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REPORT OF THE REGIONAL SEMINAR ON SOCIAL RESEARCH AND
PROBLEMS OF RURAL LIFE IN SOUTH EAST ASIA

(Saigon, 18-26 March 1960)

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A. INTRODUCTION

The seminar organized at Saigon from 18 to 26 March 1960 by the Viet-Nameese National Commission under the sponsorship of Unesco and FAO was attended by 50 participating experts and by many observers. (See Annex: list of participating experts and observers.)

The seminar was officially opened by H. E. Mr. Tran-Huu-Thê, Secretary of State for Education of Viet-Nam, in the presence of many prominent Viet-Nameese and of the representatives of the Diplomatic Corps at Saigon. In his speech of welcome, the Secretary of State stressed the importance of rural development in South East Asia and said that the Viet-Nameese Government was making a substantial effort to improve the standard of living of the rural population. On behalf of the Director-General of Unesco, Mr. H.M. Phillips, Chief of the Division of Applied Social Sciences, thanked the Viet-Nameese National Commission for organizing the seminar and expressed his gratitude to the experts and the representatives of the United Nations and the Specialized Agencies for their collaboration.

The seminar adopted the following agenda:

- I. The rôle of sociological and psychological research in rural development programmes.
- II. Rural life and working conditions in South East Asia: actual situation, existing structures and social trends, influence of traditional values and social structures on standards of living.
- III. (a) Problems of the sociological training of agricultural instructors; (b) problems connected with the introduction and communication of new techniques and ideas; (c) problem of education in its relationship to community development.
- IV. Social research and the teaching of the social sciences in South East Asia.

These problems were examined at eleven plenary meetings held in the conference hall of the Diên Hồng Palace. It was decided, in order to stress the regional character of the seminar, that the meetings should in turn be under the chairmanship of each of the South East Asian countries, taken in alphabetical order. Professor Vu Quoc Thuc (Viet-Nam) and Professor K.F. Walker (Australia) were appointed general rapporteur and assistant rapporteur of the seminar respectively.

Thirty reports were submitted or communicated to the meeting. This large number shows the considerable importance of the seminar, which was also demonstrated by the large public attendance at all meetings (about 100 persons at each meeting).

B. PROCEEDINGS

I. THE ROLE OF SOCIOLOGICAL AND PSYCHOLOGICAL RESEARCH IN RURAL DEVELOPMENT PROGRAMMES

Three reports were submitted by Mr. H.M. Phillips (Unesco), Mr. Nguyen Khac Hoach (Viet-Nam) and Father Birou (France) respectively.

Mr. H.M. Phillips opened the discussion with general observations on the rôle of social research in the solution of problems of rural life. He recalled the classic distinction between pure research intended to contribute to the development of scientific discipline or the scientific body of knowledge, basic research for the collection and interpretation of the underlying data necessary for the understanding of the problems of particular regions (e.g. ecological, economic and demographic resources; legal and administrative systems; system of land ownership; class structure, etc.) and applied research aimed at contributing to the implementation of programmes of action by means of economic and social surveys and preliminary studies of rural communities. He indicated what the various social science disciplines could contribute to the solution of rural problems and cited instances from South East Asia and from other parts of the world. His résumé included a passage dealing with the way in which social research could be used in the evaluation of development projects.

Father Birou drew the seminar's attention to the need to integrate rural development into a general programme of economic development. Economic development always involves mobilization at all levels of the socio-economic system. It is also closely bound up with other aspects of daily life. All the humane sciences must therefore be brought into play if programmes of action are to be correctly prepared. As regards the importance of human factors in rural development, a distinction should be made between the now traditional rural societies in process of development and rural societies already participating in a market economy. Human factors would appear to have been rather an obstacle to the introduction of new techniques in traditional societies. Thus careful psychological preparation is needed in order to carry out development projects in such societies. Education can play a vital part in this connexion, and teachers must be associated in the research undertaken by economists and sociologists.

Mr. Nguyen Khac Hoach's report was more specially devoted to social research in Viet-Nam. In that country, social research is not entrusted to a single body but is carried out by several governmental institutions, such as the National Statistical Institute, the General Commissariat for Agricultural Development, the Commissariat for Civic Action and the Committee for Community Development. He laid particular stress on the importance of the research carried out during the past two years by the "Economics and Humanism" Group. This research had helped the Government to prepare its rural development projects (especially those relating to land reform and community development).

The discussion of these reports revealed that all the experts were agreed on the need for research, not only during the preparation of rural development programmes, but also during and after their implementation. Research should cover basic data (geographical, ecological, demographic, institutional, psychological etc.), the objectives to be reached, the means to be employed and the evaluation of final results. The discussion also showed the essential rôle of innovators in the adoption of new techniques, and the need to evaluate the social and economic effects of rural development. Such development inevitably implies social changes. The aim of social research is to show how changes are produced and how they can be directed so as to avoid a breakdown in the social structure.

