

The Revolutionary Spirit of the Guilin Vietnam School and Its Significance in Contemporary Vietnam - China Relations

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Abstract: From the 1950s to the 1970s, in support of Vietnam's resistance against French and American forces and to advance its national education development, the Chinese and Vietnamese governments jointly established Vietnam schools in Guangxi and Jiangxi, China. These institutions were dedicated to training revolutionary successors and nation-building talents for Vietnam. Adopting a fully enclosed management model and a patriotic education philosophy, the schools cultivated a revolutionary spirit characterized by independence, self-reliance, patriotism, unity, and progress. This spirit not only became a lifelong source of strength for Vietnamese students but they also continue to play a vital role in contemporary Vietnam-China relations by reinforcing traditional friendship and sustaining bilateral cooperation. In the future, deepening comprehensive exchange and cooperation between Vietnam and China is an inevitable trend. The revolutionary spirit forged by the previous generation of revolutionaries from both countries will continue to serve as a guiding star in the development of future China-Vietnam relations.

Keywords: Guilin Vietnam School, "Guilin spirit", contemporary China-Vietnam relations.

Subject classification: Education.

1. Introduction

After the end of World War II, many Southeast Asian countries witnessed the rise of national liberation movements. At the same time, the United States and the Soviet Union had entered a state of global political and military confrontation. As a newly established socialist country after the war, Vietnam became a focal point of competition between the United States and the Soviet Union for regional

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influence in Southeast Asia. From the 1950s to the 1970s, Vietnam was divided into North and South, and the entire country was embroiled in wars of resistance against France and the United States. Fighting was intense and living conditions were extremely harsh. As a result, primary and secondary schools in Vietnam were unable to function normally. In order to protect and educate the children of revolutionaries, and to foster talent for Vietnam's nation-building efforts after the restoration of peace, Vietnamese schools were established in China.

2. Literature review

The history of Vietnamese schools during war time in Vietnam in the mid-20th century has garnered serious attention from researchers and institutions. The Guangxi Zhuang Autonomous Region (1968) laid out the overall plan for educational courses of Vietnamese schools in Guangxi in the five and 10 year plans to help students fulfill their expectations. Hồ Anh Dũng (2003) summarizes and praises the significant contribution of Vietnamese students during the nation-building process after 1975. Bùi Thành Phần (2003) reports on the heavy burden that rested on their shoulders when completing their education in Guangxi. Guangxi Normal University (2015) summarizes the achievements of the cooperation and illustrates the successful effort to nurture talents in terms of moral spirit and practical performance. The Guangxi Academy of Social Sciences (2015) also hails the achievements of Vietnamese schools in Guangxi in fostering a generation of talent. Guilin Municipal Archives records a thoughtful description of Vietnamese schools in Guangxi during that time. Phạm Quốc Anh (2010) recalls the educational methods and materials used in the Yucai school in Guilin to illustrate the spirit of a brave generation. Du Jianxuan (2010) also praises the significant contribution made by the heroic attitude of students in these educational institutions to serve Vietnam after reunification in 1975. Trần Đình Hoan (2010) believed that this model of educational cooperation was a good one for the development of both countries.

It was a long process to establish these schools. After gaining independence in 1945, Vietnam faced tremendous hardships in all areas of development, especially in the struggle against the United States. At that time, the newly formed People's Republic of China was still in the early stages of national reconstruction, with underdeveloped infrastructure and generally harsh living conditions. The Chinese side provided full logistical and material support, while the Vietnamese side was responsible for educational instruction and school administration. This collaboration took place under very specific and exceptional historical conditions. China provided school premises, as well as medical and security personnel, and was responsible for logistical support, coordination, and Chinese language teaching. The Vietnamese

side oversaw the curriculum and management. Students at the Vietnamese schools in Guilin were able to study in a peaceful and stable environment. Over time, they developed a revolutionary spirit and moral character.

3. Results

Guilin Yucai School

In October 1951, Vietnam relocated its School for Young Cadets to Guilin, Guangxi, establishing the “Vietnamese School for Children and Adolescents”. The first group of students to be transferred numbered around 700 (Guangxi Zhuang Autonomous Region of China and the Guangxi Academy of Social Sciences, 2010: 519-520). In April 1954, 1,039 students from the Lushan School for Children and Adolescents relocated from Jiangxi to Guilin and merged with the Vietnamese school, after which the Vietnamese side referred to it as the “Lushan-Guilin School for Children and Adolescents.” For the sake of confidentiality, the Chinese side named the institution “Guilin Yucai School.” Accordingly, from August 1953 to December 1957, the school trained a total of 1,039 students (16 from Laos and 1,023 from Vietnam) (Hồ Anh Dũng, 2003: 511-512).

