

# Internationally Speaking



AACD International Relations Committee

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### Editorial Note

Florence Mitchell and Paul Pedersen

Our criteria for a successful issue of INTERNATIONALLY SPEAKING is that the reader will read the newsletter and immediately write or phone at least two or three of the individuals, resources, or projects mentioned in the articles. We are emphasizing networking in our news, notes, and articles that will help persons with similar international/intercultural interests contact one another.

We also plan to follow the tradition of previous IS editors and make each issue so valuable that you will keep it on your shelf and share it with your colleagues. To facilitate

### From the IRC Chair

International Relations Committee members have been working hard during the past few years to update the committee's activities and goals. Several factors have contributed to this opportunity. For example, each year more convention sessions with an international component are being sponsored by a variety of groups within the organization. There has also been a proliferation of international task forces and networks attached to divisions, regions and committees. We believe these events signify AACD members' increasing interest in the intercultural influences on their primary focus (supervision, careers, schools, etc.) The IRC wants to encourage and enhance any communication or activity which repre-

keeping the issues on your shelf we have reduced the size of this issue to fit with your other books. We would very much appreciate feedback from you on the content and format of this issue so that we can respond to your needs more accurately.

Your participation is essential. Reader participation has been a major factor in the success of previous issues of IS and we hope you will continue to use this network for getting the word out. Internationally speaking, our colleagues in the counseling profession need to hear what you have to say.

sents AACD's international/intercultural efforts. As an "Internationally Speaking" reader, you are invited to contribute any suggestions which will "promote awareness and knowledge of internationals and intercultural counseling and development among AACD and other organizations" (from the IRC Missions Statement). Please send your comments and suggestions to myself or any IRC member.

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life, which includes its social institutions: the family, religion, education, politics and economics. Studying the Haitian culture from a perspective of this nature provides an awareness of the essence of the Haitian lifestyle.

The family dominates Haitian life. The extended family includes a system of blood relatives, neighbors, and dead family members. As an example, all women are called "mantante," whether they are an aunt, mother, or neighbor. The significance of respect given elders denotes the most common family structure.

The official language of Haiti is French, although its use is limited to the upper class and to formal occasions. Creole, which is a mixed dialect of French, English and Spanish, is spoken by all Haitians. Creole remains in unwritten form even though current efforts are being made to legitimize the dialect for educational purposes.

### **Three Vignettes from Malaysia**

Arthur P. Lloyd, Idaho State University, March 1985

The following short reports are based on the experiences of Arthur P. Lloyd, the 1984/85 Fulbright Professor to Malaysia in the field of counselor education. Although his primary duties were consulting and teaching at the University of Malaya and Universiti Pertanian Malaysia, he also had numerous opportunities to study the structure of school counseling, counselor education, and teacher education in Malaysia. These reports are only fragments of a very rich and complex collage that is Malaysia.

#### **The Guidance Teacher in Malaysia**

Malaysia has elected to have school counselors maintain a dual role of teacher/counselor. The position is entitled "guidance teacher," and in Malaysia the emphasis has been upon the word **teacher**. The amount of time that the guidance teacher is released from teaching varies in each school according to the wishes of the headmaster. The intent of the national ministry of education, though, is

The everyday life of the Haitian can be observed through the artistic portrayals in paintings, crafts, and sculptures by peasant artists. The Haitians, whether living in the rural mountain side or the cluttered urban area of Port-du-Prince, take extreme pride in their historical struggles as the first black republic and the second western republic after the United States.

In Haiti there is little crime even in over-populated areas and honesty is highly regarded and respected. In spite of the Haitians' economic and political plight, there are few acts of personal violence. The major crime is petty theft. There is a high regard for personhood. There is none of the fighting or malicious play which is so prevalent in urban ghetto USA life. This leads us to conclude that plight and over-population are not necessarily casual factors in the incidence of criminal activities.

for the guidance teacher to be released from all extracurricular activities and approximately half the teaching hours. The final approval, however, is still with the headmaster, and for most headmasters, the "felt need" is for more teachers. Therefore, the term guidance TEACHER has been descriptively appropriate.

Even in the ideal school, the role of guidance teacher is still heavily influenced by the teaching portion of the assignment. As a teacher, the individual might teach science, accounting, or language for half of the total teaching periods each week; and assuming that the person is given the maximum number of hours of released time, the guidance teacher would theoretically have the rest of the teaching periods plus extracurricular hours for counseling and guidance duties. Some of those hours, however, might still be consumed by the guidance teacher's own students seeking help from "their teacher," and as a teacher, the individual might still become involved in various faculty ac-

tivities with colleagues in the teaching unit or department. After these responsibilities are fulfilled, however, another problem still remains for the teacher/counselor.

A goal yet to be achieved in Malaysia is that of a guidance teacher for every school. At the secondary level this would equal approximately one counselor for 1133 students. An additional proposal of a 1:1000 ratio would reduce the burden somewhat, but when the "one" counselor being identified is not even a full-time counselor, the number of students being served is nevertheless still overwhelming.

Finally, the ministry of education hopes that another goal of a guidance room in every school will be reached by 1985. If the rooms presently allocated are an indication of the future, however, this means at best a vacant classroom. While the size of these classrooms provides sufficient space for displays of career information and a place for students to congregate, the privacy of a counseling office is still a dream for most guidance teachers.

