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EDUCATION IN THE REPUBLIC OF VIETNAM

BY

NGO DINH DUYEN

A research report submitted in partial fulfillment of the requirements for the degree Master of Education, Department of Education, South Dakota State College of Agriculture and Mechanic Arts

December, 1962

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NDD
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INTRODUCTION

This report attempts (1) to present background information on the current status of Vietnamese education, (2) to show the structure, operation, and progress of educational organizations in Vietnam, and (3) to offer source materials useful for further study of the Vietnamese school policies and practices.

The study contains both descriptive and statistical information on the marked features of the Vietnam national school system from kindergarten to university.

Every effort has been made to draw together the available up-to-date material and scattered data, and to present these in a uniform and systematic pattern, using the American equivalent terminology for comparative information purpose.

Selective information on which this study is based was drawn from sources such as books, pamphlets, bulletins, government publications and official statistics, and personally collected data.

The writer realized the broad scope of the subject, because a complete report of this type could be written on several of its subdivisions. This study was limited, therefore, to the presentation of basic material and salient characteristics in the light of enough background information to enable the interested reader to interpret the essential facts concerning the structure and functioning of the national education system in present-day Vietnam.
THE COUNTRY

Basic Geographic Facts about Vietnam

Vietnam is situated in the Indochinese peninsula of Southeast Asia, bounded on the north by China, on the west by Laos and Cambodia, washed on the south by the Gulf of Siam, and on the west by the South China Sea.

Under the terms of the Geneva Agreements of 1954, Vietnam was divided approximately along the seventeenth parallel between the Democratic Republic of Vietnam (North) and the Republic of Vietnam (South).

The total area of Vietnam is 127,000 square miles, nearly double that of New England.

North of the seventeenth parallel: 62,000 square miles
South of the seventeenth parallel: 65,000 square miles

The total population estimated in 1960 is 30,533,601.

North of the seventeenth parallel: 15,916,955
South of the seventeenth parallel: 14,616,646

The location and provinces of the Republic of Vietnam are shown in Figure I.

1Viet-Nam as it is spelled in Vietnamese writing has become Viet Nam (in two words without the circumflex and tone marks on the letter "e" and without hyphen) or Vietnam (in one word) now prevailingly used in foreign appellation.


3Figure taken from Britannica Book of the Year (Chicago: Encyclopaedia Britannica, Inc., 1962), p. 726.

Figure I. Map of the Republic of Vietnam: Location and Provinces.
The capital city of the Republic of Vietnam is Saigon, with 1,900,800 population (1955 census).  

**Historical Background**

Vietnamese legends declare that the first human sovereigns of the Empire were the Hong Bang dynasty who ruled from 2879 to 258 B. C.

The history of Vietnam may be divided into five eras:

1. From 2879 B. C. to 258 B. C.: Vietnam began as a kingdom according to the Vietnamese legends.
   - 267 B. C.: Beginning of authentic history.

2. From 111 B. C. to 938 A. D.: Chinese domination.

3. From 939 to 1883:
   - Independence and growth.
   - 1284: Vietnam defeated Mongolian hordes of Kublai Khan.
   - 1820: First American merchant-navigator to make contact with Vietnam (Captain John White).
   - 1832: First American Diplomatic Mission headed by Edmund Roberts with signed letters from President Andrew Jackson.
   - 1873: First visit of a Vietnamese diplomat to the United States. Bui-Vien formally received by President Ulysses S. Grant.

4. From 1883 to 1945:
   - French administration.
   - 1946: War broke out between French and Viet-Minh.

---

5. Post World War II period:

- October 26, 1955: Vietnam to be a republic.
- 1956: Election of the Constituent Assembly which became first Legislature after promulgation of the Constitution.
- 1959: Election of Second National Assembly.¹

**Political Organization**

Free Vietnam is a republic with the president and vice president elected directly by the people for five-year terms. The cabinet is appointed by the president. The deputies of the National Assembly are elected by universal, direct and secret ballot for three-year terms. There is one representative for every 60,000 inhabitants, a total of 123 deputies.

Vietnam is divided into 41 provinces which are further divided into districts and villages. The chief of each province is appointed by and responsible to the president.

**Economy**

Vietnam is essentially an agricultural country where nearly 80 per cent of the population derive their livelihood from agriculture, mainly rice growing and rubber tapping. Smaller numbers are engaged in fishing and forestry.

¹Data obtained from Thai Van Kiem, *The Twin Did Meet* (Saigon: Department of National Education, 1960), and *Vietnam at the Crossroads of Asia* (Washington: Press and Information Office, Embassy of Vietnam).
Marked progress has been made in the development of agricultural resources, handicraft, manufacture, trade, mining, electric power, and transportation, contributing to a more balanced agro-industrial economy.

The monetary unit is the Dong ($) with an official exchange rate of VN $35.00, and a free market rate of approximately VN $73.50 to the United States dollar.

**Religion and Culture**

The population in Vietnam is about 90 per cent Buddhist and 10 per cent Christian and most of the Christians are Catholics. Actually the most important aspect of Vietnamese religious life is ancestor worship which results in a reverence for the elders and strong family ties.¹

Diversity and unity are the characteristics attributed to the Vietnamese culture:

Diversified in origin, because Vietnamese culture has developed through different ages: the Mesolithic, the Neolithic, the Dongsonian. It has been moulded by Chinese culture with the impact of Confucianism and Taoism; by Hindu culture with its Buddhist diffusion; and influenced by the West with the coming of Christianity and the acceptance of Western thought.

Diversified in origin but basically a single culture, because its various constitutive elements, far from proving mutually exclusive, have jelled smoothly to form an eminently original Vietnamese civilization.²


As Joseph Buttinger put it, "... they (the Vietnamese) show a remarkable cultural unity, possess a high degree of civilization, speak the same language in the remotest North and the farthest South. . . ."

Vietnamese is a monosyllabic tone-language. A given word may be pronounced in any of the six tones, giving six different meanings.2

The transcription of the Vietnamese language from Chinese simplified ideographs into the Western alphabet using the familiar 26 letters and tone marks was credited to the European Catholic missionaries in the 17th century. The first printing press was installed in Vietnam in 1865, 216 years after the first book in Vietnamese was printed with movable types in Rome.3

Vietnamese has replaced French since 1945 as language of instruction in all secondary schools on the land.

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2For more details concerning the Vietnamese language, see Nguyen Dinh Hoa, The Vietnamese Language, Vietnam Culture Series No. 2 (Saigon: Department of National Education, 1960).

Organization of the Department of National Education

In Vietnam, education is a function of the central government. The organization, administration, financing, recruitment, and training of teachers are directed and supervised by the Department of National Education. A certain uniformity is secured in all schools of similar type at all levels through the prescription of curricula and number of hours of instruction given to the same subject in each grade, the administration of public examinations, the award of certificates, and diplomas by the state whose control also extends to private schools.

The former Ministry of National Education originally established by Decree No. 46 of July 31, 1948, became the Department of National Education on October 26, 1955, when the Republic of Vietnam was proclaimed. ¹

Various decrees provide the legal basis for the work of the Secretary of State for National Education, the Department of National Education, and the system of education: Order No. 33-GD of September 19, 1949, defined the functions of the Secretary of National Education (then called Minister); Decree No. 96-GD of December 29, 1949, outlined the organization of the educational system; Decree No. 21 GD/ND of February 3, 1955, laid down the organization of the Department of National Education; and Decree No. 98 GD/ND of February 21, 1956, provided for its partial reorganization.

As shown in Figure II, the services responsible for schools and, in more general terms, for all school activities, arts, literature, science, popular culture, and sport are subordinate directly to the Secretary of National Education. Operating functions of the Department of National Education are handled in the following main divisions:

The Directorate of the Cabinet

The Director of Cabinet acts as the personal assistant to the Secretary of State for Education and serves as liaison between all services within the Department of National Education and the Secretary. The primary function of the Cabinet is to maintain outside relations and to deal with political matters.

The administrative responsibilities of the Cabinet are divided among the following bureaus and services: Secretarial Bureau; Press and Information Bureau; Communication Bureau; Legislation and Education Planning Service; Inventory, Statistics and Mobilization Service; Educational Research and Documentation Service; Compilation, Translation and Publication Service; School Youth and Social Activities Service; and University Student Housing Service. Each of the above services is composed of two or more bureaus.

The Office of the Secretary General

This office is vested with the internal administration of the Department of National Education. It includes the Personnel Service, the Accounting Service, and the Foreign Aid Service. Each service is also subdivided in bureaus.

The State Universities

The universities have administrative, instructional, and disciplinary autonomy within the limits of the laws.

The Directorate General of Secondary, Primary, and Popular Education

This Directorate General is responsible for a coordinated administration of three operating agencies; namely, Directorate of Secondary Education, Directorate of Primary Education, and the Directorate of Private, Popular and Fundamental Education. Each of the two former Directorates maintains its separate five bureaus: (1) Inspection; (2) Personnel; (3) Accounting; (4) Regulations, Educational Affairs and In-Service Training; and (5) Examinations, Certification and Scholarships.

The Directorate of Education for Highlands and Lowlands of Central Vietnam

The Commissioner of Education in Central Vietnam is appointed by the Secretary of State for National Education. The Directorate consists of a Secretarial Bureau and a body of regional inspectors.

The National Technical Center

Founded in 1957, the Center groups on one campus the Higher School of Public Works (Civil Engineering), the Higher School of Electrical Engineering, the National School of Industrial Engineering, and the

The Directorate of Technical Education

This Directorate is responsible for the organisation, administration, and supervision of technical and vocational education of less than university level.

