

5-1-1970

# Viet-Nam business education; a proposal for development

Hoang Ngoc Khiem  
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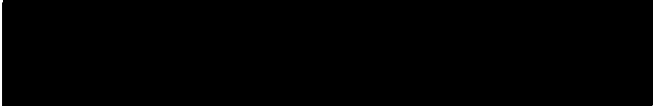
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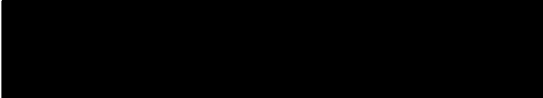
AN ABSTRACT OF THE THESIS OF Hoang Ngoc Khiem presented May 14, 1970.

Title: Viet-Nam Business Education: A Proposal for Development.

APPROVED BY MEMBERS OF THE THESIS COMMITTEE:

  
Leonard F. Robertson, Chairman

  
Morton S. Maier

  
Carl H. Pollock, Jr.

The Vietnamese educational system is humanistic, nationally centered, and open to all cultural influence. The policy of Viet-Nam is to realize mass and practical education. However, the present system is highly selective and academically oriented. So far no business education program exists in the state university or in the public high school, but Viet-Nam is experimenting with comprehensive education.

This study was an attempt to present a proposal for the development of business education in Viet-Nam. It formulated the philosophy and objectives of business education in Viet-Nam in general both at the university and the secondary level. It also aimed to define the basic model of organization, curriculum development, and faculty recruitment and training.

The proposal was based on principles of business education widely accepted in American, Asian, and European countries and on the results

of the analysis of the Vietnamese educational system and its environment.

It was revealed that, anywhere in the world, there is a vital need for a well-founded general education to be supplemented and complemented by various types of vocational education, one of which is business education. It was also conceived that, with reasonable adaptations, principles of business education developed and widely accepted in other countries may be applied in Viet-Nam.

As a result of the study, it was proposed that business education should be a related and integral part of the Vietnamese total program of education. In Viet-Nam today there is a great need for qualified business managers and competent white collar workers to strengthen the national business system. A strong business system is needed to facilitate the transfer of technology, to develop commerce and industry, to achieve economic independence, and to accelerate rehabilitation after the war.

The objectives of business education in Viet-Nam should be general for everyone, prevocational and vocational at the secondary level, and professional at the university level. Vietnamese business education should reconcile culture and career in order to provide competent employees, managers, and administrators who are socially, emotionally, intellectually, and civically open-minded citizens.

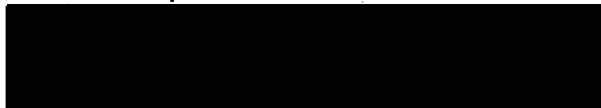
The proposal also recommended that a Faculty of Business and a section of business education teacher-training of the Faculty of Pedagogy should be created in the state university. At the secondary level business education should be offered as general education in the traditional academic high schools and as vocational education in the

upper secondary schools of business and in the business education stream of the comprehensive high schools. Private business education institutions should be encouraged as one segment of the national effort toward adult vocational education. A business educator training program should be planned and realized as soon as possible because it is vital to the development of a business education program.

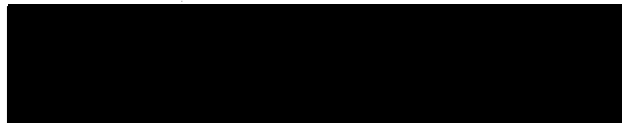
TO THE OFFICE OF GRADUATE STUDIES:

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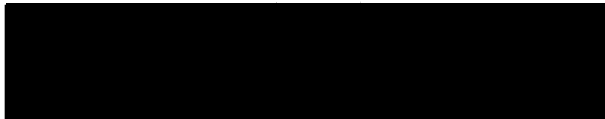
Mr. Hoang's thesis is a study completed in addition to the degree of Master of Arts in Teaching (Business Education).



Leonard F. Robertson, Chairman



Morton S. Malter

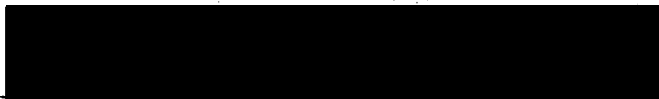


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VIET-NAM BUSINESS EDUCATION:

A PROPOSAL FOR DEVELOPMENT

by

HOANG NGOC KHIEM

Master of Arts in Teaching  
Business Education

A POST-MASTER'S THESIS  
submitted to the faculty of the  
School of Business Administration

Portland State University  
1970

## ACKNOWLEDGMENTS

I wish to acknowledge my indebtedness and express my sincere appreciation to Dr. Leonard F. Robertson, my academic advisor, Chairman of the Business Education Department and Chairman of my Thesis Committee, who has given me guidance and the benefit of his experience in the development of the thesis.

I am also grateful for the advice and direction given me by my other two Thesis Committee members, Dr. Carl H. Pollock, Jr., and Dr. Morton S. Malter.

In addition, I appreciate the help in providing encouragement, materials, or advice for this study of Mrs. Gladys O. Philpott, my Program Development Officer; Dr. Gilbert A. Stephenson and Miss Marguerite Appel of the Ohio University; and Mrs. Marie E. Brown, Administrative Assistant in the Office of Graduate Studies.

I wish to thank Portland State University Library for the courtesy of its Interlibrary Loan Office and Mrs. Dianne Anicker, Mrs. Angela Spencer, and Miss Sandra Hobbs of the Business Education Department for their assistance in the completion of this thesis.

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## CHAPTER I

### INTRODUCTION

#### I. INTRODUCTION TO THE PROBLEM

The success of an educational system depends on the ability of that system to answer the needs of the people as well as the needs of the nation. The goals of the country are usually reflected in its educational system.

"The policy of the Republic of Viet-Nam is to realize a system of mass and practical education."<sup>1</sup> This means that education in Viet-Nam is not a privilege of any group, and the educational system must include practical applications. The important point is that the system has to successfully coordinate the two objectives of education: (1) the development of personal capabilities and (2) the individual's adjustment to society. Furthermore, Viet-Nam is in great need of many experts, specialists, technicians, and skilled workers who can contribute to a developing national economy. For that reason special attention should be focused on technical and vocational education to train enough technicians to answer the needs of the country.

This was identified in 1964 at the National Education Convention in the opening speech of Dr. Bui Tuong Huan, Minister of National

<sup>1</sup>Translated excerpt from "Thong-diep cua Tong-thong Viet-Nam Cong-hoa gui Quoc-dan Dong-bao ngay 6 thang 10 nam 1969" (Speech to the Vietnamese people by the President of the Republic of Viet-Nam, delivered on October 6, 1969), mimeographed, p. 2.

## Education:

In the field of education we have only one concern--how to perfect on an emergency basis all educational installations from the infrastructure to the superstructure, how to improve the system, how to make the programs of studies more suitable to the conditions of our nation, an agricultural developing nation which is on the way to industrialization and which needs many specialists and technicians for its economic development . . . . Our educational system is called upon to promote the people's welfare and raise their standard of living.<sup>1</sup>

Education plays a vital role in economic and social development. The Vietnamese educational program is changing to fit the need of an emerging nation. Comprehensive education is developing. Priority is being given to technical and vocational education.<sup>2</sup> Business education is being introduced into the pilot comprehensive high schools under an experimental program of restructure of the educational system. For these reasons, a study concerning the development of Vietnamese business education is necessary to promote its development in Viet-Nam.

## II. STATEMENT OF THE PROBLEM

This study analyzed business education in selected foreign countries and the Vietnamese educational system and its environment in order to derive a proposal for the development of business

<sup>1</sup>Translated excerpt from "Dien-van cua Giao-su Bui Tuong Huan, Tong-truong Giao-duc, Dai-dien Thu-tuong, doc tai buoi Khai-mac Dai-hoi Giao-duc Toan-quoc thang 10, 1964," Giao-duc Viet-Nam 1965 (Saigon: Nha Nghien-cuu va Ke-hoach Bo Quoc-gia Giao-duc, 1965), p. 20.

Translated excerpt from "Speech of Dr. Bui Tuong Huan, Minister of National Education, representing the Prime Minister, at the opening ceremony of the National Education Convention, October 1964," Viet-Nam Education 1965 (Saigon: Department of Research and Planning, Ministry of Education, 1965), p. 20.

<sup>2</sup>President of the Republic, Op. cit., p. 3.

education in Viet-Nam. In order to develop the proposal, the following questions were answered:

1. What are the principles of business education in selected foreign countries?
2. What is the profile of the present Vietnamese business education system?
3. Why is there a need for development of business education in Viet-Nam?
4. What should be the philosophy and objectives of business education in Viet-Nam, (1) at the secondary level? (2) at the university level?
5. How should the problems of organization, curriculum development, and faculty recruitment be resolved?
6. Is a business educator-training program necessary?
7. What guidelines should be recommended for the development of business education in Viet-Nam?

### III. SCOPE OF THE PROBLEM

The study was an attempt to formulate a philosophy and objectives of business education in Viet-Nam. It also identified the basic problems of organization, curriculum development, and faculty recruitment and training at the university and secondary levels.

This study could serve as a foundation for elaborating detailed business education programs.



#### IV. DELIMITATIONS

The proposal dealt with general principles of development of business education in Viet-Nam. It neither set up a detailed plan nor a detailed curriculum. It only aimed to build a foundation. The proposal did not conclude how much business education or what kind of curriculum should be developed in the Vietnamese schools. Such a specific program will require further thorough and intensive research in industrial and economic development of the nation.

#### V. DEFINITION OF TERMS

The terms used in this research will be interpreted according to the following definitions:

Economic independence is defined as stated in "The Postwar Development of the Republic of Viet-Nam: Policies and Programs":

By economic independence we imply not an isolated and stagnating self-sufficiency, but a situation in which, in the context of its relations with southeast Asia and the rest of the world, the Vietnamese economy will continue to grow and its people to prosper on the strength of their own skills and resources without continuing dependence on concessionary aid from overseas.<sup>1</sup>

Developing country is a nation (1) whose people are beginning to utilize available resources to increase per-capita production of goods and services, (2) which is on the way to industrialization, and (3) which is capable of a greater substantial improvement in its income level and is in process of achieving this improvement.

<sup>1</sup>Thuc, Vu Quoc and Joint Development Group, The Postwar Development of the Republic of Viet-Nam: Policies and Programs, Volume III (Saigon: Joint Development Group, 1969), p. 1.

General education is defined as "a broad type of education aimed at developing attitudes, abilities, and behavior considered desirable by society but not necessarily preparing the learner for specific types of vocations or vocational pursuit."<sup>1</sup>

Vocational education refers to a "program of education below college grade organized to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers."<sup>2</sup>

Business education is "(1) that area of education which develops skills, attitudes, and understanding essential for successful direction of business relationships and (2) an area of study dealing with the principles and practices of teaching of business subjects."<sup>3</sup>

General business education is an aspect of business education which enables the learner to understand, to appreciate, and to perform effectively the business functions of everyday living which are common to all people.

Basic business education consists of academic business subjects which provide the learner with a business background necessary for the study of specialized business fields.

Business skill courses refer to typewriting, shorthand, business machines, card punching.

<sup>1</sup>Herbert A. Tonne, "The Scope of Social Business Education," National Symposium on Socio-Business Education Monograph 31 (Cincinnati: South-Western Publishing Company, 1936), p. 12.

<sup>2</sup>Carter V. Good, editor, Dictionary of Education (New York: McGraw-Hill Book Company, 1959), p. 603.

<sup>3</sup>ibid., p. 70.

Baccalaureat II is the examination at the end of Grade 12 which qualifies the student as a high school graduate.

Licence is a degree offered to students who have successfully completed a four-year university course.

Diploma of higher study refers to a degree which leads to a doctor's degree after completing a dissertation.

Faculty is a branch of a university which offers a specialized field of study.

Faculty of Pedagogy is a branch of a university which provides high school teacher-training.

Upper secondary or second cycle high school is a senior high school which includes Grades 10, 11, and 12.

## VI. METHODS AND PROCEDURES

The steps followed in developing this study were:

### 1. A review of business education in selected foreign countries:

Emphasis was placed on countries (1) which have an advanced business education system, or (2) which have an educational system close to that of Viet-Nam, or (3) which gained independence after World War II, or (4) which are developing. It was necessary to ascertain the philosophy, the objectives, and the organizational system of business education in these countries. These data were required to establish a plan to develop business education in Viet-Nam. Special attention was paid to the business education system in the United States which was the initiator of the comprehensive high school and possesses a well-developed business system. Special attention was also given to the business education system in France because the French educational

system is similar to that of Viet-Nam. The French system was analyzed as a typical European system whose progress could help clarify the need for restructuring the Vietnamese system. The business education in developing countries was helpful because it expanded in an environment similar to that of Viet-Nam.

The review of literature on business education in countries other than Viet-Nam, from advanced industrialized countries to developing industrialized countries, showed the characteristics of business education which are widely accepted in different environments and provided samples and models that were adapted to the Viet-Nam environment.

2. An analysis of the Vietnamese educational system, especially the Vietnamese business education system and its environment. The analysis included two parts:

a. an outline of the educational system, its basic principles, and the trend and organization of vocational and technical education. Business education was described and statistical data presented which showed the achievement of the total educational system.

b. an analysis of the environment. This consisted of a review of the literature related to the Viet-Nam environment, emphasizing the characteristics of the business system, the present business situation, and the prospects of economic and industrial development. This analysis described the need for business education to train white collar workers and businessmen.

3. A proposal for development of business education in Viet-Nam. This proposal is based upon the experiences of business education in

countries other than Viet-Nam, and the analysis of the Vietnamese educational system and its environment. The above factors, especially the results of the present system of education, the deficiencies of the business system, and the needs of economic and industrial development indicated how the philosophy and objectives of business education should be organized to fit the needs of the nation.

## CHAPTER II

### RELATED LITERATURE ON BUSINESS EDUCATION IN FOREIGN COUNTRIES

#### I. PHILOSOPHICAL FOUNDATIONS OF BUSINESS EDUCATION

Educational philosophy has been influenced by many great thinkers of the past. This section will focus on those educators whose thinking changed the trend in education from formalized, lock-step education for a select few to a more comprehensive system of education for the masses. There have been numerous movements to make education contribute more directly to the real business of living. One of the earlier American proponents of a revised, more democratized high school curriculum was Horace Mann (1796-1859). A practical man, he believed that knowledge should be useful. Mann's most outstanding contribution to education was his list of recommendations for curriculum revision. Into a formalized college-oriented educational philosophy, he injected a utilitarian concept. His two main themes were (1) that the sound judgment of citizenship must be based on knowledge of the organization of and forces within the society in which the citizen acts, and (2) that personal economic competencies were important.

Why should algebra, which not one man in a thousand ever uses in the business life, be studied by twice as many pupils as bookkeeping, which everyone, even the day laborer needs?<sup>1</sup>

<sup>1</sup>H. B. Good, History of American Education (New York: The MacMillan Company, 1956), p. 160.

These statements, pointing out the need for developing in all students the business and economic understandings requisite to effective citizenship, represent what is known today as basic business education.

Most of Mann's views on education reflected the concepts of the Swiss educational reformer Johann Heinrich Pestalozzi (1746-1827) who pioneered the learn-by-doing theory that was to become progressive education in Europe in the nineteenth century.

In England, Spencer (1820-1903), one of the early modern educational leaders, believed that education should be part of living and that the curriculum should be drawn from the realm of life. In his famous essay "What Knowledge is of Most Worth?", he wrote:

In education, then, this is the question of questions, which it is high time we discussed in some methodic way. The first in importance, though the last to be considered, is the problem--how to decide among the conflicting claims of various subjects on our attention. Before there can be a rational curriculum,<sup>1</sup> we must settle which things it most concerns us to know.

Spencer admonished educators to build a curriculum on the basis of the relative value of knowledges. A measure of value is the first requisite. The value of each subject depends on its contribution to success in business, that is, to satisfactory living. The educator has to answer the question, "Of what use is it?"<sup>2</sup> And when he fails to make clear any appreciable effects which these facts can produce on human welfare, he is obliged to admit that they are

<sup>1</sup>Herbert Spencer, Education: Intellectual, Moral and Physical (New York and London: D. Appleton and Company, 1910), pp. 14-15.

<sup>2</sup>Ibid., p. 15.

comparatively valueless. He also pondered the purpose of education as follows:

How to live?--that is the essential question for us. . . .  
In what way to treat the body; in what way to treat the mind;  
in what way to manage our affairs; in what way to bring up a  
family; in what way to behave as a citizen; in what way to  
utilize all those sources of happiness which nature supplies--  
how to use all our faculties to the greatest advantage of  
ourselves and others--how to live completely?<sup>1</sup>

The concept of analyzing educational needs in terms of life needs became the pattern for building business curricula. Every statement of the purpose of education, especially of business education in recent years, is based on this idea.

Spencer also classified, in order of importance, the leading kinds of human activities as follows:

1. Those activities which directly minister to self-preservation.
2. Those activities which, by securing the necessities of life, indirectly minister to self-preservation.
3. Those activities which have for their end the rearing and discipline of offspring.
4. Those activities which are involved in the maintenance of proper social and political relations.
5. Those miscellaneous activities which make up the leisure part of life, devoted to the gratification of the tastes and feelings.<sup>2</sup>

The activities described in No. 2 above are really vocational-personal business abilities and general business knowledge for everyday living. The activities described in No. 4 concern citizenship education, which is also a part of general business education.

<sup>1</sup>Ibid., p. 16.

<sup>2</sup>Ibid., pp. 13-14.



## II. BUSINESS EDUCATION IN THE UNITED STATES

Since 1903, the American National Education Association has included in its report a section on business education. In 1918, a Commission, The Reorganization of Secondary Education, appointed by the U. S. Bureau of Education, listed seven objectives of education in a democracy which were well-known as the "seven cardinal principles" of education. They are:

1. Health
2. Command of the fundamental processes
3. Worthy home-membership
4. Vocation
5. Citizenship
6. Worthy use of leisure
7. Ethical character.<sup>1</sup>

The objectives--command of the fundamental processes, vocation, citizenship, and ethical character--imply socioeconomic education which is the background of basic business education. In 1938, the Educational Policies Commission, in an attempt to determine the necessary and desirable elements of information, skill, habit, interest, and attitude which would surely promote individual development and encourage a democratic way of life, stated the four objectives to guide education in American democracy. They were:

1. The objectives of self-realization
2. The objectives of human relationship
3. The objectives of economic efficiency
4. The objectives of civic responsibility<sup>2</sup>

<sup>1</sup>"Cardinal Principles of Secondary Education," United States Bureau of Education, Bulletin No. 35 (Washington, D. C.: United States Government Printing Office, 1918), pp. 9-16.

<sup>2</sup>Educational Policies Commission, The Purpose of Education in American Democracy (Washington, D. C.: National Education Association, 1938), pp. 39-124.

In presenting the four purposes of education, the Commission emphasized the interdependence of education and democracy:

Neither democracy nor real education can exist without each other . . . our democracy needs education. It is indeed clear that no government based on democratic principles can long endure in a nation of ignorant people.<sup>1</sup>

Initially, business education began with a vocational objective. Over the years an additional general education objective has developed because of the need for everyone to handle his personal business affairs competently.

#### Attacks on Business Education

Business education in the United States, in the post-Sputnik years, has been the victim of a national anxiety--almost a guilt complex which has produced attacks on every form of non-academic education. The right of American students to choose their curriculum depending on their needs and to possess a "marketable skill" upon completion of the secondary school has been challenged as never before in the history of American education.

