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A proposed guidance program for Vietnamese high schools

Tran Thi Thanh-Tan
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AN ABSTRACT OF THE THESIS OF Tran Thi Thanh-Tan presented
May 27, 1970.

Title: A Proposed Guidance Program for Vietnamese High Schools

APPROVED BY MEMBERS OF THE THESIS COMMITTEE:


George C. Timmons, Chairman


Thomas C. Burgess


Errett E. Hummel

The writer has proposed a practical guidance program for Vietnamese high schools. The study has been written while education in Vietnam is in a period of revolution. Radical changes have been undertaken to keep up the national demand for progress and economical self-independence. The need for guidance services in high schools is necessary to promote learning toward better achievement and more logical training of manpower and social adjustment.

The traditional Vietnamese school, influenced by thousands years of Confucian concepts and hundred years of French culture, has been

ineffective in providing competent scientific and technical personnel, despite a world moving toward rapid changes in industry and economics. Under these conditions, the Vietnamese student encounters a puzzling challenge; he is unable to adequately assess his individual ability and emotional problems. Conditioned to memorization, the Vietnamese student is unable to think for himself in order to find an adequate solution for his own difficulties. The contact of the real world of technique makes him feel lost and unable to choose the right way to learn, this suggests a vital need for someone to guide him through the maze of education.

The writer has tried to assist the Vietnamese student in high school through the development of a guidance program which provides for the student, opportunities to explore and to discover who he is and what he could do best. The student in this program will have available a counselor to whom he can turn for advice and assistance in developing a future program. Self-understanding will be emphasized which, hopefully, will lead him to self-acceptance, better achievement, and preparation for entry into a frustrated society and the world of work.

In this study, differences in culture, social structure, local conditions and effects of the war have been analyzed, interpreted and brought into discussion. Different guidance services to implement the main objectives have been proposed with enlightened perspectives. The role of the future counselor has been well-defined for clear-cut understanding. His knowledge, ability, and capability to deal with youth problems as well as his responsibilities have been recommended.

His relationships with other guidance personnel and community have been clearly limited.

The proposed guidance program in this study will certainly have to be complete by further suggestions and recommendations.

TO THE OFFICE OF GRADUATE STUDIES:

The members of the Committee approve the thesis of
Tran Thi Thanh-Tan presented May 27, 1970


George C. Timmons, Chairman


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A PROPOSED GUIDANCE PROGRAM FOR VIETNAMESE HIGH SCHOOLS

by

TRAN THI THANH-TAN

**A thesis submitted in addition to the
requirements for the degree of**

**MASTER OF SCIENCE
in
EDUCATION**

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CHAPTER I

INTRODUCTION

The Republic of Vietnam has long been the focus of foreign observers for its frontless battle fields. From the top point of Camau to the delimitarized zone of Benhai, from the East Coast to the West boundary with Laos and Cambodia, from the small hamlet encircled by a bamboo hedge to the overcrowded capital of Saigon, the sporadic storms of the war have been tearing off what was built centuries ago. As never known before in its history, Vietnam ironically has been the stage for ideological and technical experimentation of conflicting powers. Immense are sufferings, losses, destruction and disturbances. Nowhere is secure and threat of death is everywhere.

It has been miraculous that life continues on this tiny land after three decades of shelling, bombing and killing. Life not only refuses to be extinguished, but struggles for survival and reconstruction for progress have been promoted right behind the scene of fighting. That occurs because the population does not cease to exist and to grow. Different social activities then continue to deploy effort and courage in maintaining the national heritage from total destruction.

In the field of education, some attention has been paid to building classrooms, training teachers and improving curriculum in order to keep up the constant pressure of the increasing scholar

population. However, confined in its traditional shells of customs and beliefs, the Vietnamese education system has been stationary and hesitates to undertake radical changes for modernization. The present day-to-day student has been ignoring that he is a human being worthwhile of more consideration and that new horizons of a future life could be reached within his arms.

The present study proposes a program for practical application of the principles of guidance in Vietnamese high schools.

The guidance concept has been introduced to Vietnam since 1959 and a Guidance and Counseling program has been experimented with at the Thu Duc Demonstration School in Vietnam. Tentative plans have been made to generalize application of the program in all the future comprehensive schools. These are transformed from the classical curriculum schools.

This study will furnish materials not only for the newly-born comprehensive schools but also for all Vietnamese traditional schools which for one or another, are not ready to perform the new curriculum designed for them.

Included in this study are:

1. A brief review of the background of the traditional philosophy of education.
2. An analysis of the present situation which Vietnamese high school students have been provided for learning.
3. A proposal of guidance program in high school with emphasis on the role of the future counselor in the

frame of a society in course of development and in which traditional concepts of life should be taken into account.

4. Recommendations and implementations for realizing the program in conditions offered by the community.

The sources used in this study have been collected according to their degree of accuracy, validity and up-to-date and then analyzed, interpreted, and referred throughout the study.

This study has been restricted in its purposes by the lack of available materials on the progress of the present educational system in Vietnam and the ignorance of developing psychological favor among parents for such a program at the Thu Duc Demonstration School.

CHAPTER II

PHILOSOPHY OF EDUCATION IN VIETNAM

Education in Vietnam has long been criticized, discussed, analyzed, and revised for many years without any significant change in its fundamental structures. Facing an increasing need for high ability manpower for national development, the present educational system of Vietnam is in constant crisis. Under the pressure of the war, education has received for years a low-national priority. Only five percent of the national budget has been allocated to education.¹ As a result, pervasive chaos has been found in primary and secondary education. From the countryside to the capital, youngsters of elementary and secondary school age receive far less than a modern education. Class size often exceeds the government's official limit of 50 pupils although only 70 percent of the elementary school age and 17 percent of the secondary school age youngsters are registered in schools.²

Poor equipment is another problem of the education crisis. With the aid of foreign governments, millions of textbooks have been printed to provide every elementary school pupil a complete set of modern texts, but for a curriculum established many decades ago. The

¹"Schools in Vietnam," Newsweek, (August 28, 1967) 55.

²Ibid.

shortage of buildings in Saigon and other cities places many schools on four-hour shifts and thus a number of subjects are cut down. The weakest part of the educational system in Vietnam is the lack of trained teachers. Forty percent of the elementary teachers have had no formal training. Many have completed no more than the fifth or the sixth grade.³

The present elementary and secondary curriculum, carried out at nationwide scale, was designed by the National Ministry of Education years ago and emphasized academic and theoretical performance rather than technical and vocational training. Thousands of high school graduates are not assured of finding jobs even though unproductive government jobs are available each year. The vast majority of Vietnamese are engaged in agriculture but this is not reflected in the curriculum. The rural people who would profit from vocational rather than academic training never receive it.

Opportunities in industry and the professions are also restricted by the poor technical vocabulary in the Vietnamese language. French has been the language used in technical and scientific training. According to Jack M. Patt⁴, in certain faculties at the University of Saigon, a few subjects are taught in Vietnamese. However, Vietnamese is used only in the preparatory year, after which the student must use French. Every subject in the mathematics and physics courses is taught in French, even in the first year. In the technical colleges,

³Ibid.

⁴"The Language Dilemma in Vietnamese Education," Journal Higher Education, xxxix (May 1969) 388.

and in the Animal Husbandry School, the French language still plays the dominant role.

The main reason for using foreign language in higher education is that Vietnamese teachers trained in a foreign language have found it easier to teach in that language than in their mother tongue, and 80 percent of the textbooks in use are written in foreign languages.⁵ Although Vietnamese is capable of expressing accurately specialized and technical vocabularies by incorporating and converting them to a phonetic transcription in Vietnamese, many university professors are against any change for the development of the required technical vocabulary in national language.

The Vietnamese from lower schools, who, for lack of language fluency, often fail to complete their university studies, have supported a movement to make Vietnamese the language for all levels of education and popular pressure for changes in the educational system has urged the government to bring an adequate solution to the present dramatic crisis in education.

Another important challenge that students in high school are in great embarrassment over is the choice of subjects when entering the tenth grade of the senior program. They have no guidance service to help them make a desirable decision to follow one of the four possible curriculum tracks: Sciences, Mathematics, Foreign Language and classical languages. All four of the approved curriculum tracks are aimed to prepare the successful student for admission to the university, yet 86 out of 100 fail every year in attempting to secure

⁵Ibid., p. 389.

a baccalaureate II degree (high school graduation). What happens to the large percentage of students who fail to complete the senior high school program? Unfortunately without this degree they are not accepted for any of the more desirable jobs.

Vietnam could profit the most by enriching its own culture through selecting and integrating the most brilliant and adequate features of both Eastern and Western educational systems. To me, introducing guidance and counseling into Vietnamese high schools might be a way out of the present crisis. It is a new field the American schools have had long experience with and a great deal of its effectiveness has long been demonstrated. Will the principles of guidance and counseling be applicable to the present situation in Vietnam? The Vietnamese scholars would show considerable opposition to it as they have been used to being skeptical about proposed solutions influenced by foreign cultures. But a deeper examination of the matter based on facts and clear-cut results might persuade them to give favorable consideration and to approve for adoption guidance programs in Vietnamese high schools.

I. TRADITIONAL CONCEPT OF EDUCATION

Before undertaking the discussion of an adequate guidance program in this brief study, it is necessary to look back to the history of education in Vietnam. Establishing a new concept of education needs to be based on the established philosophy and to be consistent with it.

The period of Chinese domination was interrupted many times by

by several such insurrections for independence. In general the Chinese domination was the long night of Vietnam's history--a night of ten centuries long, "during which Chinese civilization became deeply rooted in the country."⁶

The influence of Chinese civilization has maintained a strong influence over the Vietnamese culture from the tenth century to the present. This influence has long been an obstacle to progress by emphasizing literature and high social ranking over technical and practical activities. The scholars who went to school for years were likely to seek for respect and position in society. They considered laborers as despised, lower, and servile citizens.

This rush to high social ranks and unpopular attitudes toward the peasantry class has derived from Confucianism which gave highest place to the scholar in society. The aims of education were dictated by the political and social structure. The immediate purpose of formal training was to prepare young men for the examinations through which they might enter the mandarin class and open doors to privileges. Confucian scholars were supposed to be motivated by cultivation of high moral character, especially an appreciation of the wisdom of the ancient sages of China and of Confucian principle.

The program of study centered on the Confucian classics. Some courses on Chinese history, Vietnamese history, ancient poetry and military tactics were also taught. The language of instruction was

⁶Vietnamese Realities, Saigon: Ministry of Foreign Affairs, (1967), 49.

written in Chinese.⁷

Formal training culminated in a series of rigorous competitive examinations. In the system which prevailed in the late eighteenth and early nineteenth centuries, candidates for scholarly rank were examined first in the provinces; then if successful, in the capital at Hue; and finally at the highest level, in the Imperial Palace.

"These examinations took place every three years. Successful candidates, depending on which of the examinations they passed, became low- and middle- and high-ranking government officials."⁸

The Confucian concept of "Quan, Su, Phu" or "king, Teacher, Father" which placed the teacher right after the king and before the father, has long been taught to students who used to over-respect teachers to the point that they rarely contradicted them if they wanted to succeed.

This concept deprives the students in modern schools of the skills of criticism and the ability to formulate an adequate judgment. He is likely to accept as true whatever the teacher tells him in the classroom. Bill Raines, associate professor of education in Vietnam, recently confirmed, "Vietnamese have long been taught to respect and honor their teacher and they were too polite to say anything even mildly critical of him."⁹

⁷Harris, George L., et al., Area Handbook for Vietnam, (Washington, D.C.: U.S. Government Printing Office, September 1962) 116.

⁸Ibid.

⁹Raines, Bill, "Working as a Teacher Educator in a Developing Country," Ohio University Contract USAID/Education Semi-Annual Report, (January-June 1969) 126.

The same factor influences the teacher's view of his classroom:

It strengthens the teacher's ego to be considered a fount of wisdom who speaks that which students must write and repeat by rote. In his own little sphere, he, too, is a ruler. A change in the method of teaching to more active participation on the part of the student, encouraging the student to come up with new ideas, even ideas that contradict the teacher's, threatens this security.¹⁰

Another consequence of the Confucian influence over Vietnamese education of today is that students continue to choose careers as government officials who hold both administrative and judicial powers over farmers, artisans, military and business men. They still envy members of the powerful class which has long been enjoying prestige and consideration. This misconception leads students to the neglect of technical learning of practical skills in a modern society. They would prefer being a government official with a low salary rather than being a skillful worker who could earn much more money.

The learned man has not been a worker.

The Scholar could not engage in manual labor, and it was beneath his dignity to show a student how to do something. He would, however, present an elaborate explanation on how something should be done. Consequently educational programs in the polytechnic arts and sciences have never developed along with programs in the humanities.¹¹

¹⁰Education Vietnam: Proposals for Reorganization, (Wisconsin State University: Stevens Point Study Team, AID, 1967) 135.

¹¹Messerschmidt, Dale H., "A Word From Vietnam," Journal of Industrial Arts Education, xxvii (August 1968) 35.

II. FRENCH-INFLUENCED CONCEPT OF EDUCATION

Western learning, introduced in Vietnam by French rulers in the nineteenth century, had been developing rapidly as traditional education faded out. The French education led to the almost complete destruction of the mandarin system (organization, examinations, etc.). The new French system centered around a small "Gallicized elite" that was out of touch with the people. The deterioration was such that, on the eve of World War II, there were more prisons in Vietnam than schools.

The French system, imposed by the colonial government, focused on the training of a restricted number of clerks, interpreters, and minor officials to serve in the lower ranks of the colonial administration. All classes were taught in French even at first grade level.

In 1917 the French authorities decided to set up a formal French education for the whole country, providing a uniform curriculum to all schools. At the end of each cycle of studies, highly selective examinations constituted a "barrage" for the average student.

Elementary education, which covered a seven-year period for children aged six to 12, was subdivided into three and four year cycles, the first leading to a certificate of elementary studies and the second to a certificate of primary studies. Secondary education was given in the lycees and colleges in the cities. This program included a four-year higher primary cycle, leading to a diploma of higher primary studies, and a secondary cycle of two years (after 1927, three years) which ended in an examination for the baccalaureate.¹²

¹²Harris, George L., et al., 115.

The University of Hanoi, the oldest university in Vietnam established in 1917, was aimed to train high-level administrative clerks. Later in 1930, by social demands, this university initiated schools of medicine and pharmacy, pedagogy, fine arts, agriculture and commerce. The teaching staff of the university was entirely French.¹³

The inadequate French education contributed to the deficit of qualified technicians necessary for an underdeveloped country after World War II. The whole educational structure, designed by French colonists, aimed to meet the needs for administrative personnel and to prevent political opposition rather than to provide an adequate practical education to the Vietnamese youth.

Today, after recovering national independence following nearly a century of struggle against French rulers, Vietnam has found great difficulty in building a modern socio-economic structure, viewing the shortage of technicians in all fields. The influence of the French educational system still affected the Vietnamese schools after the Geneva Agreements in 1954. The most pressing problem was that Vietnamese students at the university level had been discouraged by the use of French language in technical and scientific fields, and by the lack of Vietnamese textbooks in all branches of study. Many parents still believed in the efficiency of the French system and forced their children to choose French as a primary foreign language in high school.

¹³Ibid.

