

L I F E I N N O R T H V I E T N A M

by Douglas Pike

PART THREE: EDUCATION

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L I F E I N N O R T H V I E T N A M

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Editorial Note on Part Three

This is the third of a five-part set of notes for a working draft on a history of North Vietnam during the Vietnam War which I am now writing. Like the first two parts it is an unpublished assemblage of notes made available in this form because the material has been found to be of interest and use to those persons around the world professionally concerned with developments in North Vietnam.

The notes have been drawn from published North Vietnamese materials, from hoi chanh and prisoner interrogation reports and from various captured documents. Some are direct quotations but most are paraphrases. Passages which conclude with the mark: (Ed.) are mine. All else is in effect first person North Vietnamese. The number in parenthesis at the end of each individual note indicates source to be listed in the final index. (Some material has been transcribed directly from source to stencil; hence, is awkward with grammatical errors and misspellings creeping in; the reader is asked to be charitable.)

It should be clearly understood this is raw material. It is not a book on North Vietnam, but the stuff from which a book or other writing can be fashioned. The material here is full of inconsistencies. No doubt many factual errors are contained. There is throughout the universal tendency to generalize, for instance to equate one instance as being universal, which usually it is not. In short, contained here are the random pieces of a vast and yet unassembled mosaic.

The reader therefore must treat these notes with caution. They are most useful in providing a general and realistic sense of North Vietnam in recent years. (No book exists that I am aware of which provides such a picture.) Journalists writers, academics and government officials professionally concerned with North Vietnam, need not be warned of the dangers in handling information on North Vietnam for such always has been their chief working problem when making sense out of events inside a country which has been more isolated and shut-off than any other in the world.

The material, in its present form, is not to be attributed to me, although I may be cited as the middleman source or supplier of documentation.

Douglas Pike

Taipei, May 1973

DRV Educational Ladder (1973)

Nursery (or Infant) School - Ages 3-6						
Kindergarten I - Age 6						
LEVEL I GENERAL SCHOOL (Primary School)					Adult Ed.	
Grade 1 - Age 7					1	
Grade 2 - Age 8					2	
Grade 3 - Age 9					3	
Grade 4 - Age 10					4	
LEVEL II GENERAL SCHOOL (Junior Secondary School)						
Grade 5 - Age 11					5	
Grade 6 - Age 12					6	
Grade 7 - Age 13					7	
LEVEL III GENERAL SCHOOL (Senior Secondary School)			LEVEL III Vocational School			
Grade 8 - Age 14					8	
Grade 9 - Age 15					9	
Grade 10 (Since 1966) - Age 16					10	
HIGHER EDUCATION						
	Univ./ College	Teacher College	Normal School	Tech. School	On-Job School	
Grade 11						
Grade 12						
Grade 13			/ / / / / / / / / /			
Grade 14						

NORTH VIETNAM EDUCATIONAL SYSTEM

The educational system of North Vietnam is an outgrowth, with some adaptation, of the educational system inherited from the French.

The DRV Ministry of Education administers the school system. Policy matters are controlled by the Political Office of the Cultural Affairs and Education Ministry which is part of the Prime Minister's Office and directly associated with the Lao Dong Central Committee/Politburo. The Ministry of Education, and the Culture Affairs and Education Ministry of the Prime Minister's office thus are two distinct and separate entities. (Ed.)

The Ministry of Education administered the school system. Policy matters were determined by the Political Office of the Ministry of Cultural Affairs and Education, part of the Prime Minister's Office. The Lao Dong Party system operated within the school system through the mechanism of the Disciplinary Council, found in each school.

The chief sub-agency of the Ministry of Education administered educational affairs throughout the country. Two special sub-agencies controlled education in Hanoi and Haiphong provinces. The five normal schools, in Hanoi, Haiphong, Vinh, Hai Duong and Thai Binh, were also under a separate sub-agency which reported directly to the Minister. The chain of command linked the ministry in Hanoi directly to the Level III or senior high schools, usually in district towns. Administration of Level I and II schools was through the district education office, which in turn reported to the Ministry in Hanoi.

Ministry control included both administrative decisions and the hiring and posting of teachers. Much of the Minister's work involved expansion and upgrading of the educational system.

The Ministry selected and assigned the school administrators to the individual schools. Most administrators were former university professors and instructors. They administered the school program, supervised the instruction and reported to the district education office or directly to the Ministry in Hanoi.

Teachers were selected and received their training through the teachers colleges under the Ministry. Teacher qualifications were defined by the Ministry and varied according to the level of the school.

The Ministry had limited responsibility for school construction and location. This was a local responsibility, and quality standards for school facilities varied according to the living standards of the locale.

All educational materials, textbooks, notebooks, etc., were supplied through the Ministry for sale to the students. The Ministry of Education was responsible for production and content of educational materials. Materials for political indoctrination were supplied to the schools by the Political Office. Reference and library materials were supplied to the schools by the Ministry of Culture. No western materials were used, and the materials were carefully edited to be consistent with, and to promulgate, the Party line. No substitution of materials occurred at local levels. At irregular intervals, the Ministry of Education revised textbooks.

The Ministry set the standards and provided for national testing for advancement from level to level. The Ministry also provided for teaching methods and lesson plans.

The Ministry had no role in political indoctrination, since this was entirely a function of the Political Office.

The Professional College Department of the Ministry of Education administered the University of Hanoi; the technical schools; and study by Vietnamese students abroad. It was in charge of all general education above high school level except military schools and special Party schools. It had the task of training persons to enter professional and technical occupations.

Many of the personnel in this department had advanced degrees and had studied abroad. The department had its own budget, arranged for the purchase of school supplies, and construction and maintenance of buildings. School supplies were sold to the students. Reference and library materials were supplied by the Ministry of Culture. Political indoctrination materials came from the Political Office (of the Prime Minister's Ministry of Culture and Education). The Department also set admission standards, conducted the nationwide examinations for entrance and fixed the requirements for degrees. It supervised all curricula except political indoctrination courses which were handled by the Political Office. This office provided the political indoctrination materials; supplied political cadres or teachers to the schools; administered the Political Science College, where it trained its own teachers. Political indoctrination was a mandatory above the elementary level. The teachers were trained political cadres by the Political Office. Most of them were retired or disabled army officers. All were Party members. A chief task of the Political Cadre teaching the indoctrination courses was to rate the political reliability of his students. His signature was necessary on the student's class advancement notice, scholarship grant or graduation certificate and he could be held responsible for future behavior of his students.

The Ministry of Culture supplied the higher education schools with reference books such as encyclopedias and dictionaries; it also stocked the school libraries. (155)

There were many elementary schools in the cities and one in almost every village. Elementary education was mandatory. A program was undertaken in 1960 to provide elementary education to the Montagnards and people in remote areas along the borders. This program had trouble due to Montagnard resistance.