Guilin “2.9” School

To ensure that Guilin could successfully accommodate Vietnamese teachers and students, not only were materials provided and new campuses constructed but also teachers and students were relocated from Guilin No. 1 Middle School and Guilin Middle School to free-up facilities for the temporary use of the Nguyễn Văn Trỗi Youth Military School and the Southern Vietnamese Student Education Zone (Guilin Municipal Archives, no date, b: 177). The Yaoshan and Diaoluoshan campuses were constructed by the Chinese side, covering a total area of 57,273 square meters (Guilin Municipal Archives, no date, c: 77). The Nguyễn Văn Trỗi Youth Military School and the Southern Vietnamese Student Education Zone moved into their new campuses in October 1967 and August 1968, respectively. In early January 1967, the newly relocated Vietnamese Nguyễn Văn Trỗi Youth Military School temporarily operated from the Guilin No. 1 Middle School premises. In October 1967, it moved to a new campus in Yaoshan where it continued its operations until it closed in August 1968. Also in January 1967, the Vietnamese Nguyễn Văn Bé School, the Vietnamese Southern Ethnic School, and the Vietnamese Võ Thị Sáu School (also known as the Vietnamese Southern Children’s School) - referred to in Chinese archival documents as the “Southern School”, the “Ethnic School”, and the “Children’s School” respectively - began operating at the former site of the Yucai School in Jiashan, Guilin. In August 1968, the schools relocated to a new campus at Diaoluoshan, Guilin. The Vietnamese side referred to the Diaoluoshan campus

(later known as the Yucai Campus) as the “Vietnamese Southern Students’ Education Zone”. The Vietnamese side managed the teaching and administration. The students were able to study in a peaceful environment and were well looked after in every aspect, feeling “as if they were at home” (Guilin Municipal Archives, no date, b: 183).

Achievements in talent cultivation

Vietnamese students in Guilin studied with remarkable diligence and determination, often starting studying as early as 6:00 a.m., and generally achieving excellent academic results. According to statistics from 1971, the pass rate for primary school graduation exams at the Vietnamese “2.9” School was 100%, and the pass rate for junior high school graduation exams was 95%. The school had 120 students recognized as “Five-Good Students” and 525 as “Uncle Hồ’s Good Students”. It was once rated as the second-best school in Vietnam and was awarded commendations by the Vietnamese Ministry of Education on seven occasions (Guilin Municipal Archives, no date, a: 78). It was officially recognized by the Ministry as an outstanding educational institution. Between 1951 and 1975, over a 25-year period, together the Guilin Yucai School and the Vietnamese “2.9” School trained more than 14,000 military and scientific personnel for Vietnam. Many of these students went on to become successful in their chosen professions (Gui Chen, 2015).

3.1. A holistic approach to talent cultivation

The Vietnamese schools in Guilin adopted a closed boarding model. The Vietnamese side managed the curriculum and school administration. The following table reflects the 10-year educational plan established by the Ministry of Education of the Democratic Republic of Vietnam during its second educational reform in March 1956. This plan was implemented as part of the curriculum at the Guilin Vietnamese “2.9” School.

Table 1: Educational Plan for the 10-Year General Education System by the Ministry of Education of the Democratic Republic of Vietnam

Unit: Class Hours per Week

Subject Grade	1	2	3	4	5	6	7	8	9	10
Chinese	11	11	11	8	8	7	7	5	5	5
History				2	2	2	2	2	2	3
Geography				2	3	3	2	2	2	
Politics							1	2	2	2
Current Affairs					1	1	1	1	1	1

Arithmetic	5	5	6	6	6	6	6	6	6	6
Physics						2	2	3	3	4
Astronomy										1
Chemistry							2	2	3	3
Biology					2	3	2	2	1	
Health Education					1					
General Science				2						
Foreign Languages					3	3	3	3	3	3
Drawing	1	1	1	1	1	1				
Drafting							1	1	1	1
Singing	1	1	1	1	1	1	1			
Physical Education	2	2	2	1	1	1	1	1	1	1
Labor & Handicrafts	1	1	1	1						
Total Hours/Week	21	21	22	24	29	30	31	30	30	30

Source: Guangxi Zhuang Autonomous Region, 1968.