The need for technical and scientific language is not the only disadvantage of the educational system. Other gaps to fulfill the objective to develop technical and vocational education are the lack of good vocational technical teachers in junior professional schools on one hand and an effective vocational guidance service in regular high schools on the other. Teachers in a few vocational high schools in Saigon need to be trained in teaching techniques and maintain and update their skills and knowledge. By their poor quality of instruction, students are unable to think creatively and they learn by rote memory or do projects designed or selected by instructors. These students continue to manipulate inferior quality equipment and tools which have no resemblance and relationship to modern apparatus commonly seen in industry.

These conditions seem to discourage the youngsters in high schools from choosing vocational careers. In a country that is rapidly changing from an agricultural society to an industrial one, technical and vocational skills become highly desirable, but the high school curriculum does not provide any guide toward that direction. Therefore, a guidance service for vocational occupation in high school is vital to catch up the national need for technicians.

III. NEW CONCEPT OF EDUCATION

If the Confucian philosophy can be blamed for its outmoded cultivation of high moral character to maintain the political stability of the feudal structure of the society, neither is the narrow-minded

concept of education brought in by French colonists appropriate for a young nation in constant development after many decades of stagnation.

After 1954, the date of political independence, the need for a new philosophy of education came into the mind not only of the authorities bearing responsibility in the field, but also of every one who concerned himself with the future of the country. A new system of education has emerged from the political chaos and the confusion of the war. In spite of several reforms to adapt to changes in the political situation, the system cannot yet be called successful.

A rigid curriculum designed a long time ago, severe shortages of elementary and secondary school teachers, lack of adequate textbooks and instructional materials, crowded classrooms, highly centralized control, and over all, a modest budget for an ambitious program have contributed to minimize the desired results. Moreover, the growing school population, the continuous upheaval of the war in the countryside, and degenerating mores and traditions put the new system of education into a real challenge. The government has made great efforts to make the system keep up with the changing situation and the need for progress. The common people often doubted the effectiveness of the present education and wondered whether it would be more valuable to bring a radically new concept into it.

Hoang-Gia-Linh has expressed his anxiety on the present national system of education by these words:

In the present conjuncture, can we say with John Dewey that education must have an autonomous status and that "it could not be determined by social and political demands external to it"? Or shall we agree to some extent with Hegel's theory of the state and of the duties of individuals and lead our education toward training the adolescent to understand that "his society and his state imply a larger whole, one that lies closer to the realities" and that he should "renounce himself, learn obedience and service to the social whole, and learn reverence for its spiritual achievements"?¹⁴

Many facts lead to the conclusion that in the case of Vietnam education cannot be set apart from the national struggle for survival, and theories of education should be adapted to the present tragic situation. Facing a constantly threatening foreign ideology and a total degeneration, education must deal with the national policy to accommodate many aspects of the war, and contribute to a long-ranged planning for a post-war reconstruction and progress. Linh wrote:

A philosophy of education appropriate to the present needs of Vietnam, remains to be defined in clear terms with a special emphasis on the preparation of the adolescent for citizenship. It should give priority to certain objectives which appear to be most urgent: for example, education for public purposes against education for private purposes; education for the society against education for the individual's better living; education for secular purposes against education for religious aims; education as a means to save the community one belongs to against education for knowledge as an end in itself.¹⁵

¹⁴Hoang-Gia-Linh, "The Critical Stage of Education in Vietnam," National Elementary Principal, xlv (February 1965) 50.

¹⁵Ibid.

Recently in a speech delivered to the Vietnamese people, Nyguyen Van Thieu, President of the Republic of Vietnam, reasserted the national policy of education as follows:

With special regard to the educational field, which bears clear and strong influence upon socio-economy, I have advocated the "policy of the Republic of Vietnam is to realize a system of mass and practical education." ...Every citizen has the duty to contribute actively to the educational program and has the right to benefit education at least to a basic level. Only then can we accomplish educational justice and promotion of the people's educational level in order to improve the society and to defend the national cause. That is also the spirit of democracy and equality achieved through the educational regime.¹⁶

In the purpose to oppose the former literary and non-realistic educational program, President Thieu pointed out:

Another important point in my policy is that the educational system must be oriented to practical application. This means we have to successfully coordinate the two objectives of education; development of personal capability and adjustment of society.¹⁷

The above statement of President Thieu can be considered as a new trend of education aimed to satisfy the need of a suitable philosophy for a country engaged in an endless war for survival. His statement actually reflected the principal objectives of the education policy outlined in 1967 by the National Council of Education. These

¹⁶Nyguyen Van Thieu, Excerpts, dealing with education from the speech to the Vietnamese people delivered on October 6, 1969, mimeographed.

¹⁷Ibid.

objectives are based on three basic principles: humanism, openness for other cultures and national feelings. This means:

Formation and uplifting of the human being and the citizen; active solidarity and effective service of the collectivity at all levels; democratization of education, i.e., equal chances for the younger generation, in view of intellectual, moral, technical and social progress of the Nation.¹⁸

To the point of view of the writer the national philosophy of education, although conforming to the demand of a country in course of development and struggle for independence, seems to reflect a general line of national policy and prestige rather than to clear up and enlighten the role of education in terms of material and psychological concerns of the young school population.

That the school in society is still a place where the young students need to be understood and to be helped has long been ignored or minimized. No help was provided for the youngster to guide his way through the seven years of high school. It appeared to me that the national philosophy of education should not omit the concept of "needs" of young students. It is unrealistic to stress the values and obligations of the human being on one hand and to undermine the important aspect of their psychological needs on the other.

Dr. Bill Raines, has given basic principles to philosophy of guidance in which the needs of students were emphasized. Three out

¹⁸Report on the Progress of Education in Vietnam During the School Year at XXXth International Conference on Public Education, Saigon: Ministry of Education, (July 1967) 8.

of four assumptions were accepted by Vietnamese students and I think they could well be included in the new concept of national philosophy of education:

1. Each child is an important and worthwhile human being and is worthy of being treated with kindness, consideration and respect. Each means that there should be no exceptions, whether a child is bright or dull, rich or poor, and brightly motivated or not.
2. Each child is a unique individual with his own rate of development, intellectual capacity, level of achievement and maturity. Therefore these differences should be expected, appreciated and provided for in the classroom.
3. All human beings have certain common psychological needs. They need to be loved and accepted. They need to feel important. They need to experience success in their endeavors. They need to be free from excessive fear and anxiety.¹⁹

Inherent in these statements is the concept of individualization. The child must be considered as an individual with his physical, psychological, intellectual and spiritual values. He has a goal in his community and society. He has a responsibility to his fellow to act in a manner sympathetic to them. Otherwise, he is responsible

¹⁹Raines, Bill, "A Guidance Philosophy for Teachers and Educational Practices which Reflect That Philosophy," Lecture presented to students of the faculty of Pedagogy, University of Hue (April 1969). mimeographed.

for his own action. His chief hope is for comfort and aid in his own decision making to live his own life as he exists in a world of reality. But to fulfill his responsibility toward his community, he should have the opportunities to choose wisely the direction in which he might reach the optimum development of his own ability.

Thus the ultimate goal of counseling must be the freeing of the individual child from obstacles, threats and "excessive fear" of the reality to make his choice, not to follow those made by "wiser" men.

If the child "behaves irrationally" or "cannot see reality," it is because he simply is not both physically and psychologically free to behave otherwise. Each child has a unique "life space" which results in a particular set of personal values and strivings. And as no one can know all the meanings of phenomena which affect his life, no counselor can know him completely. Fortunately, the counselor needs not know all of the personal meanings of the child to aid him in becoming free to live his own life-style. Since men are somewhat similar because of their generic traits, and since the physical world is present to everyone, counselors can hypothesize and predict what the child might be expected to do. The above assumptions would stress the important position of the individual student in the guidelines of a philosophy of guidance to be introduced in Vietnam. The young Vietnamese student is an individual who has had habits of thinking and belief inherited from centuries of Chinese and French influenced culture. He is living in a society in great disturbance but in

ascendence toward progress. He should be provided tools and skills to live in a modern society in the future. As his nation has chosen freedom and democracy over despotism, his personality should be respected as a human being with his traditional values. The education he receives in the classroom must be fitted to his own life, to his own environment, otherwise individualized. The school must give him advice and help to pursue his own goal of self-realization in instruction. This will be discussed largely in Chapter III.

CHAPTER III

ANALYSIS OF THE PROBLEM OF GUIDANCE IN VIETNAMESE SECONDARY SCHOOLS

I. THE PRESENT SYSTEM OF EDUCATION IN SECONDARY SCHOOLS

The Curriculum:

Since the Geneva Conference in 1954, South Vietnam has been politically "independent" and has decided to change radically the old French education system into a national system of education. The Secondary Education Reform, introduced a new curriculum into every secondary school.

The purpose of the new structure is to give the junior high school students, who form the majority of the scholar population, a restricted but fairly complete education which will serve as basic knowledge to them when they leave the junior high school for life. Those students who attend the senior high school receive more adequate education for higher studies in universities.

The junior high school includes work in Vietnamese history and geography, civics, physics, chemistry, natural sciences, mathematics and the study of a preferred foreign language (English or French), physical education, and domestic science and child care for girls. The junior high school leads to the examination for the certificate of studies for the first cycle. Pupils who pass the examination

given at the end of the first cycle can be admitted to the second cycle.

During the senior school (10th to 12th grades), students have to concentrate on one of four fields: experimental sciences (Section A), mathematics (Section B), modern languages (Section C), and classical languages (Section D). Table I shows the main differences in the major and minor fields of each section with respect to the number of hours of each subject taught in class.

After the eleventh year of high school, the student is qualified for an examination known as the Baccalaureate I (first part). Only if he has passed this examination can he be admitted to the final year of high school. At the end of the final year he may take the examination for Baccalaureate II (second part). The Baccalaureate II is the key for entrance to different institutions of higher education, to military academies, to high-level civil service occupations and to other good jobs. But the examinations are difficult and highly selective. In 1960¹ only about one third of the candidates passed the first part of the baccalaureate, and only slightly more than one-half of this remaining group passed the second part. The major cause of failure is probably students have chosen the wrong section by ignorance of their ability on the field or by pressure from parents.

The main characteristic of such a curriculum is that when the student chooses an academic field, he virtually neglects all study in

¹George L. Harris, et al., p. 117.

TABLE I
WEEKLY SCHEDULE FOR SECOND CYCLE (SENIOR HIGH)

SECTIONS CLASSES	MODERN LANGUAGES			CLASSICAL LANGUAGES			MATHEMATICS			EXPERIMENTAL SCIENCES		
	3	2	1	3	2	1	3	2	1	3	2	1
1. Vietnamese	5	5	0	5	5	0	3	3	0	3	3	0
2. History & Geography	2	2	2	2	2	2	2	2	2	2	2	2
3. Civics	2	2	1	2	2	1	2	2	1	2	2	1
4. Philosophy	0	0	9	0	0	9	0	0	3	0	0	4
5. First modern language	6	6	6	6	6	6	4	4	3	4	4	3
6. Second modern language	6	6	6	0	0	0	4	4	3	4	4	3
7. Classical language (Chinese or Latin)	0	0	0	6	6	6	0	0	0	0	0	0
8. Physics & Chemistry	1	1	1	1	1	1	4	4	6	4	4	6
9. Mathematics	1	1	1	1	1	1	6	6	8	4	4	4
10. Natural sciences	1	1	1	1	1	1	1	1	1	3	3	4
	24	24	27	24	24	27	26	26	27	26	26	27
Physical education	3	3	3	3	3	3	3	3	3	3	3	3
Domestic science & child care for girls	1	1	0	1	1	0	1	1	0	1	1	0
TOTAL -- Boys	27	27	30	27	27	30	29	29	30	29	29	30
Girls	28	28	30	28	28	30	30	30	30	30	30	30

3rd, 2nd, 1st grades corresponding to 10th, 11th, 12th grades in the United States.

other areas, i.e., a student of experimental sciences section has little to do with modern language. As a consequence, when he graduates, he will be unable to do research in the rich technical materials offered only in foreign languages such as French or English, nor can he follow meaningfully lectures provided in foreign languages as in the Faculty of Medicine.

Another weakness of the curriculum is its ineffectiveness in providing students with opportunity for open-minded individuality, exploration and self-evaluation. They quite often write down the lecture and try to memorize the notes. Rarely they are invited to discuss, to ask questions, to explore and to draw meaningful conclusions. The teacher, traditionally lectures, makes occasional demonstrations as in sciences class, and maintains a certain distance between himself and the students. He is too concerned with the rigid curriculum he has to finish at the end of the cycle to be concerned with whether or not students participate in the classroom. As the educational system is highly centralized, the curriculum, designed at the national level, is expected to be respected and to be applicable for all students of all areas no matter how different their mode of living or environment. Throughout the country, teachers are required to follow the national curriculum in order to keep intact the national image of the classroom. This tendency to have everything follow an exact national picture "is one of the things that most isolate the nation and national education from the people and allows

them to think that it is not really 'their' government and 'their' school."² It fails to produce productive and contributive citizens with special skills to build a modern and industrialized country.

Originally conceived by French-influenced intellectuals, and for city schools, the curriculum is outdated and because of the national examination system, it cannot be improved by individual or regional authorities for the profit of students, most of whom live in the country or by the sea. In other words, for the fifteen years between 1949 to 1965, the national curriculum only met the needs of barely one percent of the school population³ and was merely a preparation for the university.

Under the pressure for change in 1965, many efforts have been made by responsible authorities to revise the curriculum. A commission for improving Education and numerous curriculum study committees have been set up to consider the problem. In the same year, 150 to 200 teachers⁴ from all levels and spheres of education, public and private, worked with experts, consultants and advisors from foreign missions and charitable organizations for two weeks to bring an adequate change to the syllabus.

²Education Vietnam: Proposals for Reorganization, p. 140.

³"Vietnam: Educational Developments in 1964-1965," International Yearbook of Education, xxvii (1965) 339.

⁴Ibid., p. 341.

Topics discussed, analyzed and solved included: a tentative grouping of related subjects, date at which specialization should start, and the amount to be taught to each age-group; possibility of working and applying a differentiated curriculum to meet the needs of students living in four completely different geographical areas (city, country, hills, coast), whether general education should stop at the age of 15 (end of the ninth grade) for socio-economic reasons, and whether science should be taught separately.⁵

This National Convention for improving the curriculum, has consistently promoted the trend toward simplification and practical application, combined with the principles of externally imposed discipline and social service.

To reassess the pupil's work, and to de-emphasize examination-centered learning of high school students, national examinations prior to the baccalaureate were on November 30th, 1965⁶, these were abolished for all pupils attending school regularly. However, the first part of the baccalaureate examination was maintained temporarily to deal with military reserve officer training which requires the level of the corresponding high school 11th grade. The same applied to secondary school entrance examinations which will be abolished when classrooms and teachers can be provided to all elementary graduates according to the compulsory education law.

⁵Ibid

⁶"Republic of Vietnam: Educational Developments in 1965-1966." International Yearbook of Education, xxviii (1966) 401.

In the field of guidance, in June, 1966⁷, the Minister of Education began encouraging the work of some specialists in developing psychological test suitable for the Vietnamese and applying test results in all of the schools from elementary levels to the universities; this guidance will be applied in the future comprehensive schools.

