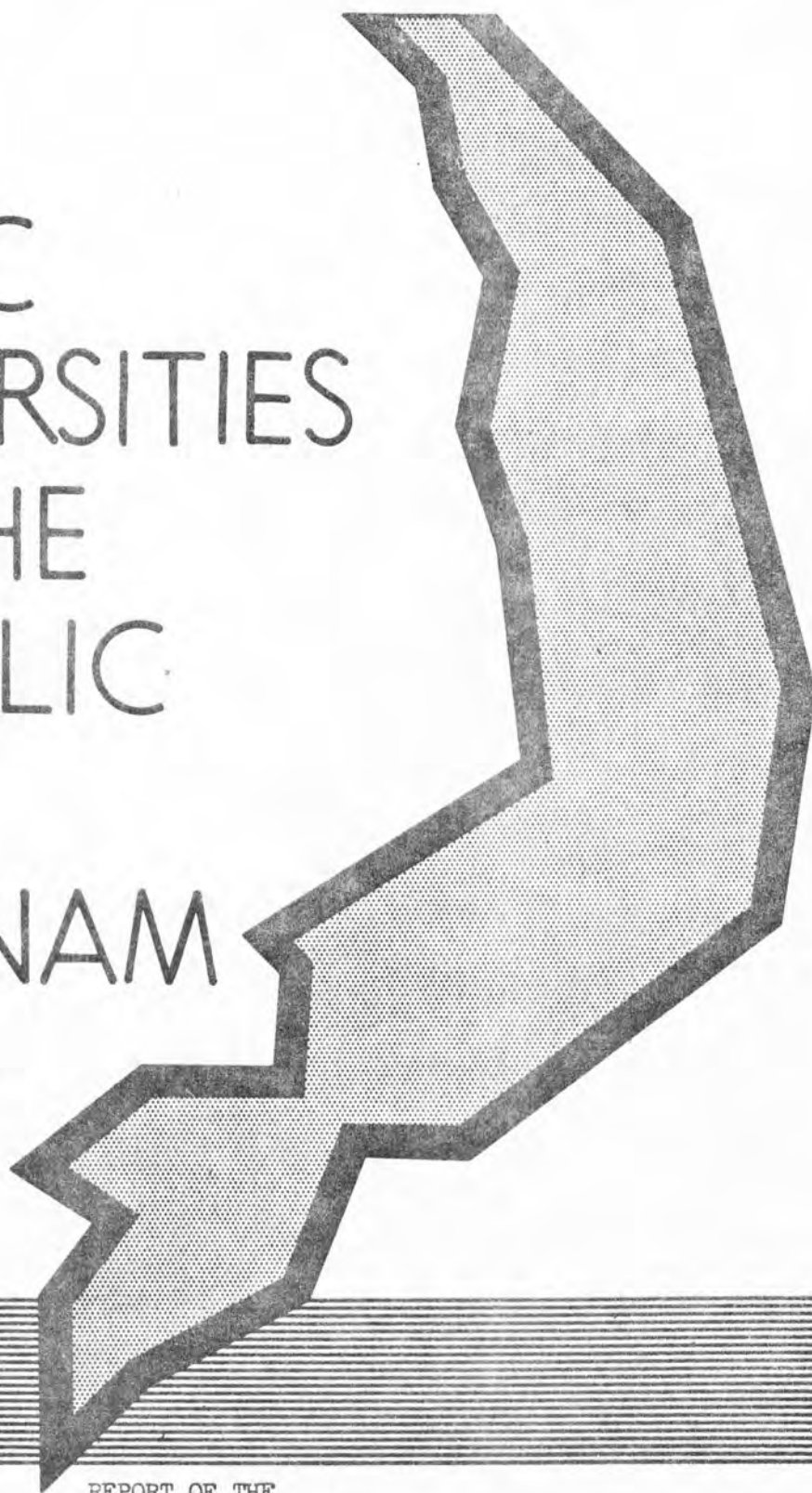


PUBLIC
UNIVERSITIES
OF THE
REPUBLIC
OF
VIET-NAM



REPORT OF THE
WISCONSIN STATE UNIVERSITY-STEVENSON POINT, FOUNDATION, INC.

PUBLIC UNIVERSITIES OF THE REPUBLIC OF VIET-NAM

Higher Education Survey Team

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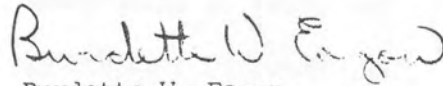
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* Introduction, Section I and II include modifications to the preliminary report prepared by the follow-up survey team.

INTRODUCTION: The Task of the Survey Team

The United States of America, at the request of the Republic of Viet-Nam, agreed to sponsor a study of the public universities in Viet-Nam and to include in its study a survey of the present status of higher education, a determination of the needs to be met through the program of higher education, a definition of a development program to meet those needs, a definition of an organizational structure, suggestions for financing the programs recommended, identification of steps to be taken, and a projection for a periodic review of progress.

Wisconsin State University-Stevens Point accepted the invitation to make the study on behalf of the United States government, members of the survey team were selected and briefed, and the team spent approximately three months in Viet-Nam from January to April, 1967.

Methods of study employed by the team included a review of the literature on higher education in Viet-Nam and South East Asia; tours of the physical facilities of the several universities, analysis of available demographic data; extended dialogue with Vietnamese colleagues, officials and students; interviews and consultation with American and other foreign officials and advisors; analysis of responses to statistical and data forms completed by Vietnamese colleagues; study of Vietnamese responses to a series of questions dealing with substantive issues; drafting a preliminary report which was distributed to and discussed with Vietnamese colleagues.

Members of the team also visited facilities and talked with personnel at the private universities and the non-university post secondary school institutions.

The success of public higher education anywhere in the world depends on the ability of institutions to serve the needs of the nation and, at the same time, to meet the needs of individual citizens. In functional terms, the university needs to transmit usable knowledge to its citizens as it provides continuing critique of the society and its standards. Where transmission is emphasized at the expense of critique, the quest for new knowledge is limited; if critique is overemphasized, the university becomes irrelevant to the needs of society it purports to serve.

A perfect balance of these two concerns probably eludes nations and institutions, but structures can be devised to prevent overwhelming domination of one by the other.

At the policy-making level of national government, intelligent and representative citizen participation can be included to insure that the goals of the nation are reflected in programs of the university. To serve this purpose, a later section of this report will recommend the establishment of a governing board, as well as other structures, to shape the basic policies of the public universities of Viet-Nam.

Viet-Nam is a developing country in one of the important underdeveloped areas of the world, Southeast Asia. The people of Viet-Nam must be served by programs that free them from disease, ignorance,

archaicism, anarchy and tyranny. Education and training programs are the major means of developing the human resources, the leadership, and the expertise needed to overcome such problems. Education is the highest priority in the building of a healthy national economy. Thus the training programs of higher educational institutions must be related directly to the economic development of the country. With severely limited trained manpower and unlimited needs in such fields as health, agriculture, engineering and business administration, Vietnam cannot afford surpluses in other and less crucial training areas.

The problems defined and the solutions offered in the remaining sections of this report are based on this perspective of the study team, that a national university exists by enhancing the freedom and well-being of its faculty and students and of the nation as well.

I.

PROBLEMS AND RECOMMENDATIONSThe Relations of Higher Education and Government.

The problems of Vietnamese higher education demonstrate the need for definitions of the relationships of government and the various institutions in the system and of the roles of officials who serve at all levels. Such definition should have constitutional and other legal status in order to assure permanence and stability in the exercise of governing powers.

Problems. The growth of the system in an age of turmoil and in response to immediate needs and demands has resulted in an ambiguous status for higher education in Viet-Nam. No active unit of the national government has the responsibility for continually setting goals for higher education and no way exists for readily interpreting the people's needs into higher education programs. Decisions affecting programs, organization and funding are made on the basis of short-term problems rather than on careful definitions of the long-term national interest. A lack of clarity in the purposes of the various institutions deprives the country of the high regard that a people should have for the education and training of their leaders and experts.

The absence of a clear system of governance tends to discourage strong leadership and to make effective coordination of the work of various institutions a difficult task. Unpacked crates of equipment,

unused buildings, and unfilled faculty positions are testimony to the absence of well-defined and effective coordination at the government level. Other unused and misapplied resources testify to the absence of well-defined coordination and administrative leadership in the institutions. One example is the duplication of effort in offering the same courses separately to students of different faculties.

In some cases because of limited language competence and area knowledge the services of visiting professors have not been fully utilized.

Styles and systems of administration and control vary from person to person and from institution to institution. The ambiguity of the situation creates anxiety on the part of students and teachers. The knowledge that arbitrary decisions can be imposed in given situations reduces the initiative of people who know they have no recourse to legal definitions of authority. For some faculty members and students rigidity and caution are refuges; for others demonstration and defiance are used as outlets.

Against great difficulties, universities and some university programs do move forward. The heroic efforts of a number of Vietnamese officials who have taken initiative and who have stood fast in adversity encourage the survey team to believe that careful definitions of the authority and responsibility of boards, rectors, deans and other officials, accompanied by a stabilizing of their roles will enhance the possibilities of their leadership.

Recommendations. A charter for Vietnamese higher education should embrace and govern all publicly-owned and publicly-financed institutions having programs of higher education. The governing system

defined in the charter should include the present universities at Can Tho, Hue, and Saigon and all publicly-owned institutions outside the universities, including the National Institute for Administration, the Agricultural College, the School of Fine Arts, the National Oceanographic Institute and the Phu Tho Engineering College.

None of the recommendations in this document are to be interpreted as calling for the end of cooperation between the government and private institutions of higher education such as the Universities of Dalat and Van Hanh. On the contrary, the survey team believes it can be in the interest of nation and the regions which the university serves to provide them support and cooperation in their quests for status and stability.

Relationships between levels of government and institutions are discussed in the educational section of the Constitution for Viet-Nam. Other relationships including the roles of officials in various institutions should be defined and passed as decrees by the national legislature.

The legislature of the country should have the ultimate authority for public higher education, exercising its power through its approval of the planned financing of higher education as part of the general budget for all of the nation's public education. This does not imply that academic freedom and internal management are subject to outside domination. In so far as the teams preliminary report was issued prior to the promulgation of the constitution a section Reform of the Structure of Higher Education in Viet-Nam

is presented in Level III of the follow up team's report. The Governing Board structure as described here could be one method of organization of higher education if the necessary steps are taken as pointed out in the follow up study. The legislature should exercise its ultimate responsibility for higher education through its authority to approve the appointments of members of the Governing Board of the University of Viet-Nam, after nomination by the Chief of State. The Governing Board, in turn, should have the authority to direct all public higher education in the country. The term University of Viet-Nam would be used, therefore, to describe the whole of public higher education in Viet-Nam which is the purview of the Governing Board. The legislature should also have the rights and prerogatives of making periodic reviews of higher education in the country, including its programs, with a view to determining whether or not it is meeting the needs of the country.

Primarily the task of the Governing Board of the University of Viet-Nam should be one of setting the goals of higher education for the country, reinforced by the power to recommend new institutions and programs and to appoint officials for the implementation of goals. The Governing Board should have the responsibility periodically to review present programs and propose new ones, to appoint rectors and other administrative heads of university and independent units in the system, and to approve the appointment of all life members of the teaching and administrative staffs of the various institutions. The Board should also review and approve the annual budget requests of each institution before the submission of an overall budget for higher education to the legislative and executive authorities of the national government.

The Governing Board of the University of Viet-Nam should include nine or ten members to be appointed by the legislature for terms of six years each. To provide a full board forthwith, the first board should consist of three members with terms of two years, three members with terms of four years and three or four members with terms of six years. Thereafter, all appointments should be for six years. No more than three members should be residents of the city of Saigon and a minimum of two members should represent each of the present Corps Areas of Viet-Nam or regions coterminous with the present under any district changes to be made by the government hereafter. Members should represent a number of social, economic and political strata, as well as the regions of the country. No members should be eligible to serve more than two consecutive terms.

The Governing Board should have the services of a secretary-general and staff, as well as the right to include in its annual budget for higher education funds for consultation and special research projects.

The cabinet officer with the responsibility for education should be viewed as the advocate of higher education policy in the executive branch of the central government. He should make recommendations to the legislature on the annual budget of the Governing Board of the University of Viet-Nam. The appropriate cabinet officer should expect to consult regularly with the Governing Board and to recommend policies and programs for the Board's consideration. He should have the power and budget resources to conduct research, make studies, carry on experiments in higher education, and to

develop positions on the higher education needs of the country. The cabinet officer for education should be an ex-officio member of the Governing Board of the University of Viet-Nam.

Rectors of the University's units of Saigon, Hue and Can Tho and the officials of other public higher education units in Viet-Nam should be viewed as the chief and full time administrative officers of their institutions. The chief administrative officer should have the responsibility for informing the Governing Board of the University of Viet-Nam on the status of his institution and to submit plans for its development. The Rector or chief administrative officer should approve all full-time appointments to the Faculties and administrative positions in his institution. He should recommend all life appointments to the Governing Board and should appoint all academic deans with the advice and consent of the relevant Faculty.

The Rector should work with the continuing cooperation, advice and counsel of the University Council. He should discuss and develop with the University Council the annual budget of the institution, and the Rector should approve the budget prior to submitting it to the Governing Board.

The Rector should be appointed by a simple majority of the Governing Board and continue in office at the discretion of the Board. The Rector must be a citizen of Viet-Nam and might be appointed from among the faculty and administration of the institution he is to lead or from among scholars and administrators in other institutions or similar positions in Viet-Nam and other countries.

The University Council should have the responsibility of advising and consulting with the Rector on matters of institutional policy, including budget, long range planning, and faculty appointments. University Councils should include as members all deans and other heads of Faculties. Professors and administrators of various ranks might also be members with the assent of the Rector and the membership of the University Council. The Rector should be the permanent chairman of the University Council and he should have the authority to appoint a secretary-general and such other administrative assistants as he might require.

Advisory Committees for each of the institutions under the Governing Board of the University of Viet-Nam should be established, consisting of representatives of the public who live in the area served by each of the university units and from responsible constituencies of each of the special institutions in the university system. Each Advisory Committee should consist of seven members, selected for five-year terms. Members should be nominated by the Rector or administrative head of each unit with the advice of the respective University Council and be approved by the Governing Board of the University of Viet-Nam.

The duties of the Advisory Committees should be to advise the rectors and university councils on the higher educational needs of their regions and constituencies. Members of the Advisory Committees should discuss the formulation of plans and budgets. Periodic meetings should be held each year by the Rectors and University Councils of the various units with their Advisory Committees. Provision should be made for the Advisory Committees to visit annually and inspect their respective

institutions and to make known their findings and recommendations to the Rector and University Councils and to the Governing Board of the University of Viet-Nam.

Deans should be viewed as chief administrative officers of particular Faculties, of special professional training units, and of schools within the University of Viet-Nam. Deans, as previously indicated, should be appointed by their Rectors with the advice and consent of their Faculty Councils. Deans should serve at least three years and should be eligible to succeed themselves. Deans should have the assistance of secretarial and clerical staffs. With the approval of the Rector, Deans might also appoint associate and assistant deans. Deans should have the authority to nominate members of their Faculties. Life members should be approved by the Rector and the Governing Board; other appointments should require the approval of the Rector.

Deans should plan the future of their academic programs, including research and instruction. With the advice of the Faculty Councils, they should develop their budgets and take a leading part in the recruitment and training of new faculty. Annual reports on the status, needs and plans of their faculties should be made by each Dean to the Rector.

Faculty Councils should serve their institutions and Deans as advisors on plans and budget matters. Usually each Faculty Council would include all life members of the teaching faculty. In addition each Faculty Council should have representatives drawn from all of the teaching ranks.

Deans and Faculty Councils should meet periodically with representative members of their student bodies, elected by their peers, to discuss student problems and needs and the long range needs of the respective faculty. A record should be made of meetings with students and transmitted with recommendations to the Rector and University Council for their use in developing long-range plans for the institution.

Conclusion. It should be evident that the foregoing recommendations make use of the structural preferences that inhere in the present system. What few structural changes are recommended are in the establishment of a Governing Board and Advisory Committees. The strengthening of the roles of Rectors and Deans has its basis in the need for defining those people who are expected to be initiators of change and formulators of policy as well as implementors of their faculties' ideas. Through the exercise of the authority of the Governing Board, it is expected that the needs of the nation will give impetus and focus to change.

The interests of higher education cannot be framed merely as definitions of responsibilities of particular boards and officials. In other sections of this report will be found recommendations which should be in accord with the constitution and statutes of Viet-Nam. For this section, it is recommended that all matters pertaining to the powers, methods of selection and composition of the Governing Board, Advisory Committees and of the Rector be given permanent status by decrees, but that other definitions of roles be left to the promulgation of statutes and university by-laws. This latter recommendation is made in the event

that experience demonstrates the need for changes in the responsibilities and obligations of Deans, Secretaries-General, University Councils, and Faculty Councils, which become too pressing to allow for change through the difficult process of constitutional amendment.

B. Programs in University Education

Definition. University programs must serve both the needs of nations and of individuals. In Viet-Nam they can only do so by becoming immediately responsive to the country's problems.

Problems. It is hard to know and perhaps irrelevant to consider the extent to which the wide gap between the economic needs of Viet-Nam and its programs in the universities is due to the nation's pre-occupation with war, the shortage of resources, the relative newness of its institutions, or to the academic customs that have been inherited by the country. Whatever its root causes, all Faculties except Medicine, Dentistry and Pedagogy have graduated less than 5% of their total enrollment. The survey team interprets this as an indication of a waste of manpower, traceable in part to present university policies and programs.

Rigid standards applied in the form of examinations have the effect of controlling the numbers of students entering occupations for which there is a surplus such as lawyers, pharmacists, and architects. The same rationale also dictates a reduction in the number of students in occupations badly needed by the country, for instance, medicine and dentistry. Not only is the country deprived of the services of more leaders and experts under such a system, but the catastrophe to individuals is immeasurable. The duplication of some programs, such as law in two universities and planned in a third, and the absence of other programs anywhere in the system means that

Vietnamese universities have not undergone the reorientation to essential needs that the country requires.

The success of the faculties of pedagogy in graduating a large proportion of students preparing for careers as secondary school teachers is an encouraging sign. Since this represents a joint effort between the government and the universities, it means that such cooperation can help to reduce deficiencies of national need. Agriculture, the various fields of engineering education and business and public administration need to be elevated to university status. Moreover, the universities need new programs and reorientation of their methods of selecting students to avoid the waste of manpower which occurs through duplication of effort and the lack of articulated purposes.

Recommendations. In order to meet needs for skills and specializations, the University of Viet-Nam should incorporate programs of agriculture, engineering and administration.

Agriculture, in normal times, is the basic economic occupation of a majority of the citizens of Viet-Nam and in the renewal of Viet-Nam's status as a food producer and exporter lies important potential for the nation's future. A fully recognized Faculty of Agriculture should be established at both Can Tho and Saigon with programs of research, training and extension devoted to the development of the food producing economy of the nation. The feasibility of establishing two year technical agricultural programs at Bao Loc and Hue should be studied. The goals of these new programs should,

therefore, be national in scope and should also be aimed at the realization of the enormous potential of the Mekong Delta. Schools of Agriculture should be elevated to Faculty status.

Viet-Nam's long travail in war has deferred the development of the kind of leadership needed to create for its people the material advantages of developed nations. Improvements in transport, the creation and utilization of power resources, the development of an industrial capacity and, the use of mechanical and electronic technology require the education of substantial numbers of applied scientists. The Engineering College at Phu Tho should be expanded and upgraded as a full fledged Faculty of the University of Saigon. Programs in mechanical, electrical, chemical, industrial, and civil engineering should be offered. Present training functions in engineering in the Higher School of Architecture at Saigon should be upgraded and transferred to the new Faculty of Engineering.

Expert administration is a vital function in both the public and business sectors of a developing nation. The University of Viet-Nam should incorporate administrative training with full faculty status by combining the present public administration functions of the National Institute for Administration with certain programs in business training. The government of Viet-Nam should materially encourage the continued development of the Faculty of Business Administration and Political Science at the University of Dalat. Programs of less-than-degree status may be required to meet the needs of the country.

As new programs are created, ways must be found to eliminate inefficiencies in the use of student and faculty resources within the university structures. The centralization of all student registration within each university and beginning the careers of all students in a common academic program prior to their pursuit of more specialized training are, in the view of the survey team, necessary reforms in the ordering of existing and new programs. All students should be admitted to a balanced program of studies, including some electives, at the beginning of their university careers. One possible way to accomplish this is to combine the present Faculties of Letters, Science and some of the functions of the Faculty of Law into a common program combining humanities, social sciences, foreign languages, mathematics, and natural sciences. Professional faculties should then establish criteria in terms of numbers of years to be required as preparation for specific programs to take place in their faculties. The individual programs of students in the preparatory years should be planned in view of their ultimate career aspirations, in short, to make them eligible for admission to the professional faculty of their choice.

Four year programs in the arts, sciences, social sciences, and humanities must still be a vital concern of the university. The tasks of the combined faculties to provide basic studies for all students regardless of the choice of professional specialization must be reemphasized in order to avoid leaving the impression that this reorganization is primarily a way of preparing for professional studies.

The combination of letters, sciences, and some present functions of law is also intended to centralize scarce faculty and material resources. Under this plan, it should be unnecessary to offer the same courses in different faculties; the combined faculty can thus be viewed as a teaching resource for the entire university.

In this scheme, the opportunities for the individual student would be increased; he could prepare for admission to a professional training program in the university; he could continue studies begun in the common program toward degrees in letters, sciences or social sciences; or he could delay a decision and continue a broad program of studies toward university graduation until he is motivated for more specific training. In any event a course credit system would be required in lieu of the present annual examination.

The survey team believes that a core program in each university which offers a basic education to undergraduates can provide a more efficient way of utilizing the human resources which it is the university's responsibility to train and educate. From the students' points-of-view it is a more orderly transition to higher education that provides a necessary period of exploration of the career possibilities of university training. From the points-of-view of faculties, it provides an important basis on which to estimate the probabilities of the success of individual students in particular programs such as law, medicine, architecture, dentistry, and pharmacy.

The professional schools of the university should be viewed as programs which admit students only on the basis of preestablished

criteria. Thus it will be necessary for each program to make estimates of the need for its speciality in the national context, to estimate the capability of its own resources to meet these needs, to estimate the probable percentage of students who will not complete their studies, and finally to admit that number of students who qualify and are fitted for the program. It will also be a necessity to study and review the academic background of entering students to insure adequate preparation for higher study. The academic preparation by Faculties of Pedagogy of both elementary and secondary school teachers should be carefully studied.

The interdisciplinary nature of much of modern program planning is at the basis of the belief that the social sciences, including political economy and economics, have a necessary place in the arts and sciences programs of modern universities. In this connection the survey team views programs in the Faculty of Law as optimized when the obligations of the Faculty are restricted to the training of lawyers.

The present first year that is required for students admitted to the Faculty of Pedagogy is to some extent a model for the plan that should be broadened to include all faculties. The other professional faculties should be allowed to decide whether the preparatory period for admission to their faculties should be of one, two or three years duration and to make known what course experiences in the preparatory years will be required for admission to a particular program.

To give adequate attention to the proper utilization of the manpower requirements of university training, changes in the teaching and learning process must be made in the universities. The survey team's ideas on these points will be treated in a later section of the report. For the present, it is necessary to point out that a university program directed at the conservation of human resources must explain its purposes and programs clearly and give careful attention to the problems and needs of individual students. Of higher priority should be a program of information dissemination carefully planned and implemented under the Governing Board of the University of Viet-Nam to explain its programs and admission requirements to the general public. All media--newspapers, periodicals, radio and television--should be used and a corps of university staff and alumni and friends of the university should be organized to visit and address students in all secondary schools in the country on an annual basis. The Governing Board should also organize public meetings for adults throughout the country during the period in which changes are to be made in the university's programs and policies. The remote areas of the country, which presently send few students to the universities, should be special subjects for a public information campaign in order to insure that the benefits of public higher education become available to the country as a whole.

For the success of this program it is imperative that attention be given to the problems of individual students. In addition to general information, the university should include in its organization

the personnel and the means needed to give information and provide guidance and counseling for all students. The programs and organizational changes which are intended to conserve manpower must be supplemented by services that are very responsive to the personal requirements of students who can be lost in a process that orders people and programs solely in terms of numbers.

Conclusions. The creation of new programs in agriculture, engineering and business administration and the reordering of present university programs are recommended as a means of closing the wide gap that exists between the needs of Viet-Nam and the purposes manifested by public higher education. The careful selection of students for professional programs, the opportunity to select careers wisely, and the adjusting of numbers of students to program needs in the country are the outcomes expected of the centralization of undergraduate study. Combined with attention to individual problems, the university should by these means reduce drastically the very high percentage of students who do not now complete their higher education.

C. The Learning Process in Higher Education

Definitions University education depends not only on the transmission of information but on a process that includes criticism, investigation, experimentation and application to elicit new ideas and increase the possibilities of discovery. In Viet-Nam's higher education there is need to apply greater emphasis on the principle that learning takes place in a variety of ways. Vietnamese scholars and teachers need to expand the traditional concept of teaching that dominates higher education.

Problem The quest for knowledge in the higher education of Viet-Nam is hampered by conditions that originate in war, underdevelopment and custom. There are few resources for research or for teacher improvement and few exceptions to the dominant teaching method of lectures which become student's notes and the subjects of annual examinations. As a result there is little breadth to teaching styles and the process, to a great extent, has become predictable, uniform, and for the student unexciting. Accomplishment, for the student, is almost totally in terms of passing examinations; there exist too few opportunities to analyze or compare ideas, to discover meaning for oneself, or to create anew, all of which are requirements of maturing scholarship.

Students' attitudes, as they have been gathered and analyzed by the survey team, reflect not only the feeling of deprivation of material resources, but also discouragement at the formalism and lack of practicality of many of their experiences. The learning process

for too many of these in too many courses consists only of registration, memorization of notes, and the taking of examinations. Many students do not know the excitement that can come from learning itself, its process and its quest as an end in itself.

The survey team talked to fine teachers who broaden their students' opportunities to study and who challenge them to give dimension to their work, but those who took such initiative were sometimes unsupported by administration and faculty. Moreover, such teachers are in opposition to the expectations of students whose ingrained motivation is to pass examinations and who have no other models articulated to them as alternatives.

The survey team is not certain that the teaching methods in Vietnamese universities or the traditional pattern of student experiences can be changed easily or quickly. A beginning must be made, however, so that students can come to regard higher education as the vital, changing, engrossing, challenging experience it should be.

Recommendations: Academic freedom requires that individual faculty members make the decision as to how their subjects should be presented and their courses taught. But institutions should assume responsibility for encouraging innovation and self criticism in teaching methods. Where it is most dynamic university life is typified by such functions and the leadership of the process which rests in the faculty. Experimental programs relating to methods of instruction should, therefore, be the responsibility of special Curriculum Committees to be established in each university.

special budgetary provision should be made to support these programs. It should be the primary duty of each committee to initiate and give support to improvement of teaching methods as well as in the content of courses. The committee should be representative of all faculties and programs in the university and of all instructors from the most senior to the most junior members.

Some of the techniques that should be tested as part of the program to improve instruction are small classes in which student participation in discussion is the dominant method, divisible classes in which large groups separate into smaller ones periodically to discuss lecture topics and themes, and the writing and presentation of position papers by students on topics in courses.

The Curriculum Committee might also consider the use of the practicum, a field experience in which students gain part of their training in supervised experiences. While this technique is widely used in professional training, it is relatively new to undergraduate experience in Western countries in courses such as sociology and political science. A distinction should be made between the field trip and the field experience; the former is generally an observation of short duration and is an authentic way of bringing reality to learning. The field experience is much more in that it involves the student in performing tasks related to his studies and learning from them.

The committee should explore the possibility of organizing courses which will permit the students greater flexibility and choice.

In such experimentation, course-credit systems would undoubtedly be required in lieu of the present system of annual examinations as qualification for university graduation.

It should be recognized that a more flexible academic program including such innovations will require the regular attendance of students in all university classes. The survey team recommends that minimum standards for student attendance be made part of all university programs as an early step in the implementation of changes recommended in this survey.

It is important, whatever changes are planned and implemented, they be the subjects of continuing faculty discussions and critiques. The Curriculum Committee should organize regular faculty seminars and periodically report progress to all faculty members in formal meetings and in printed reports.

General courses offered by any Faculty of the university should be transferable to other faculties and units of the system. Recent analyses of professional training in the West show that, contrary to requirements for narrowly specialized preparation for professions, the most successful students in such fields as medicine and law were those who had broad backgrounds of undergraduate studies.

A lamentable shortage exists in Viet-Nam of the basic tools that instructors and students need as resources for study -- texts, libraries, laboratory equipment, teaching aids, periodicals. Being without such necessary equipment seems to have inculcated the habit

on the part of students of expecting most relevant materials to be transmitted by way of lecture notes. Professors who have shown initiative in gathering and making materials available have expressed discouragement at the unwillingness of students to use them. The inculcation of a more broad-minded approach to study will require a concerted and explicit statement of this expectation on the part of the faculty and institutional administration. Where resources do exist, students should be expected and required to use them.

No far-reaching change in the learning process can be expected without the enhancement and reinforcement of the role of the university professor in Viet-Nam. Accomplishing this will require a deliberate program of which economic security, freedom and opportunities for self-improvement are important considerations.

There are present in some universities differentials in salary for equivalent educational background. These differentials are based on where the professor received his training rather than on his educational background. In such cases the differentials in salaries for French-trained and other senior professors should be discontinued without reducing the salaries of present faculty members who benefit from their status. Instead, senior professors from different backgrounds in training should have their salaries raised to the amounts now earned by their French-trained colleagues.

The relatively inflexible standards used in raising university teachers to senior professorial rank should be amended. The problems of Viet-Nam cannot wait for their solution until enough young scholars endure and survive the ordeals of junior rank under the present

system. Three major ranks of university teachers should be adopted and salary schedules devised for them. University teachers and administrators should be separated from the Civil Service and placed under the Governing Board of the University of Viet-Nam. All full-time and life appointments can be upgraded using the highest salaries now paid as the upper limit of the schedule. Permanent teaching ranks can be considered roughly equal to the status of associate and full professorships in American universities and colleges. Minimum salaries paid teachers of less than senior rank should be increased by fifty percent in the immediate future. Salaries should be adjusted annually on the basis of the inflationary spiral.

Means must be found to advance the careers of young scholars in the university. The American Ph. D. or its equivalent, including specialized degrees, should qualify a person for promotion to senior rank, all other possible qualifications being considered.

There appears to be some uncertainties in the matter of equivalencies of degrees offered by universities of various countries. The Ministry of Education has a group studying this problem. As yet no report from this group has been released. The distinguished thesis or dissertation, successful experience in comparable institutions, capable performance in junior roles for limited times, and demonstrated leadership in a field of specialization (a great architect or fine lawyer, for instance) must be used as criteria for appointment and promotion in a university system that so badly needs to hold and make use of the contributions of its intellectuals.

Policies should be devised to assure and extend the freedom of faculty members to determine how their courses should be taught. The university system should be governed and its institutions organized to protect this freedom. This can be optimized in a number of ways including opportunities for study abroad through sabbaticals and exchange programs. Time and opportunity should be allowed faculty to conduct and publish research in their fields. In this connection, teaching schedules should make it possible for instructors of junior rank to carry on research. It should be recognized, also, that schedules which reduce the teaching obligations of senior professors deprive students of the contributions of the university's most experienced faculty members.

To make better use of faculty time, every effort should be made to provide full schedules in particular institutions, rather than requiring some to travel extensively in order to fill the needs of several student groups. The university should also promote the recruitment of new faculty members from among its most able students.

Combined with better salaries, improved opportunities for promotion and release of absence, clarification of the draft status of young faculty members is a necessity. The survey team believes that the military obligations of young Vietnamese faculty should be minimized or deferred, especially in areas of greatest national need. For the many Vietnamese scholars abroad, deferment of their military service should be guaranteed for men past a given age on condition that they accept positions as faculty members on the staffs of the University of Viet-Nam.

Implementing these changes in the status and reward systems affecting younger faculty members should be attractions for the reservoir of manpower abroad that is presently not being utilized for the benefit of the country.

Consideration of the attitudes and welfare of students is important in the improvement of the learning process in higher education. Much remains to be done in providing the physical means for improvement, including housing, libraries, and instructional materials. However, current practices should not be ignored; for example, student health services need considerable improvement. In each university unit, a full-time medical staff, consisting of a physician-in-charge, assistants, and nurses should be established. At Hue and Saigon infirmary facilities might be organized in conjunction with the Medical Faculties' programs and facilities.

There should be regular academic progress reports to students during the course of the year. At present they have only the results of annual examinations by which to measure their achievement and progress. The Curriculum Committee should study ways of reporting which might include more frequent testing, faculty-student conferences, tutorials, and permanent advisors. The present level of isolation and anxiety on the part of students might be significantly reduced by the faculties' acknowledgement of a student's need to be able to determine his own status in terms of the university's expectations.

Conclusions: To a major extent the problem of the relevance of the university's programs can only be solved by its faculties.

Changes in organization can be made more easily than can those of style and process which are the products of experience and long habit. The needs of the country require, however, that this task be undertaken by the Faculties of the University of Viet-Nam. Institutional and personal styles must change and greater use must be made of a variety of teaching methods.

At the same time, the role of the university teacher must be enhanced through improvements in rewards, promotions, opportunities for further study, and greater security. Such changes should also make it possible to attract more able people into the field.

The ways of obtaining money, facilities, and equipment needed to improve conditions for students and faculty have still to be developed by the Vietnamese government and external assistance agencies. Nothing can be gained by vastly increased investment in materials unless their use is optimized by the purposes and practices of the people who will use them.

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D. The Scarcity of Material Resources for Higher Education in Viet-Nam

Definition. The process of higher education in Viet-Nam is impeded by limitations in material resources which have resulted in the disrepair and deterioration of buildings, terminated construction programs and insufficient supplies and equipment. No extensive reforms in higher education are possible without infusions of substantial new money utilized in major areas of need according to a carefully arranged system of priorities.

Problems. The annual cost of educating a Vietnamese student in the present universities at Can Tho, Hue and Saigon is quite low in comparison to institutions within knowledge of the survey team. What it means in terms of the conditions of higher education has been alluded to in previous sections of this report; its implications for the funding of physical and material resources are the subjects of the present section.

The root cause, of course, is the inability of the country to support needed programs that arises from the underdeveloped nature of the economy and the heavy burdens of war. The leaders of the universities have had their plans curtailed and restricted by annual budget cuts which allow them the means for funding little more than salaries at minimum levels. For fiscal 1967, the University of Saigon requested 250 million piasters and received 168 million (about \$141,000 American dollars); the University of Can Tho for the same year requested 474 million piasters and received less than 174 million.

The effects of inflation have seriously impeded the development of physical facilities for the nation's higher education. Sorely needed student housing at Saigon and a wing of the medical faculty at Hue have stood since 1964 and 1965 in half-finished condition, at the point where money allocated for their construction ran out.

There are no ways to provide the means in Viet-Nam for rapid and efficient access to printed materials in the national language. Not only are university libraries small and texts scarce but book collections that do exist require fluency in a foreign language on the part of the user. The 20,000 volume central library at Hue, assembled with great difficulty, is more than 50% in French, Chinese and English. Moreover students without fluency in a foreign language are restricted in their programs by the fact that several courses taught by foreign professors are given in the native language of the instructor.

Money must be made available for a large number of program needs, including construction and new equipment. But sources of funds are too few and Viet-Nam's needs too great to permit a response to needs at all levels at once. A master plan must be devised which includes a system of priorities strategically planned and scheduled to have the greatest impact for improvement of higher education in the country.

Recommendations. Planning and development of central campus facilities must be resumed at Thu Duc, continued at an accelerated pace at Can Tho and started at Hue. Centralization means, in effect, that each component

of the university is readily accessible to all other parts. Campuses can be conceived as occupying single sites as are planned for the University of Saigon campus at Thu Duc or as occupying several adjacent or nearby sites as will be necessary at Hue for some time to come.

The Thu Duc campus will undoubtedly provide the means to utilize university resources -- people as well as facilities -- much more efficiently. Moreover, the acceleration of the completion of the construction should facilitate needed organizational changes in the university. Along with completion of the delayed equipping of the new Pedagogy building, the government and the Governing Board of the University of Viet-Nam should implement a long term plan for campus development. One step could be the planning of space for the basic Arts and Sciences Faculty from a combination of the present Faculties of Letters, Science and the social science functions of the Faculty of Law. This core building or complex of buildings could also house the university's central library which should have the capacity for ultimately circulating a quarter of a million volumes.

Completion of the Thu Duc campus would make it possible to vacate present facilities, none of which were designed for university programs. As rapidly as possible, professional faculties should then be added to the new campus until it is completed. Also essential for inclusion on the new campus site are substantial amounts of student housing, which will be necessary in view of the remote

location of Thu Duc from Saigon. Major repairs and up-graded maintenance should be effected in the present male student quarters in Saigon. Much of this housing is presently unfit for habitation in terms of hygiene and amenities. Eventually it should be vacated and the survey team feels it should be a high priority of the university to create liveable quarters for students there now.

The commitment already made to dentistry and medicine, the need for proximity of these Faculties to clinical facilities and the nature of their programs makes it sensible to view these Faculties as permanent occupants of their present sites.

At Can Tho, necessary centralization can be thwarted by commitments to building programs on two widely separated sites. The university has acquired or hopes to acquire a third site of 80 hectares which is large enough to accommodate all of the facilities needed on this campus. The survey team believes that the laboratory facilities under construction next to the classroom building should be completed and used for its intended purposes. Faculty housing on the 20-hectare site on the outskirts of Can Tho should also be completed, thereby providing badly needed accommodations for faculty. The development of the 80-hectare site should then be begun by constructing a centralized library and the space for the Basic Arts and Sciences Faculty followed by the professional schools as at Saigon. The laboratory and classroom buildings should then be transferred or sold for use as public secondary education facilities. As in the case of the

Saigon campus, it should be anticipated that the construction program will take no more than 10 years.

At Hue the unfinished wing of the medical school should be completed. Next, the development of the university should begin on or near the present medical school site with construction of buildings for the basic Arts and Sciences Faculty (combined Faculties of Letters, Science, and part of Law). Careful attention should be given to the possibility of providing a limited number of hospital and clinical facilities for the medical school at this site.

The principles recommended here should be incorporated in a master plan for the development of campuses of the University of Viet-Nam. It is very important that the plan for physical facilities be under the supervision of an experienced campus development planner. There are such experts available in several countries.

The enormous investment in buildings called for in this report necessitates increases in the funding and status of maintenance functions in the universities. In some places, but by no means all, maintenance has been almost totally neglected with the resultant accumulation of dirt, disrepair and deterioration, conditions detrimental to effective learning. It is interesting to note that only two custodians have been hired to care for the new complex of buildings for the Faculties of Medicine and Dentistry at Saigon. Five times that number are needed to protect the investment of money and the people's interest in this facility.

As necessary as is the building and stocking of libraries, their use will be limited until more trained librarians are provided.

for the institutions. This makes it imperative that male and female college graduates be trained abroad as librarians or that accelerated programs in library science be instituted in Viet-Nam at once under the direction of the University of Viet-Nam.

Texts and books in the Vietnamese language will undoubtedly be in short supply for a long time. Texts are being supplied for elementary school children through close cooperation of the United States Agency for International Development, the Vietnamese government and several countries of Southeast Asia. A separate, but non-competitive agency, should be established for the translation of foreign works at the higher education level. Contracts should be made with publishers for rights to translate into Vietnamese and republish in photo-offset from at least 25 basic texts a year mostly in the applied sciences.

The necessity for Vietnamese students to have fluency in either French or English will continue for a long period of time. For a majority of students English appears to be the most useful reference language tool at the present time and for the foreseeable future. It has the widest currency of written languages in the world and the English texts available to Viet-Nam are likely to be increasing through American aid programs. The government is making every effort to emphasize studies in Vietnamese but, especially in the natural studies, encouragement should be given to students to study English as a reference language in preparation for careers in higher education.

The inclusion of language laboratories in the university campuses as part of a centralized language study and translation facility is a necessity. As part of the combined faculty buildings centrally located on the new campus a divisible auditorium with staff and equipment for simultaneous

translations of Vietnamese, English and French lectures and conferences should also be included. The ability of foreign professors to communicate readily would be considerably improved by the addition of this service, as should the use of these important resource people to the university. It will also add some flexibility to the programs of students who must study English or French in order to study at all.

The survey team believes the centralized translation facility to be a high priority of need whose inclusion early in the building program will have considerable impact on the quality and breadth of the university program.

The question of where the money is to come from for all of the recommended changes in this report is undoubtedly in the reader's mind by this time. Wholesale changes of the kind recommended here would at least double Viet-Nam's public higher education budget at the outset. Unquestionably the fiscal outlay of the national government will have to be increased substantially, probably from potential tax sources that are presently yielding no revenues. The United States government will also have to make substantial outlays, especially in capital funding, over the next several years. The American government should also be prepared to enlist help from other governments. In addition, a campaign among American and other foreign foundations should be inaugurated for aid in categories such as teaching salaries, publication and applied research and for the establishment of particular programs such as engineering, agriculture and administration.

Conclusion. New money and new sources of it are vital needs in the improvement of Vietnamese higher education. New construction programs should be based on a concept of centralization which permits and enhances the use of

scarce personnel as well as materials. Centralized systems of translation of lectures, new central libraries and text book reproduction are high priority needs for universities. New construction programs should facilitate needed changes in the process of higher education as exemplified in the way that completion of the central facility for the combined Faculty of Arts and Sciences will make it possible for the university system to develop rapidly.

II

THE SCHEDULE AND ORGANIZATION FOR CHANGE

Important as money is to the recommendations in the preceding section it is not necessary to the first steps that must be implemented in programming the changes to be made. No funding of particular sections of the report should be made before a clear commitment to a master plan. Money should be used strategically -- in ways that make possible the achievement of the major goals of the program to revise higher education in Viet-Nam. Thus, for example, some of the most important uses of money in the master plan are for increases in faculty salaries, strategic needs because they will open up recruitment possibilities; for the construction of buildings for the new Undergraduate Faculties of Arts and Sciences which will facilitate reorganization; and for the centralized translation and library services because they will expand considerably the learning resources of students.

As prologue to the first steps of the master plan the Vietnamese government should issue a policy statement supporting, modifying or rejecting this report. The government's policy position should be made publicly and given the widest possible dissemination in the country. The statement should include the main points of this report or alternative solutions to the problems of higher education. Immediately after his articulation of a basic policy the Chief of State in compliance with the new constitution, should move toward the establishment of the Governing Board for Higher Education in Vietnam.

Following the policy statement by the government, one possible sequence for implementing the recommendations of this report might be:

First, University Rectors should appoint Advisory Committees and re-organize University Councils.

Second, Curriculum Committees should be formed to develop specifications for the establishment of the new undergraduate Faculties.

Third, an experienced campus planner should be selected to work with Curriculum Committees in accordance with program priority in designing new facilities for each campus.

Fourth, advisory staffs should be organized to assist in planning the financing of new construction.

The United States Agency for International Development in Viet-Nam should contract with an independent group of higher education specialists for advisory and liaison services with Vietnamese education in implementing the recommendations of the survey report. The advisory group could include a representative of the Survey Contractor, Wisconsin State University-Stevens Point Foundation, Inc., to insure continuity from survey to implementation.

The Advisory Group ought to be viewed as the point of contact between the Universities in Viet-Nam on the one hand and various agencies of the United States, private foundations and foreign sources on the other. Members of the team ought to view it as their function to advise, stimulate and support the progress of the growth of the Universities in Viet-Nam in all areas and to recommend the allocation of non-Vietnamese funding of projects on the basis of demonstrated commitments by the government of Viet-Nam and its higher education agencies and officials.

The purposes of foreign and foundation aid should be to give impetus to the development of the national public higher education program. As changes are realized, the government's share of the funding should increase with the development of new revenue sources, including taxes.

A higher education advisory group should work closely with the Rectors and Deans of the Universities of Viet-Nam in organizing and developing graduate programs. A program for advanced study should be organized to make use of all faculty available in the country's masters' and doctoral programs. This group should employ consultants as needed to inventory existing resources in needed programs, to analyze needs and to attempt to solve logistical problems in bringing the services of such programs to scholars in various parts of the country. A program should be established, perhaps on an experimental level, to allow young university professors to resume studies which have been terminated for lack of resources in the country. It appears possible that valuable contributions to graduate study resources can be gained from visiting professors and foreign exchange programs by establishing tutorials and reading courses in connection with their specialities for graduate students in Viet-Nam.

There is some need for immediate clarification of the roles and potential of the individual universities in Viet-Nam. The University of Hue has suffered from conflicts which have retarded its effectiveness. It should be guided to develop a program which closely serves the educational needs of the country. The team was impressed with the initiative of the young faculty members and with the physical facilities at the university. Hue has the potential of developing into a strong institution.

A special effort should be made to strengthen the position of the current leadership of that institution which has striven valiantly to keep its programs progressing under very difficult circumstances.

Due in great part to its location and in part to its older age, the University of Saigon presently has more personnel resources and better prospects for keeping them than does either Can-Tho or Hue. Every effort should be made to allocate senior faculty more equitably among the various universities. Hue and Can-Tho must be brought up to the level of Saigon in terms of resources available to them, even as all three receive more of all kinds of resources.

From the beginning of the University of Can-Tho its leadership has been strong, articulate and innovative. All signs are that there was some genuine grass roots initiative taken in the creation of this new campus, an unusual, if not unique, occurrence in an underdeveloped country. The government will need to nurture this institution which, through its training functions, is the focus of the aspirations of the people of the Mekong Delta. Strengthening the bonds between the university and its people should have the continuing attention of all officials and boards of the University of Viet-Nam.

The members of the survey team have tried to hold before themselves a vision of the unique needs of Viet-Nam as they formulated these recommendations. It is difficult not to reach for corrective devices simply because they have worked in one's own experience. The team has resorted to this only when in its judgement they applied to Vietnamese situations. The team believes this report to be both pragmatic and eclectic, based on the pressing and primary needs of the country and using what has worked in a number of relevant settings. It makes use of American and world university experience in

emphasizing applied sciences in new programs, but this is a direction already taken by Vietnamese universities in their most recently created programs. If the team seems to take issue with the style which is the heritage of the universities, it should be remembered that French universities have themselves undergone reform and change in recent years.

More than any other single requirement, implementation of this report will require leadership of the universities which will be able to convey to the public a clear statement of aims and purposes. Courage will be required, too, for implementation will necessitate a divorcement from self-interest and a countering of the claims of many groups whose theories of higher education do not emphasize service to the people and nation. Leaders of institutions must be willing to take the university into the future rapidly, place it at the forefront of Viet-Nam's progress toward full-stature among nations, and provide to the country the leadership which is expected of a nation's intellectuals in the modern world.

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III

TOWARD UNIVERSITY CHANGE IN VIET-NAM

A follow-up to the preliminary report
prepared by the Higher Education Survey Group 1/

PART 1

Foreward

In mid-March a Higher Education Survey Group, brought to Viet-Nam under the auspices of USAID, completed two months of analysis and survey and prepared a document entitled Preliminary Report: Public Universities of the Republic of Viet-Nam. Accompanying the report (46 pp mimeo), was a set of working papers which described the Universities of Can Tho, Hue and Saigon, the three national universities of Viet-Nam. The Higher Education Survey Team was in the act of traveling to the three universities to get the reaction of Vietnamese officials in higher education to the preliminary report, when a tragic and untimely accident ended the lives and work of the entire team. This, then, is a follow-up report to the preliminary report of the Higher Education Survey Team. There will be further reports, because university reform and change require considerable time to stage. This follow-up report attempts these things:

1. Carries the work of the Survey Team further by studying some additional aspects and institutions of higher education in Viet-Nam. The Survey Team did study other institutions, in addition to the three national universities of Viet-Nam, but in this report the

1/ Drs. T. C. Clark, J. C. Clevenger, R. G. Davis, B. W. Eagon, E. C. Seyler and W. Wilson worked as a team to complete the work of the original Survey Team.

analysis of these institutions will be more explicit. Also certain programs and aspects of the three national universities will be studied in more detail than was possible or relevant at the time the Survey Team made its initial studies.

2. Incorporates the views and judgments of Vietnamese experts and officials in higher education. The Survey Team was in the process of collecting and analyzing these opinions, which were to be reactions to the Preliminary Report, when its efforts were cut off by the fatal accident on 23 March 1967.

3. Breaks the essential content of the Preliminary Report, and some additional material, into smaller and more feasible project packages and assigns priorities for the implementation of these component parts.

4. Schedules further planning and project implementation in higher education according to the complexity of the objectives proposed in the Preliminary Report and other documents. Estimates the time that will be required to accomplish objectives in increasing order of complexity.

Schema I.1 shows an outline, or model, of university reform and change proposed for Viet-Nam. It is based on the Preliminary Report and other documents and analysis of higher education in Viet-Nam. It divides the problems of reform into three levels or stages, which though not necessarily discrete, do arrange themselves according to complexity and the time which will be required to accomplish them. It also divides the problem into

Schena I.1

A Draft Outline of University Change (Staging Model)

IMPLEMENTATION

RESEARCH-SURVEY-PLANNING

LEVEL ONE Faculty Improvement - Scholarships; Faculty Development Plan; Design Studies, Site Survey, Building, Facilities Plant (CP's, Lab, Dorms, Dining...)

1967 -
1970 Library, Central and Special Collections (Librarians, Books, Facilities)

Economic and Social Demand (Manpower-Education)

Faculties, Schools, Programs

Obvious Needs	Up-Grade	Expand
1. Engineering		2. Agriculture
Civil, Mechanical,		Agronomy
Electrical, Chemical		Pisc. Animal Husbandry
Industrial, Combinations.		AG EC, AG ENG.
3. Business-Econ.		
Private		
Middle Management		4. Basic Studies
Dev. Economics		

LEVEL TWO Improvement: 1. Training Administrators
Sector 2. Technical Assistance
Secretary Gen. 3. Program Planning
4. Long Range Planning

1967 - (Academic V.P. & Deans)
1975 Curator-Treasurer,
Budget & Finance
Registrar, Personnel, Student Affairs
Statistics Selection, Placement
Physical Planning Career & Ed Guidance
& Maintenance

Academic - Basic Studies
(Courses & Credits
Departmental Structure)

Studies: Status Assessment
Models & Structural Analysis
Program Planning
Long Range Planning

1. Academic
2. Registry
3. Financial
4. Physical

LEVEL THREE 1. Schools, Faculties, Departments, and Programs:
2. Institution - 1. Goals & Organization
2. Admin & Structure
3. Schools, Fac & Program
3. National System - as above (2)

1. Analysis Philosophy	1. State Philosophy
2. " Objectives	2. " Objectives
3. " Legislation	3. Write Model(s) Legis-
	lation
4. " Structure & Organization	4. Write Model(s) System

I Model & Competitive Stage

One institution compared to other, Public and Private (Catholic and Buddhist)

II Borrowing & Consortia

III National System & Boards

= Steps toward unified system

Implementation and Research-Planning. Again these overlap for the obvious reason that planning and research must be implemented just as assistance programming is. Perhaps a better categorization would be Program Action and Research-Planning Action.

General Comment on the Staging Model: Level One

On the implementation side of Level One, work has already gone forward. Vietnamese students--who will one day be key elements in any plan of university reform--have already been sent abroad for study or have gone abroad to study under private auspices. The need now is to expand this activity, broaden it, and systematize it with a comprehensive plan for faculty development. Also at Level One, on the planning side, work could go forward immediately in the obviously necessary programs of engineering, business administration and agriculture. There is no need to wait for any further program study to demonstrate the need for increased activity here. These were key areas identified in the Gardner mission report a year ago; the Survey Team also identified them as critical; and the development needs of the country make their selection too obvious to require further elaborate justification. Preliminary feasibility studies have been made; in the case of Agriculture by Florida State; in the case of Engineering by a group from UCLA; in the case of Business Administration by the Vietnamese themselves in their activities at the School of Business Administration and Political Science at Dalat. There is even a group of trained Vietnamese--in the case of Dalat of extremely high quality--who could be the key elements for working in this area. Further general studies are unnecessary. Action should be taken, now.

Also possible at Level One is the immediate launching of feasibility and physical planning studies, at least in the selected fields already mentioned. Special mention is made of libraries. The studying and planning of library installations, holdings, service, and staffing can also be implemented, and the sooner the better. Library shortcomings are so alarming and obvious in Vietnam that there need be little fear of wasting effort here. Library planning can be begun for the three special schools and programs selected but it should also expand at some point to cover university-wide planning of central libraries and special Faculty or school holdings. So far there is no evidence of campus planning in any of the existing universities of Viet-Nam. This should also begin at once. Some plans must have been made for the new buildings at Thu Duc, but there seems to be no comprehensive campus development plan for the area which is supposed to be the University City of the future.

The development of a university level program, called "basic studies" in the Gardner report and "core program" in the Preliminary Report, is necessary, but only preliminary moves can be made toward it in Level One. Before any such shifting from the traditional Latin model of separate professional faculties can be made there must be a considerable preparatory effort. First, Vietnamese educators must see the virtues of basic studies, as Latin American educators have done only in recent times. This requires Level One training of faculty members abroad where they will be exposed to general education rather than professional training at the university level. One would not suggest England or France for

study because in these countries the Sixth Form and the Bach II are followed by direct entry into special professional schools. This is precisely what is not recommended for Viet-Nam in the future. However, four year liberal arts colleges in the United States may not be the appropriate model either. Vietnamese faculty members may well be trained in four year liberal arts colleges in the United States, and the experience of general education in arts and sciences is essential, but for a model more appropriate to their own country they should observe efforts in the Latin American countries where there was a need to make an orderly transition from an European model similar to the one that presently retards university development in Viet-Nam. Only when there is a sufficient number of Vietnamese, themselves broadly and liberally educated and willing to work in their own universities, is there much chance of such a profound university reform as the creation of basic studies and centralized departments in the arts and sciences.

If liberally educated and reform-minded Vietnamese scholars already exist in the country there can be a start toward the planning of programs in basic studies. This does not necessarily mean that it is best to begin, as the Preliminary Report recommended, by trying to change the existing Faculties of Letters in the national universities. Another option is to do what became necessary in Latin America and create departments or institutes of basic studies as separate entities. Still, such new units can only be created with the strong support of the Rectors and Secretary Generals. This means implementing this part of the Preliminary Report more as a second level activity rather than a

first. But the concept should be discussed in Vietnamese university circles immediately; young people should be trained; appropriate models in other countries should be studied; and long-range planning should be begun at once.

Level Two

At Level Two reforms in certain university organizational and administrative practices can be begun. This can overlap with faculty improvement in Level One but it can never get too far out ahead of it or it becomes mere training for clerks and bureaucrats who are going to work by chance in university offices rather than in some other kind of routine tasks. Clerks who have learned the rudiments of registration and record, budgeting and finance, class scheduling and course credit accounting, student selection, placement, testing and counseling, library service and campus physical planning, will not be able to employ their skills to any benefit until and unless they have the understanding, sympathy and support of enlightened administrators and professors.

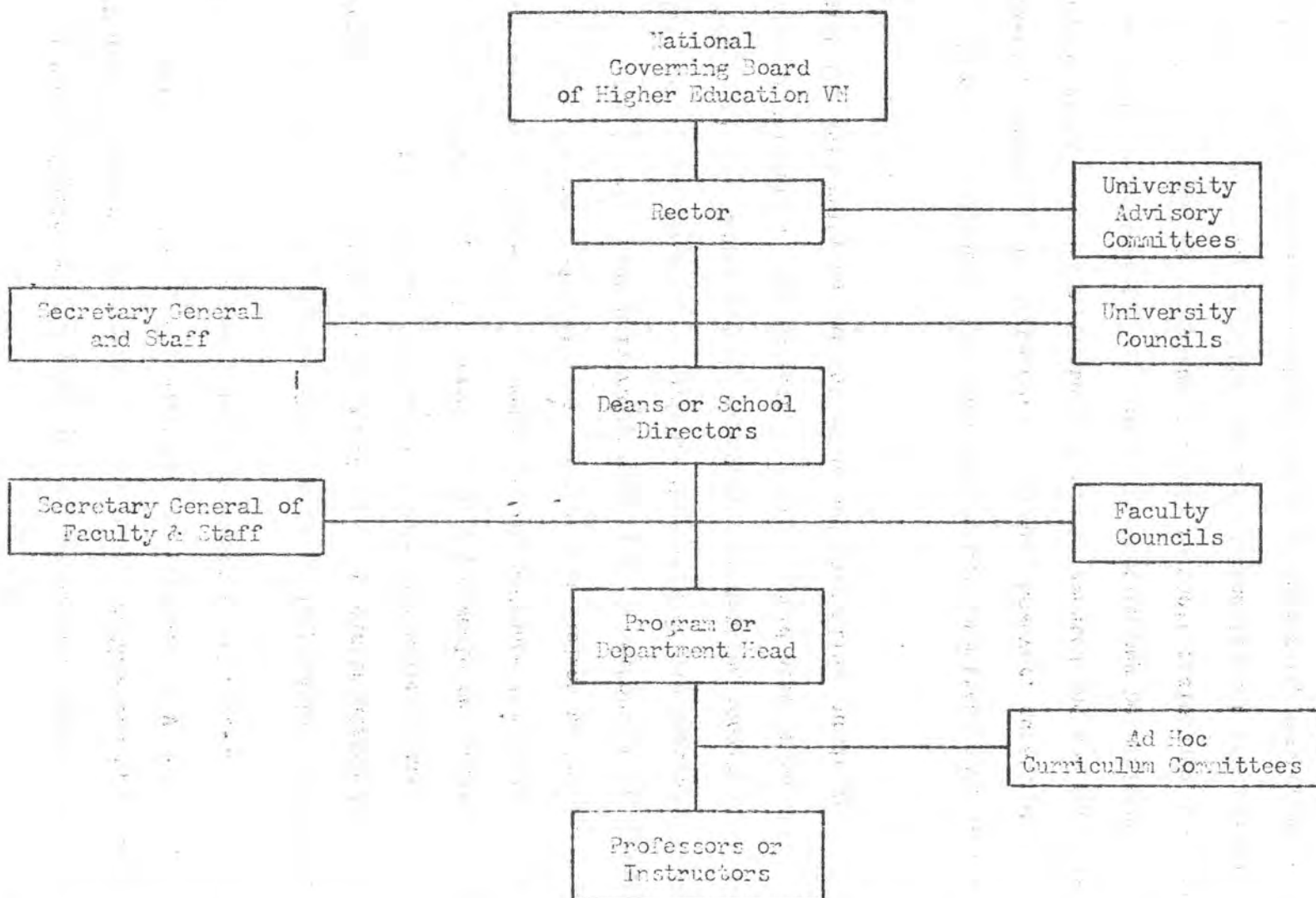
At the same time, the planning of academic programs is clearly beyond lower-level administrative employees. Candidates for courses in the improvement of university organization and administration must be drawn from the same pool of talented young people trained abroad to supply the instructional staff. Unless they have academic credentials and acceptance they will reach no higher posts than that of clerks. They should not be the civil service clerks who currently handle these services in the French model universities. The development of university

administrators in Viet-Nam will take a fairly long time. The time estimates provided in Schema I.1 are illustrative rather than normative but they are not overly conservative if similar experience in the universities of other developing countries is any relevant guide. If the able young men exist and can be sent abroad for training all activities identified as Level Two need not wait or follow the time schedule in the Schema I.1. Action can begin at once. But the appropriate candidates must be found and sent for training.

At Level Two must come the long-range planning of total institutions. This will cover the planning, trial, and implementation of major academic reforms such as the Basic Studies program, the planning of systems of pupil accounting, fiscal planning, especially of capital expansion programs, general institutional development and the physical planning of campuses, plant and equipment. The planning of the high priority programs mentioned in Level One, e.g. engineering, business administration and agriculture, can serve as a start and a basic model toward the planning of university wide change and expansion. But major reorganization of an institution as diffused and complex as Saigon cannot be fruitfully approached without a great many preparatory steps. Perhaps Can Tho with its fresh start and lack of cultural and legal encumbrance can be planned in total terms. Hue also has possibilities. In the private universities there may be more receptivity to general planning and change.

Level Three

Level Three entails profound changes in the total structure of higher education in Viet-Nam. The Survey Report in its first section, stressed the importance of a fundamental reorganization of the structure, and/or reorientation of the goals of higher education in Viet-Nam. The same need was mentioned in the Gardner report but with less detail and with no implication that this sweeping change could come very soon. The Survey Report recommended an organizational structure roughly as shown in Schema I.2. The basic notion is that the universities of Viet-Nam must **become** more responsive to the economic, social, political and cultural needs of the country which supports them. Given that the universities are almost totally dependent fiscally on the national government, and given traditions inherited, and the income level and the fee structure, total dependence on the national fisc is almost certain to continue. The establishment of foundations and the development of a tradition of private benefactions is probably far in the future of Viet-Nam. This means two things. First, in the normal course, control usually follows support, and whatever the emotional attachment to university autonomy, there will be no real autonomy if there is not fiscal autonomy. The university must be responsive to the national government of Viet-Nam, and if it is not under the letter of the Law it will be in fact, as long as it depends on the public fisc for total support. Secondly, the government of Viet-Nam exists in a developing country with all this implies in exiguous resources and vast needs. To merit support, moral or fiscal, the universities of Viet-Nam must make



1/ In case of a unified university system each university would have a Rector under the Chancellor of the University of Viet-Nam.

a major contribution to development. Their programs must be the ones a country requires to modernize and develop. On this basis, it appeared to members of the Survey Team that the universities of Viet-Nam must be broadly responsive to the government and society of Viet-Nam.

The Survey Report recommended that the policy making board of higher education in Viet-Nam be an appointed group of distinguished citizens, appointed by the National Legislature after nomination by the Chief of State, to serve overlapping terms. This Board would set policy for all universities in Viet-Nam. It would appoint a Chancellor of the University of Viet-Nam to serve without limit of term and subject to the satisfaction of the Board. Each university would have a Rector. Within each university there would be an Advisory Committee of distinguished citizens of the locale who would aid the Chancellor in setting long-range goals for the institution. The Advisory Committee would also presumably assist the university in raising funds and marshaling public and private support.

There is no question that such boards and committees are, in the long-run, desirable for Viet-Nam. There are, however, questions as to how soon the boards and committees should be created and how such arrangements should be implemented. A sudden imposition may be resisted. If it is not resisted openly it may be weakened by tacit resistance and non-compliance. Schema I.1 suggests one set of transitional steps toward complete assimilation and centralization of university education in Viet-Nam. The usual path is:

2. Temporary association of institutions of higher education.

There is already an association of the Rectors of the five universities in Viet-Nam, and this group meets periodically.

3. The sharing of resources, e.g. personnel and facilities, by informal agreement. (N.B. This is already going on in force in Viet-Nam because university instructors are so scarce and understaid that they fly around the country giving courses in universities outside of Hanoi. This is not what is recommended here. Each university must have a basic corps of full time instructors. The suggestion here is that professors in scarce areas and advanced levels, e.g. doctorates in physical sciences and special areas, might be shared on a systematic basis.)

4. Joint efforts in comprehensive planning in order to cut down overlapping and duplications in offerings and facilities.

5. Consortia among institutions to take on special and large projects and to share expenses and facilities.

6. Consensual union and systematic combined planning and programming.

7. Enabling legislation to formalize the consensual union.

8. Full legally based union under the Board.

There will be debate as to whether the last step should be taken first, i.e. that the single and centralized system be created immediately. A legal union need not be the first step, although a decree might be published immediately setting union as the goal toward which the system must develop.

One good reason for not beginning with the centralized and single system is that university change and improvement are usually stimulated by competition among institutions. This competition may well be lessened by a single stroke which prematurely creates one system. Another problem is that a centralized system requires very highly trained management and administration. There is no clear evidence in Viet-Nam that existing university management is at a level of development sufficient to handle even one institution. ~~Even~~ the highly skilled group in the School of Business Administration and Political Science at Dalat have stated that they feel it will take them four years to establish and run one school efficiently. The management of a multi-sited university system takes much longer to develop.

There is a tendency also to think that centralization will reduce scale problems and achieve economies through more efficient allocation and purchasing. Experience in other developing countries does not bear this out. In many developing countries the tendency is to get away from over centralization and to strengthen regional and local uniqueness and self-sufficiency. The National Board may concentrate on policy, rather than management, but its directives will affect university management over the entire country. Nor does it seem likely that the single, centralized system will discourage the proliferation of small and inefficient universities scattered throughout the country. In fact, regional pressure groups may be encouraged to campaign for a local university or branch if they think that the bulk of funding will come

from a central source. The problem is to encourage regional and local initiative and sacrifice, rather than over-dependence on the central government and its funds. Local universities will get local support if they are designed to meet local needs.

Having reviewed the general ideas of the Staging Model in Schema I.1, it is appropriate to outline the individual projects that may lead toward realization of university change and development in Viet-Nam.

PART 2

PROJECTS FOR UNIVERSITY IMPROVEMENT

Project One: Training of University Instructors as a Basis for University and DevelopmentIntroductory Note

Deep and lasting university reform cannot come through legislative decrees alone, for it is a long process which must be generated within the institutions by citizens and scholars of the country and the culture which the university represents. The first practical step is the creation and implementation of a plan for faculty development. The usual method for implementing such a plan is a scholarship program which provides to present and prospective instructional and administrative staff the opportunities to study in the highest quality institutions of the West. An informal and imperfect version of a program for faculty development has already been going forward for some time in Viet-Nam, first under the French and later under U.S. government and private, international and national Vietnamese auspices. Fairly large numbers, over the years, have gone abroad for study in various fields. This effort must be strengthened, systematized and expanded.

