

VIETNAM EDUCATION INSTITUTION IN THE PERIOD 1884-1945

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Abstract: *After pacifying our country, the French colonialists gradually established a system of educational institutions from the central to local levels. This institution helps people have more opportunities to access education. As a result, the number of learners has increased significantly compared to previous periods (although the proportion of people attending school to the total population is still low). With the spirit of openness in accepting the enemy's "superior" values to enrich their culture and serve the cause of national construction and defense, the Vietnamese have boldly accepted and participated in this educational institution. Besides, they also actively build their own schools to educate and train Vietnamese students for their own purposes. Despite many limitations, the Vietnamese educational institutions in this period, built by the French, contributed to a change in the contemporary educational landscape and left an impression to this day.*

Keywords: *French education, institutions, the period 1884-1945*

I. Introduction

After the Treaty of Harmand in 1883 and the Treaty of Patenôtre in 1884, the Nguyen Dynasty officially recognized the French protectorate in Vietnam. From this point, it can be affirmed that the French officially colonized the whole of Vietnam, implemented colonial policies, and exploited the colonies. With the intention of creating a new generation of intellectuals who are absolutely loyal to the "motherland" imbued with French language and culture, the shortest and most decisive path that the French define is education. The policy of coercion and then cooperation

was implemented in turn to build a French-owned education. This is also the time when Vietnamese culture begins to officially exchange and interact with a new culture and civilization of humanity and with the rest of human culture. Due to the policies of the authorities, cultural recipients (Vietnamese people) are sometimes forced to receive cultural and educational elements. However, stemming from the need to solve historical problems posed to the nation, they have actively sought out this culture and civilization to "cleanse out the sea", find new suitable values with its purpose. As a result, a new face with new characteristics

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for contemporary Vietnamese education was formed. Including educational institutions.

II. Theoretical background

Acculturation theory is used as the research framework of the paper. Western ethnographers first used the term acculturation around 1880, and it became popular in the early decades of the twentieth century with North American cultural anthropologists. This issue continues to be studied with many different perspectives: psychology, ethnography, cultural anthropology... with many new concepts and explanations. Cultural anthropologist Franz Boas explores cultural characteristics within the framework of two historical processes: diffusion and transformation. Boas uses these key concepts to interpret culture and interpret its meaning. He believes that the act of creating the culture of a nation is basically the cumulative result of indoctrination. In 1936, Robert Redfield, Ralph Linton and Melville Herskovits published "Excerpts on Acculturation Studies" when this issue became one of the important contents of anthropology. Although it was only in "framework" at the time of publication, it provided a rather detailed framework for studies on inculturation and acculturation.

In Vietnam, the term acculturation is translated by culturologists in many different ways: "culture" (Nguyen Khac Vien), "mixed culture" (Nguyen Duc Tu Chi), "interlaced" culture" (Tran Quoc Vuong), "acceleration" (cultural contact and change) (Ha Van Tan), "cultural harmony" (Hoang Ngoc Hien), "cultural interaction" (Huu Ngoc), "Cultural Transfer" (Hoai Huong).

In general, acculturation is understood as the long-term contact process of two or more cultures leading to a change in the cultural pattern of one or more cultures.

This study uses this theory as a frame of reference. Thereby, find out in the process of contact with French education, what Vietnamese people have received and changed to build their own education. What does that mean for Vietnamese education today?

III. Research Methods

- Method of comparison - contrast: used to study the change of factors in education, including educational institutions. From there, it shows the change of Vietnamese education in this period when exposed to French culture and education.

- Method of analysis and synthesis: on the basis of documents and documents on education in the period 1884-1945, the graduate student conducts an abstract analysis of the elements of education, then synthesized by evaluation to clarify the research object.