During two decades from 1949 to 1969 great efforts have been made on the part of the government to reform the obsolete French-influenced system of education. But no long-range and adequate goals have been established. Token changes seemed merely to mend a narrow and old cloth no longer fitted to a growing adolescent. To contain the pressure for radical changes, successive governments undertook but hesitating and indecisive steps toward establishing a well-balanced and modern system of education. The main reason for failing to promote sound changes and to determine strong goals may be that responsible authorities in education have been clinging to academic values they acquired from the French system which emphasized memorizing verbalized generalizations rather than practical knowledge. Descendants of privileged families were the only few students who could go abroad to afford a high education in a French university. As they returned to the fatherland with a high degree, they were highly regarded and occupied key positions in the society. In spite of the democratic spirit they assimilated in foreign countries, they considered themselves as the most educated men and formed a class apart

⁷Ibid., p. 402.

from the people. They were unlikely to work for the benefit of the people and were stubbornly opposed to any change which would compromise their personal interests.

Unpractical Goal of Education:

Responsible for improving the whole educational system, these leaders were setting up unpractical and unrealistic goals. The tendency toward a traditional literacy still pervaded the curriculum of different levels in spite of many reforms. Vague goals were stated at each phase of development but like fall leaves, they died after being issued in a hurry. While setting up goals to deal with the situation, Vietnamese educators aimed to satisfy a political demand rather than to meet a national need. Sophisticated statements have been created, but inefficiency and bureaucratic red tape destined them to failure and a new crisis. It seemed that the following factors were not taken seriously into account to establish valid educational goals:

1. the objectives should be based on scientific research in terms of natural resources, manpower and economic development.
2. changes in the program of education should be determined at suitable rate to avoid confusion and frustration.
3. the educational system should be considered as a whole with its interrelationships, and changes should not be undertaken in separated areas.

4. professional performance should be evaluated on the basis of achievement rather than on the basis of political influence. Incompetent and inefficient personnel should be replaced and not tolerated in order to reach stated goals.
5. changes should be aimed to meet the real national needs, rather than for the purpose of publicity or political control.

The lack of consideration of the above factors might lead to many problems that the government was unable to solve. For instance, in 1965⁸, a five-year plan for the development of education was worked out by the Ministry of Education and adopted by the Government. Among the main objectives were: (1) in five years' time, 40 percent instead of 20 percent of the children who complete their primary schooling can be admitted to public secondary schools; (2) in five years, 1,200 secondary school teachers instead of 300 will be trained every year.

It is worth noting that in 1970, five years after the elaborated plan, the primary pupils will pass from 1,662,000⁹ to 2,097,105 (yearly increase of five percent). Forty percent of this population would be 838,840 and would need 16,777 secondary teachers. Unfortunately the number of secondary teachers (2,450 in 1965¹⁰) could never keep up

⁸"Republic of Vietnam: Educational Developments in 1965-1966," p. 398.

⁹Ibid., p. 40

¹⁰Republic of Vietnam: Educational Developments 1964-1965, International Yearbook of Education, p. 340.

with such a demand although a yearly increase of 1,200 secondary teachers has been visualized in the five-year plan in 1965.

Such an example would clearly illustrate the carelessness of the reform planning and explain why the national goals in the field of education can never be reached.

Lack of Adequate Teacher Training:

Secondary school teachers are of two categories. Teachers in the first cycle receive two years of training at the Faculty of Pedagogy, while teachers in the second cycle receive four years. They all are required to have the Baccalaureate II to qualify for taking the entrance selective examination. Either at the Faculty of Pedagogy of Saigon or Hue or Dalat are they trained to teach specific subjects: Vietnamese, English, French, History and Geography, Physics and Chemistry, Mathematics, Civics and Philosophy.¹¹ The training program, designed and applied by professors who have received a French education, heavily emphasized the lecture method, literacy and theoretical content. Courses in professional areas such as principles of learning, methods of teaching, and tests and measurements have been overlooked.¹² With such a training program, teacher-students would have no experience in leading group discussion, encouraging initiative and creative thinking, or forging scientific judgments in pupils. They were not accustomed to supporting their works by library research

¹¹Nguyen-Duc-Kien, A Design for the Evaluation of Student Progress in Vietnamese Secondary School, unpublished doctoral dissertation (Syracuse University 1969), 151.

¹²Ibid.

or other available literature. Moreover, they have no experience teaching in the classroom during their performance in the Faculty of Pedagogy. However, they were aware of their future place in the social hierarchy, ready to follow faithfully the curriculum as given and to transmit to the young students what they thought necessary to master the content for examinations.

With such professional background and the traditionally misled concept of the "man of leisure," it would not be difficult to guess the poor quality of instruction students received in secondary school.

The serious shortage of teachers at different levels, particularly at the secondary level, came to devaluate the effectiveness of training programs for high school teachers. In the school year 1967-1968¹³, to meet the increasing need of lower secondary teachers, the Ministry had lowered the training period of two years to a rapid one-year for holders of the Baccalureate II. According to Nguyen-Duc-Kien¹⁴ the majority of teachers in the lower grades of the first cycle were recruited among people who had only the high school diploma and had no orientation or teaching practice. Figures in Table II illustrate the critical increase of secondary school enrollment and the shortage of secondary teachers:

¹³"Republic of Vietnam: Educational Developments 1967-1968," International Yearbook of Education, xxx (1968), 552.

¹⁴Nguyen-Duc-Kien, p. 151.

TABLE II
SECONDARY SCHOOL ENROLLMENT AND SECONDARY TEACHER
TRAINING FROM 1965 TO 1968

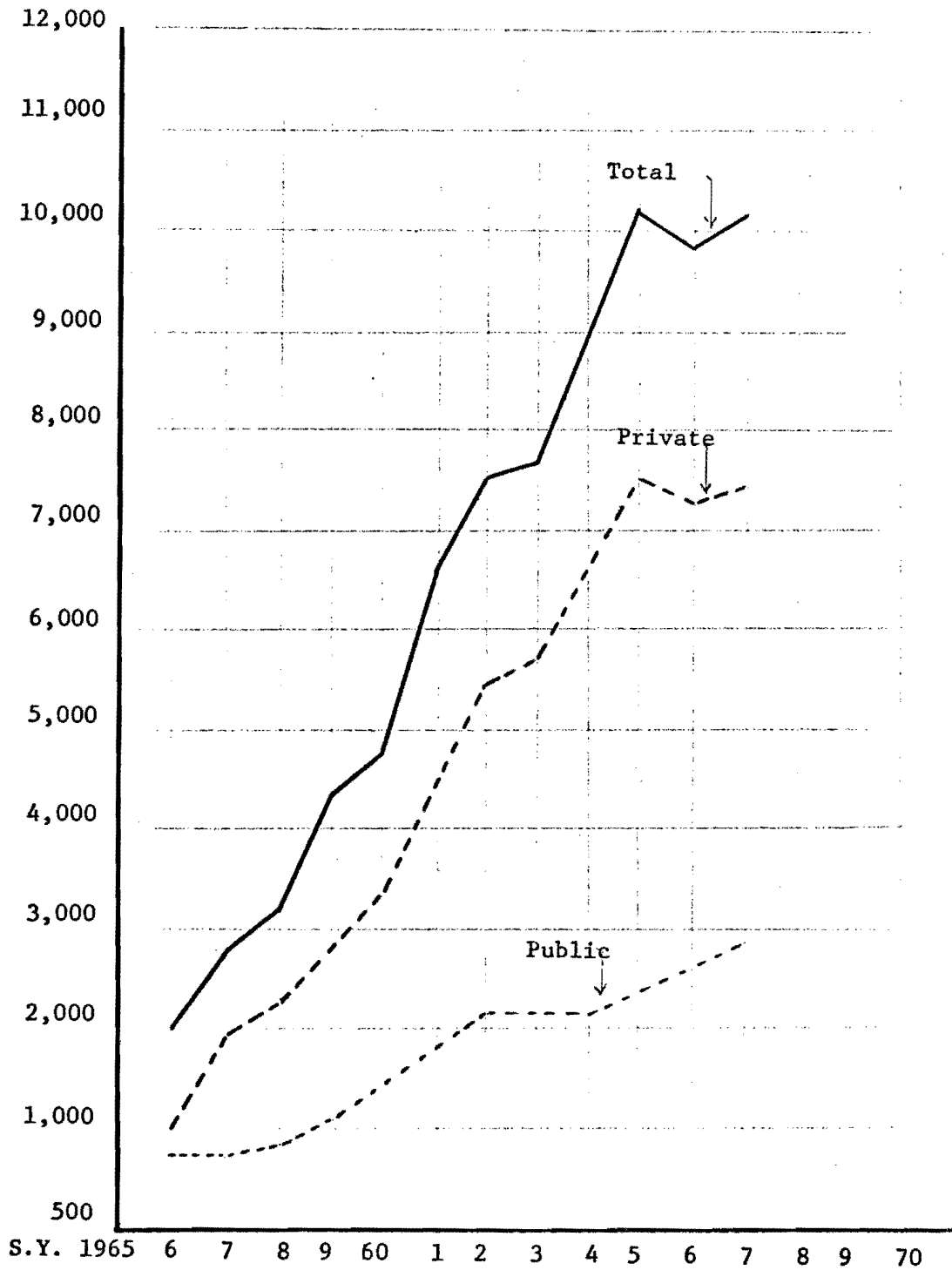
SCHOOL- YEAR	SECONDARY PUPILS INCLUDING PRIVATE	TEACHERS NEEDED (FOR CLASS OF 50)	TEACHERS IN PUBLIC HIGH SCHOOLS	TEACHERS TRAINED
1965-1966	370,660	7,413	1,829	300
1966-1967	417,914	8,358	2,854	300
1967-1968	470,925	9,418	3,232	425

- Sources: (1) Republic of Vietnam: Educational Development during the school-years 1965-1966, 1966-1967, 1967-1968 published in International Year Book of Education, 1966, 1967, 1968.
- (2) Report on Progress of Education in Vietnam during the school-years 1965-1966, 1966-1967, 1967-1968 at the International Conferences on Public Education, Geneva 1966, 1967, 1968.

Attitudes and Responsibility of Teachers Toward Students:

To compensate for the deficit of teachers in secondary schools, the government implicitly encouraged the expansion of private secondary schools in spite of the Constitution which asserts that basic education is compulsory and free of charge (article 10). The private high school "industry" has been developed to such a degree that the number of private secondary teachers is almost triple that of public secondary teachers as shown in Chart I. Private institutions which recruited adventurous teachers at all levels from different sources,

CHART I
GENERAL SECONDARY SCHOOL TEACHERS



Source: Education Vietnam: Proposals for Reorganization, p. 263.

even from public high schools, transformed the art of teaching into a dishonest commercial affair. Without any background in teaching training, private high school teachers provided a large percentage of education, usually of poor quality, to the youngsters who failed at public high school entrance examination. Regular curriculum was cut down to some main subjects required at the national examination. Ironically, private high schools attracted public secondary teachers with higher salaries and it was not unusual to see increased confidence in private education among parents, because some public secondary teachers taught more conscientiously in private schools than in public schools.

With the increasing devaluation of Vietnamese money and the menace of inflation, the standard of living of limited-salary employees such as teachers was not too desirable. Any secondary teacher who needed to earn some extra money for his family had no way to accomplish this but by teaching in private schools. That explained why most of them adopted an attitude more and more negative with respect to their responsibility. They were unlikely to agree to teach more than the number of hours a week required by the Ministry of Education. Instead, they devoted more time to their private classes. Concerning themselves with "extra-teaching," they neglected their own duty toward students in public schools. Most of the time they lectured in classrooms, sometimes without explanation. There was no free discussion or communication between teachers and students. With regard to their students, they always observed a distance to maintain their personal

prestige and the apparent discipline in the classroom.

The young teacher's insecurity caused by the war made him deny his responsibility toward the students and try to escape from reality by failing to implement any good educational program. The perspective of a long military service and an endless war made them skeptical about the effectiveness of education and there was a growing tendency of peicurism and existentialism among young teachers. Some of them were not willing to serve as good models to the youngsters in many aspects and by their private conduct of life were subject to many criticisms by the students' parents.

II. THE NEED FOR A GUIDANCE PROGRAM

As a consequence of the shortage of secondary teachers, the inefficiency of these due to the poor quality of training as well as to the irresponsibility of their attitude toward students, education provided at secondary level in public high schools did not respond to the set-up goals although tremendous efforts have been made by successive governments of the Republic of Vietnam. For a country in which economic development depends mainly on skillful labor, the resistance to change and its consequences as have been demonstrated would be a waste of manpower.

With the rapid growth and development of the elementary education, there has been a heavy pressure on the expansion of secondary schools.

To the last statistics in 1969¹⁵, only 24 percent of the primary youth attended the secondary schools. This meant only 600,000 out of 2,600,000 boys and girls between the ages of 12 and 18 were able to receive a secondary education from both public and private schools. If we look back to the year of 1959 where the enrollment of secondary schools was four times less with 120,000 we could say that it was a remarkable leap forward in educational development for a country bearing the heavy charge of an endless war.

High Percentage of Drop-Outs:

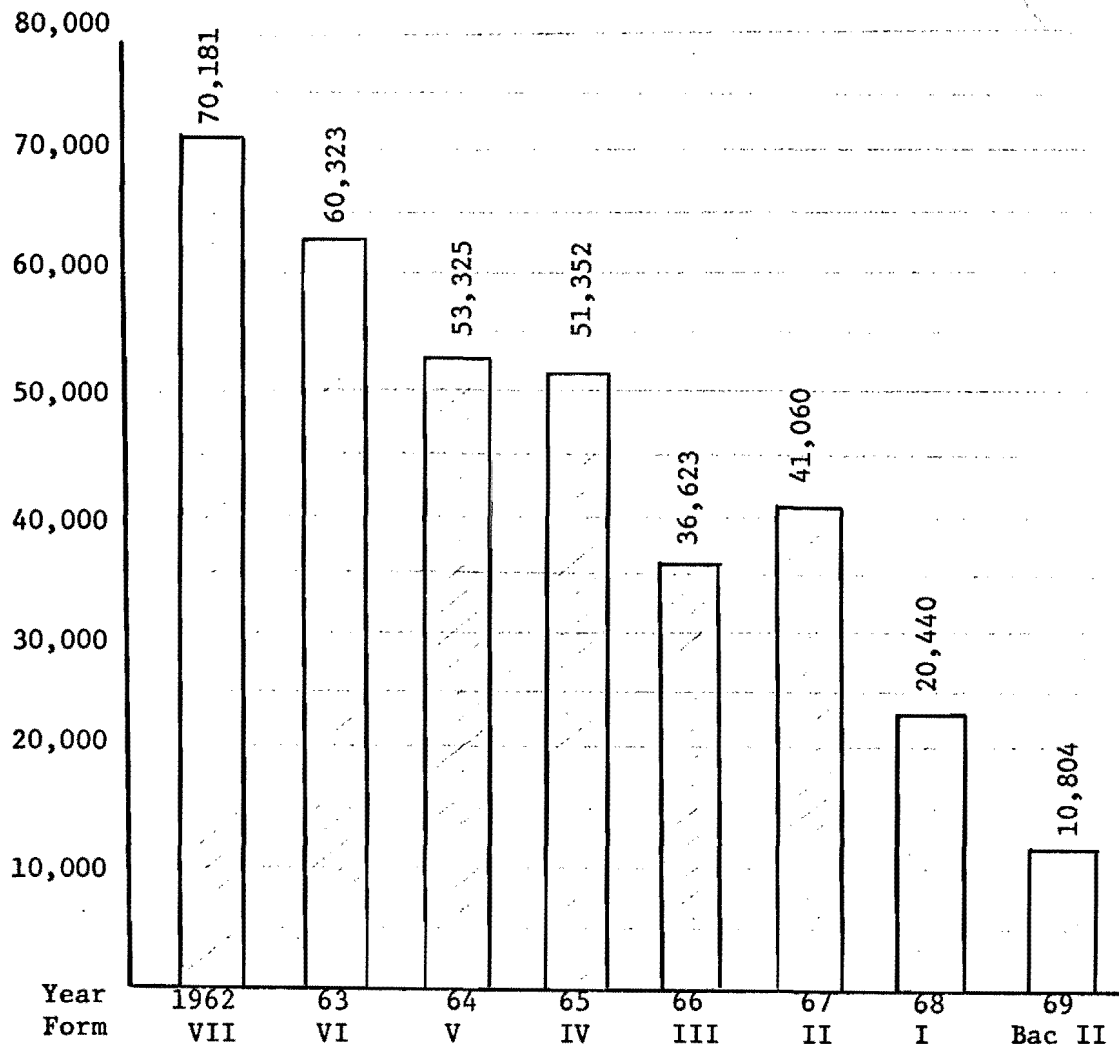
Unfortunately, examination of the pattern of all secondary school dropouts as shown in Chart 2 would suggest a less optimistic picture. Back in 1962¹⁶, over 73,000 students were enrolled in grade seven (sixth grade in the U.S.). In 1969, only 10,804 or 14 percent of 1962 enrollment were successful in the terminal year of Baccalaureate II.