The Directorate of Fine Arts Education

This Directorate takes charge of the planning, development, improvement, and supervision of painting, arts design, drama, and music education.

The Directorate of Cultural Affairs

This Directorate with its two bureaux, the Cultural Bureau and the UNESCO Bureau, functions as liaison between the United Nations Educational, Scientific and Cultural Organization and the Department of National Education, organizes cultural conferences and exhibitions, publishes education documents, and arranges for the exchange of information with other Vietnamese and foreign cultural organizations.¹

The Directorate of Archives and Libraries

This Directorate is responsible for the reorganization and development of public libraries and the establishment of archival depositaries.

The Institute of Oceanography at Nha-Trang

This research institute in Physical and Biological Oceanography, Marine Biology and Fishery maintains a museum of marine life. The Institute is accredited by and associated with the University of Saigon.

The Institute of Historical Research

This Institute is bound by (1) the study and research of ethnological documents in Vietnam and in neighboring countries, editing of reports on studies of civilization, history, literature, linguistics, and ethnology, and translation of Chinese and Vietnamese books on same, (2) the research, restoration, and preservation of historical vestiges, monuments, imperial tombs, and antiques, and (3) the administration of the museums.

School Administration and Inspection

All administrative and educational matters proceed through the organic channel to the Directorate of the Cabinet and/or the Office of the Secretary General which, within the jurisdiction and authority, will report to the Secretary of National Education. Authority may be delegated to the Directorates or services to carry out the laws, decrees, and regulations issued from the Office of the Secretary of National Education.

The inspectors are to see that government regulations are met; they conduct school visits, confer with principals and teachers, make routine observation and evaluation of administrative and teaching practices, determine the needs of schools, assist with the instructional problems, and provide proper conditions for the continuous in-service education.
growth of teachers.

Higher Education

Because higher institutions have greater autonomy of operation than institutions at lower levels, inspection of the former is not organized in as much detail.

Each university is administered by a rector, assisted by a University Council. Each university is divided into faculties, higher schools, or institutes. Each faculty is headed by a dean, seconded by an administrative staff and a teaching staff.

The rector is appointed by presidential decree and the deans are appointed by the Secretary of National Education upon nomination of the rector.

The supervision of the National Technical Center is technically entrusted to the Administrative Committee of each constituent institution and the Board of Directors of the Center is responsible for the overall administration and coordination of the engineering education programs.

Secondary Education

All public academic high schools are under the direct administration of the Directorate of Secondary Education. The inspectors at this central office are responsible for the second-cycle high school programs, while the regional inspectors look after those of first-cycle high schools. A chief inspector or head of the inspectorate is directly responsible to the Director of Secondary Education.

Semi-public secondary schools are under the administrative control of the mayor or chief of province while being technically supervised by
the Directorate of Secondary Education. Similarly, the vice mayor or
the chief of district and the chief of primary education service in each
province are jointly responsible for administrative control and technical
supervision of semi-public primary schools.

All the normal schools for training primary school teachers are
placed under the direct supervision of the Directorate General of Second-
ary, Primary, and Popular Education.

A board of four inspectors at the Directorate of Private, Popular,
and Fundamental Education directs the inspection of semi-public and pri-
ivate secondary schools, high schools for students of Chinese origin,
private schools of foreign languages, and correspondence schools. The
same board is in charge of the inspection of semi-public and private
primary schools and all programs pertaining to popular education.

The inspection of all secondary, primary, public, private, and
correspondence schools in Central Vietnam is vested in an inspectorate
composed of a chief inspector and a board of inspectors at the Direc-
torate of Education for Highlands and Lowlands.

Provisions are being made to establish inspection services at the
Directorate of Technical Education and the Directorate of Fine Arts
Education.

Primary Education

A Service of Primary Education is established at the chief town
of each province. The chiefs of these services are under the authority
of the Directorate of Primary Education, assisted by clerical employees
and two or more inspectors according to the number of schools and
Besides the primary public schools, the Directorate of Primary Education has under its supervision all public kindergarten schools, community schools, the two-year courses in home economics at primary school level, and two schools for the blind.

Educational Finance

Funds for financing education are received from the following sources: (1) national budget, (2) provincial and city budgets, (3) foreign aid funds, (4) joint budget (national, foreign, and provincial funds), and (5) local budget (communal funds, parent-teacher associations, private contributions, etc.).

The presidential ordinance of December, 1955, incorporates the regional education budgets in the national budget.

The decree of March, 1955, exempts private institutions from the licensing tax, and that of March, 1961, abolishes the high school public examinations fees.

Education in all primary and secondary public schools is free. Only a nominal matriculation, laboratory, and health fee is charged to students who enroll in the universities.

Programs of popular education are supported by the national budget and American aids; they are also sponsored by many voluntary agencies and local associations.

During the 1960-1961 school year, 93 schools received state aids
which amounted to VN $2,700,000.\textsuperscript{1} These semi-public schools, being subsidized by the Government, collect lower tuitions than the regular rate charged by private schools.

The universities have an autonomous budget. However, expenditures of over one million are subject to the approval of the Secretary of State for National Education.

Public funds allotted for education have been markedly increased: VN $788,623,000 in 1959 as against $612,028,200 in 1958,\textsuperscript{2} and $326,000,580 in 1954.\textsuperscript{3} The budget for 1962 proposed by the Department of National Education had been VN $1,143,353,000.\textsuperscript{4} In the 1961-1962 school year, scholarships granted to students at home and abroad totaled VN $42 million.\textsuperscript{5}

**General School Practices**

**The School Day and Year**

The school year begins in early July and ends by mid April. This pattern is typical at all levels of instruction except for some variations


\textsuperscript{4}Figure taken from *News from Vietnam*, Vol. VIII, No. 1 (January, 1962), p. 23.

\textsuperscript{5}Ibid.
caused by examination schedules at the university level. The school year is divided into two semesters.

Classes meet six days a week, Monday through Saturday; the schedules vary with each school and grade. In primary schools, there is no afternoon class on Wednesdays and Saturdays.

The length of class period is from 25 to 45 minutes in primary grades and from 60 to 90 minutes at the secondary level.

The number of class hours per week for each subject is determined in the prescribed curriculum.

School Buildings

The administrative regulations require that all public and private schools should conform to sanitation and safety standards. The Department of National Education has prepared a number of standardized working drawings and specifications for typical small and medium-sized schools in order to simplify the administrative procedures and expedite the school construction in the provinces. Provisions are given to the local Public Works Service which is to assist the provincial school authorities in planning school plants, for modifying the buildings in accordance with the material used, the fund available, or the adaptation of the buildings to the site.¹ The construction of larger plants necessitates special school-architectural services.

There have been trends to group school buildings and coordinate the curricula in order to conserve staff, share classrooms, library, laboratories, equipment, auditorium, athletic field, and other facilities, to cut operation, transportation, and administration costs.

**School Health Services**

Health supervision in school is handled by the personnel of the Department of Health.

All students from primary grade through the university are given periodical medical examinations. Immunity tests and preventive inoculation are administered to primary school pupils and vaccinations provided to all. Medical cards are part of the school records. Every public hospital maintains a service to furnish dental care and medical treatment without charge to government employees and public school students. All schools are provided with first-aid kits. Larger schools have infirmaries with doctors and health employees appointed by the Department of Health.

Annual medical examination including diagnostic X-rays and laboratory tests is required of all university students. Medical services are obtained through the Student Health and Sanitation Service of the university.

Students of technical and vocational high schools are required to carry accident insurance.

**Textbooks, Instructional Materials, and School Libraries**

Schools do not provide free textbooks for all pupils, as to the present time the expenditure is too large a strain for the budget to
bear. Students may purchase school supplies and textbooks at reduced prices through school cooperatives.

Curriculum guides containing overall philosophy and suggested teaching methods are made available to public school teachers.

The textbook-selecting committee appointed by the Department of National Education studies various books available and recommends those to be approved for use in schools.

During the 1960-61 school year, the Compilation, Translation and Publication Service published 41 titles of textbooks for primary, secondary, and higher education, and translations from English, French, and Chinese books of literature and philosophy. Since its establishment in 1958, the Service has prepared for publication 132 titles, the printing of which totaled more than 3 million copies.

The Directorate of Technical Education maintains an instructional materials laboratory and a print shop for the publication of charts, teaching guides, tests, and other evaluation materials, vocational education literature, and technical textbooks.

School library policy still is a local prerogative. The larger and newer schools have organized library rooms with selected reading materials. Greater attention is being paid to the development of the school library, making it an essential and integral part of every school.

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2Ibid., pp. 45-46.
The Examination System

Annual promotion from grade to grade is primarily an internal rule of each school. Normally a written test covering each subject studied is given at the end of each semester. Secondary school students who failed their regular semester examinations may sit for a promotional examination at the beginning of the new school year. Student achievement is evaluated by class work and test results. A permanent record of grades, teachers' comments, and other relevant matters are contained in an individual booklet authenticated by the school. Monthly report cards are sent to parents. The over-all scholastic achievement shown in the student grade records may be considered by the board of examiners of the two examinations for the senior high school diplomas which are required for enrollment in the universities or higher professional institutions. These examinations are held annually in April and July for students of public and private schools and to those who fulfill the age and scholastic requirements set by the Department of National Education. The written examinations are given on the same day in major cities throughout the country. Students follow the same schedule and answer the same set of questions issued by the responsible service of the Department of National Education. To be admitted to the oral examination or to be accepted to the second examination session, candidates must obtain a minimum requisite qualifying score.

