

The situation in Nong Bok area still remains uncertain due to many disturbances. It has been about one year since any higher official visited this area; when they do visit they must be escorted heavily by soldiers. However, we have been trying our best to keep the educational program going. Only one school was temporarily closed. Teachers are staying in the village waiting for the school to be reopened when things get better.

Reconstruction

Six schools with twelve classrooms are being constructed.

There have been a lot of problems and delays concerning school construction because of the insecure situation. Cooperation between USAID, villagers, and teachers has been outstanding.

Teachers		Most teachers received
Xan Tho	38	6
Xan Tri	84	7
CREC	15	

Students

Number of students	4,[illegible]
Total grades enrolled	[illegible]
Number of school age children not in school	1,[illegible]

Training

School Supervisors, Vientiane	1
Groupe Scolaire Directors, Pakse	1
Xan Tho Teachers, Champassack	6
Maintenance and Minor Repairs, Vientiane	1
CREC Teachers, Second Year, Vientiane	1
CREC Teachers, First Year, Khammouane	10

The Xan Tho, Xan Tri, and CREC teachers who attended the training courses were proud of themselves because (1) they could use some of the subject matter successfully; (2) the training changed their ideas and attitudes. They gained a sense of patriotism from visits they made to various places which have different language and culture and also pleasant scenery.

PTA	1970-71	1971-72
PTAs established in Nong Bok area	26	32

It seems that ever since PTAs have been established, schools have improved every year. It makes the parents take part in solving educational problems. However, due to the insecure situation, PTA establishment cannot be expanded.

Student Uniforms

A higher percent of students among groupe and demi-groupe scolaires wear uniforms. It is difficult for rural students to afford to pay for uniforms.

Secondary Schools

In relation to the establishment of a secondary school in Nong Bok area, I would like to repeat my previous requests and recommendations and stress that it should really be approved and that it should begin in 1972. Nong Bok is economically strong and heavily populated. It is thirty-six kilometers from Khammouane, where there is a secondary school.

Home Economic Teacher

There was previously one home economics teacher. Now that she has transferred to another province, there is no home economics teacher in my area. Since this instruction is also important, a request is submitted for two home economics teachers.

USAID - POL

There are many problems involved in getting gasoline provided by USAID. According to the allottment plan, my area was allowed three hundred liters per month. From April to August 1971, gasoline was not issued, reportedly because the situation in Nong Bok area was not secure enough. Two hundred liters were issued for the month of October and three hundred liters for the month of November. For the sake of good operation, a request is hereby submitted to USAID to provide gasoline regularly.

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7 - 17, 1972

PSI Paklay

General Situation

The situation in Phone Sa Ath, Nam Phoune, Muong Thong, and Muong Va areas is very difficult and affects educational activities due to the enemy's movement. About two thirds of the schools are in the enemy movement areas. School inspection thus could not be made thoroughly.

Schools

Groupe Scolaire	14
Demi-Groupe Scolaire	13
Elementary Schools	55
CREC	16

School Conversion

Demi-Groupe Scolaire converted to Groupe Scolaire	2
Elementary school converted to Demi-Groupe Scolaire	7
New Elementary Schools	10

Construction

Construction of two groupe scolaires and one demi-groupe scolaire was approved. One has been completed. Villagers provide labor for construction projects. Thirty new classrooms are planned for this year.

Teachers

Xan Ek	1
Xan Tho	65
Xan Tri	203
CREC	17

Additional teachers received this school year - 93

Teacher Requirement for School Year 72-73

Xan Tho	30
Xan Tri	40

These teachers will be assigned to teach in new and in re-opened classrooms.

Elements	1970-71	1971-72
	[illegible]	[illegible]

Number of students increased [illegible]
Number of first graders admitted 790

Training	No. of Participants
Groupe Scolaire Directors	6
CEGI Teachers	11
Statistics	1
Warehouse Management	1
Teaching Materials Production	1
First-Aid	12
Basic Science - Korat, Thailand	2
[illegible]	2
France	1
Science - Penang, Malaysia	2

Examinations	Candidates	Passed	Percent
Sixth Grade Final Exam			
New	227	115	68
Old	271	176	65
Normal School - 2 Year	187	20	1
4-Year	164	16	4
Technical College	11	0	0
Lycee Vientiane	62	14	22
Sa Ngum	6	1	17

School Supplies

Need Lao Readers, French Textbooks, Lao and French Grammar, grades one through six. Teaching is not satisfactory without these books. There is no place to buy these books locally.