One might wonder what will happen to the 86 percent of the secondary scholar population who failed to secure a Baccalaureate II degree. And what jobs could be provided to them as unskillful as they were with a vague knowledge of verbal generalizations. But another crucial question could be raised as to what reasons there could be for such a failure of education. Certainly the answer would

¹⁵Knox, Donald M., "The Case for Comprehensive Education in Vietnam," a speech delivered at the Rotary International Club of Saigon on December 18, 1969, p. 10 (mimeographed).

¹⁶Ibid., p. 11.

CHART II
 PATTERNS OF ALL SECONDARY SCHOOL DROPOUTS 1962-1969



Source: Donald M. Knox, The Case for Comprehensive Education in Vietnam, 1969, p. 13. (mimeographed).

have many aspects, and one of these would fall into the scope of guidance in the secondary schools. It would be safe to state that if the Vietnamese high school students had been provided with orientation, advice, and help to make reasonable decisions in choosing the right fields of study to overcome their personal problems, the number of dropouts would be less. Any Vietnamese intellectual who was concerned with the reform of national education, would suggest that guidance and counseling could help improve the present situation. Vu-Tam-Ich¹⁷ in his "A Historical Survey of Educational Developments in Vietnam" wrote:

...the professional education of prospective teachers should be broadened to include courses in curriculum making, school administration, as well as guidance and counseling. So far, these areas have been neglected in Vietnam, since they have not been regarded as forming a part of the equipment of the classroom teacher. They are, however, very important because they afford a basic understanding of activities which obviously affect teaching to a great extent.

Recently, in 1969, in his Ph.D., dissertation, Nguyen-Duc-Kien, a former Vietnamese high school teacher asserted that:

¹⁷Vu-Tam-Ich, A History Survey of Educational Developments in Vietnam, (University of Kentucky, Lexington: College of Education December 1959), 130.

The main emphasis of a school guidance program is on the placement of students in various courses in such a manner that failure can be reduced to a minimum. Guidance also enables each student to understand his own abilities, interests, and personality traits, and to relate them to his future life plans and goals.¹⁸

BRIEF HISTORY OF GUIDANCE PROGRAM

If a guidance program is to be recommended by Vietnamese educators for the high school, a brief review of its history would be useful before undertaking any further discussion on the application of such a program in Vietnam.

Throughout human history, some preliminary forms of guidance have been known. Cicero, in the first century B.C., stated "we must decide what manner of men we wish to be and what calling in life we would follow."¹⁹ Locke wrote in 1695, "He therefore who is about children should well study their Natures and Aptitudes, and see, by often trials, what turn they easily take."²⁰ In the United States, a system of Mechanical Arts in San Francisco in 1895. About 1902, state-supported schools providing similar vocational training were founded in Massachusetts and Wisconsin. But it was Frank Parson

¹⁸Nguyen-Duc-Kien, p 189.

¹⁹Henry B. McDaniel, Guidance in the Modern School, (New York: The Dryden Press, 1956), p. 22.

²⁰Ibid.

who first introduced the term of vocational guidance in 1908 when organizing at Boston the Vocational Bureau devoted to assist young people to make vocational choices based upon their aptitudes and interests.²¹

In 1909, through the efforts of the Vocational Bureau of Boston, one counselor-teacher was appointed for each elementary school and high school in Boston. These teachers were not released from any of their teaching duties to act as counselors and were not provided with funds for necessary materials.

In 1911, Frank P. Goodwin organized a guidance program in the Cincinnati, Ohio schools which included the following main points:²²

1. Study of the individual and the use of personal cards;
2. Collection of occupational information, including information on the personal factors required for success in different types of work;
3. Knowledge of opportunities for advanced training, specially college training;
4. Better adaptation of school courses to the vocational needs of students.

In March, 1910, the first national conference on vocational guidance, sponsored by the Boston Chamber of Commerce, was held and the National Vocational Guidance Association of America was established.

²¹Ibid.

²²Ibid.

Successive national conferences took place in New York City in 1912, and in Grand Rapids, Michigan in 1913.²³

In February 1933²⁴, the National Occupational Conference or N.O.C. was founded for the study of occupational-adjustment problems. Financed by the Carnegie Corporation, this organization published from 1933 to 1939 the periodical "Occupations," indexes of books and pamphlets and carried out many other projects of research relating to the broad field of guidance. These activities made more people acquainted with the new function of guidance and promoted the "vocational guidance" movement.

During the expansion of the vocational education program, particular attention had been paid to secondary education. In 1918²⁵ a Commission on the Reorganization of Secondary Education was appointed by the National Education Association of America. The report of this commission, known as the "Seven Cardinal Principles of Education" contained recommendations for training of all pupils in the age range of 12 to 18 years. The goals of training suggested were:

1. Training in the maintenance of health.
2. Training in the fundamental process.
3. Training in worthy home membership.
4. Training in obtaining and maintaining a vocation.

²³Ibid.

²⁴Hutson, Percival W., The Guidance Function in Education, (New York: Appleton-Century-Crofts, Inc., 1958), 7.

²⁵Hatch and Stefflre, Administration of Guidance Services, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965) 11.

5. Training in civic responsibilities.
6. Training in use of leisure time.
7. Training in the development of ethical character.²⁶

The evolution of interest in guidance in education corresponded not only to the increased population of the United States and the development of the industry, but also to the increased complexity of social organization. According to Henry McDaniel,²⁷ the startling changes in method of production that began with the industrial revolution have contributed to the almost complete separation of home and job. As father and mother were often outside the home for work, responsibilities for rearing, protection and guidance of children became a charge for other social units. As the influence of the ethical and traditional values of the church has become less important, the main responsibilities for the practical vocational guidance of young people fell onto the schools.

In Vietnam, vocational guidance was ignored until June 1966²⁸ when the Ministry of Education endeavored to make use of educational and vocational guidance at all educational level particularly in the comprehensive schools. A guidance course was expected to be offered at the three existing Faculties of Pedagogy of Saigon, Hue, and Cantho for those who wanted to become guidance counselors.

²⁶Ibid.

²⁷McDaniel, pp 26-27.

²⁸"Republic of Vietnam: Educational Development in 1965-1966," p 402.

By 1968, vocational guidance centers using psychological methods and tests had been established by the Ministry of Labor and the Ministry of National Defense. Some technical institutes²⁹ have adopted testing methods in vocational guidance.

The concept of guidance and counseling was relatively new to Vietnamese education. With the introduction of comprehensive high schools--11 in 1969 and probably about 100 in the 1970-71 school year³⁰ --an urgent need to provide guidance to students in their selection of subjects of study has been a tremendous task for the Ministry of Education. A few years ago, an attempt was made to reserve one hour per week in the regular curriculum for guidance and counseling. Unfortunately, teacher-counselors, trained in academic subjects, had little or no knowledge of the field. According to the report of Vietnamese Education Institute³¹, this program of one hour per week in the curriculum has largely failed because of the teacher-counselor's misunderstanding and lack of training concerning the goals and methods of guidance and counseling. The report said:

²⁹"Republic of Vietnam: Educational Development in 1967-1968," International Yearbook of Education, p 554.

³⁰Nguyen Van Thieu, p. 4.

³¹Dembo, Myron, et al., The Psychological Foundations of Teacher Education in Vietnam, (University of Southern California: Center for International Education, School of Education, August 1969) p 56.

The hour consequently degenerated into an additional period in which teachers would teach subject matter when behind in their instruction, or would complete their clerical work. At times the hour was used for a general "gripe session," where students complained about other teachers, the curriculum, and their classmates.³²

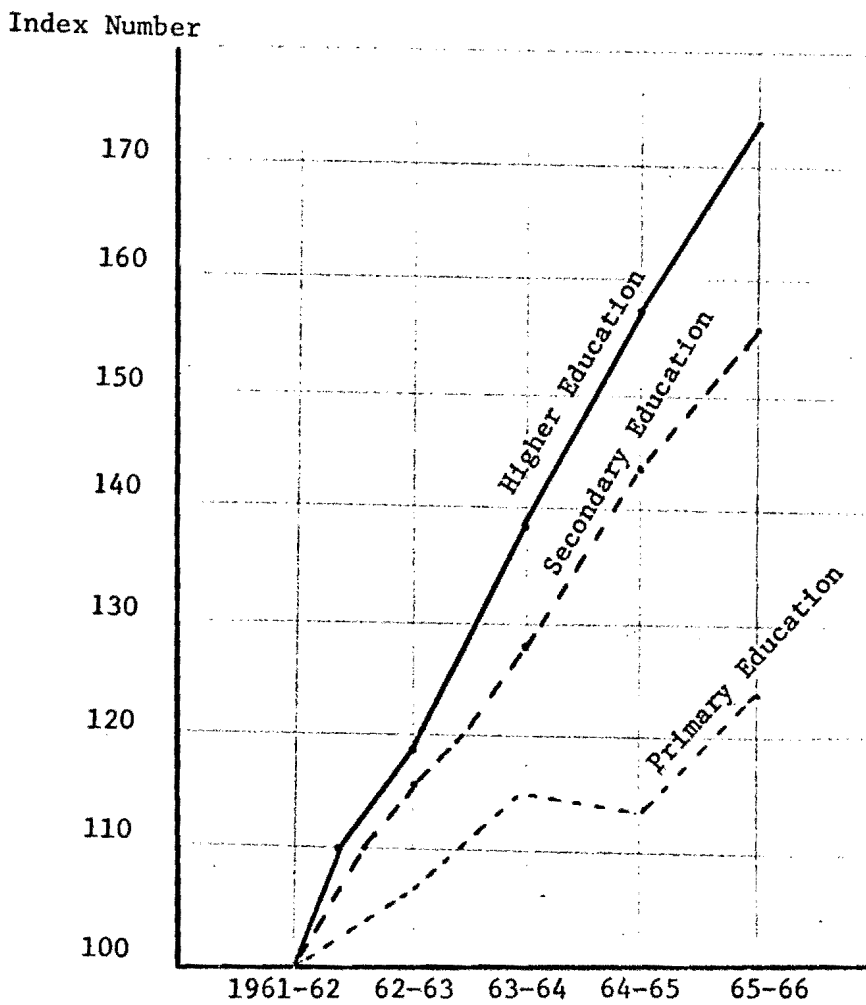
INCREASED NEED FOR BETTER ACHIEVEMENT IN HIGH SCHOOL

With the trend of education which demands better achievement in secondary schools, the role of guidance becomes a necessity. The rapid growth of the Vietnamese secondary school population (see Charts III and IV) have reached such a point that to provide immediate equal educational opportunity for every pupil would be difficult. A post war period of social reorganization and changes would come. These changes are upon the Vietnamese population and present to the Vietnamese high school students many problems related to their performance and personal adjustment. The change from an agricultural economy to an industrial economy, the change from a few occupations in government, offices and agencies to thousands of specialized jobs, the change from a traditional concept of academic and theoretical education to a scientific and practical one, need adequate preparation on the part of high school for a fruitful life in the decades immediately ahead. This would imply the need for guidance services that are directed to helping the individual Vietnamese pupil to assess himself and to plan realistically for tomorrow.

³²Ibid.

CHART III

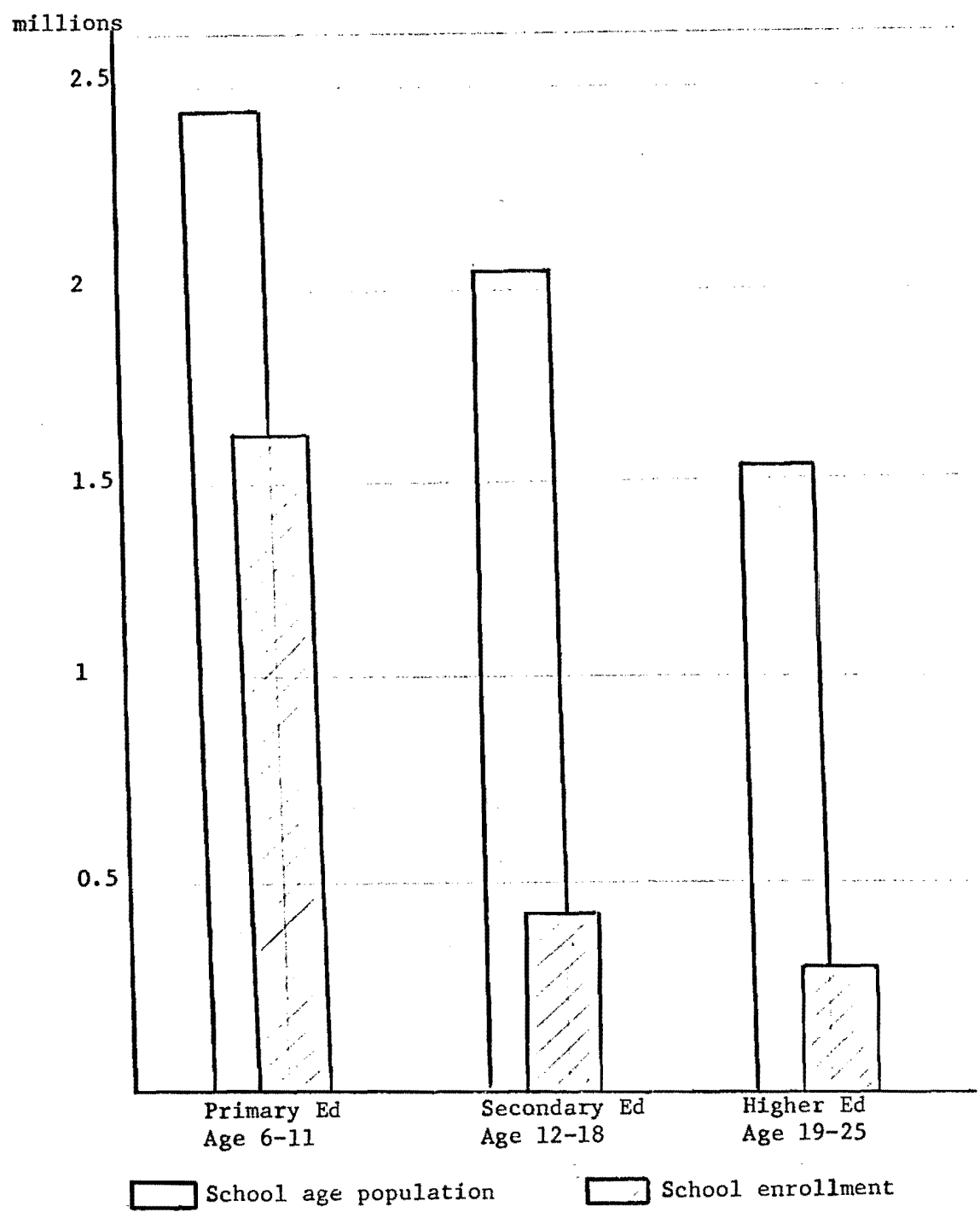
RATE OF INCREASE IN SCHOOL POPULATION
FROM 1961-1962 TO 1965-1966



Source: Report on the Progress of Education in Vietnam during the School-Year 1965-1966 at the XXIXth International Conference on Public Education, Geneva, July 1966.