Will my boy learn as much if he takes some business courses as he would if he took straight academic work? Will it help him as much in college? Will he be able to get a good job in business after high school? Is it necessary to spend so much money for education? All those new machines for office practice and that multiple-channel laboratory for shorthand--aren't these "frills" that could be dropped from the curriculum at great savings to the taxpayers?<sup>2</sup>

Business education under these attacks might have faced two "equally bleak alternatives": serving as a dumping ground for slow

<sup>1</sup> ibid., pp. 22-23.

<sup>2</sup> Ruth Woolschlager, "An Appraisal of Attacks on Business Education since Sputnik," The National Business Education Quarterly, Volume 30, No. 2 (Winter 1961), p. 5-21.

learners, or going out of high school altogether. Neither of these has happened and American business education has been progressing and growing.

If only the unable take the business courses and inefficient workers are sent to the offices of our communities, businessmen themselves will rebel and refuse to hire high school prepared people. Practically then, business will fail. If business education is removed from the high school curriculum a cardinal principle of American education will be destroyed--the right of every student to obtain at public expense in his own community a "marketable skill."<sup>1</sup>

In 1961, approximately 880,000 of 1,813,000 high school graduates in the United States did not go on to college, while another group of about 900,000 dropped out of high school before graduation. It is clear that in 1961 about half of the high school population needed vocational education and that most of these students were not slow learners.

#### The Vocational Education Act of 1963<sup>2</sup>

The Vocational Education Act of 1963 strengthened and improved the quality of vocational business education and expanded the vocational opportunities in the United States. This act defined four types of American vocational schools:

1. a specialized high school providing full-time vocational education.
2. a department in a high school with at least five different occupational fields.

<sup>1</sup>Ibid., p. 8.

<sup>2</sup>United States Congressional and Administrative News 88th Congress--First Session 1963 (New York: Edward Thompson Co., 1963), pp. 445-464.

3. a technical school open to students who have dropped out of high school or who have completed high school.

4. a department of vocational education in two-year colleges or universities.

All types of vocational schools are operating throughout the nation. Through the Vocational Education Act of 1963, a milestone in the history of business education in the United States was reached. It authorized substantial grants to the states to assist them in maintaining, extending, and improving existing programs and in developing new programs of vocational education

#### Business Education in the American High School

A statement by the Policies Commission for Business and Economic Education mentioned that the purposes of business education in the high school are to develop:

1. The knowledge, attitudes, and vocational skills needed by all persons to be effective in their personal economics and in their understanding of our economic system.
2. The vocational knowledge and skills needed for initial employment and for advancement in a business career.<sup>1</sup>

The Commission believed that business education contributes to the economic literacy of every high school student and provides an adequate program of vocational training for students who will seek business employment upon completion of high school, or a program of prevocational preparation for students who will enter colleges and universities.

<sup>1</sup>Policies Commission for Business and Economic Education, "This We Believe about Business Education in the High School," Business Education Forum, Volume 15 (May 1961), pp. 19-30.

The economic program should help every student (1) to develop economic literacy, (2) to gain an understanding and appreciation of the national economic system, and (3) to become an intelligent consumer of goods and services.

The vocational program should include sequences of courses that adequately prepare youth for initial employment in business.

The prevocational preparation should include at least the following:

1. Provide occupational information to develop interest in business life.
2. Develop understanding of economic concepts and institutions.
3. Develop computation skills, communication skills, and application techniques.
4. Provide occupational intelligence necessary for understanding business.
5. Utilize the resources of other groups.<sup>1</sup>

Because the world of work is changing, there are new implications for business education to meet the challenges of the future.

#### Justification for Business Subjects for the College-Bound Student

The Policies Commission for Business and Economic Education of the American National Education Association strongly urged all college-bound students in high school to give serious consideration to

<sup>1</sup>Policies Commission for Business and Economic Education, "The Function of Prevocational Preparation in Business Education," Business Education Forum, Volume 23 (January 1969), p. 33.

including certain business subjects in their high school program on the basis of the following justifications:<sup>1</sup>

1. High school business subjects have personal-use values.
2. Vocational business subjects are of great value for part-time employment.
3. Vocational business preparation is valuable to the college dropout. Over 50 percent of the students who enter four-year colleges today withdraw within the first two years for any of several reasons.
4. Business subjects are helpful in guidance and as a foundation for college business courses.
5. Business subjects help students understand the business-economic environment.
6. Basic business subjects teach students how to manage their personal business affairs.

A study completed in 1963 by Kennedy explored the differences in academic achievement in an undergraduate college of business of students who had a varied background in high school. The results of the study indicate that students who take high school programs that are not limited to traditional subjects may succeed very well at the college level. Scholastic success depends largely upon the industry and native ability of the student--not upon any particular combination of subjects studied.<sup>2</sup>

<sup>1</sup>Policies Commission for Business and Economic Education, "Business Education for the College Bound Student," Business Education Forum (May 1964), pp. 21-22.

<sup>2</sup>Calvin E. Kennedy, Differences in Academic Achievement in an Undergraduate College of Business Among Students Having Different Backgrounds of High School Preparation, unpublished doctoral dissertation (Lincoln: University of Nebraska).

### Professional Business Education

Professional business education is offered in regular colleges and universities. The emphasis is on education for leadership and management responsibilities, or on highly technical aspects of business. The graduate schools concentrate on the application of background knowledge, functional specialties, and managerial skills and responsibilities.

Donald K. Davis considered the task of professional business education to be essentially the communication of professional knowledges, attitudes and skills. He remarked that the role of business education has changed rapidly during its existence in the direction of increased usefulness, expanded purposes, and wider acceptance. The product of business education has been sought by business and government and has typically proved successful in both areas.

It is believed that this fortunate outcome is traceable to a change of focus away from vocational techniques toward a slowly broadening concept of administration. I mean by "administration" the accomplishment of the purpose of an organization by, through, and with people. The current concept of administration has unified the study of accounting, finance, marketing, and production and has given recognizable shape to business education.<sup>1</sup>

The Davis concept emphasized the responsibility of business education to provide business and government with able men equipped to become managers or administrators. To be effective, governmental administration must draw on universities for those graduates who have achieved success in business. These people can and should assume

<sup>1</sup>Thomas H. Carroll, Business Education for Competence and Responsibility (Chapel Hill: The University of North Carolina Press, 1954), p. 16.

governmental positions of great power and influence. The difficult disciplines of economics, accounting, production, marketing, money and banking, corporate finance, personnel management, and statistics are the training ground for those who are required for an efficient government.

In the United States, business education is one of the components essential to the educational program of a democratic society. It conforms to the needs of the students, to the way of life of a progressing nation. Its objectives are general education for every student, vocational for students who need employment upon completion of high school, prevocational for college-bound students, and professional for college and university business students. Business education will provide workers and managers for business organizations, as well as for government agencies, and contribute substantially to a pool of leadership for a better world. (Table I)

### III. BUSINESS EDUCATION IN FRANCE

The Preamble to the Constitution of the French Republic declares that the "Nation guarantees to children and adults equal access to education, professional training and culture."<sup>1</sup> Compulsory attendance begins after the nursery school stage and consists of five years primary education followed by four years in the first cycle of the secondary school and one year in the second cycle. From 1962 there has been a common program for the lower level secondary school

<sup>1</sup>UNESCO, World Survey of Education, IV (New York: Unesco Publication Center, 1966), p. 465.



TABLE I  
 GENERAL OUTLINE OF BUSINESS EDUCATION SYSTEM  
 IN THE UNITED STATES<sup>a, b</sup>

HIGHER EDUCATION						
Schools of Business and Departments of Business Education of Colleges and Universities				Professional Business Institutions		
SECONDARY EDUCATION						
Year Grade	Age Group	Comprehensive High Schools				Specialized Business Schools--Business Training Centers
12th	17-18	Senior High School	Junior- Senior High School	Four-Year High School (Elementary: 8 years)	General Business Educa- tion--Prevocational or Vo- cational Business Educa- tion in Elective Courses	Vocational Training (also for adults)
11th	16-17	Junior High School	(undi- vided)			
10th	15-16	High School				
9th	14-15	School				
8th	13-14	School				
7th	12-13	School				
ELEMENTARY EDUCATION						
6th	11-12					
5th	10-11					
4th	9-10					
3rd	8- 9					
2nd	7- 8					
1st	6- 7					

- a. James B. Conant, The Comprehensive High School (New York: McGraw-Hill, 1967).
- b. Unesco, World Survey of Education, IV (New York: International Documents Services, 1961), pp. 1363-1380.

(age 13-14),<sup>1</sup> which resembles the comprehensive program concept in the United States. Henceforth vocational education will begin at the tenth grade level (age 15) and consist of three phases. (Table II)

First Phase of Technical Business Education: Training of Employees. This phase of business education is given in free public schools or private schools recognized by the state, and in other private schools. Its goal is to widen the general education of students of at least 15 years of age who have graduated from elementary school and to teach them the basic principles and skills needed in their future professions. All schools and training centers prepare the students for the Certificate of Professional Aptitude. The following eight certificates are offered: office employee, assistant-accountant, shorthand-typist, bank employee, insurance company employee, stock exchange employee, sales assistant, and mecanography. The period of training usually lasts three years.

Intermediate Technical Business Education: Training of Employees and Second Level Occupations. It is organized in three types of schools:

1. Public schools: business sections of lycees and colleges, business sections of vocational and professional courses, business sections of the professional national schools.
2. Private schools recognized by the State, in particular those of the Paris Chamber of Commerce.
3. Private establishments.

<sup>1</sup>Georges A. Male, Education in France (Washington: U. S. Department of Health, Education and Welfare, 1963), p. 121.

TABLE II

GENERAL OUTLINE OF BUSINESS EDUCATION SYSTEM IN FRANCE<sup>a, b</sup>

HIGHER EDUCATION				
Commercial Institutes of Faculties Of Law			Higher Schools of Commerce	
SECONDARY EDUCATION				
Year	Age Group	Grade	Academic High Schools	Professional and Technical Colleges and Lycees
12th 11th	17-18 16-17	Terminal 1st	Five Sections: A, B, C, D, and T (Technology and Commerce) Determination of specialization	Training of Business Employees and Second Level Business Occupations (Also for adults)
10th	15-16	2nd	Three options: second A (literacy), second B (scientific), second C (industrial and technical)	
9th 8th 7th 6th	14-15 13-14 12-13 11-12	3rd 4th 5th 6th	General education	
ELEMENTARY EDUCATION				
5th 4th 3rd 2nd 1st	10-11 9-10 8- 9 7- 8 6- 7	7th 8th 9th 10th 11th		

a. Unesco, International Yearbook of Education, op. cit., pp. 128-134.

b. L'Institut Pedagogique Nationale, op. cit., pp. 780-788.

These schools give the students a broad general education together with the business course offerings.<sup>1</sup> All prepare the students for the Certificate of Business Education First Part (Brevet d'Enseignement Commercial Première Partie), the majority of these schools prepare the students for the Certificate of Business Education Second Part (Brevet d'Enseignement Commercial Seconde Partie), and some of these schools prepare students for the new higher Certificate of Business Education (Brevet Supérieur d'Enseignement Commercial).

The Certificate of Business Education First Part (completion of five years of elementary and six years of secondary and vocational school) qualifies the students for the positions of accountant, business clerk, or shorthand-typist. The second certificate (completion of five years elementary and seven years of secondary and vocational) qualifies the students for the positions of company secretary, business clerk, or accountant. The higher certificate (completion of the 13th year) qualifies the students for the upper position of accountant, secretary, or translator.

Third Phase: Higher Technical Business Education. Higher business education is given in universities (Institutes of Commerce of the Faculties of Law) or in private institutions of commerce (higher schools of commerce). It requires at least three years of study after the baccalaureat or after the certificate of business education, second part. Students in institutes of the faculties or in higher schools of commerce are prepared for the Diploma of Higher

<sup>1</sup>Albert Lecompte, "Business Education in France," National Education Quarterly (Spring 1960), pp. 49-55.

Study of Commerce in accounting, secretarial work, economics, translation, statistics, or business firm management.

The higher education for the productive sector which includes higher business education is relatively unwelcome in the educational program in France. In a recent interview, President Pompidou admitted that this weakness in the education of the service sector of the French economy has resulted in a lack of competent personnel in both services and administration.

All you have to do is to see the number of students in law school or taking liberal arts. There's a traditional taste in France for work which is not directly productive. There's a job to be done to get these people into the productive sector.<sup>1</sup>

Since 1965 the upper secondary academic schools in France have provided five sections corresponding to as many types of culture:<sup>2</sup>

1. Section A directed to literature, linguistics, and philosophical studies, and including an art option.
2. Section B directed to economics and social sciences.
3. Section C directed to physical sciences and mathematics.
4. Section D directed to natural sciences and mathematics.
5. Section T associating scientific teaching and industrial teaching.

Students admitted to Section B and Section T can be prepared for the higher studies in commerce. Students entering Section T are also

<sup>1</sup>Frederick G. Painton, "A New Look at France, Interview with President Pompidou," U. S. News and World Report (March 2, 1970), p. 46.

<sup>2</sup>Unesco, International Yearbook of Education (Geneva: International Bureau of Education, 1966), p. 130.

able to prepare for the higher technical baccalaureat.

Following is the doctrine of business education in France:

Education should not be locked into a very determined field but should be built on a general basic business education which will allow adaptation to changes.

Education should be conducted in a living and educational manner: to develop thinking, observations, initiatives, the feelings of responsibility, and intelligence is the main objective; in short, to reconcile culture and career.

Education in economics and business should be linked to reality: it should start from cases in business life, involve practices and visits to the enterprises; furthermore students should practice teamwork--a modern form, not only in executive tasks but also in executive direction. This collective thinking completes and ameliorates what concerns a decision or a planning program.

The doctrine of business education in France emphasizes the development of man during the process of vocational training, and is usually given to students of at least 15 years of age. Business education is organized in technical or professional schools at the secondary level and in universities and higher schools of commerce at the post-secondary level. The business education introduced in the upper academic high school in 1965 is for the preparation of students for higher commercial studies.

#### IV. BUSINESS EDUCATION IN JAPAN

The school system in Japan is a single track system organized on the 6-3-3-4 basis: six years of primary schooling followed by

<sup>1</sup>Translated from 'L'Institut Pedagogique Nationale, Encyclopedie Pratique de l'Education en France (National Institute of Pedagogy, Practical Encyclopedia of Education in France), (France: Ministry of National Education, 1960), p. 788.

three years of lower secondary, three years of upper secondary, and four years of higher education.

Before World War II, the secondary education in Japan consisted of five kinds of high schools: academic schools for boys, academic schools for girls, normal schools, technical schools, and youth schools. After World War II, equal educational opportunity was one of the ideals underlying the recommended changes in the educational system of Japan and was incorporated by the Japanese in their Constitution and in their basic education laws. Since then, the Japanese have proceeded with the implementation of this ideal by consolidating the five kinds of high schools into one, developing the upper secondary schools into comprehensive schools (Table III), and providing coeducation at all levels. The comprehensive upper secondary schools provide general education courses and specialized vocational courses such as agriculture, commerce, industry, fishery, domestic arts, and others.<sup>1</sup>

Business education subjects are taught at both the lower secondary education and comprehensive upper secondary education levels. At the lower secondary level (7th-9th year) the minimum school hours per week for required and optional subjects and extra curriculum activities are 30, in which a maximum of four hours may be used for electives such as business courses.

At the comprehensive upper secondary level the 85 credits (a credit in Japan is given for one school hour a week throughout the 35-week school year) must include at least 38 hours of general

<sup>1</sup>Donald S. Anderson, Japan: Three Epochs of Modern Education (U. S. Department of Health, Education and Welfare, 1959).

TABLE III

GENERAL OUTLINE OF BUSINESS EDUCATION SYSTEM IN JAPAN<sup>a, b</sup>

HIGHER EDUCATION			
Faculty of Economics (Economics, Management and Commerce)		Professional Institutions	
SECONDARY EDUCATION			
Year	Age Group	Upper Comprehensive Secondary	Professional Business Schools
12th 11th 10th	17-18 16-17 15-16	38 credits of general education 30 credits of business education 9 credits of physical education 8 elective credits	Professional Courses (also for adults)
Lower Secondary			
9th 8th 7th	14-15 13-14 12-13	4 hours per week of vocational elective subjects	
ELEMENTARY EDUCATION			
6th 5th 4th 3rd 2nd 1st	11-12 10-11 9-10 8-9 7-8 6-7		

a. Japanese Commission for Unesco, Guide to Study in Japan, 1962.

b. Unesco, World Survey of Education, IV, op. cit., pp. 739-750.



education, including Japanese language, algebra and geometry, science, and nine hours of health and physical training.

The vocational business student, with a requirement of 38 units of general education, and at least 30 units in business subjects plus nine units of health and physical training, has eight units for electives which may be business or other subjects. Business students who have graduated from the upper secondary school may be admitted to the Faculty of Economics, Management, and Commerce leading to the Bachelor's Degree. The graduate school consists of a two-year Master course and three-year Doctor course.<sup>1</sup>

In Japan upper secondary schools usually receive large sums of government money for education. The Ministry of Labor cooperates with local schools and colleges in placing students in part-time and full-time employment. Public employment security offices are set up in Tokyo and in the prefectures.

All Japan today is a school. Alert and eager to learn, the Japanese place education high in their value system and are willing to make sacrifices to obtain it. Japan is determined to modernize and to progress and this has been reflected by the Japanese educational system which aims to provide technicians for the modernization of Japan. Leaders of Japan, in their efforts to build a strong nation, have planned a utilitarian education for their people, and almost everyone goes to school. The result is that today Japan is the most impressive nation of the world in industry and commerce. To be sure, business education has contributed its part to this success.

<sup>1</sup>Japanese Commission for Unesco, Guide to Study in Japan, 1962.

## V. BUSINESS EDUCATION IN INDIA

India gained its independence in 1947. In India business education is given at the secondary level in the Commerce Stream of the multipurpose high schools, in commercial high schools, or in recognized commercial institutions and at the higher level in the Faculties of Arts and Commerce of the Universities or in higher technical institutions. The B.A. or B.S. of Commerce course covers three years beyond higher secondary education or pre-university level. The Master of Commerce requires two years after the bachelor's degree. (Table IV)

### Business Education at the Secondary Level

The Multipurpose Secondary School. This school was established in 1955. Prior to 1955, the secondary schools in India had been largely college preparatory and academic in nature. The multipurpose school in India is based on two concepts:

1. Individual differences in interests and aptitudes.
2. The demand for many types of workers in India's developing economy.

To be a multipurpose school the high school must offer at least three of the following streams: science, humanities, fine arts, agriculture, technical, commercial, or home science. The program which is rigidly structured does not permit the students to cross over, taking one course here and there in different areas. Every student must be enrolled in the course taken by all students (language, science, mathematics, social studies, physical education, and a craft) and in the three or four classes required in his chosen stream.

