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*A report of a decade  
of U.S. assistance to  
public education  
in the Philippines*



'61

**The  
10<sup>th</sup>  
MILESTONE  
MANILA  
1962**

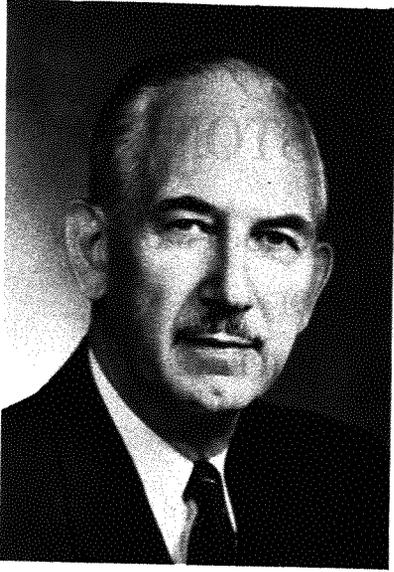


# THE TENTH MILESTONE

A DECADE OF PHILIPPINE-AMERICAN COOPERATION  
IN THE DEVELOPMENT OF  
PUBLIC EDUCATION IN THE PHILIPPINES  
1952-1962

A REPORT BY THE STAFF  
EDUCATION DIVISION  
USOM TO THE PHILIPPINES  
JUNE 30, 1962

**THE ORGANIZATION FOR AMERICAN AID IN THE PHILIPPINES**

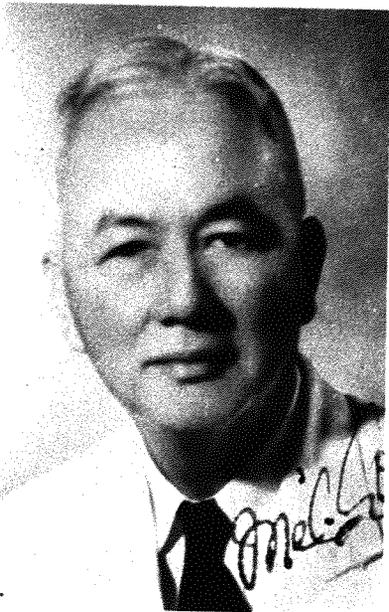


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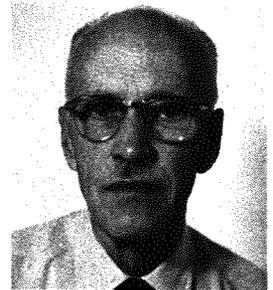
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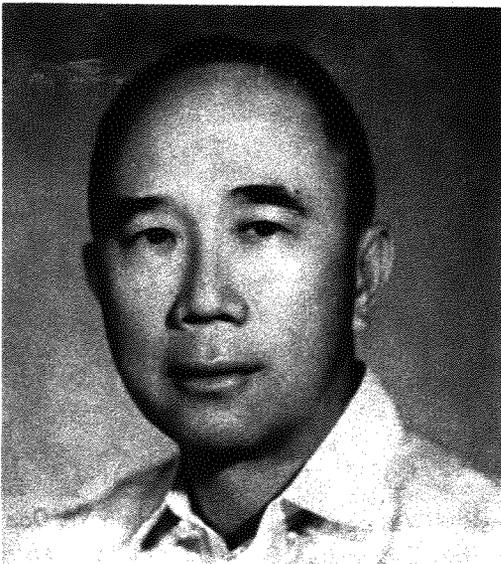
SECRETARIES



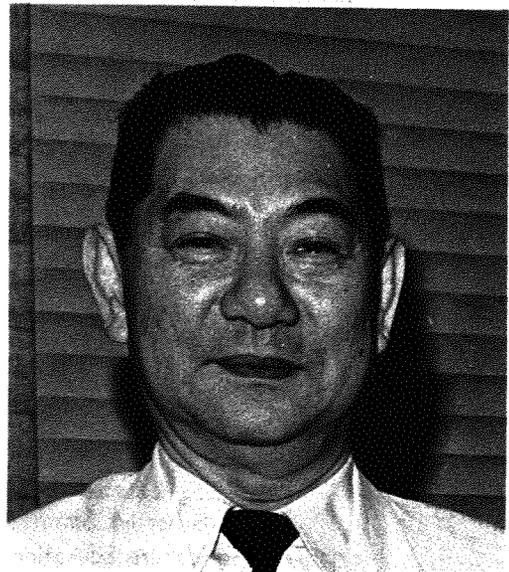
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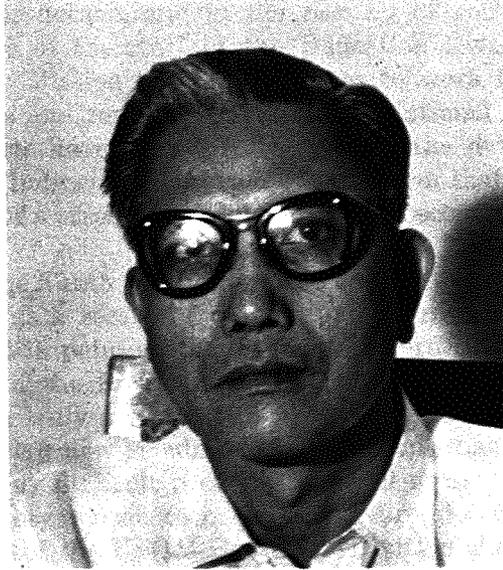


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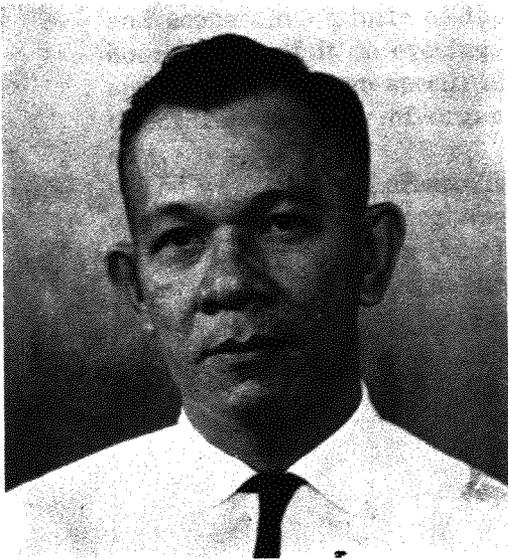


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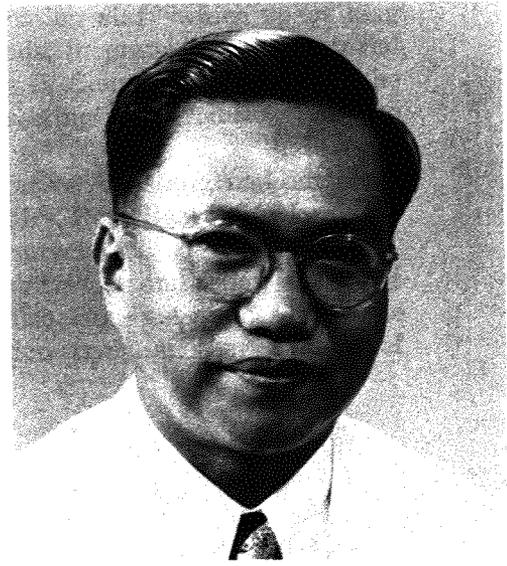
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## FOREWORD

A milestone is not a goal in itself. It but suggests, as a marker, progress toward a goal.