Four years of elementary education is required between the ages of 7 and 11. The only exceptions were people over 14 or mentally deficient. For adults (16 years and older) there were mandatory adult education programs at the district level. The sizes of schools varied from rural to urban at an approximate ratio of 7:10. Because of smaller facilities in rural areas, schools were usually coeducational. In the cities, elementary schools were segregated by sex. Minimum number of teachers per school was eight. (155)

Most elementary school graduates could read newspapers and handle arithmetic through fractions. Most elementary school graduates who left school went to work in the communes or as unskilled workers in the cities. (158)

There were two to four junior secondary schools in each district. Each one had 500-700 students and 15-20 teachers. They were coeducational. The grades were 5, 6, and 7; the ages of the students generally 12-15. Graduates became white collar workers for the most part if they did not continue their education. Those who did continue chiefly went on to vocational high schools. (159, 160)

It was the intention of the Ministry of Education to make the junior secondary school the limit of general education unless a student was to go on to the university level or to vocational and technical schooling. (160)

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It was compulsory to attend five years of school. Whether one went on after this depended on his wishes and on whether he passed the examination.

Most Level II students who went to Level III wanted vocational training. This was because upon graduation from Level III vocational high school the graduate got two certificates, one an ordinary Level III certificate and the other the vocational school certificate. He could later use either one to get a job, depending on what job he wanted. (157)

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If a student passed the examination at the end of Level II school (7th grade) and then passed the Level III (senior secondary school) entrance examination, he could apply for entrance to a Level III General School or to a vocational high school. Usually about 90 percent of those taking the Level III examination would pass. (137)

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Senior secondary schools were found in the larger cities and in most district capitals. Each had about 700 students, consisted of grades 8, 9, and 10 with students in ages 15 to 19. Graduates of senior secondary schools often went into the same jobs as did graduates of junior secondary schools but began at a higher salary. Many senior secondary school graduates went on to university or college level, or to technical vocational education at the college level. (160)

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Elementary school location, construction, and the security of school buildings, were functions of local authorities, such as the village chief or precinct officer. In cities, buildings were usually brick structures, while in rural villages they could be thatched huts. The quality of construction of school buildings varied with the living standard of the locale. Elementary schools normally consisted of little more than classrooms and teachers' offices. Urban schools sometimes had additional facilities such as playgrounds, club rooms, and libraries. (158)

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Junior secondary school buildings were the district's responsibility. Most of the buildings were of brick. The buildings included classrooms, office space, laboratories, libraries, supply rooms, clubrooms and sports fields. (159)

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Senior secondary school buildings and the security of schools were a function of the district government officials. They were of brick and had the facilities of junior secondary schools plus dormitories for the students in residence. (166)

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The senior secondary school in Yen Hoa consisted of two large classroom buildings, a large meeting hall, and a smaller building for school administrators and storage. Each classroom building was 5m x 75m. The meeting hall was 5m x 65m. The administration and storage building was 5m x 10m. These four buildings were built around an athletic field and covered three sides of the field. This athletic field was about 50m x 80m and the school compound itself about 100m x 200m surrounded by a three meter high stone wall. (136)

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The senior secondary school in Thuong Tin district (Ha Tay province) consisted of four buildings. Two of the buildings were classrooms: each divided into three sections. Another building was teachers' living quarters. The fourth building was divided into two parts; the major part an auditorium, and the smaller part a laboratory. These four buildings were built on three sides of an athletic field which measured 150 meters by 80 meters. On the fourth side of the field was a vegetable garden, two ponds, and a rice paddy. The compound was enclosed by a three-foot high barbed wire fence. (146)

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To become an elementary school teacher a person submitted an application to a teachers' school which included junior high school graduation certificate and an autobiography. Applicants took an entrance examination in literature and mathematics. Those accepted attended a one-year course in the teachers' school. The course work included mathematics, literature, history, geography, physics, chemistry, education techniques, and political indoctrination. The final examination covered mathematics, three hours; literature, three hours; political subjects, two hours; education techniques, two hours; and oral examinations in other subjects. Graduates could choose their area preference, and were assigned to their school by the district education office. Teachers were assigned their classes by the school director after an interview. (158)

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To become a junior secondary school teacher a person submitted an application (which included his graduation certificate, certificate of attendance, and an autobiography) to a teachers' school. Applicants took an entrance examination in literature and mathematics. The teachers' school course was

three years in duration. For applicants with two years of senior secondary school, the course was two years long. For senior secondary school graduates, the course was one year long. Two courses of teachers' training were available: A) Sciences, (geometry, algebra, chemistry, physics, biology, education techniques, and political indoctrination). B) Humanities (literature, four hours; history, two hours; geography, two hours; education techniques, four hours; and political indoctrination, two hours). To graduate, the student had to pass written final examinations in all subjects studied.

After graduation and assignment to a school the subject to be taught by the new teacher was determined in an interview with the senior secondary school administrator. (159)

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A person wishing to become a senior secondary school teacher submitted to a teachers school or teachers college his application which included his Level III graduation certificate and a biographical statement. He then took a national examination in literature and mathematics.

If accepted he went to a teachers school (either provincial level or a national normal school) or to a teacher's college) and specialized in whatever subject he was to teach later. (160)

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In each elementary school there were usually 8 to 10 teachers and about 40 to 50 students per teacher. Schools had a morning shift and an afternoon shift. Each teacher taught one age group in one shift. Because of a shortage of male teachers due to the draft, 60 percent of the teachers were women. There was a shortage of elementary school teachers. Teachers enjoyed status as

government cadre, which included such privileges as larger rations, 30-day annual leave, and no taxes. Teachers earned about NVN\$45.00 per month which was increased annually by NVN\$5.00 per month. (157)

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In each junior secondary school there were 15 to 20 teachers with 45-50 students per teacher. Each teacher taught two to three classes in each of the two shifts (morning and afternoon). The salary range was NVN\$55.00-120.00 per month with an annual raise of NVN\$5.00 per month. They also received ration cards entitling them to buy radios and bicycles. About 60 percent of the junior secondary school teachers were male. (159)

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Teachers in senior secondary schools usually numbered about 20 to 25 teachers to a school, with 70 percent being male teachers. The average size of a class was 35 to 45 students. Each teacher taught two to three subjects, usually spread over both shifts. Teachers salaries were from NVN\$70.00-140.00 with a NVN\$5.00 annual raise. Senior secondary school teachers enjoyed high status in society. (166)

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There were 14 teachers instructing the 10th or last year of school and about the same number instructing both the eighth and ninth years of school. All the teachers were university trained. Two-thirds of the teachers were men. (137)

