

PRELIMINARY REPORT

PUBLIC UNIVERSITIES OF THE REPUBLIC OF VIETNAM

Higher Education Survey Team

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in contract with the United States Government,
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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.

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 nameese officials who have taken initiative and who have stood fast
21 in adversity encourage the sruvey 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 extent 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 needs 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' inade-
3 quate buildings, none of which were designed for their present pur-
4 poses. 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 commit-
19 ments to building programs on two widely separated sites. The uni-
20 versity 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.

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.