

The Beginning of Lao's Education in Photography

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Received:	December 14, 2021
Received in revised form :	January 19, 2022
Accepted:	January 28, 2022

Abstract

This research is qualitative research with the objectives of studying the history of the education in photography in Laos PDR by collecting the data from the target group of people related to photography and education in Laos. The target group of 11 people was selected using the purposive sampling method. The collected data was analyzed according to the objectives through two types of data analysis: the analysis of the documents and field data.

The result of the data analysis according to important historical, political, social, and economic events and the basic components that affect the history and the development of the education of photography in Laos PDR shows that it can be divided into four eras: 1. The Colonial and Kingdom of Laos Era (1893 – 1974), 2. Liberated Era (1975 – 1985), 3) New Imagination Era, and 4. Digital Era (2001 – present), of which the starting point and the development were 20 years behind similar studies done in other parts of the world due to the domestic events that directly affect the study on photography in Laos PDR.

Keywords: Photography / Laos / Media / Education, History

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Introduction

Photography is an art with unique characteristics that are different from other art forms. Photography is essential to people's daily lives because it can be used as a communication tool in different activities, such as art education, military, medical, information technology, public relations, and product advertisement to show the past, present, and future. As can be seen in the saying, "A picture is worth a thousand words," which means the communication through the description of people, animals, objects, places, and events with 1,000 words verbally, is unable to cause the recipients to have the same knowledge and understanding, the emotions and feelings towards those objects like photographs can (Narong Sompong, 1992).

Photographs can clearly tell stories and detail to the spectators. Photographs use realism to show the detail and communicate. Through these unique characteristics, photographs were used for various purposes. Photographs can convey realism well, resulting from creating the image from authentic objects using light images to achieve realism, which is different from drawings of paintings since they cannot achieve the same result. Photographs can also deliver full detail. No matter how much detail the objects contain, photographs can fully capture it. From the characteristics mentioned, photographs became an effective communication tool. In other words, the storyteller can use writings and words to explain everything in detail in telling stories. However, it would require colossal information and more time in comparison to using photographs to create understanding and quick perception. Photographs are, therefore, an essential communication tool, as mentioned earlier. Photographs became an effective medium for society. Photographs can be divided into two forms; photographs that tell stories, such as news, or documentary photographs that focus on the stories happening within the photos. It is a way to present the information to the audience directly. The second form is photographs that provide knowledge or life concepts that directly present stories, such as advertisements, campaign photographs, or photographs that present concepts. From the roles and values of photographs, it could be concluded that photographs are unavoidable things that have existed in humans' daily lives for a long time.

Photographs came into South East Asia in the mid 19th century. The westerners came in through Siam and Vietnam and the survey of the land in Indochina by the Europeans. The popular photographs at the time were photographs of the kings and the elites and photographs of people within the cities, the tribes, hunting, places, and panoramic. Especially the photographs from Laos, which the

European were very interested in. Since the Europeans still view Laos as a Mystic land, remote, and difficult to gain access. Photographs from Laos came into existence from the fight over the land between Siam and France. There were photographs of Siamese soldiers who were sent to fight the Chinese soldiers in Laos, photographs of siamese and Laos aristocrats. The early photographs of Lao people were mainly of the kings and people who were higher up in the royal families. When Laos became part of the French Indochina, more Laos photographs came into existence through the French and Vietnamese photographers. However, the knowledge on photography in Laos was not concretely managed within the Lao educational system both by the state and private sector until after the year 2000.

Ever since Laos declared its independence in 1975, Laos has put much importance on education. Especially primary education, technical education, and the literacy of people between 14 to 15 years old. This direction was still being carried out even after Laos PDR started its economic reform within the country, from the system in which all the plans came from the central government to when the policies were carried out through the free market in 1986. However, the point of focus that is different from the past was the focus on education to develop human capital and solve poverty to create sustainable prosperity and rapid development by creating the national economy and social development plan. The plan was used as a direction to develop the economy and society of the country By designating that education is a social necessity for training people to develop in a way that goes in line with the adjustment towards the economic system that is space more on the market mechanism. Therefore, the development of Laos PDR education had several improvements, which was the effort to improve the education system within the country estimation principle. The first principle is the development of human resources for production, which aligns with the goal of been proving the advancement in the economy and society. In 1993 there were three directions in developing education: 1. The development in the direction called “Education for All” and providing the education highlighted in the policy to support the development of the economy and society. 2. The improvement of the education quality and the collaboration on education between the school system, the society, and the families. 3. The improvement and development of education to be modern at every level, both in primary education and vocational education by the state and private sectors, both inside and outside the school system, to be aligned with the scientific and technological advancements. Nevertheless, the courses related to

photography only existed after the changes of the policy, which was ten years afterward.