There is no evidence of any comprehensive plan for faculty development in the current overseas scholarship programs. Large numbers of Vietnamese have gone abroad, under various auspices, to study in

whatever field they, or sometimes their advisors, choose for them. Often students switch from their original fields into less difficult fields. This would be serious if the fields had originally been chosen in accord with the development needs of the country. But the main point is that the selection of fields is almost random.

Many programs have been designed to inform Vietnamese friends and leaders about the U.S., rather than to develop Vietnamese scholars and technicians in needed areas. The programs have been short and hectic when viewed from the North American university side of the problem. Many North American professors dread the call from the University Provost or Public Relations Office which announces that some administrator or scholar is visiting from abroad and would like an interview. Senior professors, who have little interest in the country of origin of the visitor, usually fob the interview off on junior professors who in turn foist it on course assistants.

USAID sponsored programs have their own shortcomings. First, the initiative is often in the hands of USAID technicians who pick according to their own personal and professional preferences. The selection is made more on the basis of the need of AID technical sections than on the needs of Vietnamese institutions. There has been, to date, little effort to ascertain the individual needs of Vietnamese institutions, especially in higher education. A fair beginning has been made in pedagogy, agriculture and engineering, but many other critical fields have been neglected. There has been no systematic attempt to assess the requirements for upper

level manpower for the Vietnamese economy, present and future. Hence the scholarship programs have responded neither to the needs of individual institutions nor the economy and society as a whole. The assortment of fields depends fortuitously on the presence of an AID or contract technician with a particular professional or disciplinary interest.

Furthermore, USAID scholarships have been traditionally "practical" and short term and oriented away from advanced degrees particularly the doctorate. This policy and practice at the level of higher education has sharply retarded university development in Viet-Nam. Young, moderately trained Vietnamese who return from the States, have no chance of cracking into the university leadership cadres which are dominated by older and predominately French trained and French credentialed "Doctors of State". Despite the fact that in the closing days of French domination it is alleged that the wiley Gaul, in an attempt to get support from the Vietnamese intellectual community, handed out some degrees with a lavish hand, these politically inspired pieces of paper permitted the bearers to rise high in academic circles and block the rise of young men trained more recently both in the United States and France. There are now over 200 Vietnamese who have been trained in North American universities, but they have not yet been able to muster enough influence to affect university change. They represent a possible base for launching reform, but much more must be done.

A comprehensive plan for faculty development requires more than a survey of university needs, a projection of future needs according to some comprehensive institutional development plan and the establishment of a

requirement figure for faculty trained abroad in crucial fields and areas of scarcity. Also required is a long-range and phased program. First, young and promising men are selected for the program. A time schedule for their training is arranged. One group is scheduled for study abroad while another group carries the instructional burden in Viet-Nam. The country cannot be stripped of all its talent at the same time. Meanwhile, certain visiting scholars may be used for these purposes:

- 1) To take the place of local professors studying abroad. (This obviously will be limited in Viet-Nam by the language competence and area knowledge of foreign professors, to say nothing of the attractiveness of the present and future situation.)
- 2) To develop tentative curricula and programs and to demonstrate the teaching and research planned for such programs.
- 3) To work with young faculty teaching assistants, demonstrating new programs, instructional and research techniques and guiding the young instructors so that they can deepen their knowledge of the field through scholarly and professional reading and research.
- 4) To assist in selecting young and promising instructors for study abroad.
- 5) To work with professors, who return from study abroad, in the development of courses and programs.

For obvious reasons only a very limited number of foreign professors can be used at any one time. First, the foreign professors cannot alone and unaided effect lasting changes in courses and programs. They can only

advise and guide the Vietnamese. Secondly, the supply of superior foreign professors available for such an assignment is extremely limited, and a poor visiting professor is worse than none at all. Lastly, no country wants, or should want, its universities dominated by foreigners.

Before a comprehensive faculty development plan can be created there are certain essential steps on the Vietnamese side of the arrangement. Although some time will pass before there is a comprehensive policy and plan for the development of high level manpower there can be no doubt now that university professors, researchers and administrators will occupy a very high priority position in any development scheme. Pending a complete manpower survey, a manpower development plan and a manpower and mobilization policy, certain agreements can be set up by the Vietnamese government immediately. This is not a recommendation that a higher level manpower study and mobilization policy not be developed as soon as possible. This was recommended by the Gardner report and again by the Preliminary Report. Such a study and policy is absolutely necessary. However, a check on present sources of data and plans for manpower analysis indicates that such a study will not be immediately forthcoming. Hence, it is necessary to move forward with programs in areas which are obviously needed. Every university official in the country reported that the lack of a coherent manpower and mobilization policy not only prevented a faculty development plan but also contributed to the desertion and brain drain of highly trained Vietnamese abroad. The time will come--in fact it is now--when any request for such a study, plan and policy cannot be tossed aside by the oft heard quote, "Our problem is

to win the war and establish security." Indeed, this is true, but there are other problems too, and the manpower and mobilization problem is now and has been one of the main ones. Essentially, there should be four parts to the agreement:

1. The candidate selected for overseas study--hopefully according to talent and potential rather than as a political reward--must agree to work in Vietnamese higher education for a minimal period of six years upon return.
2. Where possible, i.e., where qualified by talent and capacity for higher studies, men who have already served their military obligation, or women who have none, will be selected for overseas study.
3. The government grants a deferment on the basis of occupational grounds to those young men selected who are still in the age groups eligible for military service.
4. A specific assignment in university teaching or administration must be guaranteed to the successful returnee.

There is one other element that the U.S. must guarantee. No candidates sent under such a program will be granted permission to stay beyond their periods of study and training. It will also be necessary to guarantee that candidates do not drain off into other countries, e.g. France or Canada. The program will fail of its purpose if it contributes in any way to the brain drain that is already afflicting Viet-Nam. There are estimates that over 1,000 doctors, engineers and agricultural specialists are

staying abroad to avoid the draft or the consequences of the war. It is also said that there are more trained Vietnamese doctors in France than there are in Viet-Nam. Very tight agreements must be written to prevent this.

Recommendations

A. USAID or a selected contractor should work with the Vietnamese institutions of higher education in a self study of their faculty development needs.

B. Such a study should provide information to fill Schema I.3. Schema I.3 is one possible model table for assessing and scheduling faculty needs by program and course. The lower half of the table is a requirements schedule for each year from present to target year n. The categories of training level (doctorate, masters or licence and other) need not be followed rigidly. Some other breakdown might be more relevant to the Vietnamese situation. Each year the requirements are assessed on two main bases: (1) the enrollment and appropriate pupil/teacher ratio for each course; (2) the desired mix of training levels, e.g., doctorate, masters... The top part of Schema I.3 shows a scheduling year by year of faculty upgrading through foreign study. Here there are three main elements: (1) Vietnamese who will be teaching in the Faculties in Viet-Nam; (2) Vietnamese who will be studying abroad toward a specified advanced degree in the field; (3) Visiting professor who may be assisting, as previously described.

SCHEMA 1.3 FACULTY DEVELOPMENT PLAN MODEL

INSTITUTION _____

FACULTY OR SCHOOL _____

DEVELOPMENT SCHEDULE

1967

1968

1969

1970

1971...Year n

Subject

or

Course (A)

Individual (1)

Individual (2)

↓

↓

↓

Individual (i)

x x x x x x x x x x x x x x x x x x x

Subject

or

Course (B)

↓

↓

↓

S or C (M)

REQUIREMENTS SCHEDULE

Subject

or

Course (A)

↓

↓

↓

S or C (M)

Doctorate

Masters or Lisc

Other

TOTAL

..... DOCTORATE
 MASTER or
 LISC
 OTHER

LEGEND

----- Teaching VN
 ----- Study Abroad
 x x x x x x x x x x Visiting Prof.

C. Faculty Development and Improvement--should be vastly expanded and systematized and USAID and other relevant U.S. agencies should launch such a program immediately. Most of the other projects that will be mentioned depend ultimately on vigorous and prompt action in this area.

D. USAID should either assign a university advisor to work with the Vietnamese universities in the development of such a plan or contract for it to be done as part of a general university advisory services contract with some U.S. institution.

Project Two: Improvement of University Administration, Planning, Programs
and Services

Introductory Note

Activity on this level should begin as soon as possible but it can only be successfully begun when there is a pool of candidates, such as would be produced by Level One overseas training activities, and when there is sufficient institutional flexibility and receptivity to insure that returned trainees will be given responsible positions in the university upon their return. If there are such young people available and eligible for overseas training this program should begin at once. It is important to mention again that this project does not contemplate training university civil servants and bureaucrats, as under the old French system. Each candidate should have at least the equivalent of a first professional degree before he is sent abroad for education, training, and supervised observation in North American universities. Secondly, there must be a clear institutional agreement, signed beforehand, that will insure that the returned trainee will be placed in a significant position in university administration. This can never be wholly guaranteed beforehand because of the lack of continuity and the constraints of the present outmoded system. In the beginning, the returnees may have to prove their worth. But the problem of placement and scheduling must be worked out clearly in advance.

This step then consists in selecting promising people, mainly in universities, and already holding some academic credentials, and sending

then abroad for advanced degrees and shorter courses of training, work experience and observation. The candidates who are selected should enjoy sufficient scholarly status to be acceptable in positions of authority upon their return. The training should go forward in these areas:

1. Long-range institutional planning and development (general). This would cover Rector, Secretary General, University Head of Development and Planning.
2. Academic program development and program planning. This would cover Deans, Directors of Special Schools and Programs and, if such a structure ever came, perhaps even Department Heads.
3. Pupil accounting, registration, credit and course systems, records, data processing and reporting, e.g. Registrar and Statistician.
4. Fiscal management, including budgeting, costing, financial planning (capital and current, long and short range) e.g. Bursar, Treasurer, Development Planner and Fund Raiser.
5. Student affairs. Selection, placement, career and educational guidance, student welfare, (housing, health, feeding services, student organizations, recreation) scholarships and financial assistance, work-study programs and the like. A fundamental problem will be to get professors oriented toward the students as individuals and human beings, rather than as mere vessels to be crammed with facts and knowledge. The program would train future administrators of student personnel services, guidance counselors, activities directors, and other specialists needed to serve student needs.

6. Campus planning, construction, maintenance, physical development, e.g. Campus Planning Specialist (covering construction and maintenance). Usually such a person must already have a degree in architecture or engineering. He might teach in the school of engineering or architecture, but his major job would be as a technical advisor in the university development and planning office.

The details of the project need not all be given at this point. Special reports are already being done in two of the areas (areas 3 and 5). The programs recommended by Drs. Clevenger and Seyler should be used as the basis of this project.

Recommendation

That USAID contract with a North American institution to provide general advisory services in university development and planning. This might be a contract with a North American university, such as the University of Illinois, the University of Wisconsin at Milwaukee, or a consortium of universities. These institutions and others have had experience in general university development planning. It may be, however, that universities of this calibre are not available for such a project. If this is the case, rather than selecting an unqualified university it would be better to consider a private corporation that has competence in university planning. Apt Associates is one such organization. Located in Cambridge, Massachusetts, the firm has had experience in the planning of universities in developing countries. Either a ~~contract~~ could be negotiated directly with Apt Associates or an arrangement made for a sub-contract under the Lillienthal group.

The planning contract should cover these areas:

1. Long-range institutional planning and development. This would cover the planning, over a long time horizon, of faculty development and physical and capital expansion.
2. Academic program development and planning. This would cover the planning of such program innovations as the creation of a core program or program of basic studies at the university level. It might also cover the planning of centralized departments in the arts and sciences.
3. Fiscal planning. This would cover long-range financial planning for development (projection of future revenues from public and private sources.) Also current financial management and program budgeting.
4. Campus planning. The planning of campus layout, buildings and permanent installations and equipment.

Assistance in planning student welfare, and pupil accounting and registration will be covered in greater detail in the separate reports submitted by Drs. Clevenger and Seyler.

Counterpart and Vietnamese Relationships

Before any contract is negotiated, certain pre-conditions must be arranged in Viet-Nam. First the outside planning advisors should have an institutional or organizational affiliation in Viet-Nam. It is impossible to specify exactly what this should be at this time when so many basic changes are pending. Various alternatives should be examined.

1. The group could affiliate directly with the National Engineering School which has already been studied by a group from UCLA. Engineering education has been a priority area already identified by all study groups. The general planning group could work both with the faculty and administration of the Engineering School and with the engineering education advisory group which would have the primary responsibility for program and course planning. Eventually, engineering should be taken into the University of Saigon as a full-fledged university level professional program. In a meeting, Saigon University officials stated they would welcome a Faculty of Engineering. The stronger the Engineering School is, the more likely it is to merge with Saigon without losing its quality, status and unique function. The general planning group might well get its first experience with a single school or Faculty before taking on the larger and more complex problem of planning for an entire university.

2. The group might also affiliate directly with the Agricultural College, either in Saigon or Can Tho. Again it could build on the study of Florida State University and work with the Florida State group that will do program and course planning in agriculture. Florida State tended to prefer the Saigon location for the major effort in higher education in agriculture, but the relative merits of Can Tho should be carefully considered. Can Tho besides being in the center of an agricultural area offers a unique innovating environment and all members of the Survey Team agree on the receptivity of the staff and administration. The Survey Report recommended

the establishment of two university agricultural Faculties and two technical agricultural schools. From the planning of the agricultural college the group could go on to general institutional planning at Can Tho, a prospect that does not seem as likely for the moment in Saigon.

3. The group might also affiliate with either or both of the private universities of Viet-Nam. It would find a hospitable environment and imaginative counterparts in the School of Business Administration and Political Sciences at Dalat. It also might assist Van Hanh University in the planning of developments in its faculty of social sciences. Van Hanh is receptive. The School of Business Administration has been recommended as an important priority program by all of the groups that have studied higher education needs in Viet-Nam. Dalat presently has a program going and a group of energetic and imaginative educator-businessmen working on it. It is always difficult to predict how long they will stay, but while they stay, Dalat is a promising location. Another possibility is to create a new Faculty in the University of Saigon. Conditions do not seem favorable to this. It would mean beginning from scratch and in an environment that is not receptive to the notion of vulgarizing the university by the addition of a business school.

There is a possibility for a location in Saigon in the National

~~Institute of Administration.~~ This institution has had a fairly strong beginning, but certain qualifications must be placed on any recommendation of it as the site for a major development in business administration at the university level. First the Institute seems rather hemmed ~~in~~ physically and it might have to transfer to another site if it is to undergo substantial expansion. Secondly, the Institute is incorporated under the Prime Minister's Office. This may not be the best auspices for a school of administration preparing managers for the private sector. The general planning group might study just such a matter.

4. The planning group might also work with any or all of the administrations of the existing five universities of Viet-Nam. The most receptive to such an arrangement appear to be Can Tho, Van Hanh, Dalat and Hue. The greatest need is at the University of Saigon, but there is no clear indication that the university would accept such an arrangement. A planning study for the development of the Thu Duc campus and the transfer of various Saigon Faculties from downtown locations seems critical before any intelligent program of long-range aid can be proposed for Saigon.

5. When the National Governing Board is created and when a Secretariat is established, the general planning group will work with the Board in total planning for higher education development in Viet-Nam. This option must wait on the creation and acceptance of such a board and this problem will be covered in another section. One less formal possibility is affiliation with the Association of

Sectors. How much strength there is in this association is difficult to assess exactly, but there is such a group and they do meet occasionally.

Basic Studies or Core Programs at University Level

Representatives of all three of the public universities of Viet-Nam expressed uncertainty about the recommendation for the establishment of a core or basic studies program at the university level. Deans of the Faculties of Letters expressed the greatest number of qualifications on the matter. Deans of Pedagogy had the least objection, perhaps because they already have something similar in their schools. Their students take courses in arts and sciences in other Faculties and so the idea is not so foreign to them, nor does it threaten their faculty independence.

Proposals for settling the matter differed in different universities. At Ho Chi Minh City, staff members said that they favored the idea in principle and could see the virtue of a strong grounding for students in the basic arts and sciences. They also agreed that such a program would have merit because it deferred the necessity of making the early and irrevocable choice of careers forced by direct entrance into a professional Faculty. Other officials agreed that students were now over-age coming into the university and that as the system reached equilibrium, wastage and retardation were reduced, students would come through the primary and secondary schools at an earlier age. At Can Tho, Hue, and Saigon, a counter-proposal was made that each Faculty establish its own basic studies or core programs. This would be a one or two year program,

totally under the control of each individual Faculty. It would not meet the objectives of the program proposed in the Survey Report or Gardner Study, but it might be a necessary first step, pending the reorganization of the total university. The officials at Can Tho felt that a departmental structure was some time in the future of Vietnamese higher education.

Difficulties in developing a core program at university level turn on these problems:

1. The structure of secondary education in Viet-Nam, more particularly the Bach II. First, there is a feeling, ill-founded in fact, that students completing the Bach II already have a sufficient basis of general education. Comparative analysis of the hodgepodge of themes surveyed at Bach II level make this an unlikely claim. Achievement testing would probably prove it absurd. Secondly, there is a problem that area specialization already begins at the Bach II level and that students have already begun specialized education before they are admitted to the professional faculties at the university level. At Bach II level students elect special certification in Chinese Classics, Mathematics or Sciences and the choice in secondary school controls education and limits flexibility at the university level. Hence, university people point out that educational guidance and orientation should also be established at the secondary level and take place before students elect their areas of concentration in Bach II.

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2. The Certificate System, instead of a unit credit system, makes any internal transfer of credits within a university or across Faculties a very cumbersome business. This encumbrance affects the installation of a basic studies or core program. Hence, some examination of the possibility of modifying the certificate system is necessary. The Seyler report will discuss this problem in detail.
3. There is generally no tradition of interchange or transfer between Faculties in the Vietnamese universities. Hence, Faculty autonomy complicates matters.
4. There is a lack of trained and committed staff.

None of these problems are insurmountable but all must be studied and modifications must be worked out before a core program can succeed.

At Can Tho another proposal to resolve the problem was suggested. The officials at Can Tho expressed interest in establishing two-year post secondary programs (i.e. equivalent to a two year junior college general studies program). These programs might be either terminal or continuing. In the case of the continuing program, i.e. students selected to continue in a professional Faculty, the result would be about the same as a general studies program.

Both at Hue and at Can Tho there was concern that a basic studies program would lengthen the years of study necessary to earn a first

professional degree. There were two proposals for solution of this problem:

1. That a two year basic studies program be followed by a four year professional course and that a new degree, higher than the baccalaureate but lower than the doctorate, be created.
2. That years of study in existing programs be reduced. Two proposals were made:
 - A. The secondary program be reduced by eliminating the Bach II level.
 - B. That one or more years be cut off the professional level programs in the University.

Both universities also stated that the propaedeutic year was the same as the core program and hence no new program might be necessary. It was difficult to explain that the core program was to provide a general liberal arts foundation rather than to repair shortcomings in secondary preparation.

Recommendations

In view of the confusion and resistance to the basic studies program a considerable amount of further study and exchange of information are necessary before such a program can be launched. These steps are necessary:

1. Education of Vietnamese in liberal arts courses in first quality institutions abroad. Graduates of such programs would then return to Viet-Nam and understand the advantages of a liberal arts foundation. They should not necessarily return to Viet-Nam and recommend copying

the four year liberal arts college model of the United States. This might not be the best thing for Viet-Nam.

2. Vietnamese should have a chance to observe basic studies programs in institutions abroad. One of the most appropriate models can be found in Central American universities, particularly Costa Rica. There are also other Latin American countries where the model could be usefully observed. A study of the program objectives of basic studies programs and the history of their development in Latin America would be profitable.

3. There should be conferences in which the philosophy, objectives and curricula of liberal arts programs are discussed among Vietnamese and foreign educators.

4. USAID should assist Vietnamese educators in the study of appropriate basic studies models. Attached to the university planning group could be a specialist in the development of basic studies programs. (One of the world's foremost authorities is Rudolf Atcon. He has advised AID missions in Latin America and might be available to run seminars and plan and develop programs. Atcon knows French education.)

5. USAID should ascertain if there is any Vietnamese university willing to experiment with such a program. So far none of the three public universities have shown a decided interest in doing this, but Can Tho is open. Further study and information exchange is necessary to prepare the ground.

Project Three: Reform of the Structure of Higher Education in Viet-Nam.

Introductory Note

The Preliminary Report recommended that the entire structure of Vietnamese higher education be changed according to the outline in Schema I.2. This is a deep and sweeping change and although an approach must be made at once to the problems, it is essential that the way be prepared and that careful study precede any steps toward such a profound reorganization. There are three pressures which make it necessary to give immediate attention to the problem:

1. The lack of a clear statute governing policy and organization of higher education in Viet-Nam. The University of Saigon operates under a so-called "mixed statute" deriving from the University of Hanoi. Almost all disinterested and informed observers agree that the statute is unclear, incomplete and out-moded. Yet no statute has been written to clarify matters. The universities of Can Tho and Hue are in part patterned after Saigon. Representatives of Hue University have stated that the Ministry of Education has asked for suggestions for new statutes and that proposals for such statutes have been submitted. Some of the statutes submitted have been specific, rather than general, covering the most sensitive areas to the university staffs, i.e. personnel policy and practice. There is, then, no doubt that new general statutes must be written.

2. The general dissatisfaction of Vietnamese, especially among young professors, with the present state of affairs in Vietnamese universities. Young professors are stymied in their attempts to make normal progress through the system, inasmuch as their promotions depend on the faculty council votes of privileged senior professors. Some statements have been as extreme as: "There must be a revolution in Vietnamese universities before things will change for the better." A peaceful revolution seems to be the intended meaning. There is also dissatisfaction on the part of government officials who see the university as a haven for privilege and as an institution that is unresponsive to the development needs of the country. There is yet a third and more extreme position among university students and some faculty. They want even more complete university autonomy, with all government activity in higher education reduced to the dropping of a bag of gold on the doorstep. If anyone was satisfied with the university this did not come to the attention of the survey group. Perhaps the privileged French oriented professors are. They did not say.

3. The Constitution has already been drafted and it touches on education in several articles, the salient ones being:

- Article 10 which reads:
- a) The State recognizes freedom of education.
 - b) Basic education is compulsory and free of charge.
 - c) University education is autonomous.(N.B.)
 - d) Talented persons who do not have the means will be given aid and support to continue their studies.
 - e) The State encourages and supports research and creative work by citizens in the fields of science, letters and the arts.

Article 58 which reads: The President appoints, with the approval of the Upper House, Chiefs of Diplomatic Missions and the Rectors of Universities. (Compare this with Article 10, par.c. Under the usual sense of "autonomy" in the Latin model university it means that minimally the Rector is elected by a university council composed of members of the instructional and administrative staff of the university. This is the minimal meaning, and there are other more extreme interpretations.)

Article 92 which reads: (1) Culture and Education must be part of National policy based on people, science and human nature.
(2) An appropriate budget should be reserved for the development of Culture and Education.

Article 93 which reads: (1) The Culture and Education Council shall advise the Government in preparing and carrying out cultural and educational policy, and pushing forward the establishment of the National Academy.
(2) The Cultural and Education Council shall have the power to select representatives for reporting on matters of concern to the National Assembly.
(3) The Council may opine on bills concerning Culture and Education, before they are debated by the National Assembly.

Article 94 which reads: (1) The membership of the Culture and Education Council shall be composed of:
--1/3 members appointed by the President of the Republic.
--2/3 of members selected by public and private organizations of Culture and Education, parents and teachers' associations.
(2) The term of Office of the Council shall be four years.
(3) A decree-law shall define the organization and management of the Culture and Education Council.

In Article 95 the Constitution also discusses an Economic and Social Council which "shall advise the Government on economic and social affairs." (Under most definitions and certainly in a developing countries education is both an economic and social affair.)

The Constitution appeared in draft form subsequent to the issuance of the Preliminary Report. The problem is to fit the recommendations of the Preliminary Report to the provisions of the Constitution and any amendments, draft decrees, interpretations or Court clarifications which may issue from the Constitution.

If and when the Governing Board is created, as recommended in the Survey Report, then these possibilities seem to present themselves:

- (1) It can be a sub-committee of the Culture and Education Council, i.e. a Board that will handle the specially acute problem of higher education.
- (2) The Constitution can be amended to include provision for the Governing Board of Higher Education, either under the Council or independent of it. (This would seem pretty drastic.)
- (3) A draft decree can be issued which creates the Governing Board either under the Council or independent of it.

There are then several problems which must be studied and several procedures appropriate for studying them.

First there are legal and constitutional questions which must be resolved, and education technicians are not the appropriate persons to study and resolve them. Hence, this recommendation:

Recommendation One

A legal study of the constitution, its general provisions and its specific provisions on education, be carried forward with Vietnamese and other legal experts. Until these problems are clarified there can be no definitive

recommendation made as to implementing the recommendation for creation of a Governing Board of Higher Education for Viet-Nam.

There are technical problems and it is now appropriate to review suggestions made by university representatives in Viet-Nam. No university representatives openly opposed the Governing Board. Some expressed difficulty in understanding the notion and others felt that it would require some study and discussion prior to implementation.

First, there was the question as to how candidates would be proposed for membership on the Board. The Survey Team had the notion that the candidates would be distinguished people from business, academia, government and the general citizenry. There was some feeling among university people that if the matter were left open, the Board would be dominated by government functionaries or politicians. Assuming that a Board, independent of the Council, were to be set up these procedures are possible:

1. A list of candidates, all citizens of Viet-Nam, be prepared jointly by the members of the academic community and the Ministry of Education. The list would be chosen so that neither university professors nor government employees pre-dominate. At least half of the Board should be citizens who work neither for the government nor the universities.
2. The Minister will select ten members of the Board from the list.
3. The Council of Rectors will have the right to consult with the Minister on the selection and to challenge the selection of no more than three members of the ten selected.

4. At least one member on the selected list must be a university professor or administrator and should preferably be a person of stature, but not a Rector, in higher education in Viet-Nam. He will serve as Secretary General to the Board.
5. The Minister of Education will be, ex officio, Chairman of the Board. He will vote only in case of a tie.
6. The budgets of the individual institutions of higher education in Viet-Nam will be submitted directly to the Board for review and approval, and for forwarding to the appropriate government agencies.
7. Decisions of the Board on personnel, budget, policy and practice of higher education in Viet-Nam are binding once a majority of the Board approves and votes for them, and must be submitted to the appropriate higher government agencies, as approved and voted on by the Board.

One source of Board members should be those citizens who have already demonstrated their dedication to higher education by service on the institutional advisory boards recommended in the Preliminary Report.

Recommendation Two

Outstanding leaders of higher education in Viet-Nam and officials of the universities and the Minister of Education and his staff should meet in a conference within three months to discuss the implementation of the plan for a Board of Higher Education in Viet-Nam. At this time differences of opinion on membership, selection and power of the Board should be

discussed and the necessary compromises be worked out. A one week conference in Dalat in August, has been suggested. The U.S. may assist by furnishing logistic support to Vietnamese participants and also by bringing in recognized authorities on higher education from abroad. The U.S. should neither sponsor wholly nor dominate such a meeting but merely act as a resource and support. Both outstanding U.S. educators and competent technical planners in higher education should be invited to the August meeting. There should be both public sessions and small seminars and work groups. Representation of the universities should reflect both young and old members' views. The Council of Rectors and the Minister of Education should be co-hosts of the meeting. There is need for dispassionate analysis and accommodation among all interested and dedicated educators in Viet-Nam.

PRELIMINARY REPORT

PUBLIC UNIVERSITIES OF THE REPUBLIC OF VIETNAM

Higher Education Survey Team

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1 INTRODUCTION: The Task of the Survey Team

2 The United States of America, at the request of the Republic
3 of Vietnam, agreed to sponsor a study of the public universities in
4 Vietnam and to include in its study a survey of the present status
5 of higher education, a determination of the needs to be met through
6 the program of higher education, a definition of a development
7 program to meet those needs, a definition of an organizational structure,
8 suggestions for financing the programs recommended, identification of
9 steps to be taken, and a projection for a periodic review of progress.

10 Wisconsin State University-Stevens Point accepted the invitation
11 to make the study on behalf of the United States government, members
12 of the survey team were selected and briefed, and the team spent
13 approximately three months in Vietnam from January to April, 1967.

14 Methods of study employed by the team included a review of the
15 literature on higher education in Vietnam and South East Asia; tours
16 of the physical facilities of the several universities; analysis of
17 available demographic data; extended dialogue with Vietnamese col-
18 leagues, officials and students; interviews and consultation with
19 American and other foreign officials and advisors; analysis of
20 responses to statistical and data forms completed by Vietnamese
21 colleagues; study of Vietnamese responses to a series of questions
22 dealing with substantive issues; drafting a preliminary report
23 which was distributed to and discussed with Vietnamese colleagues;
24 and writing of the final report.

1 Members of the team also visited facilities and talked with
2 personnel at the private universities and the non-university post
3 secondary school institutions.

4 The success of public higher education anywhere in the world
5 depends on the ability of institutions to serve the needs of the
6 nation and, at the same time, to meet the needs of individual citi-
7 zens. In functional terms, the university needs to transmit usable
8 knowledge to its citizens as it provides continuing critique of the
9 society and its standards. Where transmission is emphasized at the
10 expense of critique, the quest for new knowledge is limited; if
11 critique is overemphasized, the university becomes irrelevant to
12 the needs of society it purports to serve.

13 A perfect balance of these two concerns probably eludes nations
14 and institutions, but structures can be devised to prevent over-
15 whelming domination of one by the other.

16 At the policy-making level of national government, intelligent
17 and representative citizen participation can be included to insure
18 that the goals of the nation are reflected in programs of the uni-
19 versity. To serve this purpose, a later section of this report will
20 recommend the establishment of a governing board, as well as other
21 structures, to shape the basic policies of the public universities
22 of Vietnam.

23 Vietnam is a developing country in one of the important under-
24 developed areas of the world, Southeast Asia. The people of Vietnam
25 must be served by programs that free them from disease, ignorance,

1 archaicism, anarchy and tyranny. Education and training programs
2 are the major means of developing the human resources, the leader-
3 ship, and the expertise needed to overcome such problems. Education
4 is the highest priority in the building of a healthy national economy.
5 Thus the training programs of higher educational institutions must
6 be related directly to the economic development of the country. With
7 severely limited trained manpower and unlimited needs in such fields
8 as health, agriculture and engineering, Vietnam cannot afford sur-
9 pluses in other and less crucial training areas.

10 The problems defined and the solutions offered in the remaining
11 sections of this report are based on this perspective of the study
12 team, that a national university exists by enhancing the freedom
13 and well-being of its faculty and students and of the nation as
14 well.

I

1 PROBLEMS AND RECOMMENDATIONS2 A. The Relations of Higher Education and Government.

3 The problems of Vietnamese higher education demonstrate the
4 need for definitions of the relationships of government and the
5 various institutions in the system and of the roles of officials
6 who serve at all levels. Such definition should have constitutional
7 and other legal status in order to assure permanence and stability
8 in the exercise of governing powers.

9 Problems. The growth of the system in an age of turmoil and in
10 response to immediate needs and demands has resulted in an ambiguous
11 status for higher education in Vietnam. No unit of the national
12 government has the responsibility for continually setting goals for
13 higher education and no way exists for readily translating the
14 people's needs into higher education programs. Decisions affecting
15 programs, organization and funding are made on the basis of short-
16 term problems rather than on careful definitions of the long-term
17 national interest. A lack of clarity in the purposes of the various
18 institutions deprives the country of the high regard that a people
19 should have for the education and training of their leaders and
20 experts.

21 The absence of a clear system of governance tends to discourage
22 strong leadership and to make effective coordination of the work of
23 various institutions a difficult task. Unpacked crates of equipment,

1 unused buildings, and unfilled faculty positions are testimony to
2 the absence of well-defined and effective coordination at the govern-
3 ment level. Other unused and misapplied resources testify to the ab-
4 sence of well-defined coordination and administrative leadership in
5 the institutions. One example is the duplication of effort in offer-
6 ing the same courses separately to students of different Faculties.
7 Another is the less-than-optimal use of many foreign professors who
8 receive only minor teaching assignments in a country that gravely
9 needs their services.

10 Styles and systems of administration and control vary from
11 person to person and from institution to institution. The ambiguity
12 of the situation creates anxiety on the part of students and teachers.
13 The knowledge that arbitrary decisions can be imposed in given sit-
14 uations stifles the initiative of people who know they have no re-
15 course to legal definitions of authority. For some faculty members
16 and students rigidity and caution are refuges; for others demonstra-
17 tion and defiance are used as outlets.

18 Against great difficulties, universities and some university
19 programs do move forward. The heroic efforts of a number of Viet-
20 namese officials who have taken initiative and who have stood fast
21 in adversity encourage the survey team to believe that careful de-
22 finitions of the authority and responsibility of boards, rectors,
23 deans and other officials, accompanied by a stabilizing of their
24 roles will enhance the possibilities of their leadership.

1 Recommendations. A charter for Vietnamese higher education should
2 embrace and govern all publicly-owned and publicly-financed insti-
3 tutions having programs of higher education. The governing system
4 defined in the charter should include the present universities at
5 Cantho, Hue, and Saigon and all publicly-owned institutions outside
6 the universities, including the National Institute for Administration,
7 the Agricultural College, the School of Fine Arts, and the National
8 Oceanographic Institute.

9 None of the recommendations in this document are to be inter-
10 preted as calling for the end of cooperation between the government
11 and private institutions of higher education such as the Universities
12 of Dalat and Van Hanh. On the contrary, the survey team believes it
13 can be in the interest of nation and the regions and the publics of
14 these institutions to provide them support and cooperation in their
15 quests for status and stability.

16 Relationships between levels of government and institutions
17 should be included in the educational section of the Constitution
18 for Vietnam now in preparation; other relationships including the
19 roles of officials in various institutions should be defined and
20 passed as statutes by the national legislature when it is created.
21 In the interim, all of the provisions recommended in this section
22 of the report can be promulgated into law by the Council for
23 National Defense.

24 The legislature of the country should have the ultimate author-
25 ity for public higher education, exercising its power through its

1 approval of the planned financing of higher education as part of
2 the budget for all of the nation's public education. The legisla-
3 ture should further exercise its ultimate responsibility for higher
4 education through its authority to approve the appointments of
5 members of the Governing Board of the University of Vietnam, after
6 nomination by the Chief of State. The Governing Board, in turn,
7 should have the authority to direct all public higher education in
8 the country. The term University of Vietnam would be used, there-
9 fore, to describe the whole of public higher education in Vietnam
10 which is the purview of the Governing Board. The legislature should
11 also have the rights and prerogatives of making periodic reviews of
12 higher education in the country, including its programs, with a
13 view to determining whether or not it is meeting the needs of the
14 country.

15 Primarily the task of the Governing Board of the University of
16 Vietnam should be one of setting the goals of higher education for
17 the country, reinforced by the power to recommend new institutions
18 and programs and to appoint officials for the implementation of
19 goals. The Governing Board should have the responsibility periodi-
20 cally to review present programs and propose new ones, to appoint
21 rectors and other administrative heads of university and independent
22 units in the system, and to approve the appointment of all life
23 members of the teaching and administrative staffs of the various
24 institutions. The Board should also review and approve the annual
25 budget requests of each institution before the submission of an over-
26 all budget for higher education to the legislative and executive
27 authorities of the national government.

1 The Governing Board of the University of Vietnam should include
2 nine members to be appointed by the legislature for terms of six
3 years each. To provide a full board forthwith, the first board
4 should consist of three members with terms of two years, three mem-
5 bers with terms of four years and three members with terms of six
6 years. Thereafter, all appointments should be for six years. No
7 more than three members should be residents of the city of Saigon
8 and a minimum of two members should represent each of the present
9 Corps Areas of Vietnam or regions coterminous with the present under
10 any district changes to be made by the government hereafter. Members
11 should represent a number of social, economic and political strata,
12 as well as the regions of the country. No members should be eligible
13 to serve more than two consecutive terms.

14 The Governing Board should have the services of a secretary-
15 general and staff, as well as the right to include in its annual budget
16 for higher education funds for consultation and special research projects.

17 The cabinet officer with the responsibility for education
18 should be viewed as the advocate of higher education policy in the
19 executive branch of the central government. He should make recom-
20 mendations to the legislature on the annual budget of the Governing
21 Board of the University of Vietnam. The appropriate cabinet officer
22 should expect to consult regularly with the Governing Board and to
23 recommend policies and programs for the Board's consideration. He
24 should have the power and budget resources to conduct research,
25 make studies, carry on experiments in higher education, and to de-
26 velop positions on the higher education needs of the country. The

1 cabinet officer for education should be, ex-officio, a tenth member
2 of the Governing Board of the University of Vietnam.

3 Rectors of the University's units of Saigon, Hue and Cantho and
4 the officials of other public higher education units in Vietnam
5 should be viewed as the chief and full time administrative officers
6 of their institutions. The chief administrative officer should
7 have the responsibility for informing the Governing Board of the
8 University of Vietnam on the status of his institution and to submit
9 plans for its development. The Rector or chief administrative offi-
10 cer should approve all full-time appointments to the Faculties and
11 administrative positions in his institution. He should recommend
12 all life appointments to the Governing Board and should appoint all
13 academic deans with the advice and consent of the relevant Faculty.

14 The Rector should work with the continuing cooperation,
15 advice and counsel of the University Council. He should discuss
16 and develop with the University Council the annual budget of the
17 institution, and the Rector should approve the budget prior to sub-
18 mitting it to the Governing Board.

19 The Rector should be appointed by a simple majority of the
20 Governing Board and continue in office at the discretion of the
21 Board. The Rector should be a citizen of Vietnam and might be ap-
22 pointed from among the faculty and administration of the institution
23 he is to lead or from among scholars and administrators in other in-
24 stitutions or similar positions in Vietnam and other countries.

25 The University Council should have the responsibility of ad-
26 vising and consulting with the Rector on matters of institutional

1 policy, including budget, long range planning, and faculty appoint-
2 ments. University Councils should include as members all deans and
3 other heads of Faculties. Professors and administrators of various
4 ranks might also be members with the assent of the Rector and the
5 membership of the University Council. The Rector should be the
6 permanent chairman of the University Council and he should have the
7 authority to appoint a secretary-general and such other administra-
8 tive assistants as he might require.

9 Advisory Committees for each of the institutions under the
10 Governing Board of the University of Vietnam should be established,
11 consisting of representatives of the public who live in the area
12 served by each of the university units and from responsible constit-
13 uencies of each of the special institutions in the university system.
14 Each Advisory Committee should consist of seven members, selected
15 for five-year terms. Members should be nominated by the Rector or
16 administrative head of each unit with the advice of the respective
17 University Council and be approved by the Governing Board of the
18 University of Vietnam.

19 The duties of the Advisory Committees should be to advise the
20 rectors and university councils on the higher educational needs of
21 their regions and constituencies. Members of the Advisory Commit-
22 tees should discuss the formulation of plans and budgets. Periodic
23 meetings should be held each year by the Rectors and University
24 Councils of the various units with their Advisory Committees. Pro-
25 vision should be made for the Advisory Committees to visit annually
26 and inspect their respective institutions and to make known their

1 findings and recommendations to the Rector and University Councils
2 and to the Governing Board of the University of Vietnam.

3 Deans should be viewed as chief administrative officers of
4 particular Faculties, of special professional training units, and
5 of schools within the University of Vietnam. Deans, as previously
6 indicated, should be appointed by their rectors with the advice and
7 consent of their Faculty Councils. Deans should serve at least
8 three years and should be eligible to succeed themselves. Deans
9 should have the assistance of secretarial and clerical staffs. With
10 the approval of the Rector, Deans might also appoint associate and
11 assistant deans. Deans should have the authority to nominate members
12 of their Faculties. Life members should be approved by the Rector
13 and the Governing Board; other appointments should require the ap-
14 proval of the Rector.

15 Deans should plan the future of their academic programs, in-
16 cluding research and instruction. With the advice of the Faculty
17 Councils, they should develop their budgets and take a leading part
18 in the recruitment and training of new faculty. Annual reports on
19 the status, needs and plans of their faculties should be made by
20 each dean to the Rector.

21 Faculty Councils should serve their institutions and Deans as
22 advisors on plans and budget matters. Each Faculty Council should
23 include all life members of the teaching faculty. Each council
24 should be representative of the total faculty.

25 Deans and Faculty Councils should meet periodically with repre-
26 sentative members of their student bodies, elected by their peers,

1 to discuss student problems and needs and the long range needs of
2 the respective faculty. A record should be made of meetings with
3 students and transmitted with recommendations to the Rector and
4 University Council for their use in developing long-range plans for
5 the institution.

6 Conclusion. It should be evident that the foregoing recommendations
7 make use of the structural preferences that inhere in the present
8 system. What few structural changes are recommended are in the
9 establishment of a Governing Board and Advisory Committees. The
10 strengthening of the roles of Rectors and deans has its basis in the
11 need for defining those people who are expected to be initiators of
12 change and formulators of policy as well as implementors of their
13 faculties' ideas. Through the exercise of the authority of the
14 Governing Board, it is expected that the needs of the nation will
15 give impetus and focus to change.

16 The interests of higher education cannot be framed merely as
17 definitions of responsibilities of particular boards and officials.
18 In other sections of this report will be found recommendations which
19 should be part of the constitution and statutes of Vietnam. For this
20 section, it is recommended that all matters pertaining to the powers,
21 methods of selection and composition of the Governing Board, Advisory
22 Committees and of the Rector be given permanent status in the Con-
23 stitution, but that other definitions of roles be left to the pro-
24 mulgation of statutes and university by-laws. This latter recom-
25 mendation is made in the event that experience demonstrates the need

- 1 for changes in the responsibilities and obligations of Deans,
- 2 Secretaries-General, University Councils, and Faculty Councils,
- 3 which become too pressing to allow for change through the difficult
- 4 process of constitutional amendment.

1 B. Programs in University Education

2 Definition. University programs must serve both the needs of nations
3 and of individuals. In Vietnam they can only do so by becoming im-
4 mediately responsive to the country's problems.

5 Problems. It is hard to know and perhaps irrelevant to consider the
6 extend to which the wide gap between the economic needs of Vietnam
7 and its programs in the universities is due to the nation's pre-
8 occupation with war, the shortage of resources, the relative newness
9 of its institutions, or to the academic customs that have been in-
10 herited by the country. Whatever its root causes, between 90 and
11 97% of the students who entered the country's universities in recent
12 years, according to available statistics, have failed to complete
13 their education within the prescribed period of time. The survey
14 team interprets this as an indication of a waste of manpower,
15 traceable in part to present university policies and programs.

16 Rigid standards applied in the form of examinations have the
17 effect of controlling the numbers of students entering occupations
18 for which there is a surplus such as lawyers, pharmacists, and
19 architects. Custom also dictates a similar reduction in the number
20 of students in occupations badly needed by the country, for instance,
21 medicine and dentistry. Not only is the country deprived of the
22 services of more leaders and experts under such a system, but the
23 catastrophe to individuals is immeasurable. The duplication of
24 some programs, such as law in two universities and planned in a

1 third, and the absence of other programs anywhere in the system
2 means that Vietnamese universities have not undergone the reorienta-
3 tion to essential needs that the country requires.

4 The success of the faculties of pedagogy in graduating a large
5 proportion of students preparing for careers as secondary school
6 teachers is an encouraging sign. Since this represents a joint
7 effort between the government and the universities, it means that
8 such cooperation can help to reduce deficiencies of national need.
9 Agriculture, the various fields of engineering education and business
10 and public administration need to be elevated to university status.
11 Moreover, the universities need new programs and reorientation of
12 their methods of selecting students to avoid the waste of manpower
13 which occurs through duplication of effort and the lack of articu-
14 lated purposes.

15 Recommendations. In order to meet needs for skills and specializa-
16 tions, the University of Vietnam should incorporate programs of
17 agriculture, engineering and administration.

18 Agriculture, in normal times, is the basic economic occupation
19 of a majority of the citizens of Vietnam and in the renewal of
20 Vietnam's status as a food producer and exporter lies important
21 potential for the nation's future. A fully recognized Faculty of
22 Agriculture should be established at Cantho with programs of re-
23 search, training and extension devoted to the development of the
24 food producing economy of the nation, not merely of the western
25 provinces or of the Cantho region. The goals of the new program

1 should, therefore, be national in scope and should also be
2 aimed at the realization of the enormous potential of the Mekong
3 Delta. The present School of Agriculture should be elevated to
4 faculty status and moved as soon as the physical plant can be com-
5 pleted at Cantho.

6 Vietnam's long travail in war has deferred the development of
7 the kind of leadership needed to create for its people the material
8 advantages of developed nations. Improvements in transport, the
9 creation and utilization of power resources, the development of an
10 industrial capacity and, the use of mechanical and electronic tech-
11 nology require the education of substantial numbers of applied
12 scientists. Engineering programs of faculty status should be estab-
13 lished at the universities in Saigon and Hue. However the distri-
14 bution is finally made, programs in mechanical, electrical, chemical,
15 industrial, and civil engineering should be allocated to either
16 university campus. Present training functions in engineering in
17 the Higher School of Architecture at Saigon should be upgraded and
18 transferred to the new Faculty of Engineering.

19 Expert administration is a vital function in both the public
20 and business sectors of a developing nation. The University of
21 Vietnam should incorporate administrative training with full fac-
22 ulty status at Saigon by combining the present public administration
23 functions of the National Institute for Administration with certain
24 programs in business training. Programs of less-than-degree status
25 may be required to meet the needs of the country.

1 As new programs are created, ways must be found to eliminate
2 inefficiencies in the use of student and faculty resources within
3 the university structures. The centralization of all student reg-
4 istration within each university and beginning the careers of all
5 students in a common academic program prior to their pursuit of
6 more specialized training are, in the view of the survey team,
7 necessary reforms in the ordering of existing and new programs.
8 All students should be admitted to a balanced program of studies,
9 including some electives, at the beginning of their university
10 careers. To accomplish this will require combining the present
11 Faculties of Letters, Science and some of the functions of the
12 Faculty of Law into a common program combining humanities, social
13 sciences, foreign languages, mathematics, and natural sciences.
14 Professional faculties should then establish criteria in terms of
15 numbers of years to be required as preparation for specific programs
16 to take place in their faculties. The individual programs of stu-
17 dents in the preparatory years should be planned in view of their
18 ultimate career aspirations, in short, to make them eligible for
19 admission to the professional faculty of their choice.

20 Four year programs in the arts, sciences, social sciences, and
21 humanities must still be a vital concern of the university. The
22 tasks of the combined faculties to provide liberal arts education
23 and to promote scholarship in its several fields must be reempha-
24 sized in order to avoid leaving the impression that this reorgani-
25 zation is primarily a way of preparing for professional studies.

1 The combination of letters, sciences, and some present functions
2 of law is also intended to centralize scarce faculty and material re-
3 sources. Under this plan, it should be unnecessary to offer the
4 same courses in different faculties; the combined faculty can thus
5 be viewed as a teaching resource for the entire university.

6 In this scheme, the opportunities for the individual student
7 would be increased; he could prepare for admission to a professional
8 training program in the university; he could continue studies begun
9 in the common program toward degrees in letters, sciences or social
10 sciences; or he could delay a decision and continue a broad program
11 of studies toward the License until he is motivated for more speci-
12 fic training.

13 The survey team believes that a core program in each university
14 which offers a basic education to undergraduates can provide a more
15 efficient way of utilizing the human resources which it is the
16 university's responsibility to train and educate. From the students'
17 points-of-view it is a more orderly transition to higher education
18 that provides a necessary period of exploration of the career possi-
19 bilities of university training. From the points-of-view of facul-
20 ties, it provides an important basis on which to estimate the
21 probabilities of the success of individual students in particular
22 programs such as law, medicine, architecture, dentistry, and
23 pharmacy.

24 The professional schools of the university should be viewed
25 as programs which admit students only on the basis of preestablished

1 criteria. Thus it will be necessary for each program to make esti-
2 mates of the need for its speciality in the national context, to
3 estimate the capability of its own resources to meet these needs,
4 to estimate the probable percentage of students who will not com-
5 plete their studies, and finally to admit that number of students
6 who qualify and are fitted for the program.

7 The interdisciplinary nature of much of modern program plann-
8 ing is at the basis of the belief that the social sciences, includ-
9 ing political economy and economics, have a necessary place in the
10 arts and sciences programs of modern universities. In this connec-
11 tion the survey team views programs in the Faculty of Law as opti-
12 mized when the obligations of the Faculty are restricted to the
13 training of lawyers.

14 The present first year that is required for students admitted
15 to the Faculty of Pedagogy is to some extent a model for the plan
16 that should be broadened to include all faculties. The other pro-
17 fessional faculties should be allowed to decide whether the pre-
18 paratory period for admission to their faculties should be of one,
19 two or three years duration and to make known what course experiences
20 in the preparatory years will be required for admission to a parti-
21 cular program.

22 To give adequate attention to the proper utilization of the
23 manpower requirements of university training, changes in the
24 teaching and learning process must be made in the universities.
25 The survey team's ideas on these points will be treated in a

1 later section of the report. For the present, it is necessary to
2 point out that a university program directed at the conservation
3 of human resources must explain its purposes and programs clearly
4 and give careful attention to the problems and needs of individual
5 students. Of higher priority should be a program of information
6 dissemination carefully planned and implemented under the Governing
7 Board of the University of Vietnam to explain its programs and ad-
8 mission requirements to the general public. All media--newspapers,
9 periodicals, radio and television--should be used and a corps of
10 university staff and alumni and friends of the university should
11 be organized to visit and address students in all secondary schools
12 in the country on an annual basis. The Governing Board should also
13 organize public meetings for adults throughout the country during
14 the period in which changes are to be made in the university's pro-
15 grams and policies. The remote areas of the country, which presently
16 send few students to the universities, should be special subjects
17 for a public information campaign in order to insure that the bene-
18 fits of public higher education become available to the country as
19 a whole.

20 For the success of this program it is imperative that attention
21 be given to the problems of individual students. In addition to
22 general information, the university should include in its organi-
23 zation the personnel and the means needed to give information and
24 provide guidance and counseling for all students. The programs and
25 organizational changes which are intended to conserve manpower must

1 be supplemented by services that are very responsive to the personal
2 requirements of students who can be lost in a process that orders
3 people and programs solely in terms of numbers.

4 Conclusions. The creation of new programs in agriculture, engineer-
5 ing and administration and the reordering of present university
6 programs are recommended as a means of closing the wide gap that
7 exists between the needs of Vietnam and the purposes manifested by
8 public higher education. The careful selection of students for
9 professional programs, the opportunity to select careers wisely,
10 and the adjusting of numbers of students to program needs in the
11 country are the outcomes expected of the centralization of under-
12 graduate study. Combined with attention to individual problems,
13 the university should by these means reduce drastically the very
14 high percentage of students who do not now complete their higher
15 education.

1 C. The Learning Process in Higher Education

2 Definition: University education depends not only on the transmission
3 of information but on a process that includes criticism, investigation,
4 and experimentation to elicit new ideas and increase the possibilities
5 of discovery. In Vietnam's higher education there is need to apply
6 the principle that learning takes place in a variety of ways. Viet-
7 namese scholars and teachers need to expand the traditional concept
8 of teaching that dominates higher education.

9 Problem: The quest for knowledge in the higher education of Vietnam
10 is hampered by conditions that originate in war, underdevelopment and
11 custom. There are few resources for research or for teacher improve-
12 ment and few exceptions to the dominant teaching method of lectures
13 which become student's notes and the subjects of annual examinations.
14 As a result there is little breadth to teaching styles and the pro-
15 cess, to a great extent, has become predictable, uniform, and for
16 the student unexciting. Accomplishment, for the student, is almost
17 totally in terms of passing of examinations; there exist too few
18 opportunities to analyze or compare ideas, to discover meaning for
19 oneself, or to create anew, all of which are requirements of maturing
20 scholarship.

21 Students' attitudes, as they have been gathered and analyzed by
22 the survey team, reflect not only the feeling of deprivation of ma-
23 terial resources, but also discouragement at the formalism and lack
24 of practicality of many of their experiences. The learning process

1 for too many of these in too many courses consists only of regis-
2 tration, memorization of notes, and the taking of examinations.
3 They do not know the excitement that can come from learning itself,
4 its process and its quest as an end in itself.

5 The survey team talked to fine teachers who broaden their
6 students' opportunities to study and who challenge them to give
7 dimension to their work, but those who took such initiative were
8 often unsupported by administration and faculty. Moreover, such
9 teachers are in opposition to the expectations of students whose
10 ingrained motivation is to pass examinations and who have no other
11 models articulated to them as alternatives.

12 The survey team is not sanguine that the teaching methods in
13 Vietnamese universities or the traditional pattern of student ex-
14 periences can be changed easily or quickly. A beginning must be
15 made, however, so that students can come to regard higher education
16 as the vital, changing, engrossing, challenging experience it should be.

17 Recommendations: Academic freedom requires that individual faculty
18 members make the decision as to how their subjects should be pre-
19 sented and their courses taught. But institutions should assume
20 responsibility for encouraging innovation and self criticism in
21 teaching methods. Where it is most dynamic university life is
22 typified by such functions and the leadership of the process which
23 rests in the faculty. Experimental programs relating to methods
24 of instruction should, therefore, be the responsibility of special
25 Curriculum Committees to be established in each university unit

1 and special institution in the University of Vietnam. It should
2 be the primary duty of each committee to initiate and give support
3 to improvement of teaching methods as well as in the content of
4 courses. The committee should be representative of all faculties
5 and programs in the university and of all instructors from the
6 most senior to the most junior members.

7 Some of the techniques that should be tested as part of the
8 program to improve instruction are small classes in which student
9 participation in discussion is the dominant method, divisible
10 classes in which large groups separate into smaller ones periodical-
11 ly to discuss lecture topics and themes, and the writing and pre-
12 sentation of position papers by students on topics in courses.

13 The Curriculum Committee might also consider the use of the
14 practicum, a field experience in which students gain part of their
15 training in supervised experiences. While this technique is widely
16 used in professional training, it is relatively new to undergraduate
17 experience in Western countries in courses such as sociology and
18 political science. A distinction should be made between the field
19 trip and the field experience; the former is generally an observation
20 of short duration and is an authentic way of bringing reality to
21 learning. The field experience is much more in that it involves
22 the student in performing tasks related to his studies and learning
23 from them.

24 The committee should also explore the possibility of organizing
25 units of instruction smaller than those now planned, but which allow

1 students to take more of them, thus permitting greater latitude in
2 student programs. In such experimentation, course-credit systems
3 would undoubtedly be required in lieu of the present system of
4 annual examinations as qualification for the License.

5 It should be recognized that a more flexible academic program
6 including such innovations will require the attendance of students
7 in all university classes. The survey team recommends that minimum
8 standards for student attendance be made part of all university pro-
9 grams as an early step in the implementation of changes recommended
10 in this survey.

11 It is important, whatever changes are planned and implemented,
12 they be the subjects of continuing faculty discussions and critiques.
13 The Curriculum Committee should organize regular faculty seminars
14 and periodically report progress to all faculty members in formal
15 meetings and in printed reports.

16 Courses offered in any single unit of the university should be
17 transferable to other faculties and units of the system. Recent
18 analyses of professional training in the West show that, contrary
19 to requirements for narrowly specialized preparation for professions,
20 the most successful students in such fields as medicine and law were
21 those who had broad backgrounds of undergraduate studies.

22 A lamentable shortage exists in Vietnam of the basic tools
23 that instructors and students need as resources for study -- texts,
24 libraries, laboratory equipment, teaching aids, periodicals. Being
25 without such necessary equipment seems to have inculcated the habit

1 on the part of students of expecting all relevant materials to be
2 transmitted by way of lecture notes. Professors who have shown
3 initiative in gathering and making materials available have expressed
4 discouragement at the unwillingness of students to use them. The
5 inculcation of a more broad-minded approach to study will require
6 a concerted and explicit statement of this expectation on the part
7 of the faculty and institutional administration. Where resources
8 do exist, students should be expected and required to use them.

9 No far-reaching change in the learning process can be expected
10 without the enhancement and reinforcement of the role of the uni-
11 versity teacher in Vietnam. Accomplishing this will require a de-
12 liberate program of which economic security, freedom and opportuni-
13 ties for self-improvement are important considerations.

14 Present differentials in salaries for French-trained and other
15 senior professors should be discontinued without reducing the
16 salaries of present faculty members who benefit from their status.
17 Instead, senior professors from different backgrounds in training
18 should have their salaries raised to the amounts now earned by
19 their French-trained colleagues.

20 The relatively inflexible standards used in raising university
21 teachers to senior professorial rank should be amended. The problems
22 of Vietnam cannot wait for their solution until enough young scho-
23 lars endure and survive the ordeals of junior rank under the present
24 system. Three major ranks of university teachers should be adopted
25 and salary schedules devised for them. University teachers and

1 administrators should be separated from the Civil Service and placed
2 under the Governing Board of the University of Vietnam. All full-
3 time and life appointments can be upgraded using the highest salaries
4 now paid as the upper limit of the schedule. Permanent teaching
5 ranks can be considered roughly equal to the status of associate and
6 full professorships in American universities and colleges. Minimum
7 salaries paid teachers of less than senior rank should be increased
8 by fifty percent in the immediate future. Salaries should be ad-
9 justed annually on the basis of the inflationary spiral.

10 Means must be found to advance the careers of young scholars
11 in the university. The American Ph. D. or its equivalent, includ-
12 ing specialized degrees, should qualify a person for promotion to
13 senior rank, all other possible qualifications being considered.
14 In this same context, the American Master of Arts and Master of
15 Science degrees and their equivalents should be viewed as the same
16 as the French doctorate of the third cycle. The distinguished
17 thesis or dissertation, successful experience in comparable insti-
18 tutions, capable performance in junior roles for limited times, and
19 demonstrated leadership in a field of specialization (a great archi-
20 tect or fine lawyer, for instance) must be used as criteria for
21 appointment and promotion in a university system that so badly needs
22 to hold and make use of the contributions of its intellectuals.

23 Policies can be devised to assure and extend the freedom of
24 faculty members to determine how their courses should be taught.
25 The university system should be governed and its institutions

1 organized to protect this freedom and it can be optimized in a
2 number of ways including opportunities for study abroad through
3 sabbaticals and exchange programs. Time and opportunity should be
4 allowed faculty to conduct and publish research in their fields.
5 In this connection, teaching schedules should make it possible for
6 instructors of junior rank to carry on research. It should be
7 recognized, also, that schedules which reduce the teaching obli-
8 gations of senior professors deprive students of the contributions
9 of the university's most experienced faculty members.

10 To make better use of faculty time, every effort should be
11 made to provide full schedules in particular institutions, rather
12 than requiring some to travel extensively in order to fill the
13 needs of several student groups. The university should also pro-
14 mote the recruitment of new faculty members from among its most
15 able students.

16 Combined with better salaries, improved opportunities for pro-
17 motion and leaves of absence, clarification of the draft status of
18 young faculty members is a necessity. The survey team believes
19 that the military obligations of young Vietnamese faculty should
20 be minimized or deferred, especially in areas of greatest national
21 need. For the many Vietnamese scholars abroad, deferrment of their
22 military service should be guaranteed for men past a given age on
23 condition that they accept positions as faculty members on the
24 staffs of the University of Vietnam.

1 Implementing these changes in the status and reward systems
2 affecting younger faculty members should be attractions for the
3 reservoir of manpower abroad that is presently of no use to the
4 country.

5 Consideration of the attitudes and welfare of students is im-
6 portant in the improvement of the learning process in higher edu-
7 cation. Much remains to be done in providing the physical means
8 for improvement, including housing, libraries, and instructional
9 materials. However, current practices should not be ignored; for
10 example, student health services need considerable improvement.
11 In each university unit, a full-time medical staff, consisting of
12 a physician-in-charge, assistants, and nurses should be established.
13 At Hue and Saigon infirmary facilities might be organized in con-
14 junction with the Medical Faculties' programs and facilities.

15 There should be more frequent reporting to students. At
16 present they have only the results of infrequent examinations by
17 which to measure their progress. The Curriculum Committee should
18 study ways of reporting which might include more frequent testing,
19 faculty-student conferences, tutorials, and permanent advisors.
20 The present level of isolation and anxiety on the part of students
21 might be significantly reduced by the faculties' acknowledgement
22 of a student's need to be able to determine his own status in terms
23 of the university's expectations.

1 Conclusions: To a major extent the problem of the relevance of
2 the university's programs can only be solved by its faculties.
3 Changes in organization can be made more easily than can those of
4 style and process which are the products of experience and long
5 habit. The needs of the country require, however, that this task
6 be undertaken by the faculties of the University of Vietnam. In-
7 stitutional and personal styles must change and greater use must
8 be made of a variety of teaching methods.

9 At the same time, the role of the university teacher must be
10 enhanced through improvements in rewards, promotions, opportunities
11 for further study, and greater security. Such changes should also
12 make it possible to attract more able people into the field.

13 The ways of obtaining money, facilities, and equipment needed
14 to improve conditions for students and faculty have still to be
15 developed in this report. Nothing can be gained by vastly increased
16 investment in materials unless their use is optimized by the pur-
17 poses and practices of the people who will use them.

1 D. The Scarcity of Material Resources for Higher Education in
2 Vietnam

3 Definition. The process of higher education in Vietnam is impeded
4 by limitations in material resources which have resulted in the
5 disrepair and deterioration of buildings, terminated construction
6 programs and insufficient supplies and equipment. No extensive
7 reforms in higher education are possible without infusions of sub-
8 stantial new money utilized in major areas of need according to a
9 carefully arranged system of priorities.

10 Problems. The annual cost of educating a Vietnamese student in the
11 present universities at Cantho, Hue and Saigon has been calculated
12 at \$54 American dollars, a figure which is based on the number of
13 students registered and the annual expenditure of each institution.
14 The figure conveys less of the state of Vietnamese education to a
15 native of the country than it does to Americans who are accustomed
16 to spending between 20 and 30 times that amount in educating under-
17 graduates of their own country. What it means in terms of the con-
18 ditions of higher education has been alluded to in previous sections
19 of this report; its implications for the funding of physical and
20 material resources are the subjects of the present section.

21 The root cause, of course, is the inability of the country to
22 support needed programs that arises from the underdeveloped nature
23 of the economy and the heavy burdens of war. The leaders of the
24 universities have had their plans curtailed and restricted by annual

1 budget cuts which allow them the means for funding little more than
2 salaries at minimum levels. For fiscal 1967, the University of
3 Saigon requested 250 million piasters and received 168 million (about
4 \$141,000 American dollars); the University of Cantho for the same
5 year requested 474 million piasters and received less than 174
6 million.

7 The effects of inflation have seriously impeded the development
8 of physical facilities for the nation's higher education. Sorely
9 needed student housing at Saigon and a wing of the medical faculty
10 at Hue have stood since 1964 and 1965 in half-finished condition,
11 at the point where money allocated for their construction ran out.

12 There are no ways to provide the means in Vietnam for rapid
13 and efficient access to printed materials in the national language.
14 Not only are university libraries small and texts scarce but book
15 collections that do exist require fluency in a foreign language on
16 the part of the user. The 20,000 volume central library at Hue,
17 assembled with great difficulty, is more than 50% in French,
18 Chinese and English. Moreover students without fluency in a
19 foreign language are restricted in their programs by the fact that
20 several courses taught by foreign professors are given in the native
21 language of the instructor.

22 Money must be made available for a large number of program needs,
23 including construction and new equipment. But sources of funds are
24 too few and Vietnam's needs too great to permit a response to needs
25 at all levels at once. A master plan must be devised which includes

1 a system of priorities strategically planned and scheduled to have
2 the greatest impact for improvement of higher education in the
3 country.

4 Recommendations. The development of central campus facilities must
5 be resumed at Saigon, continued at an accelerated pace at Cantho and
6 started at Hue. Centralization means, in effect, that each component
7 of the university is readily accessible to all other parts. Campuses
8 can be conceived as occupying single sites as are planned for the
9 University of Saigon campus at Thu Duc or as occupying several ad-
10 jacent or nearby sites as will be necessary at Hue for some time
11 to come.

12 The Thu Duc campus will undoubtedly provide the means to uti-
13 lize university resources -- people as well as facilities -- much
14 more efficiently. Moreover, the acceleration of the completion of
15 the construction should facilitate needed organizational changes in
16 the university. Along with completion of the delayed equipping of
17 the new Pedagogy building, the government and the Governing Board
18 of the University of Vietnam should implement a ten-year plan for
19 campus development, the first step of which should be provision of
20 space for the basic Arts and Sciences Faculty from a combination of
21 the present Faculties of Letters, Science and the social science
22 functions of the Faculty of Law. This core building or complex of
23 buildings should also house the university's central library which
24 should have the capacity for ultimately circulating a quarter of a
25 million volumes.

1 Completion of this unit would make it possible to abandon, for
2 university purposes and sell the aforementioned faculties' inadequate
3 buildings, none of which were designed for their present purposes.
4 As rapidly as possible, professional faculties should then
5 be added to the Thu Duc campus until it is completed. Also essential
6 for inclusion on the Thu Duc site are substantial amounts of student
7 housing, which will be necessary in view of the remote location of
8 Thu Duc from Saigon. Major repairs and up-graded maintenance should
9 be effected in the present male student quarters in Saigon. Much of
10 this housing is presently unfit for habitation in terms of hygiene
11 and amenities. Eventually it should be sold, but the survey team
12 feels it should be a high priority of the university to create
13 liveable quarters for students there now.