II. RURAL LIFE AND WORKING CONDITIONS IN SOUTH EAST ASIA

(Actual situation - existing structures and social trends - influence of traditional values and social structures on standards of living)

Nine reports were presented:

- 1 Introductory report (the rural problem in South East Asia), by Mr. Vu Quốc Thuc (Viet-Nam).
- 2 Reports on Thailand, by Mr. Nikom Chandravithun (Thailand) and Mr. Lauriston Sharp (United States of America).
- 1 Report on Cambodia by Mr. Ouk Soeung (Cambodia).
- 1 Report on Indonesia, by Mr. Ismaël (Indonesia).
- 4 Reports on Viet-Nam, by Messrs. Phan Tan Chuc, Châu tiên Khuong, Nguyễn Huy Bao and Bui Tuong Huân (Viet-Nam).

In his introductory report, Mr. Vu Quốc Thuc set out to demonstrate that problems of rural life in the countries of South East Asia could, despite their great complexity, be reduced to a common denominator, namely the need to "modernize" rural life.

Farm work imposes on peasants a number of limitations due to their habitat, work calendar, social life, etc. For example, it is not easy for peasants to organize public utility services or defend themselves against bands of pirates. In the West, however, thanks to technological progress, improved transport, the electrification of the countryside and the mechanization of agriculture, peasants have gradually freed themselves from these limitations. There is no appreciable difference between rural and urban living conditions. Such is not the case in the countries of South East Asia. A deep gulf exists in these countries between urban and rural life, because the growth of cities has not been the result of natural economic development, but of contact with the West. The towns of South East Asia may be thought of as doors through which western ideas and techniques have entered. For a long time, these novelties met with strong resistance from the peasant population. Yet there seems to have been a kind of awakening since the Second World War, and South East Asian peasants, realizing their poverty, ardently desire to improve their lot by means of appropriate reforms. Circumstances would therefore appear favourable to the combining of governmental intervention and peasant initiative under a national community development programme.

With special reference to Thailand, Mr. Nikom Chandravithun said that many community development projects had been set on foot in that country, and had involved heavy annual expense; however, progress had been very slow for many reasons, in particular, the lack of a long-term general policy. The Government of Thailand had recently prepared a national community development plan based on the following principles:

- (a) Villagers must learn to use their own cultivation, their own manpower and their own resources in order to improve their living conditions.
- (b) The governmental aid already available must be made more effective by means of improved methods of action.

Professor Lauriston Sharp tried to make an "inventory of resources" as suggested by Mr. Phillips in his report, that is, to describe, analyse and evaluate the possibilities of utilizing peasant initiative in Thailand. He took as his point of departure the social structure of the Thai village, where, outside the family, only four definite social groups existed, the Buddhist priests, the notables, the lay temple committee and the schoolmasters. He had come to the conclusion that the priests had the most prestige and could play an extremely important part as innovators. Among the notables, a distinction should be made between elected officials and the real chiefs of the community. Any change obviously needed the acceptance of the real chiefs. The lay temple committee could be a highly effective instrument for local reforms. Lastly, the schoolmasters, owing to their knowledge and experience, could make a useful contribution to community development.

The situation in Cambodia was the subject of a paper by Mr. Ouk Soeung. The general information supplied by the speaker indicated that the rural sector was developing favourably in that kingdom and was not creating special difficulties.

Mr. J. E. Ismaël stated the problem for Indonesia in the following terms: "How can the changes which have occurred in rural districts be made use of in order to mobilize traditional social institutions for the improvement of peasant living conditions?" The village councils during the pre-revolutionary period had been exclusively composed of landed proprietors under the chairmanship of the tjamat (administrator, head of the district). Frequently, the personal views of the tjamat did not at all coincide with the aspirations of the villagers. Whenever the tjamat was transferred to another post, his successor tended to follow an entirely different policy. Since 1945, this social structure had greatly changed. Every family head was ipso facto a member of the village council, which had become an autonomous body, since all village administrators were elected by the council and were responsible to it. Another new element was the creation of village sections of political organizations, and the constitution of peasant and youth movements. Mr. Ismaël considered that these changes would be highly favourable to the mobilization of certain traditional institutions such as the arisan (tontine) and the Gotong-rojong (mutual aid in work) with a view to improving peasant living conditions.

Abundant information on Viet-Nam was supplied by Messrs. Nguyen Huy Bao, Châu Tiên Khuong, Bui Tuong Huân and Phan Tan Chuc.