IV. Result and Discussion

Institutions are agencies and apparatuses that operate the education system, including state agencies, social community organizations with educational functions (educational industry). This is considered as a system of socio-cultural institutions of education - a component of culture in general and a constitutive element of educational culture in particular. Educational institutions in Vietnam were established very early, but only at the central level, localities have not been established,

mainly by the people themselves. Until the French colonialists established the colonial administration, the educational institution system was organized from the central to the local. This institution helps people have more opportunities to access education. With an open mind in accepting the enemy's "superior" values in order to enrich their culture, build an advanced education, and serve the cause of national construction and defense, the Vietnamese boldly accepted and participated in this educational institution. Although there are many limitations, the Vietnamese educational institutions in this period built by the French have contributed to a change in the face of contemporary education.

As soon as Cochinchina was captured, the Cochinchina Main School was established in March 1879 to manage education-related affairs, such as: French-Vietnamese public schools, financial regimes, study programs, degrees... Later, many educational agencies and organizations were established. For example: the Tonkin Academic Council (founded on April 27, 1904), the Indochina General Academic Department (including: Tonkin and Trung Ky School Departments established on June 20, 1905) and Education Improvement Council (established on March 8, 1906). Meanwhile, the Ministry of Education was established by the Nguyen court, headed by Senior Secretary Cao Xuan Duc (under the management of the Hue court), mainly managing education in Confucian schools in Central Vietnam and almost as if it had no role. The organization of administrative and educational management agencies in Indochina is the French educational

management agency throughout Indochina, regulated by the Governor-General of Indochina; The main school departments of Tonkin, Trung Ky, and Cochinchina manage the educational work in each period, under the management of the Governors, Ambassadors, and Governors. This is a distinctive feature compared to the traditional Confucian education that has existed for nearly a thousand years in Vietnam. That is: the state only organizes and regulates exams and self-organized learning; The state only had schools for the children of Princes, mandarins, and landowners (such as Quoc Tu Giam, which was later expanded to ordinary children but the number was very limited).

After the promulgation of the Ministry of Education and Training, the organization of education for the two periods Tonkin and Trung Ky changed. Abolish the educational management titles: director of education (province), teacher (government) and coach (district). The study of semesters must be supervised by a French inspector (Vietnamese can be used if lacking). Inspectors supervise the learning at schools: teaching - learning, documents, facilities... and make reports to the Ambassador. In the provincial and district capitals, primary schools (including secondary schools) were under the control of the French governor.

Besides, the French also established a number of organizations to contribute to improving the quality of education. The Council for the Improvement of Indigenous Education (established in 1906) to study the reform of the old education system and reform the Huong

exams in Tonkin and Trung Ky. On October 19, 1906, the French President decided to reform the High-Level Colonial Education Advisory Committee and set up a permanent Secretariat of this Committee... The Academic Advisory Council was established in 1917 to discuss silver research issues related to studying in Indochina, Governor-General as chairman of the Council; The Chief Dental Officer and the University Director are the Vice Presidents. The council meets at least once a year, listens to the inspector's report on outstanding educational issues of education, the budget to discuss and propose ideas to the Governor General.

In 1932, when Bao Dai returned home to take over the Nguyen dynasty, the Ministry of National Education was re-established with Pham Quynh as Thuong Thu, managing all primary education. Since then, village schools have taken control of their budgets, self-selecting teachers and programs; higher education levels, the French still dominate.

In order to develop ideology and realize educational goals, the French authorities regulated and organized the construction of many new schools. The school model is organized and sorted by grade and age; a strict management system from the smallest school level was formed, which is different from the traditional classroom model. Public schools are solid brick and tile houses with laboratories and dormitories. General regulations: Facilities provided or built by the commune to be used as schools must meet the regulations on construction as well as environmental sanitation conditions drafted by the head of the Primary Steering Committee for

each school. country of the Federation, together with a decree issued by the head of local government. "In class, students sit on benches and standard desks to be able to read and write in the most convenient way; Do not allow students to squat on the ground or plank."