A decade is a very short time in the history of a nation but even so, as with the decade 1952-1962, it can significantly shape the future of the nation.

Throughout this decade, and in the passing of each milestone, it has been the privilege of the staff of the Education Division of the United States Operations Mission to the Philippines to work hand in hand with Filipino educators and representatives of the National Economic Council. Our mutual efforts have been directed toward the development and improvement of an indigenous program of education that will contribute to the development of a strong, socially mature and economically sound democratic nation.

This record, *The Tenth Milestone*, has been written by the USOM Education Staff (1) as a record of our mutual efforts and (2) in the belief that it may assist in pointing the direction toward further progress.

The recovery of the Republic of the Philippines from the ravages of the war has been truly amazing. To provide an educational program for this rapidly growing new republic of young people has been no easy task. Vexing and terribly difficult problems are still present but without doubt Filipinos have every reason to be especially proud of their achievements in education. We, of the USOM Education Division staff, realize that our assistance during this decade has been but a small part of the total effort and that we cannot, should not, and do not take credit for the major achievements in Filipino education during this decade. Even so, we trust that we have been able to contribute something of lasting value.

Anything that has value in the report should be credited to the individual and cooperative efforts of the present education staff which spent long hours, much of it on evenings and week ends, in preparing the material; and credit should go specifically to Dr. Jay D. Conner, who assumed the major responsibility of organizing and directing the production of the entire report.

The work of Mr. Lorenzo Tan, Administrative Assistant, and our three efficient, patient, and forgiving secretaries, Mrs. Rosa Rasgonio, Mrs. Ning Aguila, and Mrs. Lolita Parado is deeply appreciated.

Our sincere thanks go to our many Filipino friends and fellow educators for allowing us to work with them and also our best wishes that the decade ahead will be for Filipino education truly another Decade of Progress.



C. EARLE HOSHALL  
*Chief Education Advisor*  
June 30, 1962



## CONTENTS

	Page
SECTION I Background for Philippine-American Cooperation ----	1
SECTION II General Education -----	15
SECTION III Vocational Education -----	57
SECTION IV Higher Education -----	75
SECTION V Summary and Imperative Needs of the Future -----	95
SECTION VI Staff of the Education Division -----	113
APPENDIX A Participants, Education Division, 1952-1962 -----	118
APPENDIX B Today's Investment in Tomorrow -----	143

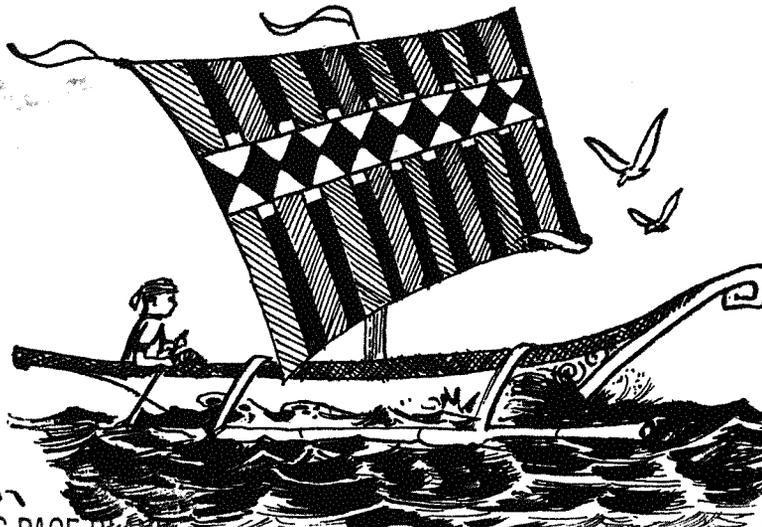
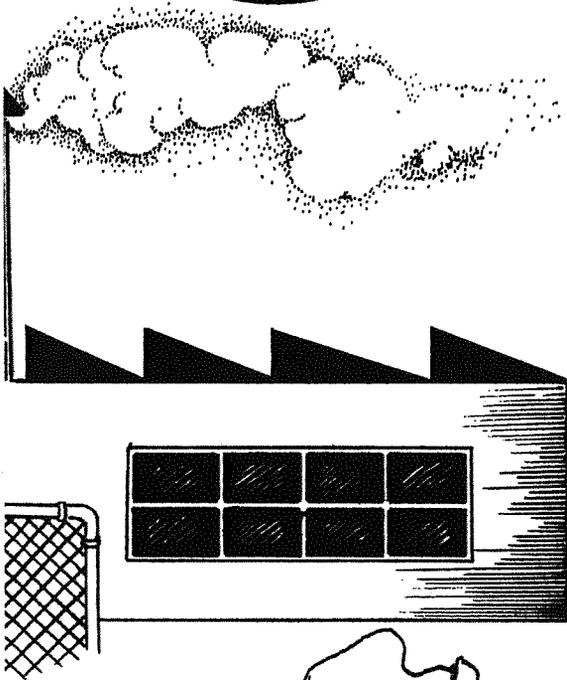


# section

# 1

## THE BACKGROUND OF PHILIPPINE - AMERICAN COOPERATION

1. DEVELOPMENT OF THE FILIPINO ATTITUDE  
TOWARD EDUCATION
2. PUBLIC EDUCATION & NATIONAL INTEGRATION
3. EFFECT OF JAPANESE OCCUPATION
4. RECOVERY FROM WORLD WAR II
5. MANY AGENCIES CONTRIBUTE ASSISTANCE
6. NEC-AID ASSISTANCE
7. EDUCATIONAL PROJECTS OF NEC-AID
8. SUMMARY OF RECOMMENDATIONS
9. ORGANIZATION OF THIS REPORT





## BACKGROUND OF PHILIPPINE-AMERICAN COOPERATION

The purpose of this report is to present the record of Philippine-American cooperative effort in rebuilding and strengthening war-ravaged educational facilities and programs in the ten-year period between 1952 and 1962. The report is intended to be a companion volume, and in some respects a sequel to THE SIXTH MILESTONE REPORT, published by the Education Division in 1958. Together, these two reports should form a sound basis for appraisal and for projection of further cooperation.

The cooperative efforts recorded herein have full meaning and significance only as they are viewed in the context of total educational development in the Philippines. Throughout this report, therefore, attention will be focussed on the larger problems of Philippine public education and the part played by specific cooperative efforts in helping to meet total needs.

### 1. The Filipino Attitude toward Education

United States interest in and assistance to Philippine public education is older by fifty years than the specific forms of cooperation reported in this TENTH MILESTONE report. Shortly after the turn of this century, the first group of American teachers, known as the "Thomasites" because they arrived aboard the United States transport *Thomas*, came to the Philippines to assist this nation in establishing public school facilities that would reach the largest possible portion of the general population. The influence of these early American teachers in shaping public and private education in this nation far exceeds the quantitative effects that might be expected from the 1000 teachers, supervisors, and administrative personnel involved. Filipinos usually list public education as one of the three great gifts of America—schools, health, and the ballot-box. There is probably no aspect of the American-Philippine relationship during this fifty-year period more warmly regarded by the Filipino people than this educational relationship, for many of the nation's present leaders received their first training under American teachers and professors. The influence of American educational philosophy and practices is reflected in much of the Philippine

system and program even today.

