

**RESEARCH REPORT
THE DEPARTMENT OF EDUCATION**

VOLUME I

**GERALD C. HICKEY
VO - HONG - PHUC**

**MICHIGAN STATE UNIVERSITY
Vietnam Advisory Group
Field Administration Division**

March, 1957

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* Note: Budget material contributed by the National Institute of Administration budget advisors.

PREFACE

This research report is a compilation of selected data gathered in the course of an administrative study of the Department of Education carried on during the past nine months. It is intended as a supplementary to the Report on the Organization of the Department of Education, issued on July 30, 1956 by the Michigan State University Vietnam Technical Assistance Group. In that report, a series of recommendations were made concerning administrative changes designed to improve the administration of the education program in Vietnam. These recommendations have since been accepted by the Department of Education and implementation has begun. This research report is intended to facilitate this implementation by supplying detailed information on those areas of education affected by the above mentioned report. It is an attempt to draw together some of the scattered data and to present it in a systematic manner. As such, this research report is not an analysis of the administrative organization of the Department of Education. Rather, it is a reference work --- a collection of facts and figures pertinent to projected changes in the Department of Education.

Part I of the report is a description of the three major branches of the department --- the Cabinet; the Office of the Secretary General; and the Office of the Director General.

Part II deals exclusively with the existing procedures for utilizing American Aid funds in school construction and the procedural changes proposed by the Department of Education.

Part III is on popular education and the current anti-illiteracy campaign.

Part IV covers the plan for semi-official schools. In addition, there is a description of the Le Qui Don semi-official school in Nha Trang. This school is considered the foremost example of this plan in action.

Appendix A-1 is material on salary indices and allowances prepared by the Fonction Publique.

Appendix A-2 is recent legislation concerning the status of teaching personnel. It is supplementary to the material on personnel status and salary scales included in the section on the Salary Bureau.

Appendix B is a sample dossier form. This is included to give an idea of the certificates and other information required for a complete employment file.

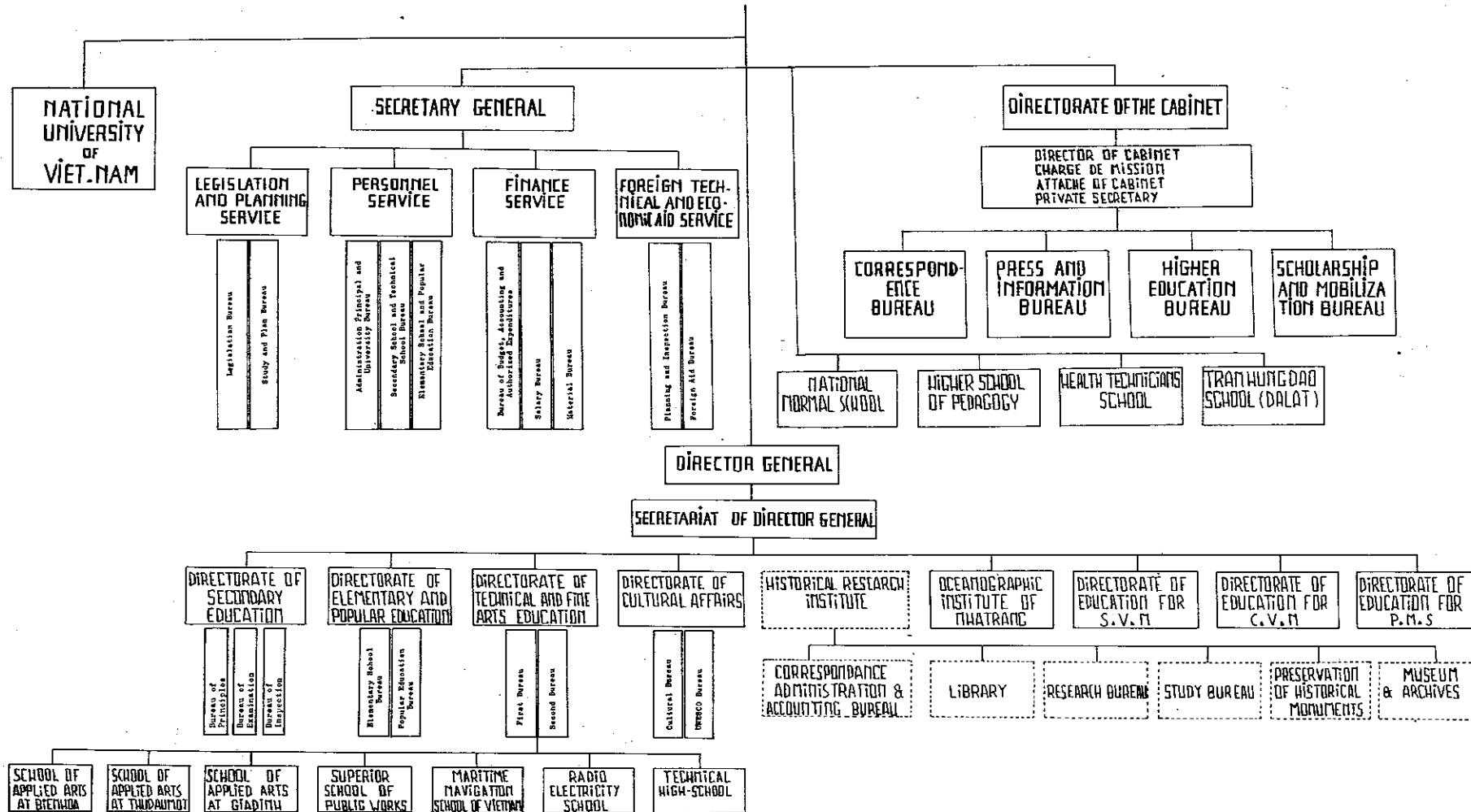
Appendix C is a set of tabulations of questionnaire-interviews conducted in the field among village schoolmasters.

Appendix D is a comparison of budget authorizations for the 1955 financial year and the 1956 financial year.

PART I

ADMINISTRATIVE ORGANIZATION OF THE DEPARTMENT OF EDUCATION

SECRETARY OF STATE FOR EDUCATION



PRESENT ORGANISATION OF THE DEPARTMENT OF EDUCATION

I. THE DIRECTORATE OF THE CABINET

The Director of Cabinet acts as the personal assistant to the Secretary of State for Education, working in close collaboration with him on all matters concerning the department. The Director of Cabinet is appointed by the Secretary so he occupies a relatively insecure position from the viewpoint of tenure. The primary function of the Cabinet is to maintain outside relations and to deal with political questions. The Director of Cabinet serves as liaison between all services within the Department of Education and the Secretary.

The Director's immediate staff consists of a Chargé de Mission and Attaché de Cabinet who are at the disposal of the Director of Cabinet and the Secretary of State for Education. They are available for whatever assignments the Director and Secretary have to do. In addition, there is a private secretary who receives visitors for the Secretary of State for Education, organizes celebrations, maintains the confidential file and handles confidential correspondance.

The administrative responsibilities of the Cabinet are divided among the following bureaus.

- A. The Correspondance Bureau.- This bureau receives all incoming mail and is responsible for its distribution.
- B. The Press and Information Bureau.- This bureau is responsible for public relations. It prepares press releases concerning activities in the Department of Education. It also collects articles pertinent to education and summarizes the contents for the Secretary's information.

- C. The Higher Education Bureau. - The Higher Education Bureau maintains all relations with the National University of Vietnam. This is necessary due to the continued semi-autonomy of the university.
- D. The Scholarship and Mobilization Bureau. - The bureau is responsible for scholarships and authorization for foreign study. It also is charged with sending money to Vietnamese students studying abroad on government scholarships. The mobilization section is responsible for military training that is obligatory for students of draft age.

II. THE OFFICE OF THE SECRETARY GENERAL

This office is responsible for the internal administration of the Department of Education. This task is divided among four services.

- A. The Legislation and Planning Service. - This service includes two bureaus --- the Legislation Bureau and the Study and Plan Bureau. The Legislation Bureau examines and interprets statutes which pertain to the various branches of education. It functions as a sort of clearing house for documents which are of interest to education officials. Documents are received, analyzed, and distributed to the interested parties. Documents also are filed here. The Legislation Bureau has the responsibility for preparing supplementary regulations pertaining to the operation of all services within the Department of Education.

The Study and Plan Bureau is responsible for planning new projects for the Department of Education. These are projects for new schools as well as administrative sections within the department.

B. The Foreign Technical and Economic Aid Service. - According to the organizational scheme of the Department of Education, this service is composed of two bureaus --- the Planning and Inspection Bureau and the Foreign Aid Bureau. At the present time, since there are no heads for either bureau, the director of the office assumes both functions. This office has the responsibility of overseeing all education projects supported by foreign aid. This includes the planning and inspecting of these projects. It involves control and inspection of equipment as well as construction of schools. Expenses which are paid by foreign aid funds are recorded by this office. The director maintains liaison between the Department of Education and USOM. In addition, he is responsible for the participant training program organized by USOM. This is a program for sending Vietnamese to the United States for specialized training.

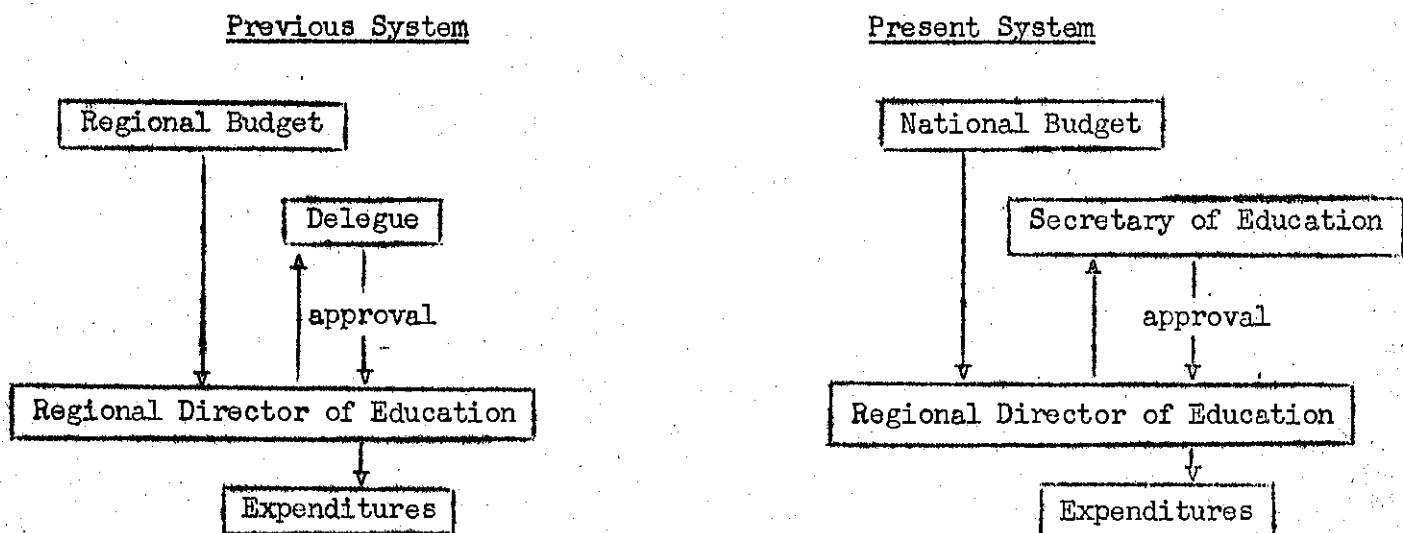
C. The Personnel Service. - The Personnel Service is coordinator of all personnel in the Department of Education. Requests for replacements or additional personnel are sent through channels (province, region, central office) to the personnel office. This office is responsible for selecting a person from among the job candidates. The personnel office also receives job applications from the regional and provincial offices and if it approves the application, it passes it on to the Secretary of State for Education, Fonction Publique, Financial Control, and the Budget Office for approval. A central file of employees' dossiers is maintained by the Personnel Service.

There are three categories of teachers --- those in the cadre, the journalier, and the supplementary teachers. The cadre includes teachers who have tenure, i.e., job security, retirement benefits, etc. There are set

requirements regarding degrees and experience to enter the cadre. For example, graduates of the Ecole Normale are automatically admitted, while teachers in the second cycle of the secondary schools must have the license. Journalier are teachers hired on a daily basis and paid by the hour. Supplementary teachers are substitutes. This category has recently been abolished and these teachers are being absorbed into the journalier group.

D. The Finance Service.- The Finance Service is composed of three bureaus which divide the financial responsibility for the Department of Education.

1. The Budget Bureau.*- With the abolition of the regional budget, the national budget became the source of funds for salaries and expenditures. Previously the regional director of Education was responsible for regional expenditures for education. He acted as liquidateur du budget, authorizing expenditures with the approval of the regional delegate. Under the present system, the regional director of Education retains the function of liquidateur du budget but he acts with the approval of the Secretary of Education.



* See Appendix D for detailed information on the 1955 and 1956 budgets for the Department of Education.

There is a special budget for construction and maintenance of schools. This budget is under the control of the Department of Public Works. If the village needs a new school, it sends a request to the Secretary of State for Education. He either approves or rejects it, but it is the Secretary of Public Works who executes the order.

The Budget of the National University of Vietnam. - The National University of Vietnam previously was organized as a Franco-Vietnamese institution with a budget supported by both governments. Under the present system, the university is subsidized entirely by the Vietnamese government and is part of the Department of Education. Until it is entirely integrated into the Department of Education, however, the University of Vietnam continues to have an autonomous budget. As manager of the budget (Ordonnateur des Dépenses) the Rector has the right to approve any expenditure under 200,000\$. For sums between 200,000\$ and 1,000,000\$ he must obtain the approval of the University Council. For sums over 1,000,000\$ he must get the approval of the Secretary of Education. Expenditures of the university must be reported to the expense control office (Contrôle des Dépenses) in the Department of Finance. The total 1956 budget for the university is 62,000,000\$ to cover all expenses --- salaries, construction, material, etc.

2. The Salary Bureau. - The major responsibility of this office is the payment of salaries to all personnel in the Department of Education. Most teachers are paid by the national budget. The only exceptions are some lower grade teachers in village primary schools. Instructors in public popular education are paid by the national budget and, in 1956, by American aid funds. Salaries of instructors in

private popular education are paid by local organizations such as the Students' Parents Association, Functionaries' Association, or by voluntary agencies.

Salaries in the Department of Education, as in other departments, are set by the Fonction Publique. Index numbers for categories of base salaries are given to each individual according to his academic degrees and/or experience. The net salary of a functionary is calculated by multiplying his salary index by this fraction: $\frac{M \times 120}{100 \times 100}$. "M" represents the current estimated cost of living which is 1020\$ per month (this figure has been set by Arrete No 28-NV dated May 8, 1954). The figure 120 represents the minimum wage which is set at 120% of the cost of living. For example, with an index of 220 the monthly base pay would be computed in the following manner:

$$\frac{1020 \times 120 \times 220}{100 \times 100} = 2692 \text{ monthly base pay.}$$

In addition, there are cost of living allowances which vary according to area and family allowances.

Appendix A-1 gives a detailed explanation of the salary indices and the system of allowances.

The following salary indices are those set up for the Department of Education.

Appendix A-2 gives some recent legislation on the status of teaching personnel in the Department of Education.

Salary Scales

Department of Education

I. Assistant-teachersNew Index¹

Practice teachers (stagiaires)

(elementary school certificate - 5 years) -	180
6th class -	200
5th class -	200
4th class -	220
3rd class -	220
2nd class -	240
1st class -	280

Principal

3rd class -	300
2nd class -	330
1st class -	360
Superior class (hors classe) -	390

1. This index section is no longer used for new assistant teachers. It is still used for assistant teachers hired previously, but the following index is used for newly hired assistant teachers.

II. Teachers or secretaries

Teachers or secretaries

(secondary school diploma ~ 9 years)

Practice teachers - 220

6th class - 240

5th class - 260

4th class - 280

3rd class - 300

2nd class - 330

1st class - 360

Principal

3rd class - 390

2nd class - 420

1st class - 450

Superior class (hors classe) 450

III. Teachers having E.P.S.I. diploma

(Enseignement Primaire Secondaire Indochinois)

First Baccalaureate - 11 years

Second Baccalaureate - 11 years

Practice teachers - 350

4th class - 380

3rd class - 410

2nd class - 480

1st class - 520

Principal -	560
2nd class -	640
1st class -	640
Superior class (hors classe) -	640

IV. Professors having "license" degree

(years of studies = 15)

1st echelon -	470
2nd " -	510
3rd " -	550
4th " -	590
5th " -	630
6th " -	680
7th " -	730
8th " -	780
9th " -	880

V. Professors having "agrégation" degree

(years of studies = 16)

1st echelon -	550
2nd " -	590
3rd " -	680
4th " -	730
5th " -	830
6th " -	880

7th echelon -	930
8th " "	1000
9th " "	1000

Office boys

Highest class office boys after two years of experience -	240
Highest class office boys before two years of experience -	240
Principal office boys superior class -	240
Principal office boys 1st class -	240
Principal office boys 2nd class -	220
Principal office boys 3rd class -	200
Office boys of first class -	180
" " 2nd class -	160
" " 3rd class -	140
" " 4th class -	130
" " 5th class -	120
" " 6th class -	110
Practice office boys (stagiaires) -	100

Chiefs of bureau

Head clerk

Head clerk superior class -	880
-----------------------------	-----

Head clerk exceptional class	
after 6 years of experience -	830
Chief of bureau of exceptional class	
after three years of experience -	780
Chief of bureau of exceptional class before three years of experience -	730

3. Material Bureau.— The Material Bureau has the responsibility of approving expenditures for school furniture, teaching aids (texts, visual aid equipment, etc.), and office equipment. The staff prepares a yearly estimate of material costs and it is submitted to the budget office to be incorporated in the proposed budget for the coming year. As pointed out previously, construction, repair, and maintainance of school buildings are the responsibility of the Department of Public Works. For less important material needs, the village is expected to assume its own responsibility. This is the immediate duty of the village council of notables.