At each examination center an Examination Board is nominated to administer the written examination, and another board is appointed to grade the papers and to conduct the oral examination.
Definite instructions and proper precautions are given to assure the impartiality of the examinations, thus enhancing the value of the diplomas conferred by the Government. Reforms on the examination procedures are being made to improve the validity of the group tests, the reliability of the marking of essay questions, and to shorten the time required for candidates to write the answers and for the examiners to evaluate them. This also aims to reduce public expenses for the organization, administration, and control of examinations.¹

Extra-Class Activities

The home room commonly organized in schools consists of a group of students of the same grade assigned to a teacher for regular meetings, weekly or at more frequent intervals. Activities are usually prescribed by the administration or planned by the teacher such as explanation regarding school programs and fostering special school activities.

Every secondary school has its own youth group in which civic, ethical, and physical education complement the general instruction. Regulations governing these groups were promulgated by a departmental order. Among activities falling outside of the regular school hours may be mentioned athletics, glee club, orchestra, science and play programs, and social events.

In the universities, the Students' Association governing board has voice in the determination of all extra-curricular programs such as

athletic, literary, musical, recreational, and other activities. The General Association of Vietnamese University Students has been represented at many international student organization conferences.
**EDUCATIONAL SYSTEM AND CONTENTS**

**Compulsory Education and Illiteracy**

The Constitution of 1956 states in Article 26:

The State shall endeavour to give every citizen a compulsory and free basic education.

Every citizen has the right to pursue his studies.

Those who are capable but lack private means shall be helped in the pursuit of their studies.

The State shall recognize the right of parents to choose the schools for their children, and of associations as well as individuals to open schools in accordance with conditions fixed by law.

The State can recognize private institutions of university or technical education which satisfy the legal requirements. The diplomas granted by these institutions can be recognized by the State.¹

Education is compulsory for children of both sexes between 6 and 14 years of age. The minimum duration of compulsory school attendance is three years. This obligation may be fulfilled by attending public or private schools.²

In a concerted effort to eradicate illiteracy in Vietnam, the Department of National Education initiated in 1956 an anti-illiteracy campaign enlisting all available assistance of the country. It was based


on two principles: (1) maximum centralization of planning and setting basic policies, and (2) maximum executive decentralization with complete flexibility as regards regional needs and peculiarities. The plan called for a joint effort among national, regional, and private agencies, with the government providing the leadership, funds, teaching guides, reading materials, supplies, and the local authorities furnishing supervision, classrooms, and other facilities. Experience has shown that a normal adult can learn to spell syllabically the language in six weeks and read almost any text in about three months. This is possible thanks to the syllabic character of the Vietnamese language and the phonetic orthography in use.¹

Nine-month intensive courses in primary education are given to children and adolescents from 5 to 18 years of age in remote regions where no school exists. Courses for adults are four months in length. At present the Department of National Education employs 8,307 teachers for 5,598 classes throughout the country.²

Table 1 shows the number of illiterates left to be educated after each year, from 1954 to 1961.

Many special classes have been opened in the provinces permitting adults and out-of-school youth to complete primary school and further

¹For more details concerning the organization, operation, and program of studies of popular education in Vietnam, see Hickey and Phuc, op. cit., pp. 37-59.

their study. In 1961, 20 courses prepared 810 students for the Junior High School Diploma.\(^1\)

Other accelerated courses have been conducted to teach Vietnamese reading and writing to mountaineers and Vietnamese citizens of Chinese or Khmer origin.

It is expected that compulsory education will be extended to higher age groups and at a higher required level.

Table 1. Decreasing Number of Illiterates from 1954 to 1961*

<table>
<thead>
<tr>
<th>Year of census</th>
<th>Illiterate population**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1954-1955</td>
<td>2,170,416</td>
</tr>
<tr>
<td>1955-1956</td>
<td>2,000,000</td>
</tr>
<tr>
<td>1956-1957</td>
<td>1,600,376</td>
</tr>
<tr>
<td>1957-1958</td>
<td>1,157,342</td>
</tr>
<tr>
<td>1958-1959</td>
<td>893,289</td>
</tr>
<tr>
<td>1959-1960</td>
<td>778,453</td>
</tr>
<tr>
<td>1960-1961</td>
<td>652,707</td>
</tr>
</tbody>
</table>


**Excluding hillmen and children below school age.

The School System

The Vietnamese school system is divided into two distinct branches: general or academic and technical-vocational. The educational ladder consists of five years of primary (or elementary) school followed by four years of secondary school of first cycle also known as junior or first level high school, three years of secondary school of second cycle or senior high school, and culminated by university and professional schools.

\(^1\)Ibid.
referred to as higher educational institutions. Schools are grouped in three classes: public, semi-public, and private, with the exception of a number of schools under the supervision of other departments.

The structure of the school system is shown in Figure III; the normal age of the persons in each level is given at the left-hand side.

Pre-School Education

The responsibility for pre-primary education for children between 4 and 6 years of age is provisionally being left to private schools. In the 1961-1962 school year, there are 19 public kindergarten schools and 124 pre-primary classes annexed to the existing primary schools. The number of government kindergarten schools increases rather slowly because the national budget does not favor their expensive building, equipping, and operation while classrooms for primary schools are still in great shortage.

Primary Education

The five-year program of primary education leads to the primary school certificate. In smaller villages, only the first three classes are opened in "lower" primary schools. The grade numbering starts with class five as the first year of schooling.

Philosophy and Aims of Primary Education

The new philosophy of education recognizes that

---

1Tran Van Que et al., Quan Tri Hoc Duong (School Administration) (Saigon: By the Author, 1961), p. 86.
Figure III. Structure of the School System
modern education must respect the freedom and rights of children and that each must be helped develop to maximum capacity in keeping with his native ability. The teacher must not direct but must guide and advise the pupils and encourage them to participate in their own education.

Primary education is not limited to the mastery of the three R's; it also aims at the development of children's physical and mental health, social adjustment, interests and abilities, habits and attitudes that promote good citizenship and democratic living.

Admission and Curriculum

Children of 6 or 7 years of age are admitted upon application to the first year of public primary schools.

Teachers are provided with curriculum bulletins presenting the guiding principles and suggested instructional procedures. Active, real-life, and audio-visual methods are recommended.

The program of studies for primary schools is shown in Table 2.

Examination and Grading Systems

During the first three years of primary schools there is no examination for promotion from one grade to the next. Monthly tests are given instead. Grading is by number from zero to 10 with 10 being the highest. A five average is requisite for admission to the upper class.

### Table 2. Program of Studies for Primary Schools*

<table>
<thead>
<tr>
<th>Subject</th>
<th>5th</th>
<th>4th</th>
<th>3rd</th>
<th>2nd and 1st</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vietnamese</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Vocabulary</td>
<td>2.30</td>
<td>1.50</td>
<td>1.50</td>
<td>3.15</td>
<td>2.45</td>
<td></td>
</tr>
<tr>
<td>b. Reading</td>
<td>3.00</td>
<td>1.20</td>
<td>1.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Recitation</td>
<td>1.00</td>
<td>1.00</td>
<td>0.50</td>
<td>0.30</td>
<td>0.30</td>
<td></td>
</tr>
<tr>
<td>d. Dictation and Grammar</td>
<td>0.30</td>
<td>1.20</td>
<td>1.50</td>
<td>1.45</td>
<td>1.45</td>
<td></td>
</tr>
<tr>
<td>e. Composition</td>
<td>1.30</td>
<td>1.30</td>
<td>1.30</td>
<td>1.30</td>
<td>1.30</td>
<td></td>
</tr>
<tr>
<td>f. Calligraphy</td>
<td>2.30</td>
<td>1.00</td>
<td>1.00</td>
<td>0.30</td>
<td>0.30</td>
<td></td>
</tr>
<tr>
<td>2. Ethics and Civics</td>
<td>2.05</td>
<td>2.05</td>
<td>2.05</td>
<td>2.30</td>
<td>2.30</td>
<td></td>
</tr>
<tr>
<td>3. History</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>4. Geography</td>
<td>0.50</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>5. Elementary Science**</td>
<td>2.25</td>
<td>2.25</td>
<td>2.25</td>
<td>2.30</td>
<td>2.30</td>
<td></td>
</tr>
<tr>
<td>6. Arithmetic, Metric System,</td>
<td>2.30</td>
<td>3.00</td>
<td>3.00</td>
<td>3.50</td>
<td>3.50</td>
<td></td>
</tr>
<tr>
<td>and Geometry</td>
<td>1.40</td>
<td>0.50</td>
<td>0.50</td>
<td>0.50</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>7. Drawing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Domestic Science</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Child Care</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manual Work</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>0.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Supervised Activities</td>
<td>2.30</td>
<td>2.30</td>
<td>2.00</td>
<td>1.20</td>
<td>0.50</td>
<td></td>
</tr>
<tr>
<td>10. Recreation</td>
<td>1.40</td>
<td>1.40</td>
<td>1.40</td>
<td>1.40</td>
<td>1.40</td>
<td></td>
</tr>
<tr>
<td>11. Physical Education and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games</td>
<td>1.40</td>
<td>1.40</td>
<td>1.40</td>
<td>2.00</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25.00</td>
<td>25.00</td>
<td>25.00</td>
<td>25.00</td>
<td>25.00</td>
<td>25.00</td>
</tr>
</tbody>
</table>


**Courses in Science are given a utilitarian slant, varying according to local conditions.

In the last two years, examinations are scheduled at the end of each semester. Pupils who rank in the upper two-thirds of their class with an over-all average grade of 5.0 are exempted from the formal examination and receive the primary school certificate, while those who fail may take a public examination which is given once a year to everyone of 11 years of age or over who has completed all the prescribed courses of the primary school program.
Holders of the primary school certificate may choose to enter general or technical public secondary schools of first cycle by competitive examination.