TABLE IV

GENERAL OUTLINE OF BUSINESS EDUCATION SYSTEM IN INDIA<sup>a,b</sup>

HIGHER EDUCATION					
Faculties of Arts and Commerce			Higher Commercial Institutions		
SECONDARY EDUCATION					
Year	Age Group	Traditional Academic High Schools	Multi-Purpose High Schools	Commercial High Schools	Commercial Institutions
12th	17-18		Vocational Business Education Program		Professional Training (for adults)
11th	16-17				
10th	15-16				
9th	14-15				Professional Training (for adults)
8th	13-14				
7th	12-13				
ELEMENTARY EDUCATION					
6th	11-12				
5th	10-11				
4th	9-10				
3rd	8-9				
2nd	7-8				
1st	6-7				

a. Unesco, World Survey of Education, IV, op. cit., pp. 649-661.

b. Frances M. Willard, The Republic of India World Education Series, 1964.

The objective of the multipurpose school in India, as stated by the Indian Secondary Education Commission, is to train students with varied aptitudes and enable them to take up vocational pursuits at the end of the secondary level or to join technical institutions for further training.

Students in the commercial stream fall into three groups:

1. those who wish to seek office employment;
2. those who plan to initiate their own business;
3. those going on for higher education in commerce.

Commercial teachers are usually persons who have completed the Bachelor of Commerce or Bachelor of Education degree (four-year college).

The required curriculum of the commerce stream includes the basic courses such as elements of commerce (or business practice) commercial geography, economics and civics, bookkeeping, typewriting, and shorthand.

The final examination is set and administered by the state officials every spring of the year.<sup>1</sup>

Commercial High Schools. These schools correspond to the commercial stream of the multipurpose school, preparing students for the secondary commercial certificate examination so that they are eligible for entrance into a college of arts and commerce or for initial commercial employment.

<sup>1</sup>Inez Ray Wells, "Business Education in the Multipurpose Schools of India," National Business Education Quarterly (March 1962), pp. 56-59.

Commercial State Recognized Institutions. These institutions prepare the students for the government commercial diploma and commercial certificate examinations which qualify them for positions in government services. The certificates are of two types--one for regular accomplishment, another for higher proficiency. The courses cover English, commercial arithmetic, elements of bookkeeping, commercial geography, methods of business, and one subject selected from shorthand, accountancy, typewriting, Indian administration, Indian banking, insurance, secretarial practice, or salesmanship.

Educational leaders in India since 1955 conceived the idea that the economic development of India would demand many kinds of workers, especially in the business area.

The business education system in India includes the commercial stream of the multipurpose schools, the commerce high schools, and the commercial state recognized institutions at the secondary level, and the Faculty of Arts and Commerce in higher education. It provides civil servants for the government, white collar workers in the business field, and professional businessmen, as well as business teachers and professors.

## VI. BUSINESS EDUCATION IN INDONESIA

Indonesia gained its independence on August 17, 1945. The current system of education in Indonesia comprises six years of universal compulsory education, two cycles of secondary education, each of three years, and three to six years to a first degree or diploma.

Both the lower and upper secondary cycles include general and vocational/technical education, the latter covering technical, commercial, home economics, and other specializations. (Table V)

The purpose of business education in Indonesia is three-fold in character:

1. to help people become good citizens
2. to help individuals adjust to their business environment
3. to encourage business enterprise and initiative<sup>1</sup>

Business education in Indonesia is divided into two systems:

Evening Schools of Business (Special Commercial Schools). The courses in these schools are offered especially for adults and office workers who want to improve their knowledge and opportunities for promotion in their work. Students enrolled in this program must have a certificate from the elementary school and must be at least 18 years of age. The certificate granted by the evening business school has the same value as the certificate of the junior business high school. The curriculum of the evening school consists of the following subjects: Indonesian, English, correspondence in Indonesian, correspondence in English, general business, bookkeeping, business arithmetic, algebra, economic geography, business law, shorthand, and typewriting.

Day Schools: Junior Business High Schools and Senior Business High Schools. Commercial high schools in Indonesia correspond to the general secondary school.

The Junior Business High School offers a three-year course and requires the certificate of the elementary school as a prerequisite;

<sup>1</sup>Soemarsono, "Business Education in Indonesia," National Business Education Quarterly, Volume 28, No. 3 (Spring 1960), pp. 41-44.

TABLE V

GENERAL OUTLINE OF BUSINESS EDUCATION SYSTEM IN INDONESIA<sup>a, b</sup>

HIGHER EDUCATION			
Faculties of Universities		Professional Institutes	
SECONDARY EDUCATION			
Year	Age Group	Academic Schools	Business Schools
12th	17-18	Senior High School	<u>Day School</u>
11th	16-17		Senior Business High School
10th	15-16		(Average age: 19)
9th	14-15	Junior High School	<u>Evening School</u>
8th	13-14		Junior Business High School
7th	12-13		(Age limit: 16)
ELEMENTARY EDUCATION			
6th	11-12		
5th	10-11		
4th	9-10		
3rd	8- 9		
2nd	7- 8		
1st	6- 7		

a. Unesco, World Survey of Education, IV, op. cit., pp. 662-671.

b. Soemarsono, op. cit., pp. 41-44.

the age limit is 16. The curriculum is broader than that of the evening school. It includes history, physics, salesmanship, drawing, and gymnastics, in addition to business courses. After passing the final examination, the students receive a certificate and may look for a job or obtain admittance to the Senior Business High School. Every year about 70 percent of the graduates go to the Senior Business High School; the other 30 percent look for jobs as clerical workers or initiate their own business enterprises.

The Senior Business High School also offers a three-year course to students who have a certificate from either a junior general or junior vocational high school. The curriculum of the Senior Business High School covers a broader area of subjects including business organization, algebra, economics, and chemistry. These graduates are paid well in Indonesia. The Senior Business High School is a terminal secondary school and its certificate does not qualify a student to enter a university or a college.

The teacher education institutes offer specialization in certain areas such as economics and administration. A certificate of completion of the three-year course program is a prerequisite for an advanced two-year program.

Indonesia, which considers business education to be a good contribution to the growth and development of youth, has organized a system of separate commercial high schools at the secondary level. It also has sent educators to various countries to study foreign systems and to bring back suggestions for improvements.



## VII. BUSINESS EDUCATION IN THAILAND

The structure of the Thai system of education has the four conventional levels: pre-primary, elementary, secondary, and higher education (Table VI).

Since 1961 a combination of general academic education and basic vocational knowledge and skills has been emphasized. In the upper primary school (5th-7th year) the main emphasis is on practical arts education, to which six to eight hours a week are allotted, and the introduction of English. The revised secondary education program has two branches: the general academic branch and the vocational training branch. (The general academic branch stresses academic instruction and provides the foundation for further studies in higher education.) In the general academic branch of the secondary school, four to six hours are devoted to practical arts. In the vocational training branch 17 hours out of the total of 35 hours a week are devoted to vocational and related subjects. In the upper secondary vocational school, 18 of the 30 instructional hours are reserved for vocational subjects.

Besides the business education stream at high school, Thai students can enter the School of Commerce after the lower secondary school (11th year). In the three-year language course at the School of Commerce, the subjects taught are French, English, Thai, typing, English and Thai shorthand, and history and geography. In the three-year secretarial course, the subjects are English, Thai typing, Thai and English stenography, bookkeeping, and commercial law.

TABLE VI

GENERAL OUTLINE OF BUSINESS EDUCATION SYSTEM IN THAILAND<sup>a</sup>

HIGHER EDUCATION				
Faculty of Commerce and Accounting (Commerce, Accounting, Economics, Statistics)				
SECONDARY EDUCATION				
Year	Age Group	Academic	Vocational	Professional Schools for Adults
12th 11th	17-18 16-17	Business Education 4-6 hours per week	Business Education 17 hours per week	3-year secretarial course 3-year language course 2-year clerical course
10th 9th 8th	15-16 14-15 13-14	4-6 hours per week	18 hours per week	Vocational Training
ELEMENTARY EDUCATION				
7th 6th 5th	12-13 11-12 10-11	6 to 8 hours a week of practical arts		
4th 3rd 2nd 1st	9-10 8-9 7-8 6-7			

a. Unesco, World Survey of Education, IV, op. cit., pp. 1070-1078.

The two-year clerical course includes English, Thai typing, Thai shorthand, a little bookkeeping, and commercial law. Graduates from the high school vocational stream or from the three-year course at the School of Commerce can be admitted to the higher institutions of commerce (Faculty of Commerce and Accounting) or get jobs in business or government offices.

Thailand's present vocational system including business education does not attract the most capable students. The reason is that "in the hierarchy of educational prestige it has a low position and is selected only after all other educational doors have been closed."<sup>1</sup>

The Faculty of Commerce and Accounting at the University has four Departments: Commerce, Accounting, Economics and Statistics. Its main objective is to prepare individuals to form the foundation of a managerial class in Thailand.<sup>2</sup>

#### VIII. BUSINESS EDUCATION AND THE COMPREHENSIVE HIGH SCHOOL

In the United States, the high schools are of two categories: specialized high schools usually found in a number of large cities and the comprehensive schools in communities of all sizes. The comprehensive school has a program which corresponds to the educational needs of all youth of the community. Almost all of them offer business education in elective subjects. Pupils pursue both vocational

<sup>1</sup>Hugh H. Smythe and Nibondh Sasidhorn, "Educational Planning in Thailand," Comparative Education Review (June 1964), p. 37.

<sup>2</sup>American University, Area Handbook for Thailand (Washington, D. C.: U. S. Department of State, 1966).

and academic goals in the same school.

It is called comprehensive because it offers, under one administration and under one roof, secondary education for almost all the school age children of one town or neighborhood. It is responsible for educating the boy who will be an atomic scientist and the girl who will marry at eighteen; the prospective captain of a ship and the future captain of industry. . . . It is responsible, in sum, for providing good and appropriate education, both academic and vocational.<sup>1</sup>

In England, a comprehensive school aims to serve the needs of all children of secondary school age in the area and provide for them "opportunities for education according to their ages, aptitudes, and abilities."<sup>2</sup> A comprehensive high school is intended to provide all the secondary education needed by the children but without being organized in clearly defined sides or streams.

Recently there has been a tendency toward a multi-track system in the American comprehensive school.

We seem to be moving toward differentiation of groups by establishing special schools and by sharpening the difference between academic and vocational curricula in our comprehensive high schools. This trend has been accentuated by the current feeling that we need to raise the quality of our high school work for students who will go to college.<sup>3</sup>

Every comprehensive high school or multi-track high school should provide instruction in several vocational fields, as well as a diversified list of academic objectives. To meet such requirements the

<sup>1</sup>James B. Conant, The Comprehensive High School (New York: McGraw-Hill Book Company, 1967), p. 3.

<sup>2</sup>Alwyn Thomas, "Maesydderwen Comprehensive School," Richard E. Gross, editor, British Secondary Education (London: Oxford University Press, 1965), pp. 446-468.

<sup>3</sup>Henry H. Kronenberg and Rudyard K. Bent, Principles of Secondary Education (New York: McGraw-Hill Book Company, 1966), p. 113.

school must have a large staff and suitable facilities, which means much money.

The arguments most frequently put forth against the comprehensive school are:

1. The school is too large and too unwieldy.
2. The development of the comprehensive school means the destruction of the existing academic school.
3. The bright pupils will suffer in a comprehensive school.
4. Educating all pupils in one school would lead to a general lowering of educational standards.
5. The comprehensive school often lacks sufficient degress staff and important facilities.<sup>1</sup>

Those who favor the comprehensive school usually give the following reasons:

1. It is wrong to segregate children at the age of eleven and to educate them in different schools.
2. There is ease of transference in the comprehensive school which is quite unattainable in separate schools.
3. The specialized schools lessen the value of cultural training by concentrating on narrow, vocational, bread-and-butter type of training.
4. The specialized schools develop class-consciousness.
5. The specialized schools hasten a premature choice of vocation and the decision as to education beyond the high school.<sup>2</sup>

<sup>1</sup>Gordon Williams, "Duffryn High School," British Secondary Education (London: Oxford University Press, 1965), pp. 446-468.

<sup>2</sup>Ibid.

However there is a reciprocal relationship between schools and the political, social, and economic order of a country. This determines which type of school is suitable for an area or a nation.

In England there is a separate vocational school called "the modern high school." The primary purpose of this school is to develop appropriate types of vocational education for non-scholar students. However, attention is also given to the minority of able students who may be discovered. The modern secondary school which can be considered a comprehensive vocational high school has developed programs of superior worth for vocational pupils who stand on an equal footing with students from other high schools. It answers the demand for new skills and training brought about by economic and occupational changes which the traditional system of education is ill-equipped to satisfy. It also has the effect of "reconciling an educational system based on the premises of equality and the provisions of liberal education with the realities of occupational stratification."<sup>1</sup>

In Germany the comprehensive education system is being planned for the seventies:

Traditional school forms will be first enriched and later gradually replaced by the testing and introduction of comprehensive schools.<sup>2</sup>

The vocational education will begin at the eleventh year of schooling:

When the child has been at school for ten years he takes the first half of his school-leaving certificate. Then his way leads either to education oriented around his future

<sup>1</sup>William Taylor, The Secondary Modern School (London: Faber and Faber, 1963), p. 14.

<sup>2</sup>Hildegard Hamm-Brucher, "Changes Planned in the Education System of the Seventies," The German Tribune (March 10, 1970), p. 8.

profession, to the outside world and his chosen career, or to the two or three years in the sixth form of the secondary stage.<sup>1</sup>

The whole concept of comprehensive education in Germany is being included in a National Education Plan, and will be followed by a National Education Budget.

#### IX. CHARACTERISTICS OF BUSINESS EDUCATION IN COUNTRIES OTHER THAN VIETNAM

The review of literature on business education in the United States, France, Japan, Indonesia, India, and Thailand has revealed the following characteristics of business education:

##### Philosophy and Objectives

1. Business education is one of the components of an educational program in a democratic society.

2. The objectives of business education are general education for all students, vocational for students who need employment upon completion of high school, prevocational for college-bound students, and professional for college and university business students.

3. Intelligence is also a main objective of business education.

4. Education in economics and business should be linked to reality.

5. Business education helps people to become good citizens, helps individuals adjust to their business environment, and helps encourage business enterprise and initiative.

<sup>1</sup>ibid., p. 8.

6. Business education supplies workers needed in the business areas of the national economy.

7. The teaching of business education in the comprehensive school is based upon the ideal of equal opportunity.

#### Organization, Methods and Curriculum

1. Specialized business schools exist in most countries.

2. In the United States business subjects are offered most frequently in the comprehensive high schools.

3. In France, Japan, Thailand, and India a number of high schools include a business education stream.

4. In most countries the vocational student is over 15 and has completed the lower secondary education.

5. Business education in specialized business schools is usually a strong program leading to a profession.

6. Business education at higher levels is offered by a university faculty or a higher business institution.

7. Business education should be built on a basic business background which will allow adaptation to changes.

8. Business education should reconcile culture and career.

9. Business subjects offered in high schools usually are: typewriting, bookkeeping, business arithmetic, general business, economic geography, shorthand, salesmanship, business correspondence, economics, and business law.



Output of Business Education

Business education provides practical intellectuals such as managers and administrators, technicians, supervisors, secretaries, clerks, etc.

## CHAPTER III

### ANALYSIS OF THE VIETNAMESE EDUCATIONAL SYSTEM AND ITS ENVIRONMENT

#### I. THE EDUCATIONAL SYSTEM

##### Organization

Viet-Nam, since the recovery of independence in 1945, has adapted the educational system to changed circumstances and has kept it in harmony with the aspirations of the national genius and the exigencies of the modern times. The educational system in Viet-Nam is humanistic, nationally centered, and open to all cultural influences.

Education is compulsory for all children between the ages of six and 14. Primary education of five years is followed by seven years of secondary education which includes two cycles of four and three years, respectively. The first cycle is the same for all pupils but the second is divided into four sections, emphasizing modern languages, classical languages, mathematics, or sciences. The first cycle is designed to provide students who leave school after obtaining the Certificate of the First Secondary Cycle with a basic education. The purpose of the second cycle is mainly to provide thorough preparation for higher education. Both cycles may be terminal as well as preparatory, and include general, technical, craft, agriculture and forestry, fine arts, and music courses. The second cycle is divided into two parts, the first two years (10th and 11th grade) leading to the first

Baccalaureat in academic and technical fields, and the third year to the full Baccalaureat. In December 1965, the Department of National Education decided to abolish the examination for the first part of the Baccalaureat.

In 1968 under an experimental program to reorganize the educational system, eleven high schools became comprehensive pilot schools where general and vocational education were offered under the same school roof.<sup>1</sup>

In 1969 a decree promulgated by the President of the Republic reorganized the general elementary and secondary education into a single continual twelve-year school system.<sup>2</sup>

The Baccalaureat is an entrance requirement to an institution of higher education. It is generally during the second cycle high school that pupils are guided toward one of the following institutions: Faculty of Liberal Arts, Faculty of Law, Faculty of Medicine, Faculty of Pharmacy, Faculty of Dentistry, Faculty of Sciences, Faculty of Pedagogy, Higher School of Architecture, the National College of Agriculture, Forestry and Husbandry, the National Institute of Administration, or the National Technical Education Center which has four constituent schools: the School of Civil Engineering, the Technical Engineering School, the Industrial Engineering School, and the Merchant Marine School.

Higher education extends over a minimum of four years, with the exception of five years in pharmacy, six years in architecture, and

<sup>1</sup>Viet-Nam Arrete No. 1520 /GDTN/PC/ND dated September 19, 1968.

<sup>2</sup>Viet-Nam Decree No. 660-TT/SL dated December 1, 1969.

seven in medicine. Degrees offered are Licence, Diploma of Engineering, Diploma of Higher Study, and Doctor's Degree (Table VII).

#### Basic Principles of the National Education in Viet-Nam

Education in Viet-Nam follows these basic principles:

1. Education in Viet-Nam must be a humanist education respecting the sacred value of man, regarding man as an end in himself, and aiming at the full development of man.

2. Education in Viet-Nam is a national education respecting the traditional values, assuring the continuity of man with his national environments, such as family, profession, country, and safeguarding the nation, its prosperity, and the collective promotion of the people.

3. Education in Viet-Nam must be open-minded, respecting the scientific spirit, aiming at the development of the social and democratic spirit, and welcoming all true cultural values in the world.<sup>1</sup>

#### Technical and Vocational Education

The development of technical and vocational education in Viet-Nam began in 1920 with the organization of technical training. In 1939 liaison was made between technical training and industry with the appointment of the Head of Industry and Armament as technical advisor to the Director General of Education. In 1940 technical training was encouraged by the formation of a standing committee on industrial training, which included employers. Accelerated apprenticeship courses

<sup>1</sup>Department of National Education, Secondary Curriculum (Saigon: Department of National Education, 1959), p. 9.

TABLE VII

GENERAL OUTLINE OF THE VIETNAMESE EDUCATIONAL SYSTEM

HIGHER EDUCATION				
Faculties of Universities, Institutes of Higher Education, Technical Colleges				
SECONDARY EDUCATION				
Year Grade	Age Group	Academic High Schools	Technical High Schools	Professional Schools
Baccalaureat II				Professional certificates
----- Second Cycle -----				
12th	17-18	Academic Program	Technical Program	Professional Training
11th	16-17			
10th	15-16			
----- First Cycle -----				
9th	14-15	Academic Program	Technical Program	
8th	13-14			
7th	12-13			
6th	11-12			
ELEMENTARY EDUCATION				
5th	10-11	Community Schools		
4th	9-10			
3rd	8- 9			
2nd	7- 8			
1st	6- 7			
	4- 6	KINDERGARTEN		
		NURSERY SCHOOL		

began to develop at the same time and many special sections were set up. In 1941 curricula began to be standardized and in 1944 a technical education inspectorate was organized. During World War II, when relations between Viet-Nam and foreign countries were interrupted, Viet-Nam manufactured locally a number of consumer goods it needed. This situation proved favorable to the development of vocational and technical training.