III. THE OFFICE OF THE DIRECTOR GENERAL

This office is responsible for the technical supervision of primary, secondary, technical, and fine arts education in Vietnam. This involves directing the program, inspecting its operation, and instituting changes necessary to keep the program up to date.

A. The Directorate of Secondary Education.— This office has the responsibility for all technical matters relating to secondary education in Vietnam.

There are three bureaus in the directorate — the Bureau of Principles; the Bureau of Examinations; and the Bureau of Publications. There is no separate bureau for the inspectors since they are directly under the Director of Secondary Education.

1. Bureau of Principles.— This bureau is responsible for arreces concerning new secondary schools and regulations concerning reforms in the program, examinations, teaching schedules, vacations, etc.
2. Bureau of Publications.— This bureau works closely with the publications section of the Directorate of Cultural Affairs. The staff prepares text books of the secondary level for publication.*

* This bureau is currently being reorganized into a Publication and Text-book Service but the reorganization has not progressed to a point where it could be reported as an established change.

3. Bureau of Examinations. - The staff in the Bureau of Examinations prepares the yearly examinations at the secondary level (1st and 2nd Baccalaureat and Brevet) and the final examinations for the Ecole Normale.

Inspection of Secondary Schools. - The inspection of science and liberal arts courses of the second cycle is the shared responsibility of this office and the regional inspectors. Inspectors from the Directorate of Secondary Education are responsible for courses of the second cycle while the regional inspectors are responsible for the courses of the first cycle. There is a chief inspector in charge of all courses of the secondary level. There is no inspection bureau as such and the chief inspector is directly responsible to the Director of Secondary Education. There are inspectors assigned to the science and liberal arts courses of the second cycle, i.e., the last three years of secondary school. Inspection of the first cycle, i.e., the first four years, is the responsibility of the regional inspectors, as pointed out previously.

These inspectors make tours throughout Vietnam, visiting the schools and observing the classes. After each visit, the inspector writes a report evaluating the instruction technique. These reports are submitted to the chief inspector who compiles a general report on the teaching program. This is accompanied by a list of suggested changes intended to keep the program up to date. These reports are passed on the Director General and eventually to the Secretary of State for Education.

The proximity of the secondary school appears to be an outstanding factor in determining the frequency of inspection visits. The inspectors report that they are able to visit schools in the Saigon-Cholon area five or six times a year, inspecting a different teacher each time. They try to inspect the courses in the provincial secondary schools at least once a year.

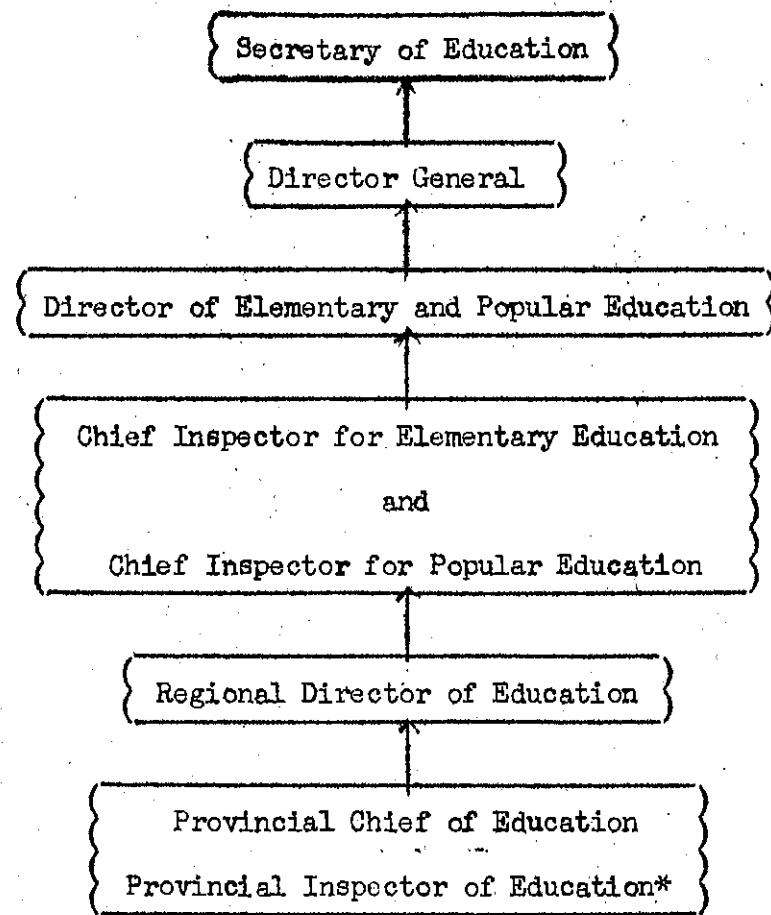
B. The Directorate of Elementary and Popular Education.

This office has the responsibility of supervising all technical matters in elementary and popular education. The directorate is divided into two bureaus ---- the Bureau of Elementary Education and the Bureau of Popular Education. The major task of this directorate is to maintain the program by systematically inspecting the elementary and popular education courses. There is one chief inspector for elementary education and recently a separate chief inspector has been appointed for popular education. The Chief Inspector is not responsible for carrying out actual inspections himself, although he is expected to make periodic tours to maintain his knowledge of the field situation. Inspection of primary schools is carried out by provincial inspectors. They are under the immediate supervision of the Regional Director of Education Services.

In Central Vietnam there are two offices which share the responsibility of directing elementary and popular education. The provincial chief of Education service is charged with administrative matters while the provincial inspector of Education is charged with the inspection that is carried on in the province. In South Vietnam, however, there is only one office, that of Provincial Chief of Education Service, responsible for both tasks. In some cases he is assisted

by an elementary school inspector.

The inspectors submit reports to the provincial chief of Education who, in collaboration with the provincial inspector, prepares a general report on the state of education in the province. These reports are sent to the regional Education service and then to the office of the Director of Elementary and popular Education. The Chief Inspector collects the reports. He and the Director of Secondary Education then compile a general report which is sent to the Secretary of Education.

Channels of Reporting Primary School Inspections

* In South Vietnam, there is only one office --- that of Provincial Chief of Education Service. He is responsible for both jobs.

D. The Directorate of Fine Arts and Technical Education.

This directorate is responsible for technical matters concerning fine arts and technical education. The special schools under the supervision of this office are: the School of Applied Arts at Gia Dinh; the School of Applied Arts at Bien Hoa; the School of Applied Arts at Thu Dau Mot; the Superior School of Public Works; the Maritime Navigation School; the Radio-Electricity School; and the Technical High School. The School of Public Works is the joint responsibility of the Department of Education and the Department of Public Works. In addition, there are eight secondary schools throughout Vietnam offering technical courses and these are subject to inspection by this directorate.

This office receives monthly and quarterly reports from each school concerning their programs, problems, requests for funds, etc. These are compiled into general reports which are sent through channels to the Secretary of Education. The director of this office acts through the Director General on all important matters. In some administrative matters, he deals directly with the Secretary General. The director also has direct contact with the Department of Public Works on technical matters concerning the School of Public Works.

E. The Directorate of Cultural Affairs.

This directorate is divided into two bureaus --- the Cultural Bureau and the UNESCO Bureau. The Cultural Bureau is responsible for preparation of books,

maps, charts and other printed matter used in education. Books and maps are reedited in this office to bring them up to date. Standardizing geographical terms also is the responsibility of this bureau. The director prepares a monthly collection of articles and news relating to education and edits them for a journal published monthly by the Department of Education. There is considerable contact between this office and the Bureau of Publications in the Directorate of Secondary Education.

The head of the UNESCO bureau functions as liaison between UNESCO and the Department of Education. He is Secretary General of the National Commission for UNESCO in Vietnam and represents the country at international conferences. He supplies UNESCO with information concerning the education program in Vietnam and presents a yearly report at Geneva. The director also organizes cultural conferences and exhibitions.

PART II

SCHOOL CONSTRUCTION

School Construction: the Existing Procedure

The procedure for utilizing American Aid in the construction of schools can be divided into three administrative phases:

1. The Planning and Financing Phase
2. The Construction Phase
3. The Payment Phase

1. The Planning and Financing Phase.

The provincial inspector initiates the project for school construction in the province by sending a proposal to the Regional Director of Education. After considering the request, the Regional Director forwards it to the central office of the Department of Education for approval by the Secretary of State for Education. It is then passed to the Chief of Foreign Technical and Economic Aid who prepares the school construction project which will be submitted to USOM and the National Office of American Economic Aid (AEA). The project is submitted to USOM for approval based on available credit. When approval is given, the project is sent back to the Department of Education and the Regional Director of Education.

2. The Construction Phase.

A. Provincial Level.-- In initiating construction, the provincial inspector informs the provincial Public Works Service of the approved project. Public Works is responsible for selecting a site and preparing the building plan for the new school. The building plan is submitted to the provincial education service and the Regional Director of Education. It also is submitted to the central office of the Department of Education for approval. After approval in the Department of Education, the province chief is informed so he can proceed with the bidding on contracts. AEA is notified of the results of the bidding and AEA in turn sends notice to the Regional Public Works Service that construction can begin. The contractor will carry out the actual construction under the supervision of the Regional Public Works Service.

B. The National Level.—

Construction of secondary schools is planned and proposed by the central office of the Department of Education. Education contacts the Department of Public Works to draw up the building plans. The prepared plan is sent to the Department of Education for approval and then returned to Public Works to organize bidding on contracts. The Department of Education must approve the bid and then the whole project is sent to the central office of AEA for approval of the necessary credit.

3. The Payment Phase.

The money which is contributed by American Aid is given to USOM as a result of Washington's approval of USOM's proposed budget for school construction. This money is held and released by the Administrator General of the National Office of American Economic Aid (AEA) in Saigon.

When construction is completed, the contractor sends the bill to the Department of Public Works which forwards it to the regional AEA. AEA then pays the contractor directly. In case there is no regional AEA representative in the province, the National AEA sends the money to the province chief who pays the contractor.

School Construction Plan of the Department of Education.

On March 28, 1956, a committee composed of representatives of the Departments of Education, Public Works, and Finance, met at the Department of Education to work out a plan for expediting the present system of obtaining and using American Aid Funds in school construction. This committee was under the chairmanship of Chief of Cabinet of the Department of Education. The resulting plan was then sent to the President for approval.

After two meetings the committee agreed to arrange a building plan to suit three types of schools:

1. Village primary schools (light construction).
2. Elementary and secondary schools of the province.
3. Special buildings.

In order to avoid the present requirement for an individual architectural plan for every school building, the committee decided to draw up

a standard plan (plan standard) for schools of three, five, and eight classrooms. The Directorate of Public Works of South Vietnam would be responsible for preparing the plan. It was agreed that copies would then be distributed to the Education and Public Works services in every province along with a cost estimate. The province chief, assisted by a local operation committee would direct the construction. This local committee would be composed of the following two sections:

1. An operations section composed of village council members who have some experience in construction
2. A control section composed of the following members:
 - a. one representative of the provincial government.
 - b. one representative of the provincial Public Works service. He will report on the satisfactory completion of the work.
 - c. two parents of students.

Elementary and Secondary Schools of the Provinces.

The Directorate of Public Works of South Vietnam is responsible for preparing a pattern plan (plan type). This is a more flexible plan than the plan standard mentioned above. This is the plan that is drawn for a particular site. (The plan standard is for school buildings of various sizes for all of Vietnam, specifying number of classrooms and other general features.) The province chief will be responsible for administering the construction project.

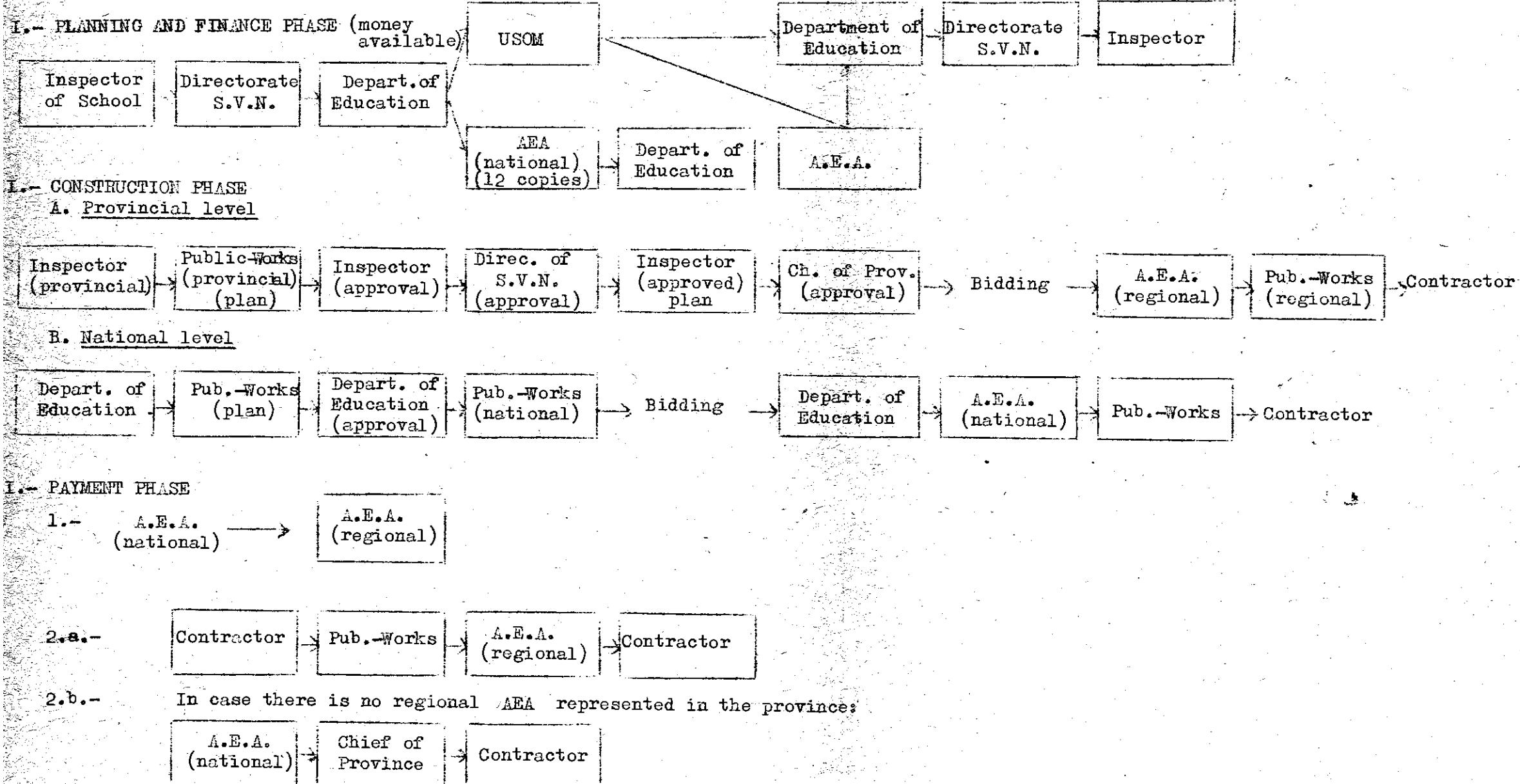
In South Vietnam the bids approved by the province chief must be sent back to the Public Works Directorate of South Vietnam. From there, the bids are sent to the Department of Education to be submitted to the Administrator General of AEA for approval.

In Central Vietnam and the PMS, the bids approved by the province chief must be sent back to the regional directorate of Public Works and if the cost of construction is more than one million piasters, the bid must be submitted to the Administrator General of AEA for approval. If the cost is less than a million, the bids are sent to the local office of AEA for approval. The actual construction will be turned over to the contractor under the joint supervision of the provincial administration and the provincial Public Works service.

Special Buildings.

The term "special buildings" is used to designate university buildings, vocational school buildings, etc. The above-mentioned committee requests aid from the building section of the Department of Public Works for drawing up plans. A private architect, recommended by the Architect's Union, will be engaged to prepare the building plans. The Department of Education and the regional directorate of Public Works will assume joint responsibility in letting contracts to architects. These two agencies also will examine the price lists to estimate costs.

PROCEDURE FOR REQUESTING AND GRANTING AMERICAN AID IN SCHOOL CONSTRUCTION



REPORT

Meeting on simplification of regulation for
building the schools.

On March 28, 1956, the committee met at the National Department of Education, No. 70 Le-Thanh-Ton, Saigon, to study the simplification of regulations for building schools financed by foreign aid.

In the presence of:

Chief of Cabinet of the National Department of Education

Chairman

Inspector of Authorized Expenditures, representative of
the Department of Finances

Member

Director of the Realization Bureau, representative of
the Directorate of Reconstruction

Member

Architect of Public Building, representative of the
Department of Public Works

Member

Deputy General Administrator of Foreign Aid

Member

Chief of the Control of Expenditures Service, Foreign
Aid Fund

Member

Employee of the Service of Aid of the Department of
Education

Secretary

The committee convened at 9:00 a.m.