Table 3 shows the number of primary schools, classrooms, teachers, and pupils from 1954 to 1961.

**Primary Community Schools**

Besides the regular primary schools, many pilot community schools have been established since 1954 with the same organization, under the authority of the Directorate of Primary Education. These schools are intimately connected with the life of the community to provide for educational needs of all in the community. The introduction of agricultural instruction was also a realistic approach to broaden the traditional curriculum.

In the 1960-1961 school year, there were 23 community schools with 213 classrooms, 241 teachers, and 11,187 pupils.¹

The existing public primary schools are expected to be gradually converted into community schools.²

**Secondary Education**

The seven-year secondary school program is divided into a first cycle of four years and a second cycle, the first two years of which lead to the first part of the senior high school diploma and the third year


Table 3. Primary Education: Number of Schools, Classrooms, Teachers, and Pupils, 1954-1955 to 1960-1961*

<table>
<thead>
<tr>
<th>School year</th>
<th>Number of schools</th>
<th>Number of classrooms</th>
<th>Number of teachers</th>
<th>Number of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
<td>Private</td>
</tr>
<tr>
<td>1954-1955</td>
<td>1,189</td>
<td>473</td>
<td>6,332</td>
<td>1,859</td>
</tr>
<tr>
<td>1955-1956</td>
<td>2,395</td>
<td>749</td>
<td>10,150</td>
<td>2,897</td>
</tr>
<tr>
<td>1956-1957</td>
<td>2,702</td>
<td>729</td>
<td>11,027</td>
<td>2,524</td>
</tr>
<tr>
<td>1957-1958</td>
<td>3,147</td>
<td>1,135</td>
<td>14,538</td>
<td>4,127</td>
</tr>
<tr>
<td>1958-1959</td>
<td>4,981</td>
<td>1,873</td>
<td>17,197</td>
<td>6,224</td>
</tr>
<tr>
<td>1959-1960</td>
<td>4,390</td>
<td>1,992</td>
<td>19,980</td>
<td>6,548</td>
</tr>
<tr>
<td>1960-1961</td>
<td>4,645</td>
<td>2,430</td>
<td>21,916</td>
<td>6,998</td>
</tr>
</tbody>
</table>

leading to the second part of the senior high school diploma. ¹ The grade levels are counted in inverse order from seventh to first, the first year of secondary schools being termed class seventh (see Figure III, p. 28).

**Fundamental Principles for Secondary Education**

The National Education Congress held in July, 1958, established that secondary education be reformed in accordance with the following guiding principles:

1. Education in Vietnam must be inspired by humanism; it must respect the sacred character of the human person, regard Man as an end in himself and strive for the full development of the human being.

2. Education in Vietnam must be national, respect traditional values, strengthen the bonds between Man and his environment (family, occupation, country), and strive to promote the security and prosperity of the Nation and the advancement of its people.

3. Education in Vietnam must be open to all, respect the scientific attitude as a progressive factor, inculcate a social and democratic spirit, and recognize what is authentic in all the different cultures of the world.²

**Admission and Curriculum**

At the beginning of each school year, students of seventh class in public high schools are selected by means of competitive examinations open to holders of the primary school certificate, between 12 and 15 years of age. The upper age limit is 16 for girls.

¹ These two senior high school diplomas conferred to those who have passed the examinations given at the end of their 11th and 12th years of schooling are homologous to the two parts of the French Baccalauréat but different from the American baccalaureate degrees.

Courses offered in the first-cycle general secondary school curriculum are the same for all students with no elective, as shown in Table 4.

The second-cycle level allows a choice of three majors, the subjects being grouped in each of these sections: (1) Section A, Experimental Science, (2) Section B, Science-Mathematics, and (3) Section C, Literature. The latter includes two subsections—"classical," adding Chinese characters or Latin, and "modern," adding two foreign languages in the curriculum. The program of studies for general secondary schools of second cycle is given in Table 5.

### Table 4. Programs of Studies for General Secondary Schools of First Cycle*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week, by class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7th</td>
</tr>
<tr>
<td>1. Vietnamese and Chinese</td>
<td>5</td>
</tr>
<tr>
<td>Characters</td>
<td>1</td>
</tr>
<tr>
<td>2. History and Geography</td>
<td>2</td>
</tr>
<tr>
<td>3. Civics</td>
<td>2</td>
</tr>
<tr>
<td>4. One Foreign Language</td>
<td>6</td>
</tr>
<tr>
<td>5. Natural Science</td>
<td>1</td>
</tr>
<tr>
<td>6. Physics and Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>7. Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Drawing</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education**</td>
<td>3</td>
</tr>
<tr>
<td>Manual Work (boys)</td>
<td>1</td>
</tr>
<tr>
<td>Homemaking (girls)</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
</tr>
</tbody>
</table>


**May be increased to 6 hours a week if instructors and facilities permit.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Section A</th>
<th>Hours per week, by class</th>
<th>Section B</th>
<th>Section C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimental Science</td>
<td>Science-Mathematics</td>
<td>Literature</td>
<td>Modern</td>
</tr>
<tr>
<td></td>
<td>3rd</td>
<td>2nd</td>
<td>1st</td>
<td>3rd</td>
</tr>
<tr>
<td>1. Vietnamese</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>2. History-Geography</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3. Civics</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. Philosophy</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>5. 1st Foreign Language</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. 2nd Foreign Language</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Classical Language</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(Chinese Characters or Latin)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Physics and Chemistry</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>9. Mathematics</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>10. Natural Science</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education**</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Homemaking-Child Care</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>29</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>(Boys)</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>(Girls)</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

*Source: Same as for Table 4.

**May be increased to 6 hours a week if instructors and facilities permit.
Examination and Grading Systems

Besides the regular tests given periodically during the school year, students have to take two written examinations at the end of each semester. The grading is based on a numerical scale, with scores ranging from zero to 20. For promotion to the next higher grade, a grade average of 10 for all work is required. Students' achievement may be considered with other factors such as work habits, character, initiative, responsibility, leadership, and cooperativeness.

Students who complete all required courses of the four-year first cycle secondary school curriculum must pass an annual written examination to obtain the junior high school diploma. This examination is optional and the diploma is not required for advancement to the third class. However, due to the limited academic and physical facilities available in public senior high schools and in professional schools where competitive entrance examinations are generally the rule, the junior high school diploma becomes a requisite.

The two examinations scheduled at the end of the second class and the first class of senior high schools are compulsory to all students. The Bang Tu Tai I (or senior high school diploma, part I), is essential for promotion to the last year of secondary schooling in either private or public senior high schools. The Bang Tu Tai II (or senior high school diploma, part II) is another prerequisite for access to higher educational institutions. There are as many subtypes of Tu Tai Diplomas as there are of the sections or majors previously mentioned.

The steady increase in the number of secondary schools, classrooms, teachers, and students from 1954 to 1962 stands out clearly from Table 6.
### Table 6. Secondary Education: Number of Schools, Classrooms, Teachers, and Students, 1954-1955 to 1961-1962*

<table>
<thead>
<tr>
<th>School year</th>
<th>Number of schools</th>
<th>Number of classrooms</th>
<th>Number of teachers</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
<td>Private</td>
</tr>
<tr>
<td>1954-1955</td>
<td>29</td>
<td>89</td>
<td>429</td>
<td>453</td>
</tr>
<tr>
<td>1955-1956</td>
<td>41</td>
<td>92</td>
<td>562</td>
<td>570</td>
</tr>
<tr>
<td>1956-1957</td>
<td>47</td>
<td>97</td>
<td>671</td>
<td>618</td>
</tr>
<tr>
<td>1957-1958</td>
<td>51</td>
<td>179</td>
<td>792</td>
<td>1,079</td>
</tr>
<tr>
<td>1958-1959</td>
<td>62</td>
<td>266</td>
<td>981</td>
<td>1,409</td>
</tr>
<tr>
<td>1959-1960</td>
<td>68</td>
<td>304</td>
<td>1,145</td>
<td>1,998</td>
</tr>
<tr>
<td>1960-1961</td>
<td>82</td>
<td>327</td>
<td>1,372</td>
<td>2,113</td>
</tr>
<tr>
<td>1961-1962</td>
<td>100</td>
<td>346</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>


**Not available.
Technical and Vocational Education

Technical and vocational education is a comparatively new development in the country's educational system. The structure of technical and vocational schools is similar to that of general education (see Figure III, p. 28).

Primary Vocational Schools

At present, trade training is provided in 10 provincial workshop schools to boys of 10 to 13 years of age who have completed the first three grades of primary schools. In addition to the basic subjects of general education preparing pupils for the primary school certificate, vocational courses of two years in length are offered in accordance with the needs of each locality: fitting shop, sheet metal, forging and welding, cabinet making, carpentry, photography, shoe making, tailoring, etc.

The corresponding schools for girls are annexed to the provincial primary schools with two-year courses in dressmaking, weaving, and homemaking.

Pupils who complete school with a passing grade average are awarded a certificate of satisfactory completion of the selected course.