14 The commitment already made to dentistry and medicine, the need
15 for proximity of these faculties to clinical facilities and the
16 nature of their programs makes it sensible to view these faculties
17 as permanent occupants of their present sites.

18 At Cantho, necessary centralization can be thwarted by commitments
19 to building programs on two widely separated sites. The university
20 has acquired or hopes to acquire a third site of 80 hectares
21 which is large enough to accommodate all of the facilities needed on
22 this campus. The survey team believes that the laboratory facilities
23 under construction next to the classroom building should be completed
24 and used for its intended purposes. Faculty housing on the 20-hectare

1 site on the outskirts of Cantho should also be completed, thereby
2 providing badly needed accommodations for faculty. The development
3 of the 80-hectare site should then be begun by constructing a centra-
4 lized library and the space for the Basic Arts and Sciences Faculty
5 followed by the professional schools as at Saigon. The laboratory
6 and classroom buildings should then be transferred or sold for use
7 as public secondary education facilities. As in the case of the
8 Saigon campus, it should be anticipated that the construction program
9 will take no more than 10 years.

10 At Hue the unfinished wing of the medical school should be com-
11 pleted. Next, the development of the university should begin on or
12 near the present medical school site with construction of buildings
13 for the basic Arts and Sciences Faculty (combined Faculties of Letters,
14 Science, and part of Law). Careful attention should be given to the
15 possibility of providing a limited number of hospital and clinical
16 facilities for the medical school at this site.

17 The principles recommended here should be incorporated in a
18 master plan for the development of campuses of the University of
19 Vietnam. It is very important that the plan for physical facilities
20 be under the supervision of an experienced campus developer. There
21 are such experts in several countries, Great Britain, for instance,
22 who have had considerable experience and outstanding success in
23 campus development planning.

24 The enormous investment in buildings called for in this report
25 necessitates increases in the funding and status of maintenance

1 functions in the universities. In some places, but by no means all,
2 maintenance has been almost totally neglected with the resultant
3 accumulation of dirt, disrepair and deterioration, conditions detri;
4 mental to effective learning. It is interesting to note that only
5 two custodians have been hired to care for the new complex of
6 buildings for the Faculties of Medicine and Dentistry at Saigon.
7 Five times that number are needed to protect the investment of
8 money and the people's interest in this facility.

9 As necessary as is the building and stocking of libraries,
10 their use will be limited until more trained librarians are provided
11 for the institutions. This makes it imperative that male and female
12 college graduates be trained abroad as librarians or that accelerated
13 programs in library science be instituted in Vietnam at once under
14 the direction of the University of Vietnam.

15 Texts and books in the Vietnamese language will undoubtedly be
16 in short supply for a long time. Texts are being supplied for ele-
17 mentary school children through close cooperation of the United
18 States Agency for International Development, the Vietnamese govern-
19 ment and several countries of Southeast Asia. A separate, but non-
20 competitive agency, should be established for the translation of
21 foreign works at the higher education level. The United States
22 government should contract with publishers for rights to translate
23 into Vietnamese and republish in photo-offset from at least 25 basic
24 texts a year, most of which at the outset should be allocated to
25 reproducing works in the applied sciences.

1 The necessity for Vietnamese students to have fluency in either
2 French or English will continue for a long period of time. For a
3 majority of students English appears to be the most useful reference
4 language tool at the present time and for the foreseeable future.
5 It has the widest currency of second languages in the world and the
6 English texts available to Vietnam are likely to be increasing
7 through American aid programs. The government should exert every
8 effort to emphasize studies in Vietnamese but, especially in tech-
9 nical studies, encouragement should be given to students to study
10 English as a reference language in preparation for careers in
11 higher education.

12 The inclusion of language laboratories in the university campuses
13 as part of a centralized language study and translation facility is
14 a necessity. As part of the combined faculty buildings centrally
15 located on the new campuses, a divisible auditorium with staff and
16 equipment for simultaneous translations of Vietnamese, English and
17 French lectures and conferences should also be included. The ability
18 of foreign professors to communicate readily would be considerably
19 improved by the addition of this service, as should the use of these
20 important resource people to the university. It will also add
21 some flexibility to the programs of students who must study English
22 or French in order to study at all.

23 The survey team believes the centralized translation facility
24 to be a high priority of need whose inclusion early in the building

1 program will have considerable impact on the quality and breadth of
2 the university program.

3 The question of where the money is to come from for all of the
4 recommended changes in this report is undoubtedly in the reader's
5 mind by this time. Wholesale changes of the kind recommended here
6 would at least double Vietnam's public higher education budget at
7 the outset. Unquestionably the fiscal outlay of the national govern-
8 ment will have to be increased substantially, probably from potential
9 tax sources that are presently yielding no revenues. The United
10 States government will also have to make substantial outlays,
11 especially in capital funding, over the next several years. The
12 American government should also be prepared to enlist help from
13 other governments. In addition, a campaign among American and other
14 foreign foundations should be inaugurated for aid in categories such
15 as teaching salaries, publication and applied research and for the
16 establishment of particular programs such as engineering, agricul-
17 ture and administration.

18 Conclusion. New money and new sources of it are vital needs in the
19 improvement of Vietnamese higher education. New construction pro-
20 grams should be based on a concept of centralization which permits
21 and enhances the use of scarce personnel as well as materials.
22 Centralized systems of translation of lectures, new central libraries
23 and text book reproduction are high priority needs for universities.
24 New construction programs should facilitate needed changes in the

1 process of higher education as exemplified in the way that completion
2 of the central facility for the combined Faculty of Arts and Sciences
3 will make it possible for the university system to leap rather than
4 crawl forward.

II

THE SCHEDULE AND ORGANIZATION FOR CHANGE

1 Important as money is to the recommendations in the preceding
2 section it is not necessary to the first steps that must be imple-
3 mented in programming the changes to be made. No funding of parti-
4 cular sections of the report should be made before a clear commitment
5 to a master plan. Money should be used strategically -- in ways that
6 make possible the achievement of the major goals of the program to
7 revise higher education in Vietnam. Thus, for example, some of the
8 most important uses of money in the master plan are for increases in
9 faculty salaries, strategic needs because they will open up recruit-
10 ment possibilities; for the construction of buildings for the new
11 undergraduate Faculties of Arts and Sciences which will facilitate
12 reorganization; and for the centralized translation and library
13 services because they will expand considerably the learning resources
14 of students.

15 As prologue to the first steps of the master plan the Vietnamese
16 government should issue a policy statement supporting, modifying or
17 rejecting this report. The government's policy position should be
18 made publicly and given the widest possible dissemination in the
19 country. The statement should include the main points of this report
20 or alternative solutions to the problems of higher education. Im-
21 mediately after his articulation of a basic policy the Chief of
22 State, without waiting for the new constitution, should appoint the
23 members of the Governing Board of the University of Vietnam with
24 the powers described in section I A of this report.

1 Following the statement by the government, the Governing Board
2 should supervise rapid implementation of the report in the following
3 sequence:

4 First, university rectors should appoint Advisory Committees
5 and reorganize University Councils.

6 Second, Curriculum Committees should be formed to develop speci-
7 fications for the establishment of the new undergraduate faculty
8 organizations.

9 Third, an experienced campus planner should be selected to work
10 with Curriculum Committees in designing new facilities for each
11 campus.

12 Fourth, advisory staffs should be organized to program the
13 financing of new construction.

14 In reference to the fourth step of the sequence, the United
15 States Agency for International Development in Vietnam should contract
16 with an independent group of higher education specialists for advisory
17 and liaison functions throughout the time scheduled for completion of
18 the master plan. The advisory group should be composed of one member
19 of the Wisconsin Survey Team, an appointment whose purpose is to
20 give continuity to the higher education planning process; the
21 secretary-general of the Governing Board of the University of Viet-
22 nam; and an outstanding former Fulbright or visiting professor who has
23 had recent experience in Vietnam. The advisory team should appoint
24 specialists to serve as liaison officers to the staffs of each uni-
25 versity rector in Vietnam.

1 It should be the function of the independent higher education
2 advisory team to explain and interpret this survey and the resulting
3 master plan to the Vietnamese and American governments. Moreover it
4 should be their function to negotiate modifications in the plan as
5 they seem required and annually to evaluate its progress and report
6 to the Vietnamese and United States governments. Based on progress
7 demonstrated the team should have wide latitude to recommend financial
8 aid programs and should be allowed to develop proposals and programs
9 for funding from private, foundation and government sources.

10 The independent team ought to be viewed as the point of contact
11 between the University of Vietnam on the one hand and various agencies
12 of the United States, private foundations and foreign sources on the
13 other. Members of the team ought to view it as their function to
14 advise, stimulate and support the progress of the growth of the
15 University of Vietnam in all areas and to allocate non-Vietnamese
16 funding of projects on the basis of demonstrated commitments by the
17 government of Vietnam and its higher education agencies and officials.

18 The purposes of foreign and foundation aid should be to give im-
19 petus to the development of the national public higher education pro-
20 gram. As the master plan is effected, the Government of Vietnam
21 should assume an increasing share of its cost with the objective of
22 financing all of it by the terminal point of the plan which, hope-
23 fully, will be realized in a decade. In the meanwhile, the govern-
24 ment's share of the funding should increase with the development of
25 new revenue sources, including taxes.

1 The independent group of higher education specialists should be
2 funded and staffed to work closely with the secretary-general of the
3 University of Vietnam in organizing all the resources of the university
4 in graduate programs in arts and sciences and in applied sciences. A
5 program for advanced study should be organized to make use of all
6 faculty available in the country's masters' and doctoral programs.
7 The independent team should be able to hire consultants to inventory
8 existing resources in needed programs, to analyze needs and to attempt
9 to solve logistical problems in bringing the services of such programs
10 to scholars in various parts of the country. A program should be
11 established, at least on an experimental level, to allow young uni-
12 versity teachers to resume studies which have been terminated for
13 lack of resources in the country. It appears possible that valuable
14 contributions to graduate study resources can be gained from Fulbright
15 professorships and other foreign exchange programs by establishing
16 tutorials and reading courses in connection with their specialities
17 for graduate students in Vietnam.

18 There is some need for immediate clarification of the roles and
19 purposes of the units of the University of Vietnam. For instance,
20 the survey team acknowledges the reasoning that led to the termination
21 of USAID supplies and services of personnel in the University of Hue
22 a year ago. The destruction of United States property and risks to
23 the lives of its citizens are properly the concern of the officials
24 who made and still enforce this decision. But the team believes

1 that continuing the withholding of United States aid and participation
2 can only lead to further alienation of United States and Vietnamese
3 officials whose goals for the institution are synonomous. We do not
4 believe that the civilian sector, and especially those who are en-
5 trusted with the implementation of purposes articulated at Honolulu,
6 can be exempted from the normal hazards involved in creating a better
7 life in Vietnam. The resumption forthwith of normal relations with,
8 and the immediate delivery of delayed supplies and personnel to the
9 University of Hue will do much to strengthen the position of the
10 current leadership of that institution which has striven valiantly
11 to keep its programs progressing under very difficult circumstances.

12 Due in great part to its location and in part to its older age,
13 the University of Saigon presently has more personnel resources and
14 better prospects for keeping them does either Cantho or Hue. Every
15 effort should be made to allocate senior faculty more equitably among
16 the various units. Hue and Cantho must be brought up to the level
17 of Saigon in terms of resources available to them, even as all three
18 receive more of all kinds of resources.

19 From the beginning of the University of Cantho its leadership
20 has been strong, articulate and innovative. All signs are that there
21 was some genuine grass roots initiative taken in the creation of
22 this new campus, an unusual, if not unique, occurrence in an under-
23 developed country. The government will need to nurture this insti-
24 tution which, through its training functions, is the focus of the

1 aspirations of the people of the Mekong Delta. Strengthening the
2 bonds between the university and its people should have the continu-
3 ing attention of all officials and boards of the University of
4 Vietnam.

5 The members of the survey team have tried to hold before them-
6 selves a vision of the unique needs of Vietnam as they formulated
7 these recommendations. It is difficult not to reach for corrective
8 devices simply because they have worked in one's own experience.
9 The team has resorted to this only when in its judgement they applied
10 to Vietnamese situations. The team believes this report to be both
11 pragmatic and eclectic, based on the pressing and primary needs of
12 the country and using what has worked in a number of relevant
13 settings. It makes use of American experience in emphasizing applied
14 sciences in new programs, but this is a direction already taken by
15 Vietnamese universities in their most recently created programs. If
16 the team seems to take issue with the style which is the heritage of
17 the universities, it should be remembered that French universities
18 have themselves undergone reform and change in recent years.

19 More than any other single requirement, implementation of this
20 report will require leadership of the university which will be able
21 to convey to the public a clear statement of aims and purposes.
22 Courage will be required, too, for implementation will necessitate
23 a divorcement from self-interest and a countering of the claims of
24 many groups whose theories of higher education do not include service

1 to the people and nation. The institution's leaders must be willing
2 to take the university into the future by leaps, to place it at the
3 forefront of Vietnam's progress toward full-stature among nations,
4 and to lead the country by the hand, which is the fundamental obli-
5 gation of a nation's intellectuals in the modern world.

THE HISTORICAL CONTEXT

Southeast Asia traditionally has been a meeting ground of cultures, as evidenced by the diversity of its religions and conflicting economic and political interests.

The overwhelming majority of the people who inhabit the various lands of the region are Mongoloid. Their ancestors migrated south from China centuries ago.^{1/} However, the inhabitants of mainland Southeast Asia -- Burma, Cambodia, Thailand, Laos and the two Viet-Nams -- differ from one another much more than do the peoples of the Philippines or Indonesia. Not only do they constitute different ethnic groups, but they also speak quite different languages and their cultures display wide variations.

Yet, despite their differences, these various lands have numerous common characteristics. All save Thailand were former Western colonies which regained their freedom following World War II. They are underdeveloped and their national economies center on the production of rubber, tin and rice -- crops which are greatly affected by fluctuations in world market prices. For most, industrialization is just beginning, and again with the exception of Thailand, there has been little experience in self-government.

Before the advent of European colonialism, portions of Southeast Asia were strongly influenced by India and China. Southeast Asian states borrowed heavily from India for the development of

royal court structure and the devices of government, as well as for legal procedure and political philosophy.

The country in Southeast Asia least influenced by India was Vietnam, which experienced almost 2,000 years of Chinese domination. One of the main results of this long association was the development of a mandarin bureaucracy on the Chinese model, along with a strong cultural influence.

For a thousand years China ruled much of Vietnam as a province, and while a successful revolt was conducted in the 10th century after the fall of the T'ang Dynasty, the influence of the giant neighbor to the north was never completely resisted.

China introduced its religions to Vietnam -- Buddhism, Taoism and Confucianism -- although they took on a Vietnamese character. China also introduced a profound respect for intellectual attainment, especially in philosophy and poetry.^{2/} Closely related to this was the mandarin system of administration based on intellectual attainment, of which important vestiges remain.

The Vietnamese language was greatly influenced and enriched by innumerable Chinese words, although in most instances these received a local pronunciation. By the beginning of the 9th century, the Chinese language was recognized as the official script. In literature the influence was dominant from the 2nd century B.C. until the 19th century A.D.^{3/} Today, scholars interested in a thorough study of Vietnamese start with a Chinese base.

Another aspect of Chinese influence came with the introduction of new ways to cultivate rice and to control water, which was so essential for rice production.

In the 19th century Vietnam was subjected to its second major external influence, domination by the French.

Although the establishment of French rule in Vietnam dates from the 1850's, its antecedents can be traced to Roman Catholic missionary activities in the late 1780's. These subsequently involved France in a series of military expeditions to support these religious missions.

In 1857 Louis Napoleon -- eager to perpetuate another Napoleonic legend -- used French participation in the Second Anglo-Chinese War as an instrument for planting the French flag in the Orient. Attacks were made at Danang and Saigon, but only the latter was successful. Nonetheless, it opened the region. Until the 1890's governance of French-controlled areas was left in the hands of admirals who were unfamiliar with local customs and traditions, as well as with the mandarin bureaucracy.

The fashioning of an integrated and more progressive administration -- at least from the French viewpoint -- came under two governors-general, J.P. de Lanessan, the first to hold the title, and the extremely energetic Paul Doumer. Doumer developed a system of financial responsibility in which each of five territorial districts developed its own budget and revenues. Administration was superimposed

from the center, which then developed and funded a variety of public works and economic enterprises.

Little opportunity, however, was afforded the Vietnamese to participate in the expanding economy. At the same time, Chinese immigrants tended to dominate local trade around Saigon. Traditional handicraft industries, such as pottery, basket-making, cotton and silk weaving steadily declined.

The Vietnamese did not participate significantly in the new administrative agencies established by the French. Even after World War I, when many believed that some concessions were necessary because of Vietnamese contributions to the war effort, constitutional concessions were minimal. Some 2,000 villages were authorized to elect local administrative councils and 21,000 enfranchised taxpayers were permitted to participate in a colonial council election.^{5/}

French pride of culture and considerations of national prestige often served to blind all but the most perceptive to an appreciation of either a Vietnamese point of view or understanding of the contributions of Vietnamese culture. France became the model for politics, education, and literature. Education, for example, was controlled, limited, and dominated by the French influence, and the University of Hanoi never exceeded an enrollment of 1100.

By 1939 and the outbreak of World War II, most of Southeast Asia still consisted of European colonies. The degree of development in

these areas depended mainly upon the attitude of the colonial power. Those countries which formed part of the British Empire generally were the most advanced. The war was not only to cause numerous new problems for Southeast Asian lands, but it was to afford them the opportunity to gain their freedom, or to accelerate the process by which freedom might be attained.

In late 1941, Japanese troops moved quickly into sections of Southeast Asia. As defending forces withdrew they often resorted to "scorched earth" tactics denying to the Japanese, at least temporarily, a variety of resources and facilities. Shelling and bombing destroyed other resources.

The periods of occupation in conquered areas and the defense efforts in the unconquered regions also extracted a heavy price. Plantations gave way to jungle growth because of war's destruction and the absence of skilled personnel. Communication links were destroyed or converted to other uses. Industrial and business facilities were misused, and health, educational and welfare programs laid idle.

Illustrating what often happened in higher education was a post-war report on educational conditions in the then British Colony of Malaya:

The whole educational system received a serious setback ... it has been necessary to provide for an accumulation of over-age pupils whose schooling was interrupted ... both

the Medical College and Raffles College were used for other than academic purposes; the students were scattered ... the senior staff were ... interned ... When the Colleges were reopened in 1946, the depleted staffs ... were faced by the tasks of reconverting buildings to their proper use, of replacing losses of equipment, and of renewing the education of former students.^{6/}

During the war a number of factors prompted the peoples of Southeast Asia to look forward to freedom once the Japanese were defeated. Franklin D. Roosevelt had intimated as much in many of his speeches, and others could recall that some of the British colonies had gained dominion status following their contributions to the Allied victory in World War I. The very absence of colonial governments often provided nationalist and communist movements with opportunities to grow, even if they cooperated with the Japanese occupation forces. It also clearly demonstrated the white man's military vulnerability.

With the defeat of the Japanese in 1945, the hopes of most of these nations were realized, although for some the path to freedom was long and difficult. Britain separated India and Pakistan, granting them independence, along with Ceylon and Burma by 1948. For the colonies of France and the Netherlands, freedom was won only after a long and arduous struggle.

At the close of the war, Vietnam had been occupied south to the 16th Parallel by Nationalist Chinese troops who were to effect the surrender of Japanese forces. In the meantime they had also ravaged the countryside.

The communist leader, Ho Chi Minh, was invited to France in 1946 to negotiate terms for Vietnam's new "independent" status within the emerging French union. These discussions ended in rebellion against the French forces by both the nationalist and communist groups. By 1949 an independent Vietnam, with special ties to France, had been created, but this produced the conflict between Ho Chi Minh and the nationalists.

While the years following 1945 brought independence to much of Southeast Asia, they brought neither tranquility nor immediate prosperity. If there was not a fight against a colonial power, it was a question not only of home rule but who should rule at home.

Each new nation faced a multitude of problems, some caused by war, others lay deep within its heritage. Never really industrialized, their economies rested largely on a one-crop agricultural base. While it was true many of their products would be in demand to slake the unsatiated consumer thirst brought on by World War II, their plantations were ruined, personnel had left during the war or been driven out by nationalistic post-war policies, and their depleted transportation systems hindered getting goods to market.

The reconstruction also had to be conducted under the staggering burden of a rapidly-increasing population. Ironically, this had been made possible by the conquest of disease, the provision of more food, and ending the perils of childbirth.

In the 1950's the growth rate of the total population doubled, rising from about 10 per cent each decade before 1950 to nearly 20 per cent between 1950 and 1960.^{7/} In 1950 the population of the countries in the Asian region was about 824 million, and it was expected to reach 1,370 million by 1980.

All this tended to culminate in a 'revolution of rising expectations', which found expression in the mounting pressure to attain as rapidly as possible the levels of economic and social well-being of Western countries. This led to development planning as an instrument of national policy.

As each government turned its attention to nation-building and reconstruction, it experienced grave difficulties because of the immensity of the problems, the lack of financial resources, trained leadership, and skilled technicians.^{8/} Furthermore, funds and energies that needed to be devoted to the great task of development often were siphoned off for a variety of military purposes. It was fortunate that the new nations were able to receive considerable amounts of capital and technical assistance through such international media as Point Four, the Colombo Plan, the United Nations and its specialized agencies, and the ministrations of the former colonial powers.

In no other sphere was the upsurge of expectations so vividly reflected as in the demand for education. The 1950's were a period of rapidly-widening educational opportunities when contrasted with

earlier decades. Increasingly, education came to be viewed as an important element in the process of accelerated economic growth and as a means for generating the social changes necessary for such development.^{9/}

Education also felt the direct impact of the increased birthrate. The magnitude of the educational task was not only determined by the need to build and rebuild schools and secure teachers, but also by the size of the school-age population. In 1960, for example, the population between 6-12 years was 18 per cent of the total population; age group 13-17 years was 10 per cent; and age group 18-21 years was about seven per cent. Hence, the 6-21 year-old group formed 35 per cent of the total Asian population and was estimated at 288 million in 1960, and to be 514 million in 1980.

The slow growth of educational opportunities and their uneven distribution in the preceding decades was further reflected in the high rates of illiteracy. It was estimated by the early 1960's there were more than 250 million illiterates in the region. Seventy-one per cent of the population was in seven countries where well over 60 per cent of the population was illiterate. The incidence was higher with females and rose with the older age groups.

While the countries of Southeast Asia entered the modern phase of their educational development at different times, and are to be found at different stages, certain trends and regularities can be noted:

1. A rapid and massive increase in enrollments at all levels, which also tends to necessitate a reorganization of the educational system.
2. The increasing range and weight of the state's responsibility to provide for educational development.
3. The search for a national system of education adapted to the needs and aspirations of the countries, also involving the movement of local languages to a dominant place in the media of instruction.
4. Acceptance of the concept of planning.^{10/}

Along with an increase in elementary school enrollments, which averaged 6.4 per cent per year, and an increase in secondary school enrollments of 9.2 per cent per year, came the corresponding development of third level education in the Southeast Asian countries. It should be noted, in this connection, that more than 60 per cent of the universities of the region were established after 1945.

In Southeast Asia the motives for founding universities were the desire for equality with the nations of the West and the desire for economic development. There was also the tradition of respect for learning and a belief that its possession put one in a superior class exempt from manual labor.

In his valuable book on universities in Southeast Asia, T. H. Silcock observed that a fundamental feature of university life in the region was that it had been imported from abroad with ready-made value systems sometimes crystallized in institutions, techniques and attitudes. At the same time, however, academic values outside of Asia "are neither uniform nor unchanging, and the comparison of different colonial academic models is stimulating new thought in the region. The institutions in which these values are exemplified are no longer sacrosanct."¹¹/

Silcock has stressed that the universities established in Southeast Asia often shared common characteristics and problems:

1. Where earlier universities had been established in major cities and metropolitan centers, later ones served the provinces; in fact, there were inherent values in education outside the city.
2. The new universities had a tendency to imitate foreign curricula, reading lists and examination questions which, in turn, produced a cultural conflict. One set of cultural and political ideals found expression in academic circles, another in public life.
3. By educating the few, the old colonial systems had produced a restricted elite. However, unless the new universities

lowered their entrance standards, as well as their practices, they ran the danger of following the same pattern.

4. The environment of Southeast Asia, especially the vast numbers to be educated and the poverty of the nations, imposed pressures which demanded lower standards. These included the necessity that teachers have high student ratios, as well as less expensive facilities and equipment and lower salaries.
5. All the universities needed large amounts of money and flexible means of spending it, as well as other aspects of autonomy. More than that, they needed the environment conducive to academic freedom for research and teaching. However, Southeast Asia was not a region in which freedom of expression could be taken for granted. The greatest risk in this field often lay with the social scientists.
6. Use of the indigenous language created problems, since some of the languages did not lend themselves to technical terms and because of the lack of books in the language. This was rarely a rational issue.^{12/}

The universities in Vietnam owe much of their present history and patterns to the French. Some have traced them to the "Ecoles superieures" in both France and Indo-China. More recently, the institutions have come under the influence of other national systems of education, largely by accepting foreign aid.

The first university was established at Hanoi, and some relate its inception to the founding of a School of Medicine there in 1901. Formally, however, the Indo-Chinese University was established in 1917. It had seven schools -- medicine and pharmacy, law and administration, veterinary science, pedagogy, agriculture and forestry, and public works and commerce. Neither arts nor sciences in the regular sense were included, although the title "university" was used.

Development of the units that were to become the University of Hanoi -- and subsequent transfer of some of them to Saigon, either as part of a process of educational expansion, or because of the war against the French -- can be chronicled as follows:

1. By 1919 the School of Medicine had become the Mixed Faculty of Medicine and Pharmacy, and by 1941 some Vietnamese instructors and clinical directors appeared. It was not until 1948, however, that a Vietnamese became a full professor.

In 1947 a small Center for Medical Studies was established in Saigon, which some construe as the nucleus of the present university. After 1954 the Medical School developed with greater rapidity as students and faculty left the north. This became the Mixed Faculty of Medicine, Pharmacy and Dentistry, with separation into separate components in 1963.

2. A Higher School of Law in Hanoi was established in the early 1930's, and became a Faculty in 1941. In 1947 it moved to Saigon.
3. The Higher School of Sciences was founded in 1942, but its development was retarded by the war and the troubled post-war period. After its activities were terminated in Hanoi, it reopened in Saigon in 1946. When Hanoi later reopened its program, some regarded it as an adjunct of Saigon.
4. The Faculty of Letters received a start in Hanoi in the 1920's, but the real impetus may have come in 1937 with formation of the Indo-Chinese Cultural Center. By 1948 some faculty and students had shifted to Saigon.
5. In 1926 a section of architecture was started in Hanoi in connection with a section of painting, sculpture and lacquering. By 1942 a Higher School of Fine Arts existed, and by 1944 a student could complete a certificate of architecture. Branches later appeared in Dalat and Saigon.

Silcock asserts that the range of instruction at the developing University of Hanoi "was wide and its quality high ... but the highest level attained was lower than in a French university."^{14/}

On March 9, 1949, the independent state of Vietnam was created, with special ties to France. It was necessary, therefore, to develop

a new set of regulations for governing the University of Hanoi. The new Statutes of the University of Hanoi were agreed upon by the French and Vietnamese Governments, effective October 12, 1953. The Statutes later formed the basic constitutional document for the universities started at Saigon, Hue and Cantho.

An indication of the special relationship which existed between Vietnam and France is given in the document. The university rector, for example, was appointed from among the French higher faculty by the Government of France, with the approval of the Government of Vietnam. He also received his title from the president of the French Republic.^{15/}

The deputy rector would be Vietnamese, and the Statutes explained how separate groups of French and Vietnamese professors would be appointed, promoted and reimbursed with salary differentials. Since some faculties had to operate in both Saigon and Hanoi, it was further provided that the dean would be in Hanoi, the assistant dean in Saigon, and one would be French.

In July 1954, following the cease fire between the communist and anti-communist forces, Vietnam was partitioned at the 17th Parallel. This necessitated establishment of a full university in the new republic to the south. The natural location was Saigon, which already had served as an instructional center.

A full university was formally established in Saigon in 1955 with Nguyen Quang Trinh (a Doctor of Science from the University of Paris) as rector.^{16/} This new institution was initially called the National University of Vietnam, but in 1957 it became the University of Saigon when it was decided to establish another public institution at Hue, the ancient Imperial City, and the former title was transferred there.

The year 1957 actually witnessed the establishment of two universities, for in addition to the University of Hue, a private university was established in the central highlands at Dalat under Roman Catholic auspices.^{17/}

The University of Dalat is a privately-managed property of the Body of Bishops of Vietnam. It was established "to contribute its share to the important assignment of forming an Elite for the Nation."^{18/} The first chancellor was His Excellency Archbishop Ngo Dinh Thuc, the brother of the late President Diem, and Rev. Father Tran Van Thien was rector.

Dalat had the advantage of a lovely resort location and a beautiful campus where numerous buildings were interspersed with pines and Japanese cherry trees. Assistance for the institution came from the Body of Bishops of Vietnam, from such leading Catholic figures as Cardinals Agagianian and Spellman and the Archbishop of Cologne and from governments and foundations.

From its inception there was a close relationship between the University of Dalat and the Vietnamese Government. The University of Saigon supplied professors on a part-time basis, and the Ministry of Education gave considerable advice. At the first graduation, the Minister of Education said "the success of Dalat University warrants to me its moral sufficiency to share in the formation of our technicians and intellectuals ... alongside with our State Universities."^{19/} With the overthrow of the Diem regime, however, the University suffered, especially through the confiscation of some of its valuable property in Saigon which had been held under the guidance of Archbishop Thuc.^{20/}

The University of Hue was established by Decree No. 45-GD on March 1, 1957, and was given responsibility for developing Vietnamese culture, as well as providing training for qualified citizens.^{21/} Operations began that same November.

Selection of Hue as a site, and giving it responsibility for developing the Vietnamese culture, harked back to the fact that it was the old Imperial City, although many of its glories now were but ruins and memories. As Silcock wrote, Hue was:

... a small provincial town near the border with the Communist North [which] offers few attractions to the French-educated intellectuals, to most of whom Saigon is the only place for intellectual and cultural life. To induce them to teach at Hue, the challenge of establishing a university in the national language has to be strong indeed. Perhaps for that very reason this university's few permanent staff members are people of great keenness and high morale. It must be admitted with regret that they have little at present to show except promise for the future ... It is a place of hope in which one responds to the vitality of the academic spirit. For here, under devoted leadership, a handful of scholars unrecognized and almost unaided are tackling their immense problems with true academic humility, ambition and zest.^{22/}

The University of Van Hanh, a private university operated by Buddhists, was started in 1964. A modern, multi-story structure is now being completed, which overlooks the stilt-houses which are perched along the tidal flats of the rank Rach Nhieu Lac in Northwest Saigon, a stream which empties into the Saigon River.

The University is a project of the Vien Hoa Dao (the Organization for Executing the Dharma), and has developed out of a new vitality within the Buddhist group.^{23/} The rector is the Venerable Dr. Trich Minh Chau, a linguist who is recognized as one of the nation's foremost scholars. The University has placed great emphasis upon Buddhist philosophy and Oriental studies, as well as both ancient and modern languages and a concept of social services. It has 1,200 students and receives assistance from the Vietnamese Government, the Buddhist movement, foundations, and some foreign aid.^{24/}

Newest of the universities of Vietnam is the public institution established at Cantho in the Mekong Delta, in spring 1966, by a presidential decree (development of Hue and Cantho are covered extensively in the main report). It started with 974 students in the late fall of the year.

Establishment of the University stemmed from several factors. There were no university opportunities in the Delta, which contains a third of the nation's population and is largely agricultural. The movement had grassroots support. Other sections of Vietnam which were

less populous had institutions, so it was politically expedient to heed the desires of the "west". ^{25/}

The University began its programs by using facilities borrowed from other agencies. These included a wing of an old French military hospital and two former school buildings. It had four faculties -- Science, Letters, Pedagogy, and the nation's first Faculty of Law and Social Science.

Out of an historical development which has drawn heavily upon Sino-Vietnamese and an almost classic French approach, higher education in Vietnam is now engaged in the process of expanding educational opportunities and endeavoring to serve the diverse needs of a developing society in a world context.

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1. Butwell, Richard, Southeast Asia Today -- and Tomorrow, Praeger, New York, 1966, pp. 6-7.
 2. See "Vietnam: Evolution of the Crisis," in Asia (No. 4), New York, 1966, and also pp. 2-4.
 3. Kham, Nguyen-Khac, Introduction to Vietnamese Culture (Vietnam Culture Series No. 1), Department of National Education, Saigon, 1961.
 4. Cady, John F., "The French Colonial Regime in Vietnam," Current History, February 1966, pp. 72-75.
 5. Ibid., p. 76.
 6. University Education in Malaya, Report of the Commission, The Government Press, Kuala Lumpur, 1948, pp. 1-3.

7. Review of Educational Progress in the Asian Region, Bulletin of the UNESCO Regional Office for Education in Asia (Vol. 1, No. 1), Bangkok, September 1966, p. 1. Hereinafter referred to as Review of Educational Progress.
8. It has been observed that after World War II, Europe needed dollars to rebuild but had the technicians. Southeast Asia, however, needed both funds and technicians.
9. Review of Educational Progress, op. cit., p. 2.
10. Ibid.
11. Silcock, T.H., Southeast Asian University, Duke University Press, Durham, N.C., 1964, p. 3.
12. Ibid., especially pages 7, 8, 18, 21, 68, 69, 87, 88, 91, 116, 136.
13. Falk, Charles J., Higher Education in Viet-Nam (Field Study No. 5, Fiscal Year 1956, Provisional Report), USOM-Viet-Nam/Saigon, Revised October 15, 1956, pp. 11-25.
14. Silcock, op. cit., p. 41.
15. This information is taken from a typed English translation of the Statutes.
16. Silcock, op. cit., pp. 41-43; Handbook: Southeast Asian Institutions Higher Learning, The Association of Southeast Asian Institutions of Higher Learning, Bangkok, 1965, p. 128; and University of Saigon Bulletin, 1966 (English proof copy).
17. In his study, Falk quotes an address by the Minister of Education at the inauguration of the University of Saigon, who indicated that a new public university might be started at Dalat.
18. Address given on March 29, 1961, by Archbishop Thuc; quoted in Vien Dai Hoc Dalat, a trilingual brochure which had neither date nor pagination. It was probably published in late 1961 or early 1962.
19. Ibid.
20. Conversation with rector and dean at the University of Dalat on February 14, 1967.
21. See English translation of Hue University Catalog, 1961, pp. 1-2.

22. Silcock, op. cit., pp. 43-44.
23. Morgan, Kenneth W., "The Buddhists: The Problem and the Promise," Asia (No. 4), 1966, pp. 80-81.
24. Conversation with Rector Ho, January 19, 1967.
25. Conversations with Rector Ho and members of Cantho administration on January 20, 28, 1967.

APPENDIX A

Appendix A contains descriptions of each of the public universities -- Cantho, Hue and Saigon -- and their several Faculties. These descriptions are essentially field notes which have been compiled by members of the survey team. These notes are based upon on-site visits to the institutions, conversations with the personnel and students of these universities, reference to the data forms provided by the institutions (Appendix B) and reference to readings about education in Vietnam. When possible, reference is made to sources.

As field notes, these various reports have not been harmonized to a single editorial style and the multiple authorship by the team is apparent. Similarly, some duplication is included as well as variation between individual interpretations and evaluations. There may, indeed, be errors of fact. Whenever identified, these have been corrected, but substantial effort has not been invested in polishing these field notes for wide distribution.

Appendix A is, therefore, being circulated only to American and USAID personnel for their uses, which may contribute additional background information concerning the public universities of Vietnam as well as the analysis and recommendations made by the survey team.

E R R A T A

1. The separate authors of the various field notes have followed different style books regulating some mechanics of footnotes, capitalization and punctuation. These individual patterns have not been modified.
2. The Secretary of State for Education has often been referred to, in various discussions, as the Minister of Education. Both titles are occasionally used in these notes; both are intended to refer to the same office.
3. Page 8, line 1, "Cantho" should read "Dalat".
4. Page 21, line 8, "physical check" should read "physical examination".
5. Page 21, line 19, "actual science" insert "(mathematics, physics and chemistry)".
6. Page 28, line 10, "social ambrance" should read "society".
7. Page 48, line 17, "a year ago" should read "3 years ago".
8. Page 57, line 7, "seven year" should read "six year".
9. Page 57, line 24, "psychology" should read "psychological".
10. Page 58, line 17, "theat" should read "theatrical".
11. Page 59, insert between lines 1 and 2, "expressed by some members of the university staff".
12. Page 69, line 9, "Med. semio and surg semio." should read "medical semiology and surgical semiology".
13. Page 81, line 15, should read, "It is responsible".
14. Page 107, line 5, delete "two or".
15. Page 107, line 7, "is usually limited to" should read "is a minimum of".
16. Page 163, footnote, "page 95, Appendix A".

APPENDIX A

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HISTORY AND ORGANIZATION

The University of Cantho was created by Decrees No. 62/SY/GD of March 31 and No. 148/SL/GD of August 2, 1966, and began classes in the fall of 1966 in two borrowed buildings, along with another which housed administrative services.

Establishment of the University, which is located in the southern part of the nation and serves the populous Mekong Delta area, was the result of a number of factors including a grassroots drive for higher education facilities.

From the outset there existed a belief that the University should serve the needs of the Mekong region and that this might demand a somewhat different type of educational format - some looked to the American land grant model - then existed elsewhere in Vietnam.

In some respects this was in keeping with the nature of the region and the type of people, especially the peasants, who inhabit it. One study points out that, historically, the Delta has been a frontier, area and southern Vietnamese society has retained many frontier characteristics, including a receptivity to new ways of doing things, and using new techniques and new tools. That the delta was a place in which the old ways were not necessarily sacred.^{1/}

Cantho, the city in which the new university is located, is the capital of Phong Dinh province. It is situated in the middle of the southern section of Vietnam, and in the center of the Fourth Military

Zone which includes 15 provinces. This region has a total population of about 5,921,000 persons or about a third of the national population (by 1970 it is projected that it will have well over a third of the national population of 18,013,000).^{2/}

The Fourth Military Zone, which will be served by Cantho University, is heavily agricultural and much of its agriculture centers on the production of rice. In 1965-66, for example, Vietnam produced 4,822,000 metric tons of rice and 3,302,000 tons of the total were grown in the Fourth Zone provinces. These ranged from 396,000 tons in Ba Xuyen to 27,000 tons in Kien Tong.^{3/} While there is some coconut production around Rach Gia and Mytho, and the area produces good catches of fish, there are no major crops of tea, coffee, tobacco, sugar or rubber, and not too much industry.^{4/}

Educationally, the southern area tends to suffer along with the other rural sections of the nation, both in the quantity and the quality of educational opportunities at the various levels.

In a report to the New York Times, Charles Mohr looked at the picture in Kien Hoa province in the Delta which had a population of about 620,000 and was relatively well off. He noted that more than 54,000 children attend elementary and primary schools,

"but fewer than 6,000 of these will reach high school -- of these only 130 a year receive the first baccalaureate -- and only 60 a second baccalaureate, which marks the completion of 12 years of schooling. In the village of Phuhung -- there are over 1150 primary school students, but only about 150 are ever graduated even from the five-year primary school, and only two or three get the precious baccalaureate."^{5/}

A fairly good overview of education in the Delta was developed by IV Corps educational teams and published in 1966, and the following information is taken from that report:^{6/}

- A. There were 1922 private and public primary and elementary schools in the 15 provinces in 1965-66, which had 8,403 classrooms, taught 610,599 children in grades 1 to 5, and had 11,588 teachers.
- B. While Vietnam has a national goal of having 75% of the school age population in a province enrolled in education, only Kien Phong province achieved the goal while the provincial average was 52%.
- C. The total number of textbooks distributed to primary and elementary grades in the 15 provinces was 1,760,716 at the end of 1965.
- D. There were 135 public and private high schools in October 1965 with 1,000 classrooms, 83,710 students, being taught by 1952 instructors.
- E. Eleven high schools had science laboratories, 16 had libraries and nine had typing classes.
- F. 52,812 students sat for entrance examinations to public and semi-public high schools (private schools rarely give exams) and 10,985, or 21% were accepted.

There exists in the Delta some special educational facilities which, in some respects are parts of both the high school and post high school educational programs. These include the Vinh Long Normal School, Vinh Long Polytechnic School, some rural trade schools, and the Cantho Vocational Agricultural High School.^{7/}

The Vinh Long Normal School started its first class in February 1967 and exists to train primary school teachers and principals. Admission is dependent upon a general education test, an aptitude test and an oral interview and the normal age limits are 18-21, with an extension to 26 because of government service.

In the period from 1962 to 1964 the school took in 300 students each year and graduated about 297 of each class. In 1965, 360 were enrolled and 286 graduated.

Graduation requisites include two years of course work (with a limit on absences), satisfactory practice teaching, and final examinations in a number of subjects.

The Vinh Long Polytechnic School started its first class in February 1962 and was built at a cost of 70 million piasters. From an enrollment of 191 students, five classes and 32 faculty it had grown by 1965-66 to 655 students, 18 classes and 75 faculty. In 1961-62, 750 students took the examination for the "5th class" and 107 were accepted. By 1965-66 1025 took exams and 120 were accepted. Ultimately, between 80-90% who sat for the Junior Technical High School diploma passed the examination at Vinh Long.

In a follow-up of graduates in 1964 and 1965, it was found that 32 continued their education at the Phu Tho Technical Center; four continued their work (third year) at Cao Thang; 56 stayed to start the third year class at Vinh Long Polytechnic; 22 went into the military; 15 into government jobs; and 3 went into skilled construction.

Several industrial or trade schools were established in IV Corps region at Long Xuyen, Rach Gia, Cantho, Vinh Long, Cao Lanh, and Ben The.

These schools exist to train skilled workers in a variety of fields, promote technical knowledge, provide repair training, prepare students for senior technical high school and give short courses and adult education. Normal entrance requirements include the certificate of primary studies and each course is a year in length after which an individual can enter industry, or if he shows promise, the Polytechnic at Vinh Long. The various schools enrolled no regular students in 1965.

The Cantho Agricultural School was established in 1957 as a Practical Agricultural School. In 1963 it was changed into a vocational agricultural high school -- the only one in the Delta and one of the three in Vietnam -- with a secondary accredited curriculum. It trains agricultural agents at the junior high school level and agricultural technicians at the senior level.

Enrollment requirements include completion of two years of regular high school and passing an entrance examination. In addition, a student must pass another examination after he has completed the first cycle (which is a two-year sequence of basic courses in agriculture, animal husbandry, forestry, fisheries and farm engineering) to be eligible for the second cycle (of three years of specialized work in agriculture, animal husbandry and farm engineering). Following graduation from the second cycle, and having obtained the agricultural Baccalaureate, a student could go on to the College of Agriculture or do other things.

In 1965-66, for example, 1200 students applied and 216 (or 18%) were accepted, giving a total enrollment at that time of 369 (of whom 65 were female). Since inception in 1957-58, the school has graduated 341 students: 184 in agronomy, 59 in forestry and 98 in animal husbandry.

Given the fact that its population consisted of almost one third of the nation, that at the elementary and secondary levels it lacked the educational resources of other parts of the nation, especially those in rural areas, it was almost inevitable that desire for a higher education institution should be manifested.

Ever since the establishment of the University of Saigon, people in the Mekong Delta, which was known as "The West",^{8/} had desired a university for their area. Their feelings were shared by citizens in

Hue, Dalat, Nha Trang, and other cities of Vietnam. In 1957, the University of Hue was established by the Government, and a private (Catholic) institution came into being at Dalat during the same period, but the West remained untouched.^{9/}

Grassroots support for a university in the Mekong Delta came from PTA's, educational leaders, Chambers of Commerce, and leading citizens of this heavily populated area. Organizational meetings were held, and petitions seeking a university for the West were drafted and submitted to the Government. Generally these petitions observed that this was the one major section of Vietnam without a university; that it was a financial hardship for parents to send their young people to Saigon or Hue (and in the former university already there was overcrowding), and that something should be done to alleviate the problems.

A typical petition emanated from a meeting on March 6, 1966 of the Association of Parents of Students of the West. This group said that it represented people from 15 provinces; and among those present were political leaders in Saigon who had grown up in the Delta and were interested in satisfying its needs. In essence, the petition's content might be summarized as follows:

Often we have not asked things of the central government because we have appreciated its difficulties. But now something must be done for the people of the West who have been forgotten in the development of the nation, especially through the absence of a university.

Such universities now exist in Hue and Cantho which have far smaller populations, and Saigon has two universities (including the Buddhist University, Van Hanh).

Such a condition is not good for the development of the nation, and there must be a popularizing of education at all levels throughout the nation. Many rural people in the Delta do not have an opportunity to send their sons and daughters to Saigon and Hue.

The intellectual life of the area suffers, and its economic development is stifled, even though it is the breadbasket of Vietnam and needs specialists. Furthermore, the Declaration of Honolulu emphasized the need for an improvement in the national welfare.

We want a university to start in the Delta in 1966 and it should have faculties of letters, law and science.^{10/}

This petition, as was the case with many of the others, was sent to various government agencies including the Ministry of Cultural Affairs, National Education Council, and the military commander of the IV Corps Region. While the quoted petition did not specify where the university should be established, many assumed it would be at Cantho which was more or less the geographic center and the largest city. It also had the first high school in the area.^{11/} However, residents of such locales as MyTho, Vinh Long and Long Xuyen had similar interests for their own communities.

On March 31, 1966, a decree from the national government (No. 62/SL/GD) stated that a state university would be established at Cantho. It would have all the colleges and faculties of a state university, and all technical colleges necessary to its development.^{13/} A committee of national leaders would be responsible for outlining the development of the program, administration and budget. The

propadeutic year of letters, science, and law would start at once, and there would be a budget of 20 million piasters. Because the faculty of pedagogy had been forgotten, it was necessary to bring it into the academic fold in a decree on August 2, 1966.^{14/} Another 6 million piasters also was added to the budget of the proposed university.

The March decree establishing the university had indicated that a major body would be established to develop the overall program, and this was appointed by decree on April 26, 1966. It was chaired by Rector Quang-Tran-De of the University of Saigon, with Le-Cong-Chat, assistant administrator of IV Corps as vice chairman. Among others were Dr. Pham-Hoang-Ho (who subsequently was to be named rector); Dr. Nguyen-Van-Bong, head of the National Institute for Administration; Dean Tan of the Faculty of Pedagogy, and Dr. Liem, Secretary-General, both of the University of Saigon. A technical committee, which was to deal more specifically with the development of the academic programs and scheduling matters, also was created. Some of its members were also on the major committee.

The major committee also had the responsibility for making a recommendation on a rector for the proposed university. While the Statutes of the University of Hanoi, which were followed in a somewhat abridged form in Saigon, provided that the rector must be a full professor from one of the faculties of the university, this could not apply strictly in the case of a new institution. Just as

there was some departures in the way in which the University of Cantho was to be structured, there was also a departure in selecting its new rector. The man recommended to the ministry and chief of state was Dr. Pham-Hoang-Ho, a French-trained botanist who was an associate professor in the faculty of science at Saigon, had done considerable work with the Oceanographic Institute at Nha Trang, and also was a native of the Delta, his home being in Cantho.

There were several other ways in which the organization and establishment of the University of Cantho differed from the previous academic pattern. The technical committee - which soon developed special sub-groups for each academic field - recommended that the institution be organized on a year basis rather than being based upon the accumulation of certificates of study.^{15/} Hence a student would take examinations at the end of a year in his subjects, and on that basis would either start the next year or be retarded. Some consideration was also given to use of the credit-hour system, which still may be implemented. Another feature was to centralize more activities within the rectorate and bolster its staff accordingly, as will be discussed, rather than putting most clerical staff and duties in the faculties.

At its inception in the fall of 1966, the University of Cantho had 974 students and 47 faculty (many of the latter being part-time and secured from Saigon, members of the Flying Professor Force). There were four faculties: Law and Social Science (this combination itself another innovation), Sciences, Letters, and Pedagogy.

Rector and Rectorate

As in the other public universities, the rector serves at the pleasure of the chief of state to whom he is responsible for the University through the Secretary of State for Education. He is assisted in the administration of the University by a University Council.

The rectorate of the University of Cantho has many of the same offices as the University of Saigon. In several ways, however, the two rectorates differ. Cantho decided to centralize in the rectorate many administrative functions which in Saigon are carried on by civil service staff within the faculties.^{16/} This has also meant, and will continue to mean as Cantho grows, that the clerical staff in the various faculties will be relatively small when contrasted with those elsewhere. Conversely, the rectorate staff will be larger.

The rectorate includes the following offices:^{17/}

- A. Bureau of Personnel, handles staff records, helps with recruitment and appointment; includes chief of bureau and four clerks.
- B. Bureau of Administration, handles correspondence, administrative details, maintains certain records; includes chief of bureau and 22 clerks.

- C. Bureau of Student Affairs, takes care of physical examinations for students, draft problems, housing, guidance, counseling and job opportunities, and scholarships (latter are proposed by deans); includes chief of bureau and 11 clerks.
- D. Bureau of Academic Affairs, sets up schedules and examinations, maintains student records, handles registration and all curriculum matters; includes chief of bureau and six clerks.
- E. Bureau of Accounting and Foreign Aid, handles budgeting, purchasing and payment, inventories, property maintenance; includes chief of bureau and 10 clerks.
- F. Library, includes librarian and six aides-clerks.

University Council

Duties of the University Council at Cantho were set forth in a decree from the Ministry of Education and include:^{18/}

- A. Appointment of professors and their promotion
- B. To study any necessary statutes for the university
- C. Curriculum matters for faculties and colleges
- D. Accept gifts
- E. Establish the budgets
- F. Propose ways to get additional funds

The present membership includes the rector, secretary-general of the University, the deans of law-social sciences and letters, the assistant dean of science, the director of the section of agriculture, and the director of scientific studies.

At present, since there are no faculty councils -- which will come shortly when more permanent staff are secured -- the University Council is the only significant deliberative and policy-formulating body. It meets often and this procedure will continue for Rector Ho expects it to be an active organization and also "expansible", in the sense that diverse problems and matters may be brought to it.^{19/} Presently, for example, recommendations for new staff are submitted to the Council by the rector, and it also approved appointment of the director of the agriculture section.

Faculty Councils

At present these units of university governance do not exist, but they will appear in the near future and will be comparable to faculty councils at Saigon. Existing deans at Cantho have been appointed up to now, but Rector Ho expects that in the future they will be elected by their respective faculty councils. While these councils may assume some of the duties and powers now held by the University Council, the rector believes the latter can refuse to assent to recommendations from the faculty councils. ^{20/}

1. Gerald C. Hickey, Notes on the South Vietnamese Peasant of the Mekong Delta (Memorandum RM-4116-ISA), the Rand Corporation, May 1964, pp 3-4
2. Region IV Education Data - December 1965 (prepared by USAID/Region IV Education Division) no page numbering or date, gives the 5,921,000 figure. An Office Memorandum of Nov. 30, 1966 from C.P.Merrick to W.D. Sharpe, both with USAID, gives a figure of 5,651,400 and projects the 1970 figures.
3. Annual Statistical Bulletin (No. 9, September 1966), USAID Joint Economic Division, p 91.
4. Ibid, pp. 103, 112, 118, 127.
5. As quoted in New York Times, Feb. 21, 1966.
6. Region IV Education Program Data, op cit, neither page numbers nor a publication date is given. See also Annuaire Statistique De L'enseignement, 1964-65, Secretariat D'etat A L'Education.
7. Ibid.
8. While looking at a map may give the impression that Cantho is south of Saigon, the name West goes back to the Cochín-Chinese period.
9. It might be noted that on Nov. 20, 1955, at the inauguration ceremony of the University of Saigon, the then Minister of Education said another university would be built "in a region where a temperate climate will facilitate sustained intellectual efforts," and must assumed this would be Dalat. See Higher Education in Viet-Nam, Field Study No. 5 (Provisional Report) United States Operations Mission to Vietnam, October 1956, p 36.
10. This is a free translation of the document, which this writer has seen. The translation was made on Feb. 21, 1967 by Rector Ho with the help of Mr. Duong.
11. It has been indicated that while competition was somewhat spirited, jealousy has abated with final establishment of a university.
12. This document has been translated by Rector Ho and Mr. Duong.
13. Underlining by this writer. This statement reversed a previous tendency to separate technical disciplines from a university and opened up the door for a faculty of agriculture and, perhaps, even engineering.

14. See Decree No. 148 SL/GD, August 2, 1966 (a copy has been translated for this writer by Rector Ho and Mr. Duong on Feb 21, 1967).
15. Conversation with Rector Ho, February 21, 1967.
16. For example, a faculty at Cantho may have a secretary who heads one or two typists; at Saigon which, of course, is much larger, there may be a secretarial force of 20-30; but this group is handling examinations, registration, student records, etc.
17. Conversations with Rector Ho and Secretary-General Thuy, February 21, 1967.
18. Decree No. 2250 GD/PE/ND, Nov. 12, 1966.
19. Conversation with Rector Ho, Feb. 21, 1967. He expects it to be rather small in size. And on the Council the rector may vote a second time to break a tie.
20. Ibid.

BUDGET^{1/} AND BUILDINGS^{2/}

The budgetary process at the University of Cantho takes place to a major extent in the office of the Secretary-General of the University. The members of the University Council inform the Secretary-General of their needs and he prepares a request in close consultation with the Rector and the deans. The budget that emerges from the process is a concise statement of the University's fiscal needs, arranged according to functional categories such as administration, equipment, and construction rather than by faculties. It is a "centralized" budget as against a collection of the autonomous statements of several faculties.

The University Council reviewed the most recent budget but made no revisions in the Secretary-General's detailed statement. Reductions were made by the Ministry and by the Directorate of Foreign Aid, the latter presumably in areas eligible for aid funds. The reductions for Cantho was apparently much less than those made for either Saigon or Hue and were confined to the two categories of heavy equipment and new construction. The apparently favored status of Cantho can be interpreted as proof of the government's commitment to the new institution.

According to his own description of his role, the Secretary-General has a major responsibility for lobbying and representing the institution on fiscal matters in the Ministry and various branches of the central government. The Rector has responsibilities of this sort,

also, but the interesting feature of the Secretary-General's role at Cantho is the greater importance given this post there than elsewhere.

Buildings

The entire plant of the University of Cantho consists of an administrative building in the city's commercial district and, some distance away, a four-story classroom building. Next to the latter is a project in early stages to house laboratories and classrooms for the Faculty of Science. A 20-hectare site is being cleared on the outskirts of Cantho for construction whose purpose at the moment is unclear. The Rector has stated that the new buildings will be for classrooms, later to be used for student housing when development is completed on an 80-hectare site in the same general area.

In any event, the logic of the University's long range building plans is difficult to understand. The 80-hectare site would probably be adequate for all of their future needs. Moreover, centralization of most facilities appears on the surface to be desirable. Yet, the 20-hectare site involve commitments which will undoubtedly militate against centralization, especially in view of the limited resources available for university construction projects in this country.

The two buildings now in use are clean and well maintained. A small library on the fourth floor is the only visible exception to the use of the classroom building for instructional purposes. Laboratories are presently used by the Faculty of Science in a hospital in Cantho; members of the team who were present on the first visit describe these as woefully inadequate for instructional purposes.

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1. Based on conversations with Secretary General Nguyen Van Thuy at Cantho on Feb. 22, 1967.
 2. Based on observations of team members at Cantho on February 21, 22, 1967.

FACULTY AND STUDENT AFFAIRSFACULTY

The University of Cantho is in its first year of operation and distinctive patterns are not well enough established to warrant judgments. Faculty appointment, classification, promotion, faculty load, salaries and faculty organization follow the same general pattern described under the section for the University of Saigon.

However, the shortage of qualified staff members at Cantho is even more critical than at Saigon. Faculty housing is almost impossible to find in Cantho and the majority of faculty members are forced to commute from Saigon. Even with adequate housing, there may be a reluctance on the part of many to accept a position away from the city of Saigon.

Recruitment

Table I indicates the 1966-67 instructional complement at the University of Cantho. Only five of a total of 34 full-time teachers have a rank above instructor. It is hoped that qualified faculty members can be attracted to Cantho when housing and academic buildings are available. Furthermore, it is believed that the creation of a new university, freed of the shackles of the past and dedicated to the development of students of use to society and the nation, will stir the imagination of bright and capable young faculty people and will attract them to the Cantho campus.

TABLE 1

1966-67 INSTRUCTIONAL STAFF

UNIVERSITY OF CANTHO^{1/}

	Law and Social Sciences	Letters	Pedagogy ^{3/}	Science	Total
Full Professor	1 (3) ^{2/}	0		0	1 (3)
Associate Professor	(3)	1		1	2 (3)
Assistant Professor		1 (1)		1 (5)	2 (6)
Instructor		6 (2)		21	27 (2)
Graduate Assistant	2			(2)	2 (2)
Total	3 (6)	8 (3)		23 (7)	34 (16)

1. Compiled from Data Forms D and E.

2. Part-time faculty members.

3. Pedagogy will start with first class next year.

Faculty Morale

Faculty morale at the University of Cantho is unusually high, partly because of the spirit of enthusiasm inherent in a new venture but largely due to the enthusiasm and dedication of the leadership in trying to create a university that will meet the needs of the people of the Delta. Although there is a desire to maintain the good in the present system of Higher Education, there is a great willingness to discard outmoded methods and to adopt new systems if they contribute to the development of a generation capable of elevating Vietnam to the rank of a developed nation. Evidence of this willingness is the desire to create a strong College of Agriculture with prestige equal to other faculties on the campus.

STUDENTSRegistration

Candidates seeking enrollment must be holders of the complete Baccalaureate or a diploma recognized as its equivalent. Besides, candidates must meet special requirements for each department. All students must pay annual fees at the time of registration for such items as enrollment, library, physical check, insurance, workshop, natural science, and actual science. Students receiving a scholarship or an exemption will have their fees refunded after details are completed.

The University uses a central registration system. Students are issued class cards which are valid for one year. These cards

are non-transferrable and must be presented at final examination time.^{1/} Faculty members are given a list of students enrolled in their classes at the beginning of the school year. Students may enroll in more than one faculty.^{2/}

Enrollment

1200 students applied for admission in the fall of 1966-67 school year and 974 were admitted. Of this total 355 enrolled in the Faculty of Law and Social Sciences, 163 in Science, 222 in Letters and 243 in the Faculty of Pedagogy. Students in the Faculty of Pedagogy were distributed during their first academic year between Letters and Sciences.^{2/} Courses in their second year will be given in the Faculty of Pedagogy.

Class sizes vary considerably within faculties and between faculties. 355 students are enrolled in each class in the Faculty of Law and Social Science, 69 in each class in the Faculty of Science while class sizes in the Faculty of Letters and Pedagogy vary from 50 to 250 (Data Form F).

Class Attendance

The University does not appear to have a uniform policy regarding class attendance. Some instructors expect attendance while others believe "students who do not want to learn should not be in school - those that want to learn will get the knowledge anyway".^{3/}

Examinations

Final written and oral examinations are given at the end of the school year even though courses operate on a semester basis. An examination is given again after the summer vacation for students failing the first examination.

Student Organizations

Student activities have not been organized as yet for this is the first year of operation of the University. Ground was being readied for construction of student housing during the team visit on February 21 but plans for construction have not been finalized.

FACULTY OF LAW AND SOCIAL SCIENCES

Faculty and student affairs in the Faculty of Law and Social Sciences are similar to those described in the general statement for the University of Cantho.

355 students enrolled this fall in the first year (Data Form A).

The full-time staff of 3 includes one full professor and two assistants. The part-time staff is comprised of 3 full professors and 3 associate professors. (Data forms D and E).

Data Form F indicates that 355 students are enrolled in each class.

FACULTY OF LETTERS

Faculty and student affairs in the Faculty of Letters are described in the general statement for the University of Cantho.

222 students enrolled in the propedentique year this fall. An additional 156 Pedagogy students were registered in the Faculty of Letters (Data Form C).

The 8 full-time instructional staff is comprised of 1 associate professor, 1 associate professor and 6 instructors. Three additional staff members served on a part-time basis.

Class sizes vary from 50 to 250 (Data Form F).

FACULTY OF SCIENCES

Faculty and student affairs in the Faculty of Sciences are described in the general statement for the University of Cantho.

174 students enrolled in the propedentique year this past fall (Data Form C).

Data Form D indicates a full-time staff of 23 members. This total includes 1 associate professor, 1 assistant professor and 21 instructors. In addition there are 7 part-time staff members, 5 assistant professors and 2 graduate assistants (Data Form E).

There are 69 students in each class (Data Form F).

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1. University of Cantho Catalogue (1966-67).
 2. Data from Rector Ho.
 3. Interview with staff members of University of Cantho on Feb. 21, 1967.

LIBRARY

There is a single comprehensive library at this new public university in the Mekong delta region. Since the university is only a year old it has the advantage of being able to carry out innovations in organization and program. A single central library is one of these innovations. The other public universities at Hue and at Saigon have decentralized libraries.

There are 4,000 books in the Cantho collection of which 1,000 are in English, 2,000 in French, and 1,000 in Vietnamese. Considering the fact that the library has been in existence only 9 months this is a good record indeed when you consider the transportation and purchasing problems involved. There is very little being published in Vietnamese and books in other languages have to be ordered from overseas. Many of the present collection have been gifts from USAID, the French Culture Mission, and other friendly nations. The University budget has an item of 2,000,000 VN\$ for book purchases. This represents about \$16,000 US.^{1/}

The library itself is located on the top floor of the main classroom building. There is not enough protection against dampness or rain. The rooms are clean, well-maintained, and are used more than at other Universities in the country. Airconditioning would be a valuable addition to the facilities, both in terms of book protection as well as physical comfort.^{2/}

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1. Appendix B, University of Cantho, Data Sheet, Library.
 2. Inspection of Library on January 20, 1967.

COLLEGE OF AGRICULTURE

ACADEMIC PROGRAMS

No information in current catalog.

No reports submitted.

At a meeting on February 21 involving the Rector and his Director of the College of Agriculture with the Florida Team the following information was presented:

1. The emphasis of a program in agriculture should be on the practical side to serve the region. Areas to be emphasized should include rice cultivation, cereals, horticulture, fishing, and animal husbandry.
2. Assistance is needed:
 - (a) in foreign faculty to train Vietnamese who would teach the first two years of the program and for foreign faculty to establish laboratories and teach the last two years of the program
 - (b) in securing adequate facilities (equipment and buildings).
3. The opening of this college will have to continue to be postponed until facilities and faculty are available.

In answer to specific questions raised by members of the Florida team, the following information was given:

1. The temporary site for the College of Agriculture would be 18 acres near the radio or relay station; eventually this school would move to the main permanent campus.
2. The first year of the program would involve 50 students and 8 professors; five years later it was estimated enrollment would total 200 students to be taught by 12 professors.
3. The program would not be designed to duplicate that of the College of Agriculture in Saigon which emphasizes engineering aspects.
4. The College of Agriculture would have to be financed through the national budget and not by the 15 provinces of the Delta.

DEPARTMENT OF LAW AND SOCIAL SCIENCES

ACADEMIC PROGRAMS

The Department of Law and Social Sciences considers as its objectives:^{1/}

1. to help students acquire a general and basic knowledge of law.
2. to orientate students toward the technical subjects of economics, political science, social science, public administration, statistics and other areas of business administration, such as accounting and commercial enterprise.
3. to help the students in an understanding of the living relationships between man and social ambrance in order that they can easily secure jobs upon graduation which fit their education and abilities.
4. to prepare students to accept new functions appropriate to the trend of economic and social development of the country.

Curriculum. Although there are intentions of developing a four year curriculum, at the moment only the following information is available in terms of topics included in the preparatory year:

	<u>Class Hours During The Year^{2/}</u>
1. Civil Law	70
2. History of Legislation	70
3. International Institutions	70
4. Economics (Micro and Macru)	70
5. Constitutional Law	70
6. Sociology	40
7. Social Science Terminology	40

This is the only University authorized to develop a Faculty of Law and Social Sciences.

It is anticipated that the License in Social Science will be authorized with course work in economics, political science, and law. The Dean indicated that plans were to follow the University of Saigon law program. Their intent, however, is to set up a specific program leading to a certificate for intermediate level government employees in public administration. The emphasis in economics would be designed with the private sector in mind. This would include course work in applied economics, accounting, and business administration. The need was expressed over and over again for students who upon graduation will enter the private sector. It was acknowledged that the License was used primarily as a means of entering government service. However, recognition must also be given to the need by the government for accountants qualified to examine and interpret the records of private businesses.^{2/}

Requirements for Admission. Admission requirements are the same for the University. (Some wish to give thought to use of a supplementary means for curtailing enrollment.)

Enrollment this first year numbers 355.^{3/}

Course Outlines and Descriptions. (None available.) There is considerable reluctance to put proposals down on paper for fear of being committed to them. Some consideration is being given to a

credit rather than a certificate system. On the other hand there is considerable feeling that policies need to be uniform throughout the three universities.