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Admission to elementary school was open to all children, since attendance was mandatory. All children at least 5 years of age, and not over 10 years old, were admitted. There was no entrance examination. About 90 percent of those

admitted obtained a graduation certificate. Students who failed took remedial training or retook the class. If a student failed a grade twice, he could leave school and go to work. However any student could keep trying to pass a grade until he reached the 14-year-old age limit. Those students failing to get a graduation certificate by age 14 received certificates of attendance, and usually went to work as farmers or unskilled laborers until they were drafted. (157)

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To enter a junior secondary school a student submitted an application (which included the elementary school graduation certificate and an autobiography) to the District Education Office. Applicants took a national entrance examination in literature and mathematics. About 70 percent of elementary school graduates were admitted. Of those admitted, about 90 percent graduated. Students who failed a grade had to retake it. A student only had one opportunity to try again and if unsuccessful was dropped from school. Students who failed received certificates of attendance. (159)

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For admission to senior secondary school a student submitted an application (which included junior secondary school graduation certificate and an autobiography) to District Education Office. Applicants took a national entrance examination in literature and mathematics. About 30 percent of junior secondary school graduates were admitted. Of those admitted 80 percent finished and received graduation certificates. Those who failed a grade could repeat the course once. Those who failed or withdrew received certificates of attendance. (160)

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Requirements for entering the Thuong Tin Senior Secondary School was a Level II graduation certificate and school approval. There was no tuition but students paid for their books and school supplies. If a student could prove his family was poor, by means of a letter from his village chief, he would get free books and supplies. (145)

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Entrance of Level III school was by examination, in mathematics and literature. The examination was administered by local school officials at a Level III school.

The application to Level III school consisted of three parts: a) a personally written statement which was to include a description of the student's background; a short essay on why he wanted to continue his education; and a pledge of loyalty to and support of the government; b) a copy of his birth certificate; and c) a copy of his Level II graduation certificate (7th grade).

The application went to the director of the school the student wished to attend. The director made the decision to admit or reject the student.

No person beyond age 23 could be admitted to the 10th grade and applications from those older would not be accepted. (137)

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The elementary school year was nine months with vacation from May to late August. School sessions were in two shifts of four 50-minute periods each with a ten minute break between each period. (158)

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In each senior secondary school there was a Lao Dong Youth Group. Its primary function was to help the students in their studies. The leader of the

group was elected annually by the members. The leader would call a meeting in the school auditorium at least once a week, usually on Saturdays. The group would discuss the progress of each member. If a member was having difficulty in certain subjects he would be tutored by one of the better students in the group. Membership was not mandatory but if a student did not join he was looked down upon by the members and faculty. To be admitted to the university membership was required. About 95 percent of the students were members. (145)

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There were no dress regulations in senior secondary schools. If a student was caught stealing, fighting, or missing classes without an adequate excuse, he would be criticized by the director of the school. Repeated offenses could result in dismissal from the school. (145)

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All the students at the Yen Hoa Senior Secondary School belonged to the local Lao Dong Youth Group. Students attended meetings on Saturday for one hour. Most of the students believed it was easier to get a job if one belonged to the Youth Group. At these meetings, the best student often spoke to the others about how to succeed in school work and the students could ask teachers about problem areas. Teachers often gave students information about homework assignments for the next week during the meetings. If students had ideas or complaints, they gave them to their elected class leaders, who reported them to the head teacher. Often these ideas and complaints about the school and educational procedures were discussed at these meetings. The emphasis of the Youth Group was education more than political training. (142)

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Elementary school students paid tuition which was used for teacher's salaries. The money went to the Education Administration Agency of the Ministry of Education. Tuition was NVN\$6.30 for first and second grades and NVN\$7.20 for third and fourth grades per year. Poor children received scholarships and there was no tuition for Montagnard children. About 10 percent of elementary school students received scholarships which were decided by the school director and political cadre. There also was free education (no tuition or fees for school materials) for children of soldiers killed in the south. Texts and school materials were sold to students by the school itself. (158)

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Junior secondary school students paid tuition amounting to NVN\$11.00 per year for fifth and sixth grades and NVN\$15.00 per year for the seventh grade. Students also were required to buy their own text books and school supplies. About 20 percent of the junior secondary school students received scholarships of NVN\$10.00-22.00 per year. This went to students from poor families or to whose fathers had been killed in the war in the south. The school director and the political cadre made all decisions on scholarships. (166)

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Tuition in senior secondary schools was NVN\$16.00 per year for 8th and 9th grades and NVN\$18.00 per year for the 10th grade. Laboratory facilities and equipment was provided; students paid for other school supplies and for text books. Scholarships, in the form of money or text books, went to children of poor families, to the children of dead servicemen and to outstanding students. About one third of the students received scholarship money. (166)

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Text books were printed by the Ministry of Culture at the provincial level.

Each classroom had a blackboard and pictures hanging on the wall. Senior secondary school laboratories contained chemicals, prisms, microscopes, protractors and compasses. (145)

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At Yen Hoa Senior Secondary School in addition to the teaching staff there was an administration staff of three persons: the school director, a secretary and the janitor. The administration office handled admission and scholarship applications and sent reports to parents on student work and behavior. The school director was appointed by the provincial educational service. (146)

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Thuong Tin Secondary Senior School had about 300 students in six classes: two each eighth, ninth and tenth grades.

The school ran all year except for five days holiday at Tet. During May, June and July only one third of the students were in school at any one time, the other two thirds were doing agricultural work (this duty was rotated among all six classes).

Thuong Tin students went to school Monday through Friday. The two shifts were 0700-1100 summer (0730-1100 winters) and 1300-1700. (145)

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Yen Hoa Senior Secondary School ran from September to June and had other holidays: Tet six days, New Year's Day, Labor Day on May First and Teacher's Day on September 2nd.

School was five days per week in two shifts of 0700-1100 and 1300-1700. Each class was 40 to 45 minutes long with four classes each, morning and afternoon. (138)

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Students at Yen Hoa bought texts from the school. Cost was about NVN\$10.00 per year. Students could sell their text books to new students at the end of the year but the school would not buy them back. Text books were hard cover. Typical titles were Tenth Year Physics, Eight Year Biology.

The school had no library. The only reference book available was a dictionary.

Tuition at Yen Hoa was NVN\$2.00 per month. Scholarships up to NVN\$60.00 per year went to poor students. Students whose parents were both hospitalized or whose father had been killed in the war in the South received all school expenses gratis.