The cadres, teachers, and staff of the Vietnamese “2.9” School were rigorously selected by the Vietnamese government. Most of the teachers were graduates from teacher training programs with solid professional knowledge. Among them were veteran revolutionaries loyal to the Party with prolific combat experience, as well as seasoned educators and former leaders with extensive experience in the education sector. They were energetic and highly dedicated to their work. The students’ textbooks emphasized not only academic learning but also moral development, instilling values such as patriotism, love for the people, respect for labor, passion for learning, discipline, and personal hygiene. Each grade of the secondary level curriculum prioritized the delivery of solid, practical knowledge relevant to national development, avoiding content disconnected from real life. Political and moral education, both collective and individualized instruction, and patriotic education were deeply integrated into the curriculum of the Vietnamese schools in Guilin - this formed a uniquely distinctive feature of their educational approach. The guiding principle of the Vietnamese schools in Guilin was: “Combining education with labor, and theory with practice.” While emphasizing the improvement of students’ cultural and academic knowledge, the schools also focused on cultivating students’ practical labor and production abilities - allowing them to learn, work, and practice simultaneously. Each semester, the school scheduled 19 to 21 labor classes, implementing a “rotational labor” system.

Students were regularly scheduled to participate in various forms of productive labor both on and off campus. These activities were aimed at training the students with hands-on experience, helping them develop a proper attitude towards labor, and enhance their respect for the working people.

Table 2: Participation of Teachers and Students from the Vietnamese “2.9” School in Guilin in Productive Labor (1973-1974)

Year	Labor Activity	Number of Participants	Output	Notes
1973	Participated in off-campus production teams, tending orchards	Over 800 person-times		Repaired tools
	Planting vegetables		44 tons	
	Pig farming		156 pigs	Over 16,000 <i>jin</i> of pork produced
	Charcoal production		10 kilns	
	Assisted Hexin Brigade Teams 1 and 2 in urgent grain harvest	Over 1,400 people	Harvested 120 <i>mu</i> , threshed 50 <i>mu</i> , transplanted rice in 24 <i>mu</i> , weeded and prepared 30 <i>mu</i> of land	
1974	Construction work at Sanlidian	Over 400 people	Excavated over 400 cubic meters of earth	
	Planting sweet oranges		Over 200 trees	
	Planting vegetables		27 tons	
	Miscellaneous grain planting		28,000 <i>jin</i>	
	Pig farming		393 pigs	4 kg of pork per person

Source: Guangxi Zhuang Autonomous Region, 1968.

The Vietnamese students' efforts to help local residents harvest grain were widely praised and welcomed, further strengthening the bond between the Vietnamese teachers and students, and the people of Guilin. The school also included students in the campus construction. Teachers and students lived and worked together, developing a deep mutual respect and gradually fostering a revolutionary spirit of solidarity, unity, and shared hardships.

To broaden students' horizons and integrate theory with practice, the school frequently organized visits to industrial and agricultural sites in Guilin. Between March and April 1974 alone, in order to support the teaching needs of the "2.9" School, arrangements were made for teachers and students to visit various institutions, including the Citrus Research Institute, a chicken breeding farm of the Food Company, the pig farm at Liangfeng Agricultural Farm, the Guilin Wood Products Factory, the Meteorological Station, and the Glass Factory. In total, 10 visits were organized, involving 1,440 participants (Guilin Municipal Archives, no date, b, Catalogue No. 1, File No. 8: 53). In addition, every summer vacation, the school organized field trips for both teachers and students. Children as young as 5 or 6 years old to youths aged 15 or 16 all actively participated in large numbers. To protect the students' privacy, confidentiality regulations were specifically drawn up. None of these schools were referred to by their original names, and the identities of students were kept strictly confidential. Activities such as city tours, photography, hospitalization, inviting external performance groups, and any other engagements requiring contact with outside units had to be carried out under principles of safety, confidentiality, leadership, planning, and control.

Through the implementation of the above educational philosophies and curricula, students at the Vietnamese schools in Guilin gradually developed a spirit characterized by patriotism, self-discipline, unity, mutual assistance, resilience, and a positive outlook. The entire school community - teachers and students alike - worked together with a shared mission: to tirelessly cultivate "revolutionary talent" for Vietnam. Phạm Quốc Anh attributed the formation of these qualities to Vietnamese students (Phạm Quốc Anh, 2010: 216). This unique revolutionary will and life aspiration was referred to by many Vietnamese teachers and students as the "Guilin Spirit".