Method of Instruction. Lectures/Graduate Assistants' notes are duplicated after having been corrected by the professor. However, in a few courses such as Constitutional Law, the professor does the job. The University is in charge of the sale of the notes.

Examinations. Annual written or oral examinations will be given but no decision yet as to which method will be applied to what courses. Some professors use written quizzes from time to time during the course.

(There is university policy on the number of times a student may repeat a course.)

Degrees. A statute relating to degrees and certificates conferred by this department has yet to be enacted.

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1. University of Cantho Catalog, 1966-67, Chapter III, English Translation.
 2. Information supplied ^{by} members of the Faculty of Law and Social Sciences during interviews at Cantho 2/21/67.
 3. Information supplied to Committee on Personnel Form A.

DEPARTMENT OF LETTERS

ACADEMIC PROGRAMS

The first year program offered in 1966-67 permits a student to elect one of four areas of specialization: Vietnamese-Chinese, History-Geography, French, or English. Students are permitted to change their area of specialization once.^{1/}

Curriculums (or Areas of Specialization).

The following courses are common to all areas of specialization:

	<u>Hours Per Week</u>
1. Introduction to History of Vietnamese Literature, V. 101	2
2. Reading and Study of Modern Prose and Poetry, V. 102	2
3. History and Civilization of Mankind S101	2
4. Introduction to Geography, D101	2

Specialization is available as follows:

1. Vietnamese-Chinese

Small Group Discussions of Vietnamese Literature V103	1
Grammar and Reading of Chinese Prose and Poetry H101	4
Small Group Discussions of Chinese Literature H102	2
Basic French Ph 101*	3
*(English A101 may be substituted)	—
	8 + 10 = 18

2. <u>History-Geography</u>	<u>Hours Per Week</u>
Grammar and Reading of Chinese Prose and Poetry H101 (May substitute French Ph 101 or Eng A101)	4
Vietnamese Historical Research S101	2
Foreign Language Exercises (involving excerpts from historical works S103	1
Map Study D102	2
Exercises in Geography D103	1
8 + 10 =	<u>18</u>
3. <u>French</u>	
Basic French Ph 101	3
Reading and Explanation of Texts of French Ph 102	4
French Grammar (theory and practice) Ph 103	2
Special Studies in French Ph 104	1
8 + 10 =	<u>18</u>
4. <u>English</u>	
General Course in English A101	3
Modern English Authors A102	3
Oral English A103	5
8 + 10 =	<u>19</u>

Method of Instruction. The lecture method is supplemented by small group discussions in areas of specialization. Supplementary exercises and readings are also given by professors in these small groups. Lecture notes and course materials are distributed to students for a small fee.

Examinations. Written examinations are given in each subject plus oral examinations in French and English. The minimum year end total score is 80. However, any single score of 4/20 or less is an elimination score.^{1/} If class work during the year is good or excellent, the examination score of a student may be increased from 5 to 10 per cent.

Requirements for Admission. No special requirements are imposed other than the general provisions for admission to the University. In 1966-67 of 267 applicants, 222 were admitted.^{2/}

Course Outlines and Course Descriptions. Neither course outlines nor course descriptions have been provided to the Committee.

Degrees. Only the preparatory year has thus far been offered. Approximately 250 are enrolled of whom 156 are Department of Pedagogy students.

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1. University of Cantho Catalog (1966-67) Chapter 4 (English Translation).
 2. Information provided on Personnel Data Form A.

DEPARTMENT OF PEDAGOGY

ACADEMIC PROGRAMS

This program has not yet been established. Students are taking their preparatory year in either the Department of Letters or the Department of Science.

No information in current catalog.

DEPARTMENT OF SCIENCE

ACADEMIC PROGRAMS

The Department of Science offers two programs. One is equivalent to that leading to a certificate of Physics, Chemistry and Natural Science. The other is equivalent to that leading to a certificate of Mathematics, Physics, and Chemistry.^{1/}

The preparatory year for each of the programs is outlined as follows:

PHYSICS, CHEMISTRY, NATURAL SCIENCE

<u>Subject</u>	<u>Hours Per Week</u>	
	<u>Lecture</u>	<u>Laboratory</u>
Animal Biology (Zoology)	2	2 $\frac{1}{2}$
Plant Biology (Botany)	2	2 $\frac{1}{2}$
Geology	2	2 $\frac{1}{2}$
Physics	2	2 $\frac{1}{2}$
Chemistry	2	2 $\frac{1}{2}$
Problems	1	1
	<u>11</u>	<u>13$\frac{1}{2}$</u>

MATHEMATICS, PHYSICS, CHEMISTRY

<u>Subject</u>	<u>Hours Per Week</u>	
	<u>Lecture</u>	<u>Laboratory</u>
Mathematics	5	4
Natural Sciences	3	3
Chemistry	<u>3</u>	<u>3</u>
	11	10

Requirements for Admission. No special requirements are imposed other than the general provisions for admission to the University. In 1966-67 of 229 applicants, 174 were admitted.^{2/}

Course Outlines and Descriptions. Detailed outlines and course descriptions are included in the science section of the University of Cantho catalog.

Degrees. (Only the preparatory year has thus far been offered. Only this year has been authorized, thus far, by the Secretary of State for Education.)

Method of Instruction. Lectures and laboratory work comprise the main basis of instruction. In addition small group discussions (seminars) and field trips are utilized. For example, animal and plant collections are expected to be developed by each student.

Examinations. In addition to annual written examinations on each subject, oral eliminating tests are given. Practical or laboratory work during the year also has a bearing on the examination score.

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1. University of Cantho Catalog, 1966-67, English Translation.
 2. Information supplied to Committee on Personnel Data Form C.

INCEPTION AND EARLY HISTORY

The University of Hue was established by presidential decree on March 1, 1957, with Father Cao-Van-Luan as first rector. He is a graduate of the Paris Asian Linguistics School. It was charged with developing the Vietnamese culture and coordinating it with foreign ideologies, as well as providing qualified training for the people of central Viet Nam. There was also the belief that it would be worthwhile to establish a center of learning and culture in the old and beautiful imperial city which, since it also was close to the demilitarized border with North Vietnam, might serve as a showplace for what the Republic could accomplish.^{1/}

When it opened in the fall of 1957 there were four sections -- pedagogy, law, letters and science -- enrolling some 350 students who were scattered about a number of classrooms and hostels in Hue. It was also proposed that a special institute of Sinology should be established, which was related to the concept that Hue should place special emphasis upon the historical development of the Vietnamese culture. There was also a library and a contemplated center for the translation of historical documents.

With each passing year, succeeding classes were added to the University, faculties replaced the initial sections or departments, and additional parts appeared, along with enrollment increases and more faculty.

In 1958-59, for example, the Faculty of Letters had only four certificates: Vietnamese Literature, History of Philosophy, French Culture, and American-British Culture. Added the following year were History of Vietnam and South-East Asia, Psychology, Chinese Language, and English Linguistics. By 1960-61, there was also French Linguistics, Logic and Theology, Ethics and Sociology, and Vietnamese Linguistics. During that same year the Faculty of Medicine was started and the total university faculty reached 147 (19 in Law, 28 in Sciences, 32 in Letters, 50 in Pedagogy, and 18 in Sinology).^{2/}

By 1961 the statement was made that "from now on, the establishment of Hue University institutions can be considered as adequate and able to issue higher education diplomas such as Licentiates, Degrees of Law, Letters and Sciences, and Graduation Diplomas from the Faculty of Pedagogy".^{3/} The students numbered 2102 in 1961-62, with 172 in Law, 967 in Sciences, 554 in Letters, 220 in Pedagogy, 140 in Sinology, and 49 in Medicine.^{4/}

In 1966-67, despite the serious turmoil the University went through during the previous summer because of the Struggle Force and the concomitant withdrawal of United States assistance, there were 3,247 students enrolled in the various faculties, with science and letters each enrolling more than a thousand. The latter were also organized on a yearly basis while the other three faculties, like Saigon, continued to be based upon the accumulation of certificates.

However, because of the difficulties of the spring and summer of 1966, the total faculty in 1966-67 was not as large as the 177 full and part-time persons who comprised the staff the year previous.^{5/}

Administration and Organization

The University operates under the Statutes of Hanoi, as modified by customs developed at Saigon and peculiar to Hue. It also is affected by the various government decrees and arretes issued from time to time.

The University is headed by a rector who is appointed by the Vietnamese chief of state and serves at his pleasure. The rector is chairman of the University Council and implements its decisions. There also is a University Administrative Board,^{6/} as well as the rectorate bureaus, and the various faculties with their deans, councils, teaching corps and civil service personnel.

Rectorate

The Secretary-General, who is the administrative assistant to the rector, presides over the secretariat known as the rectorate. It includes four bureaus; each headed by a chief and consisting of secretaries and clerks:

- A. Personnel - handles central correspondence, maintains records, especially those relating to recruitment, appointment, promotion, transfer and retirement of professors and civil service persons; also handles confidential matters.

- B. Accounting and Materials - responsible for all budgeting and fiscal matters; collection of fees and awarding of scholarships; purchasing and maintenance.
- C. Registration and Academic Affairs - handles student affairs, certain student records, examinations and schedules.
- D. Public Relations - handles relations and foreign universities and their representatives; responsible for guidance to students, as well as physical education and health.^{7/}

There also is a library which is placed under the responsibility of the University rectorate.

University Council

This is the highest deliberative body and it includes the rector, deans of the five faculties, two faculty representatives from each faculty, and the Secretary-General who serves as Secretary. It handles matters of a general university nature and must give its assent to matters which come to it from the various faculty councils, especially those dealing with promotions and curricular change.

The Faculties

Each faculty is headed by a dean who is either elected by the faculty council or appointed by the rector. The dean handles administrative details for the faculty and is aided by an assistant dean and some civil service personnel.

Membership on the faculty councils varies, but each must have a minimum of six persons including the dean. Ideally, only senior faculty are included, but practically, because of the lack of senior faculty, instructors and lecturers often are members. In some faculties the chief of a department automatically is a member, and in others all are elected.^{8/}

As far as the power to move the institution is concerned, the source of its dynamism or the lack of such a quality, it is the faculty council. It inherits the traditions and attitudes of its predecessors and either observes them or endeavors to break from them. It is the faculty council which makes the basic determination on who shall be appointed, promoted and retained. It shapes the content of courses and programs, and the direction of degree requirements, albeit the University Council has the final decision on some of these significant matters. If there is to be revision or restudy, it must emanate from the faculty councils, although the rector and/or university council can bring pressure to bear.^{9/}

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1. It was established by Decree No. 45-GD; see also 1961 University of Hue Catalog (translation), pp. i-ii, hereinafter referred to as 1961 Catalog; and Nguyen Dinh Hoa, Higher Education in the Republic of Vietnam (Vietnam Culture Series, No. 6), Directorate of Cultural Affairs, Saigon, 1962, p. 24.
 2. 1961 Catalog, op. cit., pp. iii-iv; Hoa, op. cit., pp. 24-25.
 3. 1961 Catalog, op. cit., p. vii.

4. Hoa, op. cit., p. 25
5. Conversation with Rector Anh, January 25, 1967.
6. This board is identified in a mimeographed sheet which was given to the team during its visit Jan. 25-27, 1967. The Board includes the rector, five deans, and the director of studies of the Faculty of Pedagogy.
7. See: The University of Hue: An Overview of the Institution and Its Development Plan (mimeographed copy), no date, but probably 1966, p. 3; hereinafter referred to as Hue Overview; and 1961 Catalog, op. cit., p. vii. Most of these bureaus seem to have followed the pattern at Saigon.
8. Conversation with University Council members, Jan. 26, 1967; see also Hue Overview, op. cit., p. 3 and 1961 Catalog, op. cit., p. ix.
9. As examples of revision or restudy, some of the deans on Jan. 26, 1967 indicated the following: Science was studying new ways to train researchers and, especially, specialists in electronics; Law had just started an economic research bureau which was ascertaining the impact of inflation on savings and investments in the Hue area.

ADMINISTRATION, BUDGETING, AND FACILITIES^{1/}Administration

The Rector of the University of Hue is appointed by the Minister of Education with the approval of the Chief of State. Operating as it does under the Statutes of the University of Hanoi, once removed, the formal structure of Hue appears much like that of the University of Saigon. The University Council advises in policy formulation for the entire university. The Secretary-General handles details of administration and heads a collection of bureaus of the university administration such as student affairs, maintenance, purchasing, and public relations.

Four of the five deans at Hue -- Law, Letters, Science, and Medicine -- are elected by their respective faculties for three year terms. There is nothing to prevent their reelection. The Dean of Pedagogy is nominated by the Minister of Education with the approval of the Chief of State. The method of appointing the Dean of Pedagogy was explained on the basis of the high priority assigned to teacher-training by the central government. Pedagogy, like the other faculties, does have a council made up of the heads of department in that faculty. The faculty councils provide assistance in the formulation of plans and policies.

Stylistic differences exist between the administrations of Saigon and Hue largely in terms of the greater centralization of administration in the latter place. Differences may well spring from the

necessity of the newer institution to deal with several unique problems more than they do to any deliberate repudiation of the old French hierarchical system that exists at Saigon.

Senior professors in the French model are practically nonexistent at Hue, a situation which when combined with the need to include junior people on governing councils helps to explain the substitution of administrative leadership for academic prestige. The need for another pattern of leadership is intensified by the dual roles of many of the faculty at Hue. Rector Anh and at least three of the deans serve as members of each other's teaching faculties. This potential anarchy of roles can only be ordered by recourse to centralized administration as an alternative to an academic hierarchy.

It can also be hypothesized that the unique political problems of Hue have necessitated a responsiveness on the parts of university officials which in practice has created a habit of centralized decision-making. The Rector insists that the University of Hue adopt a non-political stance and adherence to this policy is apparent among the Hue faculty interviewed by members of the study staff.

Budget

The budget process is as illustrative of the more centralized practices of the University of Hue as are the faculty's reactions to the extremely sensitive problems of the I Corps area in which Hue is located.

The Rector at Hue reserves to himself considerable control over the allocation of the limited funds available to the university. The first step in the process is the same as it is elsewhere in the public higher education system of the country: the various faculty councils, composed mostly of heads of departments, estimate their needs for the coming year. At this point, the Rector, with the advice of the University Council, composes and adjusts the claims of the various faculties. This latter step appears to be a departure; at Saigon there is apparently little modification of the budget requests of faculties before they are sent on to the Ministry.

The rectorate at Hue adds to the budget requests a "central" or collective budget for basic supplies, utilities, library books, maintenance, and equipment. At least fifty percent of the university budget is expended directly by the Rector and his staff.

No budget "cut" in the sense of a given percentage of reduction of the university's request is made by the university, as we have been told takes place in the case of the Saigon budget. Apparently, certain new requests for faculty and construction may be removed at the Ministry level, but the procedure for reducing most of the budget appears procedural rather than a direct reduction of a request. Requests from faculties to expend funds may be delayed or postponed

although not cancelled. Often when approval is finally granted by the Ministry to make particular expenditures, requisitions and work orders cannot be approved in time to qualify under the current year's scheduled expenditures. The impossibility of obtaining deliveries in short periods is also a check on expenditures.

Priorities are given to certain functions in the University of Hue. The original budget request for the Faculty of Pedagogy is normally higher than are the requests of other faculties. This is in the expectation that the Ministry will assign a higher priority to Pedagogy than it does to other faculties. For rationale, the Dean pointed to the decree creating Pedagogy which called for the establishment of a "school" with the consequent direct pipeline to the Ministry. Moreover, foreign aid, especially earmarked for teacher-training, puts Pedagogy in an advantaged position.

Buildings^{2/}

The buildings of the University of Hue include separate structures for central administration; each of the faculties of Law, Medicine, and Pedagogy; a central library; and apartment housing for faculty and members of the Ohio University advisory group. The Faculties of Letters and Science are housed in a compound in a commercial section of Hue. With the exception of the latter, the buildings are within walking distance of each other in a pleasant residential section of the city. Housing for a small number of students is located some distance from the other buildings and was not visited by the study group.

The central administration building at Hue is a comfortable, French style structure, which by Vietnamese standards is well-maintained and fits the purpose for which it is used. The central library holds about twenty thousand volumes for the Faculties of Science,

Letters and Pedagogy. It is doubtful that the library could be used for many more than this number of books. The Faculties of Medicine and Law maintain separate collections, and a substantial number of volumes are kept at the Faculty of Pedagogy for the use of students and pupils in the demonstration school.

The Law building is too small for the numbers of students enrolled there as are the combined facilities of Science and Letters. All of these structures have suffered from deferred maintenance and repairs although there are signs that these functions have not been completely ignored. Some painting and concrete repair work have been done recently and these older buildings were much cleaner than their counterparts at Saigon.

The Medical Faculty occupies about a third of the plant which is anticipated at Hue. One new classroom and office building has been finished. The skeleton of an extension is testimony to the financial crisis that caused the termination of its construction about a year ago. The medical facility was to be financed from the sale of Canadian commodities but inflated costs have stalled the program. In addition to the completion of the construction program, the dean and faculty want badly to add a two hundred bed teaching hospital to their plant.

The Faculty of Pedagogy occupies an impressive, handsomely designed new structure next to a new demonstration school of matching

design. The spaces are adequate but the absence of advisory staff makes it impossible to pursue the purposes for which they were designed. Much of the equipment for special courses in woodworking, domestic science, and typewriting is unused or uncrated after months of waiting for people to show the Faculty of Pedagogy how it should be used.

The faculty apartments opposite the central administrative building are in four buildings, two of recent construction and two of older vintage. The newer ones contain the now empty quarters of the Ohio University group with a capacity of nine persons, three to the spacious apartment that is on each of the three floors. They are presently unoccupied.

Faculty members and their families occupy the other buildings. They were described to us as too small for families with several children. Undoubtedly the Ohio University spaces would be better housing for some of the larger faculty families, but unresolved political problems at Hue prevent their use.

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1. All information contained herein is the result of interviews with all of the deans, some faculty and the Rector of the University of Hue on February 17, 18, 1967.
 2. Material herein is the result of observations of the University of Hue on February 17, 18, 1967.

FACULTY AFFAIRS

In discussing faculty affairs at the University of Hue it appears very appropriate to anchor a point of departure in the earlier judgment of another author. Although eventually published in 1964, the following statements were written in mid-1960, less than three years after the opening of the University of Hue.

"The new University of Hue's difficulties are even greater than those of the University of Saigon. Hue's ancient glories are only ruins and memories; a small provincial town near the border with the Communist North offers few attractions to the French-educated intellectuals, to most of whom Saigon is the only place for intellectual and cultural life. To induce them to teach at Hue, the challenge of establishing a university in the national language has to be strong indeed. Perhaps for that very reason this university's few permanent staff members are people of great keenness and high morale.

"It must be admitted, with regret, that they have little at present to show except promise for the future. Buildings are unimpressive and not even suitable, though Hue is not overcrowded like Saigon, and the university was meant as a national cultural center in the ancient capitol; equipment and even books are in very short supply; the library has seating accommodations for only about 80, with a student population that has grown in three years to more than 1,400. A staff of the very highest caliber in Vietnam has been attracted to travel from other parts of the country to give lectures on a part-time basis; this has meant, however, that courses can hardly be planned in logical sequence but must be adapted to the times at which the visiting professor can be available. The University is organized in (five faculties). Teaching is wholly in Vietnamese, but the structure of teaching is like that of a French university. Students can read, though sometimes slowly, in French or English. There are only a handful of graduate students. Interesting projects and material for research have been found, but conditions are too difficult and supervision too inadequate for good results to be achieved at present."

"It is a place of hope in which one responds to the vitality of the academic spirit. For here, under devoted leadership, a handful of scholars unrecognized and almost unaided are tackling their immense problems with true academic humility, ambition, and zest."¹

The political turmoil of 1966 has had distasteful - and almost catastrophic - effect upon the University of Hue. Despite these most unfortunate circumstances, the status of faculty affairs, paradoxically, are at the same time both better and worse than Professor Silcock has described.

Because all the public universities in Vietnam are operated through the Secretary of State for Education, the fundamental structure of faculty affairs is similar for the Universities of Cantho, Hue and Saigon. For this reason the comprehensive description of these arrangements is presented with the University of Saigon, which is the largest and most complex of the three institutions. The reader is referred there for detailed information. Only variations from these patterns and the unique characteristics of the University of Hue will be cited here. Under these premises, the instructional complement of the University is presented in Table 1.

The functions of appointment, classification, promotion, salaries and retirement, and faculty organization follow the normal university-system patterns with only minor variations. A more significant variation exists in the Faculty of Law where an instructor could be promoted directly to associate professor upon the completion of the Doctorate of State.^{2/}

Recruitment

The recruitment of faculty, however, is a much more difficult task. As noted in Table 1, nearly two-thirds of the total instructional complement are part-time instructors. This is a most crucial condition.

TABLE NO. 1
1966-67 INSTRUCTIONAL COMPLEMENT
UNIVERSITY OF HUE^{1/}

	<u>LAW</u>	<u>LETTERS</u>	<u>MEDICINE</u>	<u>PEDAGOGY</u>	<u>SCIENCE</u>	<u>TOTAL</u>
Full Professor						
Giao Su That Thu	1	2 (8)	2 (^{2/} 1)			2 (1)
Associate Prof.						
Giao Su Dien Giang	1	2 (8)	2	1 (1)	2 (6)	8(15)
G.S. Uy Nhiem						
Assistant Prof.						
Giang Su	1(3)	3 (3)	4 (3)	6(13)	(8)	14(30)
Giang Su Uy Nhiem						
Instructors						
Giang Nghiem Trung	6(3)	1 (1)	11 (6)	7 (4)	12	37(14)
Phu Khao						
Lecturers						
Giang Vien	(5)	3 (3)	2 (5)	2(12)	(16)	7(41)
Total	8(11)	9(15)	21(15)	16(30)	14(30)	68(101)

1. Compiled from Personnel Data Forms, D and E.

2. Part-time instructors, most of whom are contracted from Saigon.

Faculty Load

Because of these recruitment problems, teaching loads are excessively heavy, which precludes good work on the part of either student or teacher. Class contact hours range from 1-19 hours per week, while students registered for single courses ranged from 7 - 532.^{3/} Again, class size in Pedagogy is carefully controlled, ranging from 9-33 persons, while class size in Medicine is consistent with the annual survival rate of each entering class.^{3/} A glaring example of these excessive loads is a mathematician scheduled for 15 hours of class per week in which 429 students are enrolled, who then also flies to Saigon to assist in the institution there.^{3/}

Because of the large number of professors flying to Hue, classes and lectures must be scheduled for their convenience rather than in a logical instructional pattern; e.g., a 40 hour year-long course in science will be presented by a lecturer giving 10 hours of lectures over a two day period, on four separate visits to campus. For such reasons, and other interruptions, the Faculty of Medicine reported its first classes were held Nov. 21, 1966.^{3/}

Faculty Morale

Faculty morale at the University of Hue is quite unique. Professional motivation is very high, almost to zealousness. Some new programs are being designed, partly as a technique of adaptation to their stringent circumstances and partly for educational progress.

Following the political interruptions at the University some of the faculty have left. Those remaining recognize the hardships of inadequate salaries, the difficulties of recruitment, the relative isolation of their city, but these are primarily problems to be solved rather than symbols and causes of despair.

Academic "brinksmanship", however, is a very exhausting game, and the resources in reserve at Hue are now dangerously low. The nucleus of a faculty still remaining at Hue can yet become a cornerstone. It will, however, urgently need support. The loss of so fine a faculty would be tragic, not only to Hue, but to all of higher education in Vietnam.

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1. Silcock, Thomas H. Southeast Asian University. Duke University Press, Durham, North Carolina, 1964. pp 43, 44.
 2. Interview, Faculty of Law, February 17, 1967.
 3. Personnel Data Form F.

STUDENT AFFAIRSAdmission

The primary requirement for admission to the University of Hue is possession of the Baccalaureate II. Open admission for all holders of the Bac II is maintained for the Faculties of Law, Letters and Science.^{1/} In addition, a competitive examination is required for admission to the Faculty of Pedagogy and also of Medicine.^{2/} Total enrollment in the former is controlled by the Secretary of State for Education, while the enrollment in Medicine is limited primarily by facilities to an annual entering class of 50.

Under these policies enrollment has been reasonably stable during the last four years, and is currently at 3,152 students, one sixth of whom are women.

Law	- 553
Letters	1220
Medicine	182
Pedagogy	245
Science	952
	<u>3,152^{3/}</u>

Registration

Several registration procedures differ from those at the University of Saigon.^{4/} Central registration is conducted for all students, except those registered in the Faculties of Pedagogy and Medicine. Students may register in more than one Faculty, but records indicate only one enrollment per student in the Faculty where he intends to take the License. Students in the Faculty of Pedagogy take their professional courses in that Faculty, and register in Letters and Science for the appropriate courses there.

The procedures of registration are clear and apparently operate smoothly. Records are kept simply and statistical reports are developed at the close of the academic year.

Fees and Scholarship

The annual fees paid by each student total 1,063 VN\$, as follows:^{5/}

Registration	VN\$ 400
Library	40
Laboratory	240
Medical	50
Insurance	33
Examination	<u>300</u>
	1,036

Fees are collected centrally.

Some government scholarships are available under which students receive allowances of VN\$ 700 or VN\$ 350 per month for 12 months when holding full or half scholarships. Students in the Faculty of Pedagogy hold the regular governmental scholarship which exempts them from the payment of fees and grants a monthly stipend of VN\$ 1,000 for 12 months.^{5/}

Class attendance is required for all students except those who have registered in the Faculty of Letters as part-time students.^{6/}

Survival

Despite these improvements in procedures, student survival is still a deadly game of academic roulette. Although precise figures are not available, there is reasonable agreement that only about half the students in each course will sit for the certificate examination, and that only 40-50% of those writing will pass the examination.^{7/}

This deadly attrition is reflected in the enrollment figures. Second year enrollments expressed as a percentage of the first year enrollment range from approximately 10% in the Faculty of Law to about 66% for full time students in Letters and Medicine. Heavy attrition continues until approximately 4% of an entering class will obtain the Licence four years later.^{8/}

The Faculty of Medicine has a seven year program which will graduate its first students this year. It is possible that perhaps 50% of this first class will receive degrees this spring.^{8/}

This heavy attrition, and the rigidity of the Faculty principle which denies transfer between faculties seems to produce an unreasonable waste of manpower and time which the Vietnamese nation and culture can ill afford. It also creates a sense of failure within the young persons concerned which is poor motivation to success in other life enterprises.

Student Services

An annual medical examination is required, and alertness is maintained for early identification of tuberculosis. Some student insurance is available, although the policy details were not investigated.

Academic advising is not organized, although faculty members are available for consultation. Personal guidance concerning vocational choice or other personal questions is not available as these are developed in various Western institutions. Similarly, psychology counseling is not available.

Student housing is not available for women. A dormitory housing 120 men is available, for which places 200 applications are received. Selection is made by a faculty committee. No dormitory rent is charged, but the students pay VN\$ 1,000 per month for food. In addition, the Province Chief gives rice.

The dormitory is organized by the students; a resident director is not maintained. The students also organize the food program and VN\$ 100 per man per year for a private guard at the dormitory. This program appears to be reasonably successful, with no unauthorized "hanger on" at the dormitory.

In an effort to develop well-rounded personalities within the students, the University encourages group activities through various student organizations such as the Hue Student's Union, the Voluntary Service Youth, the Student Athletic Club, the Buddhist Students' Association and the Catholic Students' Association.

Social activities, special programs for Tet, some efforts at theat work and some student newspaper projects have been undertaken. Sports activities are not as strong this year as previously. Some activists among the student group have been caught up in the political turmoil which is troubling the country, although this appears to be a minority group.

Employment for the relatively small number winning the License each year is relatively easily accomplished on an individual basis.

Placement assistance is thus not offered, but there is also doubt that this should be a responsibility of a university. Nor does the University attempt to follow systematically these graduates as they enter various occupations. Consequently, there is no alumni association which might assist in presenting and interpreting the University to the national public.

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1. Interview, Faculties of Law, Letters, Science, Jan. 26, 1967.
 2. Interview, Faculties of Pedagogy, Medicine, Jan. 26, 1967.
 3. Personnel Data Forms A.
 4. Interview, Registrar, February 18, 1967.
 5. The University of Hue: An Overview, p 5.
 6. Interview, Faculty of Letters, February 17, 1967.
Registrar, February 18, 1967.
 7. Faculty Interviews, February 17, 1967.
 8. Calculated from Personnel Data Forms A.
 9. Interview, Office of Registration and Academic Affairs, Feb. 18, 1967.

LIBRARY

In addition to the several Faculty libraries which are described under the section dealing with the appropriate faculties, there is a central library attached to the University of Hue. The library occupies an old bank building near the Faculty of Letters and the Faculty of Science.

At present there are 20,000 books in this building of which 10,000 are in English, 7,000 in French, and 3,000 in Vietnamese. There is an acquisitions budget of 1,000,000 VN\$ for this library. The librarian, although he has no formal training as such, has been working as a librarian for many years. Indeed he was a librarian in the Imperial Court before the Republic of South Vietnam was established.

Since this is a general library it is available to all students of the university equally. Its collections which are largely in the humanities and the social sciences find much use, such as it is, from the students in pedagogy and letters.

Data for this report was gathered by interviews and inspections of the library on February 18, 1967.

FACULTY OF LAW

ACADEMIC PROGRAMS

The Faculty of Law was one of four initially established in 1959 under Decree No. 61-GD. In 1957, however, classes in the first year of law for holders of Bac II's as well as separate classes for non-holders of this degree were held. Each year additional courses were added until in 1959 the three year program was complete.^{1/} Hue adopted a four year curriculum in 1965 and offers courses in the same three areas as the Faculty of Law at the University of Saigon - Private Law, Public Law, and Economics. The work in these areas is about evenly divided in the first three years but the student is free to specialize in one of these areas in his fourth year.^{2/}

Current information as to specific courses in the new four year program was not secured. However, it could be assumed that inasmuch as the third and fourth years under the new four year curriculum have yet to be offered, the first and second years of the old curriculum are similar.^{1/}

FIRST YEAR

- Civil Law
- History of Law
- Constitutional Law
- International Public Law
- (Political Science)

SECOND YEAR

- Civil Law
- Criminal Law
- Administrative Law
- Financial Law
- Economics

Courses currently offered (1966-67) include the following:^{3/}

	<u>Hours Per Week</u>
Commercial Law*	3
Administrative Law	3
Criminal Law	1½
Economics	3
Civil Law (1. First Year)	3
(2. Second Year)	3
(3. Third Year*)	3
Legal Procedures	1½
History of Law	1½
Constitutional Law	3
Political Science (1. First Year)	1½
(2. Second Year)	1½
(3. Third Year*)	1½
Public Law	3
Statistics*	1½

*Third Year Course

One of the unique features of the Faculty of Law is its Bureau of Economics Research in which its director is attempting to gather economic data peculiar to the provinces which Hue serves.

Degrees Granted. Over the past five years 58 Licenses in Droit have been awarded. Currently an additional 39 students may qualify for the degree. Specific information for each year is given in the following table:^{4/}

<u>Year</u>	<u>Number of Law Degrees Granted</u>
1961-62	10
1962-63	10
1963-64	8
1964-65	16
1965-66	14

The relationship of number of degrees to total enrollment over this same period is shown in Table No. 1.^{5/}

TABLE NO. 1

PERCENT OF DEGREES TO TOTAL ENROLLMENT

	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>
Total Enrollment	202	175	580	685	602
Degrees Granted	10	10	8	16	14
Per Cent of Degrees to Total Enrollment	5.0	5.7	1.5	2.3	2.3

-
1. University of Hue Catalog, 1961 (English Translation, p. III.
 2. Conversation at University of Hue, February 17, 1967.
 3. Information supplied on Personnel Form F.
 4. Information supplied on Program Form A.
 5. Computations based on data found in Annuaire Statistique de L'Enseignement, 1961-62 and Personnel Data Form A, Enrollment Trends.

LIBRARY

The library is located in a fair sized room on the second floor of the faculty quarters. It is somewhat damp and is not well-lighted. The books are classified in Dewey system and shelved behind a circulation desk. Books are not loaned out of the room, but may be checked out for use in the reading room. The librarian has no professional training, but does keep the collections in good order and maintains good order in the area.^{1/}

According to the data furnished the committee there are 3,800 books in the library and 60 journals on subscription. Of the books 200 are in Vietnamese, 1,350 in French and 2,250 in English. The total library budget is 250,000 VN\$ of which 38% is for books and periodicals, 42% for salaries, and the rest for maintenance, supplies, and equipment.^{2/}

1. Visit to the Faculty of Law, Feb. 17, 1967.

2. Appendix B, University of Hue, Faculty of Law, Data Form, Library.

FACULTY OF LETTERS

ACADEMIC PROGRAMS

Courses in the preparatory year for Letters were offered from the time the University was opened in the fall of 1957. This Faculty was one of the four recognized in Decree No. 61-G.D. February 21, 1959.^{1/}

Undergraduate. Current course information was not secured. The preparatory year included course offerings in three departments: Vietnamese-Chinese; English; and French. Approximately 25 hours of study was required in one of these departments. The following six courses were required for all students regardless of the department in which they are specializing.

	<u>Hours</u>
Introduction to Vietnamese Literature	3
Vietnamese: Lecture and Essays	1
Introduction to Philosophy	4
Introduction to Geography	2
History Writing	2
Implementary Chinese Language	4
	<hr/> 16

The number of course hours required to complete a certificate ranged from 9 to 13.

In 1961-62, the student could secure certificates in fourteen studies.^{1/}

Vietnamese Literature	French Culture
History of Philosophy	English Linguistics
French Culture	American-British Literature
American-British Culture	French Linguistics
History of Vietnam and Southeast Asia	Logic and Theology
Psychology	Ethics and Sociology
Chinese Language	Vietnamese Linguistics

Because courses, as such, were not identified on the reports submitted it is difficult to determine what is being taught this year. It is only known that 7 classes are being taught in Philosophy and Sociology; 5 in English; 7 in History and Geography; 2 in Ethnology, 6 in French, and 12 in Vietnamese.^{2/} Inspection in terms of enrollments would suggest that of these 39 classes approximately one-third are offered for first year students.

Degrees Awarded. The Licence in Letters over the past 5 years has been awarded to 73 students. These were awarded as follows:^{3/}

1961-62	-	11
1962-63	-	10
1963-64	-	17
1964-65	-	21
1965-66	-	14

An analysis of major areas of specialization for these degrees was not available.

The relationship between the number of degrees granted and the total enrollment of the Faculty of Letters is shown in Table No. 1.^{4/}

TABLE NO. 1

PERCENT OF DEGREES IN RELATION TO TOTAL ENROLLMENT

	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>
Full-Time Enrollment	-	607	600	528	535
Part-Time Enrollment	<u>-</u>	<u>480</u>	<u>357</u>	<u>480</u>	<u>375</u>
	679	1087	957	1008	910
Degrees Granted	11	10	17	21	14
Per Cent of Total Enrollment	1.6	0.9	1.8	2.1	1.5

-
1. University of Hue Catalog, 1961-62, English Translation.
 2. Information supplied on Personnel Data Form F.
 3. Information supplied on Program Form A.
 4. Calculations made on basis of information supplied on Data Forms.

LIBRARY

This library is located in the building occupied by the faculty which is quite old and not well-maintained. The room is inadequately lighted. The books are shelved alphabetically by language.^{1/}

Of the 2,300 books in the collection, 1,500 are in English, 400 are in French, 200 in German, and only 100 are in Vietnamese. As the data form indicates "this library is still very poor, and we don't have all the conditions for setting up a good library".^{2/}

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1. Visit to the Faculty of Letters, Feb. 17, 1967.
 2. Appendix B, University of Hue, Faculty of Letters, Data Form, Library.

FACULTY OF MEDICINE

ACADEMIC PROGRAMS

This year the first class in Medicine will be graduated from the six year program. This is the newest of the faculties at Hue having been established in 1960.

The curriculum the first two years is basically composed of the fundamental sciences. In the first year anatomy, histology, physiology, and biochemistry are taught. In the second year students spend approximately 20 hours a week in theory or lecture courses and another 20 hours in laboratories. Subjects offered include anatomy, physiology, histology, bio-chemistry, med. semio and surg semio.

In the third year for 11 months the student devotes his mornings to clinical practice. In the afternoon he enrolls in specialized medical subjects such as Surgical Pathology, Medical Pathology, Obstetrics Anatomie Pathology, Physiological Pathology, Parasitology, and Bacteriology.

In addition to clinical training the fourth year student is enrolled in Medical Pathology, Physiological Pathology, Surgical Pathology, Neurology Pharmacology and Infectious diseases.

Currently fifth year students are enrolled in Pediatrics, Psychiatry, Dermatology, Operating Medicine, Legal Medicine and Preventive Medicine.

During the sixth and final year the student is an interne.^{1/}

1. Based on information contained on forms supplied by the Faculty of Medicine-Inventory of Faculty Teaching Loads, 1966-67.

LIBRARY

Since the building of the Faculty of Medicine, the library is in good shape as far as physical facilities are concerned. The library is on the top floor of the Faculty and occupies a large room housing the stacks and the circulation desk and a second large room for reading and study. Books circulate within the library but may not be checked out for overnight use.^{1/}

Of the 3,160 books in the collection, 2,195 are in English, 760 are in French, 200 are in German, and only 5 are in Vietnamese. There are subscriptions to 18 journals. Three librarians, none of whom have had professional training are available to do the necessary work. Two are classed as secretaries and the third is classed as a custodian. There is a total library budget of 153,500 VN\$ of which only 16% is for books and periodicals.

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1. Visit to the Faculty of Medicine on Feb. 18, 1967.
 2. Appendix B, University of Hue, Faculty of Medicine, Data Form Library.

FACULTY OF PEDAGOGY

ACADEMIC PROGRAMS

The first year of Pedagogy was offered when the University was founded in 1957. From its inception the purpose of the Faculty was to prepare first and second cycle teachers. By 1961-62 certificates could be secured in 8 departments:^{1/}

Science

Mathematics-Physics-Natural Sciences
Physics-Chemistry
Natural Sciences

Letters

Chinese and Vietnamese Languages
History and Geography
Philosophy

Modern Language

English
French

Even in 1961-62 the academic program of studies was based on the courses leading to a Licence of either the Faculty of Science or the Faculty of Letters. Currently, to teach, students must not only secure certificates from these faculties and the Licence but also the three year diploma issued by the Faculty of Pedagogy.^{2/}

The reports submitted to the Team carry the explanation that only pedagogy courses are taught in the Faculty of Pedagogy due to the shortage of staff.

Students begin student teaching in their third year (their second in Pedagogy). They also practice teach in their third year. This experience is received outside the Demonstration High School because it does not offer the curriculum students are likely to encounter later as teachers.^{4/}

Approximately 29 pedagogy courses are currently being offered. Classes range in size from 8 to 33 students.

Diplomas Granted. Over the past five years a total of 274 diplomas have been awarded.^{3/} Enrollment in each year is also given below.

<u>Year</u>	<u>Diplomas</u>	<u>Enrollment</u>	<u>% of Enrollment</u>
1961-62	61	217	28.1
1962-63	55	240	22.9
1963-64	44	302	14.6
1964-65	85	319	26.6
1965-66	29	248	11.7

-
1. University of Hue Catalog, 1961-62 English Translation.
 2. Information presented to Team by Dean of Faculty of Pedagogy, Jan. 26, 1967.
 3. Information based on Personnel Data Form A & Program Form A.
 4. Information presented to Sub-Committee on its February visit.
 5. Information provided on Personnel Data Form F.

LIBRARY

The Faculty of Pedagogy occupies new buildings which are well-designed, spacious and airy. The library occupies an excellent large room with plenty of reading space and space for shelving. At present there is more than enough space to house the 920 books in the collection. Of these 100 are in Vietnamese, 120 in French, 685 in English and 15 in Chinese. There are 10 journals to which the faculty subscribes on a regular basis.^{1/}

There is a budget of 41,000 VN\$ available for books, periodicals, and supplies. The librarian is also a member of the Faculty and does research in classical Vietnamese literature in addition to supervising the library.^{1/}

1. Appendix B, University of Hue, Faculty of Pedagogy, Library.

FACULTY OF SCIENCES

ACADEMIC PROGRAMS

The Faculty of Sciences was established at Hue in 1958-59 and first year certificates were offered in three areas: (1) Theoretical Mechanics, (2) Physics, Chemistry, and Natural Science; and (3) Mathematics, Physics, and Chemistry.^{1/} Each year additional certificates were added until in 1960 it was possible to secure a Licentiate Degree in one of three areas of specialization: (1) Mathematics, (2) Physics and Chemistry and (3) Natural Sciences.^{2/}

Current curriculum data was not secured. However, it has been reported by the Faculty of Sciences that courses in the following areas are being taught English; French (2 sections), Chemistry (5 sections); Thermodynamics; Zoology (4 sections), Genetics, Geology (6 sections), Mathematics (17 sections), Electricity (2 sections), Optics, Botany (6 sections), Psychology, Physics (5 sections).

Although it is assumed that a Licentiate can still be secured in more than one area of specialization, the report received from the Faculty of Science did not differentiate. Over the past five years a total of 72 degrees have been awarded.

<u>Year</u>	<u>Number</u>
1961-62	8
1962-63	10
1963-64	15
1964-65	19
1965-66	20

The number of degrees as related to total enrollment is shown in the following table.^{5/}

TABLE NO. 1

PERCENT OF DEGREES TO TOTAL ENROLLMENT

	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>
Total Enrollment	983	780	915	1039	850
Undergraduate Degrees Percent of	8	10	15	19	20
Percent of Total Enrollment	0.8	1.3	1.6	1.8	2.4

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1. University of Hue, 1961 Catalog, English Translation, P IV.
 2. Ibid, p. 14.
 3. Information listed on Personnel Form A.
 4. Information supplied on Program Form A.
 5. Data calculated from Annuaire Statistique De L'enseignement, 1961-62 and Program Form A.

ADMINISTRATION AND ORGANIZATION

The University of Saigon, whose history is tied closely to the inception and growth of the University of Hanoi, also must look to the Statutes of Hanoi for much of the foundation of its own legal existence.^{1/}

Although a set of statutes for the University of Saigon has been proposed to the Vietnamese Government after being debated and accepted by the University, they have not been accepted by the Government for several reasons.^{2/} Hence, except for the development of its own customs and traditions -- which are informal -- along with a series of Governmental orders (Arrete), the University of Saigon has no corporate charter in the usual sense.

The Rector

Under the old Statutes of Hanoi the Rector was appointed from among the French full professors by the Chief of State of France. Within the University of Saigon, however, the three rectors since the University's inception in 1955 have all been Vietnamese, although their training has been in France. They are:

Nguyen Quang Trinh (May 11, 1955 to Jan. 15, 1963), who held a Doctor of Science degree from the Sorbonne.

Le Van Thoi (Jan. 16, 1963 to Oct. 31, 1963), who held a doctor of science degree from the University of Bordeaux.

Tran Quang De (since Dec. 11, 1964), a former "Interne des Hopitaux de Paris", Doctor of Medicine, "Agrege" of General Surgery, Faculty of Medicine, Paris.

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To be eligible for the rectorship an individual must be a Vietnamese citizen, at least 40 years old, and hold a full professorship at the University of Saigon (which he retains should he be dismissed or resign the post). His name is proposed by the Secretary of State for Education, and he is nominated by the Chief of State at whose pleasure he serves. Several slight modifications in the selection of the rector are contained in the proposed university statutes. For example, he must have taught at least two years at the University of Saigon, and he will be nominated by the Chairman of the Government's Central Executive Committee, upon the recommendation of the Secretary of State for Education.^{3/}

The Rector is formally charged with the management and administration of the University with special reference to all administrative, educational, financial and "diplomatic" problems. He serves as both member and chairman of the University Council and implements its decisions, and he also proposes and is responsible for the expenditure of the University's budget.

While the proposed statutes are somewhat more specific in detailing the Rector's duties, the areas fall rather closely under those stated in the Hanoi statutes. The Rector, it is proposed, will:

1. Carry out decisions of the University Council.
2. Represent the University in all its governmental, legal and public transactions.
3. Report each year all activities to a managing board (which presently does not exist and, hence, there is no buffer between the University and the Government or the University and its public).
4. Recommend recruitment and promotion based upon the desires of the various Faculties.
5. Have the final decision on student discipline.^{4/}

As has been observed, a University Council exists to assist the Rector in the University's operation. It consists of some of the chief administrators of the various faculties and has "competence in matters of general administration, teaching, school attendance and discipline".^{5/} With the Faculty Councils it constitutes the most significant power in the decentralized administration of the University of Saigon, and it tends to represent the powerful Faculty interests rather than those of any central body. It will be discussed in more detail subsequently.

The Rectorate

In addition to the chief administrative position of the rector, it is essential that some executive administrative machinery exist. Within the University of Saigon the daily administrative functions are handled by an agency called the Rectorate which is headed by a Secretary-General. It has antecedents in the Hanoi Statutes.

The Secretary-General is selected by the Rector from among the University teaching faculty and is nominated by an Arrete of the Secretary of State for Education. Like the Rector he has professorial status while the other members of the rectorate staff are regarded as regular civil servants.^{6/} While the Secretary-General customarily teaches a class or two each semester, his major responsibilities as an administrator are:

1. To propose to the Rector all measures relative to the organization and operation of the rectorate.
2. To assume responsibility for the development of the budget.
3. To be responsible for the accuracy of Faculty files and the continued development of academic programs.
4. Verification of all books and accounts.^{7/}

Under the Secretary-General are six offices or bureaus, each responsible for certain specific tasks concerned with University administration. Each is run by a civil servant called a Chief of Bureau and assignments have been shifted when need dictated, as well as new offices added. In some instances the actual operation of a bureau gives less evidence of centralized control than the described functions indicate.

1. Rector's Office and Correspondence, includes Chief of Bureau, two secretaries and three messengers. Described as serving as private secretary to Rector; handles reception, external relations, mail, monthly reports, political relations, and missions abroad.^{6/}

Mr. The, the incumbent chief, says he has three major tasks -- Chief of Bureau, responsibility for all confidential correspondence, and private secretary to rector and Secretary-General, and feels need for more secretaries (which present routines and assignments seem to justify).

All rectorate incoming and outgoing correspondence goes thru this office where it is logged, given an identity number and routed. Some items may pass numerous times before final action is taken. Moreover, if a professor is to attend a meeting abroad this office not only handles preparations but also preparation and distribution of a report on the conference.^{7/}

2. University Affairs Office, includes four clerks, and a messenger who is shared with another bureau. Described as being responsible for all matter of higher learning (students, curriculum, scheduling, examinations, and diplomas); scholarships and subsidies; physical education and sports; and examination of diploma equivalence (for Belgian and French diplomas).

In actuality, this office has less control than might seem at first and its work with sports and physical education was informally transferred to the Office of Liaison and Social Affairs.

For example, scheduling is done by the separate Faculties which also conduct their own examinations. The office mainly checks to determine that the exams were conducted properly, grading errors avoided and students not subject to faculty recrimination. On academic matters, which must be submitted to it by a Faculty, it sees if proper procedures have been followed and does not question subject matter.

Although a Faculty will originate a recommendation for a scholarship or subsidy, their office has the final say on the matter. It could recommend to the Ministry of Education that a scholarship be denied if it believed the individual did not meet qualifications.^{8/}

3. Accounting and Foreign Aid Office, includes Chief of Bureau, 7 clerk-accountants, two cashiers and a third of a messenger. Responsible for budget development and implementation, purchasing and payment, financial management and property care, foreign assistance and the collection of fees.^{9/}

While budgeting will be covered separately, it should be noted that this office brings together the budgets of the eight academic units, rectorate and student lodging. It is then submitted to the Ministry of Education. This office implements the finally-determined University budget as well as overseeing all types of purchasing procedures.

4. General Management and Personnel Office, includes Chief of Bureau, four clerks and a third of a messenger. It handles all administrative procedures relating to faculty and regular civil service, as well as discipline and affairs in litigation.

While information on faculty recruitment, appointment, promotion, transfer and retirement come to this office, it is more for the purpose of recording information. However, should a Faculty need a secretary, this office would work with its opposite number in the Ministry of Education to expedite the matter. In filling such positions, it might be noted, veterans receive preference.^{10/}

5. Liaison and Social Affairs Office, includes Chief of Bureau, two clerks and half a messenger. Works with administrative and private offices in Vietnam and abroad on problems concerning the University; handles relations with foreign visitors and organizes conferences for them. It also works with student groups, especially on social, health and sports activities.
6. Guidance and University Statistics, includes Chief of Bureau, three clerks, and part of a messenger. A relatively new office, it was started in 1965-66, this agency is developing information on student services, guidance, testing and placement.

University Council

It represents the interests of the various Faculties, and has "competence in matters of general administration, teaching, school attendance, and discipline".^{11/} It is the highest deliberative and policy-making body at the University and is presided over by the Rector. Membership generally numbers about 20 and includes the deans, assistant deans (assessors) and quite often senior professors from each Faculty, as well as the Director of the Higher School of Architecture and a professor. The Secretary-General of the University serves as secretary for the Council, which meets on call.

Antecedent for the University Council existed in the Hand Statutes, which had provided that the composition include equal numbers of French and Vietnamese. It also stated when disciplinary matters were discussed concerning faculty of a certain rank, "two elected members having the same position and duty as the concerned of the same University will be assistants of the Council".^{12/}

During January and early February 1967, for example, the University Council was in constant session as it discussed the stand of the institution vis-a-vis the central government after the latter had, in effect, removed the Faculty of Medicine from the University's jurisdiction.

Because the precise duties of the University Council of the University of Saigon are not clearly (and some would add, legally)

spelled out, there exists in certain quarters some disagreement, even misunderstanding, concerning its powers and responsibilities. It is certainly the top deliberative and policy formulation body, but as such it represents the decentralized voice of power which are the individual Faculties.^{13/} It is possible, however, for problems within a Faculty or concerning a Faculty to be discussed by the Council, and some feel that the Council must, in the last analysis, be the ultimate agent of reform or change.

From discussions it seemed evident that there exists some misunderstanding and/or differences of opinion concerning the operation of the Council, even from those who were members. These areas concerned such matters as the Council's role in the budget process, and whether it could dissolve a Faculty or refuse elections or promotions.

The proposed statutes of the University of Saigon do little to clarify this problem. It is stated that the Council "is empowered to manage all administrative, financial and educational affairs relative to the University"; that it will meet at least once a year, although half of its members can request a meeting; and that it also should include two members elected by each Faculty Council.^{14/}

The Faculties

The seven Faculties and the Higher School of Architecture are the most significant centers of power at the University of Saigon. They are responsible for the academic program and their interest or dis-interest has a profound effect upon the type of instructional program conducted.

Basically, a Faculty has competence in the following fields:

- A. Appointment of new faculty (generally only full professors will vote on full professors) and promotions in rank.
- B. Faculty organization.
- C. Curriculum development.
- D. Student discipline.
- E. Trips abroad by faculty members.
- F. Budget development.

A Faculty at the University of Saigon consists, typically, of the dean, assistant dean, the various groups of professors, a Faculty Council and an assembly, and a Secretary-General and very small clerical force. It has its own library, registers its own students, schedules its own classes and starts them when it desires, ends them when it desires, and conducts its own examinations.

Under ~~the~~ Statutes of the University of Hanoi it was specifically stated that the Faculties of Law and Science would elect their Deans,^{15/} while others were appointed by the Rector. In recent years it has become customary for the Faculty Council to elect the Dean for a three-year tenure with the possibility of re-election. The same is true for Assistant Dean.^{16/} It should be noted, however, that the Director of the Higher School of Architecture is still appointed by the Rector and serves at his pleasure.

While the Dean is the administrative head of the Faculty, he generally is selected on the basis of his academic achievement rather than administrative abilities. Conversation with both Deans and Faculty indicated, however, that both groups, cognizant of the growing complexity of education, were becoming more inclined toward the need of some administrative experience or exposure.

The dean serves as president of the Faculty Council and carries out its decisions. While the deans have certain specific tasks -- such as developing the Faculty budget, or recommending to the Council appointments and promotions -- there is a latitude of practice depending upon an individual's working habits and the traditions of a Faculty.^{17/} There are two bodies on each Faculty, the Council and the Assembly, each with its own composition and purpose.^{18/} The most powerful, and the dominant organism within a Faculty is the Council. Membership on a Council ranges from just under 10 to almost 20 and normally includes the higher ranking professors and those of the lower ranks with considerable seniority.^{19/} This is the body which elects the Dean and Assistant Dean, decides upon questions of appointment and promotion, and concerns itself with curriculum and student discipline. All significant and confidential matters are discussed and decided within the Council and it meets at least monthly.

The Faculty Assembly, on the other hand, normally includes all faculty members, meets two to three times a year, and discusses examinations, class scheduling and problems of a more general nature. It makes no decisions, which are the prerogative of the Council.

An innovation among the Faculties exists in Pedagogy which also has a Board of Directors which works with the Dean and, like the Dean, is responsible to the Faculty Council.

This body was established in 1958 after the central government had asked the Ministry of Education to determine the most suitable arrangement for Pedagogy. Wisely, the Ministry asked professors at Pedagogy who came up with the idea of having three directors (for the science and letters sections and the first cycle of teacher education) constituting a special board, with the proviso that more could be added when new sections were created.^{20/}

The Directors are elected by the Faculty Council for unlimited terms and serve at its pleasure. While the Dean may attempt to influence the Council's selection, he must accept its decision. The Directors meet almost daily with the Dean and do such things as:

- A. Execute and implement Council policy.
- B. In response to requests by the Council or by an outside agency give reactions to ideas, or develop proposals for future discussion.
- C. Work with the Dean in budget preparation.
- D. Focuses interest from their discipline vantage points on common problems.
- E. Present for discussion ideas and suggestions of people in their section.

Statutes of the University of Saigon outline quite specifically the composition and powers of the Faculty Council (with somewhat similar structures for the lesser College Councils).^{21/} No longer will only the Faculty Council elect the dean, for the proposed Statutes add one representative "for each component of the academic staff. . .". The Council itself would be composed of the Dean as president, Assistant Dean, five Professors, and Chiefs of Departments who are not full professors.

Powers of the Faculty Council would include:

- A. Recommending recruitment, appointment and promotion.
- B. Recommending "friendship or in-service training scholarships for qualified members of the staff".
- C. Recommend the system of education, handling student discipline, and working out the requests for funds.

Decisions would require a 2/3rds vote of the total members, with the President's vote decisive in case of a tie.

Budgeting

The Fiscal Year of the University of Saigon is the calendar year, and its proposed budget is the sum of the budgets of the eight academic units, the Rectorate, and student lodging.^{22/} There are no formula or regular guidelines for allocating staff, supplies, maintenance and secretarial help or equipment as far as the diverse units are concerned.^{23/}

A typical Faculty budget, which a Dean would start preparing during the summer, consists of three major categories with sub-parts:

A. Personnel

- Regular Civil Servants
- Professors (who are contractual)
- Workers paid on a daily basis
- Teachers paid by the hour

B. Office Materials

- Paper, pencils, etc.
- Utilities
- Maintenance and repairs

C. Equipment

- Ranging from books to chairs

The budget is submitted to the Rectorate's Accounting Office where it is studied to insure correctness. Rarely are cuts made at this point. The collective budget is transmitted to the Ministry of Education by August (it does not go to the University Council) at which point it becomes part of the total national education budget. As an example, the University requested 250 million piasters for the fiscal year starting Jan. 1, 1967, and transmitted this request to the Ministry of Education. The Ministry found it necessary to reduce the University request by 2 million piasters, and submitted a total educational budget request of 6 billion piasters to the budget division of the central government.

While some lobbying took place when the University budget reached the Ministry of Education, since some cutting was assumed, the major

lobbying takes place at the national level and the Budget Division is the target. It is evidently the deans who do the most lobbying,^{24/} generally for their specific Faculties rather than applying pressure on behalf of the University.

Once the Budget Division has made a decision, and it is very difficult to override this action (as is the case in many legislatures in the United States), the recommendation goes to the national cabinet for final approval.

For fiscal 1967, continuing the illustration, Education received 4.5 billion instead of its 6 billion, which meant adjustments were necessary. The Ministry called in the heads of the various educational services, amidst another flurry of lobbying, and adjustments were made. Generally each service was cut proportionately, but this was not always the case. The University by late January 1967 learned that its share of the 4.5 billion was 168 million piasters, and the budget office within the Rectorate made the necessary changes, but not without being subjected to pleas and pressure.^{25/}

Once the amount of money has been determined and the various segments have received their allocation, the spending operation begins with processing at the Faculty level (through its Secretary-General), at the Rectorate in the accounting, and within the finance and treasury sections by the central government.

Checks, including those for salaries, are issued by the national treasury, and although the Faculties have some small amounts of cash for purchases, the University keeps no major amount of revenue.

If an object to be purchased by a Faculty costs more than 20,000 piasters, the securing of competitive bids by the Faculty is necessary: the Dean secures the bids, determines which one he wants and sends the purchase request to the Rectorate's business office. There the procedure is scrutinized and given to the Rector with a recommendation for action.^{26/} If approved it is returned to the Dean who buys it and the bill is transmitted to the central government for payment. For many items of a much smaller value the procedure is less complicated.

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1. See English translation of the Statutes of the University of Hanoi.
 2. See English translation of the proposed University of Saigon Statutes.
 3. Ibid., p. 2.
 4. Ibid.
 5. 1966 Bulletin, op. cit., p. 6.
 6. While in a sense both professor and secretary are civil servants, one distinction between the two is that the secretary will draw a pension upon retirement, the professor will not (unless he had first been in the same category as the secretary).
 7. 1966 Bulletin, op. cit., p. 6.
 - 6* Ibid. pp. 10-11.
 - 7* Conversation with Mr. The, Bureau Chief, Feb. 15, 1967.

8. Conversation with Mr. Phoi, bureau chief, Feb. 15, 1967. He hoped that all student records would be centralized at the Rectorate.
9. 1966 Bulletin, op. cit., p. 6-11; conversation with Mr. Phu, Feb. 16, 1967.
10. Conversation with Mr. Binh, bureau chief, Feb. 16, 1967.
11. 1966 Bulletin, op. cit., p. 6.
12. Hanoi Statutes, op. cit., p. 8.
13. Observers emphasized, however, that the Rector always is treated with respect and deference.
14. Proposed Saigon Statutes, op. cit., p. 3.
15. Hanoi Statutes, op. cit., p. 4.
16. The Secretary-General believes the Rector can refuse the election of a Dean (Conversation Feb. 16, 1967); a dean insists that should the Rector refuse, the Rector would have to go "because he is an appointee of the central government". (Conversation, Jan. 30, 1967).
17. Conversations on January 30, 31, 1967.
18. Pedagogy has a Board or Director which will be discussed shortly.
19. Letters, for example, has 15 on its Faculty Council and includes a Lecturer because he is the highest ranked person in Oriental Studies; Pharmacy includes 2 Associate Professors, 4 Professors delege, and 3 Assistant Professors; in Law, lecturers can vote for the dean (conversations with respective Deans on Feb. 2, 1967, Feb. 1, 1967, Jan. 30, 1967).
20. This information is based upon two conversations with Dean Tan and members of the Faculty of Pedagogy on Feb. 4, 16, 1967, as well as upon information in the University Catalog.
21. See Proposed Statutes, op. cit. pp 5-7.
22. This information is based upon conversations with deans and faculty members, and especially a discussion with Mr. Trinh Dinh Phu, Chief of the Bureau of Accounting & Foreign Aid Office within the Rectorate on Feb. 16, 1967.
23. It is alleged that the Central Government's Finance Office opposes such steps.

FACULTY AFFAIRSAppointment

Appointment to the instructional staff at any of the public universities of Vietnam follows a fairly uniform procedure. A candidate may be invited to apply or may make application on his own initiative to the particular faculty in which an opportunity exists or he has interest. His application, academic credentials, experience and publication record are then examined by the appropriate Faculty Council. The dean of the faculty exercises the authority of his office through the chairmanship of the council, which determines the appointment. The appointment is then formalized by nomination by the dean through the Rector's Office for appointment by the Secretary of State for Education. The Minister of Education approves approximately 90% of such recommendations to his office.^{1/}

In some faculties, particularly Medicine and Dentistry, applicants for appointment must successfully undergo both a written and an oral examination conducted by the current staff; a practice which seems to contribute to the difficulties of faculty recruitment.^{2/}

Appointment to any of the levels of professorial rank requires a doctor's degree. Appointments at other levels may be made with only the Licence or higher preparation.

Faculty members are employed under three categories:^{3/}

1. Regular Civil Servants - with appointments valid until retirement.

2. Contractual Civil Servants - with contract renewal each two years. 70-80% of the instructional staff are in this category.
3. Hourly Contract - a temporary practice begun to obtain the services of more instructors.

Classification

Professorial rank, in general, follows French patterns, with five ranks above the Instructor Group. Within the Full Professorship there are three classes, Class 1 being the highest. These ranks and approximate French and American equivalents, are outlined in Table 1.

Each Faculty in the University of Saigon, with the exception of the School of Architecture, follows this system of classification. In the School of Architecture there are two groups of professional staff members. The part-time instructors carry the title Charge d'Enseignement. The full-time instructors carry the title of Titular Professors; they do not, however, rank with other Titular Professors in the university, but at some lower echelon. (For purposes of this report they are assumed to be at the Associate Professor level.)

Under these classifications, the 1966-67 instructional complement is indicated in Table 2.

Promotion

Normal promotional procedures indicate that persons eligible for advancement in rank are considered by the Faculty Council of their Faculty. After approval by this group, the nomination is forwarded by the Dean through the Rector for appointment by the Secretary of State for Education.

Eligibility requirements for promotion are conceptually clear, but are not available in written form for general distribution to the faculty. As indicated in Table 1, the doctorate - of various degrees - is required before appointment to the higher level of Assistant Professor rank (Giang Su) and for all higher ranks. Minimum service in rank is indicated also in Table 1.

Under these patterns, and the additional control of the Faculty Councils exercised by the senior professors, promotions are infrequent and very difficult to achieve. A striking example is the distribution indicated in Table 2 for the Faculty of Letters. A student enrollment of 7,882 persons is served by an instructional staff of 119 faculty members, only 6 of whom have professorial appointments. Fourteen others have full-time appointments as instructors, while the remaining 99 are employed on an hourly-contract, part-time basis.

Faculty Load

The instructional load of individual faculty members frustrates attempts at classification and general description because of the myriad variations.

Contact hours per week range from 1 to 18, with usual loads of 5 to 8 hours per week.^{4/} University policy establishes as a full load three hours of lecture per week for all professorial ranks except the lower assistant professor grade (Giang Su Uy Nhiem) which carries

TABLE 1 - PROFESSORIAL RANKS AND TITLES

Vietnamese	French	American	Necessary Prepara - tion	Teaching Load	Max Addtl Hrs/Week	Salary Index	Service Require- ment in Rank
Giao Su That Thu 1 2 3	Professeur Titulaire	Professor	^ - State of Ph.D. Dr. or Univ	Lectures 3 hr/week	6	French	Fac. of Sci.
Giao Su Dien Giang Giao Su Uy Nhiem	Maitre de Con- ference Prof.Délégué (Prof.Agrége)*	Associate Professor		3	6	French) (3 yrs 5) (yrs) (2 yrs) (
Giang Su	Charge de Cours	Assistant Professor		3	6	V. N.) (3 yrs 3) (yrs) (
Giang Su Uy Nhiem	Charge de Cours Délégué		4				
INSTRUCTOR GROUP							
Giang Nghiem Truong (Science)	Chef de Travaux	Instructor (Lab Super visor)	^ - Licence	Laborat. 12	6	V.N.	
Phu Khoa (Letters)	Assistant	Graduate Assistant		8			
PART TIME TEACHERS							
Giang Vien	Charge s d'En- seignement	Lecturer			6	300\$ civil service 400\$ not civil service	

* The Agrégé (won by competitive exam) is correctly not a Rank, but a Title, indicating qualification to teach in a French University or Secondary School. In the Faculties of Law and Medicine it carries high rank, comparable to Assoc.Prof. In Science it approximates a Master's Degree and hence lower professional status.

Table 2^{1/} 1966-67 INSTRUCTIONAL COMPLEMENT

	Architec ture	Dentry	Law	Letters	Medicine	Pedagogy	Pharma- cy	Sciences	TOTAL
Full Professor									
Giao su That Thu			10	2	16			1	29
Associate Professors									
Giao Su Dien Giang				2			2	5	9
Gaio Su Uy Nhiem			8		1	3	3	7	22
Giao Su Nha Khoa ^{2/}		7							7
Giao Su Kien Truc ^{3/}	9								9
Assistant Professors									
Giang Su			4	2	20	4	3	6	39
Giang Su Uy Nhiem									
Instructors									
Giang Nghiem Truong, Phu Khao		9	2	14	26	12	16	84	163
Lecturers									
Giang Vien	18	14	10	99	9	75	7	20	252
TOTAL	27	30	34	119	72	94	31	123	530

^{1/} Received from Rectorate Offices. Reports from offices of Faculty Deans differ in some items.