CHART IV

SCHOOL ENROLLMENT COMPARED WITH TOTAL AGE POPULATION
IN 1965-1966



Source: Report on the Progress of Education in Vietnam during the School-Year 1965-1966 at the XXIXth International Conference on Public Education, Geneva, July 1966.

CHAPTER IV

A PROPOSED GUIDANCE PROGRAM FOR VIETNAMESE HIGH SCHOOLS

I. GENERAL OBJECTIVES BASED UPON BASIC PRINCIPLES OF GUIDANCE, NATIONAL CULTURE AND TRADITION, AND GOAL OF NATIONAL EDUCATION

The above analysis of the education system in Vietnamese secondary schools relevant to the problem of guidance would lead to a tentative solution, a proposed guidance program for Vietnamese secondary schools. The task would demand a great effort in seeking realizable objectives for a country which has been in a process of rapid development. The reader should not forget that Vietnamese education in many aspects, has no resemblance to that of the United States. What succeeds in the field of guidance in the United States could not be fruitful in Vietnam if differentiation in culture, tradition and national goals were not taken into account while establishing general objectives.

At the writing of this essay, guidance programs in Vietnamese secondary schools have been in a state of experimentation and there has been no legal basis for guidance in public high schools. However, in the present Thu Duc Demonstration School in Vietnam, guidance has

been introduced since 1965¹. It is proposed that in order to contribute to the development of guidance in Vietnamese secondary schools, the following objectives might be useful:

1. the guidance program should center on the students' needs. Students' personality should be respected.
2. the guidance program should provide students with facilities and opportunities to understand themselves and to solve their own problems.
3. the guidance program should encourage and sustain a democratic relationship between teachers and students.
4. the guidance program should provide teachers with information on the students' problems to be able to understand and to deal with them.
5. the guidance program should provide students up-to-date information on vocational choices or higher education and assist them in making plans and decisions.
6. the guidance program should help the parents to understand more about their children's problems and to support guidance activities at school.
7. the guidance program should emphasize the ethical traditions and help reduce delinquency and mental health.
8. the role of the teacher in classroom should be redefined to deal with the guidance program.

¹Raines, Bill, "The Development of Guidance and Counseling Programs in Vietnamese High Schools," mimeographed, p. 1.

9. the teachers in secondary schools should be aware of the individual differences of students.
10. the interaction between teachers and students should be encouraged to promote students' self-confidence, motivation and sense of value in learning and evaluation of their performance.

These suggested objectives should not be considered as apart from the Vietnamese social life, but should deal with the national goals. The concept of guidance is so broad that education and guidance would be almost synonymous. Then the objectives of guidance must be broad enough to serve national objectives of education. A statement by Miller would illustrate this broad concept:

Guidance includes the sum total of efforts and influences of those who assist an individual, through association, counsel, dissemination of facts, employment of appropriate special techniques and control environment, to reach his optimum personal, social, vocational, cultural, and spiritual development.²

Thus, to establish objectives for guidance would seem likely to establish objectives for all of education, if not for most of living. The preceding objectives in Vietnamese secondary schools then should be concerned with all phases of national education.

So, the following basic principles should be considered while establishing a guidance program:

1. the reason for the guidance program must be understood in the community as well as in the school.

²Miller, Carrol H., Foundation of Guidance, (New York: Harper and Brothers, 1961) 401-402.

2. the entire staff of the school must be involved in the program.
3. the program must be based on the reality of the community's life.
4. the guidance program must be a continuous stage of social evolution.³

The first principle relies on the fact that the traditional gap between school and community has long been the main obstacle to any mutual comprehension among parents, teachers and students. On one side, parents, most of them laborers or farmers, have no time to take care of their children's education. Most are not likely to be willing to participate in school activities or to learn what their children are doing in the classroom every day. Rare are those parents who respond to a PTA invitation for meeting or School Day. Many of them return the school bulletin without signing it as they are asked to do. Education, they say, is an affair of teachers and school. Nonetheless, they seem to be interested in what teachers recommend that they do for the benefit of their children's performance.

On the other side, school responsibility in Vietnam is misunderstood by large numbers of teachers. These teachers consider themselves as responsible only for what is relevant to teaching in the classroom, expressly to routine curriculum fulfillment. Visits to parents, although mentioned and encouraged in the official school

³Arbruckle, Dugald S., Guidance and Counseling in the Classroom, (Boston: Allyn and Bacon, Inc., 1961) 373-374.

policy are never carried out. The high cost of living, the repercussion of the war over many aspects of life including the draft for military service and the shortage of teachers have been good excuses for failure to meet parents. Consequently teachers are unlikely to be aware of the students personal problems at home.

The second principle is based on the necessity for teachers to understand their new role in the classroom and to cooperate in any guidance activity as Johnston, Peters and Evraiff stated that "every teacher is a guidance worker."⁴ In recent years, parents complained about school failures and wanted their children to succeed. Most of their criticism centered around the curriculum, methods of teaching and teacher preparation. Generally, people ignored the new concept of education and the function of guidance service in school. Education meant to them the retention of the large amounts of knowledge required to pass examination. Today, with the new trend of education, public schools should be for the children's benefit. If the educational program is to be best adapted to them, then the guidance philosophy among all staff members of the school is necessary. The staff must be involved in the guidance program to make it successful.

The third principle assumes that not only should the guidance program be understood by the community but it should focus more on the reality of the community's life. One is to be reminded that the main

⁴Edgar G. Johnston, Mildred Peters, and William Evraiff, The Role of Teacher in Guidance, (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1959), 6.

activities in a Vietnamese community, whether it be a village or a district, have long been a simulated democracy. In fact, through many centuries, the Vietnamese people, used to being treated dictatorially by feudal landlords and village authorities, have been unable to take any initiative in promoting the progress and welfare of their own community. Traditional customs, anchored in their mind from generation to generation dictate a passive attitude to any plan or program set up by the government.

Thus the guidance program should not be aloft in the unrealistic atmosphere of optimism based on a speculating support of the local PTA. Most parents in small towns are unlikely to have had sufficient education to be interested in the program and have been unable to cooperate effectively with school.

In Saigon, where most parents have an easy life, the guidance program could be partly successful. In low socio-economic areas, such as provinces in the central area of Vietnam, the majority of parents are farmers and can hardly provide children with facilities for learning. They ignore or deny their children's problems if told of them, and quite often have deeprooted prejudices against the value of education. Having worked hard in the rice fields for their whole lives, they seem to wish their children success in administrative careers rather than in agriculture, husbandry or business. Such attitude would hamper the vocational guidance program and impede the training of technicians necessary to set up a self-dependent economic structure like those in South Korea or Formosa. Therefore, the

guidance program in high school should be adapted to each specific area with its main differences in traditions and activities. Teacher-counselors would do better to confront the parents, to discuss, and to help them understand what their children really need to be successful rather than to send home forms and reports to be filled out.

The fourth principle implies that the guidance process should not be undertaken only at some special phase of the academic period but should be carried out at all levels and at the entrance to the high school as well as after graduation. In short, the guidance program should be a continuous process through the seven years of secondary education. The young Vietnamese high school student needs to be oriented at the sixth grade to be familiar with the quite different subjects and learning procedures and with team teaching. This phase is the most important. He needs to be guided at the ninth grade to choose one of the four branches offered in senior program. At twelfth grade level, he needs to be oriented toward higher education or vocational facilities. In addition, throughout the secondary academic years, he should be assisted at each grade level to overcome any personal problems he encounters for promotion to his next step.

II. PROCEDURES

ORGANIZATION OF BASIC GUIDANCE SERVICES

If guidance has frequently been defined as the "process of assisting individuals to improve their adjustment,"⁵ then, it may be

⁵Hatch and Stefflre, p. 64.

said that guidance services are organized primarily for the purpose of helping the student to attain his maximum potential of development and adjustment. With the above principles as guidelines and in order to fulfill the selected objectives, the guidance program is set to be served in any given district or province high school. But at the present time, guidance services have been completely foreign to most of the Vietnamese traditional high schools even to the newly born comprehensive high schools.

It would be unrealistic to plan an organization beyond staff abilities of the school with complete guidance function services such as seen in any American standard high school. On the contrary, guidance services, should be limited to the very beginning phase of guidance development and flexible enough to serve in a society in constant change. However, guidance services, to be really effective in the future, must not be limited to some basic functions aimed to satisfy a short-range program dictated by a shortage of qualified guidance personnel. To establish a basic foundation for the prospective guidance in Vietnamese secondary schools, the following services are to be suggested:

1. Counseling. Counseling is the most important service of the guidance program. Early in the development of the professional field of guidance, the term "counseling" was used as synonymous with "guidance." Counseling has now come to mean "that part of guidance program that assists an individual to self-understanding and, through this, to a self-realization and acceptance of his social responsi-

bility."⁶ The primary technique of counseling is the interview, the face-to-face relationship between the counselor and counselee. According to Patterson⁷ counseling is a professional relationship, established voluntarily by an individual who feels the need of psychological help, with a person trained to provide that help. By interviewing individual students, the counselor's primary function is to assist students in educational and vocational planning as well as in personal-emotional problems. "Every student should have the benefit of individual interviews in which specific steps can be taken to assist him in the solution of his problems as they arise."⁸ The relationship between counselor and student should be based on an attitude of mutual respect and confidence. The counselor should get rid of his own need for the traditional self-esteem in order to accept the client as a worthy person and to create an atmosphere of frankness and honesty, and total absence of threat in the interviews. His function requires a deep knowledge of human relationships and of special techniques of interviewing. It also requires a firm commitment to maintaining the confidentiality of what the student reveals to him during the counseling interview.

⁶Ibid., p. 178.

⁷Patterson, C.H., Counseling and Guidance in Schools, (New York: Harper & Brothers, 1962), 112.

⁸Dean C. Andrew and Roy DeVerl Willey, Administration and Organization of the Guidance Program, (New York: Harper & Brothers, 1958), 25.

2. Appraisal. The purpose of this service is to collect and to organize information regarding pupils that testing alone is unable to provide. The testing program represents only a part of the total effort to help the individual because "the purpose of testing, ...is to understand the individual and to help him if need be, not to 'lay bare his psyche'."⁹ Tests results, although significant, must be included in a continuous and systematic program of appraisal. Techniques presently employed in the appraisal of individuals are based on accuracy of measurement and objectivity of reporting.

The information concerning a student, if complete and accurate, could help counselors, teachers and parents to predict his future behavior and achievement. The record of each pupil, to be complete, should include the data about identification, home-community, health and physical growth, school history, ability, aptitudes, achievement, interests and personality.¹⁰

The procedures most frequently used to gather data on the student are interviews, questionnaires, health records, observation and report, autobiography, sociometry, daily schedules, diaries and life-space surveys.¹¹ To understand a child we cannot rely only on the psychological tests he took in school. The testing program was designed to supplement the school records and the counselor's impression of the student's intelligence and ability to plan. "Psy-

⁹Donald G. Mortensen and Allen M. Schuller, Guidance in Today's Schools, (New York: John Wiley and Sons, Inc., 1960), 165.

¹⁰Ibid., p. 203.

¹¹Ibid.

chological tests are valuable instruments in aid of the counselor, but cannot in themselves determine a plan."¹² So, the enormous task of gathering data about each student requires team work among teachers, administrators, guidance workers, and even parents and students themselves.

3. Orientation. This service is to help each student feel at home in a new surrounding or activity by helping him to understand the traditions, rules, and offerings of the school. Tours of the school, student handbook, and assemblies are devices used to orient new pupils. The orientation program should be undertaken at the beginning of the sixth grade and at the end of the 9th grade before starting the senior sequence. Orientation to the academic program should also be provided for students moving up into new class. Every school should help new pupils get started. There is more to this than helping the pupil decide which subjects to take. As Barbara Wright wrote:

Whether pupils are entering a consolidated high school from small rural schools, transferring to a senior high school from a nearby junior high school, or entering high school from elementary schools in the same community, it is a tremendously important, and often a terrifying experience. They are likely to feel strange and quite lost in their new surroundings. They are unacquainted with the routines of the school; the building itself is new; the teachers are strangers; and moving from class to class is a new experience... Often they are assigned to groups in which they have no friends...¹³

¹²Ernest Harms and Paul Schreiber, Handbook of Counseling Techniques, (New York: The MacMillan Company, 1963), 239.

¹³B. H. Wright, Practical Handbook for Group Guidance, (Chicago: Science Research Associates, Inc., 1948), 73.

A successful orientation program prevents maladjustment by providing help with minor problems before they become major ones.

Possible activities to be included in orientation program are visits to sending and receiving schools, exploratory activities, dissemination of educational occupational information, scholarship opportunities, military obligations and employment. The junior school may hold an open house for pupils from elementary schools, or the high school may provide a college day, when college representatives are invited to school. The employment service may come in and register all seniors and others who are interested in employment. The purpose of these activities is "to provide a continuous flow of information about pupils and to bridge the emotional gap for pupils, so that he has some knowledge about his next step."¹⁴

4. Placement. The placement service is broader than occupational placement. According to Clifford P. Froehlich the service of placement "helps pupils gain admittance to appropriate educational facilities, whether it be a high school chemistry class, a college, an apprenticeship, or a trade school. In essence it helps them make use of their opportunities."¹⁵ A school's guidance program must be concerned with the success its graduates have in finding jobs. The placement process must begin early during the first senior year and should assist the student in selecting the school, or college best suited to his needs and to the training he

¹⁴Clifford P. Froehlich, Guidance Services in Schools, (New York: McGraw-Hill Book Company, Inc., 1958) 15.

¹⁵Ibid., p. 231.

has received in high school. The placement process also takes into consideration the abilities, the personality, and the preparation of the student.

The job placement or vocational placement is another business of the school which must pay attention to the job obtained by graduates, by those dropping out of school and those who work part time. It is then necessary that the school develops a close working relationship with the local office of Employment or Labor, as well as the universities in the country. School records including attendance and health records, should be fully utilized in placement of students.