The second stage of vocational and technical education opened in 1955 when the Department of National Education of the Republic of Viet-Nam undertook a complete revision of vocational and technical training which involved re-opening existing institutions, informing the public of the necessity of promoting vocational and technical training, recruiting new teachers, and drafting a new staff statute so the teachers' working conditions would compare favorably with those of technicians in private industry. A Directorate of Vocational Education and Fine Arts was set up and put under the direct control of the Department of National Education.

#### Business Education

The first school of commerce was founded in Hanoi in 1917. It was a constituent school of the Indochinese University.<sup>1</sup> In 1956 the National School of Commerce was founded in Saigon. Today in the Republic of Viet-Nam secondary business education is offered by the unique National School of Commerce for adults, and through private

<sup>1</sup>Ministry of Education, Saigon University Bulletin (Saigon: Ministry of Education, University of Saigon, Rectorate, 1966), p. 11.

institutions. The Faculty of Political and Business Administration of the Da-Lat University offers a four-year course of business education leading to the Licence of Business Administration. The Faculties of Law of the Universities include a number of business subjects in the curriculum while the National Institute of Administration provides business courses related to government administration.

Since 1966 few business subjects have been offered in the demonstration and comprehensive pilot high schools and those which are given are on an unofficial, voluntary, non-credit basis, and are taught by untrained teachers.

#### Secondary Business Education for Adults.

The National School of Commerce. The National School of Commerce was placed under the control of the Directorate of Vocational Education and Fine Arts. It is an upper secondary vocational school.

The National School of Commerce provides adults from 18 to 25 years of age with training in technical, economic, legal, and social questions that is indispensable in civil services, commerce, industry, and banks.

Students are recruited by competitive examination from those who hold the Certificate of the First Cycle High School and a tenth-grade transcript. Every year about one quarter of the total number of students is admitted without sitting for the examination. These are secretaries in national services who hold the same certificate as those recruited by examination and who have been sent to the school by their offices.

The course covers three years and leads to the Certificate of Commercial Studies (approximately equal to the Baccalaureat in status when working in the government office). The program is arranged in such a way that, after the initial period of probation for gaining experiences, graduates are in a position to rise to managerial posts. A number of top graduates each year have the option of entering the administration.

The three-year curriculum includes Vietnamese, English, French, typing, shorthand, accounting, practical business, economics, financial mathematics, advertising and purchasing, economic geography, business law, office education, banking, electronic computer, etc. (Table VIII).

Private Business Schools. Most large cities in Viet-Nam have private business education institutions which prepare adult students to be typists, accountants, secretaries, secretary-typists, shorthand-typists, or card-punchers. Students who pass the examination for secretary-typists, administered every year by the Department of National Education, are qualified for a position of secretary-typist in government or private offices. The period of training and the curriculum differ from one institution to another and no standard is required. Some institutions offer day classes as well as evening classes. Most of the students take only one course, specializing in typing, shorthand, accounting, or translating, etc., and usually get a certificate after three to six months of training. With this certificate they can seek temporary employment during war time. In recent years enrollments of private business schools have increased due to



TABLE VIII

THREE-YEAR CURRICULUM OF THE NATIONAL SCHOOL OF COMMERCE<sup>a</sup>

<u>First Year</u>		<u>Second Year</u>	
English	5	English	5
French	5	French	5
Vietnamese	2	Vietnamese	2
Accounting	6	Accounting	6
Typing	6	Typing	4
Practical Business	2	Shorthand	2
Economics	2	Economics	2
Financial Mathematics	2	Financial Mathematics	2
Advertisement and Purchasing	2	Navigation Law	2
Economic Geography	2	Business Law	2
Civilian Law	<u>2</u>	Labor Law	2
Total hours per week	36	Statistics	2
		Electronic Computer	2
		Office Machines	<u>2</u>
		Total hours per week	40
<u>Third Year</u>			
	English	6	
	French	6	
	Vietnamese	2	
	Accounting	6	
	Financial Mathematics	2	
	Banking	3	
	Home Trade	2	
	Foreign Trade	2	
	Insurance	2	
	Taxation	6	
	Tax Customs	2	
	Office Machines	<u>2</u>	
	Total hours per week	41	

Note: The program will be modified according to the changing subject matter areas needed by the country and to student needs.

a. Department of National Education, Directorate of Technical and Vocational Education, The National School of Commerce (Saigon: Department of National Education, 1969), p. 33.

the great demand for white collar workers in government offices and in offices of local and foreign companies.

Higher Education in Business.

Faculty of Political and Business Administration. The University of Da-Lat, a private institution, opened a Faculty of Political and Business Administration in 1964. The entrance requirement is the Baccalaureat II.

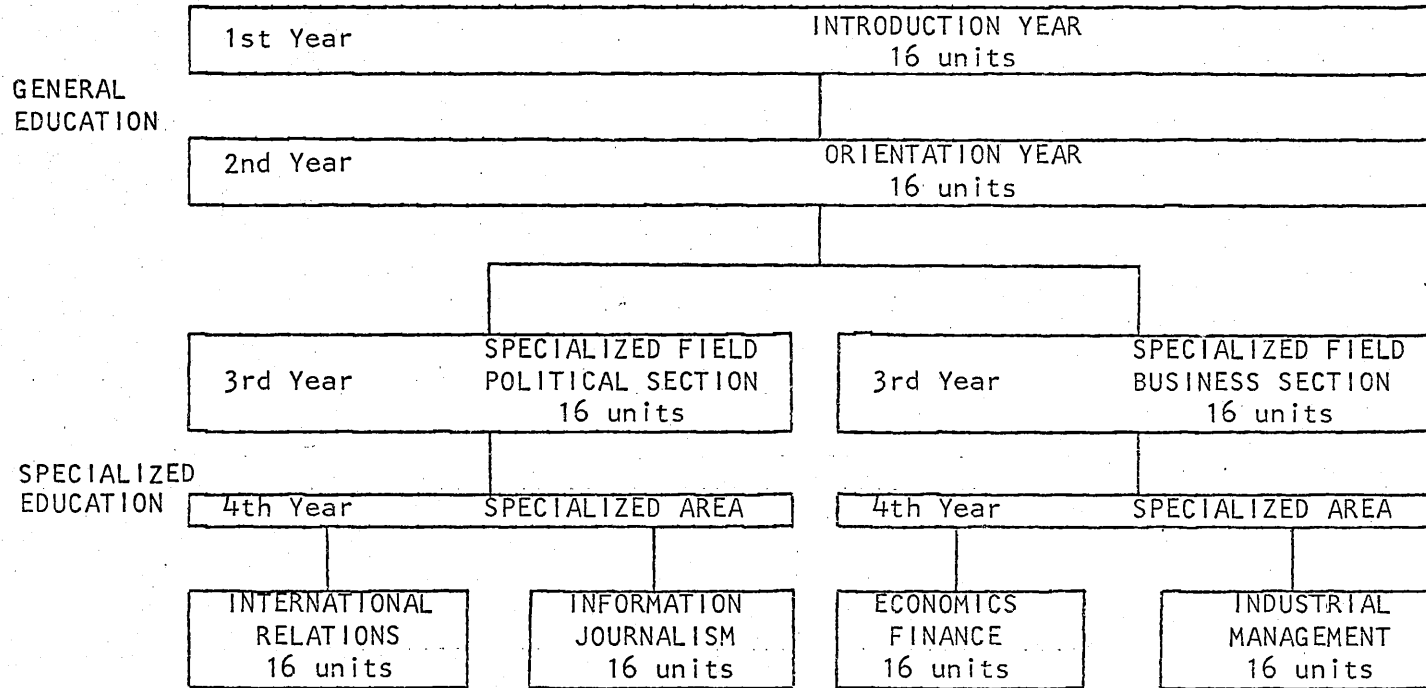
The four-year course consists of two 2-year stages. The first stage is for general education and orientation. The second stage provides courses in the student's chosen major field. At the beginning of the third year, students may choose either the political section or the business section. In the fourth year, students specialize in one area of the major field. Business students have the option of either economics and finance or industrial management. During the first three years students attend school in Da-Lat. In the fourth year all classes and seminars are held in Saigon. During the first three years the curriculum includes foreign languages, general education, and theories and principles of the major field subjects; the last year in Saigon students learn specialized techniques, practices, abilities of research, and understandings of the related national environment.<sup>1</sup>

The program of study is divided into 64 units, a unit being defined as 30 class hours (Table IX and Table X). School attendance is compulsory. Students must complete 16 units each school year to

<sup>1</sup>University of Da-Lat, Faculty of Political and Business Administration, Guide to Study in the Faculty of Political and Business Administration (Da-Lat: University of Da-Lat, 1970), 15 pages.

TABLE IX

GENERAL OUTLINE OF THE FOUR-YEAR PROGRAM AT THE FACULTY OF  
POLITICAL AND BUSINESS ADMINISTRATION<sup>a</sup>



a. University of Da-Lat, op. cit., p. 4.

TABLE X

CURRICULUM OF THE BUSINESS SECTION OF  
THE FACULTY OF POLITICAL AND  
BUSINESS ADMINISTRATION<sup>a</sup>

Introduction Year

English	120 hours
Literature and Writing	60
History of World Civilization	60
Introduction to Political Sciences	60
Introduction to Economics	60
Introduction to Management	60
Financial Mathematics	60
Introduction to Social Sciences	30
Introduction to Law	30
	<u>540 hours</u>

Orientation Year

English	120 hours
Conferences and Seminars	60
History of Contemporary Politics	60
General Economic Geography	60
Principles of Economics	60
Public Administration	60
Personnel Management	30
Elementary Statistics	30
Methods of Social Sciences	30
History of Social Events	30
	<u>540 hours</u>

Third Year--Business Major

English	120 hours
Government	60
Viet-Nam Economy	60
Social Relations	30
Personnel Management	30
Economic Administration	60
Principles of Management	60
Industrial Relations	60
Industrial Statistics	30
Public Finance	30
	<u>540 hours</u>

a. University of Da-Lat, op. cit., pp. 6-9.

Fourth Year--Specialized Industrial Management

English	60 hours
Research for Industrial Projects	30
Production Management I	30
Production Management II	30
Marketing Research	30
Distribution Research	30
Transportation Distribution	30
Managerial Accounting	30
Research on Industrial Management	120
Seminar on Industrial Management	<u>120</u>
	540 hours

Fourth Year--Specialized Economics and Finance

English	60 hours
Finance I: Public Expenditures	30
Finance II: National Income	30
Foreign Economic Aids	30
Money and Banking	30
Banking Operations	30
Money Exchange Institutions	30
Government and Business	30
Corporate Finance Management	30
Research on Economics and Finance	120
Seminar on Economics and Finance	<u>120</u>
	540 hours

be allowed to continue. An examination is given at the end of each unit. The scores range from one to 20, and the average score for all units must be ten with no score less than six in order to pass. Students who get an average score above six but less than ten must take all units of the examination with a score under ten a second time after the summer vacation.

The students who satisfactorily complete 64 units are awarded the Licence of Political and Business Administration with the major field mentioned. This degree is equivalent to any Licence's degree offered by a state university in status and it is recognized by the government.

During the last two years there were 395 graduates from the Faculty of Political and Business Administration. They are all now working in the Vietnamese armed forces, in government enterprises, or in private companies.<sup>1</sup>

The University of Da-Lat with its Faculty of Political and Business Administration has made an important contribution to the development of higher business education in Viet-Nam.

The National Institute of Administration. In 1952 the Da-Lat National School of Administration was established to train high level career administrators. At first the school was directly under the Department of National Education, but in April 1954 it was placed under the direction of the Prime Minister.

<sup>1</sup>Tran-Long, Dean of the Faculty of Political and Business Administration, Letter No. 229-CTKD/KT dated February 17, 1970 in reply to the letter of the writer dated February 1, 1970.

In August 1955 the Da-Lat National School of Administration was transferred to Saigon and became the National Institute of Administration.

The objectives of the National Institute of Administration are to provide training for administrators and supervisors of government offices, in-service training, and research on administrative organization and modernization of office procedures.

The training programs of the Institute are of four levels: graduate, administrative generalist, head clerk, and administrative capacity.

Graduate studies: The graduate section includes three fields of specialization: general administration, economics and finance, and foreign affairs. The period of study for the students of the graduate division is two years including one year of practice in a public office or private enterprise and one year of attending classes and seminars at the Institute.

Students of the foreign affairs branch may be sent to do practice work in Vietnamese embassies in foreign countries. Subjects required of all students in the three divisions are Vietnamese culture, research techniques, enterprise, and modern techniques of administration. Subjects required of students of the economics and finance division are commercial accounting, statistics and mathematics for business, finance, business law, national accounting, agricultural economy, and law and legal research.

To be admitted to the graduate level students must hold a licence's degree and pass the entrance examination. Students must

submit a thesis on a subject relating to their field of work and pass the graduation examination in order to get the Diploma of Higher Study.

Administrative general section: This section is for students and civil servants who hold the full baccalaureat. The age limits to take the entrance examination are 18 to 25. The length of the course of study is four years, including one year of practice and field work. Students who pass the final examination receive a diploma equivalent to the licence and are appointed to the rank of Administrator. The three-year academic curriculum includes a great number of business subjects such as Vietnamese economics and finance, administrative accounting, human relations, correspondence and office management, tax regulations, economics, finance, commercial law, organization and methods, commercial accounting, management, and international economy.

Chief clerk section: The entrance requirements are a Baccalaureat or Junior Diploma plus a Capacity Diploma of Administration or Law. The candidate must be between 20 and 34 years of age. The length of the program is one year: eight months of study at the Institute and four months of practice at central and regional offices. The program of study includes administrative problems, public office management, personnel management, and human relations, economics, finance, economy of Viet-Nam, economic problems, Vietnamese tax laws, problems related to budget and treasury, public correspondence, and administration accounting.

Students who pass the graduation examination are assigned to the Chief Clerk cadre.



Administrative capacity section: This evening course section, which leads to a Certificate of Administrative Capacity, aims to help civil servants and private workers improve their skills and prepare for entrance examinations for admission to administrative cadres. It includes two divisions: the General Administrative Division and the Economics and Finance Division.

The National Institute of Administration may be considered as a state higher school of business which offers training for government professions such as administrators and supervisors in all areas.<sup>1</sup>

For 15 years it has provided about 1,000 graduates qualified for civil services jobs and supervisory positions. Now this Institute can train only about 250 a year--100 from its administrative generalist course, 50 from its graduate program, and 100 from its chief clerk course.<sup>2</sup> Each year the Administrative General Section accepts only 100 new students from the 1,600 applicants who would like to devote their careers to the civil service, but cannot be accommodated by the Institute.<sup>3</sup>

Faculties of Law of the Universities. The Faculties of Law of the Universities include a number of business courses in the curriculum of the Licence in Law and the Doctorate in Economics.

<sup>1</sup>The National Institute of Administration, Catalogue (Saigon: National Institute of Administration, 1967), 93 pages.

<sup>2</sup>Viet-Nam Embassy, "Training the Supervisors," Viet-Nam Bulletin, Viet-Nam Information Series No. 7 (Washington, D. C.: Embassy of Viet-Nam, 1969), p. 1.

<sup>3</sup>Ibid., p. 3.

The following courses appear in the program of the Licence in Law: political economy, economic terminology, financial legislation, commercial law, economy of Viet-Nam, budget technology, insurance laws, labor laws, and banking operations.

The doctorate level consists of three sections leading to the Diploma of Graduate Studies in Private Law, Diploma of Graduate Studies in Public Law, or Diploma of Graduate Studies in Political Economy. Each diploma comprises two degrees corresponding to two years of study.

The subjects taught in the section leading to the Diploma of Graduate Studies in the Political Economy are:

1. First degree: detailed political economy, mathematical economics, national accounting, history of economic doctrine, rural economy, demography.

2. Second degree: economic theory, statistics, economic and financial problems, money and banking, industry and political economy, economic geography.

The Graduates of the Faculty of Law can become lawyers, magistrates, administrators, or economists.<sup>1</sup>

Business Skill Championship Competition. Every year in Saigon there is championship competition in the areas of shorthand, typewriting, accounting, and IBM card punch in three languages (Vietnamese, French, and English) sponsored by "The Shorthand, Typewriting, and Accounting Association of Viet-Nam." Prizes are awarded at an important

<sup>1</sup>University of Saigon, op. cit., pp. 65-78.

ceremony following the contests. This competition helps to improve the standard of business skills in Viet-Nam.<sup>1</sup>

Summary on Business Education. There is no program of business education at the secondary level for students, age 12 to 18. As a result, the Faculties of Pedagogy of Universities do not train business education teachers. The National School of Commerce is a professional business school for adults from 18 to 25 years of age and provides a maximum of 60 graduates a year.

At the University level there is only one Faculty, the Faculty of Political and Business Administration of the University of Da-Lat, a private institution, which offers business courses leading to the Licence's degree. The Administrative General Section and the Administrative Capacity Section of the National Institute of Administration and the undergraduate section of the Faculties of Law include in their curricula a number of business courses.

At the graduate level, almost all subjects in the graduate section of Economics and Finance of the National Institute of Administration and in the Doctorate Diploma Section in Political Economy are business or business-related subjects (Table XI).

In short, so far there is no program of business education for the secondary school population, age 12 to 18, and no formal business education faculty or department at any state university. This is a result of the fact that business education has not been considered an important component of the educational program in Viet-Nam.

<sup>1</sup>Ohio University Contract USAID (Education Report, April-October 1966), unpublished, p. 29.

TABLE XI

GENERAL OUTLINE OF THE PRESENT BUSINESS EDUCATION SYSTEM

HIGHER EDUCATION					
		Faculty of Law -- Faculty of Political and Business Administration National Institute of Administration			
SECONDARY EDUCATION					
Year Grade	Age Group	Academic High School	Technical High School	National School of Commerce	Private Business Institutions
			FOR ADULTS		
BACCALAUREAT			CERTIFICATE		
12th	17-18	General Education	Technical Program	Business Education Program	Professional Business Courses
11th <sup>1</sup>	16-17				
10th	15-16				
-----					
9th	14-15	General Education	Technical Program		
8th	13-14				
7th	12-13				
6th	11-12				
ELEMENTARY EDUCATION					
5th	10-11	General Education			
4th	9-10				
3rd	8- 9				
2nd	7- 8				
1st	6- 7				

<sup>1</sup>Two hours of economics per week.

### Statistical Analysis

Vietnamese educators have made a great effort to participate in the work of national rehabilitation. Numerous reforms have been effected to adapt Vietnamese schools to the principles of democracy and the needs of the nation. Qualitative development has always kept pace with quantitative development.

In 1955-56, the total elementary school enrollment was 602,000 or 31.35 percent of the school-age population (6 to 11 years). This figure increased to 2,014,000 or 77.20 percent in 1968-69 (Table XII).

In secondary education, there were 531,013 students or 21.02 percent of the 12-18 years population in 1968-69 compared to 53,500 or 3.07 percent in 1955-56 (Table XIII).