3.2. The formation and connotation of the "Guilin Spirit" among Vietnamese teachers and students

The special teaching methods and the management model of the Vietnamese schools in Guilin cultivated a revolutionary will and life pursuit. Professor Nguyễn Đăng Chu, Principal of Guilin Yucai School, called this the "Guilin Spirit" (*tinh thần Quế Lâm*) or "Guilin Temperament" (*khí chất Quế Lâm*). While carrying out

political and ideological education, it is essential to emphasize patriotism, labor education, and conscious discipline among students. These expressions all point to the unique spiritual values and personal qualities developed by Vietnamese teachers and students during their time in Guilin. This article uses the unified term “Guilin Spirit” in reference to them.

3.2.1. The positive spirit of ambition, hard work, and courage

Students’ textbooks were imbued with the ideas of “loving the country and the people, loving labor, loving learning, obeying discipline, and maintaining hygiene.” These ideas ran through the teaching goals that emphasized patriotism, a love of labor, strengthened military training, and the integration of theory with practice. The students studied very diligently, maintained discipline, and showed unity and friendship, gradually forming a learning spirit characterized by “patriotism, self-discipline, unity, mutual help, resilience, and positive ambition.” The patriotism that inspired their diligent study, and ideals and beliefs in building their country became a driving force for ambition and progress. During their studies, they gradually developed good habits of resilience, courage, kindness, and hard work. Many alumni felt that the education they received “is a precious asset for their life’s journey.....” (Trần Đình Hoan, 2010: 210).

3.2.2. The virtue of patriotism to the nation

The “Guilin Spirit” was nurtured through the care and guidance of teachers from both China and Vietnam, cultivating excellent qualities of unity, mutual help, service to the people, and striving for progress. Among the 1,039 students who studied at the Guilin Yucai School, 90% went on to graduate from university, many becoming academics or politicians. Nineteen were awarded the title of “Martyr” for sacrificing their lives in the resistance war, and two were honored as “Heroes” (Hồ Anh Dũng, 2003: 511-512). During the author’s interview with Vietnamese alumnus Nai He Xue on June 26, 2019, the latter explained that most students returning from Guilin became successful and developed a lifelong consciousness of serving the people. In their various professional fields and positions, they carried out their duties conscientiously, remained loyal to revolutionary ideals, and maintained good revolutionary moral character, with no one becoming corrupt or morally degenerate (Trần Đình Hoan, 2010: 209). Former Guilin Yucai School student, Bùi Thành Phần, especially thanked his teachers for their role in the “growth and shaping of the Guilin temperament” (Bùi Thành Phần, 2003: 127).

3.2.3. The work style of self-discipline and public dedication

Many Vietnamese teachers and students who returned to Vietnam continued to uphold the values they pursued during their studies and time in Guilin: diligence, positivity, courage to overcome difficulties, and determination to serve the motherland. They not only used the “Guilin Spirit” to inspire and control their work and lives but this spirit was also widely recognized and acknowledged by their families and close friends. In Sur Thị Minh Thông’s family, there was a total of five PhDs, and she said, “I am confident that everything I have today is closely related to the spirit and qualities of Guilin: it was a journey that step by step led from the cradle of revolution to the country’s renewal and into the new era” (Sur Thị Minh Thông, 2010: 270-271). The teachers strictly observed all school regulations and worked diligently and conscientiously with their students. In an interview conducted on 23 June, 2019, former teacher Lin Shiping of the Guilin Vietnamese “2.9” School recalls that during the school’s operation in Guilin, not a single teacher violated the rules. This precious quality was forged in a particular historical era and unique environment, becoming a common mark imprinted on Vietnamese students who studied in Guilin. It was not only the shared character trait of Vietnamese teachers and students at the time but also remains a spiritual bond sustaining the emotional connection.

3.2.4. The enterprising spirit of integrating theory with practice

The Vietnamese schools in Guilin were part of a special cooperation between China and Vietnam in the field of education during a unique historical period. Teachers lived and ate together with students from various parts of Vietnam, deep bonds were formed among them all. Vietnamese teachers who once worked in Guilin believed that “valuable experiences and lessons could be drawn from the strategic thinking in educational development at the Guilin Yucai School, especially vis-à-vis its distinctive model of boarding education and success in developing talent and human resource preparation” (Phạm Quốc Anh, 2010: 218). Guilin was not merely a teaching site. Rather, both China and Vietnam emphasized the comprehensive development of students’ qualities and characters. According to students’ individual strengths, the schools tapped into their potential in areas such as languages, mathematics, and the arts, guiding them toward a well-rounded development to prepare them as capable talent for national construction in Vietnam. This educational model continued to be practiced after the Vietnamese schools relocated back to Vietnam. Trần Văn Tu, a former teacher at the Vietnamese “2.9” School, worked in the Ministry of Education’s research institute upon returning to Vietnam. He adopted Guilin school’s philosophy and teaching methods in his own educational practice - housing ethnic minority and Kinh students together and