Students Uniform

Eighty percent of the students in Paklay and Kanthao Groupe Scolaires wear uniforms. Only forty percent of students in other groupe scolaires wear uniforms.

Shipment of school supplies from the central warehouse in Vientiane to Paklay is better than last year. Supplies were received according to the order. However, sending supplies on to various groupe scolaires and other schools is very difficult due to the lack of convenient transportation.

Fourteenth National Annual Conference

Primary School Inspector-

Sayaboury, February 7 - 17, 1972

PSI Phone Hong

General Situation

The general situation for Phone Hong area is good, because Phone Hong has plenty of crop products; communication is good. There is no interference from the enemy. Phone Hong serves as a refugee center because many thousands of refugee families keep flowing in, causing an increasing enrollment. School construction is taking place in various locations. Villagers built many schools by themselves without help from the Government or foreign aid.

School Closed

During November 1971, an elementary school near the Nam Ngum Dam area was closed because the construction of the dam is completed. The school children, whose parents were working on the Nam Ngum Dam Project, had to move away with their families; the school was torn down.

Examinations

	1969-70			1970-71		
	Candidates	Passed	Percent	Candidates	Passed	Percent
Sixth Grade Final Exam	358	241	67	414	319	77
Lycee Vientiane	31	6	19	12	3	25
Fa Ngum	118	81	69	145	82	57
Technical College	15	4	27	19	4	21
Normal School, 4-Year	53	7	13	73	9	12
2-Year	68	15	22	105	14	13

Schools

Out of eighty-eight villages, sixty-three have schools.

Number of schools in Phone Hong area:

	1971-72	1970-71
Groupe Scolaires	9	8
Demi-Groupe Scolaires	10	3
Elementary Schools	36	42
CREC Schools	7	3
Craft Schools	1	1
	63	57

School Conversion

Demi-Groupe Scolaires converted to Groupe Scolaires	1
Elementary Schools converted to Demi-Groupe Scolaires	7

Construction

Three schools with eighteen classrooms are being constructed. These have one story, concrete floors, tin roofs, and brick walls. Construction is 70% completed. School furniture will also be constructed. They are self-help projects with cooperation provided by USAID.

Number of Classes	1971-72	1970-71	Increase
Grade One	90	77	13
Grade Two	72	62	10
Grade Three	59	55	4
Grade Four	34	24	10
Grade Five	23	17	6
Grade Six	19	14	5
	297	249	48

Teachers

Xan Eck	2	2
Xan Tho	65	61
Xan Tri	188	155
CREC	37	35
Military	1	0
	293	253

The 293 teachers include five Xan Tho and twenty-eight new teachers.

Training

Groupe Scolaire Directors, Pakse	1
School Supervisors, Vientiane and Thailand	1
Xan Tho Teachers, Luang Prabang	4
Xan Tri Teachers, Vientiane	4
Sports and Youth Movement, Vientiane	4
CREC Teachers	9
	23

Students	1971-72	1970-71	Difference
Grade One	3,024	2,729	295
Grade Two	1,723	1,391	332
Grade Three	1,327	1,092	235
Grade Four	1,062	889	173
Grade Five	697	538	159
Grade Six	548	439	109
	8,381	7,078	1,303

Craft and Dance Schools

The craft school is situated in two rooms of Phone Hong Groupe Scolaire. Construction of a separate craft school should be completed in the near future by the villagers. Seventeen students were graduated. Four of them continued their education in the Technical College in Vientiane and two in the Art School of Vientiane. The rest of the students work in Phong Hong city; some are employed by the company that constructed the Nam Ngum Dam.

Dance

There is one dance teacher working with the Phong Hong Inspectorate. She is assigned to Phone Sa Ath Groupe Scolaire giving dance instruction to students in this school only. On the occasion of local festivities and Lao New Year, the students perform.

PTA

Thirteen schools have established PTAs to date

Students Uniforms

Almost all regular students wear uniforms. Since their families are poor, not many refugee students wear uniforms.

[illegible]

[illegible]

[illegible]

General Situation

The situation in [illegible] is very bad. Four schools under the inspection are situated in Vientiane and Kiang Khouang. Another office of Nong Khai [illegible] has been set up in Vientiane.

Education Development

	1971		1972	
	Schools	Classrooms	Schools	Classrooms
Groupe Scolaire	3	17	4	24
Demi-Groupe Scolaire	3	24	7	15
Elementary	9	60	11	11
CRDC	1	1	12	17

Eleven temporary schools with twenty-two classrooms were built for refugee students from Nong Khai area.