In technical vocational secondary education there were 25,523 students in 1968-69 or 4.73 percent of the enrollment of the academic secondary pupils, as compared with 3,723 or 2.66 percent in 1958-59 (Table XIII).

In higher education, there were 35,278 or 202 students per 100,000 inhabitants as compared with 7,327 students or 67 per 100,000 in 1958-59 (Table XIV). In 1965 the percentage of students in humanities, education and fine arts was 36 percent; in law and social sciences, 27 percent; in natural sciences, 20 percent; and in engineering, agriculture and medical sciences, 18 percent (Table XV).

In reality there has been an increase in enrollment every year at all levels. It is quite hopeful that the enrollment in elementary education will have reached 79.10 percent of the 6-11 year old population in 1969-70.

However if one class is followed through the 12 years of elementary and secondary school, the picture which is portrayed is peculiar to a highly selective academic educational system.

Back in 1956-57, 294,088 pupils (Table XVI) were enrolled in the first grade. In 1961-62, five years later, 140,558 or 47.77 percent of these pupils reached the terminal elementary year. In the same year only 73,181 were able to find a place in the sixth grade or first year of high school.

Seven years later, in the summer of 1969, only 10,804 or 3.67 percent of the enrollment in the first grade in 1956-57 and 14.76 percent of the enrollment in the sixth grade in 1962-63 successfully passed the Baccalaureat II.

There was a dropout rate of 96.33 percent through the 12 years of elementary and secondary school or 85.24 percent during seven-year secondary school.

The statistical analysis of the achievement of the educational system shows the following results in school enrollment:

Elementary education: 79.10 percent population, age 6-11, in 1970.

Secondary education: 23.18 percent population, age 12-18, in 1970.

Vocational education: 4.73 percent of secondary academic students.

Higher education: 202 per 100,000 inhabitants in 1969.

Dropout rate: 85.24 percent in secondary education during the last seven years.

TABLE XII

## QUANTITATIVE DEVELOPMENT OF ELEMENTARY EDUCATION

School Year	Population <sup>1</sup>	Age 6-11 <sup>3</sup>	Enrollment		
			Total <sup>2</sup>	Percentage	1st Year <sup>2</sup>
1955-56	12,000,000	1,920,000	602,000	31.35	
1956-57	12,300,000	1,968,000	664,000	33.73	245,088
1957-58	12,600,000	2,016,000	864,000	41.96	294,293
1958-59	12,934,000	2,069,000	1,071,000	51.76	381,489
1959-60	13,789,000	2,205,000	1,223,000	55.46	423,891
1960-61	14,100,000	2,240,000	1,278,000	57.05	427,730
1961-62	14,494,000	2,296,000	1,357,000	59.10	453,499
1962-63	14,924,000	2,353,000	1,451,000	61.66	480,645
1963-64	15,317,000	2,412,000	1,572,000	65.17	522,065
1964-65	15,715,000	2,473,000	1,591,000	64.33	508,143
1965-66	16,124,000	2,484,000	1,623,000	65.33	
1966-67	16,543,000	2,497,000	1,754,000	70.75	
1967-68	16,973,000	2,552,000	1,969,000	77.15	
1968-69	17,414,000	2,608,000	2,014,000	77.22	
1969-70	17,850,000	2,856,000	2,226,000	79.10	

<sup>1</sup>United Nations, Monthly Bulletin of Statistics, (January 1970), pp. 1-5.

<sup>2</sup>Viet-Nam Department of Education, Educational Statistics, 1955-1969.

<sup>3</sup>Multiplying the total population by 0.16 gives an estimate of the population, age 6-11. The 0.16 figure is based on two other figures, one for the population, age 6-11, of India (15.1 percent) and the other for Korea (16.0 percent). Viet-Nam Department of Education, Education Viet-Nam: Proposals for Reorganization (Saigon: Viet-Nam Department of Education, 1967), p. 264.

TABLE XIII  
QUANTITATIVE DEVELOPMENT OF SECONDARY EDUCATION

School Year	Population <sup>2</sup> Age 12-18	Enrollment			
		Academic <sup>1</sup> Students	Percentage Age Group	Vocational <sup>1</sup> Students	Percentage as Compared to Academic
1955-56	1,740,000	53,500	3.07		
1956-57	1,782,500	69,900	3.90		
1957-58	1,827,000	110,000	6.02		
1958-59	1,875,430	139,451	7.43	3,723	2.66
1959-60	2,023,000	164,000	8.07	3,954	2.41
1960-61	2,044,500	203,760	9.96	4,676	2.29
1961-62	2,101,630	228,480	10.87	4,931	2.15
1962-63	2,163,980	264,860	12.21	6,305	2.38
1963-64	2,220,965	295,693	13.30	7,484	2.53
1964-65	2,287,675	329,229	14.44	8,500	2.58
1965-66	2,327,789	360,830	15.43	8,513	2.35
1966-67	2,398,735	416,914	17.38	14,501	3.47
1967-68	2,473,357	470,925	19.03	20,259	4.36
1968-69	2,525,030	531,013	21.03	25,532	4.73
1969-70	2,588,250	600,000	23.18		

<sup>1</sup>Viet-Nam Department of Education, Educational Statistics, 1955-1969.

<sup>2</sup>Multiplying the total population by 0.145 gives an estimation of population, ages 12-18. The 0.145 figure is based on the population, ages 12-18, for India (14.5 percent) and Korea (14.8 percent). Education Viet-Nam: Proposals for Reorganization (Saigon: Viet-Nam Department of National Education, 1967), p. 265.



TABLE XIV

## QUANTITATIVE DEVELOPMENT OF HIGHER EDUCATION

School Year	Population <sup>1</sup>	Enrollment <sup>2</sup>	No. Students per 100,000 Inhabitants
1958-59	12,934,000	7,327	67
1959-60	13,789,000	9,217	69
1960-61	14,100,000	11,341	83
1961-62	14,494,000	14,751	101
1962-63	14,929,000	17,345	116
1963-64	15,317,000	19,911	130
1964-65	15,715,000	22,100	140
1965-66	16,124,000	23,662	147
1966-67	16,543,000	30,302	183
1967-68	16,973,000	31,272	184
1968-69	17,414,000	35,278	202
1969-70	17,850,000	37,887	213

<sup>1</sup>United Nations, op. cit., pp. 1-5.

<sup>2</sup>Viet-Nam Department of Education, op. cit.

TABLE XV  
DISTRIBUTION OF STUDENTS BY FIELDS OF STUDY <sup>a</sup>

Year	Liberal Arts	Law	Education	Fine Arts	Social Sciences	Engi- neering	Medical Sciences
1960	2869	2359	975	106	54	225	1906
1964	6630	4702	1241	1220	1641	320	4350
1965	8221	6336	998	437	865	345	4207

PERCENTAGE DISTRIBUTION OF STUDENTS <sup>b</sup>

Year	Humanities, Education, Fine Arts	Law, Social Sciences	Natural Sciences	Engineering, Agriculture, Medical Sciences
1960	34	21	27	19
1965	36	27	20	18

a. Unesco Statistical Yearbook, 1966, pp. 192-193.

b. Ibid., p. 213.

TABLE XVI  
DROP-OUT RATE DURING PAST TWELVE YEARS

School Year	Grade	Number of Students <sup>1</sup>	Elementary and Secondary Schools		Secondary Schools	
			Percentage		Percentage	
			Success	Dropouts	Success	Dropouts
Passed Baccalaureat II		10,804	3.67	96.33	14.76	85.24
1968-69	12	20,440	6.94	93.06	27.93	72.07
Baccalaureat I						
1967-68	11	41,060	13.95 <sup>2</sup>	84.05	56.10 <sup>2</sup>	43.90
1966-67	10	36,632	12.34	87.66	50.01	49.99
1965-66	9	51,352	17.34	82.66	70.17	29.83
1964-65	8	53,325	18.01	81.99	72.86	27.14
1963-64	7	60,323	20.49	79.51	82.42	17.58
1962-63	6	73,181	24.86	75.14	100.00	
Entrance Examination						
1961-62	5	140,558	47.77	52.23		
1960-61	4	156,277	53.10	46.90		
1959-60	3	231,151	78.54	21.46		
1958-59	2	275,639	93.66	6.34		
1957-58	1	294,293	100.00			

<sup>1</sup>Viet-Nam Department of Education, Educational Statistics, 1958-69.

<sup>2</sup>A number of students repeat this year.

## ENVIRONMENT

Characteristics of the Vietnamese Business System

For almost a century colonial rule resulted in exclusion of Vietnamese from effectively running their country. The people's sense of organization, leadership, and responsibility was blunted. Economically, capitalistic development was arrested and enterprise-- a fundamental factor in the economic development of a nation--was lost little by little. Under the colonial regime only farming along traditional lines was reserved for the Vietnamese while industry, commerce, transport, banking, modern farming--all important areas of business--excluded the local people. Two careers were open to them: peasants or subsistence farmers and functionaries or mandarins of low echelon.

The guiding principles of the colonial economic system in Viet-Nam were:

1. the exploitation of natural resources for exports; and
2. the reservation of the local markets for manufactured imported products.

Every natural resource that could be profitably exploited was exploited, and only the industries which supported those exploitations were allowed to exist. This resulted in the absence of local production to satisfy the local demand for manufactured goods.

Commerce is the second most important form of economic activity in Viet-Nam (Table XVII). The contribution of commerce to the

TABLE XVII  
 GROSS DOMESTIC PRODUCT BY SECTOR OF ORIGIN, 1955<sup>a</sup>  
 (Billions of Piasters)

Sector	Amount	Percent
Commerce	17.1	24
Agriculture and livestock	17.0	24
Government	9.5	13
Rental income	5.7	8
Transportation	4.3	6
Fishing	4.2	6
Clothing and textiles	2.6	3
Food processing	1.3	2
Domestic services	1.3	2
Tobacco	1.1	1
Other	7.9	11
TOTAL	72.0	100

a. National Bank of Viet-Nam, Estimations of National Income of Viet-Nam in 1955 (Saigon: National Bank, 1956), p. 14.

national income was 20 percent (as compared with 10 percent for agriculture and fisheries combined)! Commercial activity, mainly in imports and exports, expanded greatly under the colonial regime and is still growing today. Special groups established dominant positions in the commercial sector and have been able to exploit them to some degree. During the war, inflationary pressures have offered favorable opportunities for commercial profits, and the entrenched groups have taken advantage of them.

Commercial activity is carried on at four principal levels. At the top are large international trading companies, next are the domestic and distributing businesses, then come the small retail stores of the cities and towns, and finally the full or part-time merchants and peddlers in the market place of the cities, towns, and villages.

Before the nationality regulations of 1956 which offer Vietnamese nationality to Chinese born in Viet-Nam, there were 800,000 Chinese who controlled well over 80 percent of the retail trade.<sup>2</sup> There were 3,475 manufacturing and 13,813 non-manufacturing Chinese firms in Viet-Nam. A considerable amount of Chinese capital has been invested in hotels, restaurants, and theatres. For decades, large Chinese rice merchants have, themselves, transported rice from the interior to Saigon and have exploited the rice market.

<sup>1</sup>United Nations, Toward the Economic Development of the Republic of Viet-Nam (New York: United Nations, 1959), pp. 24-26.

<sup>2</sup>Tsung To Way, "A Survey of Chinese Occupations," printed in Richard W. Lindholm, Viet-Nam The First Five Years (Michigan: Michigan State University Press, 1959), pp. 118-125. Tsung To Way was the Manager of the Bank of China in Saigon.

How do the estimated 800,000 Chinese in Viet-Nam earn a living? Unlike French businessmen who make large investments in farming, mining, forestry, plantations, fisheries, industrial and commercial enterprises, the economic activities of the Chinese are mainly in the field of commerce and trade.<sup>1</sup>

During the last decade while almost all active Vietnamese have been involved with the war, Chinese commerce and trade in Viet-Nam has expanded more than ever before.

In addition to the Chinese business, many modern farming plantations and large-scale industrial organizations are owned by French investors.<sup>2</sup> The famous high quality Viet-Nam rubber which is the country's principal export product and main source of foreign exchange comes almost entirely from the large plantations established by French companies, which are well organized with planting systems, tapping methods, and processing plants.<sup>3</sup> The exploited area before the war, in 1959, was 53,870 hectares, of which only 8,000 were owned by Vietnamese.

Viet-Nam today is on the way to industrialization and the index of industrial production has been increasing despite the war (Table XVIII).

The most important weaknesses in the business system are the preponderant role of foreigners, the prevalence of monopolistic powers in certain sectors, and the massive consumer good imports (Table XIX).

<sup>1</sup>Ibid., p. 118.

<sup>2</sup>United Nations, op. cit., p. 157.

<sup>3</sup>United Nations, op. cit., pp. 52-55.

TABLE XVIII  
INDEX NUMBERS OF INDUSTRIAL PRODUCTION<sup>a</sup>

	1962	1963	1964	1965	1966	1967
General	85	100	113	135	146	162
Mining	68	100	69			
Manufacturing	86	100	115	138	149	166
Food, Beverages, Tobacco	88	100	116	141	151	175
Textiles	73	100	105	119	124	114
Electricity and Gas	89	100	115	150	155	176

a. United Nations, Statistical Yearbook 1968, p. 161.



TABLE XIX  
EXTERNAL TRADE<sup>a</sup>  
(In Millions of U. S. Dollars)

Year	Import CIF	Export FOB
1959	225	75
1960	240	86
1961	255	71
1962	265	57
1963	286	77
1964	298	49
1965	357	36
1966	444	24
1967	538	16

a. United Nations, Statistical Yearbook 1968, pp. 762-763.

Since gaining independence, the major objective of Viet-Nam has been the Vietnamization of the economy. This requires businessmen who are technically capable of effective operation to assume new commercial and industrial responsibilities. They must be academically trained and experienced.

#### Present Business Situation

A survey made by the Ministry of Labor in 1966 resulted in an estimated total labor force of 6,105,000 which included 3,965,000 in the agricultural sector and 2,140,000 in other sectors.<sup>1</sup> (Table XX) Of this labor force 134,000 were in commerce, banking and insurance; 168,000 in manufacturing; 149,000 in transportation and communication; 330,000 in government employment; and 67,000 in other services. In 1967 the U. S. sector employed 127,418 Vietnamese employees in which there were 45 executive and managerial workers; 8,224 professionals and technicians; 15,917 clerical workers including 4,056 secretaries, stenographers and typists; 2,914 recordkeeping clerks; 504 office equipment operators; and 949 sales workers.<sup>2</sup>

The National Institute of Statistics reported that in 1960 there were 7,328 manufacturing companies and in 1966, 1,783 of them submitted returns to the Ministry of Economy.<sup>3</sup> Almost the entire manufacturing capacity of the country is concentrated in the area of Saigon and Bien-Hoa. An account of the seven principal groups of industry is shown in

<sup>1</sup>Thuc, op. cit., pp. 123-148.

<sup>2</sup>Thuc, op. cit., p. 135.

<sup>3</sup>Thuc, op. cit., pp. 261-346.

TABLE XX  
DISTRIBUTION OF LABOR FORCE BY SECTOR, 1966<sup>a</sup>

Total Population: 16,500,000

<u>Sector</u>	
Agriculture (general)	3,965,000
Plantations	26,000
Fishing	254,000
Mining and Quarrying	2,000
Manufacturing and Handicrafts	168,000
Construction	131,000
Commerce, Banks, and Insurance	134,000
Transportation and Communications	149,000
Electricity, Gas, Water, and Sanitary Services	4,000
Government Employees	
Public Administration	330,000
Armed Forces	680,000
Other Services	67,000
Domestic Servants	115,000
U. S. Sector (Excluding Construction)	<u>80,000</u>
TOTAL LABOR FORCE	6,105,000

a. Thuc, op. cit., p. 127.

Table XXI.<sup>1</sup>

In 1967, the most important industries according to the capital invested were the following:<sup>2</sup>

Cotton weaving and spinning	VN \$4,200 million
Beverages	3,500
Paper	2,400
Tobacco	2,100
Cement and products	2,000
Pharmaceuticals	1,500

All of the above branches of industry have modern plants and machinery and require modern management techniques.

#### Prospects of Post-War Business

When the war ends Viet-Nam will face practically every economic problem that an underdeveloped country in the twentieth century could face.

A plan for post-war development was compiled by a team of economists. It sets forth a step-by-step strategy for making Viet-Nam economically self-supporting during the decade following a cease-fire. The goals of the plan are:

1. To increase the gross national product at a rate of four percent per annum in the reconstruction period and at five percent per annum in the period of development, or by 52 percent over the entire decade following the war.

<sup>1</sup>Thuc, op. cit., p. 263.

<sup>2</sup>Thuc, op. cit., p. 265.

TABLE XXI

THE STRUCTURE OF VIETNAMESE INDUSTRY, 1967<sup>a</sup>(Millions of Vietnamese Piasters;  
VN \$118 = U.S. \$1.00)

Group	Type of Industry	Capital Invested	Value of Machinery	Work Force (persons)	Sales	Remarks
1	Food, Beverages, Tobacco	8,159	3,585	17,300	34,575	Excluding Binh-Duong Quang-Ngai and small-scale sugar mills.
2	Textiles	5,768	1,859	18,000	4,660	
3	Paper, Leather, Rubber	2,758	1,233	3,650	1,506	Excluding sawmills
4	Basic and Processed Chemicals	2,653	1,024	9,310	5,064	Excluding An-Hoa-Nong-Son Complex
5	Glass, Ceramics, Cement	2,562	1,449	3,960	1,405	Excluding Handicrafts
6	Mechanical and Metal Products	1,508	363	5,050	5,065	
7	Electrical	520	159	3,320	990	Excluding electrical generation
	TOTALS	23,928	9,771	60,590	53,265	

a. Thuc, op. cit., p. 263.

2. To increase per capita income by about 20 percent over the entire period.

3. To increase agricultural output by at least 50 percent.

4. To double industrial output within the first ten years of peace.

5. To engineer an overall economic growth rate of five to seven percent a year.<sup>1</sup>

To accomplish this plan an estimated U. S. \$2,500 millions<sup>2</sup> invested over a ten-year period will go to public works, agriculture, forestry, and small industries. Top managers, supervisors, technicians, and workers must be provided for in the elaboration of this plan.

In the immediate post-war years, the tasks of industrial reconstruction and repair are readily identified and rated top priority. It is estimated that about 300,000 jobs will have to be created each year.<sup>3</sup> In fact, if a basic investment program such as this is implemented, there is likely to be a shortage rather than an abundance of skills, and large training programs will have to be undertaken.

A population of 22,500,000 is projected for 1978, with 3,360,000 children in the primary school age group, 4,100,000 of secondary age, and over 2,000,000 of university age . . . . Primary school enrollments are thought likely to increase to 3,159,000 (78 percent of the age group). Secondary school enrollment should increase from a present 471,000 (with only 15,000 or three percent of the pupils in technical secondary schools) to 1,355,000 with a far higher proportion, about 30 percent, in the technical schools; and university enrollments are expected to

<sup>1</sup>ibid., Volume III, pp. 1-76.

<sup>2</sup>ibid., Volume III, p. 10.

<sup>3</sup>ibid., p. 19.

increase from 32,600 to 95,000, maintaining their present seven percent proportion of secondary enrollments.<sup>1</sup>

Strong emphasis has been placed on the need for educational planning and programs to improve the productive capability of the labor force. The post-war development report also stresses the increase in percentage of the secondary vocational education population from three percent to 30 percent in one decade.