^{2/} Dental Professors

^{3/} Architecture Professors

four hours of lecture. (Table 1) Each faculty member usually carries 1-3 courses.^{4/} A course is defined as one lecture hour per week for the academic year, which is usually 25-30 weeks.^{5/}

The duration of the academic year is a second major element in the definition of faculty load. It should be noted that the 25-30 weeks of academic work cited above approximates two academic quarters rather than two academic semesters. University policy generally defines the academic year as opening in mid-September and closing in June. Usually two or three weeks in late May or early June are designated Reading Weeks, which follow the last lecture and precedes the certificate examinations. In actual practice, the opening date of classes is established by each faculty, and specifically by each professor. It was reported that a symbolic opening of class may occur in late September, at which time the professor may sell copies of his lecture notes. The second class meeting may be held in late November.^{6/} Another professor indicated the first lecture in his course was given in January.^{7/}

A third factor in instructional load is class size. Again dissimilarity is the rule. Student registrations in individual lecture sessions vary from 13 to 5,885.^{4/} With open admission and the attendance at classes not required, such figures cannot be interpreted. A lecture session of the course in which 5,885 were registered attracted an attendance of between 300-400.^{6/} Class size in the Faculty of Pedagogy is carefully controlled in sections ranging from 20-36 students,

and attendance is required.^{8/} In the Faculty of Science attendance at lectures is not required, although attendance at laboratory sections is obligatory. Similarly, lectures in Dentistry are optional, but clinical and laboratory work is required. Laboratory sessions in Dentistry are limited by facilities to groups of 50, but laboratory sessions for 100 students are common in Science.^{9/} Since the current program of instruction in the University does not require class attendance, large numbers of students simply register in the fall and return in the spring for examinations; the intervening period being filled with employment, military service, or other individual enterprise. If attendance were required, the shortage of facilities and qualified staff members would prohibit the sectioning of large classes.

The shortage of faculty personnel and the low salaries of university professors introduces two additional complications into faculty loads. Because there simply are not enough teachers, University policy permits a professor to teach 6 hours per week in addition to the full load of 3 hours per week. In practice this maximum of 9 hours is even exceeded.^{5/} Faculty members seek additional teaching hours to gain the supplemental salary.

The shortage of professorial personnel is so acute, however, that between 30-50% of faculty personnel teach at two, and sometimes all three of the public universities.^{10/} These "flying professors" also make regular visits to the private universities of Dalat and Van

Hanh. Typical of the instruction given is the report of one science professor who visits another campus four times during the year, delivering about ten hours of lectures in two days, thus completing an annual course of nearly forty hours.^{11/}

The efforts of some of these dedicated persons to attempt to provide the needed instruction to Vietnamese youth, and the necessity for nearly all the instructional staff to augment their salaries, leads to circumstances where some persons are teaching at 3, 4 and even 5 different faculties, universities or lycees. Many others practice their professions in private offices outside the university.

Another measure of faculty load is the teacher-student ratio. The gross figures of 26,916 students and 530 instructors at the University of Saigon during the 1966-67 academic year yields a ratio of 51/1. This is substantially above an often quoted norm of 20/1, but the figure is unreliable because of the non-attendance of students and the large number of part-time faculty that have not been calculated in terms of full time equivalents. In addition, instructors may be listed as full time in more than one faculty when they teach extra hours.

With such faculty loads, there is little evidence of any faculty research or publication. Some of the Faculties have at earlier dates published Annals and Journals to provide an outlet for scholarly papers. Recent budget restrictions seriously impair these efforts. Some modest experimental efforts have been observed in the Sciences, but the limitations of facilities and equipment are also very clearly evident.

This great arm of the university - research for the development of knowledge as well as for the development of Vietnam - has virtually withered away. An educational institution of rank without a faculty active in research can scarcely claim the title of University.

Salaries

Salaries for faculty members who are either Regular or Contractual Civil Servants (see page 93) are calculated from two salary index tables (Tables 3 and 4). Both salary schedules have provisions for a basic salary and various allowances (Tables 3 and 5). The French salary schedule was originally designed to compensate French nationals who had left their homeland to teach in Vietnam. It provides allowances for duty out of country (separation), shift in assignment (mission), cost of living (zone), housing and family differentials. The Vietnamese salary schedule provides allowances for cost of living, housing and family.

All instructional personnel at or above the rank of Giao Su Uy Nheim (Associate Professor - Professeur Delege) are paid on the French schedule. All others are paid on the Vietnamese scale. It is generally held that promotion to the Associate Professor level (to the French salary schedule) results in nearly doubling the individual's salary. Inspection of the two schedules would in general confirm this disparity, although variance in family allowances, etc., preclude precise comparisons.

UNIVERSITY OF SAIGON

APPENDIX A

TABLE 3 - Excerpt from French Salary Index Table*

Rank		Salary VN Piasters	Retirement	Separation Mission		Housing	$\frac{1}{2}$ housing allowance when shift- ed from one location to another	Total Salary per Month
				$\frac{1}{2}$ allowance when out of country	$\frac{1}{2}$ allowance when shift- ed from one faculty to another			
Full Professor	800	12,580	803	4,684	7,682	700	245	26,694.45
	750	11,687	746	4,351	7,136	700	245	24,866.65
	700	10,778	688	4,013	6,581	700	245	23,006.75
	650	9,885	631	3,680	6,036	700	245	21,179.00
Professor	650	9,885	631	3,680	6,036	700		21,179.00
Master Lecturer	600	8,984	573	3,345	5,486	700	245	19,335.20
	550	8,084	516	3,010	4,936	700	245	17,491.40
Professor	580	8,632	551	3,214	5,271	700	245	18,613.65
Delegated	540	7,911	505	2,945	4,831	700	245	17,138.60
	500	7,191	459	2,677	4,391	700	245	15,663.60

* Taken from French salary index table supplied by
Accounting and Foreign Aid office.

Table 4 - Excerpt from Vietnamese Salary Index Table*

A - Total salary before retirement deduction
 B - Salary after retirement deduction
 C - Retirement deduction

	00	20	40	60	80
200 A	2,692.80				
B	2,531.23				
C	161.57				
300 A	4,039.20				
B	3,796.84				
C	242.36				
400 A	5,385.60				
B	5,062.46				
C	323.14				
500 A	6,732.00	7,001	7,270	7,539	7,809
B	6,328.08	6,581	6,834	7,087	7,340
C	403.92	420	436	452	468
600 A	8,078.40				
B	7,593.69				
C	484.71				
700 A	9,424.80				
B	8,859.31				
C	565.49				
800 A	10,771.20	11,040	11,309	11,579	11,848
B	10,124.92	10,378	10,631	10,884	11,137
C	646.28	662	678	694	710
900 A	12,117.60				
B	11,390.54				
C	727.06				
1000A	13,464.16				
B	12,656.16				
C	807.84				
1100A	14,810.40				
B	13,921.77				
C	888.63				
1200A	16,156.80				
B	15,187.39				
C	969.41				

* Taken from Vietnamese salary index table supplied by Accounting and Foreign Aid Office.

TABLE 5 - Additional Allowance for Family
(French Scale) *

Piaster/Month	
Wife	692.55
1st child	710.10
2nd "	1,317.26
3rd "	1,617.64
4th "	1,492.08
5th "	1,431.34
6th "	514.70

TABLE 6 - Calculation of Salary of a
Mathematics Professor *

Piaster/Month	
Index (F) 600	8,984
Family (single)	0
Separation	3,345
Mission	5,486
Housing	730
Zone	945
10% raise	1,224
20% raise	2,230
	<u>22,796</u>

* Supplied by Mr. Phu, Chief of Bureau, Accounting
and Foreign Aid Office.

Efforts have been made to adjust these salary inequities. Salary increases of 10% were established by a 1963 decree. In early 1966, monthly salaries above 20,000 VN\$ were cut at varying rates, while monthly salaries below 10,000 VN\$ were raised 25% and salaries above 10,000 VN\$ were raised 20%.^{12/} (Prime Minister Ky and other Ministers of State are reported to have established reductions in their own salaries at this time, prior to these professorial salary changes.)

At various times, notably in 1960 and 1964, the Rectorate has attempted to establish more equitable allowance scales but these recommendations have been only partially acceptable to the Bureau of the Budget, and hence not adopted.^{5/}

Salaries for teaching personnel in the Hourly Contract (Giang Vien) appointment category (see page 94), are paid at the rate of 300 VN\$ per hour. Regular faculty members teaching extra hours are also paid at this rate, irrespective of rank. In some Faculties, Medicine, Law, and at times in Science, part-time instructors are paid on a course basis of 8,000 VN\$ per year of 25-30 hours of lectures.^{5/} These scales were established in 1957, but have not been adjusted since that date.^{3/}

In theory, a retirement program for full-time faculty members is in operation. Although the adequacy of the proposed pension could not be assessed, payroll provisions for retirement are made

monthly, as indicated in Tables 3 and 4. At the present time, however, only those faculty members employed as Regular Civil Servants are entitled to retirement pensions. Retirement payroll deductions for Contractual Civil Servants are withheld monthly from their salaries and held in escrow pending the approval of new statutes authorizing such a retirement program.^{3/}

A regular sabbatical leave program for faculty members does not exist. On occasion, special leaves for short periods have been granted to permit observational and educational trips abroad. The university is so seriously understaffed, however, that few faculty absences can be considered. Absence from the country also involves the Ministry of Defense, which currently is a substantial deterrent. Military service requirements have not disrupted the faculty but have been a serious handicap to faculty recruitment. In some instances, military duties have or will immanently interrupt scholarly activities for which no replacement personnel are available; e.g., at the Atomic Energy Plant and the National Oceanographic Institute,^{13/} although these operations are not organizational elements of the University system.

Faculty Organization

Each Faculty follows a typical pattern of organization, establishing a Faculty Council which is the ruling body. It is empowered to consider all faculty questions of policy, budget, curriculum, appointment, promotion, schedule and calendar, as well as questions concerning student programs.

The Faculty Council is chaired by the Dean of the Faculty whose authority and leadership is often restricted to functions more closely resembling the chairman of a committee. Dynamic leadership seems oftentimes thus to be effectively curtailed and rendered impotent. The Dean is elected by the Faculty Council, typically for a two or three year term, and is usually eligible for reelection.

Membership in the Council is usually limited to six members and the Dean, who serves ex-officio. If the Faculty is organized by departments or sections, the heads of these departments are usually seated on the Council. More frequently the Council is a prerogative of the senior professors whose term is then unlimited. Under such a program representation of the younger faculty members and their proposals is effectively foreclosed. Since promotions also are controlled by the Council, this organization becomes a dominant, self-perpetuating body.

The Faculty of Pedagogy has initiated an innovation by the establishment of a Board of Directors in addition to its Faculty Council. The Board is composed of the Dean and the three Directors of Studies, each of whom head academic sections. The Board is then assigned curricular responsibilities, while the Council exercises administrative functions.

Faculty Morale

Insofar as faculty attitudes can be assessed within the limitations of language difficulties and the differences between occidental and

oriental patterns and values, faculty morale seems to be a bipolar phenomenon.

On the one hand there is displayed a high devotion and strong determination to persevere and to develop a true university even under the most arduous conditions of scarcity and need. In contrast with this high professional motivation there appears a stream of jealous self-interest which diverts both individual and institutional energies.

Faculty members are unanimous in their belief that salaries are much too low if they are to maintain an adequate minimum standard of living,^{14/} yet they have not deserted their mission but continue to strive with huge professional hope. Nonetheless, nearly all professional personnel - instructional and administrative alike - are pursuing second occupations or practices external to the university, albeit perforce, and thus give less than their full energies and best talents to the university.

There is tenacious adherence to earlier principles rather than flexible experimentation to discover new ways of teaching and accomplishment which might be achieved even within the severe limitations that are now experienced. There is a search for right answers rather than imaginative innovation. Yet within these moods there is a large - perhaps enormous - dissatisfaction with this historical and contemporary rigidity, which does not or is not permitted to express itself through organizational channels by which it might be a dynamic leaven.

How long these tensions can continue to exist without further incapacitating the university is a matter of conjecture. There are oceans of patience - perhaps fed by streams of fear-of-change; there are seas of discontent -- perhaps fed by springs of impatience, all swirling around the foundations of the University. These will surely be eroded unless such powerful forces can soon be channeled into new turbines to electrify and enlighten both the University and the Vietnamese nation.

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1. News Release, Vietnam Press, February 4, 1967, Saigon.
 2. Interview, Faculty of Dentistry, February 21, 1967.
 3. Interview, Accounting and Foreign Aid Office, Feb. 18, 1967.
 4. Personnel Data Forms F.
 5. Interview, Secretary General, February 22, 1967.
 6. Interview, Law Faculty, January 30, 1967.
 7. Interview, Rectorate Offices, February 3, 1967.
 8. Interview, Faculty of Pedagogy, February 4, 1967.
 9. Interview, Faculty of Science, February 4, 1967.
 10. Comparative analysis of Personnel Data Forms F, for Universities of Cantho, Hue, and Saigon.
 11. Interview, Faculty of Science, Hue, February 17, 1967.
 12. Interview, Faculty of Science, February 20, 1967.
 13. Interview, Atomic Energy Plant, February 14, 1967.
National Oceanographic Institute, February 18, 1967.
 14. E.g.; It is difficult to determine whether dissatisfaction arises from the salary scale itself, or from the difficulty faculty members experience in winning promotions that would entitle them to the French schedule. Lack of clarity in university communications is also illustrated, for some faculty members report that the French scale applies only to faculty members originally at Hanoi and does not apply to faculty who receive their promotions at Cantho, Hue, or Saigon.

STUDENT AFFAIRSAdmission

Admission to the University of Saigon is conducted on a Faculty basis, and admission requirements are controlled by each Faculty. In general, there is open admission to all holders of the Baccalaureate II. Some additional requirements have been established for special curricula. Applicants to the Faculties of Medicine and Pedagogy must also write a competitive examination since those enrollments are controlled respectively by the facilities available, and by the Secretary of State for Education through his supervision of the nation's teachers.^{1/}

Students who hope to enter the Faculty of Dentistry must successfully complete a first year in the Faculty of Science.^{2/} Students entering the Faculty of Science must have completed either the natural science or mathematics branches during their work in Second Cycle (High School).^{3/}

This open enrollment has permitted a very rapid growth in student population, reaching 26,916 in 1966-67.^{4/} This represents an increase of 4,300 or more than 14% over the previous year.

Enrollment by Faculty, 1966-67

Architecture	1,084
Dentistry	173
Law	7,877
Letters	7,882
Medicine	1,352
Pedagogy	814
Pharmacy	2,880
Science	<u>4,854</u>
	26,916

Registration

By University policy registration is conducted by each faculty. There is no central registration. A student is permitted to register in only one faculty per year, although effective means for preventing duplicate registrations have not been established. In the Faculty of Law a student is required to deposit the original of his Bacc.II certificate until after registration has closed.^{5/} In some other Faculties only a certified copy of the Bacc II. is required.

While joint or duplicate registration is not permitted, so neither is transfer from one Faculty to another. If a student wishes to enroll in another Faculty, he must enter as a new first year student in the second Faculty (An exception to this is, of course, the preparatory year of Science before entering Dentistry). Since class attendance is not required for most students, it is believed that many students arrange duplicate registration and continue in whichever Faculty they may successfully win a certificate. Although the various Faculties appear to have concise record forms and reasonable procedures, there are discrepancies in the enrollments reported by Faculty offices^{6/} when compared to the Rectorate data cited above. This should become a basis for improved records and procedures.

Attendance at university classes is, in general, not required, although there are two major exceptions. Attendance is required and carefully checked in the Faculty of Pedagogy, and also in the laboratory and clinical sections of Science and Dentistry. This

optional attendance policy permits students to register in the fall and return in the spring for the certificate examination, without regular preparation during the intervening period.

Fees and Scholarships

Fees are collected centrally at the Rectorate. The basic fees are annual tuition of VN\$ 800, collected on a semester basis, and the certificate examination fee of VN\$ 300. A thesis fee of VN\$ 500 is assessed graduate students.^{7/}

Some government scholarships are available for 12 months which award monthly allowances of VN\$ 700 or VN\$ 350 to holders of full and half scholarships. Students in Pedagogy hold special governmental scholarships which exempt them from all fees and also awards a stipend of VN\$ 1,000 per month for 12 months. This is renewable until the four-year program is completed. Under the terms of this scholarship the student is obligated to teach in public secondary schools for a period of 10 years. Similarly, students in Dentistry may receive governmental scholarships in exchange for a 10 year obligation of service under the Ministry of Health.^{2/}

Survival

The patterns of permitting an entering student to select his Faculty without substantial advice from an expert in the field, of permitting him to establish his own discipline of attendance, and granting him the option of whether he should be tested on his efforts has resulted in a very serious wastage of both manpower and time. These are losses the University and the Vietnamese nation and culture can ill afford.

Inspection of the data submitted by the Faculties^{6/} reveals a severe loss in student personnel from the first to second year of nearly every course. These losses range as high as 75% in Law and Architecture to lows of 25% in Pedagogy and Dentistry, where more selective admission is practiced. These tremendous losses continue throughout the program, until in some Faculties only about 10% of an entering class will achieve the License.

It may be appropriate to inquire whether this validates the expressed needs for more facilities and staff, or whether the investment of professorial time as well as facilities ought to yield a higher rate of return? What, too, of the sense of failure which is the residue of the university experience of so many young Vietnamese? Does it improve their motivation toward success in some other field or generate within them the public support which every strong university requires.

Student Services

Most of the students at the University of Saigon live at home or about the city and the University does not provide housing and food service for them. The University maintains two dormitory centers, one for 320 men plus 40 married student apartments, and the other for 80 women.^{8/}

The men's University Center is a series of lightly constructed buildings, now over 10 years old, that are in a rapidly increasing state of disrepair. The kitchen facilities are without any normal

sanitation requirements, although three or four settings of 100 places each are served at nearly every meal. A partially constructed building frame nests the cardboard huts of squatters.

Nearly 400 men live in this complex of buildings, although perhaps 100 are non-students. Attempts to remove them have been unsuccessful and in January 1967 applications from 100 students had to be rejected. Students are charged VN\$ 50 rent per month, but many are not paying it. The complex is subsidized by the Rectorate. This is a quite unsuccessful and unsalutary operation.

Approximately 90 women live in the women's residence, a building originally built and rented from ~~the~~ Bank of Vietnam. It presents a tolerable situation, but is without comfortable or functional rooms designed for young women.

A small medical center and pharmacy are available to all university students as well as the services of a physician. Annual medical examinations are required.

Academic advising is not an organized function although faculty are to be available to assist students. Personal guidance either on vocational questions or other matters of personal interest is not provided, nor is psychological counseling available to students through university provisions.

Employment assistance through a placement office, or a follow-up of graduates through an alumni office are unknown. As was stated in the Faculty of Pharmacy, "The Ministries of Defense and Health employ all our graduates!" 2/

Student Activities

Under the Saigon Student Union a program of student activities is organized. 2/ The Student Union has separate legal status from the University and headquarters in a property and building controlled by the Ministry of Youth. (This building is scheduled for demolition and a search for other quarters has begun.)

The students of each Faculty are usually organized with elected student officers, including two representatives each to the Saigon Student Union. Activities are organized by the students of each Faculty as well as the Union. Some of the activities of these student groups deserve special mention.

At the Faculty of Law the students have developed a written constitution for their student group. At the Faculties of Pharmacy and Dentistry, students are regularly producing mimeographed newspapers or journals of respectable quality. The students of several of the Faculties produce traditional programs for TET, perhaps the most outstanding of which is at the Faculty of Letters. A delegation of students from the Faculty of Dentistry annually makes a week long trip to mountaineer locations to bring medicine, to assist in dental

hygiene instruction and incidentally to entertain their hosts. Outside funds are reported to be available for such service projects, perhaps generating an annual budget of approximately VN\$ 100,000.^{10/}

Special mention should also be made of the enthusiastic esprit de corps which seems present in the student body at the Faculty of Pedagogy. Here youthful enthusiasm was linked with professional aspiration which attracted the attention of nearly every observer.^{1/}

During the present academic year, the Social and Cultural Affairs Office of the Rectorate has had a budget of approximately VN\$ 600,000 for support of student activities.^{2/} During this year, it is reported, an extensive sports program has commanded nearly the entire budget.

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1. Interview and campus visit, Faculty of Pedagogy, Feb. 4, 1967.
 2. Interview, Faculty of Dentistry, Feb. 15, 1967.
 3. Interview, Faculty of Science, Feb. 2, 1967.
 4. Data from the Rectorate of the University.
 5. Interview, Faculty of Law, Jan. 30, 1967.
 6. Personnel Data Forms A.
 7. Interview, Rectorate officers.
 8. Interview with Director of Housing, and visit to each center on Feb. 1, 1967.
 9. Interview, Social and Cultural Affairs Officer, Feb. 1, 1967.
 10. Interview, Faculty of Dentistry, Feb. 21, 1967.

ACADEMIC PROGRAMS

The Higher School of Architecture was established at the University of Saigon in 1954. Since its inception it has been under the direction of M. Tran-Van Tai. It is the only school in Vietnam offering work in this field.^{1/}

Undergraduate. The School offers three distinct programs which vary in terms of entrance requirements, length, and type of completion certificate awarded.^{2/}

ARCHITECTURE SECTION

When first established a five year program was inaugurated based on that of the National Higher School of Fine Arts of Paris. The current six year program is divided into two areas: (1) specialized courses involving theory, creativity, and on-the-job training and (2) science courses.^{1/}

FIRST YEAR (PREPARATORY)

Architectural Composition	6 hours weekly*
Drawing and Modeling	5 $\frac{1}{2}$
Mathematics	2
Descriptive Geometry	3
History of Architecture	3
Elements and Materials of Construction	3
French	2
English	2

*NOTE: Except for (shadow) drawing, courses which must be completed during the first semester, the program is scheduled during the academic year according to the lump sum payment of teaching allowances.^{1/}

SECOND YEAR

Architectural Composition	6 hours weekly
Drawing and Modeling	5 $\frac{1}{2}$
Mathematics	3
Descriptive Geometry	3
History of Architecture	3
Theory of Architecture	3
Elements and Materials of Construction	3

THIRD YEAR

Architectural Composition	6 hours weekly
Drawing and Modeling	5
General Construction Theory	3
Applications of Physics, Chemistry and Geology	2
Theory of Architecture	3
Perspective	2
Strength of Materials	2

FOURTH YEAR

Architectural Composition	6 hours weekly
Construction Theory & Project Design	1 $\frac{1}{2}$
Reinforced Concrete (theory)	3
Surveying and Verification	2
History of Architecture	3
Building Legislation	1

FIFTH YEAR

Architectural Composition	6 hours weekly
Construction Practice (field visits)	2
Building Legislation	1
Professional Organization	1
Theory of Architecture	3
Applied Soil Mechanics	2
Construction Projects	2

SIXTH YEAR

Architectural Composition	6 hours weekly
Applied Theory of Concrete (practice)	1 $\frac{1}{2}$
Interior Decorating	3
Thesis (last 3 months)	

Requirements for Admission. To be admitted to the section of architecture, students need to have earned the Bac. II (any series). Consideration, however, is being given to the use of an entrance examination as a means of reducing the number of first year students. Although there have been preliminary discussions with the Secretary General of the University the proposal has not been presented as yet to the University Council.^{3/}

Before one may enroll in the second year, however, he must score a total of 580 points on an examination covering the following areas of work offered in the preparatory year:^{2/} Architectural Composition, Drawing, Mathematics, Descriptive Geometry. (An oral examination is also given in Architecture.) In addition, a student must not receive a grade on any section of the examination lower than the ratio of 7/20.

Examinations. During the second and third years of the program students are referred to as being enrolled in the second class. Each month while in this classification they are expected to participate in one or two competitions involving analytical elements, returned projects, or rough drafts.^{2/} The jury system is used to judge these competitions.

The fourth, fifth, and sixth year students are referred to as being "first class students". To move from the second to the first class, students must pass all the examinations in the "science type"

classes and obtain during the second and third years 10 awards in competitions involving architecture and 3 medals or mentions in drawing and modeling. One or two competitive events related to returned projects or rough drafts are held monthly for these students.^{2/}

To be a candidate for the Diploma while a First Class student one must pass all examinations in "science type" classes and secure 10 awards in competitive architecture "examinations" and 3 medals or mentions in drawing or modeling.^{2/}

The examination required for the Diploma are in two parts: (1) an architectural project planned and developed as in real life and (2) an oral examination on the project.

Two opportunities for taking regular examinations are provided. One is given before summer vacation and the second before the opening of the next school year.

URBAN STUDIES SECTION

The purpose of courses in this section is to serve architecture students, administrators and civil servants as well as students from other Faculties who are interested in city planning.^{2/} Members of the staff have indicated they feel a good potential exists for enrollment in this program after the war because of the need for improvements as well as the planning of new cities.^{4/}

Undergraduate. This program is three years in length and culminates in the awarding of a Certificate of Urban Studies. The program includes the following:

<u>FIRST YEAR</u>	<u>Hours Per Week</u>
Theory of Architecture	1
Architectural Composition	6
Drawing	4
Building Sanitation	2
Algebra	1½
Geometry	1½
Descriptive Geometry	1½
Physics	2
Construction Materials	2
Foreign Language (French or English)	2
<u>SECOND YEAR</u>	
Architectural Composition	6
Drawing	4
Strength of Materials	2
Practical Perspective	2
Surveying Theory	2
History of Architecture	3
Field Visits: Building Yards	3
General Principles of Construction I	2
<u>THIRD YEAR</u>	
Architectural Composition	6
General Principles of Concrete	2
General Principles of Construction II	2
Applied Measurements	2
Organization of Yards and Offices	2
Building Legislation	1

Students are expected to execute an architectural or city planning project during summer period of vacation.

Requirements for Admission. To be admitted to this program students must have earned a Bac.II in any of the four series.

Examinations. At the end of the first and second years students are examined over their courses as well as their participation on teams. At the end of the third year the student chooses a project he is going to execute. The graduation examination consists of both graphic and oral parts. A minimum score of 7/20 is required to secure the Certificate.

ARCHITECTUAL TECHNICIANS

This three year program is intended to provide technicians specializing in construction.

Undergraduate. The program of studies is outlined below for each of the three years:

<u>FIRST YEAR</u>	<u>Hours Per Week</u>
Theory of Architecture	1
Architectural Composition	6
Drawing	4
Sanitation	2
Algebra	1½
Geometry	1½
Descriptive Geometry	1½
Physics	2
Construction Materials	2
Foreign Language (English or French)	2
<u>SECOND YEAR</u>	
Architectural Composition	6
Drawing	4
Building Materials Strength	2
Practical Perspective	2
Survey Theory	2
History of Architecture	3
Field Visits: Construction Yards	3
General Principles of Construction I	2
<u>THIRD YEAR</u>	
Architectural Composition	6
Principles of Concrete Construction	2
General Principles of Construction II	2
Applied Techniques of Surveying	2
Organization of Yards and Offices	2
Building Legislation	1

Requirements for Admission. Candidates for admission to this program need hold only the Bac. I but in addition pass an entrance examination covering drawing, sketching, geometry and algebra.

Examinations. Examinations take place only once a year - at the end of the courses.

Course Descriptions and Outlines. Neither course descriptions nor course outlines have been made available to the Committee.

Method of Instruction. Theory courses are taught by lecture. The project method is used in the "laboratory type" classes. Attendance at classes is not required but roll is taken. Use of building yards, gardens, and workshops encourages discussions between faculty and students.

Graduate. No graduate work is offered.

Diplomas and Certificates Awarded. As indicated in Table 1 128 diplomas and certificates have been awarded over the past five years.

TABLE 1

DIPLOMAS AND CERTIFICATES AWARDED
BY SCHOOL OF ARCHITECTURE, 1962-1966

	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>Total</u>
Diploma of Architecture	-	3	7	3	8	21
Certificate of City Planning	1	-	2	4	-	7
Diploma of Archi- tectural Tech.	35	30	35	-	-	100

The relationship of the number of students successfully completing a program to the total enrollment is shown in TABLE 2.^{6/}

TABLE 2

RELATIONSHIP BETWEEN NUMBER OF STUDENTS
COMPLETING A PROGRAM AND TOTAL ENROLLMENT

	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>
Total Enrollment	408	449	465	537	794
Certificates and Diplomas Awarded	36	33	44	7	8
Percent of Total Enrollment	8.8	7.3	9.4	1.3	1.0

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1. Supplemental 8 page report submitted to the Committee by the Dean (English Translation).
 2. University of Saigon Catalog, Architecture Section, 1966-67, (English Translation).
 3. Interview with School Council on February 2, 1967.
 4. Based on comments made at first meeting of Team members with School Council, February 3, 1967.
 5. Information supplied to the Committee on Program, Form A, by the School of Architecture.
 6. Annuaire Statistique de L'enseignement, years 1961-64 and reports submitted by School of Architecture to Committee.

LIBRARY

The library room, as is true of all of the facilities of the School is inappropriate, inadequately equipped and improperly maintained. The book and journal collections are old and poorly classified, using no standard system. The librarian had served as a librarian while in the army, but has not had professional training. The best single collection is in the office of the Director of the School. This small collection is quite modern and can be used by advanced students and faculty upon request.^{1/}

The library collection consists of 1701 books of which only 8 are in Vietnamese, 1332 in French, 282 in English, and 79 in other languages. The library budget totals about 118,000 VN\$ divided almost equally between salaries and materials.^{2/}

1. Visit to the School of Architecture on February 3, 1967.

2. Data Form sheets, Appendix B, School of Architecture, Library.

FACULTY

In its management of instructional personnel the School of Architecture deviates from the general university policies in only a single respect. The standard classification and rank is not accorded to these instructors: Titular Professors rank at some lower echelon, and Charge' d'Enseignement rank as instructors. This is undoubtedly linked with the fact that Architecture is not accorded the status of a "Faculty" but is a "Higher School".

Recommendations and efforts to win "Faculty" status have not been approved, ostensibly because Architecture is concerned with only a single rather than multiple disciplines.^{1/} Although this is the most logical position presented in support of these decisions, it appears to be a logic equally applicable to Dentistry and Medicine.

Some factual variations from the general statistics should be cited. The Rectorate indicates a total instructional staff in Architecture of 27 persons, 9 Giao-Su Kien-Truc and 17 Giang-Vien. The Dean of the Higher School reports 9 and 26 persons in each category, a total of 35 persons. Using the Dean's figures of 1,141 students and 35 instructors, the student-teacher ratio is 33/1. Using the Rectorate's figures of 1,084 students and 27 instructors, the student-teacher ratio is 40/1. Both computations disregard full-time equivalencies.

1. Interview, Higher School of Architecture, February 19, 1967.

ADMINISTRATION

In 1926 a section of Architecture was started in Hanoi in connection with a Section of Painting, Sculpture and Lacquering. By 1942 a full-developed Higher School of Fine Arts had appeared, and by 1944 a student could complete a certificate of Architecture. Subsequently, branches appeared in both Saigon and Dalat.^{1/}

As part of the University of Saigon, Architecture is distinct from the School of Fine Arts which exists, but is not a part of the University,^{2/} and it has not yet developed into a Faculty, though a request for such status was made in 1962. At that time, however, the University Council demurred on the grounds that its enrollment was small and it was also a minor professional school.^{3/} Its enrollment has increased and its hopes for improved status continue.

Where the other faculties have elected deans and assistant deans, the Higher School has a Director who was appointed to that position by a Rector 12 years ago, and has since served at the university Rector's pleasure. It was indicated that should a new Director be appointed, the Rector would consult with the Faculty Council of the Higher School, while the proposed statutes of the University say he should be elected.^{4/}

The Director regards himself as responsible for the operation of the Higher School and is helped by the two faculty bodies. There is no assistant director since there are not enough students to justify this position.

The Director consults with the Faculty in establishing the budget, but does not involve the Faculty Council in the approval process. Director Tai indicated that the budget is sent to the rectorate and from there to the Ministry of Education where it becomes part of the total education budget for the nation, and where it also might, as part of the University budget, be cut. It then goes to the budget division of the central government which makes a determination on allocation, back to the Ministry where adjustments are made, and then back to the University where, according to Director Tai, the Secretary-General and the Director of the department of materials determine how much each Faculty will receive; and that this is done without discussion.^{5/}

Generally, Architecture has received about 50% of its request. They asked for about 5 million piasters in Fiscal 1966 and received about 2.5 million which included 2,292,000P for staff salaries, 196,000P for utilities, supplies and maintenance, and 95,000P for books and other equipment. This was out of a total University budget of about 103 million P. For fiscal 1967 (which started on January 1, 1967, and which is now the year of operation, which means they don't know how much they will receive), they are requesting about 4 million P.^{6/}

The Faculty Council of Architecture has eight persons including several lecturers, largely because of lack of advanced staff members. A Faculty Assembly also exists, and both function largely as do those

in the major university units. There is also a Secretary-General who heads the clerical service for the Higher School, and the Director feels that he, himself, is half teaching and half administration.

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1. See Falk, op. cit., pp. 11-25, passim.
 2. It should be noted, however, that three Fine Arts faculty members teach courses at the Higher School on a part-time basis and handle manual drawing, clay modeling and interior decorating. The people at the Higher School feel Fine Arts is not university-level because it does not require the Bac. II. (However, people at Letters said this was required.)
 3. Conversation with members of Higher School of Architecture, Feb. 3, 1967.
 4. Ibid.; also see Proposed Statutes of University of Saigon, p. 6.
 5. Conversation with Director Tai and Professor Hanh, February 3, 1967 (afternoon).
 6. Ibid.

ACADEMIC PROGRAMS

The Faculty of Dentistry as such was established in 1963 when it was separated from the Faculty of Medicine. It is, however, located on the same physical site as Medicine and the two Faculties share library facilities. On occasion the two Faculties have the services of the same professors in the basic sciences but most classes of the two Faculties remain separate and distinct.^{1/}

Curriculum. The Faculty of Dentistry offers courses over a five year period leading to the degree of Dental Surgeon. The first year is considered a preparatory year. When facilities and staff are available future plans include an additional two years which would make it possible for a student to secure the D.D.S. degree as part of a seven year program.^{1/}

The current program is as follows:^{2/}

FIRST YEAR (PREPARATORY)

	<u>Hours Per Week</u>	
	<u>Lecture</u>	<u>Laboratory</u>

A. BASIC SCIENCES

Physics	2½	2
Chemistry	2½	2
Biology	2½	2½
Languages	2	2

B. SPECIALIZATION

Dental Anatomy	2	3
Dental Applications of Physics, Mechanics, and Chemistry	1	-
Dental Materials	1	2
Comparative Anatomy and Anthropology	1	-
Comparative Dental Anatomy	1	-

SECOND YEAR

	<u>Hours Per Year</u>	
	<u>Lecture</u>	<u>Laboratory</u>

A. BASIC SCIENCES

General Anatomy	30	30
General Embryology & Histology	20	20
Bio-Chemistry	25	-
Physiology	45	-
Bacteriology	30	20
General Pathology	15	-
	<hr/>	<hr/>
BASIC	(165)	(70)

B. SPECIALIZATION

Anatomy of Head & Neck	30	70
Dental Embryology & Histology	20	20
Dental Pathology	20	-
Laboratory Prosthesis	30	200
Operative Dentistry (Manikins)	20	200
Dental Materials	20	-
Metallotechny	30	50
	<hr/>	<hr/>
SPECIAL	(170)	(540)

THIRD YEAR

A. BASIC SCIENCES

Internal Pathology	30	-
External Pathology	30	-
Pathological Anatomy	30	25
Pharmacology & Therapeutics	30	-
Anaesthesiology	20	-
Hygiene (including Dental Hygiene)	15	-
	<hr/>	<hr/>
BASIC	(155)	(25)

B. SPECIALIZATION

Dental Pathology & Therapeutics	60	-
Oral Pathology	30	-
Oral Surgery	30	100
Radiology	20	-
Operative Dentistry	30	240
Partial Dental Prosthesis	30	270
Crown and Bridge Work	30	-
	<hr/>	<hr/>
SPECIAL	(170)	(610)

FOURTH YEAR

	<u>Hours per Year</u>	
	<u>Lecture</u>	<u>Laboratory</u>

(SPECIALIZATION ONLY)

Oral Pathology	30	-
Minor General Surgery	20	30
Minor Oral Surgery	30	200
Surgery & Maxillo-facial Prosthesis	30	-
Radiology & Physiotherapy	20	-
Orthodontics	30	170
Prosthetic Dentistry	30	170
Operative Dentistry and Physiotherapy	30	240
Pedodontics	20	100

TOTAL	240	880
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FIFTH YEAR

(SPECIALIZATION ONLY)

Oral Pathology	30	-
Minor General Surgery	20	30
Minor Oral Surgery	20	80
Maxillo-facial Surgery	30	100
Orthodontics	30	170
Operative Dentistry	30	270
Prosthetic Dentistry	30	170
Crown & Bridge Making (Ceramic)	40	150
Periodontics	20	70
Professional Organizations	20	-
Jurisprudence and Ethics	20	-

TOTAL	290	1040
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Assurances were given that the above curriculum as published in the University Catalog is being followed.^{1/}

The Dean indicated that although the Vietnamese Dental Association does not now participate in any way in curriculum planning he was not opposed to their help.^{1/}

A proposal to establish a two year Pre-Dental program is under discussion. The need for outside assistance and advice on curriculum revision was expressed.^{1/}

Extended Services. A request for special courses by the so-called Dental Technicians (Non-professionally trained dentists now practicing dentistry) was rejected because their background was considered too inferior to permit them to enroll in classes with regular students.

The Faculty of Dentistry recognizes the need to keep in closer touch with the 200 practicing dentists in Vietnam (half of whom are in Saigon) and is currently preparing the first issue of a Review to be sent to dentists.

Requirements for Admission. The following requirements must be met:^{2/}

1. hold a Bac.II in any of the four series.
2. pass an entrance examination to enroll in preparatory year.

(These examinations are prepared, administered, and corrected by the Faculty of Sciences.) This year approximately 400-500 took the examination but only the top 60 were accepted. Of this number, 40 can be expected to finish the curriculum.^{1/}

Course Descriptions and Outlines. Neither course descriptions nor outlines have been made available to the Committee.

Method of Instruction. Lectures, laboratory classes, and clinical sessions are used as means of instruction. Attendance is required and three consecutive absences without a satisfactory excuse may prevent a student from taking the final examination.^{2/}

Examinations. During the first and second years an annual written examination plus laboratory performance is used as a basis for advancement to the next year's courses. In each of the last three years of the curriculum, the basis for evaluation is an annual written examination, laboratory and clinical performance, as well as an oral examination. A student is permitted to repeat an examination four times before dismissal at the end of the first, second, or third years.^{2/}

Degrees Completed. As indicated in the following table only 78 dental surgeons have been graduated over the past five years. Another 28 are expected to be graduated at the end of the current year.^{3/}

TABLE 1

DENTAL SURGEON DEGREES AWARDED, 1962-1966

	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>	<u>Total</u>
Degree of Dental Surgeon	22	26	14	16	10	78

The number of dental surgeons graduated each year in relation to the total enrollment is reported in TABLE 2.^{4/}

TABLE 2

PERCENT OF GRADUATES TO TOTAL ENROLLMENT

	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>
Total Enrollment	179	98	88	90	152
Degrees Awarded	22	26	14	16	10
Percent of Total Enrollment	12.3	26.6	15.9	17.8	6.5

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1. Information supplied by Dean and Faculty Council at meeting with Team on February 6, 1967.
 2. University of Saigon Catalog, Dentistry Section, 1966 (English Translation).
 3. Information supplied by Faculty of Dentistry to Committee on Program, Form A.
 4. Annuaire Statistique de L'enseignement, years 1961-64 and Reports submitted by Faculty of Dentistry to Committee.

LIBRARY

The library is located in part of the modern, new, airconditioned library of the Medical School. In terms of physical facilities, little is to be desired. Books are classified according to the Dewey Decimal system and are shelved in good order. There is plenty of reading space for students. Relatively speaking, the library is well-maintained.^{1/}

Discussions with faculty members indicate that very few students take the opportunities afforded by the library to read in their field. One of the reasons is that very few students are equipped to read in a foreign language. Most of the books in the medical-dental collections are in French or English. It is estimated that less than 5% of any given class will use the library in any real way.^{2/}

Although the medical collection is quite large and fairly comprehensive, the dental collection, by contrast, is meager. According to the data sheets, there are 312 books for dentistry, of which 145 are in French and 167 in English. There are six Revues given to the Faculty by Technical Aids of France.^{3/} This doesn't quite tell the whole story since many of the medical text books and journals can be used by the dental students during their first two years of education at the Faculty.

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1. Visit to the Faculty of Medicine library Feb. 6, 1967.
 2. Discussions with members of the Faculty, Feb. 21, 1967.
 3. Appendix B, Data Sheets, Faculty of Dentistry, Library.

FACULTY

There are no significant variations in the Faculty of Dentistry from the management of instructional personnel reported for the University as a whole, other than the written and oral examination set for applicants before their appointment to the Faculty, which appears to be a deterring practice.

Reports from the Rectorate and from the Dean differ in the size of the instructional staff. The former indicates a total staff of 30 persons, including 14 Giang Vien. The latter reports a staff of 17, including 2 Giang Vien. These figures produce student-staff ratios of 8/1 and 10/1, respectively.

ADMINISTRATIONAdministration

The Faculty of Dentistry governs itself in approximately the same ways that other Faculties do; the Dean is elected from among the more senior members for a term of three years and he can succeed himself. Many, if not most, of the faculty are engaged in private practice. As a result, the full-time attention of a number of persons is not given to the Faculty's affairs. Day-to-day management functions are in the hands of a Secretary-General and his staff. Male instructors are scarce because the military has absorbed so many of them, although the Faculty Council is composed of all male representatives.

Budgeting

The budget of Dentistry is very small, according to the Dean, when compared with other Faculties' costs. A request of from five to six million piasters was made last year and three million awarded. Practically all of the budget goes to salary and leaves little or nothing available for research materials, and for laboratory work in advanced dentistry.^{1/}

Facilities

The Faculty of Dentistry occupies roughly ten per cent of the new medical complex in the University of Saigon. In a large three building,

three story complex, Dentistry has a floor and a half. Medicine also has use of a number of smaller buildings in the complex.

Floor space is used by an out-patient clinic, a number of private offices for prosthetics and dental surgery, several laboratories, offices and a divisible classroom. Equipment is new and basically modern. The building and its contents did not appear to have good maintenance. Dust covered new fixtures and much of the equipment had been left as it came from its wrappings. There are no sums available for maintenance; the cost of this condition to the United States, as well as Vietnam, may turn out to be enormous.^{2/}

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1. Interviews with Faculty Council, Feb. 6, 1967.
 2. Visit to Faculty of Dentistry, Feb. 6, 1967.

ACADEMIC PROGRAMS

The Faculty of Law offers both an undergraduate as well as a graduate program. Until 1965-66 the undergraduate program required only three years. The new four-year program, inaugurated at the request of the senior professors, has yet to be implemented.^{1/} Information provided through the Dean's office indicates that no changes have been made in the first two years of the program currently offered. The third and fourth year have yet to be started.^{2/}

Undergraduate. Currently a first-year student completes the following full year courses each of which involves 75 hours of lectures given using the Vietnamese language:

- Civil Law
- History of Law
- International Public Law
- Political Economy
- Constitutional Law

In addition he enrolls in the following semester courses, each of which involves 38 hours of lectures:

- Juridical Terminology
- Economic Terminology

The curriculum for the second year is as follows:

- Civil Law
- Administrative Law
- Criminal Law
- Political Economy

Semester courses taken in the second year include:

- Financial Legislation
- International Relations

Although courses for the third and fourth years have not been established it is understood that the total curriculum is a general combination of law, political science and economics. Students prefer this general combination because it provides greater flexibility in the job market.^{3/} It has been also established that before graduates of the Faculty of Law can practice law on their own, they must work for a lawyer for three years.^{1/}

Graduate. A candidate for the Doctor in Law chooses one of three areas of specialization: private law, public law, or political economy. Each of these areas requires the equivalent of two years to complete. Courses for each year are as follows:^{4/}

Private Law

First Year

Civil Law
Detailed Commercial Law
Penal Law
International Private Law
Options:

Administrative Procedure
American Jurisprudence

Second Year

Detailed Civil Law
Detailed Commercial Law
Detailed Penal Law
Civil Responsibility

Public Law

First Year

Detailed Administrative Law
Detailed Constitutional Law
International Public Law
Doctrines
Responsibility in Civil Law
Foreign Political and
Administrative Doctrines

Second Year

Detailed International Public Law
History of Political Doctrines
International Political Problems
Administrative Sciences
Options:
Political Science
International Organizations

Political Economy

First Year

Detailed Political Economy
Mathematical Economics
National Bookkeeping
History of Economic Doctrines
Options:
 Rural Economy
 Demography

Second Year

Economic Theory
Statistics
Economic and Financial Problems
Options:
 Industrial and Political Economy
 Economic Geography

In addition, candidates for the graduate degree must submit a paper written in either French or English on a subject approved by the principal professor. Later, a thesis written in Vietnamese is required.

Requirements for Admission. According to the current University of Saigon Catalog, admission to the First Year of License as well as to any of the three sections of the D.G.S. is possible without any selective entrance examination. Although first year students must have a Bac. II, they are accepted from any of the four areas: Science, Mathematics, Foreign Language and Philosophy, and Ancient Studies.^{4/}

Course Descriptions and Outlines. Neither course descriptions nor course outlines have been made available to the Committee.

Method of Instruction. Instruction is primarily through the lecture system. It has been acknowledged that personal contact between faculty and students is infrequent.^{5/} Laboratory courses (small group discussions) were discontinued at the beginning of 1965-66

because of increased enrollment and a shortage of instructors.^{4/}

Lecture notes are published and sold by student organizations which are then free to use the proceeds as they wish. It would appear that textbooks as such are not used in most undergraduate courses. The Dean indicated that problems in American books are not always applicable to Vietnam and that the market for Vietnamese books is extremely limited and the cost prohibitive. He expressed a need for financial assistance in adapting and translating the existing foreign materials into Vietnamese.^{5/}

Examinations. At the undergraduate level, two 3-hour written examinations (selected by lot) are required each year. At the graduate level, only one 5-hour written examination is required each year. According to the University Catalog, there is no limitation on the number of times a student may repeat a course. Students must receive a score of 10/20 or 20/40 in order to be admitted to the oral test which can include anything on all courses completed during the year.

Degrees Completed. The following table relates degrees completed to total undergraduate enrollment:

	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>
Total Enrollment	2556	2866	4192	4108	5581
Undergraduate Degrees Awarded	87	108	186	207	273
Percent of Total Enrollment	3.5	3.1	4.4	5.0	4.9

During the same period a total of six Doctor in Laws degrees were awarded. Two each were given in 1961-62, 1962-63 and 1964-65.^{6/}

Extended Services. According to the University Catalog three types of extended services have been delegated to the Faculty of Law.^{4/} In Decree No. 176-G.D. issued in 1963, the Faculty of Law was authorized to publish the Asian Review of Comparative Law. Two issues have been published. In 1958 the Center of Economic and Social Research was established in connection with the Faculty of Law; however, no reference to this Center was made by any of the professors interviewed.

In 1962 the Ministers of National Education and Justice authorized the establishment of a Lawyer's Training Course in which law professors, high magistrates of the Ministry of Justice and lawyers cooperate in the teaching of undergraduate courses specifically for those who wish to become lawyers. However, it has been reported that no institutes for experienced lawyers have been conducted.^{3/}

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1. Interview with a professor of the Faculty of Law, Jan. 31, 1967.
 2. Reply to a request for information submitted to the Dean through Mr. Duc on Feb. 13, 1967.
 3. Interview with a professor of the Faculty of Law, Feb. 1, 1967.
 4. University of Saigon Catalog, English Translation, 1966-67.
 5. Interview with a professor of the Faculty of Law, Jan. 31, 1967.
 6. Annuaire Statistique de L'enseignement, years 1961-1964.

LIBRARY

The Dean of the Faculty of Law identified the library as the second major problem which the faculty faces. Most of the books are of French origin and were published before 1939.^{1/} A compilation of books in the library made by the Faculty indicates that it possesses 487 books in Vietnamese, 9,863 books in French, 1,724 books in English and no books in other languages. No indication was given as to the number of journals subscribed to by the library.^{2/} Although the report by the Faculty indicates that the "decimal" system of classification is used^{2/}, personal inspection did not support this statement. According to the information filed with the team by the Faculty there are four civil servants on the library staff and none of them have had any library training or any higher education beyond the Bac. II.^{4/}

The Dean indicated that there is a need for modern books in all three languages - Vietnamese for undergraduates, but most of the source material held in the library is in French or English. Students are not really proficient in either French or English and so can't make use of books in these languages. Books in the areas taught by the Faculty in Vietnamese are rare and are not being produced in any significant numbers - not even translations of other language books.^{1/}

It is very difficult to order books because such orders have to go through the central government purchasing procedures. It often takes more than six months to get books.^{3/}

An inspection of the physical facilities of the library is not very heartening. The room itself is poorly lighted and poorly maintained. There are seats for approximately 100 students compared to the 6,000 students enrolled. The books are shelved on wooden shelving and the classification system seems to be directly related to the three major units of the Faculty of Law. The library lacks humidity and temperature control which lack results in rather rapid deterioration of the books.^{4/}

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1. Interview with a professor of the Faculty of Law, Jan. 30, 1967.
 2. Appendix B, Page , Data Sheets from Faculty of Law.
 3. Appendix B, Page , Data Sheets from Faculty of Law.
 4. Inspection trip to the Faculty of Law, Jan. 30, 1967.

FACULTY

Appointment to the staff of instructional personnel in the Faculty of Law follows the procedures established by the University. Appointment to any of the levels of professorial rank requires a doctors degree. Appointments at other levels (comparable to graduate assistants or instructors) may be made with only the license or higher preparation.^{1/}

The candidate may be invited to apply or may make application on his own initiative. The application, academic credentials, publication and experience record are examined by the Faculty Council, which determines the appointment. The appointment is then formalized by nomination by the Dean through the Rector's office for appointment by the Secretary of State for Education.

Professional rank follows French patterns and terminology, with reasonable approximations to American ranks as indicated below:

<u>American</u>	<u>Vietnamese</u>	
(Full) Professor	Titular Professor	

Associate Professor	Professor Aggrege	Professor Delegue
Assistant Professor	Charge de cour	
Lecturers	Charge d'Enseignement	
Instructor	Assistant	
Graduate Assistant	Preparateurs	

The rank of Professor Aggrege was awarded only to those who had successfully written the Aggrege examination in France. With the hope of establishing a distinctly Vietnamese system the rank is no longer being awarded.

Promotion usually requires a period of three years in rank, although exceptions have been noted. Nominees for promotion are considered by the Faculty Council, whose determination is forwarded by the Dean through the Rector's office for appointment by the Secretary of State for Education.

The 1966-67 staff of the Faculty of Law consists of 15 Professors, 4 Associate Professors, 4 Charge d'Enseignement, all holding the Doctorate of State, and 2 Instructors who hold the Licence degree.^{2/}

Instructional loads in terms of the number of classes taught and the number of contact hours per week are given in Appendix B. A majority of the Faculty have three or four classes and lecture from 10 to 14 hours a week.^{3/}

Instructional loads for the entire year are difficult to determine. Because the beginning date of a class is determined by its instructor there seems to be no apparent uniformity in beginning dates for the faculty members as a whole. Class sessions may begin in November and end in May but many start much later. In some classes the first lecture is held near the beginning of the session but may

not reconvene for a period of one, two or more months.^{1/} A similar lag in the starting time often occurs in the second semester. This delay may in part be due to shortage of staff members available for grading the examinations of the fall semester.

Instructional loads in terms of the number of students enrolled in individual lecture sections varies from 13 to 5,885. A number of classes have student enrollments ranging from 41 to 420.^{3/} Class enrollments as a measure of faculty load are misleading because a shortage of space makes it impossible for more than 300 to 400 students to attend lectures at any one time. A shortage of qualified staff members prohibits the sectioning of the large classes.

This overenrollment makes compulsory attendance at lectures impossible but class attendance is apparently not required in any of the classes.

Salaries of the full time instructional staff employed on a 12 month basis are given by rank in Appendix B.^{4/} Salaries for Titular Professors range from 320,033.40 VN\$ (\$2712 US\$) to 254,148 VN\$ (2154 US\$). Associate Professors receive salaries between 254,148 VN\$ (2153 US\$) and 187,963.20 VN\$ (\$1274), whereas Instructor Assistants are paid a yearly salary of 122,413 VN\$ (\$1019).

Although annual incomes were evidently satisfactory before the inflation of the last few years, raises have been inadequate or non-existent in recent years. As a consequence a number of faculty

members are forced to supplement their earnings by teaching at Hue or Canho or both or seek employment in private business.

Faculty members are unanimous in their belief that salaries are much too low if they are to maintain an adequate minimum standard of living. They believe that salaries must be raised in order to hold the present staff or to attract new staff members.^{1/}

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1. Interviews with members of Faculty of Law.
 2. Appendix B - Law - D
 3. Appendix B - Law - F
 4. Appendix B - Law - G

STUDENTS

Students are admitted to the Faculty of Law upon their own application. Students are admitted from all four branches of the Second Cycle (A, B, C, D), if they hold the Second Baccalaureate. No other selective criteria are applied.^{1/}

This open enrollment has resulted in a 275% increase in students in the last four years. During this period undergraduate enrollments rose from 2,750 in 1962-63 to 7,479 in 1966-67. Graduate enrollments increased from 514 to 1,087 in 1965-66. With this level of enrollment, serious shortages are experienced in facilities and staff. Girls comprise 20-25% of the student enrollment.^{2/}

During registration procedures the student is required to surrender the original of his Bac. II, which is held for approximately three months, until the end of the registration period, to avoid duplicate registrations in other Faculties of the University. With an institutional system based upon optional attendance and a final annual examination, normal or typical student load cannot be meaningfully computed. It was observed that of a 1st year class of 6,012 students, 300-400 were in attendance at various lectures.^{3/} Other students rely upon their own reading or purchasing copies of the professor's lectures in preparing for the annual examination.

Currently available data indicate a very severe loss of students during the four year program. The second year class approximates 25% of the preceding first year class. The third year class is

approximately 50-60% of its predecessor, and those awarded the License approximate 10% of the number enrolled in the first year class four years prior.^{2/}

Placement and follow-up information concerning graduates is not recorded, nor sought. It is reported that all graduates are absorbed in civil service, the draft, private business, legal practice or teaching in the secondary schools. The Faculty of Law has not conducted a study to determine the national need for legally trained personnel, and views its function primarily as preparing those persons who have registered with the Faculty.^{1/}

The students at the Faculty of Law are organized into a student association with elected representatives. Through this group, representation and membership is also gained in the University Student Union, whose present program is largely centered in promoting sports activities. The student association of the Faculty of Law has been active in various political events as well as student preparation for TET observances and sports activities.^{4/} A recent student strike was precipitated over the sale of faculty lectures. Professors have their lectures duplicated and offer them for sale to students at the beginning of each semester at the rate of 1 piaster per page. (Semester materials might total 300 pages.) Students wished this price reduced to 39 cents per page, but were unsuccessful in this attempt.^{4/} It is alleged that professors are not highly interested in class attendance nor in reducing the size of the first year

enrollment (currently 6,012) when they are able to supplement their salaries by sale of their lectures to approximately two-thirds of the class.^{4/} The student association also sells a condensed version of these lectures, and it is reported that enterprising individuals attend the lectures and sell copies of their lecture notes.^{4/}

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1. Interview with members of Faculty of Law.
 2. Appendix B - Law - A
 3. Inspection of Faculty of Law.
 4. Interviews with students of Faculty of Law.

HISTORY, ORGANIZATION, ADMINISTRATION AND BUDGET

The history of the Faculty of Law is traced back to the establishment in 1917 of the Indo-Chinese University in Hanoi, which had seven schools, one being Law.

A Higher School of Law was established about 1931, and it became the Faculty of Law in 1941.^{1/} In 1947, during a period of political turmoil and war, some elements of the Law Faculty shifted to Saigon, and formal establishment came in 1955 after the Geneva talks and the partition of the nation.

Like other parts of the University of Saigon, the basic operating rules for the Faculty of Law were laid down in 1953 by the Statutes of the University of Hanoi. It provided that the Law Faculty was to have its major center in Hanoi, headed by a Dean who, presumably, would be French, while a center in Saigon would be headed by an Assistant Dean who would be Vietnamese.^{2/} Both were to be elected by their respective faculty bodies.

The Faculty of Law, furthermore, was to have a Faculty Board and Assembly at each center. Each Board would consist of at least five full professors. In case this total did not exist, additions would be made in the following order:

1. Agreges with over one year of seniority on the faculty.
2. Professors "sans chaire".
3. Agreges having less than one year of seniority on the faculty.
4. Assistant professors eligible to aggregation.
5. Assistant professors.

Membership on the Faculty Board would be for a term of three years with appointments according to seniority. The Board would set up budget proposals, propose appointments for full professors (and only full professors could vote on such appointments) and nominate others and propose detached service abroad.

The Faculty Assembly was to consist of all teaching staff including assistant professors. Lecturers and instructors could take part in the meetings but had no vote.^{3/} Originally, the Faculty Assembly was to elect the Dean, Assistant Dean, and any other necessary administrative officer. It also dealt with problems relating to the organization and administration of the Faculty and the general university.

Time and circumstances have brought some changes in the operation of the Faculty of Law. The Dean is elected by the Faculty Council (formerly the Board) for a three-year term and is eligible for re-election. The Rector "takes note of the election and the Minister of Education also is informed".^{4/} Even lecturers, if they serve on the Faculty Council, may vote for the Dean because this tradition has developed.

The Faculty Council discusses all major and confidential matters, including promotions and appointments for faculty.^{5/} On the other hand, the Faculty Assembly discusses teaching assignments, general university matters, students and curriculum, but makes no decisions.

The Dean is responsible for development of the budget . The degree to which he discusses this matter with faculty groups, individual faculty members and department chairmen varies internally with the type of faculty and the personal inclinations of each Dean.

A Faculty budget has two major parts -- that for personnel and a section for supplies and equipment. Typically, a Dean will study what has been done in the past, anticipate new programs and their needs, and then transmit the budget to the Rectorate. In the Faculty of Law it is not customary to have the Council approve the budget. Along the way, the Dean may find it necessary to lobby, though to a limited degree, with the Ministry of Education and the Central Government's Financial Division. Lobbying will also take place within the University Council.

Facilities

Even supposing that the 6,000 "students" in this Faculty is descriptive of a great number of people whose ties to and interest in the University are hardly as students in the sense that we think of them, the facilities of the Faculty of Law are deficient and inadequate in the extreme. Five lecture rooms comprising the teaching spaces available, a thousand feet of floor space for a library and study crew, and offices for the Dean and Secretary General about sum up the facilities of the Faculty of Law. There are no office spaces available for faculty other than the Dean, a condition which can contribute to disorganization and lack of communications.

As far as physical plant is concerned there is nothing here to hold the interest of students beyond the imparting of lecture materials. Five times the amount of floor space now available would not be too much without any change in program.

The buildings show the effects of a lack of budgeting for maintenance; since 1962 of major maintenance and, presently, only of minor repairs. The plant, was once something else; in this case a French Kindergarten before the University moved down from Hanoi. There has, of course, been no new construction in this Faculty since its inception in Saigon.

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1. See Higher Education In Viet-Nam, Field Study No. 5, Fiscal Year 1956 (Provisional Report), United States Operations Mission to Vietnam (Revised October 15, 1956), prepared by Charles Falk; and T.H. Silcock, Southeast Asian Universities, Duke University Press, Durham, N.C., 1964.
 2. This was unlike the Faculty of Medicine which would have a dean for each center. Information on the Statutes is taken from an English translation of the French document, prepared in Feb. 1967.
 3. Since many of the teachers might be of French extraction, the Statutes said that they could participate in meetings and give their opinions, but could not vote. However, they got the right to vote in either Board or Assembly if their appointments were renewed for a second year.
 4. Much of this information is based upon conversations with members of the Faculty of Law.
 5. Some have commented that present rules for promotion are now less strictly applied than was the case when the French dominated.

ACADEMIC PROGRAMS

The Faculty of Letters was established at the University of Saigon in 1955. Its goal is to provide the graduate with a general cultural foundation which will permit him to succeed in administrative, commercial, industrial, artistic, and social careers.^{1/}

For the undergraduate there are two patterns leading to a License es Lettres. The non-professional License es Lettres (libre) has three requirements:

1. Completion of the first years or preparatory certificate.
2. Completion of a compulsory major certificate chosen from one of the following: (a) Vietnamese literature, (b) Sino-Vietnamese literature, (c) Vietnamese philology, (d) History of Oriental philosophy, (e) Vietnamese history, (f) Vietnamese civilization or (g) General geography.
3. Completion of any three major certificates elected by the student.

The professional License es Lettres d'enseignement has two specific requirements:

1. Completion of the first year or preparatory certificate.
2. Completion of four compulsory certificates within the same area. One can choose to major in any of the following areas: (a) Vietnamese, (b) English, (c) French, (d) Philosophy (e) Humanities or (f) History and Geography.

For the graduate student, a Diploma of Graduate Studies may be obtained in any of the six areas listed under the License es Lettres d'enseignement. The candidate must prepare a report of at least 100 pages in length on two topics and submit himself to questions by a faculty jury. In order to be eligible to present his report, a student must be registered for at least 12 months as a candidate for the Degree of Graduate Studies.

Requirements for admission to the undergraduate program include the holding of a Bac.II in any of the four areas and the filing of the proper enrolment papers.

Each instructor is asked to submit a written course outline to the Dean of the Faculty at the beginning of a course. A comment was made that the Dean did not have time to look at them. The committee did not see any of these outlines.^{2/}

The method of instruction is exclusively by the lecture method. There is no discussion between the lecturer and the students because the students are passive and come to listen and take notes.^{3/}

The table below shows the relationship in the percentage between the number of degrees awarded in a particular year and the total undergraduate enrolment.^{4/}

TABLE 1

PERCENT OF DEGREES IN RELATION TO ENROLLMENT

	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>
Total Enrollment	3162	4350	4279	5476	7252
Undergraduate Degrees Awarded	40	84	109	144	170
Percent of Total Enrollment	1.4	1.9	2.5	2.6	2.3

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1. University of Saigon Catalog, Letters Section, 1966-67 (English).
 2. Interviews with members of the staff of the Faculty of Letters on February 2, 1967.
 3. Comments made during meeting with Faculty Council, February 2, 1967.
 4. Annuaire Statistique de l'Enseignement. Years 1961-64 and reports submitted to Committee.

Table 2 indicates the areas of specialization in which degrees were granted over the five year period 1962-1966.

TABLE 2
DEGREES GRANTED, 1962-1966

(Licenses)	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>
Free Letters	24	44	58	83	91
Humanities	-	-	-	5	10
English	1	-	4	3	14
French	5	20	15	13	13
Vietnamese	1	6	2	-	2
Vietnamese-Chinese	-	-	14	12	10
Eastern Philosophy	-	-	-	-	4
Western Philosophy	7	13	14	25	15
History-Geography	2	1	6	3	5
History	-	-	-	-	6
Geography	-	-	-	-	-
TOTAL	40	84	113	144	170

In addition 23 D.G.S. degrees have been awarded in the past five years - 4 in 1961-62, 6 in 1963-64, 3 in 1964-65, and 10 in 1965-66.

LIBRARY

There are a total of 17,637 books reported to be in the library of which 1,210 are in Vietnamese, 4,080 in French, and 11,460 in English. Although many of the books are outdated, there is a fairly good collection of modern books in English. These books do not adequately represent the disciplines taught in the Faculty. The journal collection is small, consisting of 65 titles. The budget of the library is a total of 248,560 VN\$, of which 50,000 VN\$ are for purchase of books and journals, 178,500 VN\$ for the salaries of the two employees in the library, and the rest for supplies, equipment, binding, and maintenance.^{1/}

The library is approximately one mile from the major classrooms of the Faculty. Admittedly the library is primarily for freshman-sophomore use, but it is quite small, not well lighted, and inadequately maintained. It seems to be used more for a study area than for reference reading. Books are not loaned out overnight, but can be checked out for use in the reading room itself.^{2/}

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1. Appendix B, Faculty of Letters data forms.
 2. Personal inspection visit to the library.

FACULTY AFFAIRS

The very significant variation by the Faculty of Letters in the area of faculty affairs is in the management of the instructional personnel themselves. As indicated in the General Statement of Faculty Status*, 99 persons of 119 hold part-time assignments with the rank of Giang-Vien. Only six hold appointments of professorial rank. It is impossible to consider this a well-balanced pattern of faculty classification and distribution.

At the time of this writing, comparative materials from the Faculty offices were not available. In addition to the staff of 119 members, the Rectorate offices indicate a total enrollment of 7,882 students, yielding a student-staff ratio of 66/1. If so large a number of part-time instructors is calculated as a full time equivalent, this ratio would undoubtedly be higher.

* Refer to the General Statement of Faculty Status
on page , appendix .

ADMINISTRATION

Letters was not part of the early Indo-Chinese University, but a start at least was made in Hanoi during the 1920's. Increased emphasis came in 1937 with the formation of the Indo-Chinese Cultural Center there. By 1948 some faculty, students and materials had arrived in Saigon and a small program was started.

In 1955, with establishment of the University of Saigon, Letters became a full faculty with senior courses in Vietnamese and retaining the intermediate courses in French literature.^{1/}

Its administrative format parallels that of most faculties with dean, faculty council and faculty assembly.

The faculty council generally includes about 15 persons, from full professor down to assistant professor and, at times, a senior instructor (as is the case with the Oriental Studies which has no senior staff).^{2/} The council meets at least monthly on faculty matters. On the other hand, the faculty assembly may meet only two or three times a year, as need dictates.