fostering close relationships between teachers and students. This approach promoted mutual understanding and unity among Vietnam's different ethnic groups. In an interview conducted on June 22, 2019 former teacher of the Guilin Vietnamese "2.9" School, Chen Wenci, believed that the educational experience of Vietnamese schools in Guilin contributed positively to the development of Vietnam's education system and teaching methods, providing an important reference for training talents during the nation-building period. Nguyễn Văn Ảnh, another former teacher of the "2.9" School, who later served as principal of a Vietnam school in Laos, explained in an interview conducted on 22 June, 2019 that he applies the management and instructional methods learned in Guilin when teaching the Laotian students, believing that such methods serve as a useful model for Vietnam in cultivating talents for Laos.

The Vietnamese schools in Guilin provided students with a stable and secure learning environment. Many were deeply aware of how precious this opportunity of study was and thus devoted themselves to their learning with exceptional diligence and seriousness. United in spirit and full of patriotic enthusiasm, they supported one another, making collective progress and forming deep bonds with their teachers and classmates in a shared atmosphere of learning. These emotional and psychological foundations became a driving force for Vietnamese students to strive upward and overcome difficulties, a valuable asset that continues to influence their lives. This spiritual quality has been recognized and carried forward by the alumni of the Guilin Vietnamese schools.

3.3. The role of the revolutionary spirit of the Guilin Vietnamese schools in contemporary China-Vietnam relations

To facilitate communication and strengthen connections, Vietnamese alumni established various alumni associations after returning to Vietnam. Among the more established and organized groups are the Yucai School Alumni Association (*Cựu học sinh trường Dục Tài tại Quế Lâm*) and the Nguyễn Văn Trỗi School Alumni Association (*Cựu học sinh trường Nguyễn Văn Trỗi tại Quế Lâm*). In an interview conducted on 22 June, 2019 with former teacher of the Guilin Vietnamese "2.9" School, Trần Văn Tu stated the belief that "Guilin carries so many of our dreams, passions, and memories. No matter how many times we return to Guilin, we are always deeply moved". Many alumni stay in touch through Facebook or WeChat groups. The Nguyễn Văn Trỗi School Alumni Association has also established a blog site (<http://bantroi5.blogspot.com>), where alumni updates are posted daily. Alumni associations typically hold annual gatherings, with larger-scale reunions and commemorative events held every five years, and even grander celebrations every ten years. In an interview conducted on 16 March, 2018

Vietnamese-Chinese translator Lu Meinian of the Guilin Vietnamese “2.9” School and of the Yucai School, recounted: “Even during times of change in China-Vietnam relations, alumni like Lê Huệ and others from the Yucai School have continued to hold annual reunions in Vietnam. They still sing the Chinese songs they learned back in Guilin and have remained steadfast supporters of the China-Vietnam friendship.” These reflect a deep affection and gratitude that the Vietnamese alumni feel toward their alma mater, as well as their sincere appreciation and solidarity with the Chinese people in times of difficulty.

3.4. People-to-people connectivity and exchange between China and Vietnam

The Guilin Vietnamese schools trained tens of thousands of nation-builders for Vietnam. These individuals hold deep affection for the Chinese government and the people of Guilin. Even today, they continue to serve as bridges of traditional friendship between the two countries, actively promoting exchanges between them, as well as across various fields between Vietnam and Guangxi. These alumni have devoted their lives to the cause of strengthening the China-Vietnam friendship, and countless other Vietnamese alumni have made similar immeasurable contributions. “Người Quê” has become a shared identity among them, “Quê” means “Gui”, the abbreviation for Guilin, “người Quê” means “Guilin residents.”, while “Hội Quê Lâm” represents their spiritual home. That is, the “Guilin Alumni Association.” Currently, across Vietnam, there are various Guilin Vietnamese student alumni associations, including the Yucai School Alumni Association, the Nguyễn Văn Trỗi School Alumni Association, the Nguyễn Văn Bé School Alumni Association, the Ethnic School Alumni Association, and the Vũ Thị Lục School Alumni Association, among others. In an interview conducted on 25 June, 2019 former teacher Wu Guolu of the Guilin Vietnamese “2.9” School and the Vietnamese Southern Ethnic School, thought that “No matter how China-Vietnam relations may change, the teacher-student bond will never fade.” It is believed that “although 50 years have passed, the vivid memories of studying and living on Chinese soil have never faded. As we look back, we remember the devoted teachers who guided us patiently, the staff who cared for our daily needs, and our unforgettable classmates” (Trần Đình Hoan). Despite the impact of the shifting international political landscape, long-term peace, stability, friendship, and mutual assistance between China and Vietnam remain unchanged. People-to-people exchange continues frequently, and civil relations remain harmonious and stable. Vietnamese alumni once wrote to Guangxi Normal University: “During the harsh years of war, thanks to the agreement between the two parties and governments, our schools were able to take shelter in Guilin. Although our time living there was short, the friendship and assistance of the Chinese people are forever engraved in the hearts of our teachers