On the economic and industrial side, Viet-Nam has faced the task of converting a colonial business system into a national business system and in the near future will face the problem of converting a wartime economy into a peacetime economy. This requires good managers, supervisors, and technicians which technical vocational education should provide. Business education today could offer well-trained white collar workers, as well as managers and supervisors at all levels who are needed for an efficient national business system and for post-war economic reconstruction.

#### Transfer of Technology and Educational Investment

A transfer of technology from advanced industrialized countries to Viet-Nam is necessary for its development. Technology involves changes in artifacts, labor and managerial skills. The training of needed technicians is an important part of the process being transferred.

Not only does Viet-Nam lack bureaus of industrial statistics and technical studies that are well equipped, but also managers, technicians, and supervisory personnel.<sup>2</sup>

<sup>1</sup>Ibid., Volume II, p. 406.

<sup>2</sup>Sa, Nguyen-Phuc, A General Report on Industrial Development, printed in Richard W. Lindholm, editor, Viet-Nam, The First Five Years (Michigan: Michigan State University Press, 1959), p. 241.

Educational investment which is an important part of the development process includes two different forms, each of which is necessary to the other.

On the one hand, there is the vocational and professional oriented training geared to specific needs, in which the pay-off seems surer and quicker. On the other hand, there is the education pointing towards longer-run institutional changes--with the social matrix setting and conditioning the value of technology--in which the return is much less certain and the pay-off often doubles.<sup>1</sup>

The latter category includes more general educational programs which encourage basic literacy and basic tools that are relevant to changing conditions.

The real trouble in developing countries is not merely a shortage of specific skills, but a more general and pervasive lack of skills and abilities to digest, absorb, and diffuse the modern technology.<sup>2</sup>

Economists in the past have tended to concentrate too much on the inability of developing countries to accumulate capital but recently they have come to consider human resources as an important factor for economic development. In any economy it is ultimately the entrepreneurial or managerial class which is the initiator and coordinator of economic activity. For Viet-Nam the expansion and development of such a class is a crucial point in its development programs. Unfortunately, as the scope of economic development has increased, especially during more than two decades of war, it has become painfully obvious

<sup>1</sup>New W. Chamberlain, "Training and Human Capital," printed in Daniel L. Spencer and Alexander Woroniak, The Transfer of Technology to Developing Countries (New York: Frederick A. Praeger, Publishers, 1967), p. 156.

<sup>2</sup>Hla Myint, The "Widening Gap" of the Underdeveloped Countries: A Critical View (New Haven: Yale University Economic Growth Center, 1965), p.12.



that Viet-Nam is suffering an acute shortage of people with the requisite training for business management. This shortage has been reflected by the presence of expatriate personnel in the field of industry and commerce, which leads to social friction. Entrepreneurial ability is not enough by itself; skilled manpower must also be available. Factories need to be managed, machines need to be operated, banks have to be staffed. There is a need for trained and skilled workers in all sectors of economic activity. Furthermore operative skills are of equal importance. While in advanced countries many institutions provide a continuous flow of skills which their industrialized economies need, in Viet-Nam the educational system, especially the higher secondary education, is geared for the most part to creating graduates equipped with culture rather than with technical knowledges.

Since the recovery of independence, despite efforts of the whole people to cope with the world movement toward industrialization and technical development, the long, undesirable war has slowed down all progress. The minority of Vietnamese youths who have been offered an academic education that is rigid in its methods are deprived of an adequate practical education which would enable them to contribute to the management of their country in all aspects of national life, especially in economic development.

If Viet-Nam is to achieve success in its economic development it must discover, cultivate, and develop an indigenous business worker and managerial class and do so as quickly as possible. This class must comprise not only private businessmen but also civil servants responsible for directing the economic activities of government departments and

enterprises. A business education system will aim at providing qualified members for the group. The shortage of potential business workers and managers is due to the lack of a business education system which prepares practical intellectuals, engineers of developing economic environment.

Education in a developing country has a special function. It cannot be concerned merely with the development of culture. It must attempt to provide the pupil with means of adapting himself to the realities of modern life and to provide him with the intellectual tools for building for a better future.<sup>1</sup>

An educational investment in the business education field is necessary for the transfer of technology from advanced countries to Viet-Nam. Because the progress of industrialization is a means to achieve economic independence and to assure the survival of the country, there is an urgent need to implement in the educational system in Viet-Nam a business education program which provides managers, technicians, and supervisors needed for industrialization.

#### Conclusion on the Analysis of the Vietnamese Educational Program and Its Environment

In 1965, a five-year plan was worked out by the Ministry of Education and adopted by the Government. Its main objectives were:

1. Increase the ratio of children of school age attending primary schools from 65 percent to 85 percent in five years.
2. Provide more school buildings so that in five years' time 40 percent, instead of 20 percent, of the children who complete their

<sup>1</sup>Thomas L. Norton, Public Education and Economic Trends (Massachusetts: Harvard University, Graduate School of Education, 1939), p. 172.

primary schooling can be admitted to public secondary school.

3. Reorganize the present secondary schools as comprehensive schools teaching agriculture, technology, and commercial subjects.

4. Increase the number of universities from four to five and diversify higher education in accordance with the country's needs.

5. Reorganize technical and agricultural education so as to cover post-graduate studies and make more specialization possible.<sup>1</sup>

In the school year 1969-70 the ratio of school-age pupils attending primary schools was 79.10 percent and 35 percent of the students who completed primary schooling entered public high schools.

In 1968, eleven high schools were reorganized as comprehensive high schools; however, only a few business subjects have been offered on an unofficial, voluntary, non-credit basis using untrained teachers.

The number of universities has been increased from four to five as planned, but because of the limited facilities and teaching staffs higher education has not been diversified enough to meet the country's needs. So far no Faculty or Department of Business Education exists in any state university.

The statistical analysis also reveals that (1) in the school year 1969-70 approximately 76 percent of the population ages 12 to 18 did not have an opportunity to attend high school and, as a result, the majority of youths are suffering from the lack of secondary education; and (2) the percentage of enrollment of vocational technical

<sup>1</sup>From the report presented at the XXIX Session of the International Conference on Public Education, Unesco, International Yearbook of Education, 1966, pp. 398-399.

students is very low compared to that of academic students (4.73 percent in 1969-70). This is quite unfavorable to the national economic development. The percentage of vocational students is much higher in some other Asian countries (Table XXII).

Furthermore, the waste at the secondary stage of education is serious, as indicated by the large number of students (85 percent from 1962 to 1969) who fail to complete the seven-year secondary education.

Important aspects also have been found in the analysis of the environment. Weaknesses exist in the business system such as the preponderant role of expatriates, the prevalence of monopolistic power in a number of economic sectors, and the massive consumer-goods imports. Viet-Nam is in great need of business managers and workers technically capable of effective operation to assume new commercial and industrial responsibilities.

The Postwar Development Policies and Programs estimated that the enrollment of vocational-technical students will increase to 30 percent of the enrollment of academic students in 1978, from 25,523 in 1968 to 452,000. These students should be trained to become blue collar and white collar workers for about 300,000 jobs which will be created every year after the war, under the economic development program.

The government will give priority to the technical and vocational school. Within two years we must enroll about 10,000 students, twice the present figure, in higher technical vocational education.<sup>1</sup>

The present Vietnamese educational system is highly selective and academically oriented. As a result:

<sup>1</sup>President of the Republic, op. cit., p. 3.

TABLE XXII

## ENROLLMENT IN SECONDARY EDUCATION IN 1964

Country	Population <sup>1</sup>	Age 12-18	Academic Students <sup>2</sup>	Percentage	Vocational Students <sup>2</sup>	Percentage to Academic
Japan	96,906,000	15,051,370	8,970,354	59.00	2,060,158	22.97
China	12,070,000	2,750,150	483,871	17.60	106,843	22.08
Korea	27,633,000	4,007,780	1,003,871	25.04	162,666	16.21
Thailand	29,700,000	4,307,500	311,644	7.24	38,228	12.27

<sup>1</sup>Unesco, Statistical Yearbook, 1966.

<sup>2</sup>International Yearbook of Education, 1965.

The academic level of Vietnamese universities is high. Many university professors have studied at French and other Western institutions of higher learning, and in many cases have won academic distinction abroad.<sup>1</sup>

Viet-Nam has a considerable stock of extremely highly educated citizens . . . . It is equipped with a range of high quality institutions.<sup>2</sup>

However, Viet-Nam is now facing the problem of mass and practical education to avoid waste of human resources, to develop technical vocational education, to answer the needs of the country today, to achieve economic independence, and in the future--the post-war period--for rehabilitation and development.

Technical vocational education includes technology and clerical and business skills. These two areas interrelate with each other in the movement toward economic development.

<sup>1</sup>American University, Area Handbook for South Viet-Nam (Washington, D. C.: U. S. Government Printing Office, 1967), p. 156.

<sup>2</sup>Guy Hunter, Higher Education and Development in South-East Asia (Paris: Unesco, 1967), p. 159.

## CHAPTER IV

### FINDINGS ON BUSINESS EDUCATION IN FOREIGN COUNTRIES AND ON THE ANALYSIS OF THE VIETNAMESE EDUCATIONAL SYSTEM AND ITS ENVIRONMENT

#### I. PRINCIPLES OF BUSINESS EDUCATION

Through the review of literature on business education in countries other than Viet-Nam a number of concepts of business education relative to philosophy and objectives and organization, methods, and curriculum were identified.

##### Philosophy and Objectives

1. Business education is a component of a total educational program of a democratic society.
2. Business education contributes to the realization of mass and practical education in the community.
3. Business education helps people to become good citizens, helps individuals to adjust to their business environment and to encourage business enterprises and initiatives.
4. Business education supplies educators and educated skilled businessmen and workers in the business areas of the national economic development.
5. The objectives of business education are general education for every student, vocational for students who need employment upon completion of high school, prevocational for college-bound students, and professional for college and university students.

6. Business education aims at developing intelligence.
7. Business education should reconcile culture and career.
8. Business education should be built on a general basic business education which will allow adaptation to changes.
9. Business education provides practical intellectuals such as administrators and managers, technicians and supervisors, and clerical workers.
10. A well-founded system of general education is always supplemented and complemented by various types of vocational education--one of which is business education.

#### Organization, Methods and Curriculum

1. At the secondary level business education is usually offered either in the specialized business school or in the comprehensive or multi-track high school.
2. Teaching business education in the comprehensive or multi-track high school is based mainly on the ideal of equal opportunities in a democratic society.
3. The comprehensive and multi-track high schools which provide instruction in several vocational fields and a diversified list of academic electives must have a large staff and suitable facilities, which is relatively costly.
4. Teaching business education in the specialized business schools is based mainly on economy and the availability of teachers.
5. There has been a tendency for the traditional academic high school to become comprehensive or multi-track in a number of countries.



6. Private secondary business institutions usually prepare students for Certificates of business professional aptitude.

7. Private secondary business institutions are but a part of adult vocational education.

8. Business education should be conducted in a living and educational manner in order to develop thinking, observations, and initiatives.

9. Business education should be linked to reality to conform to the spirit of practical education.

10. Business education is usually offered to students above 14 years old who have completed the lower secondary education.

11. The program of business education should be built on a general basic business education which will be adaptable to changes.

12. General education is also offered parallel to business education in the specialized business school or in the business education stream of the multi-track high school.

13. Business teacher training is a program of the school of education or the school of business in the universities.

14. The developing countries usually send students abroad for business education training.

15. The curriculum of business education should parallel the industrial and economic development of the nation.

## II. THE VIETNAMESE EDUCATIONAL SYSTEM

The analysis of the Vietnamese educational system has revealed several characteristics relative to organization and principles, the business education system, and achievement of the educational system.

### Organization and Principles

1. The policy of the Republic of Viet-Nam is to realize a system of mass and practical education.
2. The educational system has always adapted to changes of the modern world.
3. The educational system is humanistic, nationally centered and open to all cultural influence.
4. The educational system is highly selective and academically oriented.
5. The two-track system is being adopted--the academic track and the vocational track. The vocational school parallels the academic school.
6. Comprehensive education is developing in Viet-Nam. A third track of comprehensive high schools is being experimented with in a program of reorganization of the educational system.
7. A single continual twelve-year school system has been adopted in order to promote the ideal of equal opportunity and democracy.
8. Technical vocational education is receiving high consideration by the government.

### The Business Education System

1. Business education at the secondary level is offered by the unique National School of Commerce and by private institutions.

2. The National School of Commerce which is a business school for adults offers professional business courses in a common program for all students leading to a three-year certificate of commerce.

3. Graduates from the National School of Commerce usually seek employment as clerical workers or secretaries in government offices or in private enterprises.

4. Private business education institutions which exist in large cities, mostly in Saigon, offer short professional business courses for adults.

5. Business education is being taught in the Demonstration High Schools and in the Pilot Comprehensive High Schools on an unofficial, non-credit, and voluntary basis. Business courses in most cases are taught by untrained business teachers.

6. So far no official program of business education exists at the secondary level for students, age 12 to 18.

7. No business education faculty exists in any state university.

8. The training of administrators, supervisors, and civil servants for the government offices is being conducted at the National Institute of Administration which graduates about 250 a year.

9. The Faculty of Political and Business Administration of the University of Da-Lat, a private institution, offers two specialized business education areas: Economics and Finance, and Industrial Management. The Faculty graduated 395 students in the last three years.

10. The Faculties of Law of universities include business subjects such as Economics, Finance, and Banking in the curriculum.

11. Both the National Institute of Administration and the Faculty of Law of the university offer graduate studies in Economics and Finance leading to the Diploma of Higher Studies in Economics and Finance.

12. The Faculty of Law of the University of Saigon also offers the doctor's degree in economics.

13. The Shorthand, Typewriting, and Accounting Association of Viet-Nam organizes every year the Championship Competition in the area of Shorthand, Typewriting, and Accounting which helps to improve business skills.

#### Achievement of the Educational System

1. In the school year 1969-70, 79.10 percent of the population age six to 11 attended elementary school, and 35 percent of the pupils who completed elementary schooling entered public high schools.

2. In the school year 1969-70, approximately 76 percent of the population age 12 to 18 did not have the opportunity to attend high school and, as a result, the majority of youths suffer the lack of secondary education.

3. The percentage of vocational students is very low as compared to academic students (4.73 percent in 1969-70).

4. The dropout rate in the secondary stage of education is serious--85 percent of secondary students failed to complete the seven-year secondary education in the last seven years.

5. In higher education there were, in 1969-70, 37,887 students or 213 students per 100,000 inhabitants, or about seven percent of the enrollment of high schools students.

6. The percentage of students enrolled in Law and Liberal Arts is high as compared to those in Sciences and Technical-Vocational Studies.

### III. ENVIRONMENT

The following factors have been found through the analysis of the environment:

1. For almost a century under colonization the people's sense of organization, leadership and responsibility were blunted.
2. Capitalist development was arrested and enterprise was lost little by little.
3. Only the industries which supported the exploitation of the colonial regime were privileged to exist.
4. Important areas of business have been in the hands of expatriate people.
5. Business activities which, under the colonial regime, mainly were import and export are still being influenced by the same practice until today.
6. The important weaknesses of the present business system are the preponderant role of foreigners, the prevalence of monopolistic powers in certain economic sectors, and the massive consumption of imported goods.

7. Viet-Nam is facing a double task--to convert a former colonial economic system into an independent economic system, and later a wartime economy into a peacetime economy.

8. In 1966 Viet-Nam had a labor work force of 6,105,000; among them 3,965,000 were in the agricultural sector and 2,140,000 in others.

9. It is estimated that about 300,000 new jobs should be created every year in the decade after the cease-fire.

10. Viet-Nam is in great need of well-trained and experienced business managers, supervisors, and workers capable of assuming commercial and industrial responsibilities.

11. Viet-Nam needs technicians for the process of transfer of technology for industrialization.

12. Viet-Nam needs to develop a qualified managerial class which is the initiator and coordinator of national economic activities.

13. The Report of Postwar Economic Development stressed the need of educational planning and programs to improve the production capability of the labor force.

#### IV. SUMMARY OF FINDINGS

The Vietnamese educational system is highly selective and academically oriented. Comprehensive education is developing and the educational program is changing to fit the needs of the nation. However, so far no official curriculum of business education exists in any State University or any public high school.

Viet-Nam today, which has inherited a colonial business and economic system, is faced with the task of converting it into an

independent economic system. This requires well-trained business workers, supervisors, and managers in every economic sector.

In addition there is a great need to provide a capable labor work force for rehabilitation after the war and for industrialization.

## CHAPTER V

### A PROPOSAL FOR DEVELOPMENT

#### I. PHILOSOPHY AND OBJECTIVES

In Viet-Nam, the social ethic status divides the society into four classes: "Si, Nong, Cong, Thuong," that means Intellectuals, Farmers, Artisans, Businessmen. This idea, dated back some thousand years, still exists today. It reflects the attitude of a whole people toward culture and labor. Under Vietnamese traditions, everybody, from childhood, has to study and work for the betterment of his country. In old Viet-Nam the business career was usually practiced by uneducated and unskilled people, and was considered unproductive and these people dishonest.

Today businessmen are disliked by the Vietnamese people more than ever before. Corruption, inflation, and blackmarkets are classified "businesses" and constitute the living environment of businessmen in the minds of the majority of the people. Parallel to this, foreign trade and many business enterprises are in the hands of expatriates. This results in a country where the business system is developed, but not well organized and not effectively managed. (Few people in the country have enough understanding of the national business process or possess enough business skills to be able to safeguard the nation's business interest, to enter and practice business, or to realize satisfactorily their own business of everyday living.)