A self help wooden building with three classrooms has been completed at Vang Kham Demi Groupe Scolaire by UNHCR, JEDA and the PTA. Work is being undertaken on a six-room school at Nong Khai.

School Supplies

Although RLG with UNHCR has been providing textbooks and other supplies for refugee students, more supplies are still needed. These look at the requirement table in the report book.

Teachers

There are enough teachers in Nong Khai Transmigrants, except for [illegible] teachers to teach in upper elementary levels.

Lao Tho	23
Lao Tri	59
CRDC	17

Students

There is not much change in the number of students. 100 there have been no new refugees in the last year.

1970-71	1971-72
1,017	4,199

Examinations

The new tests were introduced. The new test is fair to all sides. They also save time and require few examiners but take more paper and energy to prepare.

	Candidates	Passed	Percentage
Sixth Grade Final Exam	144	114	72.22%
Technical School	17	1	5.88%
Normal School, 4-Year	46	5	10.86%
Normal School, 2-Year	61	6	9.83%
Lycee Vientiane	11	2	18.18%
Fa Ngum	13	1	7.69%

Student Uniform

Meo refugee students are too poor to afford uniforms. About 80% of the students in lowlands wear uniforms, while only 20% of students in highlands do.

Mr. Mounty claimed that refugees who went to Vientiane and other regions were not counted as official refugees and did not get anything from RLG.

Mr. Bounthong

Mr. Mounty, you will send one of your representatives to make an inspection of new refugees and then submit a list to Social Welfare, so the new refugees will be accepted as official and get supplies.

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7 - 17, 1972

PSI/Saravane

General Situation

After Saravane was taken on June 9, 1970, the Primary School Inspectorate of Saravane moved to Pakse, just as the other officials did. On August 7, 1971, a week after Saravane was relocated by the RLG Army, two officials were sent from the PSI office to accompany the Chao Khoueng's group to inspect damages on schools. It was very sad that supplies and materials in the Inspectorate and the Saravane Groupe Scolaire were completely damaged.

Education Development

Due to the critical situation, no school remained open. Students were admitted in Groupe Scolaires and other schools in Sedone.

Teachers	Xan Tho	Xan Tri	CREC	Total
Transferred to Sedone	10	32	65	107
Transferred to Champassak	-	4	-	4
Transferred to Wapikhamthong	-	5	3	9
			Total	120
Remained in PSI Office/Pakse	5	2		

Training

Thirteen regular teachers and nineteen CREC attended training programs in Pakse, Savannakhet, Champassak, and Vientiane during May - August 1971.

Examinations

Since Saravane has no more groupe scolaires and sixth grade students, the sixth grade final examination was not held; however, tests were prepared and submitted to MoE.

PTA

Because there are no groupe scolaires nor elementary schools, there are no more PTAs. The PSI needs typewriters and other office equipment.

Fourteenth National Annual Conference

Primary School Inspectors

Sayabury, February 7 - 17, 1972

PSI Savannakhet

General Situation

From April 1971, four schools in Muang Asphone and Saphangthong had to be closed due to the critical situation. Besides, one other school with four classrooms and an office were destroyed by enemy rocket. Up to September 1972, all schools were opened but four groupe scolaires had to be closed by the end of the month. I suggested to the 13th Conference to consider the improvement of teacher status, but so far no action has been taken. At this 14th Conference, I would like to suggest that a decision must be made concerning the improvement of the teachers' standard of living.

Exam

This school year, enrollment has increased considerably to 22,000.

	Candidates	Passed	Percent
Sixth Grade Final Exam	1,022	794	78
Fa Ngum	157	20	13
Lycee	395	61	15
Normal School	314	31	10
Technical School	76	16	21

The new test introduced seems practical and good.

Teachers

Regular 393
Number increased 24

CREC 130
Number increased 15

Comparing the number of teachers to the students it is obvious that a great many more teachers are required. For next year, the problem of teacher requirement should be relieved as Savannakhet Teacher Training School will graduate Kan Tho teachers.

School Construction

One of the school construction projects under the Five-Year Plan has been completed. On another project, FY71-72, work began in

late December. There will be some difficulty about the budget because the sum of 500,000 has been decreased.

For other rural self-help school construction or maintenance projects in urban areas, it is understood that AID has cut down funds considerably. Problems will occur, and work will not be on schedule.