Scholarship applications were made at the beginning of each school year. The application form called for name of student's father, his occupation and the reason why the family could not pay school costs. The application also required a letter from the village chief verifying the statements in the application. (137)

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Elementary school education consisted of reading, writing, arithmetic, drawing, and history. In grades one and two, reading and writing were emphasized over arithmetic. In grades three and four arithmetic received the primary emphasis. Students took drawing through the first three grades and history in the fourth grade. There were no programmed extracurricular activities at this level. (158)

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Junior secondary school instruction included literature, history (North Vietnam, Soviet, and Chinese), geography, biology, agriculture, chemistry,

physics, geometry, algebra, political indoctrination, language (Russian or Chinese, possibly English, French). Laboratory facilities were provided for study of the sciences. Athletic programs were available in junior high school, primarily intramural, with some inter-school competition in football (soccer), swimming, and physical exercises. (166)

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The senior secondary school course of instruction included geometry; trigonometry; algebra; composition; literature -- Vietnamese, Soviet such as Gorki and Tolstoy; Chinese such as Mao (Confucius was excluded because of the religious content); world history; geography; chemistry; physics; biology; sex education; political indoctrination; and language (Russian, Chinese, English, or French). There were intramural and sometimes inter-mural competitive athletics (football, volleyball, swimming) and physical exercises. The school also sponsored social groups for the students. Political youth groups were Party sponsored. (166)

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Each school class had a soccer team; these teams played each other, but never other schools.

Adjacent to the school was a vegetable garden about 50 meters by 100 meters. Once a week, students worked in this garden as a part of their study of biology. Students in the morning shift worked one afternoon a week, and students in the afternoon shift worked one morning a week. The teachers ate the vegetables. (142)

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The teachers told the students that the two most important subjects were mathematics and literature. Physics, chemistry, biology, and foreign languages were next in importance according to the teachers. (138)

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Yen Hoa Senior Secondary School students studying mathematics were divided into two groups according to their ability. Those with greater ability had a special teacher; they studied the same material but in greater depth than in the regular class. Geometry, algebra, and trigonometry were studied all three years.

Literature covered two areas, reading and composition. The principal text for the literature class was a collection of stories by Vietnamese authors, edited by Nguyen Hong. The title of the book was Lessons in Literature. Other literary figures studied were Ngo Tat To, To Huu and Giang Nam. Foreign literature included: Shakespeare's Hamlet and Othello; Scott's Ivanhoe, two Russian novels, An Honest Man and I Was Beaten by Steel As Much; Hugo's Les Miserables; a French novel titled O Genie Grandeur and an Italian novel titled Horsefly.

Physics texts were translations from French (or British) authors (Rockell, Empire, Faraday).

In chemistry class, the teacher worked from a text book but not the students. Teacher would conduct an experiment and it would then be repeated by the students. Only limited supplies were available for such experiments.

Biology texts were books by Darwin and a Russian named Missourin. Students dissected a frog and a bird. A human brain was preserved in a jar and used in a lecture on the subject. The class also had a microscope and several anatomical charts (both human and animal).

Foreign languages taught were Russian and Mandarin Chinese. All students were required to study one or the other. Classes in two languages were of equal size.

The history course covered the world and was taken during all three years.

Geography consisted of one hour per week. Maps were supplied and used.

Physical education was an hour a week; in addition students often played soccer on their own time.

Political education was an hour lecture each week. It dealt with basic communist doctrine, history of the Party in North Vietnam, communism in the USSR and China. There was no examination in this course.

Yen Hoa curricula (per week): two hours geometry; two hours algebra; two hours trigonometry; six hours literature; four hours physics, four hours chemistry, three hours biology, two hours foreign languages, two hours history, one hour physical education and one hour political training. (140)

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The school curricula consisted of ten subjects:

- 1) Culture of Vietnam. Lectures and reading of Ho Chi Minh, Do Huu, Nguyen Du and Nho Tat To.
- 2) Physics, including principles of electricity and light.
- 3) Chemistry, study of certain organic and inorganic compounds, their breakdown, and practical uses.
- 4) Algebra.
- 5) Geometry.
- 6) Geography, students studied about the world and Vietnam.
- 7) History of Vietnam. Rise and fall of the different dynasties and the subsequent invasions by the Chinese and the French. Russian, Chinese, French,

and British history included.

8) Vietnamese and Chinese Languages, including reading, writing, syntax and grammar.

9) Agriculture. The students learned how to grow rice and vegetables. The students had every Thursday afternoon off to grow rice and vegetables for the school. The school would sell these to defray costs. This agricultural exercise was in the garden and rice paddy behind the athletic field during May, June, and July, by rotation of the classes.

10) Political Training.

The first four subjects were the most important, and each student had to pass these in order to remain in school. (147)

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With respect to teaching methods, textbooks provided the teachers with lesson plans, lectures and homework exercises. Teachers could assign additional exercises. Primary emphasis was on preparing for the year-end examination. Elementary school students who failed a grade had to repeat it. Secondary school students who failed a grade could repeat it once; if they failed again they were given certificates of attendance and dismissed from schools. The secondary school examinations were nation-wide and prepared in Hanoi. The elementary school examination was managed by district government officials and administered by teachers not from the school. The teacher-student relationship in the classroom was authoritarian, but, outside of the classroom, more personal relationships were possible; student could meet and discuss problems with his teacher in a friendly manner. (158, 166)

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Each night senior secondary school students were assigned certain problems to solve. The next day the problems were collected and corrected by the teacher. Students were not given a grade for this. It usually required about two hours for the student to complete the homework.

Students took examinations once a month in each course. These examinations did not count in their final grade, but were used as an indication of progress. An examination given in each course at the end of the year determined final grades.
(145)

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In the year-end senior secondary school examinations if a student failed Algebra, Physics, Chemistry or Culture he was dismissed from school. If he failed any other subject he could repeat it the following year. All examinations in all subjects had to be passed to graduate.

A tutorial system helped a student having trouble with a subject; it enlisted the aid of one of the better students, or the teacher would assign another student to tutor in his free time.

Outstanding students in the school would be given a letter of commendation by the school at graduation. (145)

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Most (Level III) students had about one hour of homework per day. Usually each teacher gave a quiz in his subject once a week and they lasted from 15 minutes to the full hour. Teachers paid individual attention to a student's problem areas on the results of weekly quizzes. Students also received help and academic counseling during weekly sessions of the Lao Dong Youth Group. At the end of each year, students had to take a final examination to advance to the next year of study. If a student failed this examination, he could repeat

the year of study and take the final examination only one time. Failing the second time meant the student had to leave school. Some students hired their teachers to tutor them during the summer vacation in preparation for the next year's course work. (141)

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Grading scale in (Level III) academic subjects and deportment was the same. Grades were written as numbers from one to five; one was the highest grade given and five was the lowest.