Secondary Technical and Vocational Schools

The organization into two cycles, the duration of study, and the

---


2 Tran Van Que et al., op. cit., p. 63.
class numbering follow the same pattern as that of academic high schools.

In addition to technical and vocational high schools of first and second cycles, it is to be mentioned the professional schools at the secondary education level, such as the National School of Commerce, the National School of Music, the Schools of Fine Arts and Decorative Arts, the Vietnam Marine Navigation School, the Schools for Technicians of the National Technical Center, and many others that are not under the supervision of the Department of National Education.

1. First-Cycle Technical High Schools

Examinations for admission to the seventh class of public technical high schools are held at the beginning of each school year. Candidates must be not less than 12 and not more than 15 years of age and holders of the primary school certificate.

The first-cycle technical high schools offer a four-year program, combining academic and practical shop instruction to furnish the occupational training of semi-skilled and skilled workers of intermediary position in industry, while giving students the opportunity to possibly prepare for university or higher professional schools.

The content of the subjects in the first two years (seventh and sixth classes) is common to all; the same academic and general shop courses are given for orientation and guidance purposes. After successfully completing the sixth class, students may elect to specialize in one of these two sections: section "Mathematics" which reserves more emphasis to the instruction of Vietnamese, Mathematics, Physics, Chemistry, Foreign Language, and Industrial Technology; and section "Trade" in which much more shop work is prescribed. Table 7 shows the program
Table 7. Program of Studies for Technical Secondary Schools of First Cycle and Second Cycle*

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST CYCLE</td>
<td>2.1</td>
<td>2.1</td>
<td>2.1</td>
<td>2.1</td>
<td>2.1</td>
<td>2.1</td>
<td>2.1</td>
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<td>2.1</td>
<td>2.1</td>
<td>2.1</td>
<td>2.1</td>
</tr>
<tr>
<td>TRADE</td>
<td>2.1</td>
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</table>

of studies for first-cycle and second-cycle technical high schools.

The three new provincial junior technical high schools in Vinh-Long, DaNang, and Qui-Nhon introduced in their curricula Business and Home Economics Education for girls.¹

Both a comprehensive written examination and a shop work examination are given at the end of the fourth year of junior technical high schools.

It is to be noted that the two former apprentice schools of Saigon and Nha-Trang have been converted into junior technical high schools where instruction is still limited to the "Trade" curriculum. The intent of this change was to provide an orderly and standardized arrangement of the various technical and vocational schools.

The Schools of Applied Arts in Binh-Duong, Bien-Hoa, and Gia-Dinh include in their programs of studies both general and trade subjects.²

The shop courses that differ with each school cover ceramics, wood and ivory carving, sculpture, art design and decoration, bronze casting, cabinet making, lacquering, painting, silk screen printing, letterpress printing, and engraving.

¹These Schools, approximately equal in size, are constructed and equipped from the United States Operations Mission funds and the Vietnam Government counterpart funds. The United States Information Service in Saigon reported in the Release No. P-73-62 of July 2, 1962, that the Qui-Nhon School can accommodate a total enrollment of 500 boys and 300 girls. Its cost amounted to VN $25,992,050 and US $105,500. The equipment to be added for advanced shop training is valued at about US $95,000.

²For details regarding the development of these three schools, see Charles J. Falk, Higher Education in Vietnam, A Provisional Report of Field Study No. 5 (Saigon: United States Operations Mission, Education Division, 1956), pp. 49-51. (Mimeographed)
The junior technical high school diploma or the applied arts school diploma is requisite to candidates for entrance to the senior technical or vocational high schools.

2. Second-Cycle Technical High Schools

The program of studies of the last three years of secondary technical education leads to the senior technical high school diplomas, the two parts of which call for two separate examinations. Each examination comprises a series of written, shop performance, and oral tests.

The senior technical high school diplomas, parts I and II, entitle students to enter the university or higher professional institutions.

At present, only the Cao-Thang Technical High School in Saigon offers programs on both levels of secondary technical education (see Table 7, p. 40).

3. Second-Cycle Vocational School

The Phu-Thu Polytechnic School in Saigon is the first vocational school of secondary level in Vietnam. In the initial phase of the technical assistance project, the International Cooperation Administration of the United States Government provided VN $6 million for the construction of the shops and US $400,000 worth of equipment. The Vietnam Government appropriates funds for operating the school.

Phu-Thu Polytechnic School offers a three-year trade training program for the preparation of shop foremen, supervisors in industry, and shop instructors for junior technical high schools.

Candidates for admission must be at least 16 years of age and 22 for the oldest. They are required to submit a health certificate and the junior technical high school diploma or its equivalent.
Trade and technical courses are offered in the following fields: Industrial Electricity, Automotive and Diesel Mechanics, Woodworking, Machine Shop, Sheet Metal, Foundry, Forging and Welding. Home Economics Education is provided for girls. Printing, Air-Conditioning and Refrigeration, Textiles, Ceramic Technology, and Lacquering will be added to the vocational curriculum, according to the development plans of the school. Propositions have also been made for the expansion of the present facilities in machine tool and design and the addition of equipment in metallurgy and precision grinding fields to enable the production of usable machines that could be used to equip further other vocational education shops and laboratories.

The instructional program includes technical theory, shop practice, and related information. Approximately one-half of the student's time is spent in shops developing the necessary manipulative skills; the other half is devoted to classroom study of related technical subjects, such as Mathematics, Mechanical Drawing, Art Design, Technical English, Technology, and other short-unit courses in selected fields of study. Students go to school on a 42-hour per week basis.

4. National School of Commerce

The National School of Commerce was established for the purpose

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1 Details concerning this school are given in Ngo D. Duyen, The Phu-Tho Polytechnic School (Saigon: Directorate of Technical Education, 1961), pp. 1-5. (Mimeoographed.)

of preparing qualified personnel for the specific activities in commerce and for administrative positions in public and private agencies. Its three-year curriculum leads to the Diploma of the National School of Commerce and includes courses in Accounting, Secretarial Work, Advertising, Economics, Business Organization and Law, Typing, Bookkeeping, Business Mathematics, French, and English. The annual entrance examination is open to holders of the junior high school diploma.

5. Schools of Fine Arts and Music

Art and music education programs are provided to artists, musicians, and teachers of decorative arts, sculpture, painting, and music at the secondary school level in five institutions: the National Schools of Fine Arts in Gia-Dinh and Hue, the National Schools of Music in Saigon and Hue, and the School of Decorative Arts in Gia-Dinh.

Table 8 gives the number of enrolled students of the technical and professional secondary schools under the supervision of the Directorate of Technical Education from 1954 to 1961.

<table>
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</thead>
<tbody>
<tr>
<td>National School of Commerce</td>
<td>80</td>
<td>140</td>
<td>157</td>
<td>142</td>
<td>167</td>
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<tr>
<td>Phu-Tho Polytechnic School</td>
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<tr>
<td>Cao-Thang Technical High School</td>
<td>202</td>
<td>706</td>
<td>1,206</td>
<td>1,425</td>
<td>1,510</td>
<td>1,582</td>
<td>1,747</td>
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<tr>
<td>Hue Technical High School</td>
<td>236</td>
<td>317</td>
<td>247</td>
<td>199</td>
<td>308</td>
<td>366</td>
<td>446</td>
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<tr>
<td>Thuc-Nghiep Saigon Technical High School</td>
<td>176</td>
<td>273</td>
<td>337</td>
<td>362</td>
<td>381</td>
<td>497</td>
<td>619</td>
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<tr>
<td>Thuc-Nghiep Nha-Trang Technical High School</td>
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<tr>
<td>Bien-Hoa School of Applied Arts</td>
<td>46</td>
<td>46</td>
<td>45</td>
<td>49</td>
<td>57</td>
<td>97</td>
<td>136</td>
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<tr>
<td>Minh-Duong School of Applied Arts</td>
<td>49</td>
<td>52</td>
<td>63</td>
<td>86</td>
<td>123</td>
<td>195</td>
<td>203</td>
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<tr>
<td>Total</td>
<td>709</td>
<td>1,434</td>
<td>2,048</td>
<td>2,391</td>
<td>2,756</td>
<td>3,120</td>
<td>3,733</td>
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</tbody>
</table>

*Source: Directorate of Technical Education, Technical-Vocational Education in Vietnam, 1960; and Tran Van Que et al., Quan Tri Hoch Duong (School Administration), p. 63.

**Excludes four new provincial junior technical high schools in Banmethnot, Vinh-Long, Da-Nang, and Qui-Nhon; the Technician Division of the National Technical Center, and other schools that are not under the jurisdiction of the Department of National Education.
Higher Education

The country now has three universities located in the cities of Saigon, Hue, and Dalat, the first two being state universities, the latter privately conducted and supported. Other institutions of higher education under the Department of National Education include the schools of engineering of the National Technical Center in Saigon.

Each university is made up of a number of departments or faculties, with which are connected the professional higher schools, the institutes, the libraries, and laboratories.

The universities confer the degrees of cu-nhan (licentiate) and tien-si or bac-si (doctorate). ¹

The pattern of the degree courses has been influenced more by that of France than elsewhere. Students who have passed the comprehensive written and oral examinations given at the end of each academic year are granted the chung-chi dai-hoc or certificate of higher studies. Examinations may also cover practical laboratory work.

Except for the faculties of Medicine, Pharmacy, Pedagogy, and the Higher School of Architecture, the minimum time needed to complete the program of studies leading to a licentiate degree is from three to four years. A preparatory or propaedeutic year is required of freshmen majoring in Science and Letters. The propaedeutics certificate and any three other certificates of higher studies related to the elected field will entitle the student to the "liberal" licentiate degree in Mathematics.