The dean sees himself as the servant of the Faculty Council. This group meets monthly and more often, when necessary. It includes full and associate professors as well as a few assistant professors and one senior lecturer, whose presence is explained by the fact that he is the senior faculty person in that department.

The Faculty Assembly consists of all members of the faculty council as well as the junior faculty and the part-time appointees. It meets only two or three times a year and is primarily advisory in function. If the dean were to call the group into more than the absolutely necessary sessions, it would be expensive, since the part time instructors are paid for the time spent in such meetings.

The department chairmen of the Faculty have an important role to play in matters of promotion and assignment in cooperation with the dean of the Faculty. It is not clear how disagreements between the two might be resolved.

The dean seems to regard the maintenance of Faculty autonomy as a matter of first importance. The matter of autonomy should be basic principle of university management. The lack of statutes for the University of Saigon seems to worry the Faculty, especially in view of the problems involving the Faculty of Medicine.

In preparing the Faculty budget, the dean works with the department chairmen and other faculty members, using the previous year's budget as a guide. Guidelines and some help come from the Rectorate. Budget cuts are made by the Minister of State for Education and the remaining funds for the University are made by the Rector, applying apportionment standards of some sort for the process. After taking care of faculty salaries, very little is left for other purposes.

The buildings of the Faculty form a compound in a residential section of the city. It encompasses little other than rooms for classes and a few offices. The buildings show the effects of intensive use and deferred maintenance since the University moved into them. There is considerable noise from the streets and little protection from the weather.

This material is based on interviews with members of the Faculty of Letters and visits to the Faculty itself.

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1. See Silcock, op. cit., pp. 40-41; Falk, op. cit., pp. 11-25, passim.
 2. Conference with Dean Hoach, February 2, 1967.

FACULTY OF MEDICINE

Interviews with the officers of the Faculty of Medicine and visits to its facilities were scheduled in early January. These appointments were not maintained following the governmental reorganization of the Faculty of Medicine. Data forms and statistical information concerning the Faculty were subsequently submitted and are included in Appendix B.

The instructional programs of the Faculty were not in session when the survey team arrived in Saigon, due to a student strike. These programs were not resumed until early March, which precluded a visit by the team prior to the drafting of this report. An interpretive handling of its statistical data has, therefore, not been completed.

ACADEMIC PROGRAMS

The Faculty of Pedagogy originally was a superior normal school preparing first cycle teachers. It was first designated as a Faculty in 1958 when it accepted the additional responsibility of preparing second cycle teachers.^{1/}

Undergraduate. (Second Cycle Teachers) The program of studies is divided into two parts: (1) specialization in subject matter and (2) professional education. Effective in 1965-66 students planning to become second cycle teachers are not permitted to register in the Faculty of Pedagogy until they have passed competitive entrance examinations.^{2/} These tests are based upon the course of study taken in the Propedeutic Year in either the Faculty of Letters or the Faculty of Sciences.

Currently students are sent to the Faculty of Sciences to secure certificates in this content area. Students enrolled in the Letters Section, however, take their content courses within the Faculty of Pedagogy. Sending students to other Faculties for content courses is considered to be only a temporary measure. Concern was expressed that other Faculties do not adequately prepare students with the proper background for teaching.^{1/}

Professional education of second cycle teachers includes the following courses:^{2/}

- Introduction to Education (history and philosophy)
- Educational Psychology (includes guidance)
- School Administration
- Comparative Education
- Pedagogical Methods
- Foreign Language (English or French)

Included in professional education is the experience of three hours of practice teaching a week each of the three years students are enrolled in the Faculty of Pedagogy.

The following table reports the number of diplomas awarded to secondary cycle teachers in the seven areas of specializations over the past five years.

TABLE 1

DIPLOMAS AWARDED BY AREA OF SPECIALIZATION

1962-66

	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>
Sino-Vietnamese	33	31	36	33	0
History-Geography	18	32	39	34	0
English	24	27	20	26	6
French	21	30	25	29	1
Mathematics	21	17	23	31	5
Physics-Chemistry	22	24	24	53	7
Natural Science	<u>27</u>	<u>9</u>	<u>15</u>	<u>16</u>	<u>0</u>
	166	170	182	222	19

(The small number in 1966 results from the inauguration of a four year program in 1963 which required a preparatory year.)^{4/}

Undergraduate. (First cycle teachers) Since 1965-66 the Faculty of Pedagogy, as an emergency measure, has offered a 12-month training course for first cycle high school teachers. This program, like that for second cycle teachers, consists of two parts: (1) subject matter specialization, (2) professional education including practice teaching. To be admitted to this program, the student must also hold a preparatory certificate either from the Faculty of Letters or the Faculty of Sciences. In addition he must pass an entrance examination based on the courses taken during this first year.^{2/}

Specialization is available for first cycle teachers in any of the following departments:

Vietnamese (history, language, culture, literature,
philosophy, etc.)
History and Geography
English
French
Mathematics, Chemistry, and Physics
Chemistry, Physics, and Natural Sciences

Weekly schedules provide for 15 hours in subject matter, (Mathematics and Science specializations divide this time between lectures and laboratories.) 7 hours for professional training and 3 to 8 hours in practice teaching.^{2/}

In 1965-66, 167 completed the program. Last year 138 were granted the "Junior High School Teaching Certificate".^{5/}

Requirements for Admission. To be admitted to either the 12-month training program for first cycle teachers or the 3 year program for second cycle teachers the following requirements must be met:^{6/}

1. Hold a Bac.II.
2. Possess a "Propedeutic Certificate" from either the Faculty of Letters or the Faculty of Sciences.
3. Pass a competitive entrance examination

The number of students admitted, as well as the examination requirements are fixed each year by an Arrete issued by the Minister of Education.^{2/}

Course Descriptions and Outlines. Neither course descriptions nor course outlines have been made available to the Committee.

Method of Instruction. Attendance at classes is taken and students may be denied an opportunity to take an examination if their attendance record is unsatisfactory.

Examinations. Written, laboratory and oral tests, and one practice-teaching lesson comprise final examinations which are offered twice a year. The first is given before summer vacation and the second after.

Diplomas Completed. The relationships between number of (3 year) of diplomas issued and total enrollment/students preparing to be second cycle teachers is given in the following table:^{7/}

TABLE 2

RELATIONSHIP BETWEEN DIPLOMAS TO UNDERGRADUATE ENROLLMENT

	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1966-67</u>
Total Enrollment	630	641	799	841	755
Undergraduate Diplomas Awarded	166	170	182	222	249
Percent of Total Enrollment	26.3	26.5	22.7	26.4	33

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1. Presentation by the Faculty Council on February 4, 1967.
 2. University of Saigon Catalog, Pedagogy Section, (English Translations) 1966/67.
 3. Information supplied on Program Form A by the Faculty of Pedagogy.
 4. Conversation with members of the Faculty, February 17, 1967.
 5. Information supplied on Personnel Form A by the Faculty of Pedagogy.
 6. Information supplied by Faculty of Pedagogy on paper headed Rules and Regulations.
 7. Annuaire Statistique de l'Enseignement, years 1961-64 and reports submitted by Faculty of Pedagogy to Committee.

LIBRARY

The library is a modern one in terms of collections, most of the books date from 1958 in terms of publication, and in terms of personnel, it has one of the few trained librarians in the country. The collections are in good order and show signs of proper classification and shelving.^{1/}

The report of the librarian includes the following information:

1. The Faculty of Pedagogy library has a book collection of about 14,500 volumes. It tends to meet the students' needs in their specialized fields. Considering this purpose, the library has acquired books written in three languages (French, English, Vietnamese) emphasizing Literature, Education, Linguistics, Mathematics, Physics, Chemistry, Botanical and Biological Sciences, History and Geography. The library material collection also includes about 40 periodicals both for recreational reading and research, maps, a pamphlet and picture file.
2. For the acquisition of library materials and other necessary equipment, the library has a share in the total annual budget of the Faculty granted by the Ministry of Education. As for the library personnel, they get their salaries from the Ministry of Education.
3. The library is open from 8:00 a.m. to noon and from 2:30 p.m. until 5:30 p.m. everyday except on Sunday and other holidays. It has provided books, textbooks, periodicals, maps, pamphlets and pictures to the students. Multiple copied books serve as

textbooks which students will return to the library at the end of the academic year. Periodicals can be also checked out. Students can come to the library reading room to study or to consult general reference books. Now and then, lectures are given in the reading room.

4. In the future, we need some reforms and improvements in order to maintain good library services:

- a better building with adequate space for stack area, librarians' working room, consulting general reference tools, reading current magazines, and independent study.
- a few more competent assistants to get library work done effectively.
- an adequate budget to build up a live and growing library collection.
- close working combination of faculty members and librarians to achieve a sound selection and acquisition of library materials and to encourage students' use of the library and, therefore, their habit of reading much and well.
- an open system to make both reference books and periodicals on open shelves.^{2/}

1. Visit to the library on February 17, 1967.

2. Report of the librarian to the Committee, February 1967.

FACULTY AFFAIRS

A primary characteristic of faculty affairs in the Faculty of Pedagogy--which in many respects is a significant variation from the general status of faculty affairs at the University--is its relatively homogeneous professional enthusiasm and dedication, which has been encouraging to observe. This is reflected in different operational procedures, such as admission by examination, required class attendance, controlled class size and the administrative innovation of a Board of Directors.

The difficulties of obtaining accurate data are again illustrated, however. The offices of the Rectorate report 94 instructional personnel (with 7 persons holding professorial ranks and 75 Giang-Vien), and a student enrollment of 814. In contrast the Faculty offices report a list of 103 instructors with a total enrollment of 686. These variations, without calculation of full-time faculty equivalents yield student-staff ratios of approximately 9/1 and 7/1, respectively.

ADMINISTRATION

Before the establishment of the University of Saigon in 1955, Pedagogy had existed as a school within the University of Hanoi. After separation, however, it emerged as a Faculty within the new university.

Perhaps in keeping with its relative newness was the fact that its specific administrative structure differed considerably from those of the other university Faculties. For in addition to a Dean, Faculty Council and Faculty Assembly, Pedagogy also has a Board of Directors.

The Board of Directors includes the Dean and the three course Directors, for science, letters and teacher training. Together this group attempts to work out some of the problems the program in pedagogy faces as well as to provide effective coordination for the students.

This unique development can be traced back to the late 1950's when the Central Government asked the Ministry of Education what might be the most effective administrative pattern for the Faculty of Pedagogy. The Ministry, in turn, discussed this matter with the Faculty, and the unique pattern which now exists was the result.^{1/}

1. Explained by Dean Tan in a conversation on February 4, 1967.

ACADEMIC PROGRAMS

The present 5 year curriculum adopted in 1962 leads to the Diploma of State in Pharmacy.^{1/} The program revolves around three types of activities: theoretical courses, laboratory experiences and internship.

Undergraduate. The curriculum for each of the 5 years is structured as follows:^{4/}

FIRST YEAR

Theory

Organic Chemistry
Inorganic Chemistry

One Semester
3 hrs. weekly*
3 hrs. weekly

Laboratory

Plant and chemical recognition; pharmaceutical operations; and introduction to related areas, such as first aid, pharmacology, bacteriology, etc.

Internship

Six months work in a retail pharmacy.

SECOND YEAR

Theory

Organic Chemistry
Inorganic Chemistry
Mineralogy
Physics
Botany
Pharmaceutical Mathematics
Zoology
Physiology

One Semester
3 hrs. weekly
3
1½
3
3
1½
3
3

Laboratory

General Chemistry and Quantitative
Analysis

Two Semesters
3 hrs. weekly

*NOTE: 3 hours weekly for one semester approximates 40 hours.

THIRD YEAR

Theory

	<u>One Semester</u>
Analytical Chemistry	3 hrs. weekly
Biological Chemistry	3
Chemical Pharmacy	4
Physics	3
Hydrology	1½
Botany	3
Pharmacognosy	3
Galenical Pharmacy	3

Laboratory

	<u>One Semester</u>
Analytical Chemistry	3 hrs. weekly
Micrography and (Botany)	
Herborization	3

FOURTH YEAR

Theory

	<u>One Semester</u>
Analytical Chemistry	3 hrs. weekly
Biochemistry	3
Pharmaceutical Chemistry	4
Taxology	3
Galenic Pharmacy	3
Pharmacognosy	3
Cryptogamy	3
Bacteriology	3

Laboratory

	<u>One Semester</u>
Analytical Chemistry	3 hrs. weekly
Micrography and Herborization	3
Parasitology	3
Physics	3

FIFTH YEAR

Theory

	<u>One Semester</u>
Pharmacology	3 hrs. weekly
Hygiene	1½
Pharmaceutical Jurisprudence	2

Laboratory

Food and Drugs Control, Toxicology, and Hydrology	One Semester 3 hrs. weekly
Biochemistry	3
Bacteriology	3

Internship

Four months each are spent in a medical analysis laboratory and in a pharmaceutical manufacturing laboratory.

Graduate. No graduate work is currently offered.

Requirements for Admission. Two requirements must be met by an applicant: (1) he must hold a Bac. II in any of the four series and (2) pass an entrance examination. This examination was made compulsory in 1965-66.^{3/} This past fall, approximately 4500 took the examination but only 400 were accepted.^{1/}

Course Descriptions and Outlines. Neither course descriptions nor course outlines have been made available to the Committee.

Method of Instruction. The lecture system is used exclusively for theory classes. Attendance at lectures is optional but required at laboratory sessions. Lecture notes, as taken by students, are duplicated and sold. A notebook is also kept by each student. In this he systematically records daily, manipulations, medical preparations, prescriptions he has prepared as well as observations he has made and comments of others.^{2/}

Examination. In addition to the examination for entrance, tests are given at the end of each year including a graduation examination at the conclusion of the fifth year. No other examination is required to become a pharmacist. A student may repeat each examination four times before he is disqualified.^{2/}

Diplomas Awarded. The following table reports the number of diplomas awarded since 1962.^{4/}

TABLE . .1
DIPLOMAS AWARDED IN PHARMACY

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67 (Current Yr)
Diploma of State in Pharmacy	47	58	63	96	134	(262)

The relationship of diplomas to total enrollment is shown in Table 2 .^{5/}

TABLE 2
PERCENT OF DIPLOMAS TO TOTAL ENROLLMENT

	1961-62	1962-63	1963-64	1964-65	1965-66
Total Enrollment	1281	1833	2140	2922	2717
Diplomas Awarded	47	58	63	96	134
Percent of Total Enrollment	3.7	3.1	2.9	3.1	4.9

1. Meeting with Faculty Council, February 1, 1967.
2. University of Saigon Catalog, Pharmacy Section, (English Translation) 1966-67.
3. Information supplied on Personnel Data Form A, Enrollment Trends.
4. Information supplied on Program, Form A, Degrees and Certificate Programs.
5. Annuaire Statistique de L'Enseignement, years 1961-64 and reports submitted by Faculty of Pharmacy to Committee.

LIBRARY

The library has a collection of 2320 books and bound periodicals of which 25 are in Vietnamese, 1410 are in French, and 885 in English. Better than half of the collection is fairly modern in terms of publication dates. The library budget is 42,000 VN\$ for acquisitions and this will purchase approximately 100 books. The library would like to subscribe to Chemical Abstracts, but can not afford the subscription price.^{1/}

The library quarters are cramped, poorly lighted, and poorly maintained. There is no trained librarian or other personnel of this nature. The library is supervised by several civil service clerks. We were informed that the library is not used as a resource place by the students so much as a study hall.^{2/}

-
1. Appendix B, Data Sheets, Faculty of Pharmacy, Library .
 2. Visit to the Faculty of Pharmacy, February 1, 1967.

FACULTY AFFAIRS

The management of faculty affairs in the Faculty of Pharmacy follows very closely the general university patterns. No significant variations were identified.

Statistical variations again occur between the reports from the Rectorate and Faculty offices. The former reports a staff of 31 and enrollment of 2,880 persons. The Faculty reports a staff of 27 with enrollment of 2,595. Without adjustment for part-time teachers these produce the quite comparable student-staff ratios of 96/1 and 93/1.

ADMINISTRATION

Both the Dean and the Assistant Dean of the Faculty of Pharmacy are elected for three-year terms by the Faculty Council and, in addition to their administrative duties, teach three hours per week. Routine administrative duties are handled by a Secretary-General and two typists.

The Faculty Council of Pharmacy does not have full professors on it, and thus it has been necessary to reach down into the ranks to secure the necessary minimum of six persons. Included are two associate professors, four professors delegae, and three assistant professors.

The Council decides on promotions, budgets, appointments, academic matters and other things brought to its attention. There is also a Faculty Assembly which deals with examinations and general matters, but not with important topics which are reserved to the Council.

In the preparation of the budget, the Dean is responsible and works closely with the Faculty Council.

FACULTY OF SCIENCE

ACADEMIC PROGRAMS

The Faculty of Science has established three levels of certificates. At the first level five types of preparatory certificates are available:^{1/}

- MP - Mathematics and Physics
- MPC - Mathematics, Physics, and Chemistry
- SPCN - Physics, Chemistry, and Natural Science
- APM - Pre-Medic
- APD - Pre-Dental

The preparatory courses serve not only the students enrolled in the Faculty of Science but those planning to enroll in the Faculty of Pedagogy, the Faculty of Medicine, and the Faculty of Dentistry. Students in Pedagogy also take their content courses in the Faculty of Science.

At the next level, Second Cycle Higher Studies certificates are offered in 24 mathematics, natural science, and physical science courses.

Only three certificates are offered at the next highest level, the third cycle. These are:

- Physics of the Solid State
- Structural Organic Chemistry
- Higher Geology

Undergraduate. What is equivalent to the Bachelor's degree is available in two different patterns.

The non-professional License es Sciences is conferred following successful completion of a certificate in one of the preparatory areas of Mathematics and Physics, Mathematics, Physics and Chemistry or Physics, Chemistry and Natural Science. In addition the student must complete any six second cycle certificates.

The professional License es Sciences (libre) is offered when two requirements are met. First, the student must complete the same preparatory year requirements as for the non-professional License es Sciences. Second, the student must secure six compulsory second cycle certificates within one of the three departments: Mathematics, Physics and Chemistry or Natural Sciences.

The Doctorate Degree of the Third Cycle was established by Arrete No. 169-GD/PC-ND issued by the Minister of Education on Jan. 29, 1966.^{1/} Candidates must meet the following conditions:

1. Hold the degree License d'enseignement es-Sciences or any equivalent degree.
2. Pass the Third Cycle Certificate of Higher Studies.
3. Pass a foreign language examination with emphasis on international scientific aspects.
4. Submit an acceptable thesis consisting of two parts: (a) special studies, (b) a bibliographical subject based on scientific books and periodicals. It is anticipated that this degree will require three years for a candidate to complete.

The degree of Doctor of State es-Sciences is also offered. To register for this degree candidates must meet the following conditions:^{1/}

1. Possess a License d'enseignement es-Sciences or an equivalent degree.
2. Be accepted into a "research laboratory" directed by a faculty member holding a Doctor of State es-Sciences or an equivalent degree.

The degree is awarded when the candidate successfully defends not only his research thesis but a second thesis subject as well.

Requirements for Admission. To be admitted students must hold a Baccalaureate II in either Mathematics or Science.

Course Descriptions and Outlines. Neither course descriptions nor course outlines have been made available to the Committee.

Method of Instruction. Freshman lectures are duplicated and distributed to classes by most professors. In the advanced courses a professor usually agrees to correct a representative's notes which are then duplicated and distributed. Laboratory exercises are coordinated with lectures. Only the better students read outside materials. Some professors suggest supplementary materials in a foreign language.

Examinations. There are three cycles of examinations and one may proceed from one to the other only if he has passed each preceding one. An annual written examination is followed by a laboratory examination which in turn is followed by an oral examination. Pedagogy students take the same examinations but the Chairman of their examining committee is the Dean of the Faculty of Pedagogy. This committee exercises judgment as to whether or not a student passes.

Degrees Completed. The relationship between number of undergraduate degrees completed to total undergraduate enrollment is shown in the accompanying table.^{2/}

TABLE 1

RELATIONSHIP BETWEEN DEGREES TO UNDERGRADUATE ENROLLMENT

	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>
Total Enrollment	3383	3388	3964	3866	4216
Undergraduate Degrees Awarded	25	37	56	68	97
Percent of Total Enrollment	0.7	1.1	1.5	1.9	2.3

In the five year period only two Doctor es-Sciences degrees have been awarded and two of the Third Cycle.

Degrees by area of specialization for the five year period 1962-1966 are reported in Table 2.

TABLE 2

DEGREES BY AREA OF SPECIALIZATION

	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>
License es-Sciences					
Mathematics	11	8	17	8	8
Physics & Chemistry	5	15	19	42	53
Natural Science	9	11	14	59	24
Physics	-	-	-	-	1
Licence (libre)	0	3	6	4	11

-
1. University of Saigon Catalog, Sciences Section, 1966-67 (English translation).
 2. Annuaire Statistique de L'enseignement, years 1961-64 and reports submitted by Faculty of Science to Committee.
 3. Information provided to Committee on Program, Form A, by the Faculty of Science.

LIBRARY

The library consists of two distinctly different components. There is a small central library for general holdings, but which contains outdated reference books and a few journals. The seating is inadequate in terms of number of positions for the enrollment of the college. In terms of the number of students who use the library it is more than adequate for the library is used very little and then usually as a study room.^{1/}

The second component consists of small departmental libraries such as inorganic chemistry, organic chemistry, physics, mathematics, biology, etc. These libraries are under the direct control of each department head. In these holdings are found the more recent text and reference books and the best of the journals. Use of these departmental collections is usually allowed only for the upper level students, the graduate students, and the faculty members themselves. The collections are in locked rooms or in locked cases and permission must be obtained from the department head or his deputy each time a student wants to use the volumes.^{1/}

The total collection as reported by the Faculty consists of 10,000 books of which 1,000 are in Vietnamese, 5,000 in French, 3,000 in English, and 1,000 in other languages principally German. About 240,000 VN\$ is available for acquisitions. In spite of this they cannot afford to subscribe to Chemical Abstracts which comes to about 85,000 VN\$ each year.^{2/}

The librarian is paid 324,000 VN\$ for 11 months work and has some formal training in a course directed by R.K. Gardner of Michigan State University. He does some classification of books on the Dewey Decimal system and maintains the collection in the small central library.^{2/}

-
1. Visit to Faculty of Science, February 2, 1967.
 2. Appendix B, Data Forms, Faculty of Science, Library.

FACULTY AFFAIRS

Faculty affairs within the Faculty of Science are conducted without significant variation from the general patterns of the University. As befits a Faculty of Science there was evident a very refreshing attitude of openness to the data under consideration. Despite this admirable scientific characteristic, only an approximation of 1966-67 enrollment could be made at 4,700 students, while the Rectorate records a Science enrollment of 4,854. The 123 faculty members would permit a student staff ratio of approximately 40/1.

ADMINISTRATION, BUDGET, AND FACILITIESAdministration

According to the Dean and members of the Faculty of Science who attended the conference with the study staff, the organization of the Faculty of Science follows a system common to other faculties in the University of Saigon. In the usual pattern, the Dean is elected from among the senior members of the Faculty for a term of three years and is eligible for reelection. There are no full professors in the French tradition in the Faculty of Science, hence the Faculty Council is composed of Associate Professors, Assistant Professors, and Instructors who have responsibilities as Chairmen of Departments. Policy is formulated by the Faculty Council with the Dean as Chairman. There is a Faculty Assembly but it appears to function as little more than a "teachers' meeting", with no power or authority except to discuss issues.^{1/}

Budget

Budget preparation follows the pattern of submissions of statements of need to the Dean by the departments of the Faculty. The total Faculty budget is then submitted to the Rector and the University Council. Budget cuts have been apportioned about equally among the various Faculties, according to the faculty members who were present at the meeting.^{1/}

Facilities

Based on observations made during the tour by the study group of the laboratories, the rooms, and the equipment areas of the Science Faculty, it might be accurately stated that the vast gap between standards elsewhere and the facilities of this university is nowhere more dramatically illustrated than here. The long benches in the laboratories which serve 70 or more students each; the crude and outdated equipment; the deterioration and dust that results from the exposure of laboratory spaces to the elements; the inability to control temperature and humidity sufficient to allow the use of what modern equipment the faculty does have - all these contribute to an impression of insufficiency and archaicism in terms of the demands of modern science study.

The buildings once housed an old Lycee. They are dirty, poorly maintained and totally inadequate in design in view of the purposes for which they are being used.^{2/}

-
1. Interview with Faculty Council, February 2, 1967.
 2. Visit to Faculty of Science, February 2, 1967.

APPENDIX B

This Appendix contains data forms completed by the various faculties of the Universities of Cantho, Hue and Saigon.

The team designed the forms in the hope of obtaining a variety of educational information, especially of a statistical nature. It was believed this information would aid the team in the pursuit of its tasks, and would also be of value to others.

Information on students, enrollment, faculty, instructional activities and libraries was sought through these forms. In some instances, because of the nature of a program or its newness, information did not lend itself to inclusion or was not available. It should also be recognized that language difficulties, as well as lack of staff to complete the task, affected the return of some materials, or the failure to return them.

APPENDIX B

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Faculty of Science.	89
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Higher School of Architecture.	99
Faculty of Dentistry.	115
Faculty of Law.	125
Faculty of Letters.	136
Faculty of Medicine	155
Faculty of Pedagogy	175
Faculty of Pharmacy	195
Faculty of Science.	211

PERSONNEL

1

DATA FORM A

NOTE: An institutional document or report which provides comparable data may be substituted for this data form.

ENROLIMENT TRENDS

Total number of students (excluding duplicates) enrolled during the regular academic year for the last five years, FULL TIME as defined by the institution.

FACULTY OF _____; UNIVERSITY OF _____.

FULL-TIME STUDENTS	1962-63	1963-64	1964-65	1965-66	1966-67
Propédeutique					
One certificate					
Two certificates					
Three certificates					
Total Undergraduates					
Licences Awarded					
Students in the Professional Schools (list by school)					
1.					
2.					
3.					
4.					
Total Graduate Students					
Total FULL-TIME Students					

PERSONNEL

DATA FORM B

NOTE: An institutional document or report which provides comparable data may be substituted for this data form.

ENROLLMENT TRENDS

Total number of students (excluding duplicates, enrolled during the regular academic year for the last five years, PART-TIME as defined by the institution.

FACULTY OF _____; UNIVERSITY OF _____

PART-TIME STUDENTS	1962-63	1963-64	1964-65	1965-66	1966-67
Propédeutique					
One Certificate					
Two Certificates					
Three Certificates					
Total Undergraduates					
Licences Awarded					
Students in the Professional Schools (list by school)					
1.					
2.					
3.					
4.					
Total Graduate Students					
Total PART-TIME Students					

PERSONNEL
DATA FORM C

NOTE: An institutional document or report which provides comparable data may be substituted for this data form.

STUDENT ADMISSIONS

Provide as much of the following information as is available about applicants for admission in the last five years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

FACULTY OF _____; UNIVERSITY OF _____.

	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966
Number of applications with complete credentials for admission to the "Propédeutique" class.					
Number accepted to the "Propédeutique" class.					
Number actually enrolled.					
Number of applications with complete credentials for admission "après Licence"					
Number of applicants with Licence for admission to graduate program.					
Number of applicants accepted for graduate program.					
Number of applicants actually enrolled in graduate program.					

PERSONNEL

DATA FORM D

NOTE: An institutional document or report which provides comparable data may be substituted for this data form.

EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

FULL-TIME instructional staff (as defined by the institution)

FACULTY OF _____; UNIVERSITY OF _____.

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor							
Associate professor							
Assistant professor							
Instructor Assistants (Giang Nghiem)							
Chargé d'Enseignement Giang Vien							
TOTAL FULL TIME							

PERSONNEL

DATA FORM E

NOTE: An institutional document or report which provides comparable data may be substituted for this data form.

EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

PART-TIME instructional staff (as defined by the institution)

FACULTY OF _____; UNIVERSITY OF _____

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor							
Associate Professor							
Assistant Professor							
Day Instructor							
Graduate Assistant (Giang Nghien)							
Graduate Assistant (Preparateurs)							
Charge d'Enseignement							
TOTAL PART-TIME							

DIRECTIONS FOR COMPLETING THE
INVENTORY OF FACULTY TEACHING LOADS
ON PERSONNEL DATA FORM F

1. Indicate on the attached sheets the individual teaching loads of all persons who are assigned teaching duties at your institution for the current semester or term.
2. Faculty members should be grouped by departments, divisions, or schools (whichever is most convenient). Note in the left hand margin where one group stops and another begins. In cases where a faculty member teaches in more than one department, division, or school, he should be placed with the group where a major portion of his teaching is done.
3. List in column number two the name and number of each class (not course) that a faculty member teaches. In cases where more than one section of a course is taught by the same person, make sure that each class has been reported separately. Check whether each class is an undergraduate or graduate course.

PERSONNEL

DATA FORM G

NOTE: An institutional document or report which provides comparable data may be substituted for this data form.

FACULTY SALARIES, EXCLUDING FRINGE BENEFITS
1966-67

FULL-TIME Instructional Staff Employed on a 12-Month Basis
(FULL-TIME as defined by the institution)

FACULTY OF _____; UNIVERSITY OF _____.

Rank	No. in Rank	Average Salary		Range	
		Basic	Allowances	Lowest Salary	Highest Salary
Professor					
Associate Professor					
Assistant Professor					
Instructor Assistants (Giang Nghiem)					
Chargé d'Enseignement Giang Vien					
ALL RANKS					

DEGREES AND CERTIFICATE PROGRAMS

License, Diploma or Degree	Section or Department	Graduates in Program					
		1961-62	1962-63	1963-64	1964-65	1965-66	1966-67 (Current Year)
Ex: License es Lettres		30	35	31	37	39	41

NOTE: An institutional document or report which provides comparable data may be substituted for this data form.

Name of Your LIBRARY _____

Number of books and bound periodicals included in your library system. Specify according to the system in use in your institution, e.g., Dewey Decimal System or Library of Congress. Report separately for units that have separate facilities, e.g., law, education.

Method of Classification	Library	Books in Vietnamese	Books in French	Books in English	Books in other Languages Specified
TOTAL					

Number of periodicals to which institution currently subscribes, secluding government documents _____

LIBRARIES - FORM J

NOTE: An institutional document or report which provides comparable data may be substituted for this data form.

The Library Staff

Name	Title or Area of Re- sponsibility	Salary for this Year	Months of Work Required	Highest Degree, or Extent of Training, in Library Science	Non-Library Science Degrees Held

NOTE: If any of these persons.

NOTE: An institutional document or report which provides comparable data may be substituted for this data form, e.g., the institution may submit the U.S. Office of Education library report in lieu of this form.

Library expense and evaluation chart. Information to be provided for the total library system, excluding off-campus or extension branches, for each of the last six fiscal years.

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
<u>Books and Pamphlets:</u> Expenditures during the year and per cent of total library expenses.						
<u>Periodicals:</u> Expenditures and per cent of total library expenses.						
<u>Micro-film and Micro-card:</u> Expenditures and per cent of total library expense.						
TOTAL ACQUISITION EXPENDITURES						
<u>Binding and Rebinding:</u> Expenditures and per cent of total library expense.						
<u>Salaries of Library Staff</u> (including part-time and student assistants): Expenditures and per cent of total library expense.						
<u>Supplies and Equipment</u> (excluding operation and care of the building): Expenditures and per cent of total library expense.						
<u>Operation and Care of the Building:</u> If included in library budget, give per cent of total expense.						
TOTAL LIBRARY BUDGET AND EXPENDITURE						

LIBRARIES - FORM K (Cont.)

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
<u>Percentage of Total Educational and General Budget Allocated to Library Expenditures.</u>						
<u>Student Use of Library</u> --number of books in circulation annually among students divided by number of students enrolled (full-time equivalent).						
<u>Student Use of Reserved Books</u> --number of reserved books in circulation annually among students divided by number of students enrolled (full-time equivalent).						
<u>Faculty Use</u> --number of books in circulation annually among faculty divided by number of faculty.						

PERSONNEL
ENROLLMENT TRENDS

FULL-TIME STUDENTS	1962-63	1963-64	1964-65	1965-66	1966-67
Propedeutique (1st year)					355
One certificate					
Two certificates					
Three certificates					
Total Undergraduates					
Licence Awarded					
Students in the Professional Schools (list by school)					
1.					
2.					
3.					
Total Graduate Students					
Total FULL-TIME Students					355

CANTHO

FACULTY OF SOCIAL
SCIENCES AND LAW

FORM B

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

PART-TIME STUDENTS	1962-63	1963-64	1964-65	1965-66	1966-67
Propedeutique					
One Certificate					
Two Certificates					
Three Certificates					
Total Undergraduates					
Licences Awarded					
Students in the Professional Schools (list by school)					
1.					
2.					
3.					
Total Graduate Students					
Total PART-TIME Students					

PERSONNEL
STUDENT ADMISSIONS

	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966
Number of applications with complete credentials for admission to the "Propedeutique" class.					
Number accepted to the "Propedeutique" class.					
Number actually enrolled.					
Number of applications with complete credentials for admission "apres Licence"					
Number of applicants with Licence for admission to graduate program.					
Number of applicants accepted for graduate program.					
Number of applicants actually enrolled in graduate program					

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor	1	Ph.D.					
Associate Professor							
Assistant professor							
Instructor Assistants (Giang Nghiem)							
Charge d'Enseignement (Giang Vien)(Assistants)	2				2		
TOTAL FULL TIME	3	1			2		

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor	3	3					
Associate Professor	3	3					
Assistant Professor							
Lay Instructor							
Graduate Assistant (Giang Nghiem)							
Graduate Assistant (Preparateurs)							
Charge d'Enseignement							
TOTAL PART-TIME	6	6					

CANTHO

FACULTY OF LAW AND
SOCIAL SCIENCES

FORM F

APPENDIX B

PERSONNEL
INVENTORY OF FACULTY TEACHING LOADS, 1966-67

Name of Faculty	Name and Number of Each Class Taught	Number of Students Enrolled in Each Class		Number of Class Hours Per Week	Date of Actual Class Session	
		Under Grad.	Grad.		First	Last
(Example) JOHN DOE	Edu.203 Psych.200 Histo.215					
VU QC THONG	Hist.of Law	x		355	Actual Attendance 120	3 (2 semester course)
TANG K.DONG	Intern. Institu- tions	x		"	"	3 (2 semester course)
NG.QG.QUYNH	Civil Law	x		"	"	3 (2 semester course)
NG.NGOC HUY	Constitu- tional Law	x		"	"	3 (2 semester course)
TA VAN TAI	Sociology	x		"	"	3 (1 semester course)
NG.NHU CUONG NG.DUY XUAN	Economics	x		"	"	3 (2 semester course)
NG.DUY XUAN	Social Sci- ences Ter- minology	x		"	"	3 (1 semester course)

CANTHO

FACULTY OF LAW AND
SOCIAL SCIENCES

FORM G

APPENDIX B

PERSONNEL
FACULTY SALARIES, EXCLUDING FRINGE BENEFITS (1966-67)

Rank	No. in Rank	Average Salary		Range	
		Basic	Allowances	Lowest Salary	Highest Salary
Professor		11,983\$	7,693\$		
Associate Professor					
Asst Professor					
Instructor Assistants (Giang Nghiem)					
Charge d'Enseigne- ment (Assistants)		5,790\$	2,500\$		
ALL RANKS					

PROGRAMS
DEGREES AND CERTIFICATE PROGRAMS

Licence, Diploma or Degree	Section or Department	Graduates in Program					
		1961-62	1962-63	1963-64	1964-65	1965-66	1966-67 (Current Year)
Ex: Licence es Lettres		30	35	31	37	39	41

LIBRARIES

Method of Classification	Library	Books in Vietnamese	Books in French	Books in English	Books in other Languages Specified
Dewey	1	600	3,736	720	11

LIBRARIES
THE LIBRARY STAFF

	Title or Area of Re- sponsibility	Salary for this Year	Months of Work Required	Highest Degree, or Extent of Training, in Library Science	Non-library Science Degrees Held
Nguyen Van Phep	Librarian	168,000\$			
Tran thi Tam	Secretary	90,000\$			
Mac thi Pham	Secretary	76,000\$			
Truong Ngoc Quang	Messenger	72,000\$			

LIBRARIES

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
Books and Pamphlets: Expenditures during the year and per cent of total library expenses						2 millions
Periodicals: Expenditures and per cent of total library expenses.						50 thousands
Micro film and Micro-card: Expenditures and per cent of total library expenses.						50 thousands
TOTAL ACQUISITION EXPENDITURES						
Binding and Rebinding: Expenditures and per cent of total library expenses.						80 thous.
Salaries of Library Staff (including part-time and student assistance: Expenditures and per cent of total library expense.						360 thous.
Supplies and Equipment (excluding operation and care of the building): Expenditures and per cent of total library expense.						800 thous.
Operation and Care of the Building: If included in library budget, give per cent of total expense.						5 thous.
TOTAL LIBRARY BUDGET AND EXPENDITURE						3,345 th.

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
Percentage of Total Educational and General Budget Allocated to Library Expenditures						
Student Use of Library--number of books in circulation annually among students divided by number of students enrolled (full-time equivalent)						
Student Use of Reserved Books--number of reserved books in circulation annually among students divided by number of students enrolled (full-time equivalent).						
Faculty Use--number of books in circulation annually among faculty divided by number of faculty.						

CANTHO

FACULTY OF LETTERS

FORM A

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

FULL-TIME STUDENTS	1962-63	1963-64	1964-65	1965-66	1966-67
Propedeutique					250*
One certificate					N.A.
Two certificates					N.A.
Three certificates					N.A.
Total Undergraduates					N.A.
Licences Awarded					N.A.
Students in the Professional Schools (list by school) 1. 2. 3. 4.					N.A.
Total Graduate Students					
Total Full-time Students					250

* Including 156 pedagogy students registered for courses in the Faculty of Letters.

CANTHO

FACULTY OF LETTERS

FORM B

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

FULL-TIME STUDENTS	1962-63	1963-64	1964-65	1965-66	1966-67
Propaedeutique					128
One certificate					N.A.
Two certificates					N.A.
Three certificates					N.A.
Total Undergraduates					N.A.
Licences Awarded					N.A.
Students in the Professional Schools (list by school)					
1.					
2.					
3.					
4.					
Total Graduate Students					
Total PART-TIME Students					128

PERSONNEL
STUDENT ADMISSIONS

	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966	
					<u>Peda-</u> <u>gogy</u>	<u>Non Peda-</u> <u>gogy</u>
Number of applications with complete credentials for admission to the "Propedeutique" class.					570	267
Number accepted to the "Propedeutique" class.					156	222
Number actually enrolled.						
Number of applications with complete credentials for admission "apres Licence"						
Number of applicants with Licence for admission to graduate program.						
Number of applicants accepted for graduate program.						
Number of applicants actually enrolled in graduate program.						

CANTHO

FACULTY OF LETTERS

FORM D

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle		DES	DES & CAPES	
Professor							
Associate Professor	1	1					
Assistant Professors	1					1	
Instructor Assistants (Giang Nghiem)	6				6		
Charge d'Enseignement Giang Vien							
TOTAL FULL-TIME	8	1			6	1	

CANTHO

FACULTY OF LETTERS

FORM E

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor							
Associate Professor							
Assistant Professor	1		1				
Day Instructor	2				1		1
Graduate Assistant (Giang Nghiem)							
Graduate Assistant (Preparateurs)							
Charge d'Enseigne- ment							
TOTAL PART-TIME	3		1		1		1

CANTHO

FACULTY OF LETTERS

FORM F

APPENDIX B

PERSONNEL
INVENTORY OF FACULTY TEACHING LOADS, 1966-67

Name of Faculty	Name and Number of Each Class Taught	Under		Number of Students Enrolled in Each Class	Number of Class Hours Per Week	Date of Actual Class Session	
		Grad.	Grad.			First	Last
(Example) JOHN DOE	Educ.203 Psych.200 Histo.215						
LUU KHON (Sino-Vietnamese)	V.102 H.101	x x		250(in 2 sections) 80(in 3 ")	4 6		
H.V.MINH (Sino-Vietnamese)	V.101 V.103 H.101,102	x x x		250(1 section) 80(3 sect.) 80(3 sect.)	2 3 9		
H.H.HUNG (History)	S.101 S.103	x x		250(1 sect.) 70(3 sect.)	2 3		
P. KHOANG (History)	S.102	x		80(1 sect.)	2		
L.T.LIEM (Geography)	D. 101	x		250(1 sect.)	2		
P.D. TIEU (Geography)	D.102, 103	x		70(1 sect.)	3		
P.H. HAO (French)	Ph.102,103 104 Ph.101	x x		50(2 sect.) 130(4 sect.)	10 6		
A. BEDEL (French)	Ph.101 Ph.102	x		140(4 sect.) 50(2 sect.)	9 4		
L.V.DIEM (English)	A.102			64(3 sect.)	9		
J.PEDERSEN (English)	A.101,103 104			64(3 sect.)	11		
FAZEKAS (English)	A.101,103 104			64(3 sect.)	13		

CANTHO

FACULTY OF LETTERS

APPENDIX B

- FORM G - Refer to University's Data Form
- FORM H - Not applicable, the 1966-67 curriculum of the Faculty consisting of 1st year general studies program only.
- FORM I - Refer to University Library (U's Data Form)
- FORM J - Refer to University Library (U's Data Form)
- FORM K - Refer to University Library (U's Data Form)

CANTHO

FACULTY OF SCIENCES

FORM A

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

FULL-TIME STUDENTS	1962-63	1963-64	1964-65	1965-66	1966-67
Propedeutique				174	
One certificate				x	
Two certificates				x	
Three certificates				x	
Total Undergraduates				x	
Licence Awarded				x	
Students in the Professional Schools (list by school)				x	
1.					
2.					
3.					
4.					
Total Graduate Students					
Total FULL-TIME Students				174	

CANTHO

FACULTY OF SCIENCES

FORM B

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

PART-TIME STUDENTS	1962-63	1963-64	1964-65	1965-66	1966-67
Propedeutique				0	
One certificate				x	
Two certificate				x	
Three certificates				x	
Total Undergraduate				x	
Licence Awarded				x	
Students in the Professional Schools (list by school)				x	
Total Graduate Students					
Total PART-TIME Students				0	

PERSONNEL
STUDENT ADMISSIONS

	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966
Number of applications with complete credentials for admission to the "Propedeutique" class.					229
Number accepted to the "Propedeutique" class.					174
Number actually enrolled.					174
Number of applications with complete credentials for admission "apres Licence"					x
Number of applicants with Licence for admission to graduate program.					x
Number of applicants accepted for graduate program.					x
Number of applicants actually enrolled in graduate program.					x

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor	0						
Associate professor	1	x			x	Agrégé	
Assistant professor (II oy (I gi	0 1		x		x		
Instructor Assistants (Giang Nghiem)	21				x	Diplôme d'Etudes Supérieures	
Charge d'Enseignement Giang Vien	0						
TOTAL FULL-TIME	23						

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor	0						
Associate Professor	0						
Assistant Professor	3	x			x		
	2		x		x		
Day Instructor							
Graduate Assistant (Giang Nghiem)	2				x		
Graduate Assistant (Preparateurs)							
Charge d'Enseigne- ment							
TOTAL PART-TIME	7						

PERSONNEL
INVENTORY OF FACULTY TEACHING LOADS, 1966-67

Name of Faculty of Sciences	Name and Number of Each Class Taught	Number of Students Enrolled in Each Class		Number of Class Hrs Per Week	Date of Actual Class Session	
		Under Grad.	Grad.		First	Last
(Example) JOHN DOE	Educ.203 Psych.200 Histo.215					
PH.HOANG HO	Botany	x		69	2	
TR.NG.PHIEU	Zoology	x		69	2	
BACH NG.LAN	Geology	x		69	2	
PH.KHAC HAM	Physics	x		69	1,5	
NG.NG.SUONG	Chemistry	x		69	2	
NG.V.THACH	Math.	x		69	2	
TR.P.DUONG PH.NG.HONG	Bot.Lab	x		69	12	
DG.T.PHUOC NG.THI LAI	Zoo.Lab	x		69	12	
PH.K.CHUNG LE QG.XANG	Geo.Lab	x		69	12	
PHAN M.LINH VO H.NGHIA	Phys.Lab	x		69	12	
LE DINH LONG HUA VANG LOC	Chem.Lab	x		69	12	

PERSONNEL
FACULTY SALARIES, EXCLUDING FRINGE BENEFITS

Rank	No. in Rank	Average Salary		Range	
		Basic	Allowances	Lowest Salary	Highest Salary
Professor					
Associate Professor	2	14,533\$	4,300\$	23,562\$*	40,060\$
Assistant Professor					
Instructor Assistants (Giang Nghiem)	5	6,960\$	1,200\$ 2,040\$	10,201\$ *	13,856\$
Charge d'Enseignement (Giang Vien)	5	5,442\$	1,200\$ 1,660\$		8,302\$
ALL RANKS					

* Without family's allowances.

CANTHO

FACULTY OF SCIENCES

APPENDIX B

FORMS H,I,J & K - Not Completed

PERSONNEL
ENROLLMENT TRENDS

FULL-TIME STUDENTS	1962-63	1963-64	1964-65	1965-66	1966-67
Propedeutique					
One Certificate	130	502	585	503	473
Two Certificates	31	59	71	62	39
Three certificates	14	19	29	37	41
Total Undergraduates	175	580	685	602	553
Licences Awarded	10	8	16	14	39 est.
Students in the Professional Schools (list by school) 1. 2. 3.					
Total Graduate Students					
Total FULL-TIME Students	175	580	685	602	553

HUE

FACULTY OF LAW

FORM B

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

(Form B Omitted)

HUE

FACULTY OF LAW

FORM C

APPENDIX B

PERSONNEL
STUDENT ADMISSIONS

(Not discernible)

HUE

FACULTY OF LAW

FORM D

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Diplome d'E- tudes Supe- rieures	None
		Dr.ofState	3rdCycle				
Professor							
Associate Professor	1	1					
Assistant Professor	1	1					
Instructor Assistants(Giang Nghiem)	6			2		4	
Charge d'Enseignement (Giang Vien)							
TOTAL FULL-TIME	8	2		2		4	

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Diplome d'E- tudes Supe- rieures	None
		Dr. of State	3rd Cycle				
Professor							
Associate Professor	3	3					
Asst Professor	3	3					
Day Instructor							
Graduate Assistant (Giang Nghiem)							
Graduate Assistant (Preparateurs)							
Charge d'Enseigne- ment	5			1	3	1	
TOTAL PART-TIME	11	6		1	3	1	

PERSONNEL
INVENTORY OF FACULTY TEACHING LOADS, 1966-67

	Name and Number of Each Class Taught		Number of Students Enrolled in Each Class	Number of Class Hrs Per Week	Date of Actual Class Session	
					First	Last
		Under Grad.	Grad.			
(Example) JOHN DOE	Educ.203 Psych.200 Histo.215					
NGUYEN SI HAI	Commercial Law			41	3 hours	
	Administr. Law			39	3 "	
	Crimin. Law			41	1,30	
MAI VAN LE	Econ.			39	3	
HO THOI SANG	Econ.			39	3	
NGUYEN TRUONG	Econ.			41	1,30	
TRAN VAN LIEM	Civil Law			41	3	
NGUYEN MANH BACH	Civil Law			39	3	
BUI HOE THUC	Legal Procedures			41	1,30	
NGUYEN KHOA HOANG	Criminal Law			39	3	
NGUYEN TOAI	Civil Law			473	3	
	Hist. of Law			473	1,30	
VO NHAT MINH	Constitutional Law			473	3	
TA VAN TAI	Political Science			473	1,30	
TRAN NHU TRANG	Political Science			41	1,30	
NGUYEN MANH HUNG	Political Science			39	1,30	
NGUYEN HUULANH	Public Law			473	3	
VO XUAN HAN	Statistics			41	1,30	
NGUYEN VAN LIEN	Hist. of Law			473	1,30	

NOTE: ALL CLASSES UNDERGRADUATE.

HUE

FACULTY OF LAW

FORM G

APPENDIX B

PERSONNEL
FACULTY SALARIES, EXCLUDING FRINGE BENEFITS
1966-67

RANK	No. in Rank	Average Salary		Range	
		Basic	Allowances	Lowest Salary	Highest Salary
Professor					
Associate professor	1	15,734	5,616 (VN\$)		
Assistant Professor	1	9,238	11,071 (VN\$)		
Instructor Assistants (Giang Bghiem)	6	48,720	23,650 (VN\$)		
Charge d'Enseignement (Giang Vien)					
ALL RANKS	8	73,699	40,377 (VN\$)		

PROGRAMS
DEGREES AND CERTIFICATE PROGRAMS

Licence, Diploma or Degree	Session or Department	Graduates in Programs					
		1961-62	1962-63	1963-64	1964-65	1965-66	1966-67 (Current Year)
Licence en Droit		10	10	8	16	14	39

LIBRARIES
LIBRARY OF THE FACULTY OF LAW OF HUE

Method of Classification	Library	Books in Vietnamese	Books in French	Books in English	Books in other Languages Specified
Dewey Decimal System	3,800	200	1,350	2,250	0
TOTAL:	3,800	200	1,350	2,250	0

Number of periodicals to which institution currently subscribes, excluding government documents : 60

LIBRARIES

The Library Staff

NAME	Title or Area of Re- sponsibility	Salary for this Year	Months of Work Required	Highest Degree, or Extent of Training, in Library Sciences	Non-Library Science Degree Held
TRAN-QUOC-NGAN	(Librarian)	VN\$ 120,000	12		Diplome d(Etu- des Primaires Superieures Franco-Indochi- noises (1942)

LIBRARIES

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
Books and Pamphlets: Expenditures during the year and per cent of total library expansion.					70,000VN\$ 28%	
Periodicals: Expenditures and per cent of total library total expense.					25,000VN\$ 10%	
Micro-film and Micro-card: Expenditures and per cent of total library expense.					0	
TOTAL ACQUISITION EXPENDITURES					95,000	
Birding and Rebinding: Expenditures and per cent of total library expense.					30,000 12%	
Salaries of Library Staff (including part-time and student assistance): Expenditures and per cent of total library expense.					104,000 41,6%	
Supplies and Equipment (excluding operation and care of the building): Expenditures and per cent of total library expense.					20,000 8%	
Operation and Care of the Building: If included in library budget, give per cent of total expense.					17,000 0,4%	
TOTAL LIBRARY BUDGET AND EXPENDITURE					250,000VN\$	

HUE

FACULTY OF LAW

FORM K (Cont'd)

APPENDIX B

LIBRARIES (Cont'd)

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
Percentage of Total Educational and General Budget Allocated to Library Expenditures	No t	d i s c e r n i b l e				
Student Use of Library--number of books in circulation annually among students divided by number of students enrolled (full-time equivalent	"	"	"	"	0	"
Student Use of Reserved Books--number of reserved books in circulation annually among students divided by number of students enrolled (full-time equivalent	"	"	"	"	15	"
Faculty Use--number of books in circulation annually among faculty divided by number of faculty	"	"	"	"	230	"

HUE

FACULTY OF LETTERS

FORM A

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

FULL-TIME STUDENTS	1962-63	1963-64	1964-65	1965-66	1966-67
Propedeutique	227	280	208	270	220
One certificate	230	175	170	120	180
Two certificate	90	90	100	80	180
Three certificates	60	55	50	65	85
Total undergraduates					
Licences awarded	5	5	14	8	
Students in the Professional Schools (list by school) 1. 2. 3.					
Total Graduate Students					
Total FULL-TIME Students	607	600	528	535	665

HUE

FACULTY OF LETTERS

FORM B

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

PART-TIME STUDENTS	1962-63	1963-64	1964-65	1965-66	1966-67
Propedeutique	220	192	300	190	180
One certificate	120	80	80	80	170
Two certificates	110	60	70	60	130
Three certificates	30	25	30	45	75
Total Undergraduates					
Licences Awarded	5	12	7	6	
Students in the Professional Schools (list by school) 1. 2. 3.					
Total Graduate Students					
Total PART-TIME Students	480	357	480	375	555

PERSONNEL
STUDENT ADMISSIONS

	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966
Number of applications with complete credentials for admission to the "Propedeutique" class.					
Number accepted to the "Propedeutique" class.					
Number actually enrolled.	1,087	957	1,008	910	1,220
Number of applications with complete credentials for admission "apres Licence"					
Number of applicants with Licence for admission to graduate program.					
Number of applicants accepted for graduate program.					
Number of applicants actually enrolled in graduate program.					

HUE

FACULTY OF LETTERS

FORM D

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor							
Associate professor	2	1	1				
Assistant professor	3		3				
Instructor assistants (Giang Nghiem)	1				1		
Charge d'Enseignement (Giang Vien)	3			1	2		
TOTAL FULL-TIME	9	1	4	1	3		

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr.of State	3rd Cycle				
Professor							
Associate Professor	8	5	3				
Assistant Professor	3		3				
Day Instructor	1			1			
Graduate Assistant (Giang Nghiem)	3				3		
Graduate Assistant (Preparateur)							
Charge d'Enseignement	15				4	11	
TOTAL PART-TIME	30	5	6	1	7	11	

HUE

FACULTY OF LETTERS

FORM F

APPENDIX B

PERSONNEL
INVENTORY OF FACULTY TEACHING LOADS, 1966 - 1967

Name of Faculty	Name and Number of Each Class Taught		Number of Students Enrolled in Each Class	Number of Class Hours Per Week	Date of Actual Class Session	
					First	Last
(Example) JOHN DOE	Edu. 203 Psy. 200 Hist. 215	Under Grad. Grad.				
RP. NGUYEN VAN THICH	Vietnamese		90	6		
RP. NGUYEN HOA NHA	Geo. (Propedeu- tique & Cert.)		418	5		
RP. Georges LEFAS	French		33	4		
RP. JEAN OXARANGO	French (Propedeu- tique & Cert.)		157	10		
Mr. VO VIET TIN	Philosophy		51	5		
Mr. PHAM LUONG HAN	Vietnamese (Prope- deutique & Cert.)		110	4		
Mr. HO DAC DINH	"		110	6		
Mr. NGUYEN VAN DUONG	Vietnamese		60	2		
Mr. TRUONG VAN CHINH	"		56	4		
Mr. NGUYEN HUU VAN	"		225	7		
Mr. VUONG HONG SEN	"		132	2		
Mr. LAM THANH LIEM	Geo.		18	2		
Mr. TRAN TRONG SAN	Vietnamese		60	2		
Mr. NGO VAN PHAT	"		132	5		
Mr. Pierre COSTES	French		33	3		
Mr. DIEP TRUYEN HOA	Vietnamese		60	2		
Mr. LE HUU MUC	"		132	2		

HUE

FACULTY OF LETTERS

FORM G

APPENDIX B

PERSONNEL
FACULTY SALARIES, EXCLUDING FRINGE BENEFITS
1966-67

(Not Completed)

HUE

FACULTY OF LETTERS

FORM H

APPENDIX B

PROGRAMS
DEGREES AND CERTIFICATE PROGRAMS

Licence, Diploma or Degree	Section or Department	Graduates in Program					
		1961-62	1962-63	1963-64	1964-65	1965-66	1966-67 (Current Year)
LICENCE ES LETTRES		11	10	17	21	14	

LIBRARIES

Method of Classification	Library	Books in Vietnamese	Books in French	Books in English	Books in other Languages Specified
	<p>The library of the Faculty of Letters has 2,300 books:</p> <ul style="list-style-type: none"> - 1,500 of which are in ENGLISH - 400 of which are in FRENCH - 200 of which are in GERMAN - 100 of which are in VIETNAMESE <p>This library is still very poor, and we don't have all the conditions required for setting up a good library.</p>				

Number of periodicals to which institution currently subscribes, excluding government documents _____

HUE

FACULTY OF LETTERS

FORM J & K

APPENDIX B

(Not Completed)

HUE

FACULTY OF MEDICINE

FORM A

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

FULL-TIME STUDENTS	1962-63	1963-64	1964-65	1965-66	1966-67
Propedeutique (1st year of Med. Sch.)	59	57	51	43	37
One certificate (2nd year " ")	31	30	50	32	34
Two certificates (3rd year " ")		28	29	26	32
Three certificates (4th year " ")			29	24	29
Total Undergraduates (5th year " ")				26	24
Licence awarded (6th year " ")					26*
Students in the Professional Schools (list by school)					
1.					
2.					
3.					
Total Graduate Students					
Total FULL-TIME Students	90	95	159	151	182

* Graduation as medical doctors in the end of the 6th year.
Thesis required.

HUE

FACULTY OF MEDICINE

FORM B

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

PART-TIME STUDENTS	1962-63	1963-64	1964-65	1965-66	1966-67
Propedeutique (1st year of Med. Sch.)	59	37	51	43	37
One certificate (2nd year of Med. Sch.)	31	30	50	32	34
Two certificates (3rd year of Med. Sch.)		28	29	26	32
Three certificates (4th year of Med. Sch.)			29	24	29
Total Undergraduates (5th year of Med. Sch.)				26	24
Licence awarded (6th year of Med. Sch.)					26 *
Students in the Professional Schools (list by school)					
1.					
2.					
3.					
Total Graduate Students					
Total PART-TIME Students	90	95	159	151	182

* Graduation as medical doctors in the end of the 6th year.
Thesis required.

HUE

FACULTY OF MEDICINE

FORM C

APPENDIX B

PERSONNEL
STUDENT ADMISSIONS

	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966
Number of applications with complete credentials for admission to the 1st year.	59	37	51	43	37
Number accepted to the 1st year.	59	37	51	43	37
Number actually enrolled.					
Number of applications with complete credentials for admission "apres Licence"					
Number of applicants with Licence for admission to graduate program.					
Number of applicants accepted for graduate program.					
Number of applicants actually enrolled in graduate program.					

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor	2	M.D.				Agregation	
Associate professor	2	1 Dr. of State				1 Ph. D.	
Assistant professor	4	M.D.					
Instructor Assistants (Giang Nghiem)	11	M.D.					
Charge d'Enseignement (Giang Vien)	2					Pharmacists	
TOTAL FULL-TIME	21						

HUE

FACULTY OF MEDICINE

FORM E

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor	1	M.D.				Agregation	
Associate professor							
Assistant professor	3	M.D.					
Day Instructor	6	M.D.					
Graduate Assistant (Giang Nghiem)							
Graduate Assistant (Preparateur)	5						
Charge d'Enseignement							
TOTAL PART-TIME	15						

HUE

FACULTY OF MEDICINE

FORM F

APPENDIX B

PERSONNEL
INVENTORY OF FACULTY TEACHING LOADS, 1966-67

Name of Faculty	Name and Number of Each Class Taught		Number of Students Enrolled in Each Class	Number of Class Hrs Per Week	Date of Actual Class Session	
					First	Last
(Example) JOHN DOE	Edu.203 Psych.200 Hist. 215	Under Grad. Grad.				
Dr. NGUYEN VAN TU	Anatomy 1st yr		51	3	21 Nov.66	30 Jun.67
- NGUYEN VAN DE	" "		51	2	"	"
- LE BA VAN	Histology "		51	3	"	"
- BUI MINH DUC	Physiology "		51	4	"	"
Mr. LE BA NHAN	Biochem. "		51	3	"	"
Mrs. JEANNY	French "		51	2	"	"
- THE ANH	English "		51	2	"	"
Dr. THAN TRG. AN	Anatomy 2nd yr.		57	3	"	"
- BUI LUAN	" "		57	2	"	"
- M. HALL	Histology "		57	3	"	"
- LE VAN BACH	Physiology "		57	4	"	"
- NG. MANH HUNG	Biochem. "		57	3	"	"
- ALTEKOSTER	Med. Semio "		57	2	"	"
- VU CONG THUONG	Surg. Semio "		57	2	"	"
- VU CG. THUONG	Surg. Patho 3rd yr		33	2	"	"
- BUI LUAN	" "		33	1	"	"
- DISCHER	Med. Patho "		33	2	"	"
- NGUYEN VAN TU	Obstetric "		33	1	"	"
- LE HUY CHUOC	" "		33	1	"	"
- NGUYEN VAN VINH	" "		33	1	"	"
- DISCHER	Patho Physio "		33	2	"	"
- CAO XUAN AN	Patho anato "		33	3	"	"
- GAYRAUD	Parasito and "		33	4	"	"
Mrs. BUI LUAN	Bacterui					
Dr. DISCHER	Med. Patho 4th yr		29	2	"	"
same	Patho Phys. "		29	2	"	"
- APROSIO	Surg. Patho "		29	3	"	"
- GRUET	" "		29	3	"	"
- GOSSON	" "		29	3	"	"
- NGUYEN VAN DE	" "		29	3	"	"
- NGUYEN M. HUNG	Pharmacology "		29	3	"	"
- WULFF	Neurology "		29	2	"	"
- BEZON	Infect. Diseases "		29	2	"	"

(See continuation)

HUE

FACULTY OF MEDICINE

FORM F
(Cont'd)

APPENDIX B

PERSONNEL
INVENTORY OF FACULTY TEACHING LOADS, 1966-67

Dr. KRAINICK	Pediatrics 5th yr	24	2	"	"
Dr. WULFF	Psychi. "	24	2	"	"
Dr. SEIPP	Dermatology "	24	2	"	"
Dr. THAN TRG. AN	Operat. Med. "	24	2	"	"
Dr. LE VAN KHAI	Med. Legal "	24	2	"	"
	Med. Prevent. "	24	2	"	"

HUE

FACULTY OF MEDICINE

FORM G

APPENDIX B

PERSONNEL
FACULTY SALARIES, EXCLUDING FRINGE BENEFITS

Rank	No. in Rank	Average Salary		Range	
		Basic	Allowances	Lowest Salary	Highest Salary
Professor					
Associate professor					
Asst professor					
Instructor Assistants (Giang Nghiem)		550	6,960\$00		
Charge d'Enseignement (Giang Vien)					
ALL RANKS					

PROGRAMS
DECREES AND CERTIFICATE PROGRAMS

Licence, Diploma or Degree	Session or Department	Graduates in Program					
		1961-62	1962-63	1963-64	1964-65	1965-66	1966-67 (Current Year)
		M. D. GRADUATION BY THE END OF THE ACADEMIC YEAR 1966-1967					

HUE

FACULTY OF MEDICINE

FORM I

APPENDIX B

LIBRARIES
MEDICAL SCHOOL LIBRARY

Method of Classification	Library	Books in Vietnamese	Books in French	Books in English	Books in other Languages Specified
Dewey System	Med. Sch.	5	760	2,195	200(German)
TOTAL		5	760	2,195	200

Number of periodicals to which institution currently subscribes, excluding government documents: 18

HUE

FACULTY OF MEDICINE

FORM J

APPENDIX B

LIBRARIES
THE LIBRARY STAFF

NAME	Title or Area of Re- sponsibility	Salary : for This Year	Months of Work Required	Highest Degree, or Extent of Training, in Library Science	Non-Library Science Degrees Held
NG. T. KIM HUONG	Secretary	VN\$54,000	12	None	None
NG.T. BACH NHAN	Secretary	VN\$48,000	12	None	None
HOANG DINH HUU	Custodian	VN\$36,000	12	None	None

LIBRARIES

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
Books and Pamphlets: Expenditures during the year and per cent of total library expenses.	24,430\$ 30%	23,250\$ 26%	25,600\$ 26%	20,410 22%	21,000 21%	22,500 16%
Periodicals: Expenditures and per cent of total library expenses.						
Micro-film and Micro-card: Expenditures and per cent of total library expense.						
TOTAL ACQUISITION EXPENDITURES	24,430	23,250	25,600	20,410	21,000	22,500
Binding and Rebinding: Expenditures and per cent of total library expense.						
Salary of Library Staff (including part-time and student assistance): Expenditures and per cent of total library expense.	55,100\$ 70%	66,300\$ 74%	71,400\$ 74%	71,400\$ 78%	81,600 79%	121,000 84%
Supplies and Equipment (excluding operation and care of the building): Expenditures and per cent of total library expense.						
Operation and Care of the Building: If included in library budget, give per cent of total expense.						
TOTAL LIBRARY BUDGET AND EXPENDITURE	79,530	89,550	97,000	91,810	102,600	143,500

NOTE: All expenditures amount of the library of the Faculty is allocated each year by the Rectorate according to its annual budget.

LIBRARIES

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
Percentage of Total Educational and General Budget Allocated to Library Expenditures. (1)						
Student Use of Library--number of books in circulation annually among students divided by number of students enrolled (full-time equivalent).	750/90	650/95	770/100	820/164	860/199	954/ 220
Student Use of Reserved Books--number of reserved books in circulation annually among students divided by number of students enrolled (full-time equivalent).	(2)					
Faculty Use--number of books in circulation annually among faculty divided by number of faculty.	84/14	70/18	85/19	95/18	102/20	110/22

(1) To be referred to University data.

(2) Same regulations - No books charged out.