5. Follow-up. The follow-up service is another important school-community function of guidance. "The follow-up is tacit recognition of the fact that guidance is a continuous process."¹⁶ Follow-up refers to a number of purposes and procedures by which continuous information can be gathered and analyzed to determine development, activities, and adjustment of students. Essentially, a follow-up of students can be used to revise the curriculum, to identify students in need of assistance, and to improve the guidance program.¹⁷ A functional follow-up program should be concerned with those students who leave before they are graduated (drop-outs) as well as those who have completed their schooling. Information gathered in a follow-up study depends upon the graduates or drop-outs

¹⁶Mortensen and Schuller, p. 389.

¹⁷Andrew and Willey, p. 294.

in question, their families, friends, teachers, and employers. A follow-up study serves to analyze the success of vocational education in terms of fitness for job, length of stay, etc. Results of the follow-up program are of value not only in terms of helping the graduated or drop-outs but also in clarifying the present objectives.

The administration of guidance services in Vietnam have not been a problem since the guidance program in high school is an experimental state. For years, there will not be more than two counselors in each high school. The principal will be directly responsible for carrying out the guidance program of the school. But once guidance develops throughout Vietnamese high schools, the administration of guidance will demand competent administrators who must understand and support the program. The administrators must respect the professionally trained counselors and have confidence in their work.

The critical lack of qualified guidance personnel in the initial phase of guidance in Vietnam has been pointed out by Bill Raines¹⁸, "...the second major problem is the lack of qualified guidance specialists..." As a guidance advisor responsible for promoting guidance in Vietnam, he has suggested a training program to produce teacher-counselors for the first hundred comprehensive high schools.

According to Dr. Raines, the immediate objective should be to offer a special one-year in-service training course for high school

¹⁸Bill Raines, "The Development of Guidance and Counseling Program in Vietnamese High Schools", mimeographed, p. 3.

teachers. These candidates, chosen from the regular teachers, will assume the function of teacher-counselors after the training and are the first pioneers in the field of guidance. They will be assigned no more than eight hours of academic teaching, and less if possible, and work as counselors at least one half of their time.¹⁹

An in-service program has also been proposed for all teachers in the school in order to understand the objectives of guidance and to support guidance activities. In the near future, all prospective junior and senior school teachers should be required to take one course in "Principles of Guidance."

The major areas included in the curriculum of the proposed one-year training course are: ²⁰

1. Orientation to guidance.
2. Orientation services for entering students.
3. Assistance for students having academic difficulty.
4. Assistance for pupils having behavior and adjustment problems.
5. Appraisal services, extra-curricular activities and cumulative records.
6. Planning services for pupils.
7. Individual conferences with students and parents.

¹⁹Raines, p. 7.

²⁰Ibid., pp 12-13.

III. EVALUATION OF THE PROGRAM

Significant results at the Thu Duc Demonstration School.

Although introduced into Vietnam only since 1959 by Vietnamese educators and American advisors, the concept of guidance has yet materialized only in 1965 at the Thu Duc Demonstration High School.²¹ Constructed in 1964 on a large area of 5.107 sq. m., the building was the first high school in Vietnam which had all the equipment and facilities of a modern high school currently seen in any modern country. With the cooperation of a team of Ohio University Education advisors, a new curriculum was designed to realize the new concept of education:

It shall be the philosophy of the Thu Duc Demonstration high school to provide a secondary education for all its students consistent with their individual interests and abilities so that they can rightfully assume their roles as contributing members in a free, democratic Vietnamese society.²²

The first cycle curriculum provides students in four years with the basic elements of secondary education. The rigid program of the first two years serves as observation stage and pre-orientation. The following two year program, more flexible, orients students to the selection of elective courses in the second-cycle curriculum which covers 3 years. Four new courses of study are available: industrial arts, business education, home economics, and agriculture.

²¹Bill Raines, p. 1.

²²Thu Duc Demonstration Secondary School, Faculty of Pedagogy University of Saigon, mimeographed, p. 1.

Besides subjects in the areas of the practical arts, the curriculum also offers an excellent academic program for those students who wish to pursue higher education.

An experimental program of guidance and counseling has been established to provide professional and vocational orientation. A Guidance Committee²³ carries out a guidance function to assist students with personal and academic problems. The position of the Guidance Council is shown in Chart V. Within a short time of three years and with only one counselor for nearly a thousand counselees guidance activities have been developing in many aspects and according to Dr. Raines²⁴ some services have been successful such as:

1. Orientation services for incoming 6th graders.

This program has been set up for 2 days prior to the school year and involves the students, parents and teachers.

2. Educational guidance for students in the 9th grade.

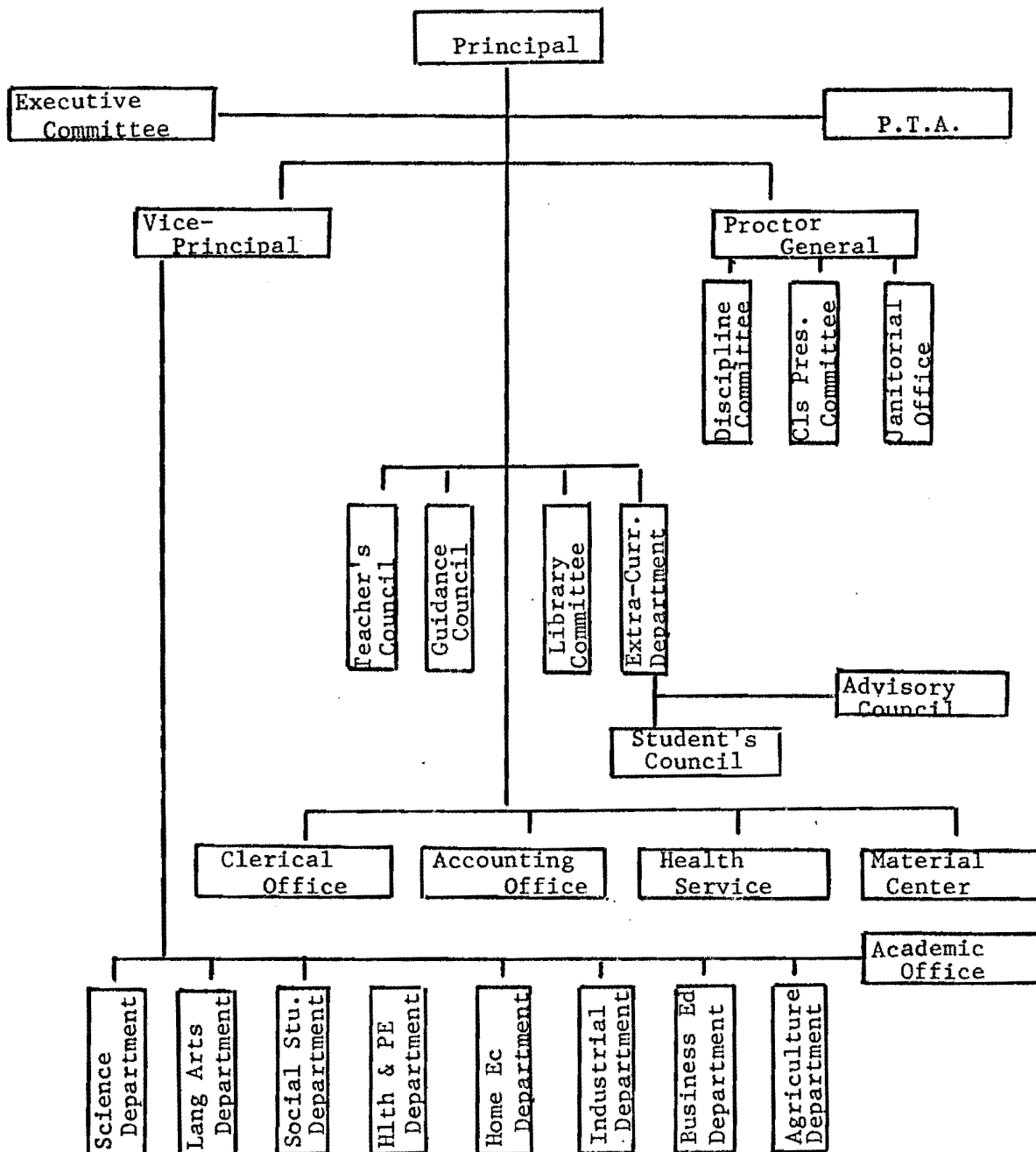
The last year of junior high school is very important in the choice of major field of study so a group guidance course is required of all 9th graders for one semester.

²³Ibid.

²⁴Bill Raines, p. 7.

CHART V

ORGANIZATION OF THE THU DUC DEMONSTRATION SCHOOL



Source: The Thu Duc Demonstration School, Faculty of Pedagogy, University of Saigon, mimeographed, p. 4.

3. Moral guidance and character development.

Each student in junior high school has a group guidance class for one hour per week. Each year of the junior high focuses on a different aspect of the "Moral guidance" curriculum; in the 6th grade--school adjustment; 7th grade--family adjustment; 8th grade--social adjustment; ninth grade--citizenship.

4. Individual counseling services.

The young students, who are now accustomed to be "self-referred," have been seeking help from the guidance office.

5. Group counseling.

Group counseling has been used with students who are experiencing academic failure. In one year, 43 students who were on academic probation were back on regular status after participating in a program of group and individual counseling once a week throughout the year. Tables III and IV give more details on the improvement.

6. Service to parents.

Once aware of the beneficial activities of this service, increasing number of parents have come to consult the counselor.

Points of Views.

It is still too early to determine that the guidance program at Thu Duc Demonstration School has been completely successful.

TABLE III
IMPROVEMENT OF 43 STUDENTS IN AN EXPERIMENTAL
GUIDANCE PROGRAM

GRADE	PERCENTAGE	
	1966-1967	1967-1968
B-	0%	51%
C or higher	23%	100%
D or higher	32%	0%

Source: A Follow-up Report on the Probationary Student at The
Thu Duc Demonstration School, Faculty of Pedagogy,
University of Saigon, mimeographed.

TABLE IV
 FOLLOW-UP ON EIGHT INDIVIDUAL STUDENTS WHO FAILED
 FOUR OR MORE SUBJECTS

STUDENTS	SUBJECTS FAILED IN 1966-1967	SUBJECTS FAILED IN 1967-1968	GRADE
1	6	0	With a C- average
2	5	2	
3	4	0	With a B- average
3	4	0	With a C+ average
5	4	1	
6	4	1	
7	4	0	With a C- average
8	4	1	

Source: A Follow-up Report on the Probationary Student at the Thu Duc Demonstration School, Faculty of Pedagogy, University of Saigon, mimeographed

However, significant progress has been made and certainly the development of guidance in Vietnamese high school depends largely on how the guidance functions are carried out in pilot comprehensive high schools and how effective they are.

So far the Thu Duc Demonstration School has been taking advantage of the large middle class population who are really concerned with the success of their children. No major problems such as poverty,

ignorance and prejudices on the part of the parents arise.

A closer look into the results brought about by three years of experience at this school would lead to the following points of view:

1. It is doubtful that the main objectives have been reached. In fact, with only one counselor who at the same time fulfilled the responsibility of principal and counselor and taught at the Faculty of Pedagogy, little has been done to implement the program of guidance. Dr. Raines himself was wondering if the few accomplishments in guidance at Thu Duc school could be said to be successful.²⁵ The Group guidance course established for fourth form students was without lesson plans and instructional materials, and was threatened to be cut down for lack of a teacher. The Moral guidance course has been introduced into forms in the First Cycle but covered the same content for four years consecutively and as a result "seems very repetitious and difficult to justify."²⁶

It appears that there has been no sequential progression in application of the program and each guidance function has been only partially realized thus failing to maximize the benefits to the students. There was no statistical figures that could demonstrate the success of some services.²⁷ Such as orientation services, educational and moral guidance, individual and group counseling and

²⁵Ohio University Contract USAID/Education Semi-Annual Report, (January 1st to June 30, 1969) 120.

²⁶Ibid.

²⁷Bill Raines, p. 1.

services, to parents. The only figure given in the probationary system concerned with the aforesaid improvement was of 43 students. But this result might not be due to the application of the group counseling but to the change of attitude of teachers who were influenced by pressure of the counselor, as has happened in American schools where students see counselors often as "buffers" between them and the teachers.²⁸

2. It was too early to promote guidance programs in other Pilot Schools while at Thu Duc School the guidance function has been in its "trial-and-errors" stage. More time and staff would be needed to accomplish all aspects of the program.

3. No report of progress has been made in the field of testing about providing teachers and parents with information on students' intelligence, ability, achievement and emotional problems. This is important, because Vietnamese students have never been subjected to such procedures. Teachers judgment needs to be based on data obtained by scientific measurement rather than on examination scores or on vague information given by students who are not used to report personal problems.

4. The reaction of teachers and the principal to the role of the counselor in school has not been taken into account. The principal who bears the responsibility of the school administration and who received no training in counseling would be likely to consider the

²⁸Hugh Lytton, "School Counselor--An Outside View," Personnel And Guidance Journal, xxxvii (September 68) 15.

counselor as his administrative assistant handling infractions of school rules rather than as an advocate for students. Teachers might regard the counselor simply as another kind of teacher created by the emergence of an "Americanized" society.²⁹

5. The counselor's personality has not been mentioned in the choice of candidates to follow a special in-service training course. "Counselors are adjured to be honest and responsible and to strive for the highest professional standards."³⁰ The Vietnamese high school principal seems to ignore the importance of this new function and is likely to chose the docile teachers who would not contradict him after training, or he may have the tendency to choose the ones whom he considers as undesirable or incapable. This would affect greatly the functioning of the guidance program of the school.

It was not the intention of the writer to criticize a newly imported role of guidance in Vietnamese high school but to contribute different points of judgment to help build a solid guidance program in the future.

In the circumstances of a socieity in culture expansion, certainly guidance deserves a high consideration in the educational system of Vietnam, particularly at the basic level of comprehensive high school. For the purpose of better utilization of manpower, most teachers, principals, students and parents should be in favor of the guidance

²⁹Ohio Report, p. 129.

³⁰Joseph Stubbins, "The Politics of Counseling," Personnel and Guidance Journal, xxxviii (April 1970) 611.

program. Counseling on educational and vocational problems in the future would help avoid waste of time and money in blindly speculative education. Vietnamese high schools should profit from the tremendous amount of experimentation in American schools when trying to fill the gap in education between the two countries. However, difference in culture, social relationship and economics should be carefully considered before undertaking any leap forward.

CHAPTER V

RECOMMENDATION FOR IMPLEMENTATION OF PROPOSAL

At the time the writer is jotting down these lines, Vietnam is knowing the most tragical hours of its history. Caught in an endless war continuing for many decades the manpower potential has been at its lowest level. Day after day, brilliant students as well as ignorant farmers have been falling on the battle field. Almost every family was hit by death or sufferings. The whole social life has been completely disorganized from its traditional structure. Moral values, challenged by pressing material needs have been loosening and degenerating. Prestige of teachers and parents, or more precisely of the old generation has been minimized if not destroyed. It would require a tremendous effort from the government to try to build a long-range program in such a state of disturbances and instabilities. And as long as the South Vietnam survives a foreign invasion, social life is to be promoted toward a better future.