¹The bac-si degree is conferred by the Faculties of Medicine, Pharmacy, and Dentistry exclusively.
in Physical Science, in Natural Science, or in Letters. A definite choice of certificates of higher studies is prescribed for those working toward the "teaching" licentiate degree in the area of concentration which qualifies the holders for a temporary teaching position in the public school system.

Courses leading to the licentiate in Law are three years in length with no propaedeutic, although promotional written and oral examinations are given at the end of each academic year.

Failure rate in the propaedeutic year examinations remains fairly high and many students take longer than the minimum period to obtain their licentiate degree because they are required to repeat their year preparing for the certificates of higher studies.

A doctorate in Letters, Law, or Science calls for at least two years of advanced courses beyond the licentiate. The degree requirements vary according to the fields, but examinations, doctoral thesis, and a public presentation and defense of the thesis are always the procedures.

The Faculty of Medicine requires that candidates for admission to the first-year class must have received the propaedeutic certificate of Physics, Chemistry, and Biology from the Faculty of Science. To be promoted from one class to another, medical students are to complete all assigned work and pass the required examinations. A thesis must be submitted at the end of the sixth year for the degree of Doctor of Medicine.

The four-year professional curriculum of the Faculty of Pharmacy leads to the State Diploma of Pharmacist. Basic requirement for
admission to the first year of Pharmacy is the successful completion of one full year of registered apprenticeship in an approved pharmacy.

The Faculty of Dentistry prepares students for the State Diploma of Surgeon Dentist in five years of study.

The Higher School of Architecture offers a five-year program leading to the Diploma of Architecture and a three-year program for the Certificate in Town Planning.

The Faculty of Pedagogy trains secondary teachers through a three-year curriculum.

University of Saigon

While the University of Hue and the University of Dalat were founded in 1957 and 1958, respectively, the University of Saigon has had various other names and its establishment dates back to 1917. The eight constituent departments of the University of Saigon are the Faculties of Law, Letters, Science, Pedagogy, Medicine, Pharmacy, Dentistry, and the Higher School of Architecture. Each faculty has its own library and publishes separate bulletins and annals, most of which are trilingual—Vietnamese, French, and English.

The instructional situation in the university may be described in the following terms:

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The majority of the teaching staff received their training in French oriented institutions and centers of higher learning in metropolitan France. The methods of instruction, therefore, emphasize in most cases memory work, and following the European tradition of the "cours magistraux," most university teachers deliver formal lectures, during which the students try to take notes as copiously as possible. This habit undoubtedly prevails in such colleges as the Law School or the Faculty of Letters, where theoretical problems in law and jurisprudence, or statements on ... literature, have to be given to the students at dictation speed and sometimes over a microphone. In science classes as well as language classes, however, emphasis is laid on the practical side. Laboratory facilities acquired through foreign aid agencies are being extended to more students every day, and a class in practical English is as lively as any progressive, linguistically oriented class in an American university.

Closed-circuit television equipment is being used at the Binh-Dan Hospital for medical instruction.

The creation of the new University City in Thu-Duc represents a coordination and improvement of the present scattered facilities of the University of Saigon. Included in the new construction are buildings, libraries, laboratories, athletic field, dormitories, and personnel housing for all the existing faculties with the exception of the Faculties of Medicine and Pharmacy.

University of Hue

The University of Hue has taken official recognition of the great demand in Central Vietnam for higher education. It is composed of the Faculties of Law, Letters, Science, Pedagogy, Medicine, and Pharmacy, and the Institute of Sinology.

Vietnamese is used as language of instruction in all faculties, excepting for courses in foreign languages.

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The university maintains its own press.

University of Dalat

The University of Dalat is a Catholic-sponsored institution supported by private endowment. The university consists of three faculties: Letters, Science, and Pedagogy.

The number of students enrolled in the universities of Saigon, Hue, and Dalat from 1954 to 1961 is given in Table 9.


<table>
<thead>
<tr>
<th>Year</th>
<th>University of Saigon</th>
<th>University of Hue</th>
<th>University of Dalat</th>
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<tbody>
<tr>
<td>1954-1955</td>
<td>2,231</td>
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<td>1955-1956</td>
<td>2,909</td>
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<td>1956-1957</td>
<td>4,201</td>
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<td>Founded 1957</td>
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<td>1957-1958</td>
<td>5,035</td>
<td>659</td>
<td>Founded 1958</td>
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<tr>
<td>1958-1959</td>
<td>6,712</td>
<td>743</td>
<td>52</td>
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<tr>
<td>1959-1960</td>
<td>7,924</td>
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<td>316</td>
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<tr>
<td>1960-1961</td>
<td>10,277</td>
<td>1,431</td>
<td>400</td>
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</table>


**Not available.

National Technical Center

The Schools of the Center offer four-year programs in Civil, Electrical, and Industrial Engineering. The Higher Schools of Public Works and of Electrical Engineering provide two-year courses leading to the Technician Diploma in the respective field. The Vietnam Marine Navigation School prepares students to become shipmasters and officers of naval construction. The program of study extends through three years, with
the last year spent in fleet training.

Admission to any school of the National Technical Center is by competitive examination. Candidates to the Technician Divisions and the Maritime Navigation School must be between 16 and 23 years of age and possess the junior high school diploma. The senior high school diploma, part II, is required of applicants to the engineering schools; the age limits are from 17 to 26. Holders of the Propaedeutic Certificate in Mathematics, Physics, and Chemistry of the Faculty of Science may take the examination for admission to the second year of the Higher Schools of Engineering.

Table 10 shows the number of students enrolled in each school of the National Technical Center in the 1961-1962 academic year.

Table 10. Higher Education: School Enrollment of the National Technical Center, 1961-1962*

<table>
<thead>
<tr>
<th>Institution</th>
<th>Engineering Division</th>
<th>Technician Division</th>
<th>Total</th>
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<tr>
<td>Higher School of Public Works</td>
<td>94</td>
<td>122</td>
<td>216</td>
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<tr>
<td>Higher School of Electrical Engineering</td>
<td>66</td>
<td>64</td>
<td>130</td>
</tr>
<tr>
<td>National School of Industrial Engineering</td>
<td>66</td>
<td></td>
<td>66</td>
</tr>
<tr>
<td>Vietnam Marine Navigation School</td>
<td></td>
<td></td>
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</tbody>
</table>

*Source: Tran Van Que et al., Quan Tri Hoc Duong (School Administration) p. 68.

The Teaching Profession

Until 1955, there had been little opportunity for systematic training of teachers. Due to the acute shortage of teaching personnel, the Department of National Education provisionally allowed the employment
of licentiates in Letters and Science as senior high school teachers. Holders of the senior high school diplomas, part II, or its equivalent, were also eligible to teach in junior high schools. It is expected that these temporary measures be superseded when graduates from the Normal Schools and the Faculties of Pedagogy are in sufficient number to meet the schools' demands.

**Preparation of Teachers**

The training of primary and secondary school teachers is separate from one another. Academically, the primary school teacher is not expected to know as much as the high school teacher; therefore, the level and intensity of training differ. There are two "cycles" of studies: primary school teachers are trained in the Normal Schools and secondary school teachers in the Faculties of Pedagogy.

1. **Normal Schools**

Candidates to the entrance examination must possess the junior high school diploma or its equivalent and be between 17 and 24 years of age. A health certificate is always required.

The duration of the regular course is three years. At present an accelerated one-year training program and a special training course for kindergarten teachers, also of one year in length, are being offered.

Each Normal School is connected with a laboratory school for student teaching.

Besides the National Normal School in Saigon, there are three provincial Normal Schools in Vinh-Long, Qui-Nhon, Banmethuot, and the intensive teacher training courses conducted in Hue, Nha-Trang, Dalat,

The Banmethuot Normal School, being for the benefit of the ethnic minorities of the Highlands in Central Vietnam, has its two-year curriculum somewhat lightened as compared with that of the other Normal Schools, and no foreign language is taught.¹

2. Faculties of Pedagogy

Stiff competitive examinations are held each year to select student teachers in three divisions: Letters, Languages, and Science. The senior high school diploma, part II, is prerequisite to candidates.

During three years of study, students being granted scholarships are bound by contract to teach in a government secondary school upon their graduation.

The former accelerated one-year program is no longer offered, starting with the school year 1960-1961.

Graduates are awarded the Diploma of the Faculty of Pedagogy.

The number of senior high school teachers trained at the Faculties of the universities of Saigon and Hue had increased from 108 in 1959-1960 to 233 in 1960-1961.²

3. Training of Technical-Vocational School Teachers

Graduates of the Faculties of Pedagogy may be assigned to teach

¹Hoang The My, "Mot De nghi Cai to cac Truong Thuong," (A proposal for Reorganization of Schools for Highlanders), So Tay Su Pham (The Pedagogues' Notebook), No. 9-10 (Hue, Vietnam: Nha In Dai Hoc, 1961), p. 28.

academic subjects in trade and technical high schools, while related information and technical subjects are taught by teachers graduated from the higher schools of engineering.

The number of school shop instructors has been deficient. A large number of vocational teachers fall into the old age group and most of them, although very skilled at their trade, do not meet the prescribed academic standards to teach the upper classes.

Holders of the second part of the senior technical high school diploma may be recruited to teach shop work, and the shop instructors returning from abroad after one or two years of trade training may assume the teaching in higher classes.

The Institute of Industrial Education will provide an intensive one-year course and a regular three-year program for training teachers in various trade areas. Graduates of the Phu-Thai Polytechnic School and holder of the senior technical high school diploma, part II, are eligible for admission through competitive examination.