HUE

FACULTY OF PEDAGOGY

FORM A

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

FULL-TIME STUDENTS	1962-63	1963-64	1964-65	1965-66	1966-67
Propedeutique					
One certificate					
Two certificates	Certificates are to be granted by the Faculty of Letters and the Faculty of Science.				
Three certificates					
Total undergraduates					
Licences awarded					
Students in the Professional Schools (list by school)					
1.					
2.					
3.					
4.					
Total Graduate Students	55	44	85	29	63
Total FULL-TIME Students	240	302	319	248	253

HUE

FACULTY OF PEDAGOGY

FORM B

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

Form B - Not Completed

HUE

FACULTY OF PEDAGOGY

FORM C

APPENDIX B

PERSONNEL
STUDENT ADMISSIONS

	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966
Number of applications with complete credentials for admission to the "Propedeutique class.					
Number accepted to the "Propedeutique" class.					
Number actually enrolled	240	302	319	248	253
Number of applications with complete credentials for admission "apres Licence"					
Number of applicants with Licence for admission to graduate program.					
Number of applicants accepted for graduate program.					
Number of applicants actually enrolled in graduate program					

HUE

FACULTY OF PEDAGOGY

FORM D

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor							
Associate Professor	1	1					
Assistant Professor	6	2	4				
Instructor Assistants (Giang Nghiem)	7				6	1	
Charge d'Enseignement Giang Vien	2				2		
TOTAL FULL-TIME	16	3	4		8	1	

HUE

FACULTY OF PEDAGOGY

FORM E

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor							
Associate professor	1	1					
Assistant professor	13	13					
Day Instructor							
Graduate Assistant (Giang Nghiem)	4				4		
Graduate Assistant (Preparateurs)							
Charge d'Enseignement	12				3		9
TOTAL PART-TIME	30	14			7		9

HUE

FACULTY OF PEDAGOGY

FORM F

APPENDIX B

PERSONNEL
INVENTORY OF FACULTY TEACHING LOADS, 1966-1967

Name of Faculty	Name and Number of Each Class Taught			Number of Students Enrolled in Each Class	Number of Class Hrs Per Week	Date of Actual Class Session	
		Under Grad.	Grad.			First	Last
(Example) JOHN DOE	Educ.203 Psych.200 Histo.215	x x x					
Dr. HOAN	Edu.Psy 1st yr	x		8 to 15	1		
	2nd yr	x		15 to 20	1		
	3rd yr	x		8 to 12	2		
Mrs.QUE	Educ. 1st "	x		-id-	2		
	2nd "	x			2		
	3rd "	x			2		
Mr. HAM	Sch. 3rd "	x		8 to 12	2		
	Adm.						
Dr. TE	Methodo 1st "	x		11	1		
	(English 2nd "	x		19	1		
	3rd "	x		10	2		
Rev.LEFAS	Methodo 1st "	x		11	1		
	(French 2nd "	x		8	1		
	3rd "	x		9	2		
Mr.KHOACH	Methodo 1st "	x		15	1		
	(Viet.) 2nd "	x		33	1		
	3rd "	x		12	2		
Dr. HAI	Methodo 1st "	x		11	1		
	(Math) 2nd "	x		17	1		
	3rd "	x		15	2		
Dr. TRI	Methodo 1st "	x		8	1		
	Physics 2nd "	x		28	1		
	3rd "	x		19	2		
Dr. HUNG	Methodo 1st "	x		8	1		
	Chem. 2nd "	x		28	1		
	3rd "	x		19	2		
Dr. ANH	Methodo 1st "	x		4	1		
	Hist & 2nd "	x		11	1		
	Geo. 3rd "	x		1	2		
Dr.VINH	Methodo 1st "	x		15	1		
	(Nat. (1st yr only for 1966-67)						
	Sci.)						

HUE

FACULTY OF PEDAGOGY

FORM G

APPENDIX B

PERSONNEL
FACULTY SALARIES, EXCLUDING FRINGE BENEFITS
1966-67

Rank	No. in Rank	Average Salary		Range	
		Basic	Allowances	Lowest Salary	Highest Salary
Professor					
Associate Professor	1				
Assistant Professor	6			VN\$ 156,000	VN\$ 204,000
Instructor (Giang Assistants Nghiem)	7			VN\$ 126,000	VN\$ 144,000
Cgarge d'Enseignement (Giang Vien)	2			VN\$ 120,000	VN\$ 140,000
ALL RANKS					

HUE

FACULTY OF PEDAGOGY

FORM H

APPENDIX B

PROGRAMS
DEGREES AND CERTIFICATE PROGRAMS

Licence, Diploma or Degree	Section or Department	Graduates in Program					
		1961-62	1962-63	1963-64	1964-65	1965-66	1966-67 (Current Year)
Secondary School Teacher Diploma	Philosophy	4	-	-	-	-	
	Vietnamese	6	7	7	14	1	13
	English	7	6	7	12	4	10
	French	10	12	10	15	4	9
	Mathematics	5	5	4	14	11	11
	Phys. & Chem.	9	15	10	18	3	19
	Nat. Sci.	10	5	1	-	-	-
	Hist & Geo.	9	5	5	12	6	1

NOTE: A dash (-) indicates that there was no such a section or department in the academic year concerned.

HUE

FACULTY OF PEDAGOGY

FORM I

APPENDIX B

LIBRARIES
Faculty of Pedagogy Library

Method of Classification	Library	Books in Vietnamese	Books in French	Books in English	Books in other Languages Specified
D.D.S.	English	None	20	680	None
	French	None	100	5	None
	Vietnamese	100	None	None	15 (Chinese)
TOTAL		100	120	685	15

Number of periodicals to which institution currently subscribes, excluding government documents : 10

HUE

FACULTY OF PEDAGOGY

FORM J

APPENDIX B

LIBRARIES
THE LIBRARY STAFF

NAME	Title or Area of Responsibility	Salary for this Year	Months of Work Required	Highest Degree, or Extent of Training, in Library Science	Non-library Science Degrees Held
TRAN QUI PHIET	Librarian charged of English and French Library	120,000\$	12	-	-
DOAN KHOACH	Charged of Vietnamese library	120,000\$	12	-	-

NOTE: If any of these persons.

Mr. Phiet and Mr. Khoach are also members of the Faculty teaching staff. Mr. Khoach, in particular, besides working at the Vietnamese Department Library is assigned research work in classical Vietnamese literature.

LIBRARIES

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
Books and Pamphlets: Expenditures during the year and per cent of total library expenses.		Library not established yet			35,000\$	35,000\$
Periodicals: Expenditures and per cent of total library expenses.					3,000\$	5,000\$
Micro-film and Micro-card: Expenditures and per cent of total library expense.						
TOTAL ACQUISITION EXPENDITURES					38,000\$	40,000\$
Binding and Rebinding: Expenditures and per cent of total library expense.						
Salaries of Library Staff (including part-time and student assistance): Expenditures and per cent of total library expense.						
Supplies and Equipment (excluding operation and care of the building): Expenditures and per cent of total library expense.						1,000\$
Operation and Care of the Building: If included in library budget, give per cent of total expense.						
TOTAL LIBRARY BUDGET AND EXPENDITURE					38,000\$	41,000\$

The above mentioned sums were and are designed for library acquisition expenditures only. Other expenditures, such as salaries, equipment, or the like, are taken from the Faculty budget. In fact, the library does not have its own budget for miscellaneous expense.

LIBRARIES

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
Percentage of Total Educational and General Budget Allocated to Library Expenditures.					2% approx.	2%
Student Use-of Library--number of books in circulation annually among students divided by number of students enrolled (full-time equivalent)					250	400
Student Use of Reserved Books--number of reserved books in circulation annually among students divided by number of students enrolled (full-time equivalent).					200	300
Faculty Use--number of books in circulation annually among faculty divided by number of faculty.					20	100

Special budget designed for library expense is quite scanty. Most of the books in our Library were donated by The British Council and The Asia Foundation. Due to financial reasons, the Faculty only bought very few books.

HUE

FACULTY OF SCIENCES

FORM A

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

FULL-TIME STUDENTS	1962-63	1963-64	1964-65	1965-66	1966-67
Propedeutique	510	614	643	424	483
One certificate	195	209	284	296	307
Two certificates	58	69	82	96	115
Three certificates	17	23	30	34	47
Total Undergraduates	780	915	1039	850	952
Licences awarded	10	15	19	20	
Students in the Professional Schools (list by school) 1. 2. 3. 4.					
Total Graduate Students					
Total FULL-TIME Students					

HUE

FACULTY OF SCIENCE

FORM B

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

(Not Completed)

HUE

FACULTY OF SCIENCES

FORM C

APPENDIX B

PERSONNEL
STUDENT ADMISSIONS

	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966
Number of applications with complete credentials for admission to the "Propedeutique" class.					
Number accepted to the "Propedeutique" class.					
Number actually enrolled.	510	614	643	424	483
Number of applications with complete credentials for admission "apres Licence".					
Number of applicants with Licence for admission to graduate program.					
Number of applicants accepted for graduate program.					
Number of applicants actually enrolled in graduate program.					

HUE

FACULTY OF SCIENCES

FORM D

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor							
Associate professor	2	1	1				
Assistant professor							
Instructor Assistant (Giang Nghiem)	12				12		
Charge d'Enseignement (Giang Mien)							
TOTAL FULL-TIME	14	1	1		12		

HUE

FACULTY OF SCIENCES

FORM E

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Ph.D. or Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor Maitre de Conference	2	2					
Associate Professor Délégué	4	4					
Assistant professor Chargé de cours	8	3	5				
Guest lecturer	2	2					
Assistant (Giang Nghiem)	14			2	12		
Graduate Assistant (Preparateurs)							
Charge d'Enseignement							
TOTAL PART-TIME	30	11	5	2	12		

HUE

FACULTY OF SCIENCES

FORM F (Cont'd)

APPENDIX B

PERSONNEL
INVENTORY OF FACULTY TEACHING LOADS, 1966-67

Mr. NGUYEN QUOI	French	58	2
Mr. NGUYEN VAN THACH	Mathematics	44	4
		29	2
Mr. TRAN KIM THACH	Geology	46	2
Mr. PHAM VAN THONG	Mathematics	67	3
Mr. VO VAN THO	Mathematics	67	4
		184	2
Mr. LE TOAI	Geology	174	2
Mr. NGUYEN HUU TRI	Physics	184	4
		67	3
		174	2
		58	2.30
		63	1
Mr. HO MINH TRUNG	Geology	24	2
RP .HOANG QUOC TRUONG	Zoology	56	3
Mr. NGUYEN CHUNG TU	Optics	63	3
Mr. NGUYEN VAN VAN	Geology	46	1
Mr. LE TRONG VINH	Botany	26	3
		55	3
		58	2
		174	3

HUE

FACULTY OF SCIENCES

FORM G

APPENDIX B

PERSONNEL
FACULTY SALARIES, EXCLUDING FRINGE BENEFITS
1966-67

(Not Completed)

HUE

FACULTY OF SCIENCES

FORM H

APPENDIX B

PROGRAMS
DEGREE AND CERTIFICATE PROGRAMS

Licence, Diploma or Degree	Session or Department	Graduates in Programs					
		1961-62	1962-63	1963-64	1964-65	1965-66	1966-67 (Current Year)
Licence es Science		8	10	15	19	20	

HUE

FACULTY OF SCIENCES

FOR I, J & K

APPENDIX B

LIBRARIES

Name of Library and Library Staff
and Expenditure

(The Library doesn't yet exist in our Faculty)

PERSONNEL
ENROLLMENT TRENDS

FULL-TIME STUDENTS (1)	1962-63 (2)	1963-64 (3)	1964-65 (4)	1965-66 (5)	1966-67 (6)
A.- ARCHITECTURE					
First year	129	150	132	219	688
Second year	25	39	65	68	86
Third year	44	57	67	86	93
Fourth year	8	9	10	11	16
Fifth year	14	4	14	22	26
Sixth year	5	17	15	25	22
Total number of students in architecture	225	276	303	431	931
Number of Diplomas awarded	3	7	3	8	
B.- CITY PLANNING					
First year	63	83	120	219	71
Second year	69	22	42	43	23
Third year	25	49	37	30	14
Total number of students in City-Planning	157	154	199	292	108
Number of Certificates awarded		2	4		
C.- ARCHITECTURAL TECHNICIANS					
First year			35	38	40
Second year	37			33	31
Third year	30	35			31
Total number of students in Architectural Technicians	67	35	35	71	102
Number of Diplomas awarded	30	35			

SAIGON

ARCHITECTURE

FORM B

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

PART-TIME STUDENTS	1962-63	1963-64	1964-65	1965-66	1966-67
--------------------	---------	---------	---------	---------	---------

There are no part-time students.

PERSONNEL
STUDENT ADMISSIONS

ARCHITECTURE	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966
Number of applications with complete credentials for admission to the first year class	129	150	132	219	688
Number accepted to the first year class (No entrance examination required applicants must have the Baccalaureate degree)	129	150	132	219	688
Number actually enrolled	129	150	132	219	688
Number of applications with complete credentials for admission "apres Licence"	There is no degree comparable with the "Licence". All the students in Architecture follow a six-year course at the end of which they are awarded Diploma.				
Number of applicants with Licence for admission to graduate program.					
Number of applicants accepted for graduate program.					
Number of applicants actually enrolled in graduate program.					
ARCHITECTURAL TECHNICIANS	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966
Number of applications with complete credentials for admission to the first year class.			231	345	247
Number accepted to the first year class			35	38	40

NOTE: The Diploma awarded to Architectural Technicians is not comparable to "Licence".

PERSONNEL
STUDENT ADMISSIONS

CITY PLANNING	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966
Number of applications with complete credentials for admission to the first year class	63	83	120	219	71
Number accepted to the first year class (No entrance examination required applicants must have the Baccalaureate degree)	63	83	120	219	71
Number actually enrolled	63	83	120	219	71
Number of applications with complete credentials for admission "apres Licence"	There is no degree comparable with the "Licence". All the students in City Planning follow a three-year course at the end of which they are awarded the Certificate.				
Number of applicants with Licence for admission to graduate program					
Number of applicants accepted for graduate program					
Number of applicants actually enrolled in graduate program					

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor (Professeur contractuel assimilé)	9			1		9	
Associate professor							
Assistant professor							
Instructor assistants (Giang Nghiem)							
Chargé d'Enseignement Giang-Vien							
TOTAL FULL-TIME	9			1		9	

SAIGON

ARCHITECTURE

FORM E

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor							
Associate Professor							
Assistant Professor							
Day Instructor							
Graduate Assistant (Giang Nghien)							
Graduate Assistant (Preparateurs)							
Chargés d'Enseignement	26					26	
TOTAL PART-TIME	26					26	

PERSONNEL
INVENTORAY OF FACULTY TEACHING LOADS, 1966-67

Name of Faculty	Name and Number of Each Class Taught	Number of Students Enrolled in each Class	Number of class Hours Per Week	Data of Actual Class Session	
	Under Grad. (1) Grad.			First	Last
Mr. Tran Van TAI	(-Theory of Architec- ture (2nd, 3rd, 4th and 5th years class)	221 (a)	3 hours	15-9	15-6
	(-General Construction (3rd and 4th)	109 (a)	4½ "	-	-
	(-General Construction Practice (3rd, 4th and 5th)	135 (a)	2 "	-	-
Mr. BUI QUANG HANH	(-Architectural Compo- sition (Arch. Projects) (4th, 5th and 6th.)	64 (a)	6 "	-	-
	(-Stereotomy and Buil- ding Materials (2nd)	86 (a)	3 "	-	-
	(-Analytical study on classical Architec- ture	86 (a)	6 "	-	-
Mr. Pham Van THANG	(-Perspective (3rd)	93 (a)	2 "	-	-
	(-Perspective (2nd)	86 (b)	2 "	-	-
Mr. Huynh Kim BANG	(-Architectural Compo- sition (2nd and 3rd)	179 (a)	6 "	-	-
	(-City Planning (2nd)	86 (a)	3 "	-	-
Mr. Nguyen Quang NHAC	(-History of Architec- ture (2nd & 4th)	102 (a)	3 "	-	-
	(-Architectural Compo- sition (1st)	688 (a)	12 "	-	-
	(-Theory of Architec- ture (1st)	40 (b)	1 hour	-	-
Mr. To Cong VAN	(-Architectural Compo- sition (2nd & 3rd)	179 (a)	6 hours	-	-
	(-Shadow drawing (1st)	688 (a)	2 "	-	-
Mr. Le Van LAM	(-City Planning (2nd and 3rd)	39 (c)	5½ "	-	-

Name and Number of Each Class Taught		Number of Students Enrolled in each Class	Number of class Hours Per Week	Data of Actual Class Session	
Name of Faculty	Under Grad. (1) Grad.			First	Last
Mr. Tran Phi HUNG	(-Architectural Composition (1st)	688 (a)	12 hours	15-9 1966	15-6 1967
	(-City Planning (1st)	71 (c)	4 "	-	-
Mr. Vo Doan GIAP	(-Drawing (1st, 3rd & 5th)	807 (a)	10 "	-	-
Mr. Nguyen Duy DUC	(-Architectural Composition (2nd)	86 (a)	6 "	-	-
	(-Quantity Survey and Verification (4th)	16 (a)	2 "	-	-
Mr. Ngo Khac TRAM	(-Quantity Survey (theory (2nd)	86 (a)	2 "	-	-
	(-Quantity Survey (Application (3rd)	93 (a)	2 "	-	-
	(-Worksite Organization (3rd)	93 (a)	2 "	-	-
	(-Building Legislation (4th and 5th)	42 (a)	1 hour	-	-
Mr. Nguyen Huu THIEN	(-Professional Organisation (5th)	26 (a)	1 "	-	-
	(-Building Legislation (3rd)	31 (b)	1 "	-	-
Mr. Vu Dinh HOA	(-Architecture (1st)	40 (b)	6 hours	-	-
Mr. Nguyen Dang LINH	(-Building Materials (1st)	40 (b)	2 "	-	-
	(-Elementary principles of Construction (2nd 3rd)	62 (b)	4 "	-	-
Mr. Do Ba VINH	(-Architecture (2nd)	31 (b)	6 "	-	-
Mr. Co Van HAU	(-Visit to worksite (2nd) (construction practice)	31 (b)	1½ "	-	-
	(-Architecture (3rd)	31 (b)	3 "	-	-
Mr. Vo Dinh DIEP	(-Architecture (3rd)	31 (b)	3 "	-	-
Mr. Vu TONG	(-Architectural Composition (1st)	688 (a)	6 "	-	-

Name of Faculty	Name and Number of Each Class Taught		Number of Students Enrolled in each Class	Number of class Hours Per Week	Data of Actual Class Session	
	Under Grad. (1)	Grad.			First	Last
Mr. Tran Tien CHUAN	(-Architectural Composition (1st))		688 (a)	6 hours	15-9 1966	15-6 1967
Mr. Truong Duc NGUYEN	(-Architectural Composition (1st))		688 (a)	6 "	-	-
Mr. Dinh Huu TUONG	(-Architectural Composition (1st))		688 (a)	6 "	-	-
Mr. Tran Van BACH	(-Descriptive Geometry (1st))		688 (a)	6 "	-	-
Mr. Phan Dinh TANG	(-Descriptive Geometry (2nd))		86 (a)	3 "	-	-
	(-Strength of Materials (3rd))		93 (a)	2 "	-	-
Mr. Nguyen Van DUC	(-Geometry (1st))		40 (b)	1½ "	-	-
	(-Descriptive Geometry (1st))		40 (b)	1½ "	-	-
	(-Algebra (1st))		40 (b)	1½ "	-	-
	(-Strength of Materials (2nd))		31 (b)	2 "	-	-
	(-Elementary Reinforced concrete calculation (3rd))		31 (b)	2 "	-	-
Mr. Le Van HOI	(-Physics, chemistry & Geology applied to construction (3rd))		40 (b)	1 hour	-	-
			93 (a)	2 hours	-	-
Mr. Mai Hiep THANH	(-Soils Mechanics applied to Architecture (5th))		26 (a)	2 "	-	-
Mr. Vo Duc DIEM	(-Mathematics (1st))		688 (a)	4 "	-	-
Mr. Pham Minh CANH	(-Reinforced concrete calculation (4th))		16 (a)	3 "	-	-
	(-Reinforced concrete calculation practice (6th))		22 (a)	1½ "	-	-
Mr. Le Kim DINH	(-General Mathematics)		86 (a)	3 "	-	-
Mr. Trinh Huu DINH	(-House Decoration (6th))		22 (a)	3 "	-	-

Name of Faculty	Name and Number of Each Class Taught		Number of Students Enrolled in each Class	Number of Class Hrs Per Week	Data of Actual Class Session	
	Under Grad. (1)	Grad.			First	Last
Mr. Nguyen Van LONG	(-Drawing (1st)		688 (a)	5 hours	15-9 1966	15-6 1967
Mr. Nguyen Van ANH	(-Drawing (1st)		688 (a)	5 "	-	-
Mr. Dan Hoai NGOC	(-Drawing (1st)		688 (a)	5 "	-	-
Mr. Nguyen Dinh HAI	(-English (1st)		688 (a)	4 "	-	-
	(-English 1st)		40 (b)	4 "	-	-
Mr. Le Trung NHIEN	(-French (1st)		688 (a)	4 "	-	-
	(-French (1st)		40 (b)	1 hour	-	-

- (1) The School of Architecture does not make the difference between undergraduate and graduate students, since it does not award any degree comparable with the "Licence degree".
- (a) Architecture
 - (b) Architectural Technicians
 - (c) City Planning

PROGRAMME
DEGREES AND CERTIFICATE PROGRAMS

License, Diploma or Degree	Section or Department	Graduates in Program					
		1961-62	1962-63	1963-64	1964-65	1965-66	1966-67 (Current year)
Diploma of Architecture	Architec- ture	-	3	7	3	8	22
Certificate of City Planning	City Planning	1	-	2	4	-	14
Diploma of Architectural Technician	Architec- tural Technician	35	30	35	-	-	31

LIBRARIES
LIBRARY OF SCHOOL OF ARCHITECTURE

Method of Classification	Library	Books In Vietnamese	Books In French	Books In English	Books in other Languages Spe- cified
Proper classifi- cation of the School of Architec- ture	The only Library of the School	8	1,332	282	79

LIBRARIES
THE LIBRARY STAFF

Name	Title or Area of Responsibility	Salary for this year	Months of Work Required	Highest Degree or extent of Training, in Library Science	Non-Library Science Degrees Held
Mr. Pham Van THAIH	General Responsibility	94.860\$00	12	Has been librarian for 4 years in the Army	T.H.D.I.C.

LIBRARIES
LIBRARY EXPENSE AND EVALUATION CHART

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
<u>Books and Pamphlets:</u> Expenditures during the year and per cent of total library expenses	54,307.65 36,8%	9,310.50 8,3%	25,171.00 24,1%	1,886.00 2,1%	23,351.00 19,4%	
<u>Periodicals:</u> Expenditures and per cent of total library expenses	13,363.60 9,6%	14,194.60 12,5%	3,660.00 3,4%	22,486.00 25,4%	4,740.00 4%	
<u>Micro-film and micro-card:</u> Expenditures and per cent of total library expense	24,800.00 17,6%	48,200.00 42,6%	24,200.00 23,1%	23,520.00 26,3%	29,800.00 25,3%	
Total Acquisition Expenditures	92,471.25	71,705.10	53,031.00	47,892.00	57,891.00	
<u>Binding and re-binding:</u> Expenditures and per cent of total library expense	13,200.00 10%	3,575.00 3,2%	10,450.00 10%			
<u>Salaries of Library Staff</u> (including part-time and student assistants): Expenditures and per cent of total library expense	36,720.00 26%	37,720.00 33,4%	41,160.00 39,4%	41,160.00 46,2%	60,300.00 51,3%	
<u>Supplies and Equipment</u> (including part-time and student assistants)						
<u>Operation & care of the Building</u>						
Total Expenditure	49,920.00	41,295.00	51,610.00	41,160.00	60,300.00	

SAIGON

ARCHITECTURE

FORM K(Cont'd.)

APPENDIX B

	1961-62	1962-63	1963-64	1964-65	1966-66	1966-67
<u>Percentage of library expenditures as compared with general expenditures for training materials.</u>	70,4%	50,2%	51,2%	49,8%	60,3%	
<u>Student use of library - number of books circulation annually among students divided by number of students enrolled (full-time equivalent)</u>	3,9	3,5	3,6	3,1	2,1	1,5
<u>Student Use of Reserved Books - number of reserved books in circulation annually among students divided by number of students enrolled (full-time equivalent)</u>						
<u>Faculty-Use - number of books in circulation annually among faculty divided by number of faculty.</u>						

SAIGON

DENTISTRY

FORM A

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

Full-Time Students	1962-63	1963-64	1964-65	1965-66	1966-67
1ere année	20	11	50	48	64
2e année	15	33	37	29	31
3e année	21	10	26	24	26
4e année	15	19	11	30	23
5e année	27	15	16	11	28
Licences Awarded	26	14	16	10	
Students in the Professional Schools (list by school)					
1.					
2.					
3.					
4.					
Total Graduate Students					
Total full- time Students	98	88	146	142	172

PERSONNEL
STUDENT ADMISSIONS

	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966*
Number of applications with complete credentials for admission to the "Propedeutique" class					535
Number accepted to the "Propèdeutique" class					74
Number actually enrolled					64
Number of applications with complete credentials for admission "apres Licence"					
Number of applicants with Licence for admission to graduate program					
Number of applicants accepted for graduate program					
Number of applicants actually enrolled in graduate program					

* The applications were sent to the Faculty of Science in the previous years.

SAIGON

DENTISTRY

FORM D

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor	3	*2 DS+**1DDS				Post-graduate training (France - U.S.)	
Associate professor	-						
Assistant professor	3	D.S.				Post-graduate training (U.S. England)	
Instructor Assistants (Giang Nghiem)	9	D.S					
Chargé d'Enseignement Giang Vien	2	1 D.S. 1 M.D. + D Stomatology					
Total Full-time	17						

* D.S. = Dental Surgeon

** D.DS = Doctor of Dental Surgery

SAIGON

DENTISTRY

FORM E

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor	5	MD					
Associate Professor							
Associate Professor							
Day Instructor							
Graduate Assistant (Giang Nghiem)							
Graduate Assistant (Preparateurs)							
Chargé d'Enseignement	8	5 MD 2 Pharma- cist 1 D.DS					
Total Part-Time	13						

SAIGON

DENTISTRY

FORM F

APPENDIX B

PERSONNEL
INVENTORY OF FACULTY TEACHING LOADS, 1966-67

Name of Faculty	Name and Number of Each Class Taught	Under		Number of Students Enrolled in each Class	Number of Class Hours Per Week	Date of Actual Class Session	
		Grad.	Grad.			First	Last
(Example) JOHN DOE	Educ. 203 Psych. 200 Histo. 215	✓ ✓ ✓					
Nguyen Huy TIEP Professor	OD 330 D Mat- riel 150 D. Patho 60				6 3 1		
Le Trong PHONG Professor	Exo. 420				8		
Nguyen Van THO Professor	Ortho. 400				8		
Leriche Professor	C&B 390				8		
Nguyen Tri MO Assistant Prof	OD 500 D.Path. 120				10 1		
Lam Van MANH Ass't. Prof.	C&B 390 Ceromic 120				8 1		
Tr. Cong VANG Ass't Prof.	Part.Dent 390				8		
Hoang Dinh TRANG	Complete Dent. 300				6		
Nghiem Thi HOA	Perio 120				2		
Pham Thi THAN	Pedo 220				4		
Pham Hi KHANG	Radio 120				2		

SAIGON

DENTISTRY

FORM G

APPENDIX B

PERSONNEL
FACULTY SALARIES, EXCLUDING FRINGE BENEFITS
1966-67

Rank	No. In Rank	Average Salary		Range	
		Basic	Allowances	Lowest Salary	Highest Salary
Professor	3	388.798\$	VN\$296.161	VN\$ 9.872	VN\$ 12.656
Associate Professor					
Assistant Professor	3	309.822	VN\$247.245	VN\$ 8.605	VN\$ 9.606
Instructor Assistant (Giang Nghiem)	8	668.248	VN\$482.447	6.961	7.467
Chargé d'Enseignement (Giang Vien)	23		295.900		
ALL RANKS	37		1.366.868	1.321.753	

PROGRAMS

DEGREES AND CERTIFICATE PROGRAMS

[illegible]

SAIGON

DENTISTRY

FORM I

APPENDIX B

LIBRARIES

Method of Classification	Library	Books In Vietnamese	Books In French	Books In English	Books in other Languages Spec- ified
Alphabet		0	145	167	0

Number of periodicals to which institution currently subscribes, excluding government documents 6 revues granted by Technical Aids of France

NOTE: The Dental School Shares the Library with the Medical School

SAIGON

DENTISTRY

FORM J

APPEN DIX B

LIBRARIES
THE LIBRARY STAFF

Name	Title or Area of Responsability	Salary for this Year	Months of Work Required	Highest Degree, or Extent of Training, in Library Science	Non-Library Science Degrees Held
Miss Bui Van CHAU		VN\$ 37.980	12	I Baccalaureat	

SAIGON

DENTISTRY

FORM K

APPENDIX B

LIBRARIES

(not completed)

SAIGON

FACULTY OF LAW

FORM A

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

Students	1962-63	1963-64	1964-65	1965-66	1966-67
Propédeutique					
One certificate	2.055	3.055	2.831	4.170	6.012
Two certificates	486	720	730	731	1.025
Three certificates	229	266	328	431	442
Total Undergraduates	2.750	4.041	3.889	5.332	7.479
Licences Awarded	108	186	207	273	
Students in the Professional Schools (list by school)					
1.					
2.					
3.					
4.					
Total Students	514	814	936	1.087	
Total Students	3,264	4,855	4,825	6,619	

SAIGON

FACULTY OF LAW

FORM B & E

APPENDIX B

(Not completed)

PERSONNEL
STUDENT ADMISSIONS

	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966
Number of applications with complete credentials for admission to the "Propédeutique" class					
Number accepted to the "Propédeutique" class					
Number actually enrolled					
Number of applications with complete credentials for admission "apres Licence"	287	308	486	507	673
Number of applicants with Licence for admission to graduate program	116	151	219	249	435
Number of applicants accepted for graduate program	-	-	-	-	-
Number of applicants actually enrolled in graduate program	-	-	-	-	-

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor	15	15	-	-	-	-	-
Associate professor	4	4	-	-	-	-	-
Assistant professor	-	-	-	-	-	-	-
Instructor Assistants (Phu-khao)	2	-	-	-	2	-	-
Chargé d'Enseignement Giang Vien	4	4	-	-	-	-	-
Total Full-time	25	23	-	-	2	-	-

SAIGON

Faculty of LAW

FORM F

APPENDIX B

PERSONNEL
INVENTORY OF FACULTY TEACHING LOADS, 1966-67

Name of Faculty	Name and Number of Each Class Taught		Number of Students Enrolled in Each Class	Number of class Hours Per Week	Date of Actual Class Session	
	Under Grad.	Grd.			First	Last
Nguyen Cao HACH (Dept. of Economics)	-Economics		420	4	Nov/66	May/67
	-Economics		13	3	-	-
	-Finances		15	3	-	-
	-Industry		167	3	-	-
Vu Quoc THUC (Dept. of Economics)	-Economics		651	4	-	-
	-Economics		200	3	-	-
Phan Tan CHUC (Dept. of Economics)	-Economics		5.885	4	-	-
	-Mathematics		200	3	-	-
	-Statistics		13	3	-	-
Chau Tien KHUONG (Dept. of Economics)	-Economics		5.885	4	-	-
	-Economics		200	3	-	-
Bui Tuong HUAN (Dept. of Economics)	-Economics		5.885	2	-	-
	-Economics		200	3	-	-
Ho Thoi SANG (Dept. of Economics)	-Economics		5.885	3	-	-
	-Economics		420	4	-	-
	-Demography		200	3	-	-
Mai Van LE (Dept. of Economics)	-Economics		326	4	-	-
	-Budget		420	3	-	-
	-Economics		200	3	-	-
Trinh Dinh KHAI	-Economics		5.885	4	-	-
	-Insurance		420	3	-	-
	-Banking		420	3	-	-
	-Economics		13	3	-	-
Tran Thien VONG	-Economics		651	3	-	-
	-Economics		420	3	-	-
	-Economics		200	3	-	-
Vu Quoc THONG	-Hist. of Law		5.885	4	-	-
	-Hist. of political Dr.		420	3	-	-
	-Adm. Law		167	3	-	-
	-Hist. of pol Dr.		41	3	-	-
	-Pol. Problem		41	3	-	-

PERSONNEL
INVENTORY OF FACULTY TEACHING LOADS, 1966-67

Name of Faculty	Name and Number of Each Class Taught		Number of Students enrolled in each Class	Number of Class Hours per week	Date of Actual Class Session	
	Under Grad.	Grad.			First	Last
Nguyen Van BONG (Dept. of Publ. Law)	- Const. Law		5.885	4	Nov/66	May/67
	- Polit. term.		420	3	-	-
	- Internat. public law		41	3	-	-
Nguyen DO (Dept. of public law)	- Adm. law		326	4	-	-
	- Penal law		651	3	-	-
	- Adm. proc.		41	3	-	-
	- Penal law		41	3	-	-
Luu Van BINH	- Int. pub. law		5.885	4	-	-
	- Int. relations		651	3	-	-
	- Foreign pol		167	3	-	-
Le Dinh CHAN (Dept. of pub. law)	- Const. law		5.885	4	-	-
	- Finances		326	4	-	-
	- Money and Banking		13	3	-	-
	- Const. law		167	3	-	-
Tang Kim DONG (Dept. of pub. law)	- Int. pub. law		5.885	4	-	-
	- Adm. law		326	4	-	-
	- Adm. law		41	3	-	-
Nguyen Tan THANH (Dept. of Priv. law)	- Civil law		5.885	4	-	-
	- Civil law		651	4	-	-
	- Commer. law		420	4	-	-
	- Commer. law		41	3	-	-
Bui Tuong CHIEU (Dept. of Priv. law)	- Civil law		420	4	-	-
	- Civil law		41	3	-	-
	- Commer. law		4	3	-	-
Nguyen Huy CHIEU (Dept. of Priv. law)	- Penal law		651	4	-	-
	- Civil proc.		420	3	-	-
Tran Van LIEM (Dept. of priv. law)	- Civil law		5.885	4	-	-
	- Int. priv. law		41	3	-	-

SAIGON

FACULTY OF LAW

FORM G

APPENDIX B

PERSONNEL
FACULTY SALARIES, EXCLUDING FRINGE BENEFITS
1966-67

Rank	No. In Rank	Average Salary		Range	
		Basic	Allowances	Lowest Salary	Highest Salary
Titular Professor	Highest	12,580.30	14,114\$15	21,179\$ x12	26,694\$45
	Lowest	9,885.60	11,293.40	254.148\$	x 12 320.333\$40
Associate Professor	Highest	9,885\$60	11,293\$40	15,663\$60 x 12	21,179\$ x 12
	Lowest	7,191\$00	8,472.60	187.963\$20	254.148\$
Assistant Professor		9,238\$99	3,287\$79	12,526\$78 x 12 150.321\$36	Same amount
Instructor Assistants		6,960\$88	3,240\$22	10,201\$10 x 12 122,413\$20	Same amount
Charge d'Enseignement		2,4180\$		24.180\$00 x a branch of study	
ALL RANKS					

SAIGON

FACULTY OF LAW

FORM H

APPENDIX B

PROGRAM
DEGREES AND CERTIFICATE PROGRAMS

License, Diploma or Degree	Section or Department	Graduates in Program					
		1961-62	1962-63	1963-64	1964-65	1965-66	1966-67 (current year)
Licence of Law	Kinh-te, Pan Luat Hoc	85	108	186	207	273	-
Diploma of Higher Studies							
Doctor of Laws		2	2	1	0		-

LIBRARIES
LIBRARY OF THE FACULTY OF LAW

Method of Classification	Library	Books in Vietnamese	Books in French	Books in English	Books in other Languages Specified
Decimal System		487	9,863	1,724	0
TOTAL					

Number of periodicals to which institution currently subscribes, excluding government documents.

SAIGON

FACULTY OF LAW

FORM J

APPENDIX B

LIBRARIES
THE LIBRARY STAFF

Name	Title or Area of Responsibility	Salary for this Year	Months of Work Required	Highest Degree, or Extent of Training in Library Science	Non-Library Science Degrees Held
Doan Ngoc LAM	Secretary	6,500 x 12	12	0	0
Miss Nguyen Thi SU	"	3,000 x 12	12	0	0
Nguyen Van BAC	Messenger	9,500 x 12	12	0	0
Chu DAN	"	8,500 x 12	12	0	0

SAIGON

FACULTY OF LAW

FORM K

APPENDIX B

(Not submitted)

PERSONNEL
ENROLLMENT TRENDS

Full-time Students	1962-63	1963-64	1964-65	1965-66	1966-67
Propédeutique	633	2.292	2.569	3.334	3.368
One certificate					
Two certificates	3.717	2.032	2.934	3.918	4.434
Three certificates					
Total Undergraduates	4.350	4.324	5.503	7.252	7.802
Licences Awarded	84	105	144	159	?
Students in the Professional Schools (list by school)					
1.					
2.					
3.					
4.					
Total Graduate Students					
Total Full-time students					

(not completed)

PERSONNEL
STUDENT ADMISSIONS

	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966
Number of applications with complete credentials for admission to the "Propédeutique"	1.649	2.111	2.292	2.569	3.334
Number accepted to the "Propédeutique" class	-	-	-	-	-
Number actually enrolled	-	-	-	-	-
Number of applications with complete credentials for admission "apres Licence"	120	252	339	432	510
Number of applicants with Licence for admission to graduate program	1	35	37	34	64
Number of applicants accepted for graduate program	-	-	-	-	-
Number of applicants actually enrolled in graduate program	4	0	6	3	10

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total In Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
		VN+Foreign	VN + Foreign	VN + For.	VN + For.	VN + For.	
Professor	4 + 8 = 12	3 + 8 = 11	1 + 0 = 1				
Associate professor	5 + 1 = 6	5 + 0 = 5	0 + 0 = 0	0 + 1 = 1			
Assistant professor	4 + 1 = 5	1 + 0 = 1	1 + 0 = 1		1 + 0 = 1	2 + 0 = 2	
Instructor Assistants (Giang Nghiem)	8 + 4 = 12	-	-	2 + 3 = 5	6 + 1 = 7		
Chargé d'Enseignement Giang Vien	1 + 0 = 1	-	-		1 + 0 = 1		
Total Full-Time	22 + 14 = 36	9 + 8 = 17	2 + 0 = 2	2 + 4 = 6	3 + 0 = 9	2 + 0 = 2	

SAIGON

FACULTY OF LETTERS

FORM E

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					None
		Doctor's		Master's	Licence	Other	
		Dr. of State	3rd Cycle				
Professor	3 + 2= 5	3 + 2 = 5					
Associate professor	3 + 0=3	3 + 0 = 3					
Assistant professor	10 + 3=13	8 + 0 = 8		3 + 0 = 3		2 + 0 = 2	
Day Instructor							
Graduate Assistant (Giang Nghiem)	10 + 9=19			10 + 9=19			
Graduate Assistant (Preparateurs)							
Chargé d'Enseignement	23 +2=25			3 + 0= 3	11 + 0=11	11 + 0=11	
Total Part-Time	49+16=65	14 + 2=16		16 +19=25	11 + 0=11	13 + 0=13	

PERSONNEL
INVENTORY OF FACULTY TEACHING LOADS, 1966-67

Name of Faculty	Name and Number of Each Class Taught	Under Grad.		Grad.	N. of Students Enrolled in Each Class	No. of Class Hours Per Week	Date of Actual Class Session	
							First	Last
(Example) JOHN DOE	Educ. 203 Psych. 200 Hist. 215							
Mr. Tran ANH	Vietn. Civi Ethno.	+						
" NG. THE ANH	Vietn. Hist Univ. Hist.	+						
" Bui Xuan BAO	French Lit.	+	++ ++ +	5				
Miss Duong Thanh BINH	Ling. (Transl.)	+						
Mr. Nguyen Duy CAN	Prop. Phil. Chinese Phil Orient. Phil. Chinese Lit.	+	++ ++ +	4				
" Buu CAM	SinoVietn. Lit. Chinese Lit. Vietn. Hist.	+	++ ++ +	2				
" Do Dinh CUONG	Gen. Geogr.	+						
Hon. Thich Minh CHAU	Indian Phil.	+						
Mr. Le Van DIEM	Amer. Civi. (Lit.)	+						
Miss Vu Thi Thu DIEM	Prop: Engl. Practice Study of English	+						
" Pham Van DIEU	Sino.Vietn. lit.	+						

Name of Faculty	Name and Number of Each Class Taught	Under Grad.		No. of Students Enrolled in Each Class	No. of Class Hours Per Week	Date of Actual Class Session	
		Grad.	Grad.			First	Last
(Example) JOHN DOE	Educ.203 Psych.200 Hist. 215						
Mr. Pham Cao DUONG	Prop:Gen.Hist. Univ.Hist.	+	+				
Rev. Buu DUONG	Chinese Phil	+					
Rev. Luong Kim DINH	Prop: Philos. Orient.Phil.Hist. Chinese Philos.	+	+				
Mr. Tran Van DINH	Sociology	+					
Hon. Thich Man GIAC	Indian Philos.	+					
Mr. Nguyen Huu VAN	Orient. Philos. Hist.	+					
" Nguyen HAI	Gen.Geog.	+					
" Nguyen Si HAI	Vietn.Hist.	+					
" Le Van HAO	Ethn. Vietn.Civi.	+	+	1			
" Nguyen Khac HOACH	Vietn.Lit. French Lit. French Civi.	+	+	1			
" Diep Truyen HOA	Practical Mandarin	+					
" Do Khanh HOAN	Prop:Engl.	+					
Miss Dao Thi HOI	Linguistics (Engl.Teach.)	+					
Mrs. Khuu Si HUE	Prop:Chinese Pract.Mandarin	+	+				
Mr. Lam Ngoc HUYNH	Morality- Psch.Soc.	+					
" Ng. Khac KHAM	Prop:German Vietn.Lit. Vietn.Lingu. Pract.Mandarin	+	+	1			

Name of Faculty	Name and Number of Each Class Taught	No. of Students		No. of Class Hours Per Week	Date of Actual Class Session	
		Under Grad.	Grad.		First	Last
(Example) JOHN DOE	Edu. 203 Psych. 200 Hist. 215					
Mr. Le Xuan KHOA	Indian Philos. Orient. Phil. His.	+				
" Vu Khac KHOAN	Prop: Vietnamese Vietn. Civi.	+				
" Phan KHOANG	Chinese Civi. Vietn. Civi. Univ. Hist. Vietn. Hist.	+	+ 1			
" Luu KHON	Prop: Chinese Chinese Civi.	+				
" Nguyen Van KIET	Prop: French, Transl Pract. French, "	+				
Rev. Dinh Xuan NGUYEN	Prop: Vietn. Lit. Vietn. Lit.	+	+ + 3 +			
Mr. Lam Thanh LIEM	Gen. Geogr. Region Geogr.	+	++ + 3			
Mrs. Lam Thanh LIEM	Gen. Geogr.	+				
Hon. Thich Quang LIEN	Indian Philos.	+				
Mr. Chau LONG	Prop: Hist. Univ. Hist. Vietn. Hist.	+				
" Bui LUONG	Prop: Chinese Pract. Mandarin Sino Vietn. Lit.	+				
" Ng. Van LUONG	Practical Study of English	+				
Rev. Le Van LY	Vietn. Linguistics	+				
Mrs. Ng. Binh MINH	Pro/Geogr.	+				
Rev. Le Ton NGHIEM	Prop: Philos. Occid. Phi. Hist. Logics Metaph.	+	+ 1			
Mr. Le Trung NHIEN	Prop: French Practical French	+				
" Ng. Trong NHIEM	Prop: Chinese Sino Vietn. Lit.	+				
" Lam Tan PHAC	Vietn. Civi.	+				

Name of Faculty	Name and Number of Each Class Taught	Under.		No. of Students Enrolled in Each Class	No. of Class Hours Per Week	Date of Actual Class Session	
		Grad.	Grad.			First	Last
(Example) JOHN DOE	Edu. 203 Psych. 200 Hist. 215						
Mr. Tran Van QUE	Universal Hist. Vietnamese Hist.	+					
" Tran Duc RAT	Prop: Vietnamese	+					
" Tran Trong SAN	Prop: Chinese	+					
Miss Dao Ngoc SUONG	Prop: French	+					
Mrs. Quach Thanh TAM	Gen. Geogr. Reg. Geogr.	+					
Mr. Nguyen Tri TAI	Chinese Philos.	+					
" Pham Dinh TIEU	Prop: Geogr.	+					
" Nghiem TOAN	Sino-Vietn. Lit.	+	+ 1				
" Do Dinh TUAN	Pract. Study of Engl. (Phonology)	+					
Mrs. Pham Thi TU	Sociology	+	+ + 3 +				
Mr. Pham Viet TUYEN	Prop: Vietn. Lit.	+					
" Nghiem THAM	Vietn. Civi. Universal Hist. Ethnology	+	+ 1				
Rev. Nguyen Van THICH	Sino-Vietn. Lit.	+					
Mr. Ng. Luong THIEN	Prop: English	+					
" Dinh Xuan THO	Prop: English	+					
" Vu Quoc THONG	Vietn. Civi. (Pol. Instit.)	+					
" Vu Quoc THONG	Vietn. Civi. (Vietn. Economy)	+					
" Nguyen Huu TRI	Prop: Engl. Practical Study of English (Transl.)	+					
" Le Thanh TRI	Occid. Philos. Hist Psych.	+					
" Nguyen Van TRUNG	Prop: Philos. Vietn. Occ. Phil. Hist.	+	+ 1				

Name of Faculty	Name and Number of Each Class Taught	Number of Students Enrolled In Each Class		No. of Class Hours Per Week	Date of Actual Class Session	
		Under Grad.	Grad.		First	Last
Mr. Ly Chanh TRUNG	Logics Metaph.	+				
	Moral.Psych.Soc	+				
	Psychol	+				
" Le Ngoc TRU	Vietn.Lingu.	+				
Mrs. Le VAN	Brit.Civi.	+				
	(Life+Inst.)					

AMERICAN BRITISH

Dr. Leonard Adoff (Fulbright)	Am.Hist.	+				
	Brit.Hist.	+				
Mr. S. L. Beidler	Prop:Engl.	+				
Mrs. Dorothy Beidler	Prop:Engl.	+				
Mr. Blood David	Lingu.(Phonetics, +					
	Phonemics)					
Mr. R. AO. Clark	Brit.Civi. (Lit.)	+				
" Dion	Prop:Engl.	+				
Miss Elson	Prop:Engl.	+				
Mr. Gregerson	Lingu.(Morph. Syntax)	+				
Mr. Hess	Prop:Engl.	+				
Mr. Pyeatt	Prop:Engl.	+				
Miss Valasco	Prop:Engl.	+				
Miss Mary Whiteman (Fulbright)	Comp.in Lingu.	+				
	Pract.Study	+				
	Am.Civi.	+				
Dr. Joseph B. Jenks (Fulbright)	Am.Civi.		+			
	(Am.Lit.)	+	+	2		
Mr. Sol Schindler	Am.Civi. (Poetry)	+				
Miss Frederick	Pract.Study of English	+				
<u>GERMAN</u>						
Dr. Hubert Holl	Prop:German	+				

Name of Faculty	Name and Number of Each Class Taught	Number of Students		Number of Class Hours Per Week	Date of Actual Class Session	
		Under Grad.	Grad.		In Each Class	First Last
(Example) JOHN DOE	Edu. 203 Psych. 200 Hist. 215					
	<u>FRENCH</u>					
Mrs. Benazet Paul	Grammar + Philology	+				
Mr. Cabriere	French Lit.	+				
" Carpentier André	French Lit.	+				
" Cauro Christian	Prop: French Pract. French French Lit.	+	2			
" Cousteix Bernard	Prop: French French Lit.	+				
" Duplessy Maxime	French Lit. French Civi. Gram. Phil.	+				
" Gautheron George	Pract. French	+				
Rev. André Authier	Occ. Philos. Logics Metaph. Morale, Psych. Sociol.	+	1			
Mr. Langlet Philippe	French Civi. Universal Hist.	+				
" Peltier	Psycho Logics Metaph. Morale Psych. Sociology	+	1			
" Pomonti	French Civi.	+				

BANG THONG KE
Phu Ban To Trinh Thang Nam 196
SO SINH VIEN

B A N	Vietnam		Foreign Student		Tong So (Total)	Tang Giam	Phu Chu Hours per week
	Nam Male	Nu Female	Ngoai Nam Male	Kieu Nu Female			
A.- <u>LOP DU BI VAN KHOA</u>	2.142	1.220	5	1	3.368		14 h.
B.- <u>CHUNG CHI CU NHAN</u>							
-Van Minh Vietnam(Vietn. Civi.)	330	150			480		13 h.
-Van Chuong Quoc Am (Vietn. Lit.)	260	103			363		13 h.
-Ngu Hoc Vietnam (Viet. Ling.)	190	104			294		10 h.
-Van Chuong Viet Han (Sino Vietnam.Lit.)	99	21	1		121	My13 "	
-Van Chuong Trung Hoa (Chinese Lit.)	24	5	1		30	My14 "	
-Hoa Van Thuc Hanh (Practi- cal Mandarin)	40	4			44		13 "
-Anh Van Thuc Hanh (Pract. Study of Engl.)	210	70			280		12 "
-Ngu Hoc Anh (Linguistics)	150	81			231		12 "
-Van Chuong Van Minh Anh (Brit.Civil.)	119	61	1	1	182	1 My 10 h	
-Van Chuong Van Minh My (Am.Civi.)	140	87		1	228	1 Trung Hoa	
-Phap Van Thuc Hanh (Practi- cal French)	60	22			82		13 h.
-Van Chuong Phap (French Lit.)	60	67	2	1	130	2 Phap 1 An	
-Van Minh Phap (French Civi.)	60	52		1	113		Phap13 h.
-Van Pham va Ngu Hoc Phap (Grammar and Philologie)	47	64	4	2	117		Phap 10"
-Luan Ly va Sieu Hinh (Logics & Metaph.)	80	15			95		14 "
-Lich Su Triet Hoc Tay Phuong(Occid. Philosophy History)	140	18			158		12 "
-Tam Ly Hoc (Psychology)	40	22			62		12 "
-Dao Duc Hoc (Morale Psych. Socol.)	70	10			80		12 "
-Lich Su Triet Hoc Dong Phuong (Oriental Philosophy History)	150	17			167		13 "
-Xa Hoi Hoc (Sociology)	240	98			332		12 "
-Nhan Chung Hoc(Ethonology)	110	51			161		12 "
-Triet Hoc Trung Hoa (Chinese Philos.)	60	9			69		12 "

BANG THONG KE
Phu Ban To Trinh Thang Nam 196
SO SINH VIEN

B A N	Vietnam		Foreign Student		Tong So (Total)	Tang Giam	Phu Chu Hours per week
	Nam Male	Nu Female	Ngoai Nam Male	Kieu Nu Female			
A.-LOP DU BI VAN KHOA	2.142	1.220	5	1	3.368		14 h.
B.-CHUNG CHI CU NHAN							
-Van Minh Vietnam(Vietn. Civi.)	330	150			480		13 h.
-Van Chuong Quoc Am (Vietn. Lit.)	260	103			363		13 h.
-Ngu Hoc Vietnam (Viet. Ling.)	190	104			294		10 h.
-Van Chuong Viet Han (Sino Vietnam.Lit.)	99	21	1		121	My13 "	
-Van Chuong Trung Hoa (Chinese Lit.)	24	5	1		30	My14 "	
-Hoa Van Thuc Hanh (Practi- cal Mandarin)	40	4			44		13 "
-Anh Van Thuc Hanh (Pract. Study of Engl.)	210	70			280		12 "
-Ngu Hoc Anh (Linguistics)	150	81			231		12 "
-Van Chuong Van Minh Anh (Brit.Civil.)	119	61	1	1	182	1 My 10 h	
-Van Chuong Van Minh My (Am.Civi.)	140	87		1	228	1 Trung Hoa	
-Phap Van Thuc Hanh (Practi- cal French)	60	22			82		13 h.
-Van Chuong Phap (French Lit.)	60	67	2	1	130	2 Phap 1 An	
-Van Minh Phap (French Civi.)	60	52		1	113		Phap13 h.
-Van Pham va Ngu Hoc Phap (Grammar and Philologie)	47	64	4	2	117		Phap 10"
-Luan Ly va Sieu Hinh (Logics & Metaph.)	80	15			95		14 "
-Lich Su Triet Hoc Tay Phuong(Occid. Philosophy History)	140	18			158		12 "
-Tam Ly Hoc (Psychology)	40	22			62		12 "
-Dao Duc Hoc (Morale Psych. Socol.)	70	10			80		12 "
-Lich Su Triet Hoc Dong Phuong (Oriental Philosophy History)	150	17			167		13 "
-Xa Hoi Hoc (Sociology)	240	98			332		12 "
-Nhan Chung Hoc(Ethonology)	110	51			161		12 "
-Triet Hoc Trung Hoa (Chinese Philos.)	60	9			69		12 "

BAN	Viet-Nam		Foreign Stu. Ngoai Kieu		Tong So (Total)	Tang Giam	Phu Chu Hours per week
	Nam Male	Nu Female	Nam Male	Nu Female			
-Triet Hcc An Do (Indian Philosophy)	30	04			34		10 h
-Dia Ly Dai Cuong (General Geography)	40	23			63		12 "
-Dia Ly Dia Phuong (Regional Geography)	55	23			78		10 "
-Lich Su The Gioi (Universal Hist.)	110	46			156		14 "
--Viet Su (Vietnamese Hist.)	190	88			278		13 "
Cong	5.240	2.533	14	7	7.804		
-CAO HOC	77	3	0	0	80		

PERSONNEL
FACULTY SALARIES, EXCLUDING FRINGE BENEFITS

Rank	No. In Rank	Average Salary		Range	
		Basic	Allowances	Lowest Salary	Highest Salary
Professor		118.800	219.260	309.000	468.00
Associate professor		127.638	87.444	185.988	278.820
Assistant professor		111.600	68.400	162.636	265.404
Instructor Assistants (Giang Nghiem)		-	-	-	-
Chargé d'Enseignement		8.060 (1) 10.800 (2) 14.400 (2)			
All Ranks					

(1) per hour year

(2) VN\$ 300/ per hour for the civil servant and during 8 months

(3) VN\$ 400/per hour for the private teacher and during 8 months

PROGRAMS
DEGREES AND CERTIFICATE PROGRAMS

Licence, Diploma or Degree	Section or Depart- ment	Graduate In Program					
		1961 1962	1962 1963	1963 1964	1964 1965	1965 1966	1966 1967 (Cur- rent Year)
<u>License</u> <u>Cu Nhan</u>							
-Van Khoa Tu Do (Free Letters)		24	44	58	83	91	
-Chuyen Khoa Nhan Van (Humanities)		ø	ø	ø	5	10	
-Giao Khoa Anh (English)		1	ø	4	3	14	
- " " Phap (French)		5	20	15	13	13	
- " " Viet (Viet)		1	6	2	ø	2	
- " " Viet-Han (Viet-Chinese)		ø	ø	14	12	10	
- " " Triet Dong (Eastern Philosophy)						4	
- " " Triet Tay (Western Philosophy)		7	13	14	25	15	
- " " Su Dia (History-Geography)		2	1	6	3	5	
- " " Su (History)		ø	ø	ø	ø	6	
- " " Dia (Geography)		ø	ø	ø	ø	ø	
		40	84	109	144	170	
<u>Advanced Study</u> <u>CAO HOC</u>							
- Triet Dong (Eastern Philosophy)		ø	ø	1	1	2	
- Dia Ly (Geography)		ø	ø	ø	ø	2	
- Su (History)		ø	ø	1	1	1	
- Ngu Hoc Anh (Linguistics English)		ø	ø	ø	ø	1	
- Ngu Hoc Vietnam (Vietnamse Linguistics)		ø	ø	ø	ø	2	
- Van Chuong Trung Hoa (Chinese Lit.)		ø	ø	ø	ø	1	
- Xa Hoi (Sociology)		ø	ø	ø	ø	1	
- Van Chuong Phap (Lit.)		1	ø	3	ø	ø	
- Van Pham Ngu Hoc Phap (Gammar & French Philologie)		3	ø	ø	ø	ø	
-Van Chuong Viet-Nam (Viet. Lit.)		ø	ø	1	1	ø	
		4	0	6	3	10	

LIBRARIES

Method of Classification	Library	Books In Vietnamese	Books In French	Books In English	Books in other Languages Specified
Dewey Decimal System	Library of the Faculty of Letters	1,210	4,080	11,460	887 (1)
					(1) Chinese 364 Spanish 31 German 140 Latin 202 Greek 160

Number of periodicals to which institution currently subscribes, excluding government documents 65

SAIGON

faculty of letters

FORM J

APPENDIX B

LIBRARIES
THE LIBRARY STAFF

Name	Title or Area of Responsibility	Salary for this Year	Month of Work Required	Highest Degree, or Extent of Training in Library Science	Non-Library Science Degrees Held
Mr. La Van THU	Librarian	120,000	12	None (Former public servant of the National Libra- ry)	
Mr. Nguyen Dinh UNG	Janitor	58,560	12	None	

SAIGON

FACULTY OF LETTERS

FORM K

APPENDIX B

LIBRARIES

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
<u>Books and Pamphlets:</u> Expenditures during the year and per cent of total library expenses	40,000	40,000	40,000	21,000	30,000	60,000
<u>Periodicals:</u> Expenditures and per cent of total library expenses	-	-	-	-	-	-
<u>Micro-film and Micro-card:</u> Expenditures and per cent of total library expenses	-	-	-	-	-	-
TOTAL ADMINISTRATION EXPENDITURES						
<u>Binding and Rebinding:</u> Expenditures and per cent of total library expenses	3,000	3,000	3,000	3,000	3,000	3,000
<u>Salaries and Library Staff (including part-time and student assistants):</u> Expenditures and per cent of total library expense	120,000	120,000	120,000	120,000	120,000	178,560
<u>Supplies and Equipment (excluding operation and care of the building):</u> Expenditures and per cent of total library expense	5,000	5,000	5,000	5,000	5,000	5,000
<u>Operation and Care of the Building:</u> If included in library budget, give per cent of total expense	2,000	2,000	2,000	2,000	2,000	2,000
TOTAL LIBRARY BUDGET AND EXPENDITURE	170,000	170,000	170,000	151,000	160,000	248,000

LIBRARIES - FORM K (Cont'd.)

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
<u>Percentage of Total Educational and General Budget Allocated to Library Expenditures.</u>						
<u>Student Use of Library</u> -number of books in circulation annually among students divided by number of students enrolled (full-time equivalent)	10,000	11,000	12,000	14,000	15,000	16,000
<u>Students Use of Reserved Books</u> - number of reserved books in circulation annually among students divided by number of students enrolled (full-time equivalent)	1,000	1,000	1,200	1,300	1,500	1,600
<u>Faculty Use</u> - number of books in circulation annually among faculty divided by number of faculty	100	200	200	250	300	300

PERSONNEL
ENROLLMENT TRENDS

Full-Time Students	1962-63	1963-64	1964-65	1965-66	1966-67
Premedical year	187	339	274	254	223
First year	324	284	258	201	246
2nd year	220	222	214	222	182
3rd year	199	175	212	183	193
4th year	155	192	171	213	190
5th year	138	152	192	162	220
6th year	103	136	150	178	126
M.D's degree conferred	69	112	85	100	
Total Graduate Students	1,139	1,161	1,197	1,161	1,157
Total Full-Time Students	1,139	1,161	1,197	1,161	1,157

SAIGON

FACULTY OF MEDICINE

FORM C

APPENDIX B

PERSONNEL
STUDENT ADMISSIONS

	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966
Pre-Medical Year Applications		1,412	1,638	2,638	3,655
Pre-Medical Year Admissions	187	339	274	254	223
Number actually enrolled)	NOT APPLICABLE IN FACULTY OF MEDICINE				
Number of applications with complete credentials for admission "apres Licence")					
Number of applicants with Licence for admission to graduate program)					
Number of applicants accepted for graduate program)					
Number of applicants actually enrolled in graduate program)					

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		M.D.	Ph.D.	Master's	Licence	Pharmacist	None
Professor	16	16					
Associate professor	1	1					
Assistant professor	22	21	6	1			
Instructor Assistant (Giang Nghiem)	24	16	1 ⁺	3		5*	
Chargé d'Enseignement Giang Vien							
Total Full-Time	63	54	7	4		4	

* One instructor is on part-time basis

+ Also has M.D.'s degree

SAIGON

FACULTY OF MEDICINE

FORM E

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Pharmacist	None
		Dr. of State	3rd Cycle				
Professor							
Associate professor							
Assistant professor							
Lay Instructor	1					1	
Graduate Assistant (Giang Nghiem)							
Graduate Assistant (Preparateurs)							
Charge d'Enseignement							
Total Part-Time							

PERSONNEL
FACULTY SALARIES, EXCLUDING FRINGE BENEFITS
1966-67

Rank	No. In Rank	Average (1) Salary		Range (3)	
		Basic	Allowances	Lowest Salary	Highest Salary
Professor	16	14,182	13,950	21,000	36,000
Associate Professor (2)	1	11,860	17,480	N.A.	N.A.
Assistant Professor	22	12,637	4,000	12,500	17,500
Instructor Assistants (Giang Nghiem)	20	10,930	1,840	11,500	16,000
Chargé d'Enseignement	-	-	-	-	-
ALL RANKS	59				

- (1) Arithmetic Mean
 (2) Does not represent true arithmetic mean
 (3) Range varies proportionally according to increasing number of children

PROGRAMS
DEGREES AND CERTIFICATE PROGRAMS

License, Diploma or Degree	Section or Department	Graduates In Program					
		1961-62	1962-63	1963-64	1964-65	1965-66	1966-67 (Current Year)
Ex: License es Lettres		30	35	31	37	39	41
M.D.'s Degree		66	69	112	85	110	N.A.*

(*) Cumulative data are not available until the end of academic year.

SAIGON

FACULTY OF MEDICINE

FORM A

APPENDIX B

LIBRARY

Method of Classification	Library	Books in Vietnamese	Books in French	Books in English	Books in other Languages Specified
"National Library of Medicine Classification"		None	2,268	6,367	10
"Index Medicus" for Journals					
TOTAL					

Number of periodicals to which institution currently subscribes, excluding government documents _____.