First the Chairman stated the reason for the meeting and asked the committee to help him find a suitable solution regarding the simplification of regulations for obtaining the authorization to build schools and the effective building of the schools. This would avoid delays once the budget allotted to the building of these schools has been approved by the American Aid Program.

After discussion the committee arrived at the following solutions and will submit them to the approval of higher authorities.

Types of schools

In order to facilitate the preparation of plans and dossiers concerning the building of schools the committee decided to divide the schools into 3 categories.

I. Village - Primary school (using light materials)

The committee agreed that a local operation committee will be responsible for the building of all village primary schools using light materials.

A - Plan.-- The Directorate of Public Works in South Vietnam is in charge of preparing a detailed standard plan and of making the estimates for the building of 5 types of schools: 3 class-rooms, 5 class-rooms or 8 class-rooms. The provincial service of Public Works will follow this model plan and set up a dossier. The Department of Education will print many copies of this plan which will be distributed to the regional directorates of Education, Education services, and Public Works service in the provinces.

B - Dossier for the building of schools.-- The provincial service of Public Works will prepare a list of expenses based on the estimates made in the standard plan and submit it to the approval of the chief of province. The chief of province will immediately establish a local operation committee in the place where the school is needed.

This committee, the composition of which will be mentioned below, will be in charge of the school construction.

The expenses for the building of a village primary school using light materials will be considered government expenses, and a delegation of funds will be made to the chief of province.

C - School construction.-- The local operation committee which is established by the province chief in the place where the construction of a school is needed is composed of:

- a) Operation section: Some members of the village council with experience in construction, invited by the province chief to join the committee. These members may receive small fees corresponding to the salary of an overseer.
- b) Control section: One representative of the provincial administration, a representative of the Public Works service (he may be an overseer) who will make a report stating that the work has been well completed, and two parents of pupils of the province.

II. Provincial Elementary and Secondary schools.

The school construction proposal is submitted according to the following regulations:

A. Pattern Plan.-- The Directorate of Public Works of South Vietnam is in charge of preparing pattern plan and of making the estimates for 3 types of schools: 3 class-rooms, 5 class-rooms and 8 class-rooms, in such a way so the local service of Public Works may modify it easily and rapidly adapt it to the local conditions and the allocated budget.

B. Dossier for school construction.-- The dossier is established by the provincial service of Public Works which will open the biddings. Then the dossier is submitted to the chief of province for approval.

- 1o/ In South Vietnam this dossier is sent to the Directorate of Public Works in South Vietnam, then to the Department of Education which will submit it to the National Committee of Foreign Aid for approval.
- 2o/ In Central Vietnam and P.M.S. the dossier is sent either to the Directorate of Public Works in South Vietnam or Central Vietnam for approval; then it is sent to the Department of National Education which will submit it to the National Committee of Foreign Aid if a budget of over a million piasters is needed. If it is a budget of less than 1,000,000\$, the Regional Directorate of Education will submit it to the local service of Foreign Aid.

C. School construction.-- A contractor will be responsible for the school construction under the control of the provincial service of Administration and service of Public Works. Immediately after the complete dossier has been approved the Province Chief may give orders to start operations.

III. Special Works.

Construction of large secondary schools, vocational schools, or universities.

Concerning the special works mentioned above, the Committee decided to ask the Public Buildings Section of the Directorate of Public Works in South Vietnam to draw a design. A private architect will then draw the plan and supervise the construction of the school. This architect must be recommended by the Architects Association to the Department of Education which in turn recommends him to the Directorate of Public Works of South Vietnam.

The Directorate of Public Works must pay attention to these facts.

- a) Equal distribution of work between capable architects in order to avoid an architect being given too many contracts while his qualified colleagues are neglected.
- b) Study and proposal by higher authorities of special fees to offer architects. These fees will be lower than the present fees which are admittedly too high. The Directorate of Public Works will ask the Architects Association to accept these conditions for the Social Welfare and Education projects.

The meeting ended with a discussion about the delays in the drawing up of plans, and setting up of dossiers for the biddings, in the procedure for obtaining the approval of different offices.

The points mentioned above will expedite the work. Furthermore, the committee will call the attention of the responsible agencies to the delays caused by the long procedure for approval of dossier. At present, according to the report which was submitted to the President, some dossiers are kept more than 15 days by a service before they are transferred or returned.

The meeting closed at 11:00.

The Secretary

Members:

The Chairman

Approved
Saigon, April 4, 1956

NGUYỄN-DƯƠNG-ĐÔN
The Secretary of State for
Education.

Saigon, June 28, 1956

The President of the Republic of Vietnam
to the Secretary of State for Education.
SAIGON

Mr. Secretary:

In reply to your letter No. 6263-GD/NGV dated May 15, 1956 with the report made by the Interministerial Council which met on March 28, 1956 to work out solutions in order to simplify the procedures related to the school construction financed by American Aid, I would like to let you know that:

In general, I agree on all recommendations made by the Interministerial Council in connection with the procedures of setting up the files and approving the work, however I thought it would be better to make the following modifications:

- a- The setting up of a typical plan for small schools, big schools and the estimation of the basic work should be the responsibility of the Directorate of Reconstruction and Urban Planning (replacing the directorate of Public Works).
- b- The estimation of the costs, the organization of the bidding; the control of the construction for which the Interministerial Council has decided to have the Directorate and Service of Public Works responsible should be given to the Directorate of Building and services under its jurisdiction.
- c- Concerning the construction of rural primary schools (category A) according to the government management system, and recognizing that the village council members could not give full guarantee on the construction techniques, it would be better to let the provincial chief have full power to choose those having the technical capability (not necessarily coming from the village) to be in the building committee. The provincial chief will control the construction and be responsible for that construction work.

I would suggest that your department issue the necessary instructions to the responsible services mentioned above and inform the departments concerned.

Sincerely yours,

Signed: NGÔ-DÌNH-DÌEM

Copy of the original
Saigon, July 2, 1956
Director of Cabinet
Department of Education.

HUỲNH-HÒA

REPUBLIC OF VIET-NAM

Department of National Education

No. 6263-GD/NGV

-oo-

Saigon, May 15, 1956

The Secretary of State for National
Education respectfully addresses the
President of the Republic of Viet-Nam
SAIGON

Re.: Memorandum No. 60-TTP/TTP of November 29, 1955 of the President;
administrative letter No. 11.509-ND/NGV of November 15, 1955 of
our Department.

Mr. President,

Following your memorandum re: school plans our department has carried out your instructions and has studied directly with the services interested in the building of schools. A commission including representatives of every ministry and of every directorate met on March 28, 1956, at the request of our department, with a view to improving the procedures concerning the building of schools, and realizing the projects of the foreign aid program in the given time period.

Our department respectfully submits the attached minutes of the commission's meeting for presidential review and respectfully reports the following details to the President.

A. Rural Elementary schools. (light material)

(1) Plans. Our department requested the directorate of Public Works for South Vietnam to draft a plan with full details (Standard Plan), including the list of the reductions of basic operations previously planned for the construction of 3 categories of schools; schools with 3 class-rooms; 5 class-rooms; and 8 class-rooms. This will permit the provincial Public Works services to start preparing the construction projects based on the model to save time in drafting a plan.

Our Department will have these plans printed in many copies. Those copies will be sent to directorates and services of Education and services of Public Works in the provinces.

(2) Building file. The Public Works service of the province intends to make the list of the reductions of expenditures based on the list of the reductions of basic operations annexed to the original plan, and submit it to the chief of province for his approval. The Chief of Province will immediately summon a local commission to the place where the school is needed and order the execution of work (the part of local work shall be mentioned below).

Expenditures for building rural schools with light materials will be settled under state management by entrusting the funds to the Chief of Province.

(3) Building. The local Building Council in places where schools are to be built will be organized by Province Chiefs, as follows:

- a) Operational section.-- A number of individuals with building experience from the Village Council will be designated by the Province Chief. They may earn an allowance equal to the salary of the foreman of a road crew.
- b) Supervisory section.-- A representative of the provincial administration, a Public Works service's representative (who might be a supervisor) and 2 parents of local students will be in charge of setting up a check list of completed works in order to show that the work has been fully accomplished.

B. Secondary and Primary schools in Provinces.

The building will be done by those awarded the bids.

(1) Our Department requested the Direction of Public Works for South Vietnam to draw up a pattern plan including an estimate of basic needs for 3 categories of schools: 3 class-rooms; 5 class-rooms; 8 class-rooms schools, in order to give to the local Public Works service a structure which can be altered easily and rapidly so as to be well adapted to each place and allotted budget.

(2) Building record. The provincial Public Works service establishes the building records and immediately calls for bids and then submits the records to province chief for approval.

a) In South Vietnam, the bid approved by chief of province should be sent to the Public Building Division (Direction of Public Works for South Vietnam) to be checked on then sent to our department.

b) In Central Vietnam and P.M.S., the bid approved by province chief should be sent to the North or South Public Works District for checking up, then sent through the following channels:

- The Department of National Education, the Foreign Aid General Management Directorate for controlling and approval, in case the project exceeds one million piasters.
- The Department of Education, then to the Regional External Aid Management Office for control and approval, in case the project is less than one million piasters.

C: Building.

The building task is entrusted to a contractor who works under the control of the provincial Administration and the Public Works service. After submitting the bid for approval, the province chief can give the order to start urgent works which the Direction of Education or the Department of National Education have recommended.

D. Special Work: Building of big secondary schools, professional schools, or universities.

In reference to special works, our department has decided to have the Public Building Division of the Direction of Public Works for South Vietnam make sketches and give them to an architect who must draw up plans and work records. A private architect, to be entrusted with the work, has to be introduced to the Department of National Education by the Direction of Public Works for South Vietnam following the suggestion of the Architect's Association.

In comparing the above mentioned new procedures with old ones we find that with the new procedures the period for drawing up plans and records and for checking and approval of various offices can be reduced from 7 months down to 2 or 3 months.

Comparison

The building of rural elementary schools with light material

<u>Old procedures</u>	<u>New procedures</u>
- The Public Works service draws up plans and work estimates 2 months	- A single plan and estimate of basic work are already available: The Public Works service establishes a detailed list of expenditures, submits to chief of province for approval and hands over to the local building council for carrying out. All this will take about <u>1 to 2 months</u> only. Expenditures are settled under National Management. The External Aid General Management Directorate will entrust the funds directly to Province Chief.
- The Public Works service submits the records through the Primary Education Inspection Office, province headquarters Direction of Education and the External Aid Management Directorate for approval. The records go back through the same system 2 months.	
- Bidding and establishing bid records. 1 month.	
- The submitting of this record through province H.Qs., headquarters directorate of Education, directorate of Public Works, Department of National Education, directorate of External Aid General Management Office for approval and the return. 2 months.	
Total: 7 months.	Total: 1-2 months.

The building of Primary or Secondary Schools in provinces

<u>Old Procedures</u>	<u>New Procedures</u>
<ul style="list-style-type: none"> - The period for drafting plans establishing work estimates obtaining the approval before bidding, establishing bids records and for submitting the records through various directorates and the departments for APPROVAL is about the same as above. 	<ul style="list-style-type: none"> - Already having the pattern plan and the basic work estimates, the Public Works service has only to slightly alter the plan according to local conditions, and to set up detailed figure of expenditures following local prices in order to have it fit the specified amount. Present the plan to province chief for approval and to give out bids. . from 1 to 2 months. The setting up of bid records and the submitting it (through the directorate of Public Works our department and the External Aid General Management directorate only) takes 1 month.
Total: 7 months.	Total: 3 months

The Building of Big secondary schools, professional schools and and universities

The only difference that exists between new and old procedures is that the drawing up of plans, detailed figuring of expenditures, establishing of bid record and the conducting of works are put in the hands of a private architect owing to the fact that the directorate of Public Works is often too busy with many other works to carry out the work rapidly. So the work period can be reduced from 7 or 8 months down to 2 or 3 months (this can be fixed within the terms of the contract signed with the architect).

May we cite a concrete example by comparing the building of the National Library and Center Zone of Culture with that of the National Normal School:

National Normal School

(the building took place in 1955)

- About 3 months for drafting the plans.
- 2 months for establishing records on figures of expenditures and for giving out bids.
- 2 months for establishing bids record and for submitting it through various departments and directions for approval.

Total:

7 months.

National Library and CenterZone of Culture (to be built in near future)

- Direction of Public Works for S.V.N. draws up sketches in 1 month.
- The private architect drafts plans and establishes figures of expenditures in $1\frac{1}{2}$ to 2 months.
- 1 month for giving out bids establishing bid record and for submitting it through the Direction of Public Works. Department of National Education and the ~~External~~ Aid General Management Directorate for approval.

Total:

3 to 4 months.

Reviewing details above, especially concerning the building of rural elementary schools, it is noted that chief of province, the local representative, should have increased authority to check and approve the list of expenditures and to establish the local building council, in giving orders for carrying out the work. He should be entrusted with the funds; and have right to settle expenditures under state supervision.

The simplification of formalities on building, in this case is very important since the USOM has planned to give very abundant aid for the next year.

Besides, for the building of primary and secondary schools in the province, the province chief should have the right to check and approve records from the technical point of view before giving out bids. He

should submit them to the External Aid General Management directorate for checking and approval from the financial point of view. The province chief may give orders for immediately starting urgent works, upon the request of the directorate of Education or the Department of National Education.

Our department respectfully requests the President to approve the above mentioned suggestions and to give authorization for execution in order to carry out the building of schools in time with the projects of the USOM.

Yours respectfully and very truly.

Signed: NGUYỄN-DƯƠNG-ĐÔN
Secretary of State for Education

PART III

POPULAR EDUCATION

Popular Education

Organization of Popular Education.

At the present time, the prime objective of popular education is to combat illiteracy. Although in some instances the scope of the program is broader, instruction in reading and writing is the dominant emphasis of most popular education courses. Popular education courses are divided into two types --- those for adults and those for children.

Accelerated Courses for Children.--- Courses for children are organized into two terms. The first term concentrates on oral instruction in reading and writing. The second term includes exercises for those who have learned enough for actual reading and writing assignments. Course material includes reading on hygiene, history, and other subjects in general education.

Upon completion of both terms, the student receives a certificate which enables him to enter the regular primary school. There he will be placed in the cours preparatoire or cours elementaire (generally equivalent to second and third grade respectively) depending on his level of advancement. Accelerated courses are organized specifically for areas where there either are no regular schools or the existing schools are inadequate.

Adult Classes.--- The classes for adults also are organized in two terms of four months each. Students range from sixteen to fifty years of age and since most are occupied during the day, the classes are held in the evening.

Instructors.--- Instructors for popular education must have at least the Certificat d'Etudes Primaires and, in addition, meet certain basic health requirements. Prior to teaching, these instructors must attend a two week training course in the primary schools. Each instructor teaches from twelve to fourteen hours a week. Provincial inspectors are responsible for inspecting the popular education courses in addition to their responsibility for inspecting the regular elementary courses.

The minimum monthly salary for single teachers is 1000\$ and 1500\$ for married teachers.

Financing.— Popular education is further divided according to means of financial support. Public popular education is supported by the national budget and American Aid. Private popular education is supported by private sources — voluntary aid agencies, local associations, private contributions, etc. Public popular education is administered by the Department of Education while private popular education is not.

Facilities.— There are no buildings constructed specifically for popular education. Classes are held wherever there is available space — in the school building for evening courses; in the pagoda; the information hut; and in the home of the teacher. Textbooks are supplied by the Department of Education without charge. Fifty libraries, intended to supplement the course material, have been established throughout Vietnam. Of these, thirty are located in Central Vietnam.

The Anti-Illiteracy Campaign.

In a concerted effort to reduce illiteracy in Vietnam, the Department of Education has launched an anti-illiteracy campaign designed to enlist all available assistance, not only in Education, but in other departments as well. Originally planned as a four month campaign, it is now envisaged as a more prolonged effort. The following reports are the result of the planning meetings held to organize this campaign. They outline the proposed organization and they clearly define the goals of this campaign.

Arrêté Outlining Current Popular Education Curriculum

POPULAR EDUCATION (Curriculum)

To fight against illiteracy which is caused by the lack of schools in certain communes and by the people's poverty, the Department of National Education, according to arrêté No. 18/GD of 9/3/1949, has created Popular Education. It is composed of:

- 1) Intensive elementary education classes organized in localities lacking communal and primary schools, designed to receive illiterate children from 5 to 18 years old. The length of the course is 9 months.
- 2) Adults' classes reserved for people over 18 years old. The length of the course is 4 months.

Studies program1. Intensive elementary Education class.

- a) Reading and Recitation: -- to teach the students how to read and write the National language (Quốc-Ngữ), recitation, pronunciation and diction.
- b) Copying, dictation and writing: -- Copying dictation of words already learned and short paragraphs of 3 or 4 lines from selected reading materials.
- c) Vocabularies: -- Use of common words selected from reading and recitation lessons.
- d) Composition: -- Sentences to be completed, answers to questions.
- e) Ethics: -- Duties toward oneself, one's family, one's country, and others, etc...
- f) Civics: -- No lessons, but talks on the village the hamlet, the police, the communal administration, the administration delegation, the province, the duties of the administration delegate and of the province chief, the duties of a citizen, public hygiene, laws, military service and the duty to pay taxex.