Students were graded on their weekly quizzes. If a student did not maintain an average of three or above on his weekly quizzes, he could not take the examination at the end of the year and would have to repeat the year of study again. If a student failed the final examination in any grade, he could repeat the year of studies and take the final examination only one more time. A second failure meant a student terminated his education in the public schools.

Students' behavior was a very important part of the educational process. Each month, teachers evaluated the students' attitudes and behavior and sent a report to the director of the school and to the student's parents. If a student received a grade of three or below for several consecutive months, he could be removed from school or prevented from taking the final test.

A student received a high grade in deportment if he studied hard, got along with other students, and did not cause friction between students and teachers. Discipline in the school was never overly severe, but students were expected to be obedient to teachers and director.

Academic proficiency was not regularly reported. However, if a student did unusually well in his school work, the director of the school sent a report to

the student's parents. In the same manner, the director reported to a student's parents if the student was doing very poorly in his school work.

The student who scored the highest on the final examination at the end of each year received a letter of commendation from the director of the school. (142)

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Senior secondary school graduates had three alternatives: go to work, go to a vocational or technical school or go to a university or college. During the war years, of course, most were drafted. Some were even drafted while still in (Level III) school. (142)

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Graduates from (Level III) schools were eligible to go to college or the university. But most of the boys were drafted before this could happen. It was difficult to get a student exemption from the draft.

Many students from Thuong Tin Senior Secondary School, after graduation took technical training in agriculture. Others returned to the farm and pursued study by means of correspondence course which was sponsored by the university. (145)

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Junior secondary school graduates (7th grade) who did not go on to senior secondary school would either leave school or go to (Level III) vocational schools.

Vocational schools were managed by the Department of Professional Education of the Ministry of Education. The schools emphasized practical training and the course of study usually was two or three years.

Vocational schools included:
Haiphong Oceanography School

Vinh Oceanography School
Hai Duong Civil Engineering School (water conservancy)
Hai Phong Civil Engineering School (navigation)
Quang Ninh Agriculture and Forestry School
Hai Phong Agriculture and Forestry School
Thai Nguyen Agriculture and Forestry School (for Montagnards)
Lao Cai Agriculture and Forestry School (for Montagnards)
Hanoi Foreign Languages School
Hanoi School of Pharmacy
Hanoi Mechanical Engineering School (heavy industry)
Hanoi Cooking School
Hanoi Electrical Engineering School
Hanoi Medical Technician School
Thai Binh Medical Technician School (for Montagnards)
Hai Phong Mechanical Engineering School (light industry)
Nam Hai Postal Worker School
Nam Hai Radio Announcer School
Thai Nguyen School of Mines
Quang Ninh School of Mines
Thai Nguyen School of Geological Survey
Quang Ninh School of Geological Survey
Hai Phong Automobile Driving and Repair School
Vinh Truck Driver School
Nam Hai School for Radio Broadcasters

Students desiring to go to a vocational school applied to the school of their choice. The application included a junior secondary school graduation

certificate and an autobiography. An entrance examination in literature and mathematics was administered nationally. At least 95 percent of the applicants were admitted to the school of their choice. Those who were not could reapply. It was not unusual for students to attend both senior secondary school and a vocational school simultaneously. (163)

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Vocational school instructors were college graduates. The course of study included classroom instruction and much on-the-job training. Students were compensated for working while in school. Upon completion of the course, students took tests for graduation certificates. Those who failed received certificates of attendance and could retake the examination the following year. In driving school, there was a third additional year of instruction for those who failed the final examination. (164)

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The University of Hanoi had 12 colleges or faculties scattered throughout the city. They were:

- Agriculture College
- Civil Engineering College
- Economics College
- Electrical Engineering College
- Finance College
- Foreign Languages College
- Civil Engineering College
- Mechanical Engineering College
- Medical College
- Oceanography College
- Political Science College
- Polytechnical College

All of these were supervised by the University of Hanoi administrative staff except the Political College which was controlled by a Political Officer from the Party Central Committee. (155)

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To enroll in a college, a (Level III) graduate submitted to the college an application form, his graduation certificate and a personal statement. Nation-wide entrance examinations for all colleges were administered on the same day so a student could sit for only one entrance examination each year. There was no limit on the number of times an applicant could reapply. The entrance examination was in literature and in mathematics. About 80 percent of the senior secondary school graduates were admitted to higher education. The top 30 percent were usually admitted for study abroad. Most of the college students were male, since, by this age, most females opted for the more traditional female role of wife and mother. The majority of college students were on some form of scholarship.

The colleges were in buildings scattered throughout Hanoi. Construction was the responsibility of the Ministry of Professional Colleges. The construction of buildings and facilities was of good quality. Dormitories for the students were available. Educational materials were sold to the students by the Ministry of Education.

Most instructors in the colleges had some foreign education. There were many foreign instructors especially in technical subjects. Teachers in the Political Science College were Party members. (162)

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The upper one third of the senior secondary school graduates were eligible for study abroad. Decision on their application was made by the Department of

Professional Education of the Ministry of Education. Only the best students and those who were politically reliable were sent abroad. Even so there were many defections by students who went to foreign schools. While studying in a foreign country the students were supervised by the North Vietnamese embassy from which they received their financial support.

Most of the students went to the USSR or East Europe. Those studying mathematics and aviation went to the USSR; chemistry and geology to East Germany, medicine to Czechoslovakia, oceanography to China. Students of English or French went to London or Paris; students of seeking advanced degrees in other subjects also went to these two cities. (163)

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Ten years of general education was available to adults in the adult education program. The course work was the same as the children's course work except the pace was accelerated. It took two years to get a Level I (grades one through four) certificate; 16 months for a Level II (grades five, six and seven) certificate; and two years for a Level III (grades eight, nine and ten) certificate.

Teachers in the adult education course had the same education as general education teachers although Level III adult education teachers had special training and all were Party members.

Adults often would attend classes if there was a child day care center available where they could leave their children. (162)

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Beginning with the 1970-71 academic year, in accordance with Council of Ministers Resolution 183/CP, vocational schools have emphasized the enrollment

of persons with production and combat experience. The Prime Minister Office Decree No. 243-TTg of September 1971, clearly indicated the significance of the preferential policy of admission to vocational schools for wounded veterans, convalescing soldiers and Assault Youth Corps members . . . and of special consideration for those who cannot keep up their studies for reasons of health, academic failure or discipline. . .

Vocational schools must create favorable conditions for disabled veterans, convalescing soldiers and Assault Youth in the schools, must help them to study well.