From the background and the importance mentioned above, it can be seen that education related to photography in Laos has an interesting development. Even though Laos is a land where a lot of foreigners with knowledge and photography have been visiting to seek the benefit of using photography for a very long time, it can be said that Laos was one of the First Nation in the region that had the characteristic of a hub for photography in the starting era. However, the study and photography in Laos started a lot later than its neighboring countries due to both internal and external factors. On the contrary, the popularity of photography and the businesses related to photography had been growing continuously. The researcher, therefore, became interested in studying the starting point of the education on photography in Laos PDR to understand the education and the development of the education on photography in Laos PDR. This information will benefit education and the photography industry, which has a vital role in the societies of the world today.

Objectives

To study the history of the education on photography in Laos PDR.

Research Methodology

This study is qualitative research with the objectives of studying the history of the education on photography in Laos PDR through collecting data from the target group related to photography and education in Laos PDR. The target group of 11 people was selected through the Purposive Sampling method. The tools used for data collection were survey, interview, and group discussion. The target group can be separated into the three following groups:

1. Key Informants consist of three state and private organizations' leaders related to photography and education and the state experts on related policies.

1.1 Dr. Souneth Phothisane, Former Director of the Lao National Museum, Lao history expert

1.2 Dr. Mysing Chanboutdy, The director of the National Institute of Fine Art of Lao PDR

1.3 Asst. Prof. Pichak Thanachaibut, an expert on the history of photography in South East Asia

2. Casual Informants consist of five people who were the entrepreneur, photographer, technical staff, and general staff, which includes:

- 2.1 Kaew Phoumivong, a former photographer
- 2.2 Vilasak Saengphetmanee, a professional photographer from Taen Huk Studio
- 2.3 Phouttamon Paphatsavong, a photographer from Love Studio
- 2.4 Viengsamon Jittarad, a professional photographer from Ta Modeling
- 2.5 Souliya Phoumivong, professional photographer, teacher in photography, and the TV show producer

3. General Informants which include people who had experience with the photographic products and the services which include three people:

- 3.1 Bidalack Syackhaphom, a model, singer, and actress
- 3.2 Vilaithong Suvannavong, a customer of the photographic business
- 3.3 Kamphaeng Phommasi, a customer of the photographic business.

For the data analysis, the researcher took the data to be analyzed according to the objectives using the following steps: concluding the data to be categorized according to the objectives and reviewing the fullness of information acquired from data collection curious there are two types of data analysis, which were the analysis from documents and field data.

1) The document analysis was done through the verification using the concept in theory “Methods of Agreement.”

2) The field data analysis was done through the analysis of all types of data to create the conclusion that resulted in three forms of analysis: the analysis and interpretation from the conclusion of concrete events or phenomenon, the analysis of the information through the classification by theories, and the analysis of the data it is in comparison. The presentation of the analyzed data was done through descriptive analysis, accompanied by photographs and tables with the result of the analyzed data, which aligns with the research objectives.

Research Result

For the research on the history of education on photography in Laos PDR, the researcher analyzed data from the field study acquired through surveys, obser-

vation forms, interviews, and group discussions. The data was analyzed using a theory according to the designated objectives. The result from the analysis is presented as follows:

1. To study the history of the education on photography in Laos PDR

The history is the study on photography in Laos PDR from the field data acquired through the target groups were classified and analyzed by the researcher according to historical, political, economic events, and the basic components that affect the history and the development of the education on photography in Laos PDR. The result shows that the history of education on photography can be divided into four following eras: Colonial and Kingdom of Laos Era (1893 - 1974), 2. Liberated Era (1975 - 1985) 3. New Imagination Era (1986 – 2000), and 4. Digital Era (2001 - today). According to the order below, the research presented the result according to the different eras and important events within Vientiane.