4. Professorial Positions in Higher Education Institutions

The faculty members of the state universities are selected by specialized examination when vacancies exist. Very high standards are required of candidates who graduated from foreign schools of recognized standing or from the institutions of higher learning in Vietnam.

Further Training of Teachers

Participation in in-service training program is obligatory to all teachers of primary and secondary schools. Short-term intensified workshops are given periodically to technical and vocational teachers. Also,
a number of experienced teachers have been sent abroad for advanced training.

**Teachers' Salaries**

Public school teachers are paid from the national budget in accordance with the particular grade in which they are classified. The pay scale is the same for men and women, uniform throughout the country. A beginning basic salary is determined on the basis of the diplomas or certificates that an applicant possesses. Training, skill, and experience are also considered in the grade assignment which is subject to the approval of the Directorate General of Public Functions and the Budget Office of the presidency.

To the basic salary are added a cost of living allowance and a family allowance; the latter provides VN $350 for the wife and VN $250 for each child under 16 years of age. This age limit is extended to 21 for children who are still attending schools or disabled and unable to work. If both the husband and wife are government employees, only the children allowances are authorized to one of the parents.

Other allowances are attributed for function, responsibility, mission, risk, travel, etc.\(^1\)

A minimum of two years of service is required for promotion to an upper step within the assigned salary range.

Vacation, sick leave, and health service vary slightly with each of the three major classifications of government employees.

\(^1\)For details concerning recent legislation on the status of school personnel in Vietnam, see Hickey and Phuc, *op. cit.*, pp. 3-11, Appendixes A-1, A-2, and B.
Only teachers appointed in the permanent tenure status are entitled to retirement benefit. A considerable number of teachers are employed on contract or on a pay-by-the-teaching-hour basis. The last-mentioned category includes teachers of specialized courses in art, music, business, or trade.

The pension system provides for optional retirement after 30 years of service and for compulsory retirement at the age of 55.

Teachers' Organisations

In addition to the local parent-teacher associations, the Private School Teachers' Associations, the following organizations may be mentioned: the Normal School Alumni Associations, the Association of Public Secondary School Teachers, the National Association of School Educators, the League of Teachers, and the Association of Popular, Art and Trade Education.¹

Other Types of Educational Programs and Institutions

Adult and Popular Education

In the field of adult education, Vietnam has seen a close cooperation between educational authorities, public organizations, and the entire population for the instruction of adults and out-of-school youth. Carefully elaborated programs aim at wiping out illiteracy, lifting the cultural level of the masses, and increasing their economic efficiency and productive capacity.²


Apart from the schools and courses for adults conducted by the Department of National Education and other public organizations, most of the adult education programs are sponsored by private associations and supported by fees or contributions.

The Faculties of Law provide a two-year course leading to the Diploma of "Capacity of Law" which is designated to improve the legal knowledge of non-professional employees in law offices. Possession of the junior high school diploma is required for enrollment.

The School of Living Languages, which is annexed to the Faculty of Pedagogy in Saigon, offers evening courses in eight languages at three levels. Courses with highest student enrollments include French, English, German, Spanish, Japanese, and Chinese. All courses are three years in length.

The National Institute of Administration conducts an evening school program which is one of the mass education in public administration and economics.¹

The vocational training service of the Department of Labor directs a training program including more than 40 classes in auto-mechanics, electricity, mechanical drawing, woodworking, and tailoring. Since early 1955, a total of 10,314 trainees have successfully completed their vocational courses.² A budget of VN $28 million has been appropriated


for vocational training and manpower survey and organisation. This five-
year plan of the Department of Labor involves the cooperation of the
Department of National Education and the Department of Public Works and
Communications.¹

The popular Polytechnic School, opened in January, 1954, has
enrolled a total of 20,978 trainees.² This school, jointly sponsored
by the Vietnam Government and the Asia Foundation, is designed to provide
opportunities for those unable to attend public or private schools, and
those who want to improve their culture or learn a trade. The after-
work hours' instruction program offered at the Popular Polytechnic School
includes: English, French, Japanese, German, and Chinese languages,
electrical trades, drawing, oriental medicine, photography, accounting,
 homemaking, and typing. A branch of this school is found in several
other major cities.³

Education of Minority Groups

In the Highlands of Central Vietnam, there remain many different
small aboriginal groups living in tribal villages. These people may be
regarded as reminiscent of the American Indians. The Government is carrying
out a vast program designed to raise the standard of living and the
educational level of these groups.

¹Ibid.
³More details concerning this school can be obtained from Ly Trung Dung, "Popular Polytechnic Institute," The Times of Vietnam, January 21, 1956, p. 9.
Semi-Public Schools

The initiative for establishing the school and the responsibility for administering it fall on the provincial or municipal authorities. This type of school is financed by the students' tuition, government subsidies, and contributions of the community. Plans for creating semi-public schools are aimed at developing local responsibility in the present need for expanding primary and secondary education of the country.¹

The number of classrooms, teachers, and students of the semi-public schools in operation from 1955 to 1961 is shown in Table 11.

Table 11. Semi-Public Schools: Number of Schools, Classrooms, Teachers, and Students, 1955-1956 to 1960-1961*

<table>
<thead>
<tr>
<th>School year</th>
<th>Number of schools</th>
<th>Number of classrooms</th>
<th>Number of teachers</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955-1956</td>
<td>6</td>
<td>32</td>
<td>68</td>
<td>1,200</td>
</tr>
<tr>
<td>1956-1957</td>
<td>12</td>
<td>86</td>
<td>150</td>
<td>3,000</td>
</tr>
<tr>
<td>1957-1958</td>
<td>33</td>
<td>170</td>
<td>360</td>
<td>9,500</td>
</tr>
<tr>
<td>1958-1959</td>
<td>50</td>
<td>277</td>
<td>560</td>
<td>15,336</td>
</tr>
<tr>
<td>1959-1960</td>
<td>87</td>
<td>448</td>
<td>775</td>
<td>24,655</td>
</tr>
<tr>
<td>1960-1961</td>
<td>98</td>
<td>525</td>
<td>885</td>
<td>29,353</td>
</tr>
</tbody>
</table>


Private Schools

Private schools have made an important contribution to the development of national education. Their establishment, abolition, or change of administrative staff require the approval of the Department of National Education. They are subject to the inspection and must conform to standards and regulations prescribed for the public educational system.

¹A detailed study on the administration and operation of semi-public schools is given in Hickey and Phuc, op. cit., pp. 60-86.
1. Private Primary and Secondary Schools

As previously shown in Tables 3 and 6, the number of private primary and high schools has been steadily increasing since 1954.

2. Private Trade and Business Schools

There are no government-supported technical and vocational schools. Table 12 shows the number of classrooms and students of the privately owned and operated professional schools on the primary education level, under license and general inspection of the Department of National Education, in 1960-1961.

Table 12. Private Professional Schools: Number of Schools, Classrooms, and Students, 1960-1961*

<table>
<thead>
<tr>
<th>Vocational field</th>
<th>Number of schools</th>
<th>Number of classrooms</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanic trades and radio servicing</td>
<td>25</td>
<td>45</td>
<td>790 Male 90 Female</td>
</tr>
<tr>
<td>Schools of business</td>
<td>63</td>
<td>135</td>
<td>2,010 Male 1,300 Female 3,310 Total</td>
</tr>
<tr>
<td>Homemaking and tailoring</td>
<td>77</td>
<td>150</td>
<td>1,400 Male 1,700 Female 3,100 Total</td>
</tr>
<tr>
<td>Driver training schools</td>
<td>38</td>
<td>40</td>
<td>750 Male 60 Female 810 Total</td>
</tr>
</tbody>
</table>

*Source: Tran Van Que et al., Quan Tri Hoc Duong (School Administration), p. 63.

3. Private Secondary Schools for Vietnamese Students of Chinese Origin

These schools were first established in 1956 for Vietnamese students of Chinese origin who had completed their primary education but, because of their language difficulty, could not be admitted in public high schools. The Department of National Education had prescribed a
curriculum with a gradual increase of the number of hours of Vietnamese language from nine to 18 per week and, at present, the teaching is given entirely in Vietnamese.