All installations, bureaus, services. . . must create favorable conditions for (these) people to go to school. There is among them a relatively universal psychological fear of going to school, fear of family hardship while in school, fear of studies and of being ill at ease, fear of compensation after graduation. Heads of production units must understand the real obstacles in ideology, emotion and life, so as to help the personnel resolve them.

Vocational middle school enrollment in 1971-72 was:

Disabled vets: 33.8%

Assault Youth Group members: 19.7%

Youths with productive labor experience (2 years): 18.8% (197)

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The children of Chung-hua and Hsin-Hua elementary schools, and Yu-hua kindergarten in Hanoi, delightedly held various activities to celebrate June First International Children's Day.

On that day, the overseas Chinese children and Vietnamese children marched in step into the athletic field singing songs of the Ho Chi Minh Young Pioneers.

Children from over 10 Chinese and Vietnamese schools put on a colorful program. The "horse riding" drill performed by the children of Au Meo kindergarten; the letters of "May Nineteenth" formed by the children of the Ngo Si Lien School; and the letter of "June First" formed by the children of Thang Long School, got an enthusiastic reception from all the spectators.

The Young Pioneers and children of Chung-hua and Hsin-hua elementary schools also held an out-door party on June First day where they put on many significant skits such as "Down with Nixon" and "Blast the Pillbox." Under the guidance of the assistant instructors and teachers, the children had a wonderful time. (198)

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Vocational students are enrolled and classed in two types, seven-years and ten-years.

Seven-year-class graduates. Acceptable candidates are: cadres, workers, work personnel of state establishments, sick and disabled members of the People's Army, discharged army men who are changing professions, demobilized soldiers, and Assault Youth who have completed their assignments. With regard to young students after their graduation from the seven-year-class, besides acceptance of those who have certain special talents into such schools as art, industrial arts, dance, music, motion pictures, and drama. . . the schools shall also accept those who have taken part in productive labor for 2 or more years, children of martyrs, children of cadres serving on distant battlefronts, and students from South Vietnam who were formerly students of intermediate vocational schools but had to leave school last year.

Ten-year-class graduates. Acceptable candidates are: cadres, staff members, disabled and sick members of the People's Army, discharged army men who are changing professions, demobilized soldiers, Assault Youth who have completed their

assignments, and students from the regular schools.

All seven-year-class graduates must take part in examinations to be held on 12 and 13 August 1971 (with the exception of those taking entrance examinations for local agricultural and forestry schools). Examinations will include three subjects (in accordance with the cultural advancement self-study course): mathematics, the Vietnamese language (these two are required subjects of students at various schools), and biology or chemistry (students taking entrance examinations for technical and economics schools may select one of their own choosing). The contents of examinations for local normal schools will be determined by the Ministry of Education.

Persons taking entrance examinations who are studying in third-class regular schools or who are not graduates of the ten-year-class will all take examinations in accordance with the rules governing seven-year-class graduates when they take entrance examinations for intermediate vocational schools.

The various vocational schools, after reviewing acceptances, shall notify the ten-year graduates to return to school for examination of their cultural level and for physical examination. If ten-year-class graduates who have taken entrance examinations but were not accepted for universities wish to take the entrance examinations for intermediate vocational schools, they must send a petition for admission to the student enrollment committee of their province, municipality, or the various universities (if said person is now studying in the college preparatory class) before 15 July 1971.

With regard to persons taking entrance examinations for intermediate schools which require special talents or skills, besides taking part in a test of their talents or skills this year, they must all participate in a progressive cultural level examination.

As for the various provisions and detailed regulations, explanations may be secured through the student enrollment committees of the various classes, the various departments, the various local governments, and various intermediate vocational schools. (199)

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The Ministry of University and Middle Level Vocational Schools recently announced assignment of students to national middle level vocational schools for the 1972-1973 school year. Following is the necessary information:

Assignment Categories:

Assignment of students completing 7th grade: cadres and personnel within the sector; disabled soldiers, sick soldiers, discharged soldiers, Assault Youth who have completed their obligation; students who have completed one, two, or more years in productive labor (there are specific regulations) students who have just completed 7th grade (there are specific regulations); and students who failed their grade-10 examination.

Assignment of students who completed grade 10: all students who completed grade 10 are assigned.

Assignment Procedures:

All of the above-mentioned categories will be initially selected for assignment by authorized agencies and set up for testing or educational checking at various middle level vocational schools.

Setting up assignment tests:

Seventh grade assignments: educational testing on subjects determined by the Ministry of Universities and Middle Level Vocational Schools. Testing dates are 1 August and 2 August 1972. The subjects will be: literature, mathematics, and one of two subjects -- logic or chemistry -- depending upon the sector.

Assignment of 10th grade students: the test is an educational review; no subject tests.

Special tests will be set up for the arts: dance, music, acting, arts, industrial arts, acrobatics, and films.

Additional details are available at Provincial and Municipal Student's Assignment Sections. (200)

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I came to Hanoi from Thai Binh City to study sewing. Passing No. 16 Hang Bong Street, I saw a sign: "Practical Sewing Class."

I entered to ask the regulations for applying to study. A man in the store said: "It takes three months to study each course. The fee is NVN\$100 paid one month in advance. After three months, the apprentice knows how to cut and sew all styles of men's and women's shirts and trousers."

Although the fee was very expensive, I needed to know a trade and he spoke so convincingly, I took the course. After studying for two months, I only knew a little about how to cut trousers and shirts. If I wanted to learn about more styles of clothes, I would have to pay NVN\$100 for another course.

The instructor took it easy in teaching, exacted apyment for everything done, and took advantage of student labor.

To my knowledge this class did not have a permit and the man did not pay tax to the State. But every month he made from NVN\$700 to 800. (202)

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Instructions issued to general education teachers concerning the 1971-73 Three Year Plan in education directed that they concentrate in four areas in educating the seven to fourteen year olds. These are the Plan's four principals (Ed):

1. Political thinking, moral character

"Collectivist ideology and the moral habits of the children in the new situation still show severe deficiencies: lack of studiousness and diligence, lack of a sense of order, cheating in schoolwork and in examinations, rudeness, profanity, misbehavior during singing, disregard for sanitation discipline not only in the streets but actually right in the class room. . . Insure, specifically, that students develop the proper attitudes regarding: a) Revolutionary fervor with respect to the Party, the system, Uncle Ho and Lenin; b) Diligence in study and an independent (i.e. self-starting) spirit of study; c) Concept of discipline. . . Students must develop good habits, of cooperation; manners; respect for parents, teachers and friends; of asking permission and obeying orders of adults; . . . of honesty; of courage; of helping others; of working collectively; of being concerned about one's fellow man and the masses and not living only for oneself. . .