After clarifying the concept of social structure, Mr. Nguyen Huy Bao undertook to analyse traditional Viet-Nameese values, with reference to their three religious sources, Confucianism, Buddhism and Taoism. His conclusion was that the economic underdevelopment of Viet-Nam was due to a set of historical, geographical and cultural factors. Nothing could be done about the first two types of factors, but the third could be influenced by giving the Viet-Nameese a more rational and more technical outlook.

Mr. Chau Tien Khuong felt that the Viet-Nameese rural structure could be summed up in four characteristics: community feeling (that is, an attachment to the communal organization), the absence of a capitalistic mentality, the absence of excessive individualism and a tendency towards pauperism. He nevertheless believed that rural development would be considerably facilitated by a loosening of community bonds, by population movements and by the spread of a market economy.

Mr. Bui Tuong Huân also thought that traditional values and social structures were, to some extent, an obstacle to improved levels of living, but that their influence was not preponderant, for economic development was more dependent on economic factors (such as the availability of capital and technicians, local savings, etc.). The past should not, therefore, merely be ignored and traditional institutions systematically destroyed. Such institutions could still be of great value, especially in the matter of social security. Moreover, raising the level of income was not everything. In Viet-Nam, as in other South East Asian countries, it would appear wiser to aim at raising the "satisfaction level" (a term invented by Robert Guillain with reference to Japan).

To complete this analysis of existing structures, Mr. Phan Tan Chuc tried to describe present social trends as manifested by governmental measures in Viet-Nam: land reform, the community development movement, the creation of agricultural development centres, the creation of prosperity zones and of professional associations, the co-operative movement, the extension of farm credit, the literacy campaign, etc. On the basis of the first results obtained with these measures, Mr. Chuc expressed his faith in the success of efforts to improve rural living conditions in Viet-Nam.

The discussion of the reports gave rise to a general exchange of views which revealed that:

(a) Present-day rural life in South East Asian countries shows certain characteristics which are rather general and which may provisionally be placed under thirteen headings:

1. Demographic disequilibrium (lack of balance in the distribution of the population by regions, especially as between mountain regions and plains).

2. Contrast between flooded rice fields and dry lands.

3. Existence of ethnic minorities.
4. Existence of traditional civilizations with their laws and customs.
5. Respect for the family (in the sense of blood relationship).
6. Intense village community feeling.
7. Very limited and sometimes unsuitable school instruction.
8. Unsatisfied aspirations of the peasant masses, together with passivity as regards certain fields of activity.
9. Spiritual influence of certain beliefs tending to check the desire for material progress.
10. Tendency towards tolerance, excluding class and religious strife.
11. Insufficiency of collective equipment, especially sanitary installations and communication lines.
12. Insufficiency of peasant income, due to under-employment and low farm productivity.
13. Slowness of technological change, and even greater slowness of social change.

It would none the less appear that despite their complexity, the problems of rural life can be reduced to a common denominator, the need for modernization or, more exactly, the need to fill the present gap between urban life and rural life through the introduction of new techniques and ideas in country areas.

(b) Traditional structures are frequently an obstacle, though not an insurmountable one, to the modernization of rural life. It is even probable that, since the Second World War, such structures have lost much of their power to retard progress, since the need for modernization has been more and more strongly felt and the pace of development has accelerated. There have been instances where modernization has had the support of traditional forms of society and local leaders.

(c) Though rural development must form part of a general plan, the essential effort still needs to come from the peasants themselves. They cannot improve their lot unless they want to. It is necessary to find minds which are open to progress and collaborate with them. It might, for example, be possible to spread the desire for progress through an improvement in the health situation and by utilizing women and children, who form the majority of the rural population everywhere.

III(a). PROBLEMS OF THE SOCIOLOGICAL TRAINING OF AGRICULTURAL INSTRUCTORS

Two reports were submitted, one by Dr. Hsin Pao Yang (FAO) and the other by Mr. Do Quang Giao (Viet-Nam).

It was pointed out, in particular, that the methods and organization of popular instruction in agriculture must be adapted to the cultural, psychological and social characteristics of rural communities. Agricultural instructors must be prepared for their task, and the present curriculum in schools of agriculture should include instruction in social psychology, social anthropology, sociology, etc. The use of national or foreign teachers could give excellent results in South East Asian countries if these teachers knew how to organize their instruction in the light of local needs. In any case, international co-operation in this sphere could not be dispensed with. Several speakers also mentioned the need to draw up a list of priorities in each country so that agricultural instruction could be undertaken rationally. The main work of the instructors must consist of practical demonstrations, and the peasant population must therefore be sincerely convinced of the value of the new techniques proposed. The failure of many experiments had been due to the fact that the directives issued by the central authorities had reached the villagers in a distorted form because

there was no adequate administrative organization. In South East Asia, the peasant population may need to be prepared for a later change in economic activity, for urbanization alone would seem able to absorb the excess labour force resulting from population growth. The spread of certain crafts or industrial techniques could be most useful in this connexion.