The work of the Thomasites, however, was conditioned by and to a degree built upon the foundation of educational practices and facilities which had been previously developed through the several hundred years of Spanish administration and control. Even today educational conditions in the Philippines strongly reflect the residual effects of Spanish thought and colonial practices, particularly in the role played by private and by parochial forces and in the highly centralized system of educational administration and control, which is at the opposite end of the educational spectrum from American educational philosophy and practice.

Other important forces affecting Philippine educational thought have their roots in practices which long antedate the coming of the Spanish. When the Spaniards arrived in 1521 they found that at least seventeen different language groups in the archipelago were fully literate, employing an ancient syllabic script of Indic origin.<sup>1</sup> Indeed, a Spanish chronicler reported, "There is hardly a man and much less a woman who cannot both read and write."<sup>2</sup> This high degree of literacy among the coastal tribes in the pre-Spanish period was the natural result of the trade and commerce which flowed through the Philippines for many centuries. The geographical position of the Philippine archipelago at the very center of the principal trade route linking Arabia, India and the Middle East with China, Japan and Korea brought the Filipino people into constant contact with traders from other lands from the ninth century on.<sup>3</sup> During that century an anti-foreign uprising on the south China coast closed the previously used trade route which followed the continental coastline. The venturesome Arabs thereupon developed new routes which passed through the Indonesian and the Philippine archipelagos. These new routes continued to be heavily used from 890 AD until at least the middle of the 12th century. From about 1127 AD until the end of the 14th century trade and migration were

<sup>1</sup> *The Philippines, Vol. I, Human Relations Area Files, Inc. Box 2054 Yale Station, New Haven, Conn. 1955.* Frank M. LeBar and Milton D. Graham. pp. 252 ff.

<sup>2</sup> *Ibid*, p. 253

<sup>3</sup> *Ibid*, p. 258

active between China and the Philippines. During the 14th century the influence of Javanese and Indo-Chinese trade began to be felt. Siamese trade alone constituted 20-40 per cent of the total trade during the first quarter of the 14th century. Very early, but well within historic times (2nd and 3rd century BC) trade with the coastal peoples of India was active, and it is estimated that at least 5 per cent of the present population of the Philippines is descended from Indian ancestry.<sup>4</sup>

Undoubtedly this tradition of common or mass literacy, stimulated by continuous contact with trading and commercial peoples, has exerted a profound influence on the Filipino mind and value system. Today the Philippines has a ratio of college students to general population of 1:117. This is the highest ratio in the world today except for the United States—exceeding that of England, France, Germany, Japan, as well as other so-called “advanced” nations.

This pre-Spanish tradition of widespread literacy came into sharp conflict with the educational philosophy and performance of the Spanish conquerors. Throughout the Spanish period education was dominated by the Catholic clergy. There were no public schools, nor was there any attempt by the Spanish government to finance or encourage education. The church schools were maintained primarily for religious purposes and were conducted at a very low level of academic accomplishment. The parish schools, where any existed, taught little more than the rudiments of reading along with the religious training. In some places supplementary musical training was given to prepare singers for the church services. Advanced education, in accordance with the educational philosophy of that time for much of the western world, was intended only for males from the upper classes. The object was not general enlightenment so much as “social refinement and distinction.”

While the record of education under Spanish rule is notable in some respects for the zealous efforts of Spanish Catholic missionaries to establish schools despite difficulties of inadequate financial support and the lack of qualified teachers, and for the establishment of specific parochial colleges and technical schools many of

which are still in existence, the educational opportunities thus afforded failed to satisfy the Filipino people, or to modify their deeply rooted conviction that education should be practical and available to everyone. Discontent with the schools at all levels became a major issue in the rising tide of agitation for independence during the latter period of Spanish rule. Jose Rizal, Filipino patriot, national hero, and martyr to the cause of Philippine independence, gave vivid portrayal of this discontent in both his great political novels, *Noli Me Tangere* and *El Filibusterismo*.

These and other differences between the Filipino and Spanish value systems are vividly documented in the Constitution proclaimed at Malolos in 1899 by the founders of the first Filipino government. This Constitution set forth such principles as the separation of church and state, free and compulsory elementary education under governmental supervision, the encouragement of individuals to found private schools and higher education under state auspices.<sup>5</sup>

Under American occupation these educational principles and reforms found full acceptance and support. The Americans started opening schools even before hostilities ceased. In May of 1898 a school was opened on Corregidor, the teachers being soldiers in the United States army. Seven schools were started in Manila soon after the surrender of that city in August. A Department of Public Instruction was established in 1901, and in September of that year the first civilian Superintendent of Instruction, Dr. Fred W. Atkinson, took over the budding school system.<sup>6</sup> In the same year 1,000 experienced teachers were imported from the United States to augment the 2,167 Filipino teachers who were available.<sup>7</sup> To meet the need for additional Filipino teachers the Philippine Normal College was opened in Manila in the same year, 1901. In 1908 the University of the Philippines was authorized by the Philippine Legislature, thus bringing to the Filipino people the realization of their dream of

<sup>5</sup> Arthur L. Carson, *Higher Education in the Philippines*, U.S. Dept. of Health, Education and Welfare, Bulletin No. 29, p. 35.

<sup>6</sup> Carson: op. cit. p. 36.

<sup>7</sup> *Fifty Years of Education for Freedom, 1901-51*. Manila, National Printing Co., Inc., 1953, p. 131.

<sup>4</sup> Ibid, p. 259

a state institution of higher learning free from clerical control.<sup>8</sup>

Despite rapid expansion of the public school system after the American occupation, facilities could not keep pace with the demand for education. Even with the rapid growth of schools under religious organizations, both Catholic and Protestant, facilities were insufficient to meet the needs. Hence, governmental forces gave encouragement to the establishment of schools under private auspices. These latter proved to be very profitable and they expanded rapidly, so that by 1913 there was established the Division of Private Schools to inspect and supervise the administration of all schools not supported from public funds.<sup>9</sup>

The expansion of public education during and since the American occupation established an integrated system of education wherein progress of pupils is orderly through six years of elementary education, four years of high school education, and four years of college education. Nevertheless, the chief contribution of public education has been at the elementary school level, where 95 per cent of all pupils are attending public schools. Private and parochial schools continue to supply the overwhelming majority of educational services above grade six. In 1961 there were 651 private elementary schools as compared with 29,462 public. At the high school level, comprising grades 7-10, there were 1,361 private schools, offering education to 417,584 pupils or 63 per cent of the total. Compared with this, there were 246 public high schools providing educational services to some 232,282 pupils, or 37 per cent of the total. At the collegiate level, 339 private institutions enrolled 261,951 regular students, 56,777 vocational students, and 2,6111 graduate students, or a total of 321,239 students. This constituted 90 per cent of the total college enrollment, as compared with 38 public colleges and technical schools enrolling 32,538 students approximately 10 per cent of the total.