- g) History: -- No lessons to be copied down. The instructor tells the story about the lives of great men and national heroes.
- h) Geography: -- Study of geographical terms, natural resources of the locality, the seasons, the cardinal points.
- i) Arithmetic: -- Practical exercises relative to daily life; fast mental arithmetic; the four fundamental operations; and the measuring system used in the rural areas.
- j) Useful Knowledge: -- Observation exercises, hygiene, agriculture, breeding, local industry.
- k) Physical Education: -- 30 minutes every morning.
- l) Singing: -- Learn tunes of various types.

2. Adults classes.

- a) Reading: -- To teach the students to read and to write the national language (Quốc-Ngữ) proficiently. Reading of short pieces relative to hygiene, civics instruction, and history.
- b) Spelling: -- Dictation of sentences already learned; short pieces of 3 or 4 lines.
- c) Arithmetic: -- Practical exercises on the 4 fundamental operations. Mental and fast oral arithmetic.
- d) Practical hygiene: -- Practical exercises or talks on body hygiene, nutrition, clothing, healthy living; public hygiene in the hamlet, the village; prophylaxis of common diseases and contagious diseases; care given to sick persons.
- e) Civics: -- Talks on the rights and duties of a citizen; administrative organization of a village; organization of an administrative division; organization of the province, and of the state.
- f) History: -- Origin of Vietnam; the Vietnamese people and their expansion to the South; historical areas; and revolutionary movements.
- g) Geography: -- Talks and copying of 5 or 6 lines. Physical, political, and economic geography of each locality, of each region, and of all Vietnam.
- h) Singing: -- National anthem and traditional songs.

REPORT ON PLAN FOR THE ANTI-ILLITERACY CAMPAIGN.

Meeting on the Anti-Illiteracy Campaign at the Department of Education under the chairmanship of Mr. NGUYỄN-DƯƠNG-ĐÔN, Secretary of State for Education.

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One June 6, 1956 at 10:00 A.M. a meeting on the anti-illiteracy Campaign was held at the Department of Education under the Chairmanship of Mr. NGUYỄN-DƯƠNG-ĐÔN, Secretary of State for Education.

Present at the meeting were the following members:

- Director of Cabinet
- Secretary General
- Director General of Education
- Attaché of Cabinet
- Director of Primary and Popular Education
- Director of Education for South Vietnam
- Chief of Foreign, Technical and Economic Aid Service
- Chief of Personnel Bureau of Primary Education
- Chief of Bureau of Foreign Aid for South Vietnam
- Chief of Press and Information Bureau at the Department of Education.

The Secretary of Education opened the session by briefly stating the reason of the meeting. Then he read the circular (110-181-TTT/TTK on June 1, 1956) of the Secretary of State at the Presidency answering his letter concerning the request he had made concerning the anti-illiteracy campaign for Free Vietnam.

The Secretary of Education wanted this circular sent to the chiefs of province and the chiefs of provincial Education service along with the copies of the present regulations applicable to Popular Education.

Each chief of province will receive 12 copies of this circular and each chief of provincial Education service three copies. Copies also will be sent to the regional delegates, along with the Secretaries of the Interior and Information in order to get their cooperation.

There also will be a circular from the Department of Education enclosed with the above documents requesting the chiefs of province and the chiefs of the provincial Education service to encourage the anti-illiteracy campaign depending on the conditions in each province. The province chief will assume the major responsibility to the Department of Education and the Presidency concerning the application of this circular. The problem of illiteracy in each province must be solved as soon as possible.

I. The program of the anti-illiteracy will be based on the principles of self-sufficiency of each province and village.

A. The Anti-Illiteracy Campaign.

From this summer onward, the Department of Education will organize an anti-illiteracy campaign which will be divided into many phases under the direction of various organizations and students.

Phase I will be devoted to the anti-illiteracy campaign.

Phase II will be devoted to the improvement of general education of the public. To realize this program the Department of Education will have to appeal to older students of each province. These students will be divided into groups who will work for two hours a day for a period of three weeks (each group will take turns). The provincial chiefs will provide room, board and transportation facilities for the students with the collaboration of local administrative authorities. Expenses will be taken care of by the provincial chiefs and the local administrative authorities according to the appropriated means.

B. Committee on Anti-Illiteracy.

In each province a committee of anti-illiteracy will be established. This committee will be composed of the following members:

- A number of officers (students' parents, various associations' representatives)
- The function of secretary will be assumed by the chief of the provincial Education service.

According to the Secretary of Education, the chiefs of province have the duty to form this committee right away then send the names of the members to the Presidency. They will take full responsibility toward the government and the Department of Education for the results of the campaign. The chiefs of provincial education service will collaborate with them.

C. Various Anti-Illiteracy Campaign Groups.

Despite the fact that an anti-illiteracy committee will be created, the various groups which have been very active in the illiteracy movement will be encouraged to go on in their work as before. The chiefs of province must help them to do so if these groups have achieved outstanding results in the past.

The Secretary of Education suggested that the principles applied to the semi-official schools also could be applied to these groups. The creation of semi-official schools does not aim at competing with, or abolishing the private schools. The government must help them in order to arrive at a useful common purpose.

D. Competitive Examination Between the Provinces.

After each term there will be a competitive examinations (based on population and the remaining member of illiterates).

A reward will be given to the province which has the lowest illiteracy rate (either medals or certificates, etc...).

II. Methods used to accomplish the project.

In order to obtain quick results Mr. TRAN-BA-CHUC, suggested that certain steps be taken. All the members of the meeting approved this idea. However, those who are in charge of this matter must take great care in this regard.

According to the Secretary of Education, the illiterates must not be tolerated, especially those who live in an area where conditions are favorable to the development of education.

Therefore a short circular dealing with each matter will be issued to state clearly the measures taken by the chiefs of province concerning the application of these measures.

Compulsory actions should be taken in places where popular education classes have already been organized and less strict in those which have none. For punishment there will be the following measures:

- a) Determine a definite period in which the illiterates must attend school. After this period if they do not do so they will be denounced by those who are in charge of the popular education.
- b) If they repeat they will be kept for several hours either at the police headquarters or village headquarters.

In addition, the members of the meeting suggested the following measures.

1. Create a special seal for propaganda to stamp on the identification card. The seal will bear the following words: "Active participation in the anti-illiteracy campaign". It will be stamped on the envelopes and official letters. To facilitate the control the Department of Education will issue a model of the seal which will be sent to the chiefs of province. The latter will have this seal made to stamp on the identification cards of those who have completed the popular education courses. This function will be performed by the local administrative authorities after each school term. Before stamping the identification cards the local authorities have the right to check the pupils' knowledge. If they cannot read and write they will be refused the privilege of having their identification card stamped. After each stamping the names of the pupils, the names of the officials in charge, the number of their I.D. cards, and the place where these were issued will be recorded in a book.

Copies of their names will be sent to the chiefs of province, the chief of province Education service so they can report to the Department of Education. The chiefs of province will send policemen to control I.D. cards in every house and in the streets.

The committee will discuss which age group should be exempt from this regulation and which ones should be taken care of first.

The Secretary of Education suggested that no details be given out. The circular will only call the attention of the committee to the local conditions and will decide which order should be followed and which policy should be applied.

2. Methods of teaching: The Secretary of Education thought that popular education classes should not last too long. An hour or an hour and a half for each session, would be sufficient.

3. Organization of afternoon classes: Usually, the popular education classes begin at 6 or 7 p.m. and finish at 8 or 9 p.m. The Secretary of Education wants to organize afternoon classes lasting from 45 to 60 minutes especially in big meeting places such as the market, factories etc.

He also suggested the application of the following principle — the teachers should look for pupils and not the pupils look for teachers.

4. Printing of books: In regard to school materials, several members of the meeting suggested that the local authorities be responsible for the printing of books. The books would be less expensive if the Department of Education were to print them and this would also save the transportation costs. But other members suggested that in order to keep uniformity materials should be printed by the Department of Education. The bidding system will be adopted. A price limit will be set and the person who offers the lowest price will take charge of the printing.

III. The problem of subsidies.

Although the provinces and the villages must be self-supporting, the Department of Education will give a contribution to its budget and

ask the Presidency and the American Adi Program to subsidize the provinces with the following conditions:

1. Distribution of the subsidies to the province.--- The department will distribute the money granted to the province according to the population, the number of illiterates (The provincial Education services will set up statistics) and the department will control the expenditures. Only the province chief can cash the checks of the Department of Education before engaging any expenses, the chief of province must have the approval of the anti-illiteracy committee. Apart from the subsidies granted by the Department of Education the provinces have to regulate expenses of the whole year. The subsidies granted by the Department will be given every six months.

2. Raising funds for the budget.--- Because of the self-support principle, the provinces and villages can organize a fund raising campaign. Each province should operate for itself so that there will be successful results.

3. Problem of "Cadres".--- According to the self-support and minimum expenses principles the chief of province should never make the teachers of popular education feel that they are or will be government employees. They will ask for privileges which the national budget cannot satisfy. It would be better to appeal to their sense of duty instead and, if necessary, to grant them a small allowance. In addition when there is a recruitment of personnel the government will give them priority, provided they meet the necessary requirements.

In regard to this matter, a member of the committee proposed to send a circular to all chiefs of province asking them to recruit teachers. There must be a guarantee concerning their patriotism.

4. Problem of Popular Education cadres.--- A member of the meeting drew the general attention to the necessity of solving the present situation of popular education cadres since teachers have received their allowances. The department will mobilize them for the promoting of the campaign especially in the areas where there is no popular education

organization. The rest of cadre will be integrated into communal and elementary schools.

IV. Realization of the proposed campaign.

The Secretary of Education entrusts the Directorate of Primary Education with the responsibility of preparing and them mimeographing all regulations and circulars dealing with anti-illiteracy campaign to send them to provincial chiefs, chiefs of Education services, regional directors government delegates, Secretaries of State for Interior, Information and the Presidency (to submit them to the President).

V. Control.

The regional director of Education, inspectors and the personnel in charge have the responsibility of inspecting and promoting the campaign.

VI. Propaganda.

The Press Information Bureau of the Department of Education has the duty of writing articles on the anti-illiteracy campaign, after committees have been set up in the provinces member of the campaign will start to develop statistics on population and illiteracy. More plans or projects will be sent to the Department which will organize a campaign opening ceremony at central office and provinces.

The meeting ended with the following opinion of the Secretary of Education:

Up to now the Department of Education has not been successful in the anti-illiteracy campaign because it did not have sufficient power. But now with the reform in administration allowed by the President the department hopes to entrust the provincial chiefs with the carrying out of the department's project. Nevertheless, apart from emergencies the department will not abuse its newly granted power and thus hinder the encumbered work of the administration section.

The report of this committee with the information (circulars, regulations) on anti-illiteracy campaign will be submitted to the President for approval before being sent to the department, delegations and provinces for realization.

The meeting closed at 12:00.

REPUBLIC OF VIETNAMDepartment of Education
No. 370-GD/CV/TT

Saigon, 23th July, 1956

The Secretary of State for Education to:
The Prefects, Mayors and Province Chiefs.Summary - Anti-illiteracy campaign.

Relying on document No. 181-TTP/TTK issued on June 1, 1956 by the Secretary of State for the Presidency, also responsible for the Department of Interior, I have the honor to send you the program of the anti-illiteracy campaign so that you may carry it out according to the local conditions.

I. The principal points of the anti-illiteracy campaign:

1. To start this anti-illiteracy campaign in the provinces, cities, districts, villages.
2. Propaganda slogans to be used.
3. To obtain the participation of all students and personnel of different services in the campaign.
4. To establish an anti-illiteracy committee in all provinces.
5. The currently operating groups are to continue their campaign.
6. Reports of the activities of the anti-illiteracy campaign.
7. To establish competitive exams to compare the results of the campaign in different provinces.
8. Compulsory attendance and illiteracy tests.
9. To make special seals to be placed on identity cards.
10. People from 13 to 50 years old will be taken care of first.
11. Management of American Aid Funds allotted to the anti-illiteracy campaign and establishment of local budget.
12. Situation of the personnel operating in the campaign.

13. Position of the Popular Education agents.
14. Situation of Popular Education teachers.
15. Controlling and promoting the campaign.
16. Duration of each session.
17. Program and schedule of the popular education classes.
18. Organization of popular education classes in market places, factories etc.
19. Alphabet Method.

II. Plans for the realization of the program.

1. To start the anti-illiteracy campaign in provinces, cities, districts, villages observations have shown that 20% of the population are illiterate and we have decided to set up a campaign called "Anti-Illiteracy Campaign Throughout Free Vietnam."

After having the approval of the Presidency we decided to take the provinces and cities as units, the prefect or province chief will be the supervisor responsible for the results of the campaign and the chief of the service of Primary Education in the province city will be the most important collaborator of the prefect or province chief.

The director of the service of Education is responsible for promoting the activities of the campaign.

2. Propaganda slogans used in the campaign. In the propaganda for the anti-illiteracy campaign you are requested to use in the provinces, cities, districts the seal saying "Give your active participation to the anti-illiteracy campaign" which will be printed on all envelopes, papers, and documents.
3. To obtain the cooperation of all students and personnel of different services in the campaign. The anti-illiteracy campaign

is organized throughout the country. The opening and closing days are decided by the prefect or the province chief according to the local conditions.

In the campaign, students of sixteen years of age and over, information cadres, Civil Guard, Civic Action cadres, and all volunteers and members of all associations are invited to join in the campaign in order to organize popular education classes and become volunteer teachers. The students responsible for these classes only work during the summer vacation.

Each popular education class meets a maximum of 2 hours a day. These classes will be established in the places where there are no popular education classes, or in the places where these classes are insufficient.

With the collaboration of the local administrative services you are requested to provide, accomodation, food, and transportation to the agents of the anti-illiteracy oampaign.

4. Establishment of an anti-illiteracy committee in the provinces and cities. A committee placed under your direct supervision should be immediately created, which will be responsible for promoting and organizing anti-illiteracy campaign.

Composition of the Committee:

- Chairman: the prefect or the province chief
- Deputy chairman: an influential man of the province
- A treasurer also responsible for administrative affairs, appointed by the prefect or province chief to whom he is responsible.
- Members (representatives of the association of students parents, of different services and associations)
- A secretary: the chiof of Elementary Education

The prefect or province chief will send the list of the Committee to the Department of Education which will submit it the approval of the President.

5. The existing groups are to continue their campaign. An anti-illiteracy committee will be established in the provinces and cities. The groups which are existing now are to continue their anti-illiteracy campaign, if you think it desirable that subsidies be granted to these groups so they may carry out their program more efficiently.
6. The report on the activities of the anti-illiteracy campaign. In order to boast the results of the anti-illiteracy campaign in your area, and to publish them in the newspapers and to find solutions for the campaign to get the desired results, we request that before the opening of the campaign, you send a report to the Department of Education on the situation of popular education in your area:
 - The population, the number of people who are literate and the number of people who remain illiterate
 - The actual means
 - Needs
 - The suggestions for improving the campaign.In addition, after each month and each term, reports with the following details will be sent to the Department of Education:
 - a. The number of classes, number of teachers (male and female) who have received their fees, number of students (male and female) classified according to age, (specify clearly the number obtained by the campaign and those by private organizations which do not belong to the campaign).
 - b. The financial state of the campaign.
 - c. Results achieved (number of people who can read and write, and number of those who cannot).
 - d. Control the work already achieved.
7. Competitive test between different groups. In order to develop the anti-illiteracy campaign so that it can obtain good results we request that competitive tests between different districts

should be organized after each school term. This test will be based on population; number of illiterates at the beginning of the campaign; number of people who can read and write along with working means (financial means etc...).

There will be also competitive test between provinces and cities on the national level after each term.

Medals, and awards will be granted to organizations or individuals who have contributed greatly to the anti-illiteracy campaign.

The functionnaires will be of various services who have participated actively in this campaign, and they will receive good grading.

8. Attendance is compulsory in order to solve the illiteracy problem.

The illiteracy problem is the important one which has to be solved in a short period of time.

To achieve good results we have to be energetic. However, we have to depend on the circumstances and act accordingly. The attendance is compulsory in places where there are enough classes for popular education and less strict in places where the illiteracy campaign is not fully organized.

To carry out this measure, we suggest that the following regulations should be applied:

- Fixing the length of time for attendance. If the illiterates do not observe this regulation for the first time, they will be warned. If they repeat again, they will be retained at the police or village headquarters for few hours. The officials will be notified when the illiterates get the warning.

In order to make the compulsory attendance more effective, illiteracy tests will be prepared. The committee for anti-illiteracy will fix the rules of the illiteracy tests according to the conditions of each region. One important thing to be

remembered is to avoid pretension and lack of tact which may hurt the feelings of those who are subject to these tests.

9. The seal to be placed on identity cards. For the control of the progress of the students, we recommended making a seal following the above pattern to be placed on identity cards.

Can read and write
Controlled
March 195

At the end of each term, the chief of the local administrative service will be responsible for placing the seal on identity cards, after the students have taken a test. If they cannot read and write, the seal is not to be placed on their cards.

Furthermore their names, the number of their identity cards, and the place where they were issued should be registered in a special book. Two copies of this book should be made, one to be sent to the prefect or province chief, the other to the chief of Elementary Education and both of them will submit reports to the Department of Education!

In the cities, the prefect or province chief can appoint a high ranking fonctionnaire for placing the seal.