The school system is organized: Primary schools in the district capitals. Primary schools are located in the provincial capital and a few large district capitals. On average, each province has 2 to 4 schools, with 200 to 400 students. The major provincial capitals have primary or primary schools exclusively for girls. New major cities have Primary Colleges (Bac Ky has provinces: Hanoi, Hai Phong, Nam Dinh, Lang Son; Central has: Thanh Hoa, Nghe An (Vinh), Hue, Quy Nhon; Cochinchina; Cochinchine). there are: Saigon, Can Tho, My Tho). Primary colleges for girls are only available in Hanoi (Dong Khanh school), Hue (Dong Khanh school), Saigon (Gia Long school also known as Purple Ao Dai). High school (Tournament) is only available in Hanoi (Buoï), Hue (Khai Dinh school), and Saigon (Pétrus Ky school). Each school has between 100 and 200 students. The Baccalaureate is also available at French schools in Hanoi (Albert Sarraut School), Saigon (Chasseloup Laubat). In addition to the public school system, there are also private schools, mostly built by the Catholic Church from the early days of the French occupation of Vietnam. The two largest Catholic schools are the Pellerin School in Hue and the Taberd School in Saigon. After 1930, a number of private schools were opened in Hanoi, Hue, Saigon and in a few large provincial

capitals, mostly primary schools. Private Primary School is only available in Hanoi, Hue and Saigon. Private Baccalaureate level is only available in Hanoi and Saigon but only classes for the first 2 years because students who pass the first Baccalaureate are automatically admitted to public schools. The French-Vietnamese general education system established by the French is very small.

Thus, since the invasion and pacification of Vietnam, through the adjustment and reform of colonial officials from Bonard, Krant, Lafont through Paul Bert, Paul Beau, Klobukowski to Albert Sarraut and finally Martial Merlin According to Alexandre Varenne, the Vietnamese education system has been uniformly established, consisting of 3 levels: Primary School, College Primary School and High School with a total study period of 13 years, organized as follows:

Primary School (6 years): Junior High, Preparatory, Junior College, Middle School First Year, Middle School Second Year, College. After completing the Beginner class, students must take the Preliminary Summary exam and then continue to study to take the exam for the Elementary Elementary Degree.

Primary College (4 years): first, second, third and fourth years. After finishing school, students are allowed to take the exam to get the degree of Primary College (also known as Thanh Chung or Diplome).

High School (3 years), divided into 2 phases: The first two years end with the first part of the Baccalaureate exam; After that, students are directly recruited

to study in the 3rd year of high school and take the Full Baccalaureate exam. At the end of high school, students can enter some colleges and vocational schools.

After the first educational reform, private schools were allowed to be established when they met the conditions for teachers and facilities and were allowed by the authorities. For primary and secondary private schools, the head of the local government regulates it by separate decree. Secondary schools can only be opened with the Governor's permission. Principals of private schools have the right to choose methods, programs and curricula provided that their operation at schools is not contrary to ethics and laws; textbooks distributed to students do not violate local regulations. Therefore, "From 1906-1907, up to 40 private schools were established in Quang Nam with the first credit belonging to Phan Chau Trinh and Le Co. However, these schools are small in size and located in an unfavorable location, so the impact is not great."

By the second education reform, the General School of Education stipulates that private schools are allowed to operate, but the regulations are very strict, so it is difficult to exist. Example:

- No private schools can be opened without permission, except for private schools (no more than 5 students, living in the same house: children, grandchildren, adopted children);

- Facilities must ensure: classrooms are well-ventilated, well-lit, hygienic, suitable in area;

- Ensure: toilets must be cleaned daily with soap, classroom floors must

be mopped with rags, scrubbed with soap weekly, schools must be whitewashed or scrubbed twice a year; Students must wash their hands before eating and after recess.

Therefore, the number of private schools formed during this period was very small, mainly religious private schools. Therefore, the people's learning needs cannot be solved. However, the initial institutions of private schools also made many imprints in the development of Vietnamese educational culture.