It is with the purpose of contribution a tiny part toward promoting the achievement of the young students in high school that this short essay has been written. The proposed guidance program in Chapter IV would provide as experimental guidelines for those who bear the responsibility to implant this new field of activities in Vietnamese high schools.

In order to bring the proposed guidance program into reality, recommendations are made as follows:

Recommendation I

The school should receive additional funds for starting guidance program to provide for such expenses as personnel payment, office facilities, public relations and information on pupils.

Implementation

With the increased budget for education which should double in four years, the government should support the guidance program in the anticipation of increased manpower to be invested in economic development. Five percent of the school budget would be necessary to pay at least one counselor for each high school (with an average of 1,000 students), to arrange his office, to buy testing materials and other facilities. The guidance service also needs to print informative documents for teachers and parents and for pupils' records.

Recommendation II: Training of Counselors

As qualified trained counselors are not available at the present time, a special one-year training program in the field of guidance should provide in the immediate future. The Faculties of Pedagogy of the Universities of Saigon, Hue and Cantho should provide teaching staff and facilities for such a program.

Implementation

Teachers in high schools could be candidates to the training program. They must be chosen from among teachers who have the confidence of the rest of the staff members. They should have:

- a. An outstanding degree of personal adjustment.
- b. The desire to secure adequate guidance training.
- c. The ability to be effective in face-to-face relationships with pupils.
- d. An interest in psychology, sociology, philosophy, and in research.
- e. The ability to get along with others.
- f. Reasonable freedom from biases and prejudices.
- g. A background of successful teaching.¹

After training, teachers should assume full-time the function of counselors in the school. He should be able to take the initiative for the guidance program in the school which should emphasize educational and vocational as well as personal guidance.

The temporary use of teachers as part-time counselors is not recommended because of the heavy load of counselees. With an average of 500 students or more, a regular counselor could not keep up his work, if he has to teach part-time. Viewing the beneficial outcomes offered by guidance services in a school, it is worthwhile to have one or more teachers off. The shortage of secondary teachers would be remedied by increasing teaching hours from 16, 18 to 24 or 30 hours per week with increased salary. The reason for choosing in-service teachers as candidates for one-year counseling training in the immediate future is that they have more experience in dealing with students than do candidate student-teachers.

¹Clifford E. Erickson and Glenn E. Smith., Organization and Administration of Guidance Services, (New York and London: MacGraw-Hill Book Company Inc., 1947) 210.

For the training of one year, Dr. Raines' proposal of guidance program (mentioned in Chapter IV) would be practical. According to Charles W. Ryan, I would suggest candidate counselors have more professional study and preparation than he suggested in:

- a. Developmental and educational psychology;
- b. Counseling theory and procedure;
- c. Group theory and procedure;
- d. Educational and psychology appraisal;
- e. The legal and professional ethics of counseling in education; and
- f. Supervised experience in practicum and internship.²

This entire program should be based on the following principles:

- a. The program should be planned in consultation with the members who are to participate in it.
- b. The program should attempt to reveal desirable practices and activities now being carried on in high schools.
- c. The program should attempt to find out and build on the interest of teachers.
- d. The program should permit theory and practice to be carried on at the same time.

At the present time some courses such as Introductory Course, Counseling Techniques and Procedures, and Organizational Relationship of the Guidance Program should be introduced in the Faculties of Pedagogy in order to help student-teachers get acquainted with the guidance program.

²Charles W. Ryan, "Preparation of Counselors in Ohio Catholic Schools", Counselor Education and Supervision, vii (1968) 119.

In the future, when guidance services have proved their utility in high schools, qualified counselors should have four years or more of college training with counseling as the major field.

The guidance program is quite new in Vietnamese high schools, and needs an effective administrative guidance personnel. In fact, without administrative encouragement and leadership, it is difficult to envision the success of any guidance activities according to Strang and Morris, the administrators have been considered the most important person in the development of a guidance program as the administrator of the school is, by virtue of his position, responsible for the guidance program in that school.³

Recommendation III: The School Nurse

The importance of the school nurse was noted by Mortensen and Schuller. The fact that in most schools, the nurse was the first to be hired after the regular school personnel was indicative of her value as a member of the guidance personnel. Her functions included:⁴

1. Providing information regarding the physical health of a pupil in order that teachers, parents, and administrators may better understand the child.
2. Making routine inspection of pupils who are reported ill.
3. Maintain health records.

Implementation

The school nurse could be provided by the Provincial Health

³Ruth Strang and Glyn Morris, Guidance in the Classroom (New York: The MacMillan Company, 1964) 16.

⁴Mortensen and Schuller, p. 149.

Service. She could be a faculty member of the school but would remain attached to the Health Service for administration. In some high schools, nurses have been available but they were not trained to cope their techniques with guidance program.

Recommendation IV: The School Social Worker

As defined by H.W. Smith, the school social worker has, through training and experience, secured unique skills for helping children who experience difficulty in using the resources of the school effectively. Functions of the social worker are:

1. Case work involving an individualized approach to understanding and assisting in modification of problems of adjustment through an extensive knowledge of human behavior and skill in interviewing.
2. Skillful utilization of community resources in the process of working with children and parents.
3. Consultation services to staff members concerning child growth and development and problems of adjustment.
4. Continuous collaboration with teachers, administrators, and other personnel in gathering and sharing information about students designed to modify or solve student adjustment.⁵

⁵H.W. Smith, "Pupil Services," School Social Work, Washington, D.C.: U.S. Department of Health, Education and Welfare, (1964) 19.

Implementation

The Provincial Social Work Service could provide social workers to assist individual children who show environmental or social maladjustment. With the war, young delinquents are natural products of broken homes. They need to be handled and remolded.

Recommendation V: The Psychologist

The psychologist should be included in the guidance team. According to Mortensen and Schmuller the chief functions of the school psychologist are generally followed:

1. Performing those tasks related to diagnosis and remediation of learning problems which may have been manifest in lack of educational or personal-social adjustment. He is skilled in the use of psychological tests.
2. Handling referrals to other community agencies.
3. Serving as a consultant for in-service training.
4. Working with parents to improve relationships between parents and children.
5. Providing specialized services for handicapped children.⁶

Implementation

At the first step of guidance organization, where no available qualified psychologists are offered, monks, priests and ministers

⁶Mortensen and Schmuller, p. 149.

could serve as pioneer psychologists. In each district or province in Vietnam, there are always parishes or buddhist congregations which influence more or less the beliefs, customs and behaviors of people. If they agree to cooperate with the school in the field of guidance, that would be the first community resource to assume the responsibility of psychologists.

Recommendation VI: The Classroom Teacher's Role in Guidance Services

The classroom teacher should play a vital role in the program of guidance services because he is most directly in touch with individual student over an extend period of time.

Farwell and Peters contend that most authorities, most administrators, most guidance specialists, and most teachers would agree that the classroom teacher occupied a frontline position in all aspects of educational endeavor.⁷

The classroom teacher could be an academic advisor by helping student select these school subjects and extra-class activities which would help him to achieve his educational and vocational goals and which seemed to contribute most to his social and emotional development.⁸

Implementation: Differences between the guidance functions of teachers and counselor should be made

Downing stressed that the teacher was skilled in the techniques

⁷Gail F. Farwell and Herman J. Peters, "The Guidance Function of the Classroom Teacher," The Clearing House, xxx (December 1955) 231.

⁸Merle M. Ohlsen, Guidance Services in Schools, (New York: Harcourt, Brace and World, Inc., 1964), 417.

of instruction and the counselor was adept in the use of the tools, materials, and techniques of the guidance worker.⁹

In 1966, Arbruckla pointed out that "the teacher and counselor are two different professional workers, each unique in his own right, and while the good teacher is a 'guidance worker', he is not a counselor."¹⁰ It is interesting to note here the responsibility of the teacher as a "guidance worker" who would be aware of his limitations and perform such functions within those limitations:

1. Providing a wholesome classroom atmosphere;
2. Knowing and creating each pupil as a person, insofar as this is possible in large classes and highly departmentalized schedules;
3. Helping each pupil to better understand himself;
4. Watching for early symptoms of maladjustment, either physical, mental, or emotional;
5. Utilizing classroom situations to give individual pupils experience in living and working with others;
6. Enlisting services, if need be, of the nurse, counselor, vice principal, or visiting teacher so that pupils can be helped before the situation becomes serious.¹¹

⁹Lester N. Downing, Guidance and Counseling Services, (New York: McGraw-Hill Book Company, 1968), 417.

¹⁰Dugald S. Arbruckla, Pupil Personnel Services in the Modern School, (Boston: Allyn and Bacon Inc., 1966), 134.

¹¹Richard Harbour, "The School's Role in Guidance," Guidance Department Handbook for Administrators, Counselors, and Teachers (San Diego Public Schools, 1962) 29-32.

Fullmer and Bernard pointed out that the major job difference between counselor and teacher was in the daily performance in the school. They explained that teacher-pupil contacts were usually reinforced as superior-subordinate relationships. Quite the contrary was true in the counseling situations; e.g., the counselee came to the counselor in an admitted subordinate or weaker role. The counselor was viewed as an authority, at least with respect to the concerns which the counselee brought to the conference. This necessitated the counselor not to exploit or reinforce the authority role. This according to Fullmer and Bernard, was the essential variable that distinguished counselor behavior from the teacher.¹²

Recommendation VII: The Counselor's Role

The important role of the counselor should be adjusted to the Vietnamese social structure.

Discussion and Implementation

Since the establishment of the Vocational Bureau by Frank Parson in 1908, the term guidance and counseling have been misconceived and the role of counselor misunderstood to some extent. "Counseling is one of those words that everybody understands but no two people seems to understand in precisely the same way."¹³ The fact is that the term "counseling" derives from "guidance" and through evolution, "guidance" was changed from its original meaning. In its early days, "guidance"

¹²Daniel W. Fullmer and Harold W. Bernard, Counseling: Content and Process (Chicago: Science Research Associates, 1964), 89.

¹³Leona E. Tyler, The Work of the Counselor, (New York: Appleton-Century-Crofts, Inc., 1961), 1.

was inseparable from another word--vocational-- and when one talked "guidance", he meant vocational guidance.

Today guidance involves three areas of counseling: educational, vocational and personal as an inseparable trio. In reality, experiences have shown that one or two of these roles prevail over the others.

In the United States, most of the counselors in senior high schools spend the largest of their time--between 75 and 95 percent-- on educational programming and college advising, and much less time for counseling in the personal field,¹⁴ (one hour per semester, reported Lytton). The reasons given for this emphasis are that much counselor time is consumed in clerical and administrative duties, and students' distrust of counseling for personal problems. The only counseling service appreciated by students is the help in the selection of courses. Students saw counselors as more concerned with daily educational planning rather than with private personal problems. They expected them to intervene when they have a low grade or "trouble with the teacher" and ask for a change of schedule with another teacher. Frequently "counselors yielded to this pressure and conformed to expectations."¹⁵

Personal experiences of the writer while doing her internship at some public junior and senior high schools in Portland, Oregon, confirmed the role of counselors viewed by Lytton.

¹⁴Hugh Lytton, p. 13-14

¹⁵Ibid., p. 15.

In Vietnam, the approach to personal problems is quite different. By tradition and culture, relations between boys and girls have long been regarded as bad manners before wedding. Though Western influence has been altering rigid customs for decades, many of families still restricted their daughters' relations with boys. Good families surveyed their daughter's reading literature including private mail. Questions about sex understanding in its mildest form have never been discussed openly in family or school.

During recent years, the war has affected traditional habits and customs. The high cost of living, broken homes and war casualties have increased youth delinquency. In the single year 1964¹⁶, there were in the whole country 3,125 cases of young delinquents judged for theft (65%), prostitution (9%), fight (7%), running home (3%), and others (14%).

The real number of young delinquents who were arrested as violators but not judged could be ten times higher.

Delinquency should be a concern for counselors in Vietnamese high schools in order to re-establish the mental equilibrium in youth who are losing the benefits of education because of social instability. It is the most delicate task for counselors to convince the youth of the beneficial and productive effect of a good education while a social situation exists in which moral values and individual talents often fail to establish a fair well-being for everyone. In a

¹⁶Vu-Quang-Dung, Thu Duc Correctional Center for Juvenile Delinquents, Master Degree Thesis in Administration, University of Saigon, (1969), unpublished. 47.

society where fortunate adventurers could become powerful generals and high-rank officials, where black market business prevailed over governmental administration, where prostitutions developed and prospered legally, where dance halls and snak-bars for foreign soldiers overwhelmingly outnumber schools and hospitals, where traditional beliefs and customs were ridiculed, it would be a difficult but necessary task for the counselor to try to endow students with educational and ethical tools for an improvement of their social adjustment.

Thus the role of the counselor in Vietnamese high school should be modified and adapted to the present social status. Not only should the counselor deal with educational and vocational guidance but also he should reassert the traditional spirit which valued an education.

Enlightened by the above considerations, a tentative role of counselor in high school is to be suggested as follows:

1. According to Martha Ellison, coordinator of Curriculum Development:

The term "counselor" indicates that person within the full-time staff of the school who is charged with helping students in an organized way in selecting and interpreting their experiences, in the formation of healthy attitudes and in their growth toward intellectual, emotional moral and physical maturity.¹⁷

So, the counselor should have a clear perception of his role. It is true that the guidance program is quite new in Vietnamese high school, he will encounter many situations in which it appears that

¹⁷Ibid., p. 51.

neither his significance nor his contribution is recognized. Kaplan pointed out that the effectiveness, and professional competence of the public counselor is receiving growing attention, comment, and investigation from numerous and diverse sources.¹⁸

As Bea J. Amundson and Frieda T. Rosenblum have quoted a typical comments of first-year counselor in their study on "The Classroom Teacher Perceives the Counselor," as follows:

Establishing and developing a guidance program and gaining acceptance are very difficult... My greatest problem is establishing rapport with the teacher and the principal.¹⁹

Even in American, where guidance program has been introduced in schools long time ago, often the teacher still looks down on the counselor as somebody who got a job simply by taking a course or two and having the ability to "get along with kids." In this case, Fullmer and Bernard suggested that "one of the ways in which the counselor can improve his effectiveness is to recognize and accept the teacher's occasional view of him as an interloper."²⁰

2. The full-time counselor should assume the role of "director of guidance". He has the administrative and managerial responsibilities in:

¹⁸B.A. Kaplan, "The New Counselor and His Professional Problems," Personnel and Guidance Journal, xxxii (1964) 473.

¹⁹Bea J. Amundson and Frieda T. Rosenblum, "The Classroom Teacher Perceives the Counselor," The School Counselor, xv (1968) 215.

²⁰Fullmer and Bernard, p. 111.

1. Procurement of facilities for counseling.
2. Selection of counselors.
3. Development of favorable attitudes toward the guidance program on the part of principals, teachers, pupils, parents, and citizens.
4. Clarifying the guidance functions to be exercised by the counselor.
5. Distribution of guidance duties, e.g., building the guidance library, operating the testing program, etc.
6. The plan for collecting and disseminating occupational information.
7. Planning the pupil interview program will full respect for the daily schedule of instruction.²¹

As guidance director the role of the counselor is to advise the principal in establishing the guidance program; he is the person who will be consulted by homeroom and classroom teachers for assistance in rendering guidance services. He will assist them in interpreting test results, evaluating the various items of the cumulative records, and help them to lead their pupils in the identification and attempted solutions of their problems.