In the school year 1960-1961, 16 of these schools were in operation with 115 classrooms, 303 teachers, and 5,635 students.¹

4. Schools Sponsored by Foreign Cultural Missions or Private Groups

Several schools are conducted by foreign cultural missions in Vietnam; others are operated by private foreign organizations. Among them may be mentioned the elementary and secondary French high schools, the English Language School of the Vietnamese-American Association, and the language courses offered by the British, Japanese, and German cultural missions. The American Community School in Saigon, established in 1955, follows the 8-4 pattern of organization. The instruction is in English.² Its enrollment in 1961-1962 totaled 400.³ The number of students attending schools of the French Cultural Mission amounted to 11,419 in the same school year.⁴

Schools and Educational Programs under the Direction of Other Departments

Many training programs in technical and specialized fields fall within the jurisdiction of particular departments concerned such as:


⁴Ibid.
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>National School of Agriculture, Forestry, and Animal Husbandry at Blao.</td>
</tr>
<tr>
<td></td>
<td>Practical courses in Agriculture and Fishery.</td>
</tr>
<tr>
<td>Civic Action</td>
<td>Radio educational programs with organised courses in languages, practical arts, law, and integrated high school courses.</td>
</tr>
<tr>
<td>National Defense</td>
<td>Military Schools and Academies.</td>
</tr>
<tr>
<td></td>
<td>Armed Forces educational programs.</td>
</tr>
<tr>
<td></td>
<td>Correspondence courses for servicemen.</td>
</tr>
<tr>
<td>Economy</td>
<td>Apprenticeship programs directed by the Vietnam Handicrafts and Industrial Development Centres.</td>
</tr>
<tr>
<td>Health</td>
<td>National Schools of Midwives in Saigon and Hue.</td>
</tr>
<tr>
<td></td>
<td>Schools for Health Technicians in Saigon and Hue Nursing Schools.</td>
</tr>
<tr>
<td></td>
<td>School for Pharmaceutical-Laboratory Assistants.</td>
</tr>
<tr>
<td></td>
<td>X-Ray operator and medical assistant training.</td>
</tr>
<tr>
<td></td>
<td>Professional training programs for personnel of the Pasteur Institutes of Saigon, Hue, and Dalat.</td>
</tr>
<tr>
<td>Justice</td>
<td>Vocational education in prisons and reformatories.</td>
</tr>
<tr>
<td></td>
<td>Rehabilitation programs.</td>
</tr>
<tr>
<td>Labor</td>
<td>Vocational training programs.</td>
</tr>
<tr>
<td>Presidency</td>
<td>National Institute of Administration.</td>
</tr>
<tr>
<td></td>
<td>Specialized training courses for personnel of the Nuclear Research Institute and the Office of Atomic Energy.</td>
</tr>
<tr>
<td>Public Works and</td>
<td>National School of Post, Telegraph, and Telephone.</td>
</tr>
<tr>
<td>Communications:</td>
<td>Courses in Drafting, Topography, and Surveying.</td>
</tr>
</tbody>
</table>
FOREIGN TECHNICAL ASSISTANCE IN EDUCATION

The educational projects to which the United Nations Educational, Scientific and Cultural Organisations (UNESCO), the United States Agency for International Development (AID, which is a merger of the Development Loan Fund and International Cooperation Administration), the Colombo Plan, and many other foreign professional organizations, private foundations, religious and voluntary groups have contributed are numerous and varied.

Many bilateral programs are in progress with other countries such as Australia, Canada, England, France, the Federal Republic of Germany, Japan, New Zealand, and the United States.

Among various projects aiming at the expansion and improvement of fundamental education, primary, secondary, technical and vocational education, teacher training, and higher education, the following may be mentioned as typical: (1) construction of classrooms and schools, (2) equipping of school laboratories and shops, (3) revision and improvement of curriculums, (4) development of instructional materials, (5) donation of books, periodicals, and audio-visual aids, (6) exchange programs for teachers and students, (7) scholarships for leadership training, and (8) assistance and services provided by specialists working on educational projects.

United States Technical Assistance

The most extensive aid program has been that provided by the Government of the United States of America.
Besides military and commercial aids, the United States Project Aid to Vietnam includes: Public Administration, Industry and Mining, Agriculture, Health and Sanitation, Education, Welfare, Transportation, and miscellaneous. Expenditures on Education project in Vietnam from 1955 to 1960 amounted to 8 million of US dollars or 5 per cent of the total Project Aid.1

The Agency for International Development operates a broad program of overseas training consisting of on-the-job training, observation tours, or extensive schooling both in the United States and in third countries.

The Vietnamese participants sent abroad for training under AID Education Project from July, 1954, to June, 1960, totaled 222, excluding 39 who were selected for training in a third country.2 The training period may be from a few months to one or more years. The major fields of training undertaken by 32 participants in 1958-1959 were: Trade and Industry; Home Economics; Vocational Education Administration; Elementary Education; Elementary Education Administration; Secondary Education; Teacher Training; English; Educational Materials; Higher Education; Physics, Chemistry, Science, Mathematics; and Library Science.3

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2 *Ibid., p. 49.

Among the United States technical assistance projects in education that were or have been conducted are the following, cited with the names of the organization or institution and the services provided:

**American Friends of Vietnam, Inc.**
Carries out programs of public information to further American understanding of Vietnam; assists in books, educational equipment, pharmaceuticals provided to universities.

**Asia Foundation**
Supports activities in education research, science and technology, legal studies, community development, labor education and welfare, and international conferences.

**Michigan State University**
Assists in the field of public administration through the establishment of training institutions including research programs and professional library facilities of the National Institute of Administration.

**University of Georgia**
Assists the National School of Agriculture with the development of teaching programs in agronomy, animal husbandry, forestry, horticulture, and veterinary medicine; staff members provide consultative services; and training of selected participants at Georgia Campus.

**University of Michigan**
Conducts the Southeast Asia Regional English Language Instruction Project; assists with the provision of linguists, specialists in teacher training and instructional materials.

**Scripps Institute (University of California)**
Conducts a training program in oceanography, marine biology, fishery science; participates in research at sea and ashore.

**Southern Illinois University**
Assists the Phu-Tho Polytechnic School in developing a vocational training program and a teacher education program, through a team of specialists.¹

CONCLUSION

Vietnam has made definite progress in meeting the challenge of more adequate education for the rapid and continuing growth of the school population, despite the varied and numerous problems the country has to confront.

The centralized control of education has proved advantageous in the sense of (1) administrative efficiency through increased economy of operation, more careful planning and coordination of policy, and greater utilization of expert services, (2) equalization of benefit and opportunity through standardization of the educational program and centralized responsibility for its financing.

Steps have been directed toward decentralization in an attempt to adapt the educational practices and curriculums to the interests and needs of the various regions.

Emergency measures, piecemeal projects, and long range plans are being carried out to increase literacy, open new schools, extend teacher training, promote textbook publication, improve existing school facilities and curriculums, support educational research, favor supplemental financing, and foster related activities.

Considerable achievements were in harmony with the findings and recommendations of the Vietnam Advisory Group of the Michigan State University.1 Tabulations of field questionnaire-interviews in one of

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1For details concerning 21 recommendations for improving education in Vietnam, see Gerald C. Hickey et al., Rapport sur l'Organisation du Secretariat a l'Education Nationale (Saigon: Vietnam Advisory Group, Michigan State University, June 30, 1956), pp. 5-33. (Mimeographed.)
its surveys revealed that the major problems of the responsible people in education throughout Vietnam have been, by decreasing order of importance, as follows: (1) lack of equipment and instructional materials, (2) lack of classrooms and physical facilities, (3) lack of funds for maintenance or replacement of existing facilities, and (4) lack of teachers. It appeared that "lack of attendance" and "too low teachers' salary" were insignificant points in dispute.¹

Among the recommendations presented in a report to the Department of National Education, the following may be mentioned:

1. Extension of the age limit for compulsory retirement. Practice has proved that a large number of teachers at the age of compulsory superannuation are still in very good health. To meet the urgent need for experienced teachers until the Normal Schools can supply enough teachers for all public schools throughout the country, it is suggested that teachers who are due to retire at 55 years of age be permitted, at their request, to continue their service for five more years, if they meet the health requirements.

2. Training of school administrators. Good leadership is most important in school administration. The school principalship and inspectorship require not only distinctly superior mental and personal characteristics but also technical training, skill, and experience. The professional preparation of school principals and inspectors is therefore highly desirable.

¹Hickey and Phuc, op. cit., Appendix C.
3. Establishment of the Provincial Services of Secondary Education. At the present time, as secondary schools exist in nearly all provinces, it is proposed that a Service of Public Instruction be established to assume the responsibility of supervising both primary and secondary schools in each province.

4. Organization of advisory boards. Community participation is considered essential to the development and improvement of the local schools. Appropriate people of the community known by their prestige and experience may be selected to the advisory committee by the chief of province.

5. Abolition of the primary school examination. The national education conventions have recommended awarding the primary school certificate to pupils of public and private schools who have completed the courses of study with a passing grade, instead of requiring them to take the public examination at the end of their fifth year of schooling. Considering the great amount of time and money spent for the organization and administration of the primary school certificate examination, it is proposed that this formal examination be abolished or given only to out-of-school people over 21 years of age.¹

In the field of technical and vocational education, the following suggestions, being regarded to the purpose of general education as well, are presented:

1. Plan new buildings and remodel old schools and facilities to develop improved programs and relieve classroom shortage.

2. Review, modernize and adjust curricula on different levels and fields in keeping the operating program in step with needs.

3. Develop instructional materials, furnish textbooks, visual aids, and other appurtenances essential to teaching and learning.

4. Introduce industrial arts education in general high schools. The general shop is the only means to provide economically this multiple activity program.

5. Incorporate safety instruction into existing curricula.

6. Develop an adequate program of testing; use new measurement and evaluation techniques to assess the educational objectives.

7. Initiate the organization of guidance services within the schools.

8. Provide pre-service and in-service teacher training through a College of Industrial Education and intensive courses at the local schools.

In summary, significant reforms and new projects are well underway for more school buildings, adequate facilities and instructional materials, appropriate curricula, and qualified staffs to serve the Vietnamese studious people of different interests, abilities, goals, and aspirations. However, not only should more schools and teachers be
provided to educate more students in many fields and on all levels but also the problem is how to absorb those who leave schools into various branches of national activity to harmonize with the potentialities of industry, business, and civil service. Educational plans, therefore, are to be closely related with the reforms in the social and political life of the country, which is attempting to move from a predominantly agrarian-handicraft economy to a more modern and balanced agro-industrial economy.

The progress made in the development of a nation-wide plan for education in Vietnam makes it possible to organize a long-range program that requires only time and adequate financial support for its implementation.


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Chuong Trinh Trung Hoc (Secondary School Curriculum,) Saigon, 1959.


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