"Firmly recall the graciousness of Uncle Ho; have a clear understanding of the goal of learning and training by adhering to Uncle Ho's five educational points; strive to be a good child of Uncle Ho, and to develop into a fighter and laborer with a high degree of consciousness of collectivist ownership, at all times prepared to defend the country, to build socialism, and to inherit the Party's glorious cause.

"Firmly recall the beneficial results of the fighters who courageously struggle, or who have already heroically sacrificed themselves, for the welfare and future of the Fatherland, the people, and fellow students. By means of these emotions, they can diligently look after and enthusiastically help families of fallen soldiers, wounded soldiers, and units stationed locally.

"Ardently love their native village, commune, and school, consciously and

actively labor, produce and work well; and make contributions towards building wealthy cultured villages, communes and schools. At the same time they should love and respect their parents, teachers, the workers, and unite in cherishing their friends and fellow students; they are constantly to be concerned over others and over the collective.

"Consolidate cooperation, courtesy, and discipline inside the schools. We must strengthen the upholding of new customs in living in the social order and nurture the habit of mutual self-management in collectivist life outside of the classroom.

"Consolidate the habits of honesty and courage in the commune and in social life. We must strengthen the nurturing of honesty, courage, and resolute character in study and physical training; study specialties and methods; combine the habit of practicing writing with the habit of guarding health and undertaking physical training.

"Consolidate the habit of self-labor and work at home. We must strengthen the nurturing of the habit of labor and production, so as to have good work done in the interest of the commune and society."

2. Culture (i.e. academic study, curriculum)

"Students often are not permitted to study all subjects, hence the skill and knowledge level of the majority is still low, based on the minimum requirements which have been established. . . Mispronunciation, misspelling, poor arithmetic are still common. . . Provide adequate instruction in all subjects, especially in reading, writing and arithmetic. Encourage. . . the habit of diligent study, regular school attendance, attentiveness in class, methodical study. . .

"Students are to finish their courses. To consolidate learning in any course, they must grasp the knowledge and basic content of the course.

"At the same time students acquire knowledge, they must develop their intelligence and intellectual power in thinking and sensibility. An excellent harvest in thinking methods is the basic need in mental training.

"Strive to insure that the proportion of students reaching the middle level is higher than last year. Stress arithmetic, writing, reading, and composing essays. As much as possible reduce the number of students with low grades. Handle well students whose grades are poor. Overcome the situation of poor academic results. Raise the academic level of all classes at least to average or slightly below average.

"Emphasize training of superior students, especially in the fields of arithmetic and writing, so as to meet the (State's) demands for quality. Eliminate those courses which do not directly train in morality, ethics and health.

"Students must continue to study both in school and at home. Develop good study habits; emphasize the importance of students putting priority in study on the most important subjects. . ."

3. Health

"Prevalence of diseases are noted, including tapeworm, trachoma, myopia, weak backs, partly due to improper attitude of students toward sanitary discipline. . . Develop the habit of maintaining a sanitary school. . . proper posture. . . Insure that the mouth, teeth, head, hair, face, hands and clothes are always clean, that minimum standards are maintained for food and drink; encourage physical education that the daily exercises are done correctly. . ."

"Writing posture must be upright, places of study must be bright.

"The hygiene of teeth, mouth, and hands, when eating or studying, must be maintained.

"Daily sleep must be ample, nine to ten hours.

"Dress in the winter must be warm. In particular the neck, chest, and feet must be warm. Special attention must be given to the cold in mountainous regions.

"Female students must give heed to upholding female hygiene.

"Strengthen physical training, exercise and health. At least 20 minutes of exercise is needed each day; if the physical movements are appropriate, they will have the proper effect on the body. Considerable ability should be sought in swimming exercises. Students should be more alert than in the past; prevent them from feeling worn out or sleepy from fatigue while studying at home or at school through exercise.

"We should control the diseases of intestinal worms and trachoma. Especially during these three years we must concentrate our strength to resist and cure nearsightedness and rickets."

These three areas of concentration -- "morality, culture and health" -- had been the basis of the 1968-71 State Education Plan. The fourth area, added in the 1971-73 Plan was (Ed.):

4. Labor

"Students are to receive training in handicraft labor sufficient so they have practical production ability as well as theoretical knowledge. This is a foremost and unusually strict (State) demand levied on all students in all classes.

"Every student is required to take part in labor activity, both in the school and at home. Division of labor is to be such that each student has a

specific task which is his to perform, in class, in the school and at home. Each student should assume responsibility for this task, in the spirit of ownership.

"Every student is to be assigned to a specialized production team which is given specific production tasks, such as construction work at the school or in the village. These teams are also to do work and to assist the families of dead soldiers, disabled veterans and military dependents.

"Every student is to assume responsibility for specific work in his home or in the commune. He is to earn work points for his family. At the same time he must himself plant at least one tree or raise one domestic animal.

"Students are responsible for gathering waste materials and products; collecting products of the woods and soil; protecting public property, particularly tables, chairs, teaching items, physical exercise equipment, and play-things in school.

"Students should be taught to do things themselves so as not to waste the time of adults. They should themselves wash faces, hands and feet, and take baths; they should dry and fold their clothes and pack their training books and put them in clean places. They must neatly arrange their clothes, items of daily use, and toys; at the same time they are to keep their homes swept clean."

(207, 208)

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How to play the game of Tank; from the Let's Play Together newspaper column by Anh Nguyen:

Number of players: 10-12. Equipment needed: five to ten balls.

How to play: Half the players are blind-folded; they are the tanks.

Standing behind them, one person per tank, is the soldier driving the tank. The two make a team.

In front of each tank team, at a distance of eight to ten meters, a ball is placed on the ground.

The object is to drive the "tank" to the ball, which is then kicked by the "tank".

At the start of the game, the umpire blows the whistle once. The tanks (the blindfolded) slowly rotate themselves on the same spots from left to right. After about 20 seconds, the umpire blows a long blast on the whistle. In whatever direction one is faced at that time he should immediately stand still. The drivers then drive by signals. The "tanks" start moving close to the balls. When one gets there, he lets go a kick. Whichever team reaches a ball first and hits it right is the winner. (Reaching a ball first but missing it on the kick is considered a failure). Reaching a ball late but hitting it right, scores a point. In this way, of the teams having properly kicked the balls, the one having reached and kicked a ball first is declared first, then comes the second, and so on until the last.

The following are the signals:

1. Step forward: Slight tap on the back.
2. Step to the left: Tap on the left shoulder.
3. Step to the right: Tap on the right shoulder.
4. Halt: One tap with each hand on both shoulders.
5. Kick the ball: Slight tap on the head.

If, standing at the line of departure, one wishes to reposition oneself, the signals for left turn and right turn are the same for stepping to the left

and to the right, but the taps continue until proper position or direction is reached. (209)

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The Vietnam National Student Council met recently and passed a resolution on tasks for university and college students during the coming school year.