III(b). PROBLEMS CONNECTED WITH THE INTRODUCTION AND COMMUNICATION OF NEW TECHNIQUES AND IDEAS

There were seven reports on this subject, by Professor Walker (speaking on behalf of the Australian National Commission for Unesco), Professor Lindstrom (United States of America), Professor Silcock (University of Malaya), Professor Nguyen Cao Hach (Viet-Nam), Dr. Dalisay (Philippines), Mr. Nguyen Mane Tu (Viet-Nam) and Professor Hayashi (Japan).

Professor Walker spoke of research undertaken in this field in Australia by the University of Melbourne for the Department of Agriculture of the State of Victoria. This research appeared to have led to the discovery of a theoretical approach and certain scientific methods which could be applied by any country in the world (in particular by the use of indices such as the urbanization index, the index of exposure to mass communication media, etc.). It had also been possible to forecast the social cost of technological changes and the means of meeting such a cost.

Professor Lindstrom showed, on the basis of the Seki-Mura study in Japan, how traditional cultural values and standards often thwarted efforts to develop new techniques. The "communication" of such techniques always depended on their "acceptance" by the peasant population. The "felt needs" of the population must be taken as basis; confidence would seem to be the determining factor in the acceptance of new techniques.

Professor Silcock's report studied some economic aspects of the dissemination of new ideas and techniques, in particular, the rôles to be assigned to the spirit of enterprise and to education in the achievement of rural development programmes. Experience had shown that methods normally used in a free-trade economy were not always effective in the countries of South East Asia, and that the community development procedure could give excellent results. Nevertheless, the real aim - the strengthening of individual initiative and responsibility - must not be lost sight of.

Professor Nguyen Cao Hach analysed the obstacles to the introduction of new techniques in South East Asian countries and attached particular importance to the lack of integration in Asian societies, the isolation of social groups and national units, the class structure and certain technical and economic factors.

Dr. Dalisay cited the experience of the Philippines to show that, before any rural reform was undertaken, economic research on the operation and management of farms in the various parts of a country was indispensable.

With more particular reference to Viet-Nam, Mr. Nguyen Mane Tu analysed the natural mechanism by means of which new ideas and techniques penetrated into a village. He mentioned three main lines of penetration: the initiative of an inhabitant, stimulus from natural leaders and the collective action of primary groups. He concluded that government intervention was necessary but must not go beyond certain limits.

On the basis of Japanese experience, Professor Hayashi analysed the structure of traditional rural communities and discussed the problems raised by the introduction of new techniques in such communities. In his opinion, it was very difficult to evaluate the degree of influence to be attributed to the work of dissemination alone.

The discussion of the seven reports just mentioned gave rise to an extensive exchange of views. The question was asked who were usually the innovators in villages, the notables or the young people who had received instruction in technical schools? The answer would seem to vary according to the locality. The rôle of women in South East Asian countries was examined at length. All the experts were agreed on its great importance. It was noted that in several countries of the region, women tend to have legal status equal to that of men.

III(c). PROBLEM OF EDUCATION IN ITS RELATIONSHIP TO COMMUNITY DEVELOPMENT

There were five reports, those of Messrs. Paw U (United Nations), Marcel de Clerck (Unesco), R. N. Henry (FAO), Keo Viphakon (Laos) and Nguyen Phuc Sa (Viet-Nam).

Mr. Richard Paw U drew the seminar's attention to the present United Nations doctrine that economic development must be closely associated with social development. The United Nations could give four forms of technical assistance to Member States, namely, the sending of experts, the organization of seminars, the granting of fellowships and the evaluation of development programmes.

Mr. de Clerck discussed the problem of community education at length. The communication of technical knowledge to any particular community always came up against the wall of traditional beliefs. The rôle of every agent was to educate the rural population so as to bring about a change. The motivations of each community and needs of each social group must be known exactly in order to induce a kind of group apprenticeship in which the population would solve their own problems. The most important element was decision in this regard, individuals, and particularly natural leaders, would seem to play a decisive part.

Mr. de Clerck's report gave rise to an extensive discussion; his views appeared to be shared by many of the experts and observers.

Mr. R. N. Henry, who had been unable to attend the seminar in person, had sent a paper on the "participation and initiative of local populations" in the work of rural development. In his view, community development had two essential requirements: the active participation of the inhabitants in the programmes, and the supply by outside authorities or institutions of various services, techniques and other forms of aid in order to make the population's efforts more effective. He analysed the most frequent obstacles to community development. Any number of methods might be used to combat them, for instance, education (particularly, literacy instruction and adult education), the popularization of knowledge, group discussions, collaboration with rural leaders and rural organizations, etc.