French Periodicals 172
English Periodicals 203

SAIGON

FACULTY OF MEDICINE

FORM B

APPENDIX B

LIBRARY
THE LIBRARY STAFF

Name	Title of Area of Re- sponsibility	Salary for this Year Approximately per year	Months of Work Required	Highest Degree, or Extent of Training, in Library Science	Non-Library Science Degrees Held
Phan Thanh HUNG	Supervisor	7,000 VN\$	12		High School 1st Cycle
Le Duy Y	Assistant	10,000 VN\$	"		"
Mrs. Tran Kim TUYET	Stack Clerk	6,000 VN\$	"		"
Mrs. Ho Thi THUA	Stack Clerk	2,000 VN\$	"		"
Mrs. Nguyen Thi DIEP	Housekeeper	4,000 VN\$	"		Primary School
Nguyen Van SANG	"	6,000 VN\$	"		"
Pham Van TINH	"	6,500 VN\$	"		"
Ly Phu THO	Graphics	9,000 VN\$	"		High School 1st Cycle
Miss Tran Thu MINH	Librarian	8,000 VN\$	"	B.A. in Education B.S. in Library Science now in training in the U.S.A. toward M.S. in Library Science	

SAIGON

FACULTY OF MEDICINE

FORM C

APPENDIX B

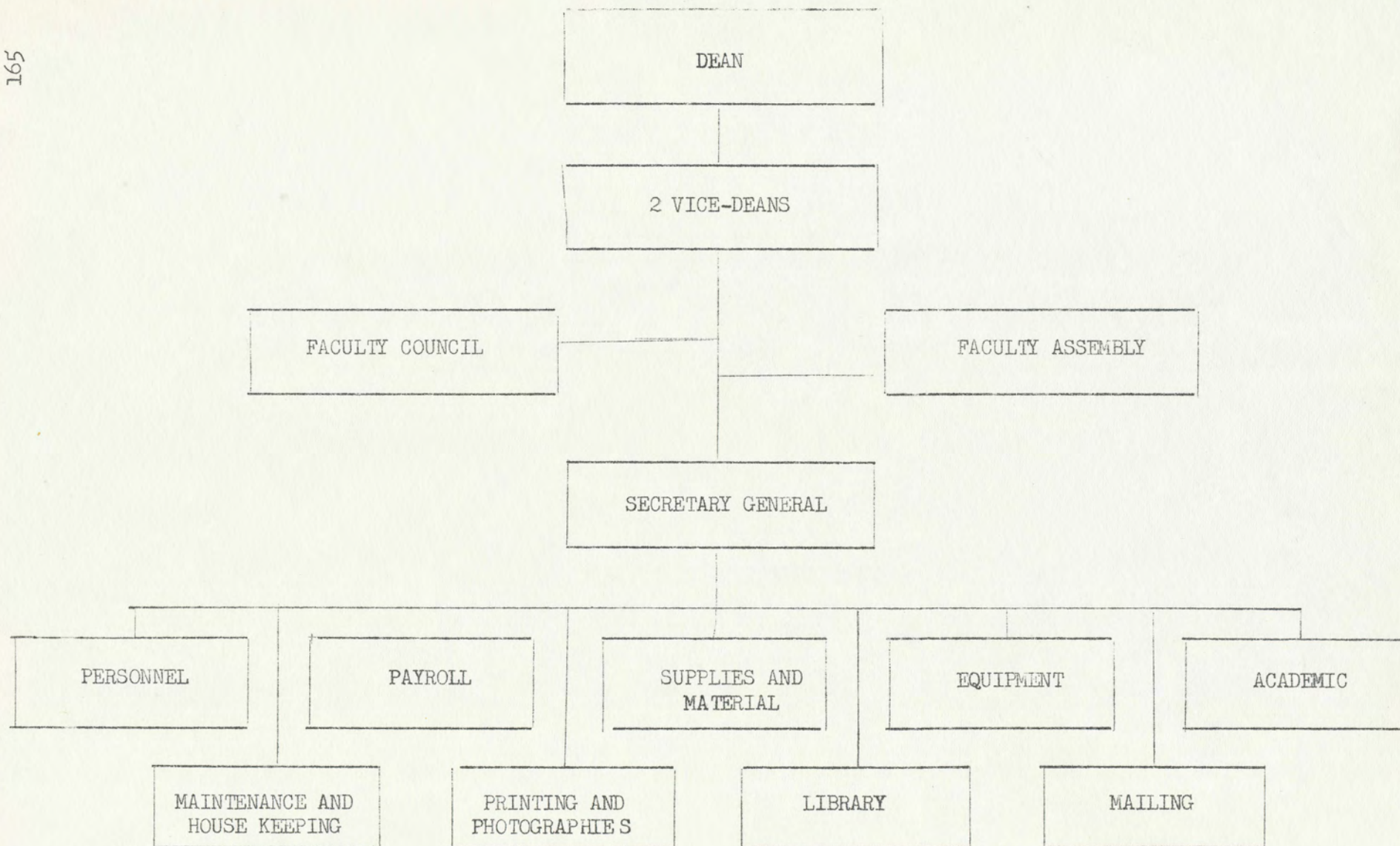
LIBRARY

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
Books and Pamphlets: Expenditures during the year and per cent of total library expenses.	usually granted by foreign agencies					
Periodicals: Expenditures and per cent of total library expenses	"	"	"	"	"	
Micro-film and Micro-card: Expenditures and per cent of total library expense.	"	"	"	"	"	
TOTAL ACQUISITION EXPENDITURES						
Binding and Rebinding: Expenditures and per cent of total library expense.	around 100,000 VN\$ per year					
Salaries of Library Staff (including part-time and student assistants): Expenditures and per cent of total library expense	around 60,000 VN\$ per month					
Supplies and Equipment (excluding operation and care of the building): Expenditures and per cent of total library expense	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Operation and Care of the Building: If included in library budget, give per cent of total expense.	included in total expenses of the Faculty of Medicine					
TOTAL LIBRARY BUDGET AND EXPENDITURE						

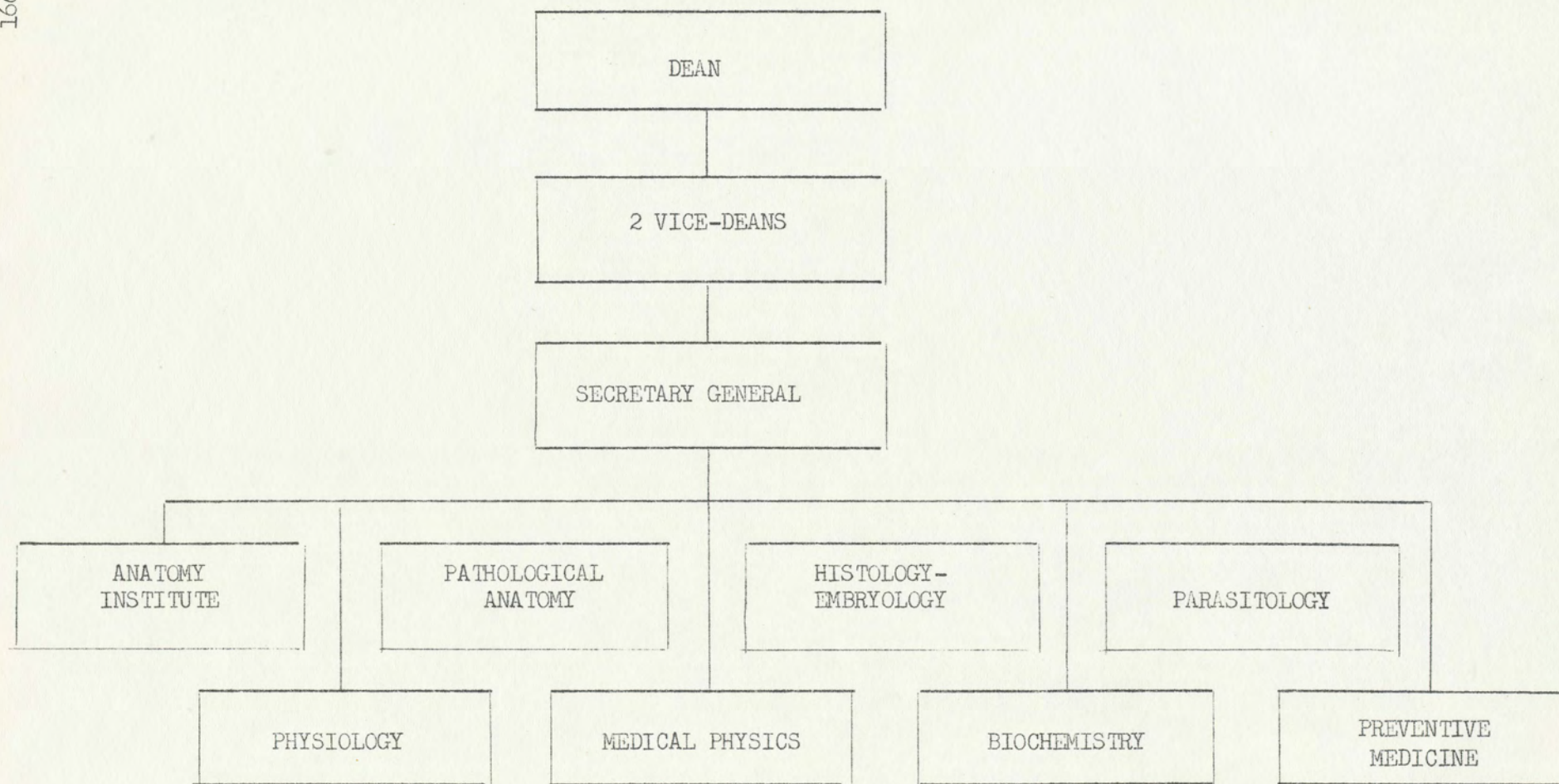
LIBRARY - FORM C (cont'd.)

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
<u>Percentage of Total Educational and General Budget Allocated to Library Expenditures.</u>	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<u>Student Use of Library</u> --number of books in circulation annually among students divided by number of students enrolled (full-time equivalent) (*)	$\frac{7,452}{1,017}$	$\frac{7,845}{1,139}$	$\frac{8,242}{1,161}$	$\frac{8,372}{1,197}$	$\frac{8,669}{1,161}$	$\frac{8,837}{1,157}$
<u>Student Use of Reserved Books</u> --number of reserved books in circulation annually among students divided by number of students enrolled (full-time equivalent). (*)						
<u>Faculty Use</u> --number of books in circulation annually among faculty divided by number of faculty.	$\frac{7,452}{38}$	$\frac{7,845}{41}$	$\frac{8,242}{46}$	$\frac{8,372}{54}$	$\frac{8,669}{61}$	$\frac{8,837}{63}$

(*) Before September, 1966, books could be borrowed home, but since that date, when the Faculty of Medicine moved in the new location, and because of high rate of non-returned books, all books are reserved for the use in the library only, until new control system can be applied.

A D M I N I S T R A T I O N

Faculty of Medicine
ORGANIZATION CHART A



BASIC SCIENCES DEPARTMENTS

Faculty of Medicine

ORGANIZATION CHART B

DEAN

2 VICE-DEANS

SECRETARY GENERAL

MEDICAL A
Cho-Ray Hosp.

MEDICAL B
Ng-v-Hoc Hosp.

SURGICAL A
Cho-Ray Hosp.

SURGICAL B
Binh-Dan Hosp.

OBSTETRICAL
GYNECOLOGICAL
Ng-Du Maternity

OBSTETRICAL
GYNECOLOGICAL
H.Vuong Maternity

OPHTHALMOLOGICAL
Binh-Dan Hosp.

DERMATOLOGICAL
Binh-Dan Hosp.

O.R.L.
Binh-Dan Hosp.

UROLOGICAL
Binh-Dan Hosp.

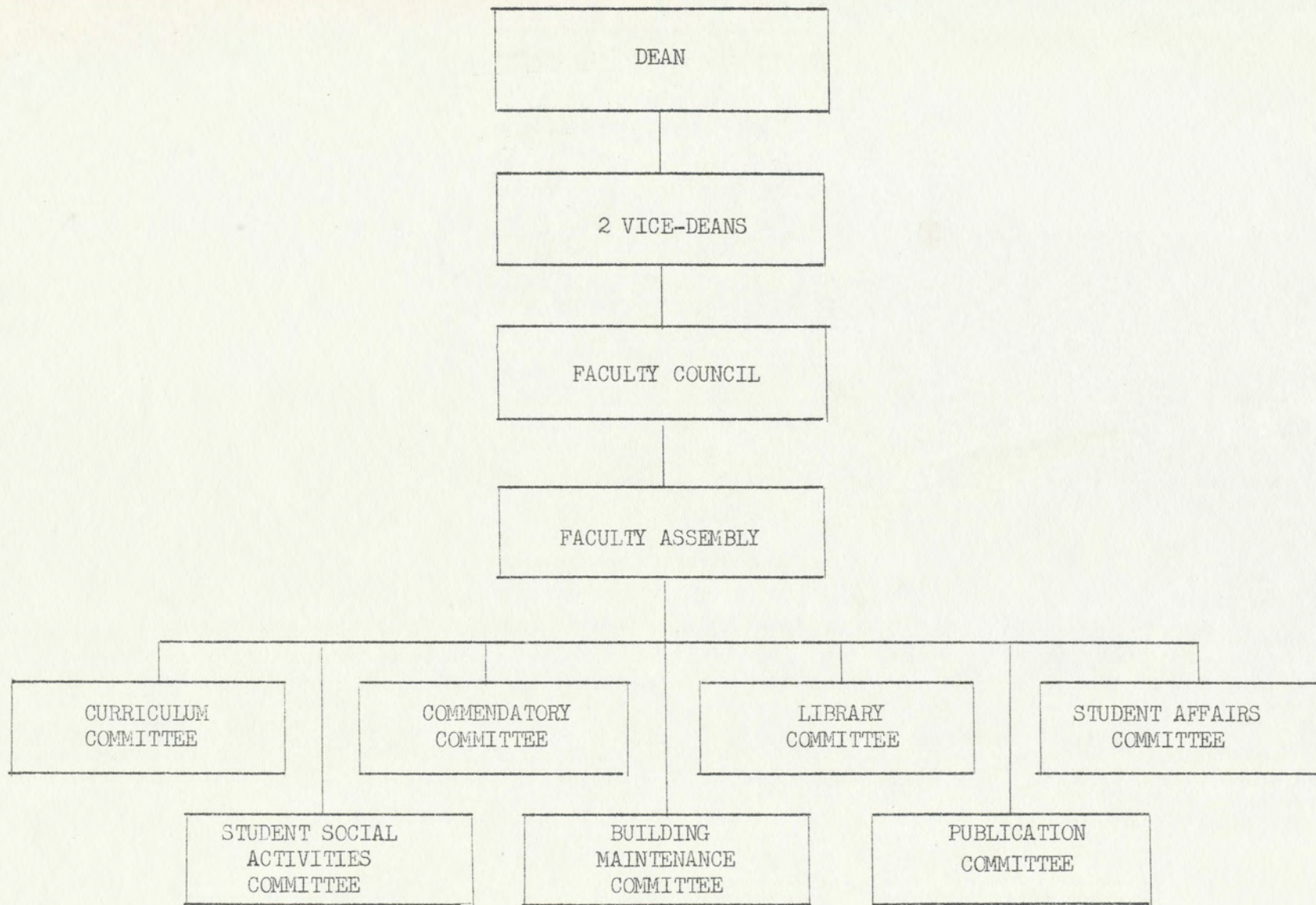
CANCEROLOGICAL
Binh-Dan Hosp.

PHTISIOLOGICAL
Hong-Bang Hosp.

INFANTILE SURGICAL
Nhi-Dong Hosp.

PEDIATRIC
Nhi-Dong Hosp.

C L I N I C S
Faculty of Medicine
ORGANIZATION CHART C



COMMITTEES

Faculty of Medicine
ORGANIZATION CHART D

NUMBER, CLASSIFICATION OF TEACHING FACULTY

Full Names	Degree Held	Classification	Function	Remarks
1 Pham Bieu TAM	M.D.	Full Professor	-Head of Surgery Dpt "B"	
2 Tran Quang DE	M.D.	"	-Head of Surgery Dpt "A"	
3 Nguyen HUU	M.D.	"	Rector of University of Saigon -Professor of Anatomy. Director of Anatomy Institute	
4 Trinh Van TUAT	M.D.	"	-Professor of Dentistry	
5 Tran VY	M.D.	"	-Professor, Director of Physiology D	
6 Nguyen Dinh CAT	M.D.	"	-Head of Ophthalmology Dpt Hospital Binh Dan	
7 Tran Ngoc NINH	M.D.	"	-Head of Infantile Surgery Dpt.	
8 Ngo Gia HY	M.D.	"	-Head of Urology Dpt, Director of Binh Dan Hospital; Dean, Faculty of Medicine	
9 Tran ANH	M.D.	"	-Professor of Anatomy and Humanity	
10 Nguyen Huy CAN	M.D.	"	-Professor, Director of Lab.Pathology	
11 Le Xuan CHAT	M.D.	"	-Professor, Director of Lab of Isotopes	
12 Dao Duc HOANH	M.D.	"	-Professor Head of Canceriology Dpt Hospital Binh Dan	
13 Bui Quoc HUONG	M.D.	"	-Professor, Head of Neurology Dpt (Medical Clinic)	
14 Nguyen Ngoc HUY	M.D.	"	-Professor, Director of Lab of Cardiology Dpt	
15 Phan Dinh TUAN	M.D.	"	-Professor, Head of Pediatrics, Director of Hospital Nhi Dong	
16 Nguyen Van UT	M.D.	"	-Head of Dermatology Dpt (Hospital Binh Dan)	
17 Dang Van CHIEU	M.D.	Associate Prof.	-Professor of Clinical Surgery "A" Hospital Cho-Ray	
18 Dao Thi HOI	Dr.In Educ.	Assistant Prof.	-Lecturer in English (Preparatory year of Faculty of Medicine)	
19 L.M. Lichtenberger Marcel	M.D.	"	-In charge of Histology and Embryology Dpt.	
20 Thai Minh BACH	M.D.	"	-Surgery Clinic "A" (Hospital Cho Ray"	Training In France

(1)	(2)	(3)	(4)	(5)
21 Pham Gia CAN	M.D.	Assistant Prof.	-Pediatry Dpt Hospital Nhi-Dong	
22 Nguyen Phuoc DAI	M.D.	"	-Surgery Clinic "A" Director of Hospital Saigon	
23 Tran Sy DON	M.D.	"	-Surgery Clinic "B" Hospital Binh Dan	- Training in
24 Nguyen Van HONG	M.D.	"	-In charge of Obstetric and Gynecology Dpt Maternity Tu-Du	France
25 Nguyen Duc NGUYEN	M.D.	"	-Surgery Clinic "A" Hospital Cho-Ray	
26 Tran Lu Y	M.D.	"	-Medical Clinic Hospital Ng.V.Hoc	
27 Vu Thi THOA	M.D.	"	-Pediatry Clinic Hospital Nhi-Dong, Vice-Dean, Faculty of Medicine	
28 Pham Tan TUOC	M.D.	"	-Medical Clinic Hospital Cho Ray	
29 Vu Qui DAI	M.D., Ph.D.	"	-In charge of Microbiology Dpt. Lab. of Preventive Medicine	
30 Bui Duy TAM	M.D., Ph.D.	"	-In charge of Biochemistry Dpt. Lab of Biochemistry	
31 Trinh Minh HA	M.D.	"	-Pediatry Clinic Hospital Nhi-Dong	- Training in
32 Hoang Ngoc MINH	M.D.	"	-Clinic Obstetric and Gynecology Maternity Tu Du	France
33 Nguyen Khac MINH	M.D., Ph.D.	"	-Section of Anesthesiology Surgery Clinic "B" Hospital Binh Dan	
34 Dao Huu ANH	M.D., Ph.D.	"	-Lab. of Pathology	
35 Huynh Ngoc XUAN	M.D.	"	-Medical Clinic, Hospital Cho Ray	
36 Ho Trung DUNG	M.D.	"	-Clinic of Obstetrics and Gynecology Maternity Tu Du	
37 Nguyen The MINH	M.D.	"	-Medical Clinic. Hospital Nguyen Van Hoc	
38 Vo Van Lan	Pharmacist	Instructor	-Chef de travaux. Lab of Physiology	
39 Hoang Tien BAO	M.D., M.S.	Assistant Prof.	-Surgery Clinic "B" Hospital Binh Dan	
40 Ton That GIA	M.D.	Instructor	-Lab of Preventive Medicine	-Training in USA
41 Le Quoc HANH	M.D.	"	-Phtisyology Clinic Hospital Hong Bang	
42 Nguyen Ngoc KINH	M.D.	"	-Ophtalmology Clinic Hospital Binh Dan	
43 Bui Mong HUNG	M.D.	"	-Surgery Clinic "B" Hospital Binh Dan	-Training in France
44 Vu Van NGUYEN	M.D.	"	-	" in USA
45 Truong Ngoc HON	M.D.	"	-Surgery Clinic "A" Hospital Cho Ray	
46 Tran Kiem THUC	M.D.	"	-Medical Clinic, Hospital Nguyen Van Hoc	
47 Do Thi NHUAN	M.D., Ph.D.	"	-Lab. of Microbiology	

(1)	(2)	(3)	(4)	(5)
48 Nguyen Tan QUI	M.D.	Instructor	- Anatomy Institute	Training in France
49 Ngo Thi Thanh TAM	M.D.	"	- Surgery Clinic "D"	
50 Le Minh TRI	M.D., Ph.D.	Assistant Prof.	- Clinic O.R.L.; Vice-Dean, Faculty of Medicine	"
51 Nguyen Kim THUONG	M.D.	Instructor	- Lab. of Physiology	
52 Vu Thien PHUONG	M.D.	"	-Obstetric and Gynecology Dpt Mt. Tu Du	
53 Luu Thi Bach TUYET	M.D.	"	-Lab. of Biochemistry	
54 Vo Thi Nguyet SUONG	Pharmacist	"	-Lab. of Biochemistry	
55 Le Phuc THUY	Pharmacist	"	- "	
56 Nguyen Duy AI	Pharmacist	"	- "	
57 Nguyen Luong THIEN	M.A.	"	-Assistant in English (Pre.Med.Fac.Med.)	
58 Dam Trung PHAP	M.A.	"	- "	
59 Nguyen Huu TRI	M.A.	"	- "	
60 Tran Thi Minh HIEN	Pharmacist	"	-Lab. of Physiology	
61 Duong Thi THANH-LIEN	M.D.	"	-Infantile and Orthopedy Dpt.Hospital Nhi Dong	
62 Tran The NGHIEP	M.D.	"	-Radiology Surgical Clinic "B" H.Binh Dan	
63 Tang NHIEP	M.D.	"	-Urology Surgical Clinic "B" H. Binh Dan	

PERSONNEL
INVENTORY OF FACULTY LOADS, 1966-1967

1st Cycle

Lectures and Practice
(Lectures and practical works are compulsory)

	<u>Year</u> I	<u>Year</u> II	Total
Anatomy . . .	190 H	190 H	380 H (1)
Physiology . . .	122	123	225
Biochemistry . . .	122	123	225
Microbiology . . .	120	120	240
Parasitology . . .	80	80	160
Histology + Embryology + Cytology . . .	75	75	150
Diophysics . . .	30	30	60
Genetics . . .	25	25	50
Pharmacology . . .	0	50	50
Preventive Medicine . . .		75	75
Pathology . . .		10	10

2nd half year

Clinical semeiology . . .	160	160	320
Functional exploration (physiological, chemical, radiological) . .			<u>70 H</u>
	Total		2,005 H

Second Cycle

Lectures and Practice

	<u>Year</u>	<u>Year</u>	Total
Physiopathology . . .	22 H	22 H	44 H
Forensic medicine + Deontology . . .		44	44
Pharmacology . . .	33	33	66

(2nd half-year)

Therapeutics . . .	22	66	88
Surgical pathology . . .	50	50	100
Medical pathology . . .	50	50	100
Obstetrics + Gynecology . .	50		50
Paediatrics . . .	22	22	44
Tropical medicine . . .		36	36
Pathology . . .	88	88	176
Preventive medicine . . .	66	66	<u>132</u>
	Total		880 H

Clinical experience (III and IV) = 1,620 H
(1) H = Hours

PATHOLOGY

(according to the meaning of the word "pathology" used by the Anglo-Saxons).

Pathology is taught, starting from the second half-year of the second year (10 H). During this year, the teaching will be limited to generalities (inflammatory reactions, neoplastic reactions of tissues).

However, right from the 1st year, it is recommended that basic sciences professors teach notions of clinical pathology during their lecturing.

Pathology course will be taught, if possible, in an auditorium adjacent to an autopsy-room, and the clinical professor will be present at this course.

The professor of pathology will have in each teaching hospital one of his assistants, who will assume the examination of anatomical parts, and will assist him in the teaching work.

CLINICAL SCIENCES

		<u>1,620 H</u>	<u>22 months</u>	Total
	Years:	III IV	V VI (not including duty hours)	
<u>Important clinical lectures</u>				
Gen. Med. and Specialities	. . .	6 months	6 months	12 months
Surgery	. . .	4 "	6 "	10 "
Pediatrics	. . .	3 "	3 "	6 "
Obstetrics and Gynecology	. . .	3 "	3 "	6 "
<u>Minor clinical lectures</u>				
E.N.T.	. . .	1 month	1 month	2 "
Ophthalmology	. . .	1 "	1 "	2 "
Phtisiology	. . .	15 days	1 "	1 m. $\frac{1}{2}$
Communicable diseases	. . .	1 month	1 "	2 "
Psychiatry	. . .	15 days	15 days	
Cancerology	. . .	15 "	15 "	
Stomatology	. . .	15 "	15 "	

Budget for fiscal years 1965 - 66 - 67

	<u>Amount Requested</u>	<u>Amount Received</u>
January 1, 1965: VN\$	31.910.000	VN\$ 24.213.000
January 1, 1966:	37.970.000	23.926.000
January 1, 1967:	52.150.000	awaiting
 <u>1965</u>		
For Existing Personnel		
Services . .	VN\$ 22.131.000	VN\$ 19.550.000
For Minor Repairs	3.250.000	2.000.000
For Books, Periodicals,		
Supplies . .	6.529.000	2.663.000
 <u>1966</u>		
For Existing Personnel		
Services . .	VN\$ 30.151.000	VN\$ 20.300.000
For Minor Repairs	2.750.000	1.500.000
For Books, Periodicals,		
Supplies . .	5.069.000	2.126.000
 <u>1967</u>		
For Existing Personnel		
Services . .	VN\$ 38.661.000	VN\$ awaiting
For Minor Repairs . .	5.840.000	awaiting
For Books, Periodicals,		
Supplies . .	7.649.000	awaiting

PERSONNEL
ENROLLMENT TRENDS

Full-Time Students (Senior High School student-teachers)	1962-63	1963-64	1964-65	1965-66	1966-67
Propédeutique		371	305	29	
First Year	267	x	292	265	204
Second Year	200	243	5	272	233
Third Year	174	205	239	22	249
Total Undergraduates	641	819	841	588	686
Graduation Diplomas Awarded	170	202	222	19	
Students in the Professional Schools (list by school)					
1.					
2.					
3.					
4.					
Total Graduate Students	170	202	222	19	
Total Full-time Students	641	819	841	588	686

PERSONNEL
ENROLLMENT TRENDS

Full-Time Students (Junior High School Teacher Training Section)	1962-63	1963-64	1964-65	1965-66	1966-67
Propédeutique 12-month Training Period				167 (6 sections)	138 (5 sections*)
One certificate				Vietnamese French	Vietnamese
Two certificates				English Math & Physics	English Social Studies
Three certificates				Physics & Natural Science	Math & Physics
Total Undergraduates				Social Studies	& Natural Sci.
Licences Awarded	"Junior High School Teaching Certificate"				
Students in the Professional Schools (list by school)					
1.					
2.					
3.					
4.					
Total Graduate Students					
Total Full-time Students					

SAIGON

FACULTY OF PEDAGOGY

FORM B

APPENDIX B

NO PART-TIME STUDENTS

SAIGON

FACULTY OF PEDAGOGY (Humanities and
(Senior H.School Student teachers)

FORM C

APPENDIX B

PERSONNEL
STUDENT ADMISSIONS

	Fall,1962	Fall,1963	Fall, 1964	Fall, 1965	Fall, 1966
Number of applicants with complete credentials for admission to the "Propédeutique" class.	4,050	3,189	4,662	No admittance	To the 1st Year: 414
Number accepted to the "Propédeutique" class	325	400	350		220
Number actually enrolled	267	371	305		204
Number of applications with complete credentials for admission "apres Licence"					
Number of applicants with Licence for admission to graduate program					
Number of applicants with Licence for admission to graduate program		N O N E			
Number of applicants accepted for graduate program					
Number of applicants actually enrolled in graduate program					

Notes: Previous to 1963-64 the training duration is for 3 years; applicants must have the 2nd Part of Baccalaureat and sit for the entrance examination. For the period 1963-65 the training duration is lengthened to 4 years with the same requirements for the applicants. From 1966-67 onward the training duration is reduced to 3 years but applicants must have the propedeutic certificate from the Faculty of Letters or Science and sit for an entrance examination.

SALON

FACULTY OF PEDAGOGY
(Junior High School Teacher Training Section)

FORM C

APPENDIX B

PERSONNEL
STUDENT ADMISSIONS

	Fall, 1962	All, 1963	Fall, 1964	Fall, 1965	Fall, 1966-67
Number of applications with complete credentials for admission to the "Propédeutique" class.					
Number accepted to the "Propédeutique" class	<u>Pre-requisite:</u> Bacc. II and "Propédeutique"				
Number actually enrolled					138
Number of applications with complete credentials for admission "apres Licence"	X				
Number of applicants with Licence for admission to graduate program.					
Number of applicants accepted for graduate program					
Number of applicants actually enrolled in graduate program.					

SAIGON

FACULTY OF PEDAGOGY
(Humanities Section)

FORM D

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's D.E.S.	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor							
Associate professor	1				1		
Assistant professor	2		Dr.U. :1 Ed.D. :1				
Instructor Assistants (Giang Nghiem)	8			5	3		
Chargé d'Enseignement (Giang Vien) (Foreigners)	10	Ph.D. : 1		2	1	Agrégé: 1 CAPES : 2 Experts in language teaching: 3	
Total Full-time	21						

SAIGON

FACULTY OF PEDAGOGY
(Humanities Section)

FORM E

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's or D.E.S.	Licence or B.A.	Other	None
		Dr. of State	3rd Cycle				
Professor	1	1					
Associate professor	1	1					
Assistant professor	7	Ph.D. : 1	Dr. U. : 2 Ed. D. : 2 3rd Cy. : 2			Agrégé: 1	
Foreign lecturers	6			2	1	Agrégé: 3	
Graduate Assistant (Giang Nghiem)	8			3	4	Diploma of Senior H.School teacher: 1	
Graduate Assistant (Préparateurs)							
Chargé d'Enseignement (not belonging to University)	16	Dr. of State: 1 Ph.D.: 1		Master's: 2 D.E.S. 3	2	3	4
Total Part-time	39						

SAIGON

FACULTY OF PEDAGOGY
(Junior High School Teacher Training Section)

FORM E

APPENDIX B

PERSONNEL

EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is							
		Doctor's		B.A.	Master's	Licence & D.E.S.	Licence	Graduate from Facul- ty of Peda- gy Saigon	None
		Dr. of State	3rd Cycle						
Professor		3		1	4				
Associate professor									
Assistant professor			2						
Day Instructor									
Graduate Assistant (Giang Nghiem)						8	8	6	
Graduate Assistant (Préparateurs)									
Chargé d'Enseigne- ment									2
Total Part-time		2	1	1	3	3	3	3	2

SAIGON

FACULTY OF PEDAGOGY
(Science Section)

FORM F

APPENDIX B

PERSONNEL
INVENTORY OF FACULTY TEACHING LOADS, 1966-67

Name of Faculty	Name and Number of Each Class Taught			Number of Students Enrolled In Each Class	Number of Class Hours Per Week	Date of Actual Class Session	
		Under. Grad.	Grad.			First	Last
(Example) JOHN DOE	Eud. 203 Psych. 200 Histo. 215	✓ ✓ ✓					
Nguyen Chung TU	Optics	✓			1		
Pham Huu HIEP	Electri- city	✓			1		
Chu Pham Ngoc SON	Pysics Elec- tricity	✓			1		
Nguyen Van THACH	Mecha- nics	✓			1		
Rev. Hoang Quoc TRUONG	Biology	✓			2		
Phung Huy NGAN	Zoology	✓			1		
Tran Kim THACH	Geolo- gy	✓			1		
Dang Xuan HONG	Geome- try	✓			5		
	Analy- sis	✓					
Do Dinh CUONG	Method of Tea- ching Math	✓			14		
Bui Phuong CHI	Method of Tea- ching Physics	✓			8		
Nguyen Ngoc THO	Method of Tea- ching Chemis- try	✓			4		

Name of Faculty	Name and Number of Each Class Taught		Number of Students Enrolled in Each Class	Number of Class Hrs Per Week	Date of Actual Class Session	
	Under-Grad.	Grad.			First	Last
Pham Tan KIET	Methods of Teaching Physics	✓		10		
Mrs. Le Tue QUANG	Natural Sciences	✓		8		
Mrs. Tran Kim THACH	Natural Sciences	✓		4		
Le Huu MUC	History of Viet Educ.	✓		1		
Truong Huu TUOC	School Adm.	✓		1		
Vo Van LUA	Philosophy of Educ.	✓		2		
Nguyen Thi Bich LAN	Comparative Educ	✓		1		
Mrs. Meiller	French	✓		4		
Mrs. Renochet	French	✓		4		
Mr. Nguyen Van LUONG	English	✓		6		
Mr. Tran Kim NO	English	✓		6		
Mr. Pham Van QUANG	Guidance & Counseling	✓		1		
Mr. Nguyen Ngoc THO	Lab.Work	✓		7½		
Pham Tan KIET	Physic lab work	✓		5		
Nguyen Dinh NGOC	Algebra	✓		1		
Dang Dinh ANG	Mathematics	✓		1		

PERSONNEL
INVENTORY OF FACULTY TEACHING LOADS, 1966-67

Name of Faculty	Name and Number of Each Class Taught		Number of Students Enrolled in Each Class	Number of Class Hours Per Week	Date of Actual Class Session	
	Under. Grad.	Grad.			First	Last
(Example) JOHN DOE	Educ.203 Psych.200 History215	✓ ✓ ✓				
Ly Cong CAN	Physic I Method of Teaching Physic	✓ ✓	20	8	See Scheduling Table	
Bui Phuong CHI	Chem. I Methodology	✓ ✓	20	8		
Nguyen Thi CUC	Regional Geography Europe,USA	✓ ✓	30	7		
Nguyen Dac KHAM	Vietnamese I	✓	28	2		
Le Ngoc TRU	Dictation & Methodology	✓ ✓	28	2		
Pham Van DIEU	Vietnamese literature Text analysis	✓ ✓	28	3		
Pham Cao DUONG	History: Vietnam World History	✓ ✓	30	4		
Ly Chanh DUC	Reading & Discussion	✓	12	3		
Le Kim DINH	Method of Teaching Math	✓	20	6		
Dinh Van HOANG	Method of Teaching Chemistry	✓	36	4		
Luu KHON	Vietnamese Composition	✓	28	1		

Name of Faculty	Name and Number of Each Class Taught			Number of Students Enrolled In Each Class	Number of Class Hours per Week	Date of Actual Class Session	
		Under Grad.	Grad.			First	Last
(Example) JOHN DOE	Educ. 203 Psych. 200 History 215	✓ ✓ ✓					
Tran Kim HANH	Nat. Science Method of Teaching N.S.	✓ ✓		36	5	See Scheduling Table	
Lam Thanh LIEM	Regional Geography	✓		30	2		
Nguyen Van LUONG	English	✓		24	4		
Le Huu MUC	Viet. Literature - Method of Teaching Viet	✓ ✓		28	8		
Nguyen Minh TON	Health Hygiene First Aids	✓ ✓		36	2		
Pham Van THUAT	Method of Teaching English	✓		24	4		
Tran Kim THACH	Geology	✓		36	1		
Nguyen Ngoc THO	Method of Teaching Physics	✓		36	4		
Pham Dinh TIEN	Geography	✓		30	2		
Nghiem TOAN	Vietnamese Text Analysis	✓		28	3		
Tran Kim No	Comparative Education Reading & Discussion	✓ ✓		2B + 3./ lecture 12	9		

Name of Faculty	Name and Number of Each Class Taught	Under		Number of Students Enrolled in each Class	Number of Class Hours Per Week	Date of Actual Class Session	
		Grad.	Grad.			First	Last
(Example) JOHN DOE	Educ.203 Psych.200 History 215	✓ ✓ ✓					See Scheduling or Time Table
Le Tue QUANG	Biology Methology	✓		36	5		
Duong Thien TONG	Educ. Psych. Methodology	✓ ✓		28 + 30 = 58	6		
Tran Thi Chi THUAN	Petrology	✓		30	3		
Nguyen Van TRUONG	Mathematics	✓		20	3		
Robert Kelly	English Grammar	✓ ✓		24	5		
Nguyen Ngoc CU	History Student Teaching	✓ ✓		30	6		
Nguyen Van HAI	Civics Student Teaching	✓ ✓		30	11		
Truong Huu TUOC	School Admin.	✓		30 + 28 = 58 Lecture	2		
Marian KHIET	Comprehension & Composition	✓		24	3		
Nguyen Van KIET	Student Teaching	✓		28	4		
Nguyen GIAM	Lab.Work	✓		20	12		
Pham Tan KIET	Lab.Work	✓		20	18		
Nguyen Ngoc THO	Lab.Work	✓		20	12		

SAIGON

FACULTY OF PEDAGOGY
(Humanities and Science)

FORM G

APPENDIX B

PERSONNEL
FACULTY SALARIES EXCLUDING FRINGE BENEFITS
1966-67

Rank	No. In Rank	Average Salary			
		Range		Lowest Salary	Highest Salary
		Basic	Allowances		
Professor					
Associate Professor	3	830		18.892	20.892 (Dean)
Assistant Professor	3	730		12.526	14.026
Instructor Assistants (Giang Nghiem)	14	550		10.201	15.000
Chargé d'Enseignement (Giang Vien)			Part-time lecturer or Instructor: 300 VN piasters per hour		
ALL RANKS					

SAIGON

FACULTY OF PEDAGOGY
(Junior High School Teacher Training Section)

FORM G

Appendix B

PERSONNEL
FACULTY SALARIES EXCLUDING FRINGE BENEFITS
1966-1967

Rank	No. In Rank	Average Salary			
		Basic	Allowances	Lowest Salary	Highest Salary
Professor					
Associate Professor		830	18892	18892	20.892
Assistant Professor		730	12526	12065	14.026
Instructor Assistants (Giang Nghiem)		560	10680	10680	15.000
Chargé d'Enseignement (Giang Vien)		Part-time lecturer and/or instructor			300\$ per hour
ALL RANKS					

SAIGON

FACULTY OF PEDAGOGY

FORM H

APPENDIX B

PROGRAMS
DEGREES AND CERTIFICATE PROGRAMS

License, Diploma or Degree	Section or Department	Graduates In Programs					
		1961-62	1962-63	1963-64	1964-65	1965-66	1966-67 (Current Year)
Ex. License es Let- tres		30	35	31	37	39	41
Diploma of Teachers	Sino-Vietna- mese	33	31	36	33	None	
(Senior High School	History-Geo.	18	32	39	34	None	
	English	24	27	20	26	6	
	French	21	30	25	29	1	
	Mathematics	21	17	23	31	5	
	Physics- Chemistry	22	24	24	53	7	
	Natural Science	27	9	15	16	None	

SAIGON

FACULTY OF PEDAGOGY

FORM I

APPENDIX B

LIBRARIES
Faculty of Pedagogy Library

Method of Classification	Library	Books in Vietnamese	Books in French	Books in English	Books in other Languages Spec- ified
D D C	College	300	3,000	9,500	200 (Chinois)

SAIGON

FACULTY OF PEDAGOGY

FORM J

APPENDIX B

LIBRARIES
The Library Staff

Name	Title or Area of Re- sponsibility	Salary for this Year	Months of Work Required	Highest Degree, or Extent of Training in Library Science	Non-library Science Degree Held
Iao Thuy (Miss)	Chief Librarian	100,000\$	12	Master's Degree	Graduate from Faculty of Pe- dagoogy(English) BA (English)
Nghiem Thuy Lieu	Assistant	48,000\$	12		
Tran Ngoc Van	Janitor	82,800\$	12		

SAIGON

FACULTY OF PEDAGOGY

FORM K

APPENDIX B

(1st Page FORM K Omitted)

SAIGON

FACULTY OF PEDAGOGY

FORM K (Cont'd)

APPENDIX B

LIBRARIES

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
Percentage of Total Educational and General Budget Allocated to Library Expenditures						
Student Use of Library--number of books in circulation annually among students divided by number of students enrolled (full-time equivalent)					No record	$\frac{3,600}{900}$
Student Use of Reserved Books--number of reserved books in circulation annually among students divided by number of students enrolled (full-time equivalent)					No record	just a few (10)
Faculty Use--number of books in circulation annually among faculty divided by number of faculty.					No record	$\frac{1,000}{60}$

SAIGON

FACULTY OF PHARMACY

FORM A

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

Full-Time Students	1962-63	1963-64	1964-65	1965-66 ⁺	1966-67 ⁺
First year	1,100	1,247	1,745	1,018	632
Second year	462	520	572	875	775
Third year	142	178	333	415	644
Fourth year	71	101	144	262	282
Fifth year	58	94	108	147	262
Degree Awarded	Degree of Bachelor of Science in Pharmacy				
Total Graduate Students	58	63	96	134	
Total Full-time Students	1,833	2,140	2,922	2,717	2,595

+ Entrance examination compulsory since the academic year 1965-66:
the maximum number of students enrolled in the first year = 400.

SAIGON

FACULTY OF PHARMACY

FORM B

APPENDIX B

NO PART-TIME STUDENTS

PERSONNEL
STUDENT ADMISSIONS

	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966
Number of applications with complete credentials for admission to the First Year	1,100	757	1,219	2,728	4,028
Number accepted to the First Year	1,100	757	1,219	413	399
Number actually enrolled	1,833	2,140	2,922	2,717	2,595
Number of applications with complete credentials for admission after the degree of Bachelor of Science in Pharmacy	(((((
Number of applicants with Licences for admission to graduate program	(Program under Study			
Number of applicants accepted for graduate program	(((((
Number of applicants actually enrolled in graduate program	(((((

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total number	Number whose Highest Earned Degree Is						
		Dr. of State	Ph.D	Dr. of Uni- versity (Mas- ter's)	3rd cycle	Bachelor of Science in Pharmacy	Licence	None
Associate professor (Maitre de conférence)	2	1				1		
Delegate Professor (Professeur délégué)	3	2	1					
Assistant Professor (Chargé de cours)	6	6						
Senior instructor (Chef de travaux pratiques)	5			2		3		
Instructor (Assistant)	10					11		
Total full-time	27	9	1	2		15		

NOTE: Some of these Faculty members have also the degree of "Licence-es-Sciences".

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total number	Number Whose Highest Earned Degree Is						
		Dr. of State	Ph.D	Dr. of Uni- versity (Mas- ter's	3rd cycle	Bachelor of Science in Pharmacy	Licence	None
Associate professor (Maitre de conférence)								
Delegate Professor (Professeur-délégué)								
Assistant Professor (Chargé de cours)								
Senior instructor (Chef de travaux pratiques)								
Instructor (Assistant)								
Guest-professor (Chargé d'enseignement)	5	1	1	2		1		
Guest-instructor (Chargé de travaux pratiques) 6						6		
Total Part-Time	11	1	1	2		7		

PERSONNEL

INVENTORY OF FACULTY TEACHING LOADS, 1966-67

Name of Faculty	Name and number of each class taught (graduate program under study)	Number of students enrolled in each class	Number of class hours per week	Date of Actual class session	
				First semes- tre	Second semes- tre
1/ Department of General chemistry 1/ <u>LECTURES</u>					
Pham Van TAT	Inorganic chemistry (first year)	632	3	x	
Huynh Huu TAO	Organic chemistry (first year)	632	3	x	
Chu Pham	Organic chemistry (second year)	775	3	x	
Ngoc SON	Inorganic chemistry & mineralogy (second year)	775	3	x	
To DONG	Mathematics (second year)	775	3	x	
Ho Dac AN	Chemical pharmacy (third and fourth years)	926	4	x	
Phan the	Hydrology (third year)	644	1.5		x
TRUONG Manh KHAI	Toxicology (fourth year)	282	3		x
Mrs. Nguyen Hac HUONG-THU	Pharmacology (fifth year)	262	4	x	
2/ Department of Analytical Chemistry					
Nguyen Van TRANG	Analytical chemistry (third year)	644	3	x	
Nguyen Van HUOT	Analytical (fourth year)	282	3	x	
3/ Department of Biochemistry					
Nguyen Van HUOT	Biochemistry (third year)	644	3		x
To DONG	Biochemistry (fourth year)	282	3		x
4/ Department of Botany					
Phan The TRAN	Botany (2nd year)	775	3	x	
Miss Nguyen Thi LAU	Botany(3rd year)	644	3	x	
Miss Nguyen Thi LAU	Cryptogamy (fourth yr)	282	3		x
Nguyen HIEP	Pharmacognosy(3rd year)	644	3		x
Nguyen Van DUONG	Pharmacognosy (fourth year)	282	3		x

5/ Department of Bacteriology

Tran Ngoc TIENG	Bacteriology (fourth year)	282	3	x	
Phan The TRAN	Hygiene (fifth year)	262	3		x

6/ Department of Zoology

Nguyen Vinh NIEN	Zoology (Second year)	775	3		x
Truong Manh KHAI	Physiology (second yr.)	775	3		x

7/ Department of Physics

Dang Vu BIEN	Physics I (second year)	775	3	x	
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8/ Department of Manufacturing

Vu Ngoc TRAN	Galenical pharmacy (third and fourth yrs)	926	3	x	
Vu Ngoc TRAN	Pharmaceutical juris prudence (fifth year)	262	2		x
Nguyen Duc TRANG	Food and drugs control (fifth year)	262	2	x	

II/ LABORATORIES1/ Department of General Chemistry

Huynh Huu TAO	General chemistry (se- cond year)	775	2	x	x
Huynh Huu TAO	Qualitative chemistry (second year)	775	3	x	x
Vuong Huu LE	General chemistry (second year)	775	1	x	x
Le Thi Hoang YEN	Qualitative chemistry (second year)	775	9	x	x

2/ Department of Analytical Chemistry

La Thanh TRUNG	Analytical chemistry (third year)	644	9		x
La Thanh TRUNG	Analytical chemistry (fourth year)	282	9	x	
Nguyen Van TRANG	Analytical chemistry (third year)	644	9		x
Nguyen Van TRANG	Analytical chemistry (fourth year)	282	9	x	
Dang Ngoc DIEP	Analytical chemistry (third year)	644	9		x
Dang Ngoc DIEP	Analytical chemistry (fourth year)	282	9	x	
Nguyen Quoc AN	Analytical chemistry (third year)	644	9		x
	Analytical chemistry (fourth year)	282	9	x	

3/ Department of Biochemistry

Pham Huy CHUONG	Biochemistry (fifth yr.)	262	9		
Pham Huy CHUONG	Toxicology, Hydrology Food and drugs Control (fifth year)	262	9	x	
Miss Vu Thi My CHAU	Biochemistry (fifth year)	262	9		x
Miss Vu Thi My CHAU	Toxicology, Hydrology, Food and drugs control (fifth year)	262	9	x	
Miss Nguyen Le THI	-Biochemistry (fifth year)	262	9		x
Miss Nguyen Le THI	Toxicology, Hydrology, Food and drugs control (fifth year)	262	9	x	

4/ Department of Botany

Luu Trong HO	Micrography and Herborisa- tion (third year)	644	9		x
Luu Trong HO	Micrography and Herborisa- tion (fourth year)	282	9	x	
Nguyen Cong HOA	Micrography and Herborisa- tion (third year)	644	9		x
Nguyen Cong HOA	Micrography and Herborisa- tion (fourth year)	282	9	x	
Truong Ba TRUOC	Micrography and Herborisa- tion (third year)	644	9		x
Truong Ba TRUOC	Micrography and Herborisa- tion (fourth year)	282	9	x	
Tran Xuong VAN	Micrography and Herborisa- tion (third year)	644	9		x
Tran Xuong VAN	Micrography and Herbo.	282	9	x	

5/ Department of Bacteriology

Dao Huu GIAO	Bacteriology (fifth year)	262	15	x	
Nguyen Ngoc LAN	Bacteriology (fifth year)	262	15	x	

6/ Department of Parasitology

Thai XUONG	Parasitology (fourth yr.)	282	15		x
Nguyen Quang MINH	Parasitology (fourth yr.)	282	15		x

7/ Department of Physics

Nguyen Binh TIEN	Physics (fourth yr.)	282	15		x
Nguyen Dai DZUONG	Physics (fourth yr.)	282	15		x

8/ Department of Manufacturing

Huynh Huu TAO	Manufacturing (fifth yr.)	262	6		x
Bui Van THIEN	Manufacturing (" ")	262	15		x
Vo Van HOA	Manufacturing (" ")	262	15		x

PERSONNEL
FACULTY SALARIES, EXCLUDING FRINGE BENEFITS, 1966-67

Rank	No. In Rank	Average Salary		Range	
		Basic	Allowances	Lowest	Highest Salary
- Associate professor	1	23.296\$			
- (Maitre de conférences)	2	21.270\$			
	3	18.561\$			
- Delegate professor (Professor délégué)	1	20.475\$			
	2	18.850\$			
	3	16.618\$			
- Assistant professor (Chargé de cours)		9.238\$			
- Senior instructor (Chef de travaux)	1	12.650\$			
	2	11.136\$			
	3	9.871\$			
	4	8.605\$			
	5	7.469\$			
- Instructor (assistant de travaux pratiques)	1	8.984\$			
	2	8.478\$			
	3	7.972\$			
	4	7.466\$			
	5	6.960\$			
- Guest professor (chargé d'enseignement)		400\$/hour			
- Guest instructor (chargé de travaux pratiques)		70\$/hour			

SAIGON

FACULTY OF PHARMACY

FORM II

APPENDIX B

PROGRAMS
DEGREES AND CERTIFICATE PROGRAMS

Licence, Diploma or Degree	Section or Department	Graduates in Program					
		1961-62	1962-63	1963-64	1964-65	1965-66	1966-67 (current year)
Ex/ Degree of Bachelor of Science in Pharmacy		47	58	63	96	134	262

PROGRAMS
SUMMARY OF CURRICULUM

Courses	Hours Each Week				Semester Hours (Credits)
	First Semestre		Second Semestre		
	Lecture Hours	Lab. Hours	Lecture Hours	Lab. Hours	
	<u>FIRST YEAR</u>				
Organic chemistry	3				3
Inorganic chemistry	3				3
Internship in a retail pharmacy		six months			
	<u>SECOND YEAR</u>				
Organic chemistry	3				3
Inorganic chemistry	3				3
Mineralogy			1.5		1.5
Physics	3				3
Mathematics			1.5		1.5
Botany	3				3
Zoology			3		3
Physiology			3		3
General chemistry and qualitative		3		3	

	<u>THIRD YEAR</u>			206
- Analytical chemistry	3	3		4
- Biochemistry			3	3
- Chemical pharmacy	4			4
- Physics			3	4
- Hydrology	1.5			1.5
- Botany	3			3
- Pharmacognosy			3	3
- Galenical pharmacy	3			3
- Micrography and herbori- sation (Botany)			3	1
<u>FOURTH YEAR</u>				
- Analytical chemistry	3		3	4
- Biochemistry			3	3
- Chemical pharmacy	4			4
- Toxicology			3	3
- Galenical pharmacy	3			3
- Pharmacognosy			3	3
- Cryptogamy			3	3
- Bacteriology	3			3
- Micrography and herborisa- tion (Botany)		3		1
- Parasitology			3	1
- Physics			3	1
<u>FIFTH YEAR</u>				
- Pharmacology	3			3
- Hygiene	1.5			1.5
- Pharmaceutical jurisprudence			2	2
- Food and drugs control, Toxicology, Hydrology		3		1
- Biochemistry			3	1
- Bacteriology		3		1
- Internship in a pharmaceuti- cal manufacturing laboratory		four months		
- Internship in a medical analysis laboratory		four months		

SAIGON

FACULTY OF PHARMACY

FORM I

APPENDIX B

LIBRARIES
LIBRARY OF THE SCHOOL OF PHARMACY

Method of Classification	Library	Books In Vietnamese	Books In French	Books In English	Books in other Languages Specified
By subject		25	1,410	885	
<u>TOTAL</u>		<u>25</u>	<u>1,410</u>	<u>885</u>	

Number of periodicals to which institution currently subscribes, excluding government documents: 29

LIBRARIES
THE LIBRARY STAFF

Name	Title or Area of Responsibility	Salary for this Year	Months of work Required	Highest Degree, or Extent of Training, in Library Science	Non-Library Science Degrees Held
Vuong Trong TH.		VN\$ 144.000	12		High School Diploma

LIBRARIES

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
<u>Books and Pamphlets:</u> Expenditures during the year and per cent of total library expenses.						
<u>Periodicals:</u> Expenditures and per cent of total library expenses.						
<u>Micro-film and Micro-card:</u> Expenditures and per cent of total library expense.						
TOTAL ACQUISITION EXPENDITURES	8000\$	8000\$	8000\$	8000\$	12000\$	
<u>Binding and Rebinding:</u> Expenditures and per cent of total library expense.						
<u>Salaries of Library Staff (including part-time and student assistants):</u> Expenditures and per cent of total library expense.	14400\$	14400\$	14400\$	14400\$	14400\$	
<u>Supplement and Equipment (excluding operation and care of the building):</u> Expenditures and per cent of total library expense.						
<u>Operation and Care of the Building:</u> If included in library budget, give per cent of total expense.						
TOTAL LIBRARY BUDGET AND EXPENDITURE	144000\$	144000\$	144000\$	144000\$	144000\$	

LIBRARIES - FORM K (Cont'd.)

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
<u>Percentage of Total Educational and General Budget Allocated to Library Expenditures.</u>	8000\$	8000\$	8000\$	8000\$	12000\$	
<u>Student Use of Library-</u> number of books in circulation annually among students divided by number of students enrolled (full-time equivalent)	$\frac{2650}{1281} = 2$	$\frac{3700}{1833} = 2$	$\frac{6520}{2140} = 3$	$\frac{9100}{2922} = 3$	$\frac{8225}{2717} = 3$	
<u>Students Use of reserved Books</u> - number of reserved books in circulation annually among students divided by number of students enrolled (full-time equivalent).						
<u>Faculty Use</u> - number of books in circulation annually among faculty divided by number of faculty.	$\frac{275}{26} = 10$	$\frac{320}{26} = 12$	$\frac{410}{27} = 15$	$\frac{520}{29} = 18$	$\frac{470}{31} = 15$	

SAIGON

FACULTY OF SCIENCE

FORM A

APPENDIX B

PERSONNEL
ENROLLMENT TRENDS

Full-Time Students	1962-63	1963-64	1964-65	1965-66	1966-67
Propédeutique	381	440	460	725	
One certificate				226	
Two certificates	196	350	413	229	
Three certificates	5			53	
Total Undergraduates	577	890	873	1233	
Licences Awarded	37	55	68	97	
Students in the Professional Schools (list by school)					
1.					
2.					
3.					
4.					
Total Graduate Students					
Total Full-time Students					

(not completed)

PERSONNEL
STUDENT ADMISSIONS

	Fall, 1962	Fall, 1963	Fall, 1964	Fall, 1965	Fall, 1966
Number of applications with complete credentials for admission to the "Propédeutique" class					
Number accepted to the "Propédeutique" class					
Number actually enrolled					
Number of applications with complete credentials for admission "apres licence"					
Number of applicants with Licence for admission to graduate program					
Number of applicants accepted for graduate program					
Number of applicants actually enrolled in graduate program	0	1	3	2	4

SAIGON

FACULTY OF SCIENCES

FORM D

APPENDIX B

PERSONNEL
EARNED DEGREES HELD BY INSTRUCTIONAL STAFF

Rank	Total Number	Number Whose Highest Earned Degree Is					
		Doctor's		Master's	Licence	Other	None
		Dr. of State	3rd Cycle				
Professor							
Associate professor	5	5					
Assistant professor	7	7					
Instructor Assistants (Giang Nghiem)	11 82	7	3 2	2	78	1	
Chargé d'Enseignement (Giang Vien)	17	8	2	1		6	
Total Full-time	122	28	7	3	78	7	

(not completed)

PERSONNEL
INVENTORY OF FACULTY TEACHING LOADS, 1966-67

Name of Faculty	Name and Number of Each Class Taught	Number of stu- dents en- rolled in Each Class	Number of Class Hrs. Per Week	Date of Ac- tual Class Session	
	Under. Grad. Grad.			First	Last
(Example) JOHN DOE	Educ. 203 Psych. 200 Histo. 215				
	See Attached				

ACADEMIC PROGRAMS- Algebra:

(Pr. Nguyen Dinh NGOC and Benneton)

Pr. Nguyen Dinh NGOC: Algebre (3 hours of lecture)

(2 hours of exercise)

(4 hours of interrogation every week)

Pr. Benneton: Seminar on number theory (3 hours a week)

- Mathematics I

General topology (Pr. Dang Dinh ANG, 3 hours of lecture a week)

Differential calculus (Pr. Dang Dinh ANG, 1.30 hours)

Exercise (Mr. Hoang Manh DE, 3 hours)

- Mathematics II

Analytic function and differential equation (3 hours)

Measurement and integration (1.30 h)

Exercises (5 h)

- Advanced mathematics I

Topology and theory of function (3 h)) Pr. Dang Dinh ANG

Topology of Riemann surface (1 h) (

Exercises (4.30 h))

- Advanced mathematics II

Algebra of function (3h) (

Introduction to the theory of (Pr. Dang Dinh ANG

Riemann surface (1 h) (

- Mechanics I

Dynamics of the point (3 h) : Pr. Tu Ngoc TINH

Cinematics (2 h of lecture)

1 h of exercise) Mr. Nguyen Van THACH

- Mechanics II

Dynamics of system (4 h) : Pr. Tu Ngoc TINH

Mechanics of continuous media (2 h) : M. Nguyen Van THACH

- Mathematics for Physicists:

Analysis (M. Dang Xuan HONG, 4 h)

Algebra (Mr. Lam Ly HUNG, 2 h)

- Mechanics and Heat:

Mechanics: 2.30 h: Mrs. Auvity - Marchand

Heat : 2 h : Fr. Nguyen Chung TU

Laboratory: 3 h

- Optics (4h of lecture : Pr. Nguyen Chung TU)
(3h of laboratory)
 - Interferences
 - Diffraction
 - Electromagnetic optics
 - Quantic option
- Electricity
 - Direct current (2.30 h, Pr. Cao Xuan CHUAN)
 - Alternative current (2.30 h, Pr. Pham Huu HIEP)
 - Laboratory
- Electronics
 - Semiconductors and circuits (2.30 h, Pr. Pham Huu HIEP)
 - Electronic tubes (1.30 h, Mr. Ly Cong CAN)
 - Laboratory (3 h)
- Geophysics
 - Sismology and gravimetry (3 h Pr. Nguyen HAI)
 - Geomagnetism (1 h. Mr. Pham Khac HAM)
 - Laboratory (3 h)
- Theoretical physics
 - Mathematical physics (1.30 h. Pr. Cao Xuan CHUAN)
 - Nuclear physics (1.30, Mr. Pham Khac HAM)
 - Solid state (1 h, Pr. Pham Huu HIEP)
- Physics of solid state (Post License graduation)
 - Quantic mechanics (2 h, Pr. Cao Xuan CHUAN)
 - Semiconductors (2 h, Pr. Pham Huu HIEP)
 - Interaction between matter and radiation (2 h. Fr. Monid Herzen,
Fr. Nguyen Chung TU)
 - Laboratory: 4 h
- Inorganic chemistry:
 - Non-metals (2 h, Pr. Nguyen Van HOANG)
 - Metals (1.30, Mr. Ha Ngoc BICH)
 - Laboratory: 3 h
- Organic chemistry:
 - Lecture (4 h) : Pr. Le Van THOI
 - Exercise (1 h) Mr. Nguyen Huy NGOC
 - Laboratory (4 h)
- Descriptive organic chemistry
 - Chemical function (3 h: Pr. Nguyen Ngoc SUONG)
 - Hetero Cyclic compounds, terpen (1 h: Pr. Nguyen Van HOANG)
 - Exercise (1 h)
 - Laboratory (3 h)

- Physical Chemistry I

Thermochemistry, chemical kinetic (3 h, Pr. Chu Pham Ngoc SON)
Electrochemistry (1 h) Mr. Nguyen Thanh KHUYEN
Exercise: 1 h, Mr. Le Van THUC
Laboratory: 3 h

- Physical chemistry II

Structure of molecule and atom : 3 h, Pr. Chu Pham Ngoc SON
Physical technique for chemists: 1 h, Mr. La Quoc BAO
Exercise: 1 h

- Structural organic chemistry (post-license study)

Stereochemistry (3 h 30): Pr. Le Van THOI
Heterocycle (1h) : Pr. Chu Pham Ngoc SON
Instrumental physical chemistry (2 h): Pr. Chu Pham Ngoc SON

- Biochemistry I

Glucids and protids (Pr. Dinh Van HOANG): 4 hours a week during
the 1st semester.
Lipids: 2 days/week/1st semester
Bacterial chemistry (Dr. Pham Van TAT): 1 hour/week/1st semester
Laboratory: 3 hours/week/1st semester

- Biochemistry II

Enzymology - Metabolism of glucids and protids (Pr. Dinh Van HOANG):
3 hours/week/2nd semester
Vitamins and Hormones
Metabolism of Lipids: 2 hours/week/2nd semester
Chemistry of Natural substances (Pr. Le Van THOI):
1 hour/week/2nd. semester
Bacterial chemistry (Dr. Pham Van TAT): 1 hour/week/2nd semester
Laboratory: 3 hours/week/2nd semester

- Botany I

Taxonomy of angiosperms (Pr. Pham Hoang HO): 1 hour/week
Pteridophytes and Gymnospermae (Pr. Phung Trung NGAN) 1 hour/week
Plant ecology and plant geography (Pr. Phung Trung NGAN)
1 hour/week
Plant metabolism (Dr. To Ngoc ANH) 1 hour and half/week
Laboratory works: 3 hours and half/week

- Botany II

Taxonomy of Algae (Pr. Pham Hoang HO): 1 hour/week
Fungi (Pr. Le Tue QUANG): 1 hour/week
Bryophyta (Pr. Phung Trung NGAN): 1 hour/week
Plant physiology: Water and Mineral nutrition (Dr. To Ngoc ANH) :
1 hour and half/week
Laboratory works: 3 hours and half/week

- Zoology I

Protozoa, Metazoa (Pr. Hoang Quoc TRUONG) 3 hours/week
Annelida, Arthropoda, Echinodermata (Pr. Bui Thi LANG) 2 hours/week
Laboratory works (3 hours/week)

- Zoology II

Evolution, Genetics and Ecology (Pr. E. A. Healy and Pr. Bui Thi LANG)
(3 hours/week)
Vertebrata, Embryology (Pr. Healy and Pr. Hoang Van TRUONG)
(2 hours/week)
Laboratory works (3 hours/week)

- General Geology

Geological phenomena (Pr. Tran Kim THACH) : 1 hour/week
Petrography (Mr. Vo Dinh BONG): 2 hours/week
Mineralogy (Pr. Tran Kim THACH): 1 hour/week
Historical geology of Vietnam (Pr. Tran Kim THACH): 1 hour/week
Laboratory works (Petrography and Paleontology): 5 hours/week

- Special Geology

Stratigraphy)	
Paleontology)	Pr. Tran Kim THACH
Structural Geology)	5 hours/week

Economic geology (Mr. Vo Dinh BONG): 1 hour/week
Laboratory works: Geological maps and Paleontology (6 hrs./week)

- Advanced Geology

Stratigraphy and Paleontology (Dr. H. Fontaine): 1 hour/week
Shallow water deposits
Geotectonics of the Earth's crust and mantle (Pr. Tran Kim THACH):
2 hours/week
Metallogeny: Mr. Ho Manh TRUNG: 1 hour/week
Statistics applied to Geology: 1 hour/week
2 Seminars/week
Laboratory works: 8 hours/week

- Animal Physiology

Physiology of microorganisms: Pr. Tran Ngoc TIENG: 2 hours/week
Animal and human: Pr. Tran VY: 3 hours/week

- Plant physiology

Biochemistry and biosynthesis in Plants: Dr. Bui Duy TAM: 1 hour and
Half/week
Growth and development in Plants)Pr. Tran Ngoc TIENG
Plant metabolism)3 hours/week

- Zoology I

Protozoa, Metazoa (Pr. Hoang Quoc TRUONG) 3 hours/week
Annelida, Arthropoda, Echinodermata (Pr. Bui Thi LANG) 2 hours/week
Laboratory works (3 hours/week)

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Half/week
Growth and development in Plants)Pr. Tran Ngoc TIENG
Plant metabolism)3 hours/week

PERSONNEL
FACULTY SALARIES, EXCLUDING FRINGE BENEFITS
1966-67

Name	No. in Rank	Average Salary		Range	
		Basic	Allowances	Lowest Salary	Highest Salary
Professor		12.727,21	12.136,64		
Associate Professor		10.615,02	9.966,24		
Assistant Professor		8.732,75	3.683,18		
Instructor		9.238,99	3.287,79		
Assistants		6.960,88	3.240,22		
Charge d'Enseignement (Giang Vien)					
ALL RANKS					

SAIGON

FACULTY OF SCIENCES

FORM H

APPENDIX B

PROGRAMS
DEGREES AND CERTIFICATE PROGRAMS

License, Diploma or Degree	Section or Department	Graduates In Program					
		1961-62	1962-63	1963-64	1964-65	1965-66	1966-67 (Current Year)
Ex: License es Lettres		30	35	31	37	39	41
Licences es Sciences mathématiques		11	8	17	8	8	
Licence es Sciences Physiques et Chimiques		5	15	19	42	53	
Licence es Sciences Naturelles		9	11	14	59	24	
Licence es Sciences Physiques						1	
Licence libre		0	3	6	4	11	

SAIGON

FACULTY OF SCIENCES

FORM I

APPENDIX B

LIBRARIES

Method of Classification	Library	Books In Vietnamese	Books In French	Books In English	Books in other Languages Specified
Dewey's Decimal classification	Specialized and Lending	1,000	5,000	3,000	1,0000

TOTAL

LIBRARIES
THE LIBRARY STAFF

Name	Title or Area of Responsi- bility	Salary for this Year	Months of Work Required	Highest Degree, or Extent of Training, in Library Science	Non-library Science Degrees Held
Library of Faculty of Sciences		VN\$ 324,000		One Librarian Training course directed by Mr. R. K. Gardner library advisor Michigan State University	

SAIGON

FACULTY OF SCIENCES

FORM K

APPENDIX B

LIBRARIES

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
<u>Books and Pamphlets:</u> Expenditures during the year and per cent of total library expenses	31%	31%	30%	30%	25%	23%
<u>Periodicals:</u> Expenditures and per cent of total library expenses	9%	9%	10%	10%	7%	7%
<u>Micro-film and micro-card:</u> Expenditures and per cent of total library expense	5%	5%	5%	5%	3%	3%
TOTAL ACQUISITION EXPENDITURES	45%	45%	45%	45%	35%	53%
<u>Finding and Rebinding:</u> Expenditures and per cent of total library expense	10%	10%	10%	10%	7%	7%
<u>Salaries of Library Staff (including part-time and student assistants):</u> Expenditures and per cent of total library expenses	38%	38%	35%	35%	53%	55%
<u>Supplies and equipment (excluding operation and care of the building):</u> Expenditures and per cent of total library expense	7%	7%	7%	7%	5%	5%
<u>Operation and Care of the Building:</u> If included in library budget, give per cent of total expense						
Total Library Budget and Expenditure	100%	100%	100%	100%	100%	100%

LIBRARIES - FORM K (Cont'd.)

	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
<u>Percentage of Total Educational and General Budget Allocated to Library Expenditures</u>	230.000	200.000	250.000	280.000	350.000	464.000
<u>Student Use of Library</u> --number of books in circu- lation annually among students divided by number of students enrolled (full-time equivalent)	54.000	50.000	52.000	48.000	45.000	40.000
<u>Student Use of Reserved Books</u> --- number of reserved books in circulation annually among students divided by number of students enrolled (full-time equivalent)	15.000	15.000	18.000	20.000	23.000	25.000
<u>Faculty Use</u> ---number of books in circulation annually among faculty divided by number of faculty	500	400	400	250	200	200

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