Until 1940 public elementary education covered seven years, but since that time, due to

difficulties of financing, elementary education has been curtailed to six years. The relative holding power of elementary, secondary and collegiate institutions is graphically revealed in Chart I, which shows the total population in each age group, the enrollment in public schools, and the enrollment in private schools at each level.

## 2. Public Education and National Integration

The educational heritage of the Philippines includes many serious problems in addition to those involved in the struggle to achieve public educational facilities. One of these is the problem of achieving national unity and integration in a population which is diverse in cultural, religious, and lingual customs and values. The island nature of the nation encourages isolationism and regionalism and tends to intensify differences because of the physical separation of large segments of the population. A common public school system, plus modern means of travel and communication are potent forces for promoting a sense of national, as opposed to local identification of the populace, but old values and loyalties are persistent and resistant to change.

### a. Religious and Cultural Differences

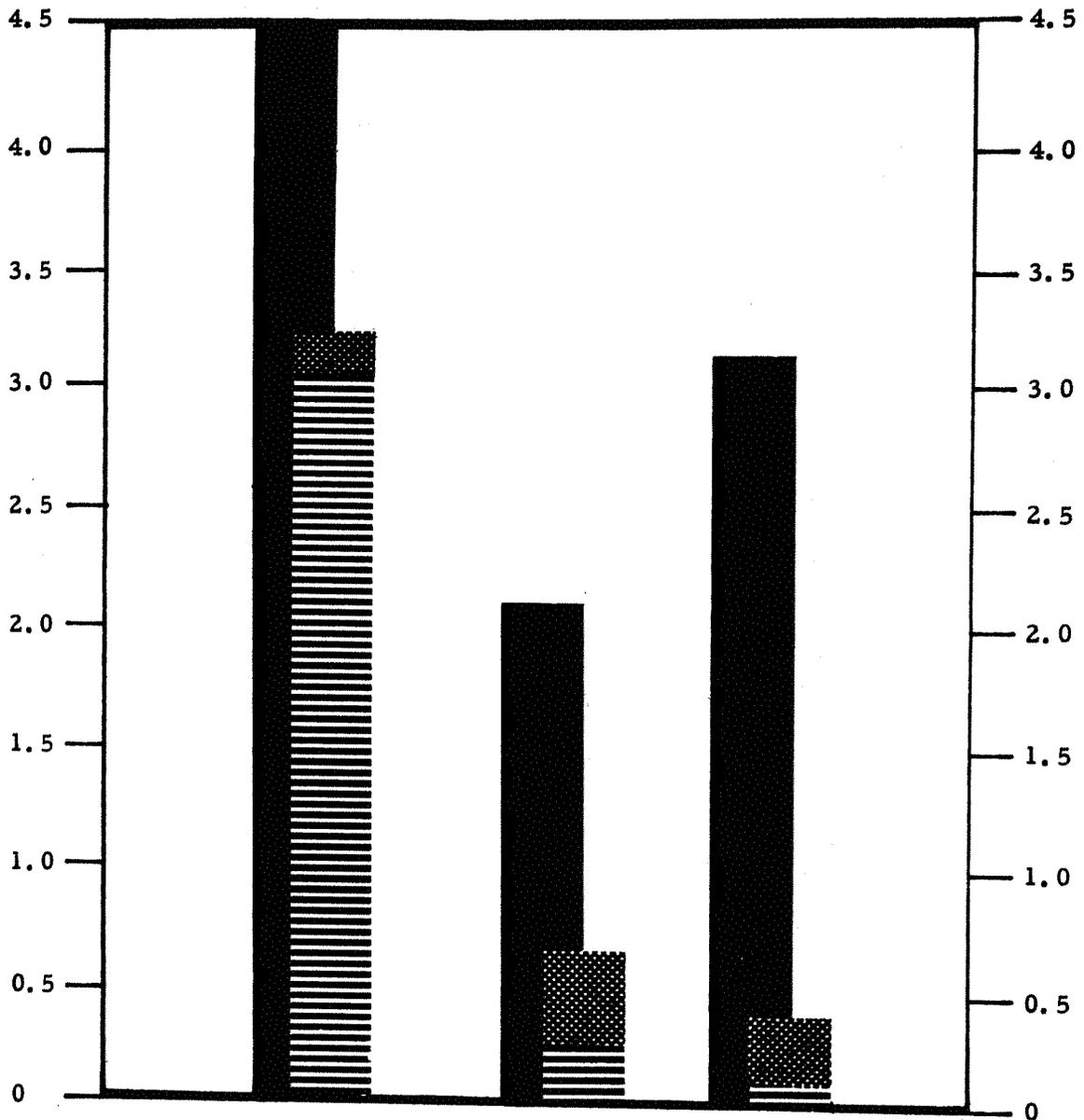
Islamic influence in the Philippines began much earlier than that of Christianity, probably with the first trading contacts with the Arabs in the ninth century. It was further greatly stimulated in the 15th century by the spread of influence from the powerful Javanese empire of Madjapahit and by a wave of immigration of Muslim peoples who settled along the coastal regions of the southern Philippine islands. This early infiltration of Muslim peoples came at a time when the inhabitants of the central and northern islands were for the most part pagans. It has an important bearing upon the religious and cultural differences which even today constitute a continuing major obstacle to national integration. Spanish religious and cultural influence was able to make lasting headway in the central and northern islands but it was almost completely unable to penetrate and influence the population in the southern islands area because of the earlier, well-established and hence stronger influence of the Islamic faith. In addition to the strictly religious differences thus interposed there was also the even stronger obstacle of the Islamic system of social interaction and control

<sup>8</sup> Encarnacion Alzona: op. cit. p. 232.

<sup>9</sup> Board of Education Survey. Paul Monroe, Chairman.

<sup>1</sup> *Survey of the Educational System of the Philippine Islands*, Manila, Bureau of Printing, 1925, p. 11.

CHART I—ANNUAL ENROLLMENT OF PUBLIC AND PRIVATE SCHOOLS  
 COMPARED WITH TOTAL POPULATION OF SCHOOL-AGE GROUPS: 1958-1959



Elementary Age 7-13      Secondary Age 14-17      Higher Education Age 18-24

From: Republic of the Philippines, Department of Education, Bureau of Public Schools, Research & Evaluation Division. 1959 Statistical Bulletin, and (for elementary) Population Growth and Manpower in the Philippines, United Nations Population Study #32, N.Y., 1960, p. 27.

 Total population in age group.

 Enrolled in public schools.

 Enrolled in private schools.

brought by the immigrating Muslims—the datu system. This local functionary under the Muslim system combines the elements of religious leader, lawmaker and enforcer, military commander, banker, judge, and general overseer of community welfare for those under his direction and control. While there is some freedom of choice of leader among the “free” elements of the Muslim society, the datu is usually able to retain firm hold on his followers who are more or less continually in debt to him for the means of subsistence. Thus, in the Muslim areas there is basic and continuous conflict between two competing forms of social organization and control, one governmental and external to the social group, the other religious and inherent in the ancient culture patterns. This conflict even today is a potent obstacle to the extension of firm control by the central government and is strongly felt in educational progress as well as in general economic and cultural advance. Present day education must deal realistically with these very potent survivals of ancient customs, beliefs, and value concepts.