The organization and management of education has gradually improved from central to local levels. After a period of experimentation in Cochinchina, by 1906, education was unified throughout Indochina. The content of the program is implemented uniformly in all periods. The examination, enrollment, exam content, and method of organization of the exam are specified in terms of time and volume. As a result, the preparation of learners and managers is proactive, easier and more organized.

The management of teachers and staff in the state administrative apparatus for education is quite strict. Each teacher has a set of records kept at the Main School District or Governing Body for management. The arrangement of teaching hours, subjects, time of salary increase - upgrade, time off insurance, discipline, reward, job transfer... are all kept in the file.

Students have strict regulations on enrollment conditions, school age, scholarship eligibility, enrollment and leave time, ethical and health requirements, etc. This contributes to the organization and

Easier to operate education. Specifically: The first preparatory year: under 9 years old when the school year begins;

Elementary class (as of the beginning of the school year): grade 9: under 10 years old, grade 8: under 11 years old, grade 7: under 12 years old;

High School Class (as of October 1 every year)

- Primary school: grade 6 - under 13 years old, grade 5: under 14 years old, grade 4: under 15 years old; 3rd grade: under 16 years old;

- Second grade: second grade - under 18 years old, first grade - under 19 years old, math and philosophy class: under 20 years old.

Along with the establishment of a colonial government apparatus, a new educational management agency was also gradually built in Vietnam during the French colonial period. This process can be divided into two stages: before 1918, Cochinchina, Tonkin and Trung Ky had a relatively different educational management system. Accordingly, in Cochinchina, the Confucian school and exam system ended in 1867 along with the recall of the main officials following the Confucian system to Hue. The main school of Cochinchina was established in 1879 to manage the education in this country. Meanwhile, in 1905, a new main school was established in Tonkin and Trung Ky together with two other educational agencies, the Main School Council and the Indigenous Education Improvement Council. During this period, the native officials still maintained their activities to serve the study and traditional

exams, all coordination was done by the French premiers. The General Regulations promulgated at the end of 1917 changed the face of education in Vietnam. In the field of management, a common authority in charge of education administration is the General Administration of Education of Indochina. Under the General Department of Education are the main School Districts that monitor the activities of schools in each country. In addition to the main General Department of Education, there is also an Education Council chaired by the Governor-General himself. Under the new management mechanism, all the native officials were dismissed from 1918 in Tonkin and 1919 in Central Vietnam to ensure a French-oriented education system throughout the East. Duong. By 1932, the indigenous element was restored. The main academic position under the Confucian system was restored and the Ministry of National Education was re-established to oversee the learning of elementary schools, a new type of school opened in 1926 that studied mainly in the Vietnamese script.

Receiving progressive educational ideas and the way of organizing education of the French, Vietnamese people have built their own educational institutions, realizing their own goals in parallel with the requirements of the authorities. . The establishment of private schools, associations and newspapers demonstrated cultural refraction in education during this period. Some typical private schools in this period are: Thang Long (Hanoi); Dien Phong, Quoc Binh, Phu Lam, Thang Binh (Quang Nam); Duc Thanh (Binh Thuan) ... This institution co-existed with the

French institution, becoming a part of contemporary Vietnamese education.

V. Conclusion

The education system organized by the French in Vietnam in the period 1884-1945 through many changes created a relatively stable institution. This institution contributes to realizing the educational ideology and conception of the colonial government in Vietnam: conquering the spirit and consciousness of the indigenous people. However, Vietnamese culture through each exchange and acclimatization whether in oppressive or voluntary conditions, the endogenous always plays a positive role. After each acclimatization, the cultural identity is not only not lost, but also built up, the culture is more and more developed. Therefore, in the current globalization situation, one should not hesitate to approach the new, on the contrary, continue to promote the spirit of freedom, openness, and willingness to absorb the new to solve the problems of the world. age. In other words, it is necessary to boldly exchange and accept new things, promoting the active role of national cultural traditions to internalize the exogenous. That process, noting the role of education as both an important channel of acculturation and cultural transformation, and a result of the acculturation process itself.

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