10. People from 13 to 50 will be taken care of first. The anti-illiteracy committee, taking into consideration the local condition and the diligence of the population will decide what are the people who should be taken care of first.

But it is desirable that the committee pay attention to the people from 13 to 50 years old.

11. Subsidy for the anti-illiteracy campaign and creation of the local budget. The department will grant a subsidy of its own and also ask the Presidency for subsidies for the provinces to carry out anti-illiteracy campaign.

The subsidy will be based on the population, number of illiterates and the economic situation of the provinces. It will be granted once every six months.

Only then can the project and province chief cash checks from the department. The department will control the expenditures of the provinces and cities involved in the campaign.

The anti-illiteracy campaign will be launched on a self-supporting basis, so the above mentioned subsidy is not adequate to cover all the campaign expenditures in your local area. It will merely help the anti-illiteracy committee start the campaign and get it going when no funds are available yet. You should, therefore take the appropriate action (a drive, theatrical performances, athletic demonstration etc...) to build up funds for the whole year.

12. Situation of the personnel working for the campaign. As the provinces, cities, villages will have to be self supporting, I request you to appeal to the serving spirit of all in order to have voluntary instructor for the popular courses to be opened. However, a small allowance may be granted if necessary. Don't pay them as functionaries, however, less they may ask for other privileges beyond the possibilities of the department. They shouldn't request things which can't be provided by the national budget.

However, when there is recruitment of personnel for the administrative agencies, these persons will be granted privilege if they have fulfilled the condition outlined in the recruitment regulations.

Gentlemen, I would like to call your attention in the choice of instructors who have the national spirit.

13. Situation of the cadres of Popular Education in this campaign and congratulations to the enthusiastic civil servants.

In an effort to implement and to speed up the activities of the anti-illiteracy campaign, the cadres of Popular Education have the following duties:

- a. To cooperate closely with the anti-illiteracy committees of province, town for the organization of the popular education classes.
- b. To control the existing classes and those of the campaign. Those civil servants who participate effectively in the popular education will be congratulated, awarded medals, and honorary certificates.

14. Situation of the popular education cadres of the campaign: Based on the principles of self sufficiency, the campaign engages only the volunteer instructors who are paid with a small subsidy if necessary.

Therefore, the present cadres paid by national budget or American Aid will resume their duties until the end of the course.

Finally, if you find them eligible and capable, you may propose to the Department of National Education to recruit them as daily or contractual teachers for elementary schools.

15. Controlling and supervising the campaign.

To have the Anti-Illiteracy Campaign make progresses in a strong and effective way, my department has confided the control and the supervision of the campaign to the Director of Primary School and Popular Education Direction the directors of Education of the regions, the Chief Inspector of Popular Education.

16. Period of each campaign course.

In principle, the duration of a youth education course is fixed at 4 months.

Considering that 2 months are enough for students above 13 years of age to know how to read and write, and one month for reading fluently, each campaign course will have a duration of 3 months. There will be 6 study periods a week, each period a duration of one and a half or 2 hours. In the third month, the students will have reading and we will explain the texts on

history, geography, civic education, elementary sciences, extracted from popular education books issued by the Education Department.

However, in the noon classes (located in the market or in the factories) the duration fixed to each course could be doubled owing to the fact that each time they only have 45 minutes.

17. Programme and schedule of the campaign course.

The programme includes the following subjects:

- a. Reading and writing the national language fluently (Quốc-Ngữ).
- b. Reading and writing numbers, oral and mental calculating, learning the 4 operations, the problem (data taken from daily life in the village and factories etc... according to the activities of each region).
- c. Elementary notions necessary to a citizen;
 - 1) Civics
 - 2) Hygiene
 - 3) Geography of each area, each region and of the whole nation (drawing the attention of the students on politics and economics).
 - 4) History of Vietnam and its independence. (the glorious days, the heroic examples).
 - 5) Singing (the national anthem and marches in order to stimulate patriotism and encourage the people's spirit).

When the student begins reading the national language (Quốc-Ngữ), the instructor will extract texts from popular education books (such as civics, elementary sciences, hygiene, geography and history of Vietnam) issued by the Education Department, and explain him the sense of these texts and have him read them over.

In principle, there are 6 school days a week, from Monday to Saturday. According to the convenience of each place (city, country), the class is fixed either at noon, in the afternoon or in the evening.

The ~~in~~ instructors will base on each regional situation to apply the following schedule:

S C H E D U L E :

12 hours-a-week classes (each time 2 hours, 6 times a week)...

~~Please add and subtract~~ :

Duration	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 hour	Reading	Reading	Reading	Reading	Reading	Reading
30 minutes	Writing	Writing	Writing	Writing	Writing	Writing
30 minutes	Exercise	Exercise	Exercise	Exercise	Exercise	Exercise
	Arithmetic	Arithmetic	Singing	Arithmetic	Arithmetic	Singing

SCHEDULE

for 9 hours-a-week class (6 study periods a week. Each period lasts 1:30)

Duration	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
45 minutes	Reading	Reading	Reading	Reading	Reading	Reading
30 minutes	Writing	Writing	Writing	Writing	Writing	Writing
15 minutes	Arithmetic	Arithmetic	Singing	Arithmetic	Arithmetic	Singing

SCHEDULE

for 4:30-a-week and 6-hours-a-week classes (6 study period a week. Each period lasts from 45 to 1 hour).

Duration	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
45 or 30 minutes	Reading	Reading	Reading	Reading	Reading	Reading
	Writing	Writing	Writing	Writing	Writing	Writing
15 minutes	Arithmetic	Arithmetic	Singing	Arithmetic	Arithmetic	Singing

18. Organization of popular education courses in markets, factories.

The best thing an instructor can do to make the anti-illiteracy campaign effective is to get people enrolled and studying diligently.

In places where there are firms, factories, markets, refugee camps, and jails, the instructor will obtain the agreement with the authorities or directors to establish the list of the illiterates to open on-the-spot classes.

These courses will be held in the afternoon or at an hour convenient to the instructor and the attendants. There will be six study periods a week. Each will last one hour or 45 minutes.

Gentlemen,

I hope that the anti-illiteracy campaign will be implemented as soon as possible so as to put an end to the illiteracy in your area.

It is with that conviction that I end my message.

Best wishes for your success.

NGUYỄN-DƯƠNG-ĐÔN,

Secretary of State for Education.

PART IV
SEMI-OFFICIAL SCHOOLS

The Semi-Official School Plan.

One of the most recent proposals of the Secretary of Education for decentralization of authority and responsibility in the department is the plan for establishing semi-official schools. The attached arrêtés (June 27, 1955; May 21, 1956; June 22, 1956) outline the requirements for a school to be classified as semi-official. As proposed, the advantages of the plan can be summarized as follows:

1. The initiative for establishing the school, and the responsibility for administering it, fall on the local authorities, i.e. provincial and municipal.
2. This type of school is financed by the students' tuition, (which is lower than in private schools), government subsidies, and contributions by the community.
3. This plan should develop communal responsibility in the present need for expanding primary and secondary education in Vietnam.

The advantages and disadvantages of the plan are realized most graphically in the one outstanding example of the semi-official school plan in action --- the Lê-Qui-Dôn school in Nhatrang. The following is a descriptive outline of this project.

History.--- The Lê-Qui-Dôn school was created by a presidential decree in 1955. In September of that year, the Province Chief of Khanh-Hoa province, assisted by the parents of the students, launched the project by forming the semi-official secondary school. The project was planned in September and the school opened in October. The students' parents contributed 1000\$ each, deductible from the tuition, and a subsidy was obtained from the government to meet the remaining cost of establishing the school.

A plot of ground was obtained in a new quarter of Nha-Trang, a section largely inhabited by refugees. American Aid supplied the steel frame for the building and a corrugated steel roof. The expenditures for the community and subsidy were for the floor, walls, and wooden ceiling in eight classrooms as well as the furniture and instruction material. This

amounted to 260,000\$. At present, there are eight classes from the 6th to the 2nd courses of secondary level. There are 500 students, both male and female.

Administration: An Administrative Council and the Director of the School are responsible of the administration and direction of the Lê-Qui-Đôn school. The Administrative Council is presided by the Province Chief and the committee assisting the President is composed of various important citizens of the community --- the Director of the official college; a doctor; and parents of the students. This is the Administrative Council for all of the semi-official schools in the province (there is one at Ninh-Hoa, 34 kilometers from Nha-Trang and another at Diêu-Khanh, 10 kilometers from Nha-Trang). The director of the school is appointed by the Administrative Council and he is responsible to the council in administrative and political matters. For technical questions, he is responsible to the Regional Director of Education.

Recruitment.--- The teachers for this school have been recruited in Nha-Trang. This has been the task of the director and he recommends the candidate to the Administrative Council for approval. Secretaries and other help are hired in the same manner. Since authorization for salary lies with the Administrative Council, there is no delay in receiving initial salary. Several of the professors also teach in the nearby private school.

Inspection.--- The responsibility for inspecting the courses of the first cycle rests with the inspectors of science and letters from the central office in Saigon. The courses of the second cycle are inspected by the regional inspectors. This is the same system for all secondary schools throughout Vietnam.

Finance.--- This school is supported by the tuition of the students and a subsidy from the government. The money for the subsidy comes from a credit in the Department of National Education budget. The tuition is lower than that of the private schools in Nha-Trang. The present monthly tuition is as follows:

7th course --- 150\$
6th course --- 160\$
5th course --- 180\$
4th course --- 200\$
3rd-2nd course --- 300\$

At the time of the founding of the semi-official school, the interim tuition for these courses ranged as follows:

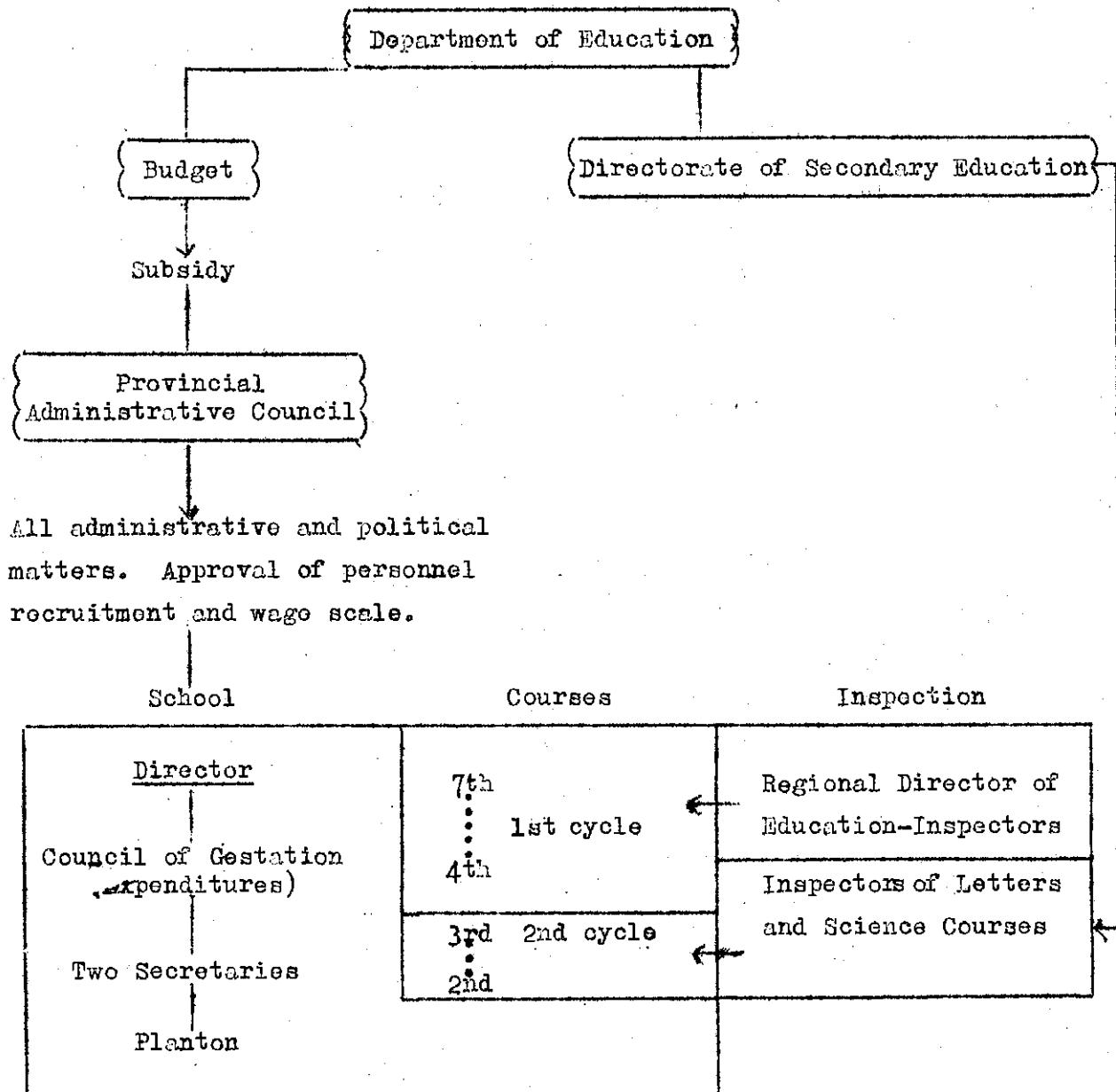
7th course --- 280\$
2nd course --- 600\$

The establishment of this semi-official school had the effect of lowering tuition in the private schools to the following range:

7th course --- 180\$
2nd course --- 350\$

The salaries of the teachers range from 70\$ to 110\$ an hour. The total cost of personnel is 80,000\$ a month. Students' tuition covers the cost of personnel, but the subsidy is necessary to meet the other expenditures. The original cost of construction was higher than the 100,000\$ obtained from the government in addition to the money contributed by the students' parents and money raised by the province chief. The difference has not been paid as yet. There also are expenses incurred in the course of equipping the school; in a projected sports field; and in scholarships for needy students. The school has requested 400,000\$ from the government to cover these expenses and an additional 300,000\$ for anticipated expenses in the coming year. This latter sum is earmarked for expanding the number of classrooms and for further reduction of tuition.

Administration of the Lô-Qui-Đôn School, Nha-Trang, Khanh-Hoa Province.



THE CHIEF OF STATE OF VIET-NAM

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Considering Ordinance No. 1 of July 1, 1949 organizing and harmonizing the civil right service.

Considering Ordinance No. 2 of July 1, 1949 modified by the Ordinance No. 21 of August 4, 1954 organizing the regulations of the public services.

Considering Ordinance No. 15 of June 19, 1954 appointing Mr. NGÔ-DINH-DIỆM Premier of the government with full authority on civil as well as military affairs.

Considering Ordinance No. 145-CP of May 10, 1955 fixing the composition of the Government.

Considering Decree No. 33-GD of September 19, 1949 fixing the rank and function of the Secretary of State for National Education.

Considering the suggestion made by the Secretary of State for National Education.

DECREE:Article 1.-

A special type of school is established temporarily all over Vietnam called "semi-official school".

The semi-official school has the aim of supplementing the public school by receiving all school-age children.

Article 2.-

The semi-official school has two levels:

a - Secondary level.

b - Elementary level.

and uses the same program of teaching applied to public schools.

Article 3.-

The regulations of the semi-official schools are determined by the following articles:

I. Administrative Organization.Article 4.-

The semi-official school will be established whenever there are enough students to organize one or several classes, by the decision of:

- a/ the Secretary of State for National Education at the suggestion of the prefect, the mayor, province chief with full agreement of the regional directorate of Education when it concerns secondary schools.
- b/ the delegate of government at the suggestion of the deputy mayor, the president of the city council, or district chief, with full agreement of the prefect, the mayor, or province chief, and the regional director of Education when it concerns elementary schools.

Article 5.-

The semi-official schools will be self-sufficient schools; thus, they enjoy full independence in finances derived from the following sources:

- a/ tuition paid by students.
- b/ donations.
- c/ government subsidies.

Article 6.-

To supervise the treasury of the semi-official school and control its activities, an administrative council will be established in each province and district and a supervisory council in each school.

Article 7.-

The administrative council has the duty to find proper means to raise funds for the benefit of the semi-official school in order to meet all its needs and distribute these funds

properly to schools according to the degree of importance and necessity of each school.

Article 8.-

The administrative council of the secondary semi-official school is composed of the following members:

The administrative council is appointed by the delegate of the government at the proposal of the prefect, mayor or province chief with the agreement of the regional directorate of Education.

Article 9.-

The administrative council of the primary semi-official school is composed of the following members:

The administrative council will be appointed by the prefect or province chief at the proposal of the deputy prefect or district chief with the agreement of the chief of the elementary education service.

Article 10.-

In each semi-official school, a supervisory council will be established whose aim is to help the superintendent in the running of the school from the standpoint of administrative as well as finance.

The composition of this council is as follows:

Those members are appointed by the prefect, mayor, or province chief at the proposal of the administrative council.

Article 11.-

When a semi-official school is established the government will help it either with money or materials such as chairs, school supplies, etc... upon request.

Article 12.-

The construction of school can be of brick or of light materials such as a wooden house covered with straw. It must, however, meet the hygienic requirements necessary for a school.

Article 13.-

Teachers and personnel of the semi-official school are hired by the prefect, mayor or province chief after they are approved by the regional directorate of Education and appointed and transferred by the administrative council.