With particular reference to Laos, Mr. Keo Viphakon stressed the fact that only limited funds were assigned to the rural development programme. Nevertheless, whenever it had been possible to use the self-help method combined with support from the authorities, appreciable results had been obtained.

The community development programme in Viet-Nam was the subject of a report by Mr. Nguyen Phuc Sa. This programme is intended to improve rural living standards and likewise to create a new spirit among peasants. It consists of several measures, in particular the reorganization of the communal administration, the clearing of new lands, land reform, the institution of farm credit, the formation of farmers' associations and the creation of prosperity zones which constitute veritable "agricultural cities".

During the general exchange of views which followed these reports, Dr. Hsieh gave a brief description of reforms carried out in the Republic of China (Taiwan); his remarks were based on the results of the 1959 socio-economic survey. Mrs. Whang-Kyung Koh (Korea) communicated the results of a scientific survey on the problem of family planning and birth control in a few villages of South Korea. In the opinion of Mr. Frans (Unesco), community development programmes could make it easier to carry out certain kinds of research, in particular demographic research. In his paper, he advocated a system of "separate sheets" by means of which village families could help to collect statistical data. He emphasized the capacity and willingness of the villagers to cooperate in any programme which they understood to be useful. Lastly, Father Parrel (France) drew the attention of the experts to the need to create a favourable psychological atmosphere before any reform was undertaken; even if governmental intervention was necessary, too much centralization should be avoided.

IV. SOCIAL RESEARCH AND THE TEACHING OF THE SOCIAL SCIENCES IN SOUTH EAST ASIA

Two reports, by Mr. Le Dinh Chan and Mr. Ho Thoi Sang (Viet-Nam), dealt with this last item on the agenda. Their reports considered a few examples of social research in Viet-Nam and the situation with regard to social science teaching in that country. Mr. Nkiom Chandravithun and Mr. Hsieh also gave a few details on Thailand and the Republic of China (Taiwan). Mr. H.M. Phillips gave information on the aid which could be supplied by Unesco in order to develop the social sciences in the States members of the Organization. In southern Asia, Unesco had already established a research centre at Calcutta. That centre was concerned only with the social consequences of industrialization, but it was beginning to extend its field of activity in order to study various problems relating to economic development.

Intervening unofficially in the discussion, Dr. Pham Van Chat, representative of the Christian Trade Unions, gave the seminar a report on the rôle played by the agricultural trade unions in the advancement of the rural masses.

The seminar concluded its proceedings within the prescribed time limit and adopted without opposition the draft conclusions submitted by Professor Walker, assistant rapporteur of the seminar. These conclusions, which also constitute suggestions for Unesco, include proposals by various participants, among them Mr. Ismael and Mr. Nikom Chandravithun. They will be found in the following chapter.

An official closing ceremony was held immediately after the close of the discussion. There were speeches by Messrs. Dalisay (Philippines), Tay Keolouangkhout (Laos), Phillips (Unesco), Telles de Vasconcellos (FAO), and H.E. Mr. Tran Huu The, Secretary of State for Education of Viet-Nam. All the speakers agreed that the Saigon seminar had been an unqualified success.

C. CONCLUSIONS

In the discussion of the papers submitted to the seminar the following conclusions emerged and were agreed upon by the participants:

(i) The necessity for modernization of rural life in South East Asia raises many vital economic and social problems in the solution of which the social sciences have an essential contribution.

By providing an analysis and understanding of the various types of social and economic change necessarily involved in rural modernization, the application of modern social science methods and research can:

1. provide the necessary scientific economic and social information to the governments of the region regarding the social and economic resources existing or needing to be developed for the various types of rural development, and of the likely economic and social consequences of various types of rural development;

2. enable governments and communities to plan ahead to meet the social and economic problems associated with rural development;

3. supply governments and communities with economical techniques for getting accurate data on which to base development plans and to operate and evaluate them, and for this purpose to draw upon the body of social research techniques and findings already established in other regions of the world.

(ii) 1. The research agencies of governments of the region should draw up long-term research plans which will enable governments to have before them the necessary basic data for development programmes, and in the interim to develop by sampling and other more rapid methods facilities for obtaining information needed for urgent action programmes;

2. the universities and social scientists of the region should in the course of their ordinary programme of teaching and research direct special attention to the building up of research

techniques and the necessary body of knowledge and scientific techniques in the social field needed to deal with problems of rural life.

3. Social scientists should be consulted and attached, when possible, to major rural development projects in order to ensure that social factors necessary for their successful implementation are taken into account and the methods of social science applied in their operation.