The resolution declared that each student must try to increase his patriotism, love of socialism and deep hatred of U.S. imperialist aggression; display a vigorous revolutionary heroism, not back down and be discouraged in the face of difficulty and hardship; be determined to push forward his study and scientific research; actively take part in labour production work; be ready to fight and fight with bravery; successfully fulfill the task of training cadres for the Party and State in any situation which may arise in order to contribute to the defeat of U.S. aggression, defence of North Vietnam, active support of the revolution in South Vietnam and the realization of national reunification.

To follow in the direction mentioned above, the tasks of the students movement in the coming days are:

1. Understand more deeply the situation and revolutionary tasks of the phase of "anti-U.S. struggle for national struggle", create a vigorous change in the thoughts, feelings and acts of every university or college student with the aim of successfully fulfilling the need for changing direction in the education and training of cadres in the new situation. Encourage all students to increase their patriotism further as well as their love of socialism and deep hatred of U.S. imperialist aggression. Display revolutionary heroism, be ready to make sacrifices and struggle in the interests of the nation and proletariat, bravely and indomitably overcome all difficulties and hardships. Build up the spirit

of collectivist ownership and of working on their own initiative with self-reliance and creativeness. Be determined to fulfill the task of study and training in order to become revolutionary cadres on the scientific and technical fronts. Efficiently serve the cause of "anti-U.S. struggle for national salvation" and socialist construction. Importance must be attached to educating and training students in ethics and ways of work, enabling everyone of them to display vigorous revolutionary enthusiasm and ability, and wholeheartedly to serve the people and Motherland.

2. Push forward the "Three-Ready" movement, build up and make the school great and strong in all aspects. Raise the determination to ensure improved quality for the study of every angle of any situation which may arise. Continue to determine correct aims for study, and correct ideas in the service of the nation and people as well as in the choice of branches of study and trade. Develop a ways of study suitable to the present situation and condition by self-instruction in study-ability and synthesis, standards of independence in work, and type of work required by socialist scientific and technical cadres. It is necessary to encourage students to take part enthusiastically in scientific and technical research, contribute to production and combat, build up their social life, actively push forward the movement for physical training, improve their physical force, practise military training and promote a militarised way of life in order to be able and ready to fight and serve combat when necessary.

3. Wholeheartedly support the revolution for the liberation of South Vietnam, and actively to support the South Vietnamese university and high school students' patriotic movement of struggle against the U.S. imperialists and their lackeys by vehemently applauding their successes. . . . Encourage students to do their best

to learn from the examples of extreme heroic sacrifice and revolutionary heroism in struggle set by the South Vietnamese compatriots, university and high school students. . .

4. Endeavour to strengthen further the unity between Vietnamese students and their counterparts in socialist countries, Asian, African and Latin American countries and other countries of the world in the struggle against the aggressive and warlike U.S. imperialism, actively support the national liberation movement and the movements of struggle launched by students and people all over the world in the interests of peace, national independence, freedom, democracy and social progress. (210)

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Yearly, in addition to the majority of young students who take their first step into life like a bird flapping his wings to soar high, there are, very regrettably, still a few cases in which individuals are "not yet prepared."

Upon leaving school, these individuals search all the "regulations" to avoid going to serve at the vanguard of production and fighting, only desiring to hang around in offices located in the capital. They fawn on friends in official capacities who have the authority to "intervene" for them and insist upon their requests to remain in Hanoi.

There are people who, even though they have received their assignment, still go to great lengths to use the "well known" ways or their own contacts to gain acceptance into a different organization, also, of course located in Hanoi. Then there are people who one day accept an assignment to work in the provinces, only to be seen a few days later blatantly submitting a resume to work in a Hanoi organization.

Then there are people who have relied on acquaintances in the medical sector to issue them a certificate of "illness" so that they can request to remain in Hanoi.

We are also very unsympathetic toward a small number of parents and relatives who have impeded the progress of many young people. From the time the children leave general secondary school, many fathers and mothers have forced their children to choose professions in accordance with the wishes of the family, thus preventing the children from realizing their own true ambitions. There are fathers and mothers who have been teachers for many years and obstinately refuse to allow their children go to normal school. . . Then, when the child has graduated and is about to start out on his own, the parents again forcefully strive to keep the child at home.

A number of fathers and mothers utilize their official position or acquaintances to intervene for their children, in-laws, etc. to allow them to remain in Hanoi. Events stemming from this trend could lead to leadership cadres and organizations accepting graduates in violation of the general principles. For example: one organization that had the criterion of hiring college students but made personal contact requests for students by name, among whom were students deficient in grades or had received disciplinary punishment. (211)

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I felt that something great was happening in my country. I understood more clearly what this great thing was when I heard the Declaration of Independence and when I found out that President Ho Chi Minh was actually Nguyen Ai Quoc!

I was assigned many tasks by President Ho and by the government. I was simultaneously Director of the Medical College, General Supervisor of Public Health, General Director of Higher Education, and Director of the Don Thuy Hospital. In 1952, I was elected outstanding emulator of the public health sector and went to take part in the National Congress of Outstanding Emulators. Shortly thereafter, I was assigned to our delegation of outstanding emulators attending the Peoples Republic of China International Labor Day.

On the day when we took over Hanoi, I was assigned to the group of cadres who took over the public health sector. When we took over the Hanoi Medical College, I was deeply moved. I was assigned by the Lao Dong Party and the government to take over this college. From now on, I will work with the professors, cadres, and students to build up this school and transform it into a socialist college. Now . . . even though I am old, the government still maintains me as the medical school chancellor. (218)

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Chu Van An Level-II School has just held a ceremony marking the campaign to build political strength and public order. It is the leading school in Hanoi in this goal. During the past school term, the teachers' collective of the school unanimously endeavored to implement teaching and learning regulations and increase in the quality of student organization.

Many teachers had close contact with the community to educate slower students; many of these students showed marked progress in study, discipline, and behavior.

The school also emphasized cadre training in all classes to promote self-management among students. This emphasis led to firm foundations in study discipline, order, and hygiene in many classes.

To build political strength and public order, the school followed seven objectives:

1. Strictly implement teachers' regulations and apply the five educational aims of the Party.
2. Maintain a high degree of watchfulness, guard the secrets of the state, and resist all remnant influences of the old society.
3. Safeguard public property and resist corruption and theft.
4. Keep abreast of and promptly report on every situation.
5. Carry out plans for education, upbringing, and political formation well.
6. Increase unity and help each other to progress.
7. Get along together smoothly, step up investigation, and derive experience in all aspects of the school's mission. (224)

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