and students. In keeping with the tradition of ‘never forgetting the source of the water we drink,’ we hope to revisit Guilin to express our gratitude to the Chinese people and to relive those shared memories. This will contribute to the implementation of people-to-people diplomacy and strengthen the friendship and unity between our two nations” (Guangxi Academy of Social Sciences, 2015: 227). These alumni, who once lived through the flames of war, are not only witnesses to the “comrades plus brothers” friendship between China and Vietnam, they are also a source of strength and an emotional bridge sustaining the healthy development of bilateral relations.

4. Discussion

Today, most of the former students who went to the Guilin Vietnamese Schools have families of their own and they maintain a deep affection for Guilin. Many actively encourage their children and grandchildren to study in Guilin. In fact, the first group of Vietnamese students received by Guilin after the normalization of China-Vietnam relations in September 1995 was the result of efforts coordinated by Vietnamese alumni. One example is Trần Bích Phương, who was a Vietnamese student at Guangxi Normal University in the class of 2007. Her parents, Trần Quang Dũng and Tô Thị Bích Phương, studied at the “2.9” Vietnamese School in Guilin in 1967. Her grandfather, Trần Xuân Đề, came to Nanning in Guangxi in 1954 to study at the Yucai School. Three generations of her family have witnessed more than sixty years of traditional friendship between China and Vietnam. The new generation of Vietnamese students studying in Guilin are not only witnesses to China-Vietnam cooperation in education but also serve as important links in the continuation of the transnational teacher-student relationships forged decades ago. Today, in addition to Guangxi Normal University, Vietnamese students also study at other institutions in Guilin such as Guilin University of Technology, Guilin University of Electronic Technology, and Guilin Aerospace Polytechnic. In May 2010, the opening speech in Guangxi Normal University was quite remarkable: “The Vietnamese School Memorial Hall is a shared treasure of both China and Vietnam. I am grateful to the teachers at Guangxi Normal University for their education and support for Vietnamese students” (Guangxi Normal University, 2015). As China-Vietnam relations grow increasingly close, universities in Guilin have continuously expanded cooperation with Vietnamese institutions. To date, nearly 50 Vietnamese universities and research institutions have signed cooperative education agreements with Guilin’ universities, strengthening further the educational cooperation and training ties between the two countries. The new generation of Vietnamese students, deeply influenced by their parents and grandparents, have become purveyors of the China-Vietnam friendship.

They are also the continuation of the bonds formed between the Guilin' people and the students of the 1950s Yucai School. Their study experiences vividly reflect the spirit of "following in the footsteps of our predecessors, renewing our ties with Guilin." It is believed that they, too, will carry forward the profound affection for Guilin and contribute to the development of the China-Vietnam friendship.

5. Conclusion

The Guilin Vietnamese Schools were established during the Cold War era amid Vietnam's resistance against French and American aggression. The schools were run with care and dedication. From their founding to their eventual relocation back to Vietnam, they embodied the spirit of cooperation. Vietnamese students continued their studies. They received a well-rounded education and were entrusted with the mission of unifying Vietnam and rebuilding their homeland. Immersed in an atmosphere of patriotism and dedication, they developed a spiritual character marked by perseverance, unity and mutual support, courage in the face of hardships, and devotion to the nation. These values were not only hallmarks of a particular historical period but also admirable qualities that continue to inspire generations of Vietnamese educators and students. More importantly, they serve as a deep emotional bond, transcending teacher-student relationships and, as such, have been widely recognized. Looking ahead, deepening comprehensive exchange and cooperation is an inevitable trend. The revolutionary spirit forged by the older generation of revolutionaries will continue to serve as a guiding star in the development of future relations.

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