Many centuries ago in Viet-Nam there were mandarin examinations which combined the functions of comprehensive examinations for degrees with civil service examinations. Successful candidates received degrees comparable to the Ph.D., M. A., B. A. and qualified for government positions.<sup>1</sup>

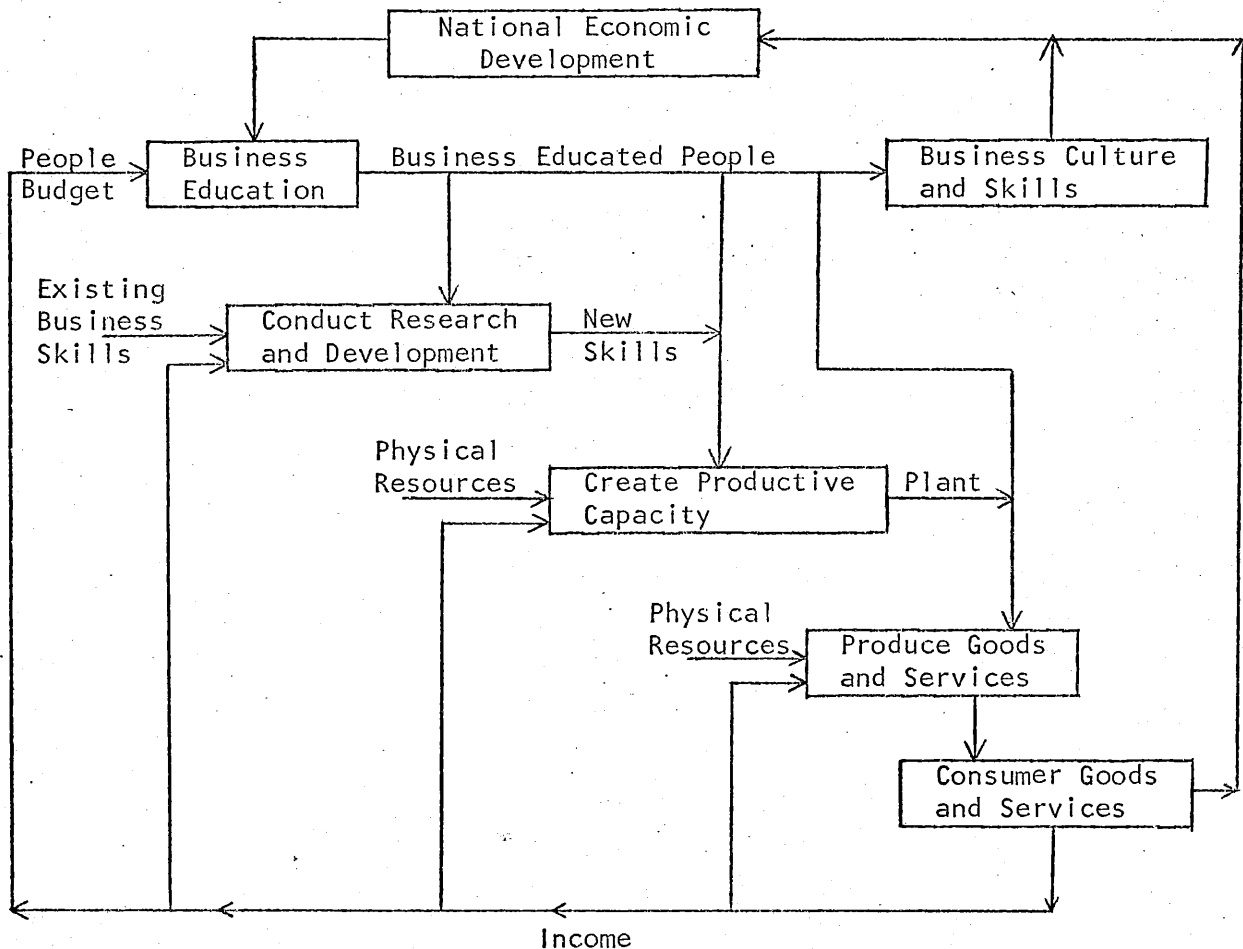
✓ Today business education in Viet-Nam could help remedy the deficiencies cited by creating a new class of businessmen who contribute to the development of their country and gain the esteem of their people.

Land, labor and capital are all key factors in economic development and in Viet-Nam, the effective utilization of human resources is a basic requirement to economic progress. Vietnamese education should make material contribution to its nation's economic development (Table XXIII). The task of business education, which is to provide personnel in the business field, must be an important part of the overall effort to invest in human capital formation in Viet-Nam.

✓ Anywhere in the world there is a vital need for well-founded general education to be supplemented and complemented by various types of vocational education, one of which is business education. This has been revealed through the analysis of the systems of education of a number of countries in America, Europe, and Asia which are either industrially developed or developing. It is believed with reasonable adaptations the principles of business education developed

<sup>1</sup> Foreign Service Institute, Viet-Nam Training Center Study Aid (Washington, D. C.: Department of State, 1968), mimeographed, p. 3.

TABLE XXIII  
 BUSINESS EDUCATION AS A CONTRIBUTOR TO  
 ECONOMIC DEVELOPMENT<sup>a</sup>



This diagram shows how Business Education contributes to Economic Development. The inputs are people and budget. The outputs are educated business people who perform the productive operations of the economic system.

a. Adapted from William J. Platt, "Educational Policy for Economic Growth," printed in Norman N. Barish and Michel Verhulst, Management Sciences in the Emerging Countries (New York: Pergamon Press, 1965), p. 141.

and widely accepted in other countries may be applied in Viet-Nam.

✓ Business education should be a related and an integral part of the Vietnamese total program of education. In turn, the educational system is an integral part of personal, occupational, and social living in a changing Viet-Nam society.

✓ In Viet-Nam today there is great need of a qualified business managerial class and competent white collar workers to strengthen the national business system in order to facilitate the transfer of technology, to develop commerce and industry, to achieve economic independence, and to accelerate rehabilitation after the war.

✓ In addition, education in Viet-Nam needs to meet simultaneously the challenges of an increasing school population and the waste of human potential because the majority of secondary school students fail to complete their secondary education.

✓ Business education with its diversified program needed for the national economic development is one of the solutions to the above problems. It resolves the problem of different levels of abilities and differences among students. It is also a means of realizing mass and practical education.

Culture is always considered important in any educational program but career is not less important in a developing nation like Viet-Nam. Vietnamese business education should reconcile culture and career in order to provide competent employees, managers, and administrators who are also socially, emotionally, intellectually and civicly open-minded citizens.

✓ Business education will provide opportunities for all Vietnamese students to receive an understanding of the national business system and the role of industry and business in contributing to national and social welfare and progress through production and distribution of goods and services. It also offers the understanding, attitudes, and skills needed for people to perform successfully in business occupations.

✓ In developing business education in Viet-Nam, it is expected that the spirit of entrepreneurship will emerge at the same time that competent businessmen and white collar workers are provided to fortify the business system of the country and to realize an adequate national economic development.

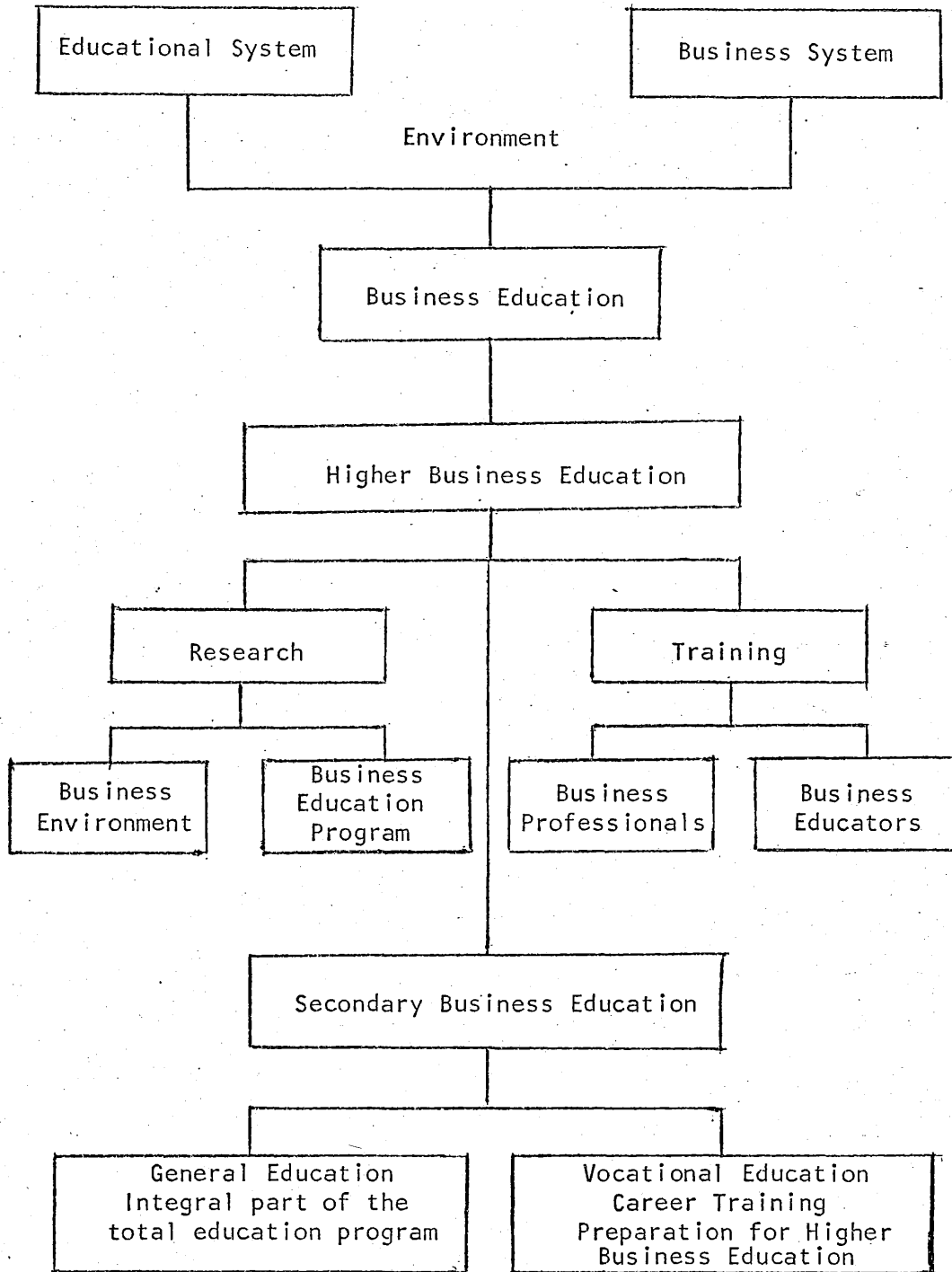
\* ✓ The growth of business education should parallel the growth of the country and the education for business must be based on the needs of business and the demands of the enterprise system. *to Bus. Ed. from 1961*

The aim of business education in Viet-Nam should be:

✓ 1. To develop a national business system which fits the national interest and the need of a developing country to cope with changes for progress. The Vietnamese business system in the future should be capable of paralleling the technological progress needed for the industrialization of national agriculture and for the development of industries required for the welfare of the people.

Business education which is an integral part of the educational program is also the foundation of the national business system. It is a sub-system of the total educational system as well as a sub-system of the national business system (Table XXIV).

TABLE XXIV  
 BUSINESS EDUCATION IN VIET-NAM



✓ 2. To educate Vietnamese youth to be able to understand the national business system and its trend in order that they will be able to (1) safeguard its interests, (2) rightfully benefit from the business system, and (3) adequately conduct their business activities of everyday living.

✓ It is suggested that general business education should be offered to all students at the upper secondary level (grades 10 to 12) in order to instill in students the sense of entrepreneurship, responsibility, organization and leadership in the business field. This is to prepare students for business experiences in which all citizens should be proficient both in knowledge and performance. Business education in this respect is the common knowledge that all enlightened citizens should have.

3. To prepare students who are interested and qualified in business for business employment. Business education, in this respect, is the main division of vocational education. It deals with the relationships, techniques, attitudes and knowledge necessary for business students to understand the Vietnamese social institutions of business and successfully to adjust to them. To carry out the vocational aim, business education should provide competent white collar workers, supervisors, managers, and administrators to government and business enterprise.

✓ Today's office personnel have become an important segment of the working force in the industrial establishments. The office represents the nerve center of business, industry, and government. Its responsibilities are to perform assistance to the complex task

of unifying the various factors required for production of goods and services.

✓ In advanced countries, a supply of qualified, educated and experienced office workers is usually available because there are preservice programs of education for business functioning in the universities, colleges, vocational schools, high schools, and private schools. Such a supply of office workers does not exist in Viet-Nam. Since education is academically oriented, few qualified business educators are available, and the need for better office workers has not been identified.

✓ Future business students in upper secondary schools and universities will be the people who play important roles in the management of industry and government. They should be prepared to be conscious of their contributions to the efficient operation of private and public organizations that promote national economic growth.

## II. HIGHER BUSINESS EDUCATION

### Philosophy and Objectives

Business education should be an integral part of higher education in Viet-Nam. Because Viet-Nam is a developing, war-torn country it inevitably lags in various business and economic sectors. There is a need to be conscious of this lag in order to make a great leap forward. The universities in Viet-Nam should assume the responsibility of leading the Vietnamese youth into the business field and make them aware of their citizen duty of achieving national economic independence. The weakness of Vietnamese higher education is that it is highly

academically oriented and little consideration is given to vocational education, especially business education. So far no Faculty of Business exists in any state university. The opening of the Faculty of Business in the state university is urgently required in order to remedy the weakness of an educational system which has led to an ineffective national business system and has slowed down the development of the nation.

✓ At the higher level, business education should aim at:

1. Providing professional businessmen capable of assuming commercial, industrial or government responsibilities needed to achieve national economic independence and economic growth.
2. Providing business educators qualified to teach business subjects in the universities and in the secondary schools.
3. Providing research necessary for developing a business education program parallel to the economic development of the country.
- X4. Providing research necessary for the development of a sound national business system which fits with the interest of the people in a democratic society of an independent nation.

The above objectives are vital to the survival and the growth of a developing country.

#### Organization of Higher Business Education

✓ The State Universities in Viet-Nam which absorb more than 80 percent of the total enrollment of higher education students should assume the responsibility of carrying out the philosophy and objectives of higher business education in Viet-Nam.



At the first stage of development of higher business education it is necessary to set up a Faculty of Business and a business education teacher-training section at the Faculty of Pedagogy of the University of Saigon.

Saigon, which is a political and economic capital of Viet-Nam with an estimated population of 3,500,000 inhabitants, possesses favorable conditions for the development of business education. The National Institute of Administration and a Faculty of Law have been already located in Saigon, and this is the center of most important business and industrial activities. It would be convenient for the recruitment of the faculty staff, particularly part-time instructors among businessmen, and for providing research and practical work experiences for students. The Faculty of Political and Business Administration of the University of Da-Lat also holds its senior classes in Saigon. If the Faculty of Business of the University of Saigon operates with success, more new business education faculties should be opened at the other state universities as needed.

The opening of the business education teacher-training section at the Faculty of Pedagogy of the University of Saigon is highly important. Business education is being introduced and developed in two demonstration high schools and 12 pilot comprehensive high schools although no business teacher-training program has been realized at the Faculty of Pedagogy. So far there are only seven high school teachers who have been sent to the United States under the sponsorship of the Agency for International Development for training in business education. The objectives of the training abroad is to provide

educators for the teacher-training program in business education at the Faculty of Pedagogy.

Usually the introduction of a new subject field in an educational program should be preceded by a teacher-training program. This should be done for the development of business education in Viet-Nam.

Besides the Faculty of Pedagogy of the University of Saigon, the other faculties of pedagogy can open their business education section if there is need of business education teachers in the area.

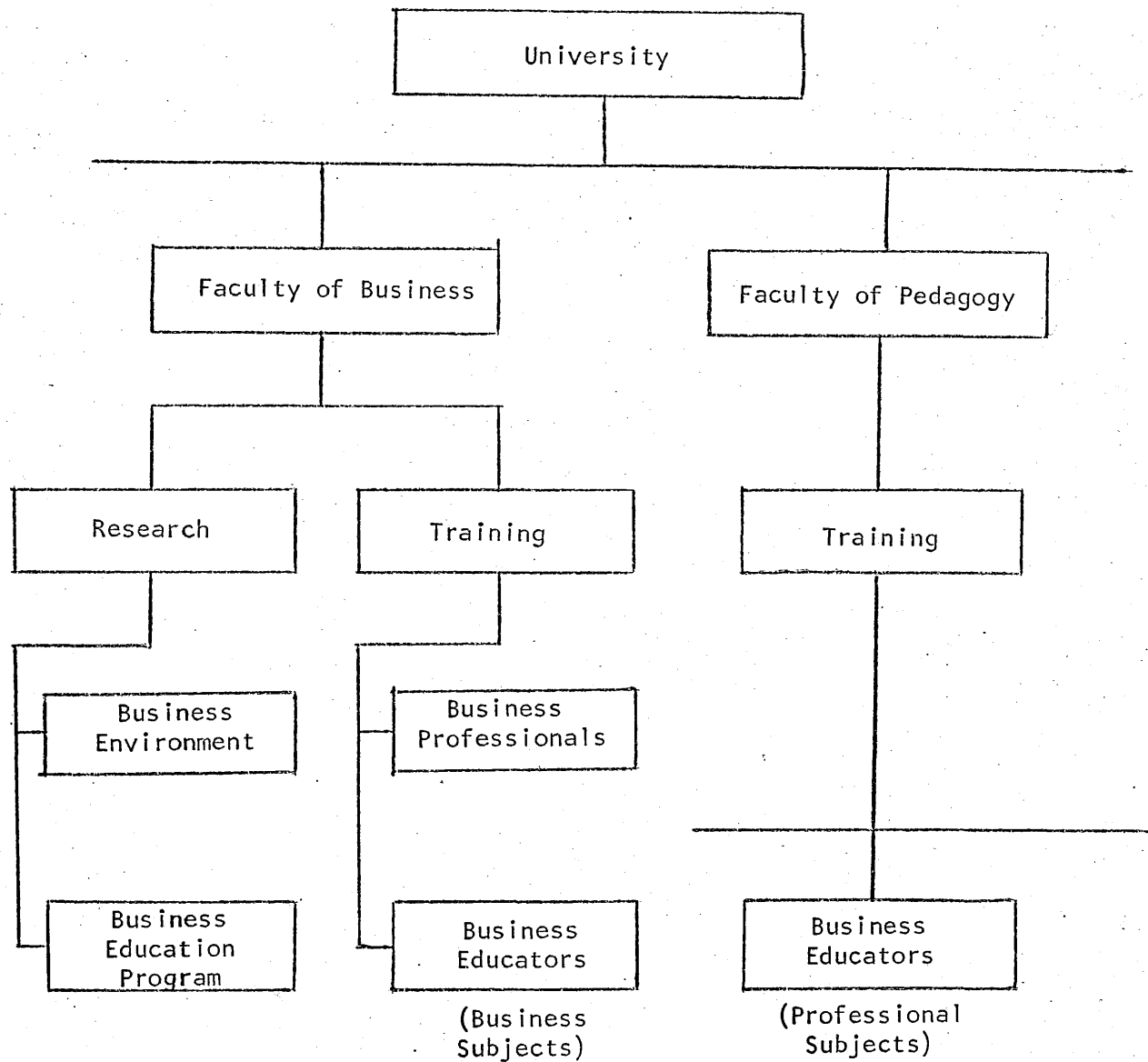
In the future it is proposed that every state university should include a Faculty of Business and a business education section for the training of business teachers at its Faculty of Pedagogy. (Table XXV)

#### Curriculum Problems

In Viet-Nam higher education is given in separate faculties of higher institutions. Each faculty offers one field of study and specialized courses related to it. Therefore there is no problem of the proportion of the program which should be devoted to general or vocational education. The problem to be resolved is the importance of the academic business courses and that of the specialized courses.

✓ The program of higher business education which aims at educating businessmen and educators should be evaluated in relation to the changing need of the society and to the research in the area of business. At the present time no research is available to provide information as to what constitutes a good program in business education in Viet-Nam. It is suggested that the starting program of higher business education will concentrate on business organization and management at the

TABLE XXV  
ORGANIZATION OF HIGHER BUSINESS EDUCATION



executive level. It is in the preparation for business management that the breadth of knowledge is important. The real need of business education in Viet-Nam at the present time is for minds which are capable of judgment in business decisions. Business education at the university level should have the high probability that the program will provide a suitable basis for the development of creative and rational minds which are indispensable to business leaders.

✓ The program of higher education in business at the university level in Viet-Nam should include a broad general business education background which consists of academic courses in economics, finance, accounting, statistics, business law, management, research, foreign languages, etc. These courses are basic fundamentals in the education of leadership for business organization and management. The specialized courses such as office management, managerial accounting, distribution management, computer programming, etc., which provide certain skills and marketable tools needed by students to find employment will depend on the development of industry and economy or the need of the urban area. The implementation of these specialized courses in the program requires intensive and continual research and surveys of business trends and developments.