Teachers and personnel have to meet all academic requirements as those in the equivalent public schools.

Although these persons cannot be considered as government employees, they have to go through the same procedures in the hiring as do the regular government employees.

Article 14.-

Teachers and personnel of the semi-official schools will be entitled to receive salaries in summary. These salaries will be determined by the administrative council according to the financial status of the school and these will be based on the salary scale established by the government for its employees in order to be able to rise.

Article 15.-

The teachers who show a great deal of skill can be transferred to the government. The procedures applied in the transfer will be determined by the Secretary of State for National Education after they are already approved by the Secretary of State for Interior. These teachers will keep their seniority while they are working with the semi-official schools under any circumstances.

Article 16.-

If the number of teachers who are qualified is not enough to meet the needs of the semi-official school, the prefect, mayor or province chief can hire supplementary teachers at the proposal of the administrative council with the agreement of the regional direction of Education.

Article 17.-

The procedure of hiring supplementary teachers will be determined by the prefect, mayor or province chief according to the locality after they are already approved in principle by the Secretary of State for National Education and the agreement of the regional direction of Education according to each circumstance.

Article 18.-

The superintendent of a semi-official school can be on leave from the Ministry of National Education or the regional direction and receives full salary during his time of absence.

Article 19.-

Students of semi-official school have to pay a monthly tuition. The tuition will be reasonable and will be determined by the prefect, mayor or province chief at the suggestion of the administrative council after its consultation with the supervisory council. It must be lower than the tuition in the local private schools.

Article 20.-

The outstanding students and those who belong to needy families are allowed free tuition, either half or whole by the prefect, mayor or province chief at the suggestion of the administrative council after having consulted with the supervisory council.

II. Organization of Pedagogy and Technique.Article 21.-

From the point of view of pedagogy and technique, the semi-official school will apply the same regulations already used in public schools.

Article 22.-

The education inspector and physicians of good standing will be in charge of the permanent control of the semi-official schools as well as of public schools.

Article 23.-

After each inspection, inspectors are expected to make report about semi-official school concerning teachers, following same regulations and systems already set up for public schools.

Article 24.-

The superintendent of the semi-official school will make quarterly reports according to the articles which are already set up for public schools.

Article 25.-

The Secretary of State for National Education will issue either by arrêté or by circular note the instructions necessary to the application of regulations to be carried out in regard to public schools which have the same nature as the semi-official schools.

III. Nationalize or Close the Semi-official Schools.Article 26.-

The Secretary of State for National Education with the agreement of the Secretary of State for Finance, the Secretary of State for Interior will decide on the nationalization or permanent closing of one or several semi-official school.

Article 27.-

The Premier, the Secretary of State for National Education, the Secretary of State for Interior and the Secretary of State for Finance and Economy, considering their duties will be in charge of the execution of this Decree. It will be published in the official Journal of Vietnam.

Saigon, June 27, 1955

For the Chief of State of Vietnam.

Premier,

Signed: NGÔ-DINH-DIỆM

REPUBLIC OF VIETNAM

Department of Education

No. 6895-GD/NGV

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Saigon, May 21, 1956

The Secretary of State for Education
toThe Delegates of Government for the
regions of SVN, CVN and PMS.

SUBJECT : Functions of the administrative council of the semi-official schools.

REPRESENCE: Arrêté No. 230-GD dated June 27, 1855.

Dear Sirs,

Our Department would like to inform you that:

The above arrêté has already determined clearly the important functions of the administrative council of the semi-official schools.

ARTICLE 6. - "To supervise the budget of the semi-official school and control its activities an administrative council will be established in each province and district and a supervisory council in each school".ARTICLE 7. - "The administrative council has the duty of finding the proper means to raise funds for the benefit of the semi-official school in order to meet all its needs and distribute this fund properly to schools according to the degree of importance and necessity of each school".

Semi-official schools are financially self-sufficient.

In Article 5 the following sources were mentioned:

- A. Tuition paid by students
- B. Donations
- C. Government subsidies.

The tuition paid by students is however, the main source of income. Donations vary from time to time depending on the activities and ability of the administrative council. As for government subsidies, this is

only an encouragement, especially at the beginning when the school is first started, (article 11 in reference to letter No. 248-TTP/NS of February 24, 1956) due to the insufficient funds of the national budget.

Therefore, besides the initiative to improve the budget the administrative council has to estimate students' tuition, class enrollment and determine salaries so that the school is able (regularly) to pay all salaries of teachers.

It is not necessary that tuition in the semi-official school be much lower than that in the private schools in the same area but only a little bit lower. However, if the financial situation allows, it would be better to have either all or part tuition free for poor students.

The administrative council administers and controls the financial situation of the local semi-official school. This council has the right to make suggestions concerning all matters. It can recruit, appoint and transfer personnel and teachers of semi-official since the salaries of these persons depends on the finance of the school and the tuition paid by students. It also can make suggestions concerning whole or partial tuition exemption after having consulted with the supervisory council.

The above suggestions of the administrative council will be examined directly and decided by the prefect, mayors and province chiefs with the consent of the regional directorate of Education from the technical point of view only. (articles 13 and 17). The administrative council has to (closely) control the financial situation of semi-official schools and it is necessary to receive monthly reports made by the semi-official schools from all points of view, especially finance, in order to follow and be aware of their daily activities so that proper suggestions could be made.

In short, the administrative council is the prime source in the creation and the development of semi-official schools and the prefects, mayors, province chiefs and chairman of that council are the most important persons to carry out the above work.

Therefore, our department respectfully and eagerly suggests that your office give particular attention to the establishment of various local administrative councils and emphasizes the role of leadership of the prefects, mayors and important functions performed by the administrative council vis-a-vis the semi-official schools.

All demands for establishing or regularizing the schools have to be sent to the administrative council for examination and forwarded to the competent authorities afterwards. Furthermore each semi-official school has to have a supervisory council whose members are appointed by the administrative council and accepted by the prefects, mayors, or province chiefs.

For at present, quite a few semi-official schools have sent their demands directly to our department. Since we do not have accurate materials for examination our department has been forced to forward them to the administrative council and the concerned prefects, mayors and province chiefs to get their opinions as well yours and those of the regional director of Education. Therefore it takes too much time. Our department suggests that from now on the following procedures will be applied:

- 1o) Any document of the semi-official school which was formerly sent to us must be now sent to the administrative council.
- 2o) The administrative council will study these documents carefully and recommend them to the prefects, mayors and province chiefs. These members will forward them along with their comments to your office and the regional directorate of Education.
- 3o) These documents will be sent to our department after having been carefully examined by your office.

Signed: NGUYỄN-DƯƠNG-ĐƠN,
Secretary of State for Education.

REPUBLIC OF VIETNAM

Department of Education
No. 321-GD/NGV

Saigon, June 22, 1956
The Secretary of State for Education
to

Messrs. Director General of Education
Directors of Education for SVN, CVN,
and PMS.

For your directorates to understand clearly the functions of the administrative council of the semi-official schools, we send you this enclosed letter No. 6595-GD/NGV dated May 21, 1956.

We would like to bring your attention to the following points:

1. The semi-official schools are established to receive students in places where public or private schools are either not yet established or do not have enough room to receive all students. A "semi-official school" does not include a private school which (already) exists in one area and now would like to change its name in order to become a semi-official in order to get government subsidies. A semi-official school has to be a newly-established school having no commercial aim. If its budget is large, it should be used to improve the standard of living of school's personnel and teachers; to lower the tuition of the students; to increase the number of scholarships for poor students; to help other semi-official schools in the area belonging to the same administrative council or create some new schools, buying equipment, building laboratories, libraries. Wherever the private schools are well organized and can receive all students, semi-official school will not become necessary.
2. Semi-official schools are created at the decision of the administrative council after careful studies have been made on all aspects, especially budget and personnel (school building, furniture, personnel, salary, enrollment, number of classes, tuition...).

By arrêté No. 230-CD dated June 21, 1955 (art. 8 and 9) the administrative council will be composed of the principal of a semi-official school who acts as reporter and a representative of the teachers of the semi-official school as member. Therefore first of all, we can only create a temporary administrative council which does not yet have the reporter and the member representative from the semi-official school. This temporary council has to prepare a report concerning the creation of the administrative council and this report must be sent to the regional directorate of Education and the delegate's office for approval then to the Department of Education.

Then, the temporary administrative council will work for the creation of the semi-official school in the area. Meeting and decisions or suggestions made by this council have to be clearly reported. Once the school is established the temporary administrative council will be supplemented by the principal of the semi-official school (as reporter) and a representative of the semi-official school's teachers as member. The council will prepare a report dealing with the establishment of the official administrative council then this report will be sent to the Department of Education. (This report must be sent to the Delegate's Office and the Regional Directorate of Education for approval.)

3. Personnel of the semi-official school.-- The principal, teachers, office boys and personnel have to be recommended by the administrative council and appointed by the decision of the chief of province and the present of the administrative council after being approved by the regional director of Education. The salary of the above personnel will be determined by the administrative council according to the financial situation of the school and the decisions of the supervisory council.

4. The tuition of the students as well as the full or part scholarships for poor students will be decided by the administrative council at the recommendation of the supervisory council.
5. In order to be able to decide on the amount of subsidies I would like to ask your directorates to proceed as soon as possible to the appointment of an accurate investigation personnel (I suggest that you contact the delegate's office) then keep our department informed of all necessary details concerning the semi-official schools which are already established or are going to be established.

REQUIRED INFORMATION

- a. Name of the school
- b. Location, city, province
- c. Administrative council to which the semi-official school belongs, and by what decision of this council
- d. Names (last, first) of the principal education background
 - monthly salary of the principal
 - appointed by (decision no... date...)
- e. Names (last, first of teachers
 - teachers
 - degree or educational background
 - subject taught or class
 - monthly salary
 - date of appointment... by...
- f. Office personnel and office boys
 - names
 - position
 - monthly salary
 - date of appointment... by...
- g. Miscellaneous expenditures (materials, office) of each month
- h. Annual expenditures

- i. 1) Number and types of classes. Enrollment of each class (male and female).
- 2) Total enrollment.
- j. Monthly tuition for each student, each class.
- k. Number of students having full or part tuition scholarship.
- l. Subsidies received (date, amount, budget which grants subsidies).
- m. Donations from fund raising.
- n. Annual deficit.
- o. How many classrooms? Any private office? What are the conveniences? (school building, total area of the school; or what is the school construction? If the school is borrowed it is suggested that the name of the school or office should be clearly indicated). If built, the cost of the school must be listed. If rented, its monthly rent must be stated.
- p. Money spent in furniture, materials etc...
- q. Request for subsidies: 1955-1956
1956-1957
- r. Opinion of the administrative council about the request for subsidies.
- s. Opinion of the council about subsidies at provincial or prefectorial level.
- t. Opinion of the regional directorate of Education.
- u. Opinion of the Delegate of Government. To be able to develop the education of the country which will surely depend a great deal on the good will of local people in the satisfaction of educational needs, I would like to request that your directorates follow step by step this subject and urge the principals of provincial public secondary schools or the chief of provincial education service who is the vice-chairman of the administrative council of the provincial semi-official

school to pay particular attention to the activities of this council according to these instructions.

Signed: NGUYỄN-DƯƠNG-ĐÔN,
Secretary of State for Education.

Semi-official school

LE - QUI - ĐƠN

Nha-Trang

(Application for subsidy)

The Site of the school and the
reason for its choice.

-00o-

Nha-Trang,

The Semi-official school Lê-Qui-Đơn is located at No. 1 Kiến-Thiết
Nguyễn-Hoàng street.

The population of the city is increasing due to the coming of
refugees from the North. This created a need for new school. These
students cannot afford to go to private school which had a very high
tuition.

The number of students who received their primary diploma in 1955
amounted to 1,300. The public school of Vo-Tanh could accommodate only
320 for the first year of secondary education. A number of students who
have attended the fourth year could not frequent this school due to the
fact the school did not have the following year.

The parents of students wished to have a school well organized in
discipline like public school with reliable teachers and lower tuition.
(We would like to recall the fact that before the creation of this school
the tuition in the private school was 280\$ for the 7th year, 350\$ for the
fourth year. While they are only 150\$ and 200\$ for the same years in
the semi-official school.) This tuition could be reduced if the school
receives necessary subsidy from the government.

The creation of the school was made possible by the devoted assis-
tance of the Chief of Khanh-Hòa province. The school was given a building
with a corrugated metal roof. It could be expanded if necessary.

The Commission considers the subsidy for the
Semi-Official School.

-oOo-

In following Decree No. 599-TTP/NS February 24, 1956 of the President of the Republic of Vietnam fixing the regulations concerning the subsidies for semi-official schools we would like to submit this application for that purpose.

In order to give your commission a better picture of the school before any consideration we would like to submit the following documents according to the order listed in article 3 of the Decree. These documents are as follows:

- 1 - Site of the school and the reason for its choice.
- 2 - Number of classes and number of students.
- 3 - Name of the Director of the school, professors and personnel.*
- 4 - The plan of the school and the classrooms.
- 5 - The list of expenditures for the school.
- 6 - Budget, materials and schools supplies.
- 7 - Proposed budget for last year.
- 8 - Date of opening of school.

The amount of subsidy we would like to request from the Department of Education is the following:

- A. 400,000\$ for the year 1955, 1956. This subsidy is necessary to solve the debts as a result of the school construction.
- B. 300,000\$ for the year 1956, 1957. This money is used for the construction of three additional classrooms.

Our school hopes to call your attention upon this matter.

Respectfully yours,
Director of the school.

* Deleted in this research report.

Figures on the Lê-Quy-Đôn Semi-official school
at Nha-Trang.

Number of class and students -

- 7 classes of 1st year
- 1 class of 2nd year

Class	Boys	Girls	Total at the end of March 1956
7th year I	22	40	62
7th year II	25	39	64
7th year III	59	—	59
7th year IV	56	—	56
6th year	41	25	66
5th year	47	16	63
4th year	48	15	63
3rd year A	48	7	55
T O T A L:	346	142	488

Note: Since there are 4 classes of 7th year this year, there should be the following classes for next year (1956 - 1957)

- 4 classes of 7th year
- 4 classes of 6th year
- 1 class of 5th year
- 1 class of 4th year
- 1 class of 3rd year
- 1 class of 2nd year.

The list of expenditures of the school and supplies
-----000-----

A - School building.-

1.- Building seven classrooms (brick walls 10cm thick: cement floor)	136,000\$
2.- Building the ceilings of 4 classrooms in wood	: 28,000\$
3.- Fixing electricity in the classrooms	: 18,160\$
4.- Providing fence around the school	: 4,700\$
5.- Toilet	: 12,000\$
6.- Well	: 3,000\$
TOTAL	: 201,860\$

B - Supplies.-

1.- Furniture for 48 classrooms	: 28,800\$
2.- 2 office desks	: 1,000\$
3.- 6 teachers' desks	: 2,400\$
4.- 20 chairs	: 4,000\$
5.- 4 teachers' stands	: 2,000\$
6.- 4 blackboards	: 3,200\$
7.- 1 cupboard	: 1,000\$
8.- 1 pair of chairs, and a Director's desk	: 2,000\$
TOTAL	: 44,400\$
Grand Total	: 246,260\$

Note: Due to lack of funds the school has not been able to acquire necessary school supplies (maps, laboratory equipment, bookcasses etc...) as well as typewriters for the office and mimeograph machine for students in order to avoid the dictation of lessons in class.

Also, the school could not afford to have brick fence, playground and sport equipment.

- Budget, equipment and school supplies already acquired or are going to be acquired.

A. Money coming from fund drive.

B. Proposed subsidy from the Department of Education:

I - for 1955 - 1956 : 400,000\$

- 1/ in order to pay previous debts used in the school construction and supplies
- 2/ in order to give scholarships to poor students and refugees.

II - for 1956 - 1957 : 300,000\$

- 1/ in order to build three additional classrooms and buy equipment and school supplies
- 2/ in order to provide scholarships for 1956-1957.

C. Other items:

Money collected from tuition:

for 1955-1956: already collected: 420,000\$

Will collect (for
the next 4 months) 320,000\$

Proposed tuition for 1956-1957 140,000\$

(12 classes) 1,012,000\$

Proposed budget for 1955 - 1956

Expenditures

I.-	School construction and repair	210,000\$
	Equipment and Office supplies	50,000\$
II.-	Salaries and allowances of personnel	110,000\$
	Teachers	700,000\$
III.-	Scholarships (for 50 poor students and refugees)	80,000\$
		<hr/>
	TOTAL:	1,150,000\$

Income

I.-	Tuition	740,000\$
II.-	Contribution of the chief of province of Khanh-Hoa	10,000\$
III.-	Subsidy from the Department of Education	400,000\$
		<hr/>
	TOTAL:	1,150,000\$

Proposed budget for 1956 - 1957

Expenditures

I.-	Building three additional classrooms	120,000\$
	Equipment and school supplies	60,000\$
II.-	Personnel	170,000\$
	Teachers	1,000,000\$
III.-	Scholarships	50,000\$
		<hr/>
	TOTAL:	1,400,000\$

Income

I.-	Tuition	1,100,000\$
II.-	Subsidy from the province of Khanh-Hoa	
III.-	Subsidy from the Department of Education	300,000\$
		<hr/>
	TOTAL:	1,400,000\$

Opening date

The Semi-official school of Lê-Qui-Đôn was opened on October 3rd 1955 with 7 classes:

- 4 7th year classes
- 1 6th year classes
- 1 5th year classes
- 1 4th year classes

1 class of 3rd year was opened on October 15, 1955.