PTA

Seventy-one schools have established PTAs. Ninety-nine more have not been able to because of the political situation.

Students	1970-71	1971-72	Increase
	19,991	22,044	2,053
Grade Six	1,224	1,530	306
Grade Five	1,395	1,636	241
Grade Four	2,235	2,451	216
Grade Three	3,036	3,405	369
Grade Two	4,040	4,428	388
Grade One	7,976	8,500	524

Repeaters 3,988
New 5,068
Students not in school 21.31%

Schools	1970-71	1971-72	Increased	Closed	
Groupe Scolaire	27	29	2	2	
Demi-Groupe Scolaire	19	19	-	1	
Elementary	90	94	4	30	
CREC	72	67	-	-	decreased 5
	208	209			
Private School	5	8	3	-	

(Reporter's note: Mr. Bounthong requested the PSI to have groupe scolaire directors make a survey report of the number of refugee students, and submit it to PSI, so that the PSI could ask USAID for assistance in building temporary schools for them.)

Mr. Long

If USAID stops printing textbooks, where are we going to get them from? I suggest that action be taken on textbook printing.

Mr. Bounthong

We have discussed this matter but we don't know yet where the Director General is going to have the books printed. He should be able to give an answer to the question on textbook printing when he comes to Sayaboury.

Twenty-Nine Provinces Area Development

Primary School Inspectors

Sayaboury, February [illegible], 1967

PSI Sayaboury

General Education

Communication between groups and between villages is very difficult; we have to depend on the flights of USAID which are irregular. Schools being constructed in Pakseng and Xieng Hone are mostly temporary types. Not many permanent schools were constructed, because USAID could not send supplies and a carpenter out to the project locations, which were insecure.

Villagers provided good cooperation for the construction projects of permanent schools in Muang Phieng area. Education is progressing because communication in this area is adequate.

School Construction	No. of Buildings	No. of Classrooms
Completed		
A. Permanent		
Groupe Scolaires	1	3
Demi-Groupe Scolaires	2	5
Elementary Schools	4	5
B. Temporary		
Groupe Scolaires	1	4
Elementary Schools	3	8
Under Construction		
Permanent		
Groupe Scolaires	1	6
Elementary Schools	2	8
Projected for New Construction		
Eight more Urban Groupe Scolaires		
Muong Phieng	1	8
Groupe Scolaires	4	16
Demi-Groupe Scolaires	1	20
Elementary Schools	10	22

Seven elementary schools with seven classrooms have been opened this school year. Six more schools with six classrooms are planned to be opened next school year. Altogether there are fifteen construction projects, twelve have been completed. The number of new classrooms is [illegible].

Students

The number of children in school is 9,546 which leaves twenty-five percent out of school. The number of first graders to-date is 3,849, including new students.

Teachers

Xan Eck	1
Xan Tho	66
Xan Tri	192
CREC	29

New teachers received: Xan Tho 9
Xan Tri 40

Training

Training in France	1
Groupe Scolaire Directors, Pakse	2
Xan Tho Teachers, Luang Prabang	6
Xan Tri Teachers, Vientiane	6
CREC Teachers, Vientiane	3
CREC Teachers, Sayabourry	17
Total	35

School Supplies

Lao readers for grades one through six, French textbooks for grades four through six and chalk are needed.

Examinations	Candidates	Passed	Percent
Sixth Grade Final Exam	472	323	
Normal School, 2 and 4-Year	130	90	
Technical College	10	1	
Secondary Schools	127	31	
Fa Ngum	98	29	

The new type of test seems to be very practical. It would be good if this type were used for entrance examinations.

PTA

There are now twenty PTAs. The operation of PTAs at some schools has been very successful while not at others.

Student Uniforms

Nineteen percent of the students in Sayabourry, Ban Pong, and Na To Groupe Scolaires wear uniforms. Fifty percent of the students in the suburban schools, but only twenty percent of the students in CREC schools, wear uniforms.

[illegible]

[illegible]

Remarks [illegible]

1. The number of pupils in Sylhet [illegible] because a great number of students were [illegible] to [illegible]. All groups are [illegible] the [illegible].