4. Recent developments in the methods of evaluation provide governments with means of assessing the effectiveness of these programmes, and such evaluation procedures should become a regular feature of development projects involving substantial expenditure of resources.

(iii) 1. In view of the limited resources likely to be available both from overseas and from the countries of South East Asia, priorities need to be accorded for the more urgent research. Priorities may vary from country to country but it is essential that they be established and adhered to. In general, priority should be given to research projects that produce large returns for relatively small investments, or to research projects which promise to have fundamental effects upon the economic structure of the nation. Among the more urgent matters calling for study and research is family planning and its place in economic development and demographic adjustment.

2. The supply of trained social scientists needs to be substantially increased. This implies that the Universities of South East Asia need to expand their social science departments to cover empirical investigation and research methods in all the various social sciences and to review their organization to this end.

3. There is need for the organization of a system of interchange of methods and procedures applied, and of studies made by national and other local research institutes in the countries of this region

4. A booklet dealing with social research methods and procedures already applied or applicable in this region would be of considerable value.

5. There is a need for consideration of the establishment of a South East Asia Regional Social Research Training Centre, possibly in conjunction with existing international institutes (e.g. Unesco Research Centre on the Social Implications of Industrialization in Southern Asia).

6. It is recognized that the need for research should not hold up action where the lines of effective development are clear but at the same time it is noted that programmes based on previous scientific study are normally more economical in the use of a country's scarce resources than action based on inadequate data.

7. In order that the results of social research should be used and the methods and approaches of the social sciences should be more widely applied, at the same time as the supply of social research workers is increased, there must be an increase in the number of administrators who appreciate how social scientists can help with practical development programmes. This presupposes that the universities and research organizations (governmental and non-governmental) will develop new types of training and may demand that governments establish special programmes of in-service training for their administrators to familiarize them with the contributions of the social sciences. This calls for co-operation between the universities and these organizations and the various government agencies.

8. In the training of social scientists, great value can be derived from the training of students in practical field techniques, for this provides a way of ensuring that the social scientist understands the practical problems of the villages at first hand, and has some practice in dealing with village people. It also provides a means of gathering data that can be used to assist the administrators pending the gathering of more reliable information by fully trained personnel using more advanced techniques.

(iv) The participants of the seminar, having examined the results of existing research and experience in the application of social science techniques, considered that;

1. Governments need to give careful consideration to the various rural development programmes that are possible and to concentrate resources and activities upon strategic programmes, to avoid wasting scarce resources, both physical and human, and to avoid arousing opposition from villagers beset by a variety of development programmes.

2. Vital to the success of rural development programmes is the state of development of public administration and economic organization. Land ownership, farm credit, the availability of technical services and the general market for agricultural produce must be given attention if rural modernization is to succeed. Likewise, the extent to which the whole machinery of central and local government is able to meet the additional calls placed upon it by rural development programmes must be considered. A most fruitful field of research would be the reaction of villagers to various types of institutional organization introduced by the central government to implement various aspects of rural development. Careful attention should also be given to farmers' and peasants' associations as a means through which technological improvement may be promoted and channelled down to the level of the individual farm.

3. If rural development programmes are to succeed, the co-operation of the villagers is essential. Villagers are ready for progress in so far as they can see the attraction of better living standards, and they show remarkable adaptability to certain technical innovations while tenaciously resisting others. The traditional institutions of the rural community can sometimes be utilized to support modernization, and social science research may save governments a great deal of money, effort and time by revealing the elements in the traditions which can be utilized in this way. Where the traditional social structure is opposed to change, it may be necessary to explore it carefully to find how the notion of progress can be stimulated and fostered. It may be necessary to begin with needs felt by the community in order to progress to more basic needs which it may be unwilling to recognize at first. Here social research has an important part to play gathering reliable information on what villagers really want. It is necessary to consider the nature of the community and to use various techniques of getting its participation in rural development. There can be no doubt of the importance of basic education for literacy in this process, but its value can be much greater if it is consciously directed not merely to literacy but also to the spirit of national progress receptivity to impersonal means of communication such as the mass media, the experimental attitude and the life of the village as a whole. The biological division of the community into men, women and children provides a basis for influencing the people, particularly through an emphasis on health improvement which touches every person in the community and usually brings a ready response from the women. Older people are not always opposed to change, they often accept progress for their children while resisting it for themselves. It is important to understand the "influence structure" of the rural community and to ensure that progress will not be opposed by the leaders of the community.

4. Special attention needs to be given to those willing to make innovations or to encourage them. These individuals and groups may require support against the ridicule and opposition of others. Technical innovators are not always to be found among the social or political leaders of the community. The application of social science techniques and research to the process of diffusion of technical and economic information can achieve economies and increase effectiveness, particularly if emphasis is laid upon the fullest possible use of existing social structures, leaders and systems: political, educational, spiritual, social and technical.