A concentrated program in economics and finance as a basis for business education is necessary. The economic area may include principles of economics, political economy, the economy of Viet-Nam, the market economy, the theory of the firm, labor economy, economic development, the role of money. The area of finance may include financial institutions, financial management, corporate finance, money

and banking. These are vital subjects of a business training program. The study of economics and finance which is an integral part of a liberal education can offer a significant contribution to the training of business executives and is a sound background for business as well as for public leadership.

✓ Business does not operate in a vacuum but in an organized environment with law and order. The business student has to learn how to conduct a business in accordance with the established standards and rules of law that pertain to wages, labor, financing, taxation and other matters which are essential to the successful conduct of a business. Business law contributes to the training for business by acquainting students with the legal principles which establish the economic climate in which business operates.

A study of accounting principles and practices is also needed for a successful career in business. Accounting has to be concerned with nearly every phase of business operation. The measurement of income and profit is a prime function of accounting and business income is really an accounting concept. The statement "accounting is the language of business" undoubtedly reflects the importance of accounting in the business environment.

Statistics and research also fulfill important functions in business education. Such courses enable the student to familiarize himself with the techniques of using data and methods of inquiry and reasoning which are invaluable to his business career.

✓ The sense of leadership and organization should be implemented in the student's mind through a number of business organization and

management courses. These courses make him understand that the work of the business world is accomplished by organized human effort which is intelligently administered and managed by business leaders. The program of study related to management should stress business communication and human relations which are important factors in the business environment of a democratic society.

✓ As the economy develops there is an increasing need for office personnel in government and industry. Specialized courses in industrial management, secretarial studies, office education, electronic data processing, etc., should be offered on a specialized business education basis. Business skill courses such as typing, shorthand, stenography, card-punching, and business machines are considered component subjects of the specialized business education field and can be taken by students on an elective basis.

The Vietnamese business environment is different from that of advanced industrialized countries where specialization has been realized at high levels. The Vietnamese higher business education student should acquire, at the University, a broad background of basic general business education which will allow him to adapt comfortably to rapid changes in a developing country.

It is strongly suggested that at the university level the businessman and the educator should follow the same requirements of basic general academic business subjects as well as specialized courses in the chosen business field. The difference between the training of the businessman and the training of the educator is that the future businessman will have more research and practice in his

specialized fields while the future educator will have to take professional teaching courses which include teaching practices.

### Faculty Problems

The academic full-time staff at a Faculty of the Vietnamese university consists of full professors, associate professors, assistant professors, and instructors. Candidates for the post of assistant professor and above must hold a doctor's degree. Academic state university staff comes under civil service regulations governing salaries, allowances, and pensions. Staff members are required, by their terms of appointment, to teach from three to eight hours a week. Scholars from abroad are offered posts as temporary lecturers. A number of university teachers also hold administrative posts in government departments or in private enterprise.

Recruiting professors for a new faculty is a serious problem. However, at the beginning, the following members are believed to be qualified for either full-time or part-time professors or instructors at the newly-created Faculty of Business:

1. Professors and instructors who are teaching at the Faculties of Law of Universities, at the Finance and Economics Section of the National Institute of Administration, or at the Business Section of the Faculty of Political and Business Administration at the University of Da-Lat.

2. Graduates from the Faculty of Law of Vietnamese or foreign universities who hold a doctor's degree or a diploma of higher studies in Economics or Finance.

3. Graduates from American Universities who hold a Doctor's degree or a Master's degree in Business Administration or Business Education.

4. Graduates from the National Institute of Administration who hold a diploma of higher studies in general administration or in Economics and Finance.

5. Government officials graduated from the graduate section of the National Institute of Administration.

6. Industrialists and businessmen in Saigon.

Graduate studies in business education should be offered from the fifth year after the opening of the Faculty. Therefore it is necessary to send immediately a number of graduate students who have a Licence of Law, or a Licence of Political and Business Administration, or a diploma of higher studies in Economics, to foreign universities for training leading to the Doctor's degree in Business or a related field. It is hoped that they will complete their training within four or five years and the Faculty will have available professors when it offers graduate studies.

### III. SECONDARY BUSINESS EDUCATION

#### Philosophy and Objectives

The fact we are facing in 1970, as shown by statistics from the past seven years, is that 76 percent of the school population, age 12 to 18, could not find a place in high school while 85 percent of secondary education students drop out of high school or fail to complete Baccalaureat II. While there is considerable wastage of



human power, there is a great need of human capital formation. Well trained blue collar as well as white collar workers, supervisors, and managers are needed in every sector of the economy for rehabilitation and development of a war-torn developing country. The development of vocational education parallel to the development of academic education may be a solution to the above problem.

A population of 22,500,000 is projected in 1978, with 4,100,000 of secondary school age. Secondary school enrollment should increase from 471,000 in 1968 to 1,355,000 in 1978 with about 30 percent or 452,000 students in vocational schools. A proportion of these vocational students should be trained in business education.

✓(The primary purpose of business education in the Vietnamese high school is to prepare youth for business employment.) Business education also contributes to secondary general education and to the preparation of <sup>not</sup> college-bound students for higher business education.

The objectives of secondary business education in Viet-Nam should be:

1. To provide knowledges, attitudes, and skills needed by all people to be effective in their own personal business life and in their contribution--as a good citizen--to the development of the nation's business and economy.
2. To provide orientation and preparation needed for students who will pursue higher business education.
3. To provide vocational knowledge and skills needed to perform successfully a business occupation after completion of high school.

Business education contributes to general education and general education is incomplete unless it contains experience in the type of business education that is essential to all. If the above view is acceptable, business education should be provided in all upper secondary schools in Viet-Nam. The mission of the high school with respect to vocational business efficiency should be:

✓ 1. To provide exploration by giving pupils opportunities to discover their interests, capacities, and business vocations.

✓ 2. To provide guidance and preparation for more advanced study in education for business at the university level.

3. To provide a basic general business education and preparation for a business career that will enable one to perform satisfactorily a business occupation and to adapt to fast changes and developments in business fields.

✓ At the secondary level business education should make a tangible contribution toward offering something practical and specific for the adjustment between school and life. Since a large percentage of the high school students (70 percent in 1969) do not graduate, it is also the obligation of business education to provide job training for them. *BT*

✓ The vocational business education program should be justified by the needs of the community, the urban area, or the nation. To be adequate, a vocational business program should qualify students upon completion of high school for employment without any additional business training. There should be evidence of needs, demands, and opportunities before implementing a new program. The student should

be advised and guided into selecting a program that will result in at least one definite skill being developed to satisfactory job competence. If possible, a plan should be developed in cooperation with local business and government in order to provide work experience under job standards.

✓ Vocational business education in the Vietnamese high school should not, in any case, be offered in lieu of general academic education--it should supplement and enhance it. General business education or vocational business education at the secondary level is an integral part of the total educational program.

#### Organization of Business Education at the Secondary Level

Adopting the democratic ideal in education, the Vietnamese high school along with the elementary school will have to become the common school for all. Faced with the increasing secondary school age population and the national policy of mass and practical education, it is necessary to shift the emphasis from education appropriate for a relatively few able students to the complicated task of education for the great mass of students with different levels of abilities and aptitudes. The present system of secondary education which is based on selection at a very early level (at the sixth grade) and which is geared to the requirements of the few ignores the mass of the population.

To realize mass and practical education, a diversification of education should be applied at the secondary level. Secondary education should provide opportunities for the individual to find himself a

useful place in society and to earn a living commensurate with his abilities.

The need for developing business education in high schools was identified by the Ministry of Education in 1965 in the five-year plan. Provisions were made in this plan for high schools to become comprehensive. In the school year 1968-69, 11 high schools changed their name to comprehensive pilot high schools to experiment with a program of comprehensive secondary education.

The proposed curriculum of the experimental comprehensive pilot high school consists of a program of general requirements for all students and a program of electives for students of all interest and abilities. Besides subjects in the areas of the practical arts, such as industrial arts, business education, home economics, and agriculture, the curriculum also offers excellent academic programs for those students preparing to go on to higher education.<sup>1</sup>

At the present time boys and girls who pursue education beyond the high school level in Viet-Nam are a minority. The majority of students should be prepared for initial employment upon completion of high school. The question to be answered about the Vietnamese comprehensive high school is whether, in Viet-Nam's environment, the comprehensive school has enough teachers and facilities to fulfill satisfactorily the following functions:

1. To provide a good general education for all pupils as future citizens of a democracy.

<sup>1</sup>Thu-Duc Demonstration School, The Comprehensive High School Curriculum, unpublished, 1968. (This proposed program is under study at the Ministry of Education.)

2. To provide diversified programs for the majority to develop useful knowledge and skills for employment after graduation.

3. To educate adequately able students whose vocations will depend on their subsequent education at the university level.

The answer to the above questions will decide whether or not we should develop vocational business education in the Vietnamese secondary comprehensive school.

So far, Viet-Nam adopts a two-track system of secondary education: the academic high school and the technical vocational high school. The technical high school which offers courses leading to the technical baccalaureat is equivalent to any academic high school. The third new track of the comprehensive high school is in experimentation and the comprehensive high school program is under study.

Business education is being taught at the secondary level at the National School of Commerce for adults, and is being introduced in the comprehensive pilot high school.

In order to realize an adequate development of business education at the secondary level, it is suggested that:

1. The National School of Commerce should remain a business school for adults. The enrollment of the school should be increased to answer the need of the adult students and to satisfy the demand of business workers of the Saigon area. The program should be upgraded by creating major fields of business training instead of a common program for all students.

2. The past development of business education should be reviewed in terms of the philosophy and objectives of the program, the

qualifications of the teachers, and the contents of the curriculum as related to the environment. The teaching of business education in the comprehensive pilot high school should be continued in order to experiment with a business education track in a multi-track school.

3. An upper secondary business high school should be opened. This school should have equal status with the upper secondary technical high school or the upper secondary academic high school. The business program should be equivalent to the business stream program of the comprehensive pilot school. A three-year course leading to the baccalaureat in business will be offered to students starting Grade 10. While the National School of Commerce is a terminal business school for adults, the upper secondary school is a business school for secondary school age students. The baccalaureat in business will qualify students for initial employment or will allow them to continue further study in business education at the university level.

By concentrating business vocational preparation in specialized business schools it is possible to provide better equipment and instruction with less duplication and cost.

✓ In the future, if the development of industry and economy requires white collar workers and technicians at higher levels, post high school higher specialized courses should be offered and the business high school will become a combined business high school and junior business college.

The first business high school should be opened in Saigon where the environment of a large business city offers favorable conditions for the development of business education. If facilities and teachers

are available and the needs of the students and the demands of the urban areas are identified more business high schools can be opened in large cities.

The business high school in Saigon and the business education track of the Thu-Duc Comprehensive Pilot high school should serve as laboratory schools for the student-teachers in business education at the Faculty of Business or at the Faculty of Pedagogy. These above two schools will be involved in the following research experiment: what organization is more suitable for the development of business education in a developing country like Viet-Nam--a multi-track comprehensive high school or a specialized business high school?

It is evident that the purpose of Vietnamese education has become more democratically oriented with broad aims that include equal opportunity for intellectual, personal, vocational, social and economic attainment. The immediate large-scale modification, in terms of approaching a single-ladder system with specialized tracks in a common school is imperative; however, the conflict between goal and means calls out for consideration.

In the long run, the three kinds of Vietnamese high schools--the traditional high school, the vocational high school, and the comprehensive high school--can evolve slowly but with success into a multi-track or comprehensive institution if the latter proves its success in secondary education.

✓4. Private secondary professional business education institutions should be encouraged to improve their programs and favorable conditions should be created to facilitate their development. Besides

the typing certificate and the accounting certificate, it is suggested that the Department of Education organize examinations for other business certificates that will qualify the holder for employment in government or private offices. This will motivate the private institutions to expand their programs as well as encourage adults to attend private business professional schools.

There are many private business education institutions in Saigon and in the other large cities of Viet-Nam, and their numbers are increasing. This field of adult business courses usually includes scores of short and relatively specialized courses in typewriting, shorthand, accounting, translating, and secretarial practices devised to meet the specific educational needs of the urban area. The official examination organized by the Department of Education is also a means of standardizing and controlling the private business education which constitutes but one segment of the national effort toward adult vocational education in Viet-Nam.

✓ 5. General business education should be introduced in the curriculum of the traditional academic high school as an integral part of a complete secondary program. The present four-year program of civics at the first cycle can be taught at Grades 6, 7, and 8. The two periods each week of civics at Grade 9 should be devoted to a general business education course which is offered for its exploratory and information values. The high school student at Grade 9 may have reached that point in education at which it is desirable to begin to think in earnest about a future career. Upon entering the second cycle of high school at Grade 10 the Vietnamese student is faced with



the necessity of choosing among various curriculums, each leading to a different career. Therefore a course of general business at Grade 9 is important and necessary to give the student a better understanding of the diverse business careers which will be open to him in the future.

At the second cycle, a program of economics, a component subject of business education, already exists as a program of civics at Grade 11. This course heavily emphasizes economic theory. In order to be practical a program of applied economics should be developed which should include consumer economics and Viet-Nam business and economic organization and survey. It is also suggested that the unit "the Vietnamese business and economic system; its characteristics and prospects of development" be included in the program of civics at Grade 12, the last high school year, in order to instill in future citizens a sense of responsibility toward their national business economic system and its development.

#### \* Curriculum Problems

It is proposed that the business education program for the business high school of the business education track of the comprehensive high school should be on a strong general and academic business education basis in order to conform to the present Vietnamese education system which is highly specialized at the university level. (The curriculum should embrace basic academic business courses, specialized business courses, and business skill courses.)

✓ (The basic academic business courses consist of basic general business courses and vocational basic academic business courses.

✓ A basic general business area includes a contribution to general education in the area of citizenship, intelligence, consumption, and general economic and business understanding. To effect this, the curriculum should offer a general business course which contains Viet-Nam business and economic organization, consumer economics, business law, business for everyday living, etc. Academic vocational courses provide vocational business students with a broad general business background which will enable them to study specialized business fields and skills, allow them to adapt to occupational changes, or to go on for further business studies at the university level. The basic vocational academic courses include elementary economics, accounting, finance, business principles and management, business organization and survey, business law, money and banking, etc. Basic business academic courses should be required of all vocational students in business.

✓ Specialized business courses should be strictly based on surveys of the needs of government and private enterprise. These courses should include office education and secretarial practices, accounting, industrial management, data processing, etc.

✓ The basic business courses should cover all three years and the curriculum should provide for continuous development of other academic subjects to avoid undesirable overlapping. It is desirable that the specialized business courses should be placed as near to the end of the three-year course as possible. After completion of the specialized business courses, the students should have occupational skills proficient enough for initial employment. A graduate of the business

high school should meet the job standards requirements in his selected skills.

✓ A business student can take business skills courses such as typing, shorthand, business machines, stenography, and card-punching on an elective basis for personal competence or for the requirements of his major business field.

✓ It is also suggested that the curriculum be divided as follows: 50 percent for general education such as Vietnamese literature and writing, foreign language, mathematics, civics, and social sciences; 30 percent for academic basic business subjects; and 20 percent for specialized business.

#### Faculty Problems

The secondary school staff consists of full-time and part-time teachers. Candidates for full-time teachers at the upper secondary level must hold a certificate of teaching second cycle high school, after completion of a four-year course at the Faculty of Pedagogy, or a Licence from the other faculties. So far the business education training program has not been realized at any faculty of pedagogy and no trained business education teachers are available. Based upon the analysis of the educational program and requirements for full-time upper secondary teachers, the following people may be recruited as business teachers:

1. graduates from the Faculties of Law of Universities holding a Licence or a Diploma of Higher Studies in Economics.
2. graduates from the Faculty of Political and Business Administration of the University of Da-Lat majoring in Business

Administration.

3. graduates from foreign universities holding a degree in Business Administration or Business Education.

4. graduates from the National Institute of Administration.

The above do not possess any background in the teaching profession and are qualified for a number of business academic and specialized courses but not in business skill courses. Pre-service accelerated training for professional background as well as for specialized business education should be provided for them.

Temporarily, the business teachers for skill courses such as typewriting, shorthand, and business machines can be found through the Shorthand, Typewriting, and Accounting Association of Viet-Nam. These teachers would be part-time teachers if they do not hold a university's degree.

The above solution is aimed at providing business education high school teachers at the beginning stage of business education development. In the future, as the needs of business education become officially identified and the programs become an integral part of the secondary educational program, the Faculties of Pedagogy of the Universities in cooperation with the Faculty of Business education should provide business education secondary school teachers' training. The business education teachers' training program will be a one-year course for candidates holding a Licence in Law or in Political and Business Administration, or a three-year course for candidates holding a Law certificate, or a four-year course for candidates holding only the Baccalaureat.

The tendency to require a broad professional background and appropriate, adequate, actual business experiences is imperative; however, it is rare for one to start a career as business teacher with such requirements. This kind of business teacher will be found in the next few years if the philosophy and objectives and the needs for development of business education in Viet-Nam are officially identified.

#### IV. SUMMARY ON THE PROPOSAL

Business education should be developed in Viet-Nam as an integral part of a total educational program. It is urgent for the achievement of economic independence and economic growth of the nation. It aims at strengthening the national business system, providing business understanding to all students in a complete program of general education, and training vocational students for business careers.

A faculty of business and a business education teacher-training section at the Faculty of Pedagogy should be created in a state university parallel to the development of business education in the comprehensive pilot high schools and in the newly-created business high schools.

General business education should be offered at Grade 9 and applied economics at Grades 11 and 12 at the traditional academic high schools (Table XXVI).

Private business institutions should be encouraged, as one segment of the national effort, to develop adult vocational education.

The training of high school business teachers can be realized by the faculty of business and the faculty of pedagogy.

TABLE XXVI

GENERAL OUTLINE OF THE PROPOSED BUSINESS EDUCATION SYSTEM

HIGHER EDUCATION							
Faculty of Law Faculty of Political and Business Administration			Faculty of Business <sup>1</sup> Faculty of Pedagogy (Business Section) <sup>1</sup>		National Institute of Administration		
SECONDARY EDUCATION					ADULT EDUCATION		
Year Grade	Age Group	Academic High School	Compre- hensive High School	Vocational High Schools		School of Commerce	Private Business Institutions
				Technical School	Business <sup>1</sup> School		
BACCALAUREAT					CERTIFICATE		
12th	17-18	Academic	Business <sup>1</sup>	Technical	Business	Professional	
11th	16-17	Program	Education	Program	Education	Business	
10th	15-16	including	track		program	Courses	
=====	=====	General	=====	=====	=====	=====	=====
9th	14-15	Business					
8th	13-14		Academic	Technical			
7th	12-13	Academic	Program	Program			
6th	11-12	Program					
ELEMENTARY EDUCATION							
5th	10-11						
4th	9-10						
3rd	8- 9		General Education				
2nd	7- 8						
1st	6- 7						

<sup>1</sup>New schools or new programs.

Graduate students should be sent abroad for training as business education professors at the university level.

The program of business education should embrace a broad field of general basic business education which will allow students to adapt to fast changes in the business field and specialized business subjects which fit the students to business careers. Business skills courses should be taken by students either for personal competence or as a component of the specialized business major.

As an interim measure, professors and teachers of business education are available for recruitment from various sectors; however, a business educators' training program should be planned and realized as soon as possible. This is vital to a business education development program.

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