2. Teachers were [illegible] type of [illegible] and [illegible] the teachers' work performance.

3. School inspection was not made throughout [illegible] due to the insecure situation.

4. Because of the lack of Kan Tho teachers, Kan Tri teachers had to be [illegible]

	65-66	66-67	67-68	68-69	69-70	70-71
No. of Kan Tho Teachers requested	24	41	19	9	29	31
No. of Kan Tho Teachers received	19	12	9	21	16	10
No. of Kan Tri Teachers requested	4	16	6	19	25	16
No. of Kan Tri Teachers received	1	0	13	11	11	19

The many female teachers were asked for the [illegible] to remain

Male Teachers	20	27	32	[illegible]	41	[illegible]
Female Teachers	6	4	8	10	11	[illegible]

More educational problems will occur if the number of female teachers keeps increasing.

Students	65-66	66-67	67-68	68-69	69-70	70-71	71-72
Grade One	4,064	4,544	4,329	4,870	4,215	[illegible]	[illegible]
Grade Two	1,857	1,614	2,602	2,456	[illegible]	[illegible]	[illegible]
Grade Three	1,282	1,495	[illegible]	1,760	2,071	[illegible]	1,948
Grade Four	[illegible]	856	1,011	1,401	[illegible]	[illegible]	1,567
Grade Five	[illegible]	45	136	[illegible]	[illegible]	1,105	1,016
Grade Six	[illegible]	520	140	[illegible]	[illegible]	1,018	1,046
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	6,139

[illegible]

[illegible] this school year.

[illegible] number of private schools [illegible] continued their study [illegible] could not accept [illegible] sixth grade [illegible] from public schools, and [illegible] in the region [illegible] the number of [illegible] higher than [illegible] sixth graders.

Examinations

Sixth Grade Final Exam	65-66	66-67	67-68	68-69	69-70	[illegible]
Candidates	866	[illegible]	901	[illegible]	960	1,072
Passed	[illegible]	[illegible]	[illegible]	578	[illegible]	[illegible]

Entrance Examinations

Candidates	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Admitted	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Construction

A. Urban Area

Type of Schools	No. of Buildings	No. of Classrooms
Groupe Scolaire	2	18
Semi Groupe Scolaire	2	9
Elementary Schools	1	6

For the past two years, thirty-seven classrooms were constructed in addition to fifty-two classrooms already completed. The total is eighty-nine classrooms.

B. Rural Area

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

For ESL Teachers

For T-L Teachers

Businessmen and [illegible]

Trip Manual

New Training

We are now conducting a training course for instructors who subsequently will teach in various training programs.

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7 - 17, 1972

RSI/Sithandone

General Situation

Educational activities in the areas connected with Champassak are not very successful as the people fear the political situation. In places where there is enough security, the education program is operating well.

Education Development

Thirty-five classes were expanded to take 939 new students among groupe scolaires, demi-groupe scolaires, and elementary schools. Three demi-groupe scolaires were established to take care of the students promoted to grade four. There are now seven demi-groupe scolaires. Three new elementary schools were opened. Fourteen additional teachers were received this year.

Teachers

Fourteen new teachers do not meet the requirements in my area. CREC teachers had to be used for some first grades. Another problem is that there are too many female teachers. It is not suitable to assign them to schools in rural areas.

School Construction

In self-help projects with cooperation from villagers, social welfare, and USAID, there are twenty-five unfinished school construction projects from 1954-55. Out of the twenty-five schools, thirty-six classrooms need flooring and eight classrooms need roofing. The CEA/South stated that he would try to finish up these projects afterwards. Two other permanent (cement block) schools with four classrooms each are being constructed.

School Furniture

Based on the 1969 school furniture project, 250 sets of school furniture were planned to be constructed; 180 sets have been completed. Seventy more sets need to be made. The CEA/South said that 300 more sets of school furniture will be provided.

Training

Xan Tho Teachers	5
Xan Tri Teachers	5
Groupe Scolaire Directors	2
CREC Teachers	2

Examinations	Candidates	Passed	Percent
Sixth Grade Final Exam	410	307	75
Secondary Schools	155	38	24
Technical College	8	0	0
Normal School, 4-Year	192	16	8
2-Year	100	11	11

Students	1971-72	1970-71	Increase
	8,496	7,194	1,302

PTA

Since 1968, PTA establishments have been so successful that they play a very important role in educational activities.

Student Uniforms

About ninety percent of the students inside and outside the city area wear uniforms.

Craft School

There are now three teachers and twenty-nine students. The school director lacks experience in this field.

PSI's Note

Mr. Costantino said that he would provide thirty sheets of plywood for making bench and table tops but nothing has happened so far.

Mr. Bounthong

USAID will cooperate in the eight-room urban school construction project.

In regard to lack of books which has been mentioned several times, I will ask USAID to print more textbooks.