1.1 Colonial and the Kingdom of Laos (1893 - 1974) Lan Xang fell under the rule of Siam in the year 1778, during King Taksin of the Thonburi Kingdom, who conquered all the Lan Xang kingdom that was split into three kingdoms, Luang Phrabang, Viengchan, and Champasak. The king in each kingdom could still maintain their power as the colonies of Siam and have to send in tributes. During the reign of King Rama II of the Chakri dynasty, Lao Viengchan Kingdom, under the leading of Chao Anouvong went against Siam, who had taken over the Lan Xang Kingdom since they lost the war in 1822 and Viengchan city was destroyed. The remaining Lan Xang Kingdom was Lan Xang Hom Khao of Luang Phra Bang and Lan Xang at Champasak. In 1885, the Haws from southern China invaded Laos and took over cities from the north all the way to Viengchan and to the south. King Rama V appointed Prince Prachaksinlapakhom as the high commissioner to be stationed at northern Laos and to take the army across the Mekhon river to fight with the Haws in Vieng Chan. The Haws were defeated and went up to Xiangkhouang Province. Siam followed them and defeated the rest of the Haws. Siam ruled over Laos for 114 years before losing the land on the left side of the river to France in 1893. The taking over Laos by the French started from the taking over of Vietnam and Cambodia. Soon after, Luang Phra Bang came to be under the French. Until when French fully took control of Laos and divided the country into ten provinces. Each province had a French ruler as well as the Lao governor. The governors were responsible for providing the tributes and the labor to serve in the state work and servants to the French ruler. For the administration, there were six following

ministries: Ministry of education, Ministry of Finance, Ministry of Public Works, Ministry of Forest and Water, Ministry of Justice, and Ministry of Tax, with all the ministers being French. The secondary in power were all Vietnamese. Lao people could only work as clerks, operators, or servants. The first French school was built in Luang Phra Bang for the children of the elites to study before being sent to Vietnam and France. Comparing the timeline of the events that happened in Laos, the first period for photography started at the beginning of the 19th century when Viengchan was destroyed, and the Luang Phra Bang and Champasak were suzerainties of Siam.

Photographs came into South East Asia in the mid 19th century. The westerners came in through Siam and Vietnam. Photographs from Laos came into existence from the fight over the land between Siam and France. There were photographs of Siamese soldiers who were sent to fight the Chinese soldiers in Laos, photographs of Siamese and Laos aristocrats. The early photographs of Lao people were mainly of the kings and people who were higher up in the royal families. When Laos became part of the French Indochina, more Laos photographs came into existent through the French and Vietnamese photographers.



Image 1. The photographs of Siam aristocrats during the period when Lao was a souzerainty of Siam around 1885-1890 from the documents of Auguste Pavie who recorded the event where Siam and France were doing the agreement concerning the border (Quai Branly Museum/Scala, Florence).

The photograph between the year 1949 – 1955 were the photographs of the fight, which some were taken by Soviet and Vietnamese photographers. For instance, the fighting in Điện Biên Phủ in which Viet Minh soldiers were holding up the flag over the bunker of the French soldiers. This photograph was taken from a 35 mm. video camera by Roman Karmen, a soviet photographer. The photograph shows the victory over the French colonizer. The photograph was part of the propaganda from 1955 and was widely used to symbolize the victory over the

colonizer both in Vietnam and the Indochina ally countries, which were Lao and Cambodia (Howard R. Simpson, 1994). This photograph was also displayed in the exhibition in Vietnam and Laos up to the present day. However, the Vietnamese had their knowledge of photography before the colonial period. Most of the Vietnamese photographers were trained by the French and also from Hong Kong (Wubin, 2019) and had created a quality photographic work method and the developing of the photographs in Laos. According to the timeline of the events in Laos, the first period for photography started at the beginning of the 19th century when Viengchan was destroyed, and the Luang Phra Bang and Champasak were suzerainties of Siam, not much evidence or record of photography was found. The photographs from Laos at the time were part of the Indochina and, therefore, consisted of two main types: photographs of the kings and the elites of Laos, the people in the city, the tribe, hunting, locations, and panorama. Laos photographs gained much interest from the Europeans since they still view Laos as a mystic country, remote and difficult to access.



Image 2. Photograph of Lao staff and the photographer, Alfred Raquez, far right, at the Lao Pavillion for the Colonial Exhibition at Marseille, France in 1906.