The specific obstacle to national integration discussed above for one fairly large segment of the minority population has its counterparts for other smaller segments, particularly in the mountainous and more remote areas where the lack of roads and modern means of communication favor the survival of ancient customs and value systems. These often conflict with the attempts of the central government to establish effective controls and to maintain law and order.

#### *b. Language Barriers to National Integration.*

The island nature of the nation also contributes to the persistence of the multilingual situation. Some 87 distinct dialects are spoken in various regions, of which nine or ten are spoken by large enough segments of the population—from one million to several millions of people—to be classed as major language groups. During the fifty years period of American occupation English was the sole medium of instruction in all schools, as this seemed, and indeed was, the only possible solution to bringing order out of the chaos of indigenous dialects. Enough progress was made so that by 1946 the total number of Filipinos who could speak and use the English language exceeded that of any

single indigenous language group. Because of this success the Philippines is generally classified as an English speaking nation.

However, with the achievement of independence in 1946 the resultant wave of nationalistic feeling found one avenue of expression in the demand for a national language. Tagalog, the dialect used in the Manila area, was selected for development into a new national language, to be called Pilipino. Teaching of the new language was made mandatory in all schools, public and private, even while the teaching and use of the English language as the medium of instruction was continued, also on a mandatory basis.

During this post-war adjustment period, some Filipino educators, encouraged by American linguistic experts, commenced to experiment with the use of some of the local vernaculars, notably Hiligaynon in the Visayan areas, as the medium of instruction for beginning reading. As had previously been shown in similar studies in other countries, it was demonstrated that the initial steps of learning to read could be mastered more quickly when the mother-tongue of the pupils was used. These experiments led to legislation making permissive the use of a local vernacular as the medium of instruction during the first two grades of the elementary school, but with both Pilipino and English continued as required subjects of study. Above the second grade the use of English was continued as the medium of instruction, but with the modification that the local vernacular might be used for explanation of the English textual material.

Many Filipino educators are today convinced that all education, including the language problem, has been complicated and intensified by the requirement for teaching three languages in the beginning years of the pupils' education. Various solutions have been suggested, all tending toward simplification of the existing heavy burden of language study and use. These proposals range from extending the period of use of the vernacular to the first four grades, to using Pilipino as the medium of instruction throughout the entire 6 grades of the elementary school, to a return to the use of English as the medium of instruction from grade 1 on.

The final solution of the multilingual problem is not clear at this time. While claims for the spread of the new national language vary widely

according to the emotional bias of the investigators, it is evident that some progress is being made. It is estimated that the total number of Filipinos who can now understand and use Pilipino approximately equals the total number of people who can understand and use English. This number may increase more rapidly as the influence of Tagalog "purists" declines and the new language is permitted to expand through incorporating vocabulary and expression patterns from the other major language groups. This is probably essential if the inherent resistance of the non-Tagalog regions is to be overcome. Improved transportation and communications media are potent forces assisting the schools in spreading the knowledge and use of Pilipino, as is also the increasing mobility of the total population with the largest single item the accelerating drift of population from the provinces to Manila.

It is difficult, if not impossible, to project the future place of the vernaculars in the educational system. Present use is justified not only on the educational basis that early reading skills are easier to acquire in the mother-tongue of the learner, but also on the practical basis that, because of the excessively high drop-out rate in the early grades it is better to try to develop literacy in the vernacular than to fail to develop literacy in either Pilipino or English in those who attend for only a few years of elementary schooling. Regardless of whether this argument has much validity, in view of the limited amount of available reading material in all the vernaculars, there are other physical problems which set limits upon the utility of the vernaculars for educational purposes. As the mobility of the population increases with improved means of travel, with industrial and agricultural developments which open new occupational opportunities in various parts of the nation, with government sponsored resettlement projects, and the like, it seems inevitable that the older tight homogeneity of the language groupings will ultimately break down. Already it is necessary for the Bureau of Public Schools to determine which language edition of grade one and two textbooks to supply to the schools in certain regions where the population comprises several of the major language groups. Continuation of this trend will ultimately force the decision to abandon instruction in a

particular vernacular in favor of either Pilipino or English.

In the meantime, a continuing and serious cause of concern is the gradual deterioration in the mastery of English as a result of divided attention and the dissipation of time devoted to other language acquirement. Together with other contributing factors this has resulted in a decline in pupil achievement, grade by grade, of approximately one full year since 1925. Combined with the curtailment of the elementary school system from 7 grades to 6, the problems of providing education at the high school and college level are multiplied. Consideration of all these facts suggests that the use of the vernaculars in the public school system not only greatly complicates the educational process, but at the same time constitutes a continuing obstacle to national integration through encouraging and emphasizing language barriers.

One other language problem deserves brief mention, not because it constitutes an obstacle to national integration but because of its effect upon public education. As a residual effect from the Spanish era the Spanish language continues to affect public education to a degree out of all proportion to the quantitative aspects of its use. Recent studies indicate that outside Manila barely 2 per cent of the total population can understand or speak the Spanish language. Within the city itself approximately 6 per cent can understand and speak Spanish. Yet, Spanish continues to be classed by law as one of the "official" languages of Philippine government. Of course, during the Spanish regime, Spanish was the official language of government, business, and the cultural life of the upper classes. As such, it was continued as an "official" language, along with English, during the American regime. It is understandable that there should be a strong emotional attachment to the language by those present day Filipino citizens whose parents and grandparents were members of the ruling elite under the Spanish regime. It is less understandable that the influence of such a tiny fraction of the total population should continue to be so potent as to force the study of Spanish as a requirement of all pupils in all schools of high school and collegiate grade, especially in the face of almost continuous protests of students and parents. Educationally the required study of

Spanish is a further dissipation of time and effort which can be ill afforded because of an already overcrowded curriculum, the mastery of which is already made difficult because of a heavy burden of language studies. The utilitarian value of Spanish is practically nil, and the cultural values are extremely doubtful when the study is forced upon unwilling students who, with their parents, see no value in the study.

### **3. Effect of Japanese Occupation**

A more recent, brief, but tragically important period of Philippine educational history was the Japanese occupation during World War II. Though it lasted only during the years of 1941-1944, in this brief interval the Japanese succeeded in destroying almost all of the existing materials of instruction of American and American-Philippine origin as well as a large part of the physical plant, without having time or opportunity to replace these facilities with others of Japanese origin and acceptability. The result was that when they were finally driven out of the islands the Japanese left the nation prostrate both educationally and financially.

Thus, when the Philippine nation once again regained self-determination, and particularly when they gained full independence in 1946, they were faced with the gigantic task of starting virtually from zero in the rebuilding of their educational system. During the war years not only had the physical plant and facilities suffered irreparable damage, but the available pool of trained teachers to fill the educational positions had been depleted, as also were the facilities for training new replacements. These facts together constitute the immediate physical problems faced by the Philippine nation in the interval between 1946 and 1952 when the first organized American assistance commenced under the then Economic Cooperation Administration.

### **4. Recovery of Public Education from World War II**

The record of Philippine educational achievement in rebuilding in the face of overwhelming obstacles and difficulties of every sort constitutes a brilliant chapter in the history of this nation. The lustre of success and effort is not dimmed by the fact that major problems remain yet to be solved. In terms of the total task, American aid, though substantial in several areas, has been inadequate to the size of the undertaking.