5. Extension of primary education in rural areas is a vital factor in creating the necessary psychological climate for economic development, overcoming inertia and providing rural people with the means of realizing their economic potentiality and becoming effective parts of a modernizing society in which literacy and self-reliance are necessary to enable the individual and the family to achieve a reasonable level of living. This requires at least some reform in the school curriculum in order to meet the basic needs of rural communities, and special training of teachers who will work in rural areas.

6. The extension of public health activities, mainly sanitation and the care of mothers and children, is another vital factor in creating the necessary physical and psychological fitness for economic development and overcoming of physical inertia, providing rural people with the necessary health and vigour to enable the individual and the family to achieve a reasonable level of living.

7. The rôle of important events, natural or man-made, in inducing change should not be overlooked. It is important that actual events, if they are deliberately arranged by government policy, should be intelligibly related to the technical changes that are required.

8. The long-term prospects of the "progressive" villagers need careful attention to ensure that their abilities and enthusiasm are applied constructively. Encouragement of education and technological competence will be self-defeating if the community does not provide opportunities for the full use of the special qualifications of such people.

9. Constant contact between the administrators of rural development programmes, technical agents, field workers and social scientists is urgently needed so that each may learn the problems and techniques of the others. In particular, social scientists can play an important part in furthering the co-operation of these various workers by studying the pressures and goals relevant to each type of worker and taking these into account in their relations with them.

(v) It was suggested that governments should make full use of the facilities available as regards assistance from the various international agencies, both bilateral and multilateral, for:

1. the development of the methods and techniques of the social sciences in their countries;
2. increasing the supply of social scientists and providing additional training for existing specialists;
3. giving administrators the opportunity to understand the utility of the social sciences in relation to specific programmes;
4. providing and exchanging specific documentation required in the social sciences;
5. encouraging, assisting and conducting research related to rural development.

In availing themselves of such assistance, governments would need to ensure appropriate co-ordination between the various types of assistance and with their own activities.

ANNEX I

REGIONAL SEMINAR ON SOCIAL RESEARCH AND PROBLEMS
OF RURAL LIFE IN SOUTH EAST ASIA

A. LIST OF PARTICIPATING EXPERTS

I. Experts from Asian countries

CAMBODIA

Mr. Ouk Soeung

PHILIPPINES

Mr. Amando Dalisay,
Under-Secretary of State for Agriculture.

CHINA

Dr. S.C. Hsieh,
Head of the Division of Rural Economy,
Joint Commission for Rural Reconstruction,
Ministry of Economic Affairs.

Mr. Paul C. Ma,
Dean of the College of Agriculture,
Taipeh.

THAILAND

Mr. Nikom Chandravithun,
Chief of the Division of Social Security,
Department of Public Welfare.

HONG KONG

Mr. H.J. Lethbridge,
Professor of Sociology,
University of Hong-Kong.

VIET-NAM

Mr. Vu Quoc Thuc,
Dean of the Faculty of Law,
Saigon.

INDONESIA

Mr. J.E. Ismaël,
Co-ordinator of Economic Research.

Mr. Nguyen Huy Bao,
Dean of the Faculty of Letters,
Saigon.

Mr. Nguyen Dang Thuc,
Lecturer,
Faculty of Letters,
Saigon.

KOREA

Mrs. Koh Whawgkyng Awha,
Women's University,
Seoul.

Mr. Lee Mawkap,
Chouen National University,
Seoul.

Mr. Nguyen Khac Hoach,
Lecturer,
Faculty of Letters,
Saigon.

Mr. Nguyen Cao Hach,
Professor at the Faculty of Law,
Saigon.

Mr. Chau Tien Khuong,
Lecturer,
Faculty of Law,
Saigon.

LAOS

Mr. T. Ykeolouankhot,
Director-General of Education,
Ministry of Education,
Vientiane.

Mr. Keoviphakon,
Commissary for Rural Affairs.

Mr. Phan Tan Chuc,
Lecturer,
Faculty of Law,
Saigon.

Mr. Ho Thoi Sang,
Lecturer,
Faculty of Law, Saigon.

VIET-NAM (continued)

Mrs. Tang Thi Thanh Trai,
Lecturer,
Faculty of Law,
Hue.

Mr. Bui Tuong Huan,
Lecturer,
Faculty of Law,
Hue.

Mr. Vo Qui Hy,
Administrative Director,
Special Commissariat for Civic Action.

Mr. Nguyen Manh Tu,
Director of the Centre for Co-operative
Research and Training,
General Commissariat for Co-operation
and Agricultural Credit.