1.2 Liberated Era (1975 - 1985) Even though the Geneva Treaty ended the power of France in Indochina and Laos gained its official independence, the war in Laos was still ongoing and expanded to be part of the cold war, or the fight between the socialists and the capitalist, with Lao as the battleground for over two decades. As for the Prathet Lao Movement, or the Lao Communist, they had established many organizations as the base of their political power and revolution. This includes the “Lao Hak Xat” movement, which established the villager’s forces to expand the liberated area. The movement needed support from the other communist countries, especially from Vietnam, in terms of finance, weapons, manpower, and the strategies for the revolution. (Grant Evans,xxxx)

In this fight, the media was used as propaganda to steal the supporters, which was the main mission that the Prathet Lao movement had been doing continuously since the first liberation in the 1950s. There was constant support from



Image 3. Photograph of the North Vietnamese Army using SLR and TLR camera (left).

the North Vietnam Army in both the technique and the method in creating the media. However, not many names or information regarding the photographers was found except for Le Minh Trudng, a Vietnamese photographer who came in through the Ho Chi Minh trail. These people were experts that it would be difficult to find people to replace them. Therefore, many photographers were not sent to the front line (Don Niven, 2004).

The study of photography in Laos during the liberated era was therefore the effort to memorize what the Vietnamese photographers were doing during the war. Additionally, there were also pieces of evidence concerning the Lao photographer who was operating during that time. It can be assumed that there was still no concrete study on photography in Laos during this period.

1.3 New Imagination Era (1986 - 2000) After the changes in the regime of the country in 1975, Laos PDR put a focus on the development of the country according to the Socialist ideology for equality and people and caused a significant cultural revolution in Laos PDR and the declaration of the 1991 constitution. This effort caused changes in many aspects, including many aspects of education in Laos. From the new changes in the imagination, or Laos in the new imagination (K. Aulaboon, 2553) in 1986. With the impacts on the changes of the new policies by the leader of the Soviet Union and the changes in the policies of Vietnam, Kaisone Phomvihane had to change the economic reform policy of Laos by using “New Imagination” or “New Economics Mechanism – NEM” following the changes in the economic and political policy of Gorbachev, the leader of the Soviet Union, which were the Perestroika and Glasnost. The new economic mechanism and the fifth economic development plan, second issue (1986 – 1990) of Laos emphasize the development of agriculture, industry, energy, border trading, and the support from foreign investment through the free market economy (1986 – present). After the government took over the power in 1975, a serious country and economic reform under the “New Imagination Policy” in 1986 opened up the free economy throughout the 1990s. The reform caused the overall Lao economy to develop in a good direction in over the past 20 years (Wit Bunditkul, 2012).

The era of the economic policy under the New Imagination created an atmosphere of relaxation and caused the business sector to return to business again, including the Lao photography business. The photography business entrepreneur during this period were all in the private sector. In other words, no photography business was owned by the government since the government still emphasized the country's stability. Therefore, there was no evidence related to the education on photography in the government's educational institute. People were trying to educate themselves through the private sector. One group of the private entrepreneur during this period were Lao civil servants who received the scholarship to continue their studies in other countries within the Council for Mutual Economic Assistance, or the Comecon, which were the organization that provides financial aids by the Soviet Union to other countries from the east and some communist state around the world. Laos was also one of the members and, therefore, sent many of their citizens to further their studies in different fields in the Soviet Union. Professional photographers in Laos at the time were those who were trained from the Soviet Union. However, most entrepreneurs from all walks of life were sent to study other fields, which were not photography, such as teachers, military, or medicine. Such as Kaew Phoumivong (1955) case, a civil servant who graduated with an education degree from the National University of Laos in 1977 and became a math teacher at Matayom Sombun Ban Si Than Tai School until 1983, when he was sent to Russia, or the Soviet Union. At the time, the Soviet Union was full of the atmosphere of leaders from its member countries and was full of international students, including the students from Laos who were there since after the Liberated era in 1975. In the Soviet Union, Kaew Phoumivong learned about photography from his Lao senior who was already studying there at Lenina University. He started practicing using cameras, processing films, developing films, enlarging photographs, maintaining the equipment, and other techniques. Lao students who were continuing their studies in the Soviet Union would generally buy cameras and other equipment from the Soviet Union since they were cheaper since the Soviet Union produced a lot of cameras and pieces of equipment, especially after the second world war. Apart from that, it was more difficult in Laos to get photography training since there was a lack of experts, as well as the equipment related to photography was difficult to find.