In certain key respects Philippine education has not yet recovered the ground lost, notably in the extent and length of mass education for functional literacy among the mass of the people, as has been pointed out in a recent survey of Public Education in the Philippines, published in 1960 by a joint American-Philippine survey team.<sup>10</sup> In view of the fact that a high level of literacy is the most basic single requirement in a nation organized upon and dedicated to democratic ideals and principles, the decision forced by financial capacity to limit common school education for the masses to six years, when viewed in the context of existing drop-out statistics, is a serious fact of education in the Philippines today. The Philippine government cannot be satisfied until the program of common education for all has been restored at least to the prewar level of seven years, and until the compulsory education laws can be made effective to the point of insuring that this seven-year program reaches at least 90 per cent of the total population.

### **5. Many Agencies Contribute Assistance**

Many non-Philippine agencies have contributed significant assistance to the Philippine government in rebuilding and strengthening the public institutions of education, including higher education. Among these are a number of American privately endowed foundations, notably the Rockefeller Foundation, the Ford Foundation, the Asia Foundation, the Council on Economic and Cultural Affairs, and the Luce Foundation.

The United Nations has contributed technical assistance to many educational projects and has sent many Filipinos abroad for study or training in Europe, India, and the United States. The UNESCO Consultative Educational Mission to the Philippines was organized in 1949. One of its earliest undertakings was a survey and a report on educational needs of the Philippines. This report recommended the restoration of full day sessions to the elementary schools, with a minimum of 270 minutes per day for the primary grades and 330 minutes for intermediate grades. It also recommended restoration of grade 7 to

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<sup>10</sup> *A Survey of the Public Schools of the Philippines, 1960*, J. Chester Swanson and others, United States Operations Mission to the Philippines, Manila, 1960, 594 pages.

the elementary school system and that the elementary - secondary system comprise 11 grades.

The UNESCO National Commission of the Philippines was created in 1951 by Republic Act 621 and two years later was put under the direct supervision of the President, who also appoints the members. In 1953 a joint Philippines-UNESCO National Community School Training Center was established at the Pangasinan Normal School in Bayambang by Republic Act 1142. UNESCO furnished a technical staff of five specialists and other assistance to this project.<sup>11</sup>

Another U.N. agency is the World Health Organization (WHO) which has worked with the University of the Philippines Institute of Hygiene. Still another, International Labor Organization (ILO), has a project with the University's College of Medicine for the development of occupational and physical therapy. Other U.N. assisted activities include the training of science teachers, technical assistance and fellowship grants to the University's Statistical Center. Another United Nations agency, United Nations International Children's Emergency Fund (UNICEF), has been expanding its program to include direct assistance to schools.

The Philippine government, as a member nation, contributes to the budget of the United Nations and its agencies, and sends Filipino specialists to serve in other countries under U.N. auspices.

The Colombo Plan, of which the Philippines is a member nation, has furnished specialist services to the University of the Philippines and has provided fellowships for study in England, Australia, India, Japan, and Canada. In 1957 this organization provided 500 radio receiving sets to elementary schools. Technical help was provided to develop a series of radio broadcast lessons. These lessons are still being broadcast to some schools.

Quite recently a United States semi-public charitable organization, CARE (Cooperative Action for Relief Everywhere) has expanded its

field of operation to include direct financial assistance to selected Philippine educational undertakings.

Another United States government newcomer in the field of foreign aid is the Peace Corps. In 1962 some 300 Peace Corps volunteers have arrived in the Philippines. After a brief period of in-country orientation, these volunteers are assigned to barrio schools in selected provinces where they serve as teacher aides. Principal emphasis of their assistance is on the improvement of English language and science teaching. These Peace Corps volunteers live in the barrios in homes typical of the Filipino barrio residents. In addition to serving as teacher aides in the elementary schools, and giving service in many ways in the adjacent communities, some with special abilities and training are assigned to technical types of assistance, appropriate to their maturity, in special activities in the Bureau of Public Schools, the state universities, and elsewhere.

#### **6. NEC-A.I.D. Assistance**

The most extensive program of assistance to the Philippine government is that which has been carried on directly by the United States government. In 1951 a Mission of the United States Economic Cooperation Administration (ECA) was established in Manila. Subsequently the name of the parent American organization was changed to the Mutual Security Agency (MSA). The Philippine government established a counterpart agency to work out the details of intergovernment cooperation. At first this agency was known as the Philippine Council for United States Aid (PHILCUSA). Later the name of this agency was changed to the National Economic Council (NEC). Between the years of 1952-1962 the American governmental agency has been known by various names, including in addition to the above, Foreign Operations Administration (FOA), and International Cooperation Administration (ICA). In November of 1961 the name of the parent American governmental organization was again changed to Agency for International Development (AID). These names all properly belong to the Washington D.C., or parent organization. The group of workers overseas comprise the Mission of the Philippines (USOM/Philippines). Joint projects resulting from the cooperation of Philippine and

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<sup>11</sup> Arthur L. Carson, *Higher Education in the Philippines*, U.S. Dept. of Health, Education, & Welfare, Office of Education, Bulletin 1961 No. 29, Washington, D.C., pp. 45 ff. 53, 183.

United States governmental agencies are identified by the hyphenated initials of the two, as NEC-ICA, or NEC-AID.

In 1958 the Education Division of USOM/Philippines published a report called THE SIXTH MILESTONE, covering in detail the specific projects carried on between the years of 1952-1958. This report, the TENTH MILESTONE, is a sequel to the 1958 report and, while it presents a brief summary of accomplishments between 1952 and 1958, is intended to cover more specifically the final four years of the NEC-ICA program which officially terminates in June of 1962, to be succeeded by new programs under the re-organized American foreign aid service, USAID.

### 7. Education Projects of NEC-AID

Faced with a seemingly endless list of urgent and specific needs, first concentrations of Filipino efforts with American assistance were directed toward the institutions designed to train competent leaders for the Philippine nation in two areas—professional and technical. This educational objective formed an integral part of the whole fabric of American cooperation with the Philippine government, which in over-all design sought to strengthen governmental institutions, insure peace and order, develop leadership, and build a strong and growing economy. In time sequence, intensive assistance went first to the rebuilding of the major public institution of higher education, the University of the Philippines whose prewar physical plant was almost completely destroyed in the war. Equally vital was the strengthening of existing schools and the building of new schools for specialized vocational training. Likewise, early attention was directed toward the restoration of public teacher training institutions. As these intensive efforts began to produce the results desired, the scope of assistance was enlarged to include the secondary schools, and later elementary education. Toward the latter portion of the decade, Philippine-American cooperative projects became more and more concentrated in the area of general education at the lower levels of common school offerings, through an intensive program of textbook printing, emphasis upon improvement in the teaching of English as a second language, improving the quality of instruction in the elementary and secondary schools through improved supervision, through in-service educa-

tion programs for teachers, through improved curriculum planning and production, and through better provisions for counseling and guidance. Throughout the period these cooperative projects were designed not only to improve teaching and pupil achievement, but also to help the Philippine educational leadership in their efforts to bring about a better realization of the human objectives of education as well as the academic.