3. To Fullmer and Bernard's point of view, psychology ranks high on the study schedule of counselors. "Counseling procedures have strong roots in psychological assessment, psychoanalytic psychology,

²¹Percival W. Hutston, p. 633.

and educational psychology with its emphasis on both the likenesses and unlikenesses of individuals."²² The counselor should be a specialist in child and adolescent psychology, in effecting learning and change, in human relations, and social adjustment. He will collect, organize and interpret information appropriate to an understanding of the pupil's abilities, aptitudes, interests and other personal characteristics related to educational-occupational planning and normal personal-social adjustments. He should cooperate with the psychologist to work out solutions for abnormal behavior.

4. The counselor should be involved in curriculum work as an interpreter of the changing needs of youth in the community. He acts as a consultant for change in the curriculum. He will provide administrators and teachers with information about individual pupils or student groups in planning school programs and curriculum to facilitate the full development of student potential. He also provides guidance information which may be used in evaluating the school's program in terms of its ability to develop human potential.

5. The counselor should help in the orientation of parents to ensure greater understanding of the educational program; he should plan visits to parents to assist them in better understanding of their children. For that purpose, he consults and counsels with parents, individually and in groups.

6. The counselor should be deeply involved in moral guidance besides educational and vocational guidance. He should use his prestige,

²²Fullmer and Bernard, p. 29.

personality, and knowledge as a model for pupils to judge the ethics of their own behaviors and to endorse ethical responsibility. He should provide individual conferences helping students solve their personal-emotional problems. He particularly pays attention to students whose families have been broken or directly affected by the war. In this role he should cooperate with the social worker and teachers to discover the emotional disturbances which might be the causes of delinquency and dropouts.

7. The counselor should provide group activities to:

1. Orient students to educational opportunities and procedures at various grade levels,
2. Inform them about occupational and military service opportunities and requirements.
3. Assist them in the making normal personal adjustments and social contacts.

8. The counselor should provide placement services for individual students to assist them in making appropriate transitions from (a) one school level to another, (b) one school to another, (c) school to employment. The counselor should assist poor students in obtaining financial aids to continue their educational program such as scholarship and part-time jobs.

9. In the first phase of guidance development, the counselor will face the difficulty of explaining to pupils how counseling may help them. Vietnamese students, particularly girls, have not been used to express their personal feelings, things or "troubles" with

teachers or parents. They are too shy to make confidences and ashamed to disclose their emotional weaknesses. On the other side, they begin to sense the independence of adolescence and may hesitate to talk to counselors. So, the counselor should create a climate conducive to counseling. To be perceived as a helping person in an educational, vocational and personal way, he must use every opportunity to enter the pupil's world. He should appear in the hall as in the playground and be viewed as a friendly "advocate" to students and complementary figure to instruction. To show to students how he can be helpful, the counselor should use:

1. Slides, mimeographed booklets and classroom talk to explain the counseling process.
2. A series of posters showing the pupils how to make an appointment and indicating possible positive results.
3. Class visits to present the materials with time allowed for discussion.
4. To win the trust of counselees, the counselor should assure students that he will not disclose their personal problems to whoever, even to their parents. This is an important aspect of his confidential role toward counselees.

Recommendation VIII

The organization of guidance services in high school should be gradual according to personnel and physical facilities availability.

Implementation

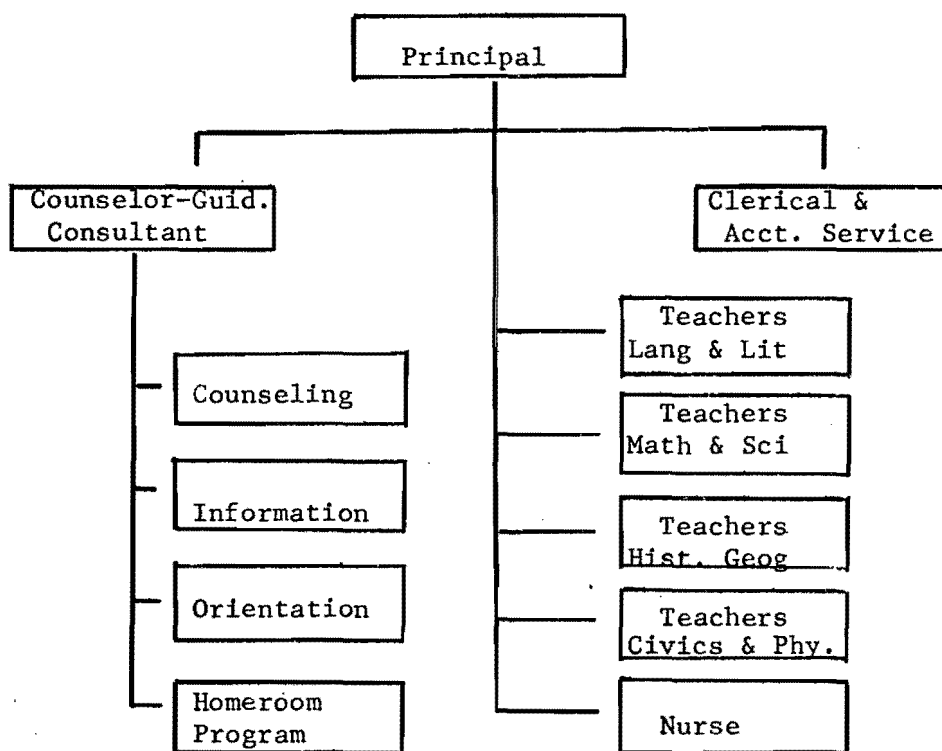
First Stage:

1. Dissemination of guidance materials among principals and

and teachers.

2. Special training of counselors (one year) chosen from among teachers who fulfill requirements and are volunteer to follow the training program.
3. The trained counselor works full-time at any average population school (500-1,000). For heavy load school two or more counselors are required. He assumes the main guidance activities.
4. Creation of homerooms where students feel free to discuss their own problems with the teacher in order to satisfy their needs. It should be a place where there is no academic pressure, and where the motivation is more realistic. A period of time--at least a half hour--is to be allowed twice a week to homeroom for discussion. Problems of school adjustments are to be encompassed in the homeroom program. Selection of the teachers assigned to homeroom should be based on fitness.
5. Classroom teachers should be trained in guidance during summer workshop to be aware of and to participate in guidance activities.
6. A nurse is necessary to provide information about student's health.
7. Chart VI shows the organization of guidance services during the first stage in an average high school of 500-1,000 students.

CHART VI
ORGANIZATION OF GUIDANCE SERVICES IN HIGH SCHOOL
FIRST STAGE



Second Stage:

1. The counselor is assigned the function of director of guidance.
2. Organization of Appraisal service (See Chart VII)
3. Testing materials should be provided to school. Differential Aptitude Tests (DAT), School and College Ability Test (SCAT), Tests of Academic Progress (TAP) or a similar test adapted for Vietnamese use could be designed by the Testing and Guidance Center. This center has developed a model Pupil Inventory Record for all public secondary schools.
4. A competent well-trained social worker is to be added to the School Guidance Personnel.

Third Stage:

1. Organization of the placement and Follow-up services.
2. Service of Psychologist is to be insured at district level (see Chart VIII).
3. Reinforcement of the Counseling service by qualified counselors to reduce the ratio of load from 1: 500-1,000 counselees to 1: 200-300 counselees.

Recommendation IX

The attitude of teachers in high school should be changed to fit the new guidance program. "The teacher-pupil relationship should be characterized by warmth, acceptance and friendliness."²³ The traditional "distance" between teachers and students should be transform

²³Downing, p. 47.

CHART VII
ORGANIZATION OF GUIDANCE SERVICES IN HIGH SCHOOL
SECOND STAGE

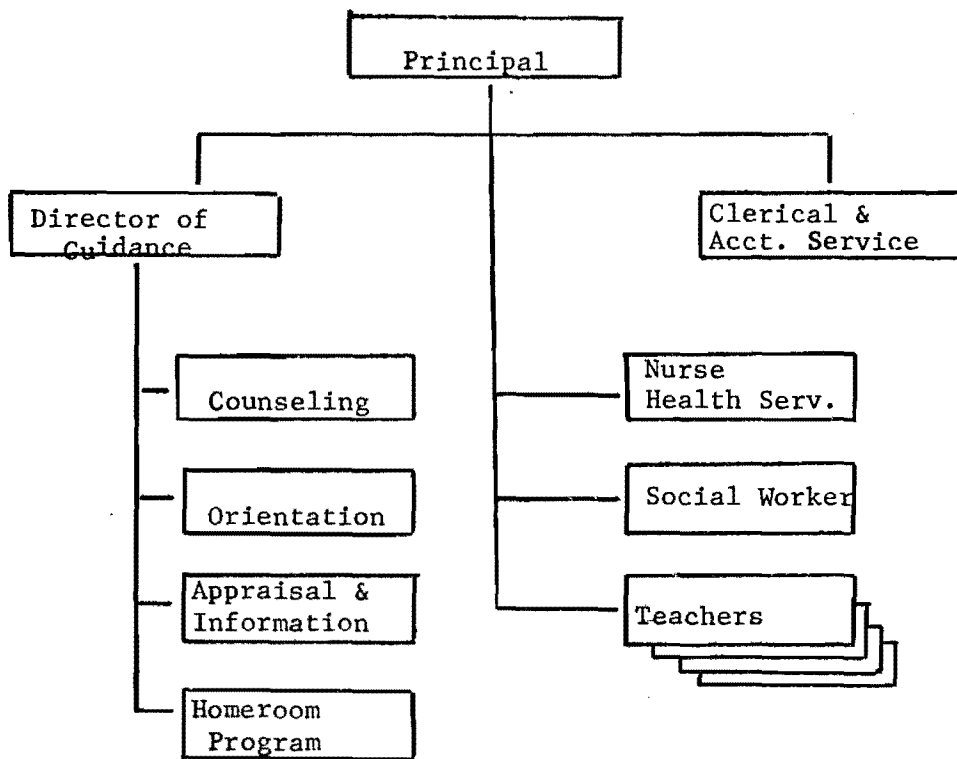
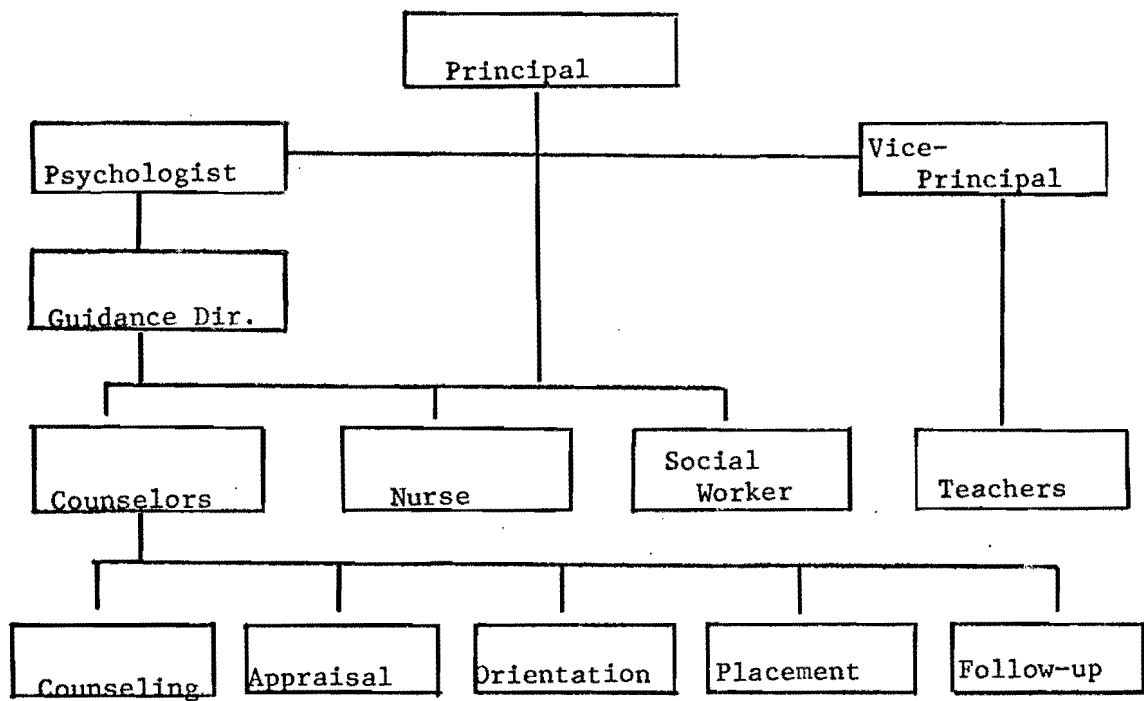


CHART VIII
ORGANIZATION OF GUIDANCE SERVICES IN HIGHER SCHOOL
THIRD STAGE



in a warm interaction conducive to better understanding of students and to assisting them for future social adaptiveness.

Implementation

Democratic way to approach teaching; permissive attitude of teachers toward arguments and discussions; all teachers should attend an in-service training in guidance.

CONCLUSION

A guidance program at the high school level has been formulated by the writer to help Vietnamese students learn more about themselves as individuals and improve learning for a better achievement. For many decades, the Vietnamese students have been learning by rote all the literary knowledge good for administrative employment and with teachers who never paid attention to personal problems or individual ability. This had led to a great shortage of specialists necessary for economic development and to a mass of passive citizens who lacked initiative and creative thinking ability for solving personal problems. No assistance has been available to students who needed help to continue their education, nor was there any orientation to vocational planning. A waste of manpower through an obsolete system of education has been an obstacle to progress.

Concurrently with the new trend of educational reform requested by national demand, the writer has tried to work out a proper way to assist the praiseworthy and studious Vietnamese boys and girls who are attending high schools. They need to be provided with a situation in which they are free to explore their attitudes and their ideas within the privacy and security of a confidential interaction with the counselor. The student may come out of this interaction with the awareness of a self-evaluation and knowing that only he can choose a

course of action and that only he can accept the responsibility of his choice. The new step is to be encouraged. And the counselor is there to aid him advance toward greater steps of self-acceptance and self-understanding. As he realizes that his needs might be satisfied, his emotional disturbances released the little student sees himself as having a significant value in society and decide to walk with more confidence and ardor.

The writer has proposed a guidance program for traditional schools. In the tentative plans, differences in culture and social structure, as well as local conditions, have been discussed. Different guidance services to realize the main objectives have been proposed. Emphasis has been made on the role of the counselor, principal actor on stage. Pioneer in a new educational system, the Vietnamese counselor needs to know his ability, his fitness to youth problems, and the limits of his responsibilities. For this purpose, his role was well defined and his place well marked in the school structure. There would also be the implementation of the entire student personnel staff including the school nurse, the social worker and a psychologist at district level.

Because of the shortage of guidance personnel at the present time, in Vietnam, the guidance program is to be realized in three steps with gradual implementation of different services. However, the success of such a program would depend largely on the support of the government and the parents, on the changing attitude of teachers for a better relationship between them and the students, and on the evolution

of school programs which emphasize broader and more practical goals for the student. "It would not be too much to say that on the success or failure of our guidance program, hangs, in all probability, the success or failure of our system of public education."¹

¹James B. Conant, quoted by John W. M. Rothney, "Counseling Does Help!", The Vocational Guidance Quarterly, vi (Fall 1967) 15.

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