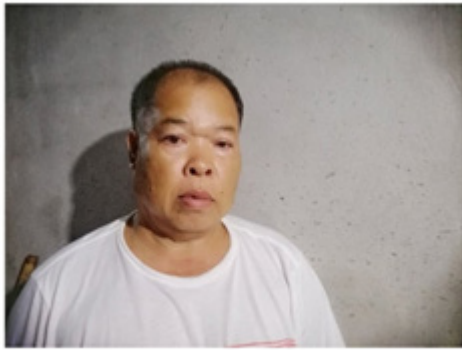


Image 4. Kaew Phoumivong (1955), a government teacher who was sent to continue his study in the Soviet Union and was a professional photographer in the pioneer period of Laos.

Kaew Phoumivong came back and became a teacher at Matayom Sombun Ban Si Than Tai School, which was the same school he was teaching before he went to the Soviet Union in 1989. He shipped the photography equipment that he bought while he was at the Soviet Union back by ship. The equipment consists of a camera, black and white image magnifying machine, photo paper, and various liquids for photographic business operations. He was running a business of taking photographs for students while also being a teacher in the school teaching mathematics. However, there was still no education about photography in Laos.

1.4 Digital Era (2000 - present) From the changes of the socialist economic system to the free market economic system in 1986, the people had a higher income from 200 US dollars in 1986 to 491 US dollars in 1995. People have enough income for other kinds of activities apart from just their regular work from the overall better economic status. The replacement of the digital camera made



Image 4.2.33 Vilasak Saengphetmanee, the owner of Thaen Huk Studio

photography easier, more convenient, and faster in comparison to the earlier time. The entrepreneur who already had part of their business in photography became even more interested in the running photography business in this transitional time. The concrete education in photography started in the year 2000, along with the establishment of the Faculty of Public Communication in the National University of Laos. Additionally, the National Institute of Fine Art of Lao PDR started to teach photography around the same period of time. However, in the early stage, the education of photography in Laos still used film photography in all their teaching because the price of digital cameras was still high, and there were not enough experts. Therefore, the two

institutions started the education on photography based on film photography. As for the private sector, the digital revolution within the photography business in 2000 caused the price of digital cameras to be a lot lower than in the beginning. Many online communities also offer the knowledge and the exchange of information, techniques, and photographic equipment. These factors produced many new photographers in Laos and became a new kind of photography business where they did not need to have an official shop, only significant work on the online platforms. Such as the case of Vilasak Saengphetmanee, who started photography from his own interest. Since the price of photographic equipment went down, he decided to buy a good camera to practice and develop his skills. Vilasak Saengphetmanee started to practice and learn about photography with a Thai photographer, Ae Thiamsak, who lived in Nong Khai province. The two got to know each other through an online community and friends within the photographic industry.

During this period, the education in Photography in Laos PDR can be categorized into two groups: 1) the government's educational institution, National University of Laos, and the National Institute of Fine Art of Lao PDR, which only teaches the students enrolled in the curriculum. There was no training or opening to outsiders. 2) private sector, where people study on their own or study through online platforms. The teachers consist of professional photographers with widely accepted work. The early stage involves exchanging knowledge with Thai photographers since they are geographically close with similar languages and cultures.

Conclusions

The history of the education on photography in Laos PDR can be divided into four eras:

1. The Colonial and the Kingdom of Laos Era (1893 - 1974) Photographs came into South East Asia in the mid 19th century. The westerners came in through Siam and Vietnam. Photographs from Laos came into existence from the fight over the land between Siam and France. There were photographs of Siamese soldiers who were sent to fight the Chinese soldiers in Laos, photographs of Siamese and Laos aristocrats. The early photographs of Lao people were mainly of the kings and people who were higher up in the royal families. When Laos became part of the French Indochina, more Laos photographs came into existent through the French and Vietnamese photographers. The Vietnamese had their own knowledge and photography since before the colonial period. The Vietnamese photographers were

mainly training from the French colonizer and from Hong Kong, Who had created the quality work method in photography and developing the photographs in Laos. However, there were no concrete traces on the education of photography in Laos during this period.

2. Liberated Era (1975 - 1985) The power of France in Indochina and Laos gained its official independence, the war in Laos was still ongoing and expanded to be part of the cold war, or the fight between the socialists and the capitalist, with Lao as the battleground for over two decades. The use of the media as propaganda to steal the supporters was the main mission that the Prathet Lao movement had been doing continuously since the first liberation in the 1950s. There was constant support from the North Vietnam Army in both the technique and the method in creating the media. However, not many names or information regarding the photographers was found except for Le Minh Trudng, a Vietnamese photographer who came in through the Ho Chi Minh trail. These people were experts that it would be difficult to find people to replace them. Therefore, many photographers were not sent to the front line. Therefore, during this time period, the study on photography only consisted of memorizing what the Vietnam photographers were doing during the war.