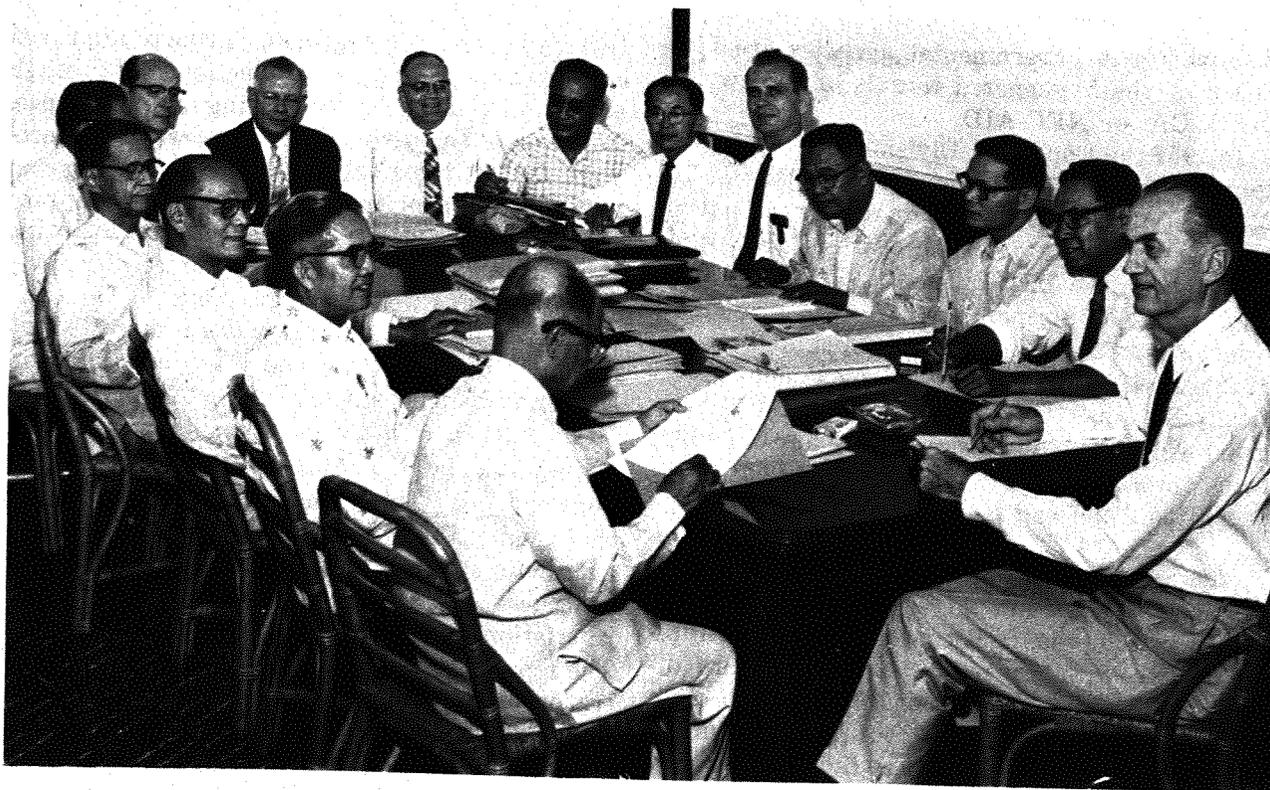
The two important surveys were conducted under joint United States and Philippine sponsorship and financial support during this period. The first, entitled *A Study of the University of the Philippines*, was published in 1958.<sup>12</sup> Known popularly as "The Hannah Report," after the chairman of the survey committee, it is primarily an administrative analysis of the University's functions, organization, financing, and program in relation to the leadership needs of the nation. The report has influenced changes in the administrative organization of the University, and points the way for still further changes in the future.

The second and more important study is titled *A Survey of the Public Schools of the Philippines, 1960*. It was conducted by a joint team of Philippine and American educators with financial support from both NEC-AID and the Philippine government.<sup>13</sup> The report, popularly known as "The Swanson Report," after the chairman of the survey committee, provides a comprehensive and sound basis for projecting action to meet both immediate and long-term needs of public education in the Philippines. It is guiding the thinking both of the Bureau of Public Schools and NEC-AID in program planning at the present time. As yet the report has not had the public or widespread professional study and attention it deserves and should have in view of the intensive analysis it represents and the basic nature of its recommendations. When future surveys are conducted with partial United States financial support it would be well to have a specific plan for public and professional presentation, distribu-

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<sup>12</sup> Members of the Hannah Survey Team: Dr. John A. Hannah, President of Michigan State University; Drs. Thomas H. Hamilton and Floyd W. Reeves of Michigan State University; and Dr. William T. Middlebrook of the University of Minnesota.

<sup>13</sup> Members of the Swanson Survey Team and Summary of Recommendations: Appendix C.



Swanson Survey Team with Filipino counterparts at work.

tion, and discussion written into the intergovernmental agreement.

A record of this decade of development might well be written solely in terms of the far-seeing and inspirational leadership of Philippine educators, of dedicated and herculean effort at every level of professional service under most difficult working conditions, of notable progress and achievement in the face of overwhelming obstacles and discouragements, of the strong support given by a sympathetic but harassed legislature and administration, and of the constructive contributions to general understanding of educational requirements and problems by an alert, dynamic, free press as well as all other media of public information and communication. Such a record might be accurate in every factual detail, but it would render a disservice to the nation if it did not also reveal that at the close of this decade there remain many unsolved basic problems, so vital to the national interest that they present the gravest of threats to the security, health, and

future progress of the Philippine people and way of life.

#### **8. Projects of Assistance**

The method of administering NEC-AID assistance to the Philippine public education system is through the selection, approval, budgeting, funding, and administration of specific projects. Projects originate with the Philippine governmental agency in the form of requests directed to the National Economic Council of the Philippines. When such requests, or needs, have been approved in proper form by NEC they are transmitted to AID for consideration, concurrence and approval. They are then prepared in the form of E-1 budget requests for submission to AID/Washington as part of the budget program of the USOM to the Philippines.

Twenty projects in education have been developed and implemented during the decade of the joint aid program, involving financial assistance as follows:

Dollar Aid from 1951 to 1961 (June):<sup>14</sup>

Commodities -----	\$ 7.117 million
Contract services -----	2.036 million
U. S. technicians -----	1.416 million
Participant training -----	1.928 million
	\$12.497 million
University of Philippines construction -----	1.000 million
Textbook production -----	4.400 million
TOTAL -----	\$18.897 million

Peso Support from 1951 to 1961 (June):

Counterpart funds -----	₱19,972,047.33
General funds -----	13,650,746.12
TOTAL -----	₱33,622,793.45

These twenty projects have included assistance to 102 elementary schools in 44 provinces and 25 selected secondary schools, 9 regional normal schools have been rehabilitated, 137 participant trainees have been sent to the United States, and structural facilities have been extended consisting of 69 buildings constructed and 171 buildings remodeled. In vocational education technical and commodity assistance have been extended to 42 agricultural schools, 3 agricultural colleges, and 35 vocational trade and industrial schools. An aggregate number of 258 participant trainees has been sent to the United States and 357 buildings have been constructed. A textbook project will provide elementary and secondary schools with 25,000,000 textbooks. A total of 807,684 books have been distributed to elementary schools and the printing of 14,574,580 books is now under way.