The job of the guidance teacher in Malaysia is designed for the person who thrives on challenges. Fortunately, the persons who are seeking posts as guidance teachers in Malaysia are not in awe of the tasks before them. Most of these individuals have had several years of experience as classroom teachers in Malaysia, and they have already demonstrated a clear commitment to the students and the schools. These new or aspiring guidance teachers do not seem to be as aware of the problems of the guidance teacher's role as they are of the opportunities and advantages of having even minimal guidance services in the schools.

#### **A University Lecturer in Malaysia**

The life of the university lecturer cannot be stereotyped any more accurately in Malaysia than it can for a university teacher in the U. S. The personalities involved run the same gamut found in university faculty anywhere. A few uniquenesses, however, are readily apparent.

Malaysian lecturers tend to be employed without a doctoral degree and consider the

attainment of one as part of their employment with the university. For most lecturers this involves a probationary period of employment, sometimes only a couple of years, prior to applying for a study leave. Consequently, the study leave is a frequent topic of discussion in every department at every university. The total number of the lecturers who are on study leave added to those who have just returned and those who are planning to leave, seems to almost exceed 100 percent. Some persons are even hired in the sublecturer capacity of tutor so that they can receive a study lecture and return as a lecturer. For persons in the U. S. who are accustomed to the more familiar "resigning to pursue the doctorate," the system looks wonderful for the faculty member but looks like a nightmare for coordinating course offerings.

As stated earlier, Malaysian lecturers tend to be hired without the doctorate. In a faculty of education, typically fewer than 30 percent might have the doctoral degree. This along with the influence of the British higher education system means that the associate professor and full professor ranks tend to contain a very small percentage of the faculty. On the one hand this makes the image of the associate professor and the professor very prestigious, but on the other hand it also places a disproportionately heavy responsibility on those few persons in the upper ranks for administrative duties, committee assignments, and directing the research of advanced degree students. The initial blush of glory felt by becoming a professor seems to be quickly dulled by the realization that the carefree lecturer days are over.

University lecturers in Malaysia are employed six days per week. While their counterparts in the U. S. would quickly say, "We work at least six days per week also," most would not confess to being at the office 8 to 4:15 Monday through Friday and from 8 to 12:30 on Saturday. While the specific hours are not religiously followed by every department in every university, some colleges do go so far as to use a **time clock**. While most lecturers seem to adjust to the schedule, a time-motion study

might indicate that this is not the most productive distribution of time for everyone. Since the official retirement age is 55 in Malaysia, however, when you consider the time off for sabbaticals and graduate study, that does not leave too many years for "punching the clock."

### **Overseas Study for Malaysians**

During 1984, 37,577 students were attending universities in Malaysia. Of this number 25,853 were pursuing a bachelor's degree program. At the same time, over 60,000 Malaysians were attending universities overseas. Several years ago most of these students would be attending universities in the United Kingdom. More recently the shift has been toward universities in the United States.

According to figures provided by the U.S. Embassy in Kuala Lumpur, 24,000 Malaysians are currently pursuing higher education programs in the U.S. Approximately 90 percent of these students are enrolled in bachelor's degree programs. Why have Malaysians changed their higher education tastes so markedly during the last few years?

The initial reason ordinarily given is the higher fees now assessed to foreign students by U.K. universities. The U.K. now charges foreign students a tuition fee which approaches the actual cost of the education. Most U.S. universities, even though they may charge more for out-of-state students, still underwrite a portion of the education through endowments, government grants, and scholarships. Even private universities may not assess the full costs of education to the students.

A second reason for U.S. higher education to have increased in popularity is the flexibility it offers for entering at various levels.

### **Study Travel**

Professional Seminar Consultants (3500 E. Commanche Road, N.E. Suite 2, Albuquerque, New Mexico 87101) sponsor guided tours to a variety of foreign countries. Academic credit and CEU credit through the American Psychological Association is available for partici-

Universities in the U.K., as well as universities in Malaysia, tend to require that the students complete the entire program at one university. Universities in the U.S. have traditionally admitted students from Malaysia at a number of levels and have allowed them to transfer credits from previous study. Consequently, a Malaysian with two years of university study could become a junior in a U.S. university whereas a university in the U.K. or elsewhere might require that the student enter at the first-year level.

A third reason for the trend toward U.S. higher education is related more toward the image of the U.S. in Malaysia. While Americans are not universally loved in Malaysia, Malaysians do seem to have a very strong interest in things related to the U.S. Malaysians are very knowledgeable about U.S. lifestyles, politics, expressions, geographical places, and celebrities. Although some of the information is a jaundiced view gained from numerous American TV shows, some of it is derived from the positive experiences found by the tens of thousands of Malaysians returning from studying or traveling in the U.S.

The increasing number of opportunities for Malaysians to study in the U.S. may not continue for long, however. The rate of monetary exchange is beginning to make U.S. education too expensive. Also, the Malaysian government and related agencies may not continue to sponsor the over 18,000 students they are currently sponsoring for overseas study. Therefore, while Malaysians are still studying in the U.S. in these large numbers, we should use this as a special, inexpensive opportunity to foster good relationships with these our most friendly Southeast Asian neighbors.

pants. The following two articles are from two participants in the August 7-23 tour to Russia to study "Cross-Cultural Counseling": Paul Pedersen and Anne Pedersen were the Educational Leaders on that trip.