The school was officially inaugurated. The invitations were sent by the Chief of Province of Khanh-Hoa and the Chairman of the administrative council to the Department of Education and the Regional Directorate of Education of Central Vietnam.

The semi-official school of Lê-Qui-Đôn was visited by the following officials:

1. Mr. Nguyễn-Đôn-Duyên, Delegate of Central Vietnam
2. Mr. Hoang-Cô-Nghi, Inspector General of the Department of Education
3. Mr. Lê-Khắc-Nguyễn, Inspector of Education of Central Vietnam
4. Mr. Nguyễn-Hữu-Tai, Inspector of Education of Central Vietnam.

APPENDICES

APPENDIX A

A-1 Legislation on Salaries and Allowances.

A-2 Legislation on the Status of Teaching Personnel.

APPENDIX A-1

SALARY AND ALLOWANCES

Ordinance No. 9 of July 14, 1950, amended by Ordinance No. 16 of June 1, 1953, and determining the general status of functionaries, fixes the monthly pay for all the national and local cadres, under Article 25, using indexes ranging from 100 to 1,300 to calculate the basic salaries for functionaries.

- 1 - 420 - 1,200 for category A functionaries
- 2 - 220 - 660 for " B functionaries
- 3 - 100 - 300 for " C functionaries

In order to implement Article 29-34 of this Ordinance, Decree No. 28-NV of May 8, 1954 set forth a new system of salaries and allowances for functionaries, which comprises:

- Net salary
- Cost of living allowances which vary with the areas
- Family allowances.

For out-of-cadre personnel, Order No. 739-NV of June 25, 1954 divides them into several categories and fixes their salaries and allowances.

This new pay system for functionaries and out-of-cadre personnel proves to be a simpler and more rational system than the old one established under the French administration which was too complex and contained certain injustices.

A. Net salary.

1. Government officials.--Decree No. 169-TC of December 31, 1954 fixes net salaries for members of the Government (President of the Republic = VN\$30,000; Secretary of State: VN\$21,000; Under-Secretary of State VN\$18,000).

Government Delegates receive a net salary equal to that of a Secretary of State (Decree No. 170-TC of December 31, 1954).

Under Decree No. 174-NV of May 23, 1955, Administrative and Political Commissioners and Military Commissioners enjoy the same rights as the Under-Secretaries of State with regard to salary, material and

financial allowances.

2. The functionaries.--The minimum net salary of a functionary of the lowest grade may not be under 120 per cent of the minimum cost of living figure. This figure was fixed at VN\$1,020 by Decree No. 28-NV of May 8, 1954.

The net salary of a functionary of any grade may be calculated by multiplying his salary index by this fraction $\frac{M \times 120}{100 \times 100}$, "M" representing the above cost of living figure.

3. Personnel enjoying salary indexes determined by position.-- Decree No. 175-NV of May 23, 1955 fixes the salary indexes required by the position occupied for personnel of the Office of the President, the Secretaries of State, the Government Delegates and for personnel of local administrative agencies, such as:

- Director of Cabinet of the President, salary index	860
- Director of Cabinet of a Secretary of State	840
- Director of Cabinet of a Government Delegate	840
- Secretary General at the Presidency	860
- Director General and Inspector General	840
- Secretary General in a Department	840
- The Prefect of Saigon-Cholon	950
- Chief of a Class I province	760
- Chief of a Class II province	670
	etc...

4. Contractual personnel.--Under Order No. 939-NV of June 25, 1954, contractual personnel are given lump salary or standardized salary, but these should not exceed:

A. 90 percent of the salary of a functionary occupying equivalent grade, if they are holders of university degrees or teach in "Secondarif Schools".

B. 85 percent of the salary of a functionary occupying an equivalent grade, if they do not hold university degrees but have sufficient capability and experience to supervise a technical, administrative or political agency.

5. Daily personnel.--Grades B1, B2, B3, C1, C2, each are broken down into 10 classes. The net salary of each grade is determined by Article 4 of Order No. 739-NV.

Highest and lowest salaries within Categories B and C are:

- B1	{ from	VN\$ 1,700
	{ to	3,300
- B2	{ from	1,400
	{ to	2,580
- B3	{ from	1,200
	{ to	2,100
- C1	{ from	1,000
	{ to	1,800
- C2	{ from	900
	{ to	1,540

Class D1 (regular laborers) are remunerated 30 days a month on the basis of official salaries as fixed by Orders of regional Government Delegates for workers of private enterprises.

Class D2 (non-regular laborers) are remunerated on the same basis, but may not be paid for more than 25 days a month.

B. Major Allowances.

1. Cost-of-living allowances.--(Decree No. 28-NV of May 8, 1954 and Order No. 979-NV of October 9, 1954)

Cost-of-living allowances are granted in addition to net salary and family allowances, and are based on the cost-of-living of each area.

Cost-of-living allowances are fixed as follows:

For South Vietnam and Southern part of Central Vietnam

<u>Cadres within Categories A and B</u>	<u>(</u>	<u>Cadres within Category C</u>
Single	VN\$1,200) VN\$ 800
Married	\$1,550) \$ 950
Married, 1 child	\$1,900) \$1,100
2 children	\$2,250) \$1,250
3 children	\$2,600) \$1,400
4 children	\$2,950) \$1,550
5 and over	\$3,300) \$1,700

For Northern part of Central Vietnam

<u>Cadres within Categories A and B</u>	<u>(</u>	<u>Cadres within Category C</u>
Single	VN\$1,600) VN\$1,000

Married	\$2,070	{	\$1,230
Married, 1 child	\$2,540		\$1,460
2 children	\$3,010		\$1,690
3 children	\$3,480		\$1,920
4 children	\$3,950		\$2,150
5 and over	\$4,420		\$2,380

Cost-of-living allowances are allocated to a functionary, male or female in the place where he is working regardless of the place or family residence. Women functionaries are not given allowances for their husbands.

Should the husband be a functionary or employee in a public agency, the woman functionary is entitled to the differential allowances if the allowances prescribed by her cadre are higher than those of her husband's cadre.

A functionary is accorded cost-of-living allowances for those children who are entitled to family allowances, up to the fifth child only (Circular No. 64-CV of November 26, 1954).

2. Family allowances.--(Decree No. 28-NV of May 8, 1954. Order No. 978-NV of October 9, 1954)

Family allowances are fixed as follows for functionaries of all cadres regardless of their grades:

- (Legitimate) wife: VN\$ 350 per month
- Each child : VN\$ 250 per month (no limit as to number of children)

Family allowances are allocated to the functionaries who have children under 16 years of age living in their charge.

However, functionaries may be given family allowances for children up to 21 years of age (1) when the children are still studying in regular or technical schools or (2) when they are disabled and unable to work.

If both the husband and wife are functionaries, only the husband receives a family allowance for the children. But the wife is allocated differential allowances if the allowances given the husband are lower than those to which the wife would be entitled.

The woman functionary is entitled to familial allowance if:

- She is widowed and maintenance of children is in her charge.

- She is divorced and is ordered by Court to retain children.
- She has natural children who are legally recognized and are actually reared by her.
- Her husband is not a functionary. If the husband receives familial allowances at a private enterprise, the woman functionary is entitled to differential allowances only.

If the wife is not a functionary, but has to rear children after divorce and does not re-marry; or is expecting court decision as to divorce or separation; or if her husband is deprived of his paternal rights, is prosecuted for illtreating his children or leaving them without proper care or neglecting their education; she is entitled to receive familial allowances in lieu of her husband.

If the functionary's wife is adjudged immoral, or if he is single (or widowed) familial allowances will be remitted to the person who is entrusted with rearing his children.

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For category A contractual personnel with standardized salary, their familial and cost-of-living allowances are 90 per cent if they are university graduates or teach at Secondary schools and 85 per cent if they are not university graduates or do not teach at Secondary schools, of the same allowances as given the functionaries of grades equivalent to theirs (Article 2 of Order No. 739-NV of June 25, 1954)

Daily personnel of classes B1, B2, C1, and C2 are entitled to familial and cost-of-living allowances equal to 75 per cent of those given functionaries of equivalent classes within categories B and C (Articles 6 and 7 of Order No. 739-NV)

Personnel of classes D1 and D2 are entitled to family allowances calculated as follows:

- For the wife : 15 per cent of net salary
- For each of the first five children : 6 per cent of net salary
- For each subsequent child : 3 per cent of net salary

C. Cash Allocations.

1. Representation and travel allowances.---(Decree No. 175-NV of May 23, 1955 and Decree No. 78-CV of May 24, 1956).

These allowances are allotted to functionaries and high officials

to permit them to meet the needs of their functions and duties.

Should a functionary be on sick leave, he is entitled to half of these allowances if no other functionary is designated to act in his position.

If he is on leave or on an out-of-country mission for a period of less than one month and if no "replacement" is designated, he continues to receive the allowances.

If the leave of absence or the mission last longer than a month, a "replacement" should be designated.

The substitute, if filling a position which calls for representation and travel allowances, is entitled to these during this period. Allowances may not be allotted jointly to a substitute. He is entitled only to the higher allowances.

Decree No. 169-TG of December 31, 1956 determines the schedule of allowances for Government members, and Decree No. 170-TG of the same date for personnel of the regional governments.

2. Functional allowances.--(Decree No. 175-NV of May 23, 1955, completed by Decrees No. 8-CV of January 17, 1956, No. 14-CV and 15-CV of February 6, 1956, No. 78-CV of May 24, 1956)

Functional allowances are compensatory allowances for the important duties and responsibilities which fall on an official in his functions.

Functional allowances cannot be received jointly. A functionary holding several positions shall be entitled to the highest allowance only.

Those positions which entitle the functionaries to functional allowances are determined by the organizational texts of each agency.

Functional allowances cannot be allocated jointly with responsibility allowances.

3. Danger allowances.--(Decree No. 175-NV of May 23, 1955. Decree No. 60-CV of April 20, 1956).

These are allowances given to officials whose functions may carry harmful affects on their health during the performance of their duties.

Employees of law enforcing agencies and five departments or functionaries of other cadres specially assigned to those agencies and departments are allocated VN\$200 per month as danger allowances.

Also employees of experimental laboratories and radiographic laboratories are entitled to danger allowances.

Danger allowances can be allocated jointly with functional allowances.

4. Pedagogical allowances.--(Decree No. 175-NV of May 23, 1955)

Teachers of both sexes of elementary schools and teachers assigned to various schools or other educational organizations are entitled to pedagogical allowances of VN\$200 per month.

Pedagogical allowances can be allocated jointly with functional allowances established for Directors of elementary schools and professors of Normal Schools.

5. Responsibility allowances.--(Decree No. 175-NV of May 23, 1955).

These are allowances given managers or administrators with regard to accountancy.

Responsibility allowances are divided into 2 categories: lump-allowances and proportional allowances.

Allotments of responsibility allowances cannot devolve jointly on one functionary.

Responsibility allowances cannot be allocated jointly with functional allowances except for positions of Director General of Treasury and Regional Director of Treasury.

D. Material allocations.--(Decree No. 11 of June 22, 1948. Decree Nos. 174-NV and 175-NV of May 23, 1955. Decree No. 8-CV of January 17, 1956. Decree No. 14-CV of February 6, 1956. Decree No. 6-TTP of January 16, 1955).

Government members, officials of the Cabinets of the President and Secretaries of State and a number of officials as designated by Decree Nos. 174-NV and 175-NV are entitled to the totality or part of the following items of material allocations: housing, furnitures, fuel, water, electricity, transportation, house-servants, laundry, etc...

Only the President of the Republic and Government Delegates are entitled to all the allocations mentioned. The Secretaries of State also are entitled to these, with the exception of laundry expenses.

E. Miscellaneous Allowances.

1. Travel, residence and transfer allowances.-- Functionaries and out-of-cadre personnel are entitled to these allowances according to the schedules established by Decree No. 21 of February 17, 1949.

For the first 15 days, they are entitled to full allowances.

For the next 15 days, allowances are cut by half. In no case shall allowances be paid for a period of more than one month.

Besides travel and residence allowances, functionaries in South Vietnam who are transferred to work in Central Vietnam, are entitled to transfer allowances at the rates fixed by Order No. 136-CV of March 16, 1955, which is modified by Order No. 544-NV of September 21, 1955.

Government members and Cabinet officials are entitled to travel and residence allowances as fixed by Decree No. 41-TC of September 28, 1949.

2. Mission allowances.--Functionaries and out-of-cadre personnel, if sent abroad with a mission order issued by the Presidency and endorsed by the Department of Finance, are allocated per diem rates as fixed by Decree No. 5-NG of January 31, 1951, amended by Decrees No. 68-NG of August 13, 1954 and No. 269-NG of August 20, 1955.

Private individuals sent on mission trip abroad are entitled, in addition to per diem rates, to extra allowances of VN\$300 per day for category A, 200 for category B, and 100 for category C.

Mission group leaders, Government members and Government Delegate are entitled to allowances payable to category A functionaries, increased by one fourth.

Credits can be advanced to the mission group leader to enable him to face representation expenses and other collective expenses of the group.

3. Examiners' allowances.--Directors, Assistant Directors and Secretaries of Boards of Examiners of Baccalaureate or equivalent examinations and lower Secondary education examinations, are entitled to allowances covering all the examination period under Order No. 478-VP/TTK of September 19, 1951.

Examiners who are not in the public education branch and private individuals are entitled to double allowances.

Officials of the public education branch who are designated to be examiners in the aforesaid exams, are entitled to allowances calculated on the basis of the number of their examining subjects. (Order No. 87-VP/TTK of February 15, 1951).

Functionaries who are not in the public education branch (and act as examiners) and examiners who are not functionaries are entitled to double allowances.

Functionaries and personnel designated to participate in boards of Examiners of the screening examinations of candidates to various national cadres, are entitled to allowances as fixed by Order No. 494-BNV/CV/NNV2 of June 24, 1954.

4. Bicycle maintenance allowances.--These are fixed at the rate of VN\$80.00 per month (Order No. 16-CV of January 11, 1956) and are allocated to those whose duties imply regular use of personally owned bicycles for official business.

5. Termination allowances.--Functionaries who are terminated for reason of poor health or deficient mentality but who are not entitled to retiring pension, are allocated an amount of allowances calculated on the basis of a monthly pay (including familial allowances) for each completed year of service. This amount cannot exceed 12 monthly pay checks. (Article 98 of Ordinance No. 9 of July 14, 1950).

Out-of-cadre personnel, if terminated for reasons other than disciplinary measures, are entitled to termination allowances, (Circular No. 3 MI/Dirpers/2/Cir of February 4, 1953).

6. Shorthand allowances.--(Order No. 91-CV of Feb. 25, 1955)

Functionaries and out-of-cadre personnel not holding the position of shorthand-typist, if they assume, in addition to their regular functions shorthand assignments in meetings convened by the Government, are entitled to an allowance of VN\$150.00 per hour.

Private individuals are entitled to double allowances.

7. Resettlement allowances.--Vietnamese technicians who have been graduated in universities abroad, and are engaged by the Government to help in the national reconstructions, are entitled to resettlement allowances as fixed by Circular No. 3-CV of January 11, 1955 issued by the then Prime Minister.

8. Mileage allowances.--Functionaries who use personally owned motor-cars to perform official business outside the limits city where his agency is located, are entitled to mileage allowances at the rate of VN\$2.00 per kilometer. The mileage payable each month cannot exceed 1,000 kilometers (Decree No. 59-TC of April 20, 1956).

9. Teaching allowances.--a) University level. Instructors and lecturers in University Faculties and Normal Schools, in Higher School of Public Works and National Institute of Administration are allocated overtime compensation for their extra hours of teaching at these

institutions (Orders No. 70-Cab/SG of February 8, 1952; No. 480-Mi/Dirpers/1/Arr of June 4, 1953; No. 98-GD of March 2, 1955; and No. 356-NV of June 9, 1955).

b) High-School level. Teachers of both lower and higher grades of Secondary schools and of technical high-schools are allocated compensation for extra teaching hours. (Order No. 747-GD of July 1, 1954, corrected by Order No. 972-GD of October 9, 1954).

10. Differential allowances.—Functionaries and government agency personnel, if drafted into military service, are allocated a differential allowance during their mobilization if their current administrative remuneration is higher than their military one. (Order No. 527-a/Cab/DN of October 13, 1951 and Circular No. 5798-MFP/F/Ct6 of November 11, 1953).

APPENDIX A-2

Status of Teaching personnel

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The teaching personnel is subject to the general status of Vietnamese civil servants as defined by Ordinance No. 9 on July 4, 1956 and amended by Ordinance 19 on July 1st 1953.

It is divided into 6 cadres:

I.- Cadre for teachers of secondary education, 2nd cycle: established by decree No. 25-GD on December 2nd, 1955 and corresponding to scale of salary "A" which includes 13 grades;

	<u>Index</u>
Senior teacher of super-grade (after 3 years)	1000
Senior teacher of super-grade (before 3 years)	940
Senior teacher of 1st grade (after 3 years)	890
Senior teacher of 1st grade (before 3 years)	840
Senior teacher of 2nd grade	790
Senior teacher of 3rd grade	740
Senior teacher of 4th grade	690
Teacher of 1st grade (after 3 years)	640
Teacher of 1st grade (before 3 years)	590
Teacher of 2nd grade	550
Teacher of 3rd grade	510
Teacher of 4th grade	470
Teacher under probationary period	430

The teachers of 2nd cycle of secondary Education are recruited from among the "licenciés". However, the following also may be admitted upon their request and after agreement by a special committee. Teachers of secondary education, 1st cycle who have assumed, at least for one year, the functions of secondary education inspector, director of Education service or director of secondary schools of 2nd cycle and are beneficiary of a proposal to that effect.