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7 - 17, 1972

PSI, Vang Vieng

General Situation

After the last PSI Conference at Champassak, the situation in Vang Vieng area was very critical. Families of officials had to move to Vientiane due to the insecure situation, which continued two or three months after April 1971. However, the enemy attacked again on January 1, 1972, at Kasy area.

Schools

Groupe Scolaire	13
Demi-Groupe Scolaire	9
Elementary Schools	98
CREC	12
	132

Construction	No. of Buildings	No. of Classrooms
Groupe Scolaire	3	9
Elementary Schools	14	34

These schools have been completed

Students	1970-71	1969-70
	7,895	6,893

Examinations	Candidates	Passed	Percent
Sixth Grade Final Exam	364	284	78%
Technical College	3	1	33%
Normal School	196	37	18%
Secondary School	153	45	29%

Teachers

Xan Eck	1
Xan Tho	49
Xan Tri	252
CREC	26
	328

Supplies and Furniture

Construction of school furniture in the past school year received satisfactory cooperation from PTAs and USAID.

Furniture Constructed

Students desks and benches	556 sets
Teachers desks and chairs	13 sets
Chalkboard	53 each

Plywood, carpenter foreman, nails, and electric planes were provided by USAID. PTAs provided table legs, necessary parts and labor.

PTA

Twelve PTAs have been established in Vang Vieng area.

Fourteenth National Annual Conference

Primary School Inspectors

Saysbury, February [illegible]

[illegible] Vientiane Notes

General Situation

Since the Thirteenth Conference at Chaupassak last year, the education program in this area has been operating under [illegible] very different from last year. Cooperation from colleague ministries, and friendly countries has been satisfactory.

Schools Closed

There is only one school out of the many under the inspectorate that had to be closed due to the military situation. The teacher had to follow the company, so there [illegible]

Teachers and Students

This is one of the most complicated problems. In the [illegible] there is a great number of pupils who come with their [illegible] the city, making it difficult to find classroom space for them.

Another problem is that some schools [illegible] which groups and the students are put in the [illegible] which increases the workload of the teacher who has to handle more than sixty students. This sort of situation exists in [illegible] in my area.

The number of school-age children who [illegible] in schools because of the classroom space shortage still remains high. In the future, the number of children with no schools will continue to increase creating a serious educational problem which will undoubtedly be harmful to our country.

Schools

Groupe Scolaires	[illegible]
Demi Groupe Scolaires	15
Elementary Schools	67
CEGI Schools	[illegible]

Teachers

There are [illegible] in the area this year.

Students

Grade Six	1,783
Grade Five	1,967
Grade Four	2,744
Grade Three	3,597
Grade Two	4,541
Grade One	7,001
Total	21,633

Education Development

School construction projects have progressed; however, there was a problem on insufficient land sites. Construction projects for this school year are as follows:

	No. of Buildings	No. of Classrooms
Groupe Scolaires	4	21
Groupe Scolaires, classroom addition		2
Demi-Groupe Scolaires	1	8
Elementary Schools	13	38

These schools have been completed but not opened because of the shortage of teachers and furniture.

School Conversion

Demi-Groupe Scolaire converted to Groupe Scolaires	5
Elementary converted to Demi-Groupe Scolaires	3
CHEC converted to Elementary Schools	14

Examinations

The sixth grade final examination for this year was divided into two series, based on the recommendation of the Reform Committee to try out the new type of test. There were two types of tests, new and old. The new test was satisfactory. A higher percentage of students passed, and the personnel had more facility in performing their tasks.

	Candidates	Passed	Percent
Sixth Grade Final Exam			
Old	137	104	76
New (Rural)	148	121	83
New (Urban)	1,363	1,139	86
Lycee	488	6	1
Teachers College, Dong Dok	288	9	3
Fa Ngum	395	12	3
Normal School, Vientiane	44	9	20

Training

Sixty-one fourth grade teachers participated in "Ly et Naly" training course for two weeks. The instructors had been well trained.

Two CREC training courses were conducted in Ilay and Sanakham. There were forty-six participants; eleven were from Paklay.

Two groupe scolaire directors who had not been in any training before were sent to attend a training course for groupe scolaire directors organised by the Department of Primary Education.

Foreign Country Training

	No. of Participants	Duration (months)	Field of Training
Thailand	1	6	Teaching Supervision
Malaysia	1	3	Science Teaching
Australia	1	18	University
France	2	9	Language

PTA

Almost all groupe scolaires have set up PTAs. There are now twenty-four PTAs in this area. Thus far, PTAs have been very helpful to schools.