Detailed descriptions of the various projects through which assistance has been brought to each segment of the Philippine public education system follow in succeeding sections of this TENTH MILESTONE REPORT as well as in the 1958 publication, THE SIXTH MILESTONE REPORT.

**9. Recommendations for NEC-AID Assistance, 1962-1980**

The experience of ten years of NEC-AID assistance to public education in the Philippines not only forms a basis for appraisal of accom-

plishments but also for realization and definition of urgent needs that have not been met. Through continuous contact with officials of the Philippine government as well as with the Filipino educational personnel at all levels, in every segment of the system, and in all parts of the nation, the educational specialists of the USOM to the Philippines necessarily become aware both of unmet needs and of the capacity of the government and the educational agencies to meet these needs. One of the principal functions of a report such as the TENTH MILESTONE, therefore, is to identify and define those existing needs which have not yet been met at a level of adequacy and in which future improvement is necessary.

In Section V of this TENTH MILESTONE report there will be found the detailed documentation for the principal recommendations of this report, which are as follows:

- (1) Provide out of school youth and illiterate adults with training to establish minimum skills of literacy, occupations and citizenship.
- (2) Return grade 7 to the elementary school system.
- (3) Increase the number of secondary schools and expand functions to include both terminal and preparatory academic and vocational training.
- (4) Provide in-service training for the large mass of elementary and secondary school teachers who are not fully qualified through the establishment and maintenance of pilot demonstration school centers in each province and division.
- (5) Improve the teaching of English as a second language.
- (6) Maintain the quality of teaching, supervision and administration through continuous professional improvement of staff through advanced and graduate study, in-country and abroad.
- (7) Provide adequate textbooks and instructional materials adapted to the Philippine social and economic structure and to the learning characteristics of Filipino children.
- (8) Provide terminal and technical training adequate to meet the nation's manpower needs for an expanding agricultural, industrial and business economy.
- (9) Make better utilization of school plant

<sup>14</sup> *The Impact of Foreign Aid to the Philippine Economy*: Office of Foreign Aid Coordination, National Economic Council, Manila, January 1962, 1.14.

and facilities for adult education in all areas of need for upgrading personal and occupational skills.

- (10) Improve facilities for research into the learning and growth characteristics of the Filipino child, and disseminate findings to teaching profession as the basis for improving curricular offerings and instructional techniques.
- (11) Develop a preparatory high school in the city of Manila designed to offer opportunities for maximum development of talented and gifted children in all areas but especially in the fields of mathematics, science, and the social studies.
- (12) Provide for experimentation with and greater use of Educational Television as a means of both in-school and out-of-school educational growth and enrichment, and particularly as a means of demonstrating the best educational techniques and materials of instruction to teachers and other educational officers.
- (13) To identify the most gifted children throughout the nation and to encourage and make possible the continuation of their education through high school and college, provide scholarships for students of exceptional academic ability beyond the elementary school.
- (14) Provide for the upgrading of supervision and administration through in-service workshops, summer seminars and workshops, and opportunities for advanced professional study.
- (15) Complete the projected construction program of the University of the Philippines. Improve the administrative organization and functioning of the University.
- (16) Upgrade the faculty, facilities, and program offerings of the University of the Philippines in the fields of graduate study and research.
- (17) Assist the new University of Mindanao in developing faculty, facilities and program suited to meet the needs of the southern islands regions, and improve the lower schools of the area to provide a

steady flow of qualified candidates for higher education from this area.

- (18) Improve the coordination of higher education in its legal structure, financial support, and administrative efficiency.
- (19) Work for the decentralization of public educational control so that maximum operative responsibility will be placed in the local citizens and school authorities, and so that responsibility for financial support will be shared between national and local units of government.
- (20) Expand and coordinate the public institutions of teacher training so that a higher percentage of the yearly demand for new teachers will come from sources that maintain uniform standards of selection for candidacy, standard programs of professional preparation, and standard requirements for completion of training and certification for teaching. Provide uniform national financing with greater local autonomy for administration.

#### **10. Organization of this Report**

In the sections of this report which follow, the analysis of past assistance, present and continuing problems, and the ability of the government of the Philippines to provide needed improvements will be discussed in detail, so that there will be presented a clear and adequate basis for the above recommendations.

Section II deals specifically with general education below the college level. It excludes both professional and technical terminal training. It is intended to portray the needs for common education and for preparatory training in the academic fields.

Section III covers occupational training below the college level except that the programs of colleges specialized for vocational training of a terminal nature are included.

Section IV deals with public higher education, both professional and general.

Section V contains the summary and imperative needs of the future.

Section VI identifies the United States educational specialists who have been assigned to USOM to the Philippines during the period covered by the TENTH MILESTONE report.

# section

# 2

## GENERAL EDUCATION

1. INTRODUCTION
2. ELEMENTARY EDUCATION SUB-PROJECT
3. SECONDARY EDUCATION SUB-PROJECT
4. CURRENT PATTERNS OF MATERIALS DEVELOPMENT
5. IN-SERVICE TEACHER EDUCATION
6. ENGLISH AS A SECOND LANGUAGE
7. TEXTBOOKS



**BUREAU OF PUBLIC SCHOOLS**



Mr. Miguel B. Gaffud  
Undersecretary of Education



Dr. Benigno Aldana  
Director



Dr. Vitaliano Bernardino  
Assistant Director



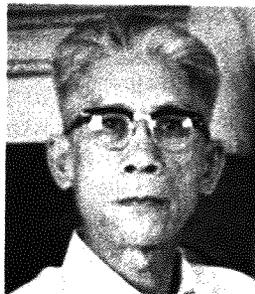
Mr. Jose T. Cortes  
Acting Chief,  
Instruction Division



Dr. Daimacio Marti  
Chief, Curriculum Div



Mr. Epifanio Madali  
Elementary Project Executive



Mr. Isabelo Tupas  
Retired Chief,  
Instruction Division



Mr. Tomas Maglaya  
Secondary Project Executive

**GENERAL EDUCATION PROJECT PERSONNEL**

## INTRODUCTION

The expansion of public education during and since the American occupation established an integrated system of education wherein progress of pupils is orderly through six years of elementary education, four years of high school education, and four years of college education. Nevertheless, the chief contribution of public education has been at the elementary school level, as the great majority of all children who are attending any elementary school are in *public* schools. Private and parochial schools continue to supply the overwhelming majority of educational services above grade six.

Until 1941 public elementary education covered seven years, but since that time, due to difficulties of financing, elementary education has been curtailed to six years.

Thus, children who continue through high school complete a total of ten years of education.

Present enrollment in public elementary schools is 4,001,194<sup>1</sup> and that of public high schools is 245,912.<sup>2</sup>

Although total enrollments are large (and are comparatively very good for the East Asia area), the *proportion* of school-age children actually in school is discouragingly low. Ten per cent of the children never enter school and about 50 per cent of the enrollees drop out before finishing grade four. In a multi-lingual situation characterized by few out-of-school reading opportunities, it may be estimated