- Teachers of complementary cycle and 1st cycle of French cadre, teacher of superior elementary education who have taught, at least for 2 years in the 2nd cycle of secondary education and are beneficiary of a

proposal to that effect.

II. Cadre for teachers of professional secondary Education of 2nd cycle.

The teachers of professional secondary education of 2nd cycle are entitled to the same salary as that of the "licenciés" teachers, teachers of 2nd cycle of secondary education.

They are recruited from among:

- 1 - Those possessing a diploma of the professional superior school of Pedagogy (Vietnamese or French) and belonging to 4th grade.
- 2 - Teachers of professional education of 1st cycle, senior teachers of 3rd grade who have taught at least for 2 years in 2nd cycle of professional secondary education and are beneficiary of a proposal to that effect.
- 3 - Contractual and daily teachers who meet the required qualifications, diplomas and are beneficiary of a proposal to that effect.

III. Cadre for teachers of 1st cycle of secondary education

The teachers of 1st cycle of secondary education are put on salary scale "B" which comprises 11 grades excluding 2 superior grades reserved for the teachers graduated from the Indochina superior school of Pedagogy

Senior teacher - special category (echelon 2)	790
Senior teacher - special category (echelon 1)	740
Senior teacher of super-grade	690
Senior teacher of 1st grade	650
Senior teacher of 2nd grade	610
Senior teacher of 3rd grade	570
Senior teacher of 4th grade	530
Teacher of 1st grade	490
- - 2nd -	460
- - 3rd -	430
- - 4th -	400
- - 5th -	370
Teacher under probationary period	340

In principle, admission into this cadre is reserved exclusively for the graduates of superior school of Pedagogy (2nd cycle). However, in consideration of the needs of public services and upon proposal

The diploma of pedagogy is required to make their appointment definite. Those who fail to obtain the diploma after 3 probationary years will be dismissed.

They are entitled to the following salary index:

Senior teacher of super-grade	480
- - - 1st -	450
- - - 2nd -	420
- - - 3rd -	390
- - - 4th -	360
Teacher of 1st grade	330
- - 2nd grade	310
- - 3rd grade	290
- - 4th grade	270
Teacher under probation	250

VI. Cadre for auxiliary teachers

(Arrêté No. 33-GD/ND on November 14, 1955)

To raise the value of elementary education. A decision has been made by the Department of Education whereby more auxiliary teachers would be recruited. However, those who have received the Certificate of Pedagogic Ability on May 12, 1955 and May 16, 1955 may get into this cadre according to the budgetary possibilities on 1956-57.

The auxiliary teachers are put on the following salary scale:

Senior teacher of super-grade	450
Senior teacher of 1st grade	400
- - - 2nd grade	370
- - - 3rd grade	340
- - - 4th grade	310
Teacher of 1st grade	280
- - 2nd grade	260
- - 3rd grade	240
- - 4th grade	220
Teacher under probationary period	200

VII. Cadre for instructor of professional elementary Education

(Arrêté No. 35-GD/ND on November 14, 1955).

The following qualifications are required for admission into this cadre.

of their chiefs, the elementary education teachers possessing the complete baccalaureate or diploma of pedagogic ability of 2nd cycle may be admitted as well.

IV. Cadre for teachers of 1st cycle of professional secondary education.
(Arrêté No. 52-GD/NĐ on November 19, 1955)

This cadre is equivalent to salary scale "B" the highest grade of which is reserved for the teachers ex-students of superior school of Fine-Arts of Indochina.

Senior teacher - special grade	720
- - super-grade	680
- - 1st grade	640
- - 2nd grade	600
- - 3rd grade	560
- - 4th grade	520
Teacher of 1st grade	480
- 2nd grade	440
- 3rd grade	410
- 4th grade	380
- 5th grade	350
Teacher under probation	320

In order to be admitted, the diploma of the Superior National School of Fine-Arts or of the former Superior School of Fine-Arts of Indochina is required.

The following may also be nominated teachers of professional secondary education of 1st cycle upon their requests and after approval of a special committee.

1.- Teachers graduated from the former superior school of Fine-Arts who meet the required seniority conditions.

2.- Music teachers, teachers of secondary education, daily or contractual teachers of first cycle possessing the required diplomas and have served at least for 2 years in the 1st cycle of professional secondary education.

V. Cadre for elementary teachers

This is a cadre reserved for the graduates of normal school the study duration of which is 4 years.

Admission also is extended to those possessing Baccalauréate 1st part, diploma of 1st cycle of secondary education (or an equivalent diploma).

- 1.- Possessing a diploma of an applied Arts school after three years of schooling, or a technical diploma.
- 2.- Having at least one year's apprenticeship in a work-shop.
- 3.- Passing the examination to render the admission definite.

Following are the salary indices for this cadre:

Senior teacher of super-grade	480
- - - 1st grade	450
- - - 2nd grade	420
- - - 3rd grade	390
- - - 4th grade	360
Teacher of 1st grade	330
- - - 2nd grade	310
- - - 3rd grade	290
- - - 4th grade	270

Teacher under probationary period

SALARY OF TEACHING PERSONNEL

The salary of a civil-servant includes the following elements:

- a) Basic salary
- b) High cost of living allowances
- c) Family allowances

a) the basic salary is obtained by multiplying $1020\$ \times 120$
 100×100

with the salary index.

b) The high cost of living allowances are fixed by Decree No. 28-NV on May 8, 1954 as follows:

For salary scale A and B

Single	1200\$00
Married	1550\$00
Married and one child	1900\$00
Married and 2 children	2250\$00
Married and 3 children	2600\$00
Married and 4 children	2950\$00
Married and 5 children and	3300\$00
Above 5 children	

For salary scale B

Single	800\$00
Married	950\$00

Married and 1 child	1100\$00
Married and 2 children	1250\$00
Married and 3 children	1400\$00
Married and 4 children	1550\$00
Married and 5 children	1700\$00

c) The family allowances are fixed by decree No. 28-NV on May 8, 1954, paragraph 4

Wife 350\$00

Each child 250\$00 (no limit)

Apart from these allowances, a pedagogic prize of 200\$00 a month is granted to elementary school and auxiliary teachers (according to decree No. 175 - NV on May 23, 1954, paragraph 4 article 8)

The elementary education teachers who reach a class of secondary education of 1st cycle receives an extra pay of 12\$ per hour.

The teachers of 1st cycle of secondary education who are designated to teach a class of 2nd cycle of secondary Education receive an allowance of 17\$ per hour. These teaching hours are limited to 17 per week.

The agrégé teachers receive an allowance of 180\$00 per overtime hour while that of the "licencié" teachers and of 2nd cycle of professionnel secondary education teachers is 150\$00.

The following table shows the size of the present teaching personnel on duty

University

Professors, lecturers, chargés d'enseignement 23

2nd cycle of secondary Education

Licenciés professors 43

Professors of superior primary Education 264

1st cycle of secondary education

Teachers of 1st cycle (former european cadre) 4

Teachers of complementary (former european cadre) 15

Contractual personnel 290

Artists and musicians 13

Elementary Education

School directors 7

Inspectors 7

Vice-secretaries of Education	5
Teachers	1570
Auxiliary teachers	4367
Village teachers, instructors	3124
Instructors of Popular Education	1740
Instructors of professionnel Education	93
Instructors of Highland cadre	110
Artists	1
Supervisers	5
Laboratory assistants	6
Chief mechanic overseer	24
Specialized workers	29
Workers - Cooks	41
Personnel on special assignment to the Department of Education	74
Administrative personnel (South, Central PMS)	311
Messengers	90
Workers	583
Drivers	29

APPENDIX B

Sample Dossier Form

CONTRACTUAL EMPLOYEES

Service Order

- Recruitemet upon suggestions
- Permit or census-card copy
- Copy or certificate of Education diploma
- Certificate of good character (within 3 months)
- Health Certificate (within 6 months)

Contractual

- Security investigation
- Police register
- Civil status (marriage certificate, and birth certificate....)

Contract is renewable every 6 months.

Employees in the cadre

List of documents necessary to the setting up of the files concerning Mr..... Professor of who desires to be admitted to secondary professor cadre of échelon.

1. Request for integration
2. Report of Capacity and reason of proposal (2 copies) of the Director and the Direction of education.
3. Education diploma.
4. Health certificate (within 6 months).
5. Certificate of good character (within 3 months).
6. Police register (within 6 months).
7. Descriptive declaration or census-card copy, and postponement of military duty copy.
8. Result of security investigation on political behaviour of interested party.
9. Declaration list of salary period, contractual period Professor paid on a daily basis. (The professor paid on a daily basis is required to indicate how many hours he has taught a week, from what day to what day.) must be certified by the concerned service. The contractual copies, decisions or service order and other documents certified the salary; contractual period and Professor paid on a daily basis must be joined with this copy.
10. Application for old-age allowance (to be entitled to old-age allowance a fonctionnaire must work for the government for 20 years. Any contractual fonctionnaire who wants to be in the cadre has to fulfill this requirement. If he has worked for 5 years as a contractual fonctionnaire he has to agree to pay the Government the amount of money he did not pay while he was a contractual employee in order to receive the old-age allowance when he retires.)
11. Birth certificate of interested party.
12. Declaration list of family situation.
13. Birth certificate, and marriage certificate of wife, children. (If the interested party is married).

Daily employees (Journalier)

The interested party is required to furnish a personal file along with the following papers:

1. Application to be employed.
2. Certificate of good character issued within the past 6 months.
3. Police register issued within the past 6 months.
4. Personal files.
5. Result of security investigation on political (triplicate) behaviour of the security and police Bureau.
6. Health certificate (duplicate)
7. Copy or certificate of education diploma..... (duplicate)
8. Civil status (marriage certificate and birth certificate)(duplicate)

REPUBLIC OF VIET-NAM
DEPARTMENT OF EDUCATION

-00o-

PERSONAL INFORMATION

Name:

Date of birth:

Nationality:

Residence:

Diplomas:

Professional certificate:

Single, married or widow:

Name of wife:

Profession:

How many children:

Date of birth of the children:

Period on duty:

Previously:

a) In national office: Year, month, date.

b) In private office : Year, month, date.

want to be employed in

Saigon, month, day, year

Certified true information

Interested party

APPENDIX C

TABULATIONS OF FIELD QUESTIONNAIRE-INTERVIEWS

Note on Tabulations

The following tabulations are the result of guided interviews which were conducted among a number of village schoolmasters throughout Vietnam. Since accessibility is a selective factor in carrying out research in rural areas in Vietnam, the present sample cannot be considered random. In any event, these tabulations represent a series of opinions expressed by responsible people in the field of education --- people who are close to the actual operation of the education program. The results, therefore, are valuable in that they reflect a great deal about the state of education in the provinces. They point to some problems which have import for Vietnamese society as well as the Vietnamese system of education.

Contents of Tables

- I. Illiteracy Estimates
- II. Attendance
- III. Teachers, Pupils, and Classes
- IV. Inspections
- V. Major Problems
- VI. Improvement
- VII. A-B-C-D Popular Education
- VIII. Libraries
- IX. Village Interest in Education

NUMBER OF INTERVIEWS

Village Schoolmaster Interviews (Code Number V-2)

Tabulation by Region

Central Vietnam	18
South Vietnam	24
Pays Montagnards du Sud	5
Total	47

I - ILLITERACY ESTIMATES
V-2 Table

What is illiteracy rate in village? (These figures represent estimates of the number of illiterates, not official statistics.)

CENTER o/o	SOUTH o/o	P.M.S. o/o
60	60	
80	45	
60	40	
15	50	
20	60	
33 1/3	50	
60	40	
70	90	
70	50	
20	60	
30	50	
	60	
(14 replies 3 don't know)	(19 replies 7 don't know)	(2 replies 2 don't know)

II - ATTENDANCE
V-2 Table

1. What percentage of school-age children attend school?
2. What is percentage of students who can continue their education when they complete elementary school?

*
*

CENTER		SOUTH		P.M.S.	
% Attending School	% Can continue school	% Attending School	% Can continue school	% Attending School	% Can continue school
90	40			50	100
90	30	90		30	50
30		60	80	80	25
40	100	60	80	80	30
60	10	80		70	20
	100	50	40		
60	30	40	30		
25		6	3		
	100	25	2		
55	10	40	20		
20	100	80	2		
65	70	80			
20		10	15		
	90	70			
	65	20	30		
25	2	70			
45	50		90		
	60	60			
		40	60		
		40	40		
		80	100		
		35	90		

* These figures are estimates, not official statistics.

III - TEACHER, PUPILS, CLASSES
V-2 Table

How many Teachers?
How many Pupils?
How many Classes?

CENTER V.N.			SOUTH V.N.			P.M.S.		
Number of Teachers	Number of Pupils	Number of Classes	Number of Teachers	Number of Pupils	Number of Classes	Number of Teachers	Number of Pupils	Number of Classes
4	297	5	19	810	19	1	70	3
5	260	5	8	400	4	2	105	3
2	95	3	3	178	3	1	35	1
6	365	6	11	750	12	1	80	3
2	130	4	3	327	3	2	96	4
2	80	2	12	550	10			
4	291	5	5	357	7			
5	228	5	9	600	9			
5	270	5	3	178	3			
1	43	1	2	220	3			
2	200	3	6	245	6			
1	42	1	11	667	11			
2	119	3	7	477	7			
4	171	4	1	90	2			
5	264	5	13	834	16			
1	58	1	1	50	2			
6	320	9	19	1095	18			
			5	200	4			
			2	167	3			
			8	540	8			
			4	230	4			
			3	237	3			

IV - INSPECTIONS
V-2 Table

How often does provincial inspector visit your school?
(single response)

	CVN	SVN	FMS
1. 1 each week		1	
2. 1 every 2 weeks		5	
3. 1 every month	1	6	3
4. 1 every 2 months	1	2	
5. 1 - 3 times each year	7	3	
6. Less than once a year	1	1	1
7. School too new or school master is new	5	3	1
8. Never visited	3	1	
9. Don't know		2	
TOTAL	18	24	5

V - MAJOR PROBLEMS
V-2 Table

What are your major problems? (multiple response)

PROBLEMS	REGION		
	CVN	SVN	PMS
1. Lack of facilities (class room - toilet - play)	5	14	
2. Repairs (or replacement) of existing facilities.	5	7	3
3. Salary too low	2	2	
4. Lack of equipment (books - writing material - furniture -medicine)	12	12	4
5. Lack of teachers	6	3	2
6. Lack of attendance	1	1	1
7. No problems		2	
TOTAL	31	41	10

VI - IMPROVEMENT
V-2 Table

What are your suggestions for improving the school system?
(multiple response)

	C.V.N.	S.V.N.	P.M.S.
1. Need more practical subjects	5	4	1
2. Increase facilities or teaching equipment	6	10	
3. Increase number of teachers	2	2	
4. Improve teachers training (in-service training, etc)	2		
5. Establish better school-community relations (parents-government services)	1		1
6. No suggestions	6	8	3
TOTAL	22	24	5

VII A - POPULAR EDUCATION
V-2 Table

Is there any popular Education in your village?
(single response)

	NO	YES	TOTAL
CENTER	5	13	18
SOUTH	12	12	24
PMS	3	2	5

VII - POPULAR EDUCATION
V-2 Table

If so, who is in charge? (multiple response)

	CVN	SVN	PMS
Popular education committee (auspices of village council)	1	2	2
Village Volunteers (including Nat. Rev. Movement - village teachers and literates)	9	4	
Teachers appointed		4	
Civic Action committee		1	1
Village council	4	1	
No Response		1	
TOTAL	14	13	3

VII G - POPULAR EDUCATION
V-2 Table

How is popular education financed? (multiple response)

	CVN	SVN	PMS
Village budget	4	1	2
Villagers' contributions	4	1	2
Prov. education service	1	2	
American Aid	1	3	
No financial support	2	6	
Don't know or no response	1	1	
TOTAL	13	14	4

VII D - POPULAR EDUCATION
V-2 Table

Has Popular Education made progress?
(single response)

	C.V.N.	S.V.N.	P.M.S.
1 - HAS MADE PROGRESS	6	10	2
2 - HAS NOT PROGRESSED	2		
3 - NO OPINION	5		
TOTAL	13	10	2

VIII - LIBRARIES
V-2 Table

Is there any type of library in village?
(single response)

	Yes	No	No Response	TOTAL
CENTER		18		18
SOUTH		23	1	24
P.M.S.		5		5

IX - VILLAGE INTEREST IN EDUCATION
V-2 Table

Who in village is interested in education problems?
(Multiple Response)

CATEGORIES	CENTER	SOUTH	P.M.S.
1. Local Authorities (canton chief, village council, priest)	9	13	2
2. Village organizations (Civic Action, P.T.A., NAT. Movement for Revolution, Popular Education Comm.)	2	2	1
3. Villagers (either as a group or certain individuals)	5	3	1
4. Parents	1	3	
5. Nobody (outside of teachers)	3	3	
6. Don't know or no response	1	4	1
TOTAL	21	28	5