Mr. Nguyen Phuc Sa,
Director of the Technical Aid Service,
General Directorate of the Plan.

Mr. Do Quand Giao,
Deputy Director,
Agricultural Extension Service,
Department of Agriculture.

Mr. Nguyen Van Mai,
attached to the
General Commissariat for
Agricultural Reconstruction

Mr. Le Dinh Chan,
Professor at the National School of
Administration.

Mr. Nguyen Van Khoa,
"Economics and Humanism" mission,
National Bank of Viet-Nam.

Father Nguyen Binh An,
Expert in Sociology,

Miss Pham Thi Tu,
Expert in Sociology.

Mr. Mai Van Le,
Research Worker,
Faculty of Law,
Saigon.

Mr. Nguyen Xuan Chanh,
Research Worker,
Faculty of Law,
Saigon.

II. Experts of the United Nations and the Specialized Agencies

1. United Nations Mr. Richard Paw U,
Representative of the United Nations.

 2. Unesco
 - Secretariat Mr. H.M. Phillips,
Chief of the Division of Applied Social Sciences,
Unesco.

 - Experts on Mission Mr. Marcel de Clerck,
Head of the Unesco Mission in Viet-Nam.

Mr. J. Frans,
Unesco Mission in Laos.

 - Experts recruited
under contract Mr. Silestreli,
Unesco Expert in Viet-Nam.

Miss Salina,
Unesco Expert in Viet-Nam.
- AUSTRALIA Professor K.F. Walker,
University of Western Australia,
Perth.

- FRANCE
Mr. Lucien Bernot,
Centre National de la Recherche Scientifique,
Paris.
Father Birou,
Sociologist.
- JAPAN
Professor Junichi Hayashi,
University of Tokyo.
- SINGAPORE
Professor T. H. Silcock,
Liaison Centre for the Departments of Economic Sciences
of the Universities of South East Asia,
University of Malaya,
Singapore.
- UNITED STATES OF AMERICA
Professor Lauriston Sharp,
Director of the South East Asia programme,
Cornell University.
Professor David E. Lindstrom,
Department of Agricultural Economics,
University of Illinois.
3. FAO
Dr. Hsin Pao Yang,
Chief of the Rural Welfare Division.
Mr. Telles de Vasconcellos,
FAO Representative in Viet-Nam.
- 4 WHO
Dr. Martin,
Chief of the WHO Team for the Mother and Child
Welfare Project.
Dr. Brown,
WHO Representative in Viet-Nam.
Miss Elizabeth Barton,
WHO.

B. LIST OF OBSERVERS

INTERNATIONAL
CONFEDERATION OF
CHRISTIAN TRADE UNIONS

Dr Pham Van Chat

FOSTER PARENT PLAN

Mr. Jacob Burghardt

FRANCE

Mr. Monlau,
Mission Culturelle Française au Viêt-Nam.

Mr. Eches,
Mission Culturelle Française au Viêt-Nam.

Sister Françoise,
Director, Ecole de l'Assistance sociale.

UNITED STATES OF AMERICA

Mr. W.S. Smith,
Agriculture Extension Adviser,
Usom,
Saigon.

Mr. E.C. Britton,
Education Division,
Usom,
Saigon.

Mr. John Cool,
Usom,
Vientiane.

Mr. Stevens,
Professor at the National School
of Agriculture,
Blao.

Mr. Hutchinson,
Expert at the General Commissariat
for Agricultural Development.

Mr. Zasloff,
Visiting Professor,
Faculty of Law,
Saigon.

Mr. Frank Child,
Visiting Professor, Faculty of Law,
Saigon.

Mr. John Donoghue,
Michigan State University Group,
Saigon.

Mr. Lloyd Musolf,
M.S.U.G.,
Saigon.

Mr. Jason Finkle,
M.S.U.G.,
Saigon.

Mr. Lloyd Woodruff,
M.S.U.G.,
Saigon.

Mr. Leonard Maynard,
M.S.U.G.,
Saigon.

Mr. Milton Taylor,
M.S.U.G.,
Saigon.

Mr. David Cole,
M.S.U.G.,
Saigon.

Mr. Marvin Murphy,
M.S.U.G.,
Saigon.

Mr. Dale Rose,
M.S.U.G.,
Saigon.

Mr. Guy Fox,
M.S.U.G.,
Saigon.

VIET-NAM

Mr. Nguyen Van Tho,
Director, Service for Private Education,
Popular Education and Basic Education.

Mr. Nguyen Van Qui,
Director, Basic Education Centre,
Khanh-Hâu.

Mr. Truong Van Mui,
Director, Community Primary School,
Khanh-Hâu.

Mr. Pham Nhu Hy,
Lecturer, National School of Agriculture,
Blao.