Mr. Boumthong

I suggest that you build eight or nine temporary classrooms in one location for all refugee students. After the number of these refugee students is certain, permanent classrooms can then be constructed.

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7 - 17, 1972

PSI/Vientiane-South

General Situation

The security status in the five mjongs of Vientiane/South has been very good so far. Communications have been very convenient.

Education Development

Urban Area

For school year 1970-71, Vientiane/South has been allowed three urban groupe scolaire construction projects with eight rooms each. More school construction projects of this type are hereby requested.

Rural Area

Education development in rural areas has received good cooperation from all concerned. Eight elementary schools were constructed in school year 1971-72. Eight elementary schools are being constructed in the six new resettlement villages and will be opened soon.

Refugee Schools

Action taken on refugee students by higher authorities and all concerned has been satisfactory. Refugee students are now studying in schools. School supplies have been provided. USAID has been very helpful so far concerning refugee matters. Refugee centers in Vientiane/South area are in: Veun Kham, Veun Khene, Ban Phao, Ban Mak Hiao, Dong Kalum, Thoun Loua, Na Koung, and Dong Nhang.

Teachers

The number of additional teachers assigned this year is 102.

Training

Xan Tri Teachers	63
CRSC, Second Year, Tha Ngone	51
CRSC, First Year	22

Youth Movement

The PSI/Vientiane/South set up a Youth Movement ceremony at Bo-O Groupe Scolaire, February 1971. The Minister of Education was chairman of the ceremony.

Home Economics

Four home economics teachers from the Vientiane/South Inspectorate have been visiting groupe scolaires to give ten days of instruction at each school.

Teachers Conference

The Vientiane/South Inspectorate has held three meetings each school year. The first meeting for directors of groupe and demi-groupe scolaires is held before the school year commences. The second meeting is held during the month of January or February. The last meeting is called for all teachers before the school year ends.

Students	1970-71	1971-72	
	25,761	27,412	+1,651

Vegetable Contest

A vegetable contest was arranged at Tha Pha Groupe Scolaire for school year 1970-71. A committee has been selected for the contest next year.

PTA

Ninety out of 130 schools have organized PTAs. The schools that have PTAs get a lot of help from the associations.

Schools

	1970-71		1971-72	
	Buildings	Classrooms	Buildings	Classrooms
Groupe Scolaires	24	282	27	326
Demi-Groupe Scolaires	17	103	20	111
Elementary	60	135	56	132
CREC	21	37	25	47

Examinations

	1968-69		1969-70		1970-71	
	Candidates	Passed	Candidates	Passed	Candidate	Passed
Sixth Grade Final Exam						
Old	1,199	941	1,999	975	782	572
New					1,327	1,116
Lycee Vientiane	193	22	273	22	195	17
Technical School	25	6	5	0	17	1
Normal School, 2- and 4-Year	90	14	265	13	411	15
Fa Ngum	294	22	475	18	725	22

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Sayaboury, February 7 - 17, 1972

PSI/Wapikhamthong

General Situation

The situation in Wapikhamthong seems to be better this school year. Smia Groupe Scolaire, which had been closed for a long time, was opened once more. On November 8, 1971, the enemy entered Lakkonepheng City and the school director was injured. Furthermore, one of our teachers was in danger of being killed, but his friend who was sleeping nearby was shot to death instead. The murderer was injured by the teacher.

Education Development

Education activities were progressing in Khong Sedone, Wapikhamthong, and Lakhonepheng. Many problems existed in Muong Nadong on the left side of Sedone River, due to the lack of security, and it is an isolated area.

Schools

Groupe Scolaires	12
Demi-Groupe Scolaires	6
Elementary Schools	49
CREC	56
Secondary Schools	1
Private Schools	3

School Construction

One school with three classrooms at Sa-Oh has been completed. One school with six classrooms at Khong Sedone is expected to be started within two months.

Three demi-groupe scolaires schools with three classrooms each have been completed and opened since September 1971. Six elementary schools with one classroom each have been completed and opened since September 1971.

All these schools need furniture.

Suggested School Construction Projects for School Year 1971-72

Nine elementary schools, one-classroom each, at Houei Sao, Hang Haeng, Kengkhone, Kout Hinh, Phone Soung, Boutaphane, None Bok, Done Phaybane and Nong Hine.

One school, three classrooms, at Tane Piao Demi-Groupe Scolaire.