3. New Imagination Era (1986 – 2000) After the government took over the power in 1975, a serious country and economic reform under the “New Imagination Policy” in 1986 opened up the free economy throughout the 1990s. The era of the economic policy under the New Imagination created an atmosphere of relaxation and caused the business sector to return to business again, including the Lao photography business. The photography business entrepreneur during this period were all in the private sector. In other words, no photography business was owned by the government since the government still emphasized the country’s stability. There was no concrete evidence of the education on photography within the government’s institution, only the self-learning education on the private sector’s side. One group of the private entrepreneur during this period were Lao civil servants who received the scholarship to continue their studies in other countries within the Council for Mutual Economic Assistance, or the Comecon, by practicing using cameras, processing films, developing films, enlarging photographs, maintaining the equipment, and all the other techniques. Lao students who were continuing their studies in the Soviet Union at the time would generally buy cameras and other equipment from the Soviet Union since they were cheaper since the Soviet Union produced a lot of cameras and pieces of equipment, especially after the second

world war. Apart from that, it was more difficult in Laos to get photography training since there was a lack of experts, as well as the equipment related to photography was difficult to find.

4. Digital Era (2001 - Present) With the better economy, people have enough income for other activities apart from just their regular work from the overall better economic status. The replacement of the digital camera made photography easier, more convenient, and faster than the earlier time. The concrete education in photography started in the year 2000, along with the establishment of the Faculty of Public Communication in the National University of Laos. Additionally, the National Institute of Fine Art of Lao PDR started to teach photography around the same period of time. However, in the early stage, the education of photography in Laos still used film photography in all their teaching because the price of digital cameras was still high, and there were not enough experts. Therefore, the two institutions started the education on photography based on film photography on a basic level.

Discussions

From the study on the history of the education on photography in Laos PDR, the history can be divided into four eras: 1. Colonial and the Kingdom of Laos Era (1893 - 1974) 2. Liberated Era (1975 - 1985) 3. New Imagination Era (1986 – 2000) 4. Digital Era (2001 - Era), which can be discusses as follows:

1. Colonial and the Kingdom of Laos Era (1893 - 1974) There was no concrete information regarding the education on photography in this period. Global education during the time was taking the theorie developed in the laboratory and applied them in the training for people to have the skills (Gredler,1997). However, even this kind of training did not exist in Laos.

2. Liberated Era (1975 - 1985) The period between 1975-1990 was the starting point of the cognitivism theory group interested in cognitive thinking, knowing how to solve the problem rather than learning the how-tos, similar to the first era (Gredler,1997). At the same time, in Laos during the war, the objective of the education on photography was to serve the war in producing the media to gain more supporters. The media were produced by experts outside of the country, which was Vietnam and the Soviet Union. There was still no concrete information on the education of photography.

3. New Imagination Era (1986 – 2000) The “New Imagination Policy” in 1986

caused the opening of the free economy throughout the 1990s. The period of this new economy under the new imagination caused a relaxed atmosphere in many aspects, which is considered the third era, from 1980 – present. This was when people were interested in the social, cultural, and personal factors and their impact on education (Gredler,1997). While the education on photography in Laos was still in its early stage and most people had to seek out the knowledge themselves since none of the government institutions provided the education on photography. It can be assumed that the education on photography in Laos had developed 20 years late compared to the global communities.

4. Digital Era (2001 - Present) This is the fourth era from 1990 – present. This is the period where the theory on generating knowledge originates. The theory believes that knowledge is something that each individual gives meanings and understandings to based on their existing experience and knowledge (Gredler,1997). This is in accordance with the phenomenon that was happening in Laos in terms of the photographers who were trying to seek out the knowledge on their own, using their experience and passing the knowledge down to the new generation. Additionally, it was also the first period for the education on photography to be provided in the government's institutions. However, the teachers also need to seek out their knowledge and use their own experience.

Recommendations

Suggestions for future research:

3.1 There should be continuous research on the problems and obstacles in researching photography in Laos.

3.2 There should be additional historical research support related to the arts in Laos since the country has undergone crucial changes in many aspects that affect the art industry.

3.3 There should be support for research related to different aspects of photography in Laos since, currently, there is very little research on this topic.

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