School Conversion

Demi-Groupe Scolaires converted to Groupe Scolaires	1
Elementary to Demi-Groupe Scolaires	2
New CREC Schools	2

Teachers

Xan Eck	2
Xan Tho	56
Xan Tri	124
CREC	71

New teachers, Xan Tho and Xan Tri 20

Examinations	Candidates	Passed	Percent
Sixth Grade Final Exam	403	267	66
Technical School	18	5	28
Secondary School	199	38	19
Fa Ngum	29	3	10
Normal School, 4-Year	175	7	4
2-Year	39	5	13

The new type of test is too easy. This year, we just tried it and the result is up to sixty percent already. I am afraid that when the students get accustomed to the test pattern, they would make 100 percent which would create a big problem for the education system. I suggest that one point be deducted for each wrong answer in order to balance the number passing and to measure students' ability realistically.

Students	1971-72	1970-71
Public	9,287	8,477
Private	202	-

Vehicle

My Jeep is getting very old. Even USAID cannot repair it. If possible, a new jeep is requested.

Mr. Bounthong

I have talked with the PSI/Houa Phanh concerning the test. He said that we should deduct points according to the number of wrong answers, but I think that giving four choices for the students to answer is good enough to measure the students' abilities. Selecting one out of four choices is hard enough for them. However, we are going to try to improve the test materials to be more appropriate. The percent of students who pass the test should be more realistic.

Fourteenth National Annual Conference

Primary School Inspectors

Sayaboury, February 7 - 17, 1972

PSI/Xieng Khouang

General Situation

As it is well known by radio and newspaper, during December and January the situation in Long Tieng increased in disturbance. Fifty-one schools closed; 7,500 students and 207 teachers had to evacuate from their original villages. Many batallions of enemy troops invaded, firing more than 4,000 rockets. Those who were studying in secondary schools were expelled without appropriate reasons. Refugee students are not taken care of good enough.

Teachers

Most teachers lack discipline. They are unable to even maintain basic school discipline. I presume that this is caused by the lack of encouragement. The same is true about scholarship distribution. It seemed that students in the cities got more priority for scholarships. Many teachers from my area were recommended for service awards, but only two or three of them received the awards.

School Construction

The following show the number of schools constructed to replace the ones damaged by the enemy.

School	No. of Buildings	No. of Classrooms
Groupe Scolaires	6	21
Elementary Schools	38	71

Education Development

1. Long Tieng Groupe Scolaire	Added twelve more rooms with brick walls. Six rooms were completed and six other rooms are eighty percent completed.
2. Na Luang Groupe Scolaire	Remodeled from temporary to permanent school with twelve rooms. Completed.
3. Nam Mo Groupe Scolaire	Constructed six more permanent rooms in addition to the five existing rooms.

4. Pha Khao Groupe Scolaire	Six rooms repaired. Seven rooms are under construction.
5. Muong Cha Groupe Scolaire	Thirteen classrooms with dirt floors replaced by cement.

Requirements

1. Long Tieng Groupe Scolaire	Needs twelve more brick classrooms
2. Phou So Groupe Scolaire	Needs to construct twelve wood walls for permanent classrooms.

Training

Groupe Scolaire Directors	2
Xan Tho Teachers	5
Xan Tri Teachers	5
Youth Movement Teachers	3
School Maintenance and Minor Repairs	1

Students

All students in this province have had only three or four months study. Those who took examination for secondary schools were expelled. It was reported that the students failed the promotion test.

Examinations	Candidates	Passed	Percent
Sixth Grade Final Exam	373	244	65
Secondary School - Sam Thong	97	20	21
Normal School - Sam Thong	113	4	4
Fa Ngum	27	1	37
Technical School	45	3	7
Teachers College Dong Dok	86	10	12

Supplies

Received adequate supplies, especially the 60,000 textbooks which were printed by USAID for refugee students.

PTA

Sometimes PTA fees were not collected due to the security situation.

Suggestions

1. All personnel working in this province should have equal rights as the people in Sam Neua area.

2. All personnel in this province should receive special care when disturbed by the enemy.

3. All personnel in this province should be free from all medical expenses, just like medics in a hospital.

Mr. Bounthong

I have tried my best to provide for teachers from Xieng Khouang area.

Mr. Khamphao and the Minister have discussed the award presentation; however, I will submit again the request for more awards for your teachers.

I will present a proposal to the Minister in order to get special privileges for Xieng Khouang teachers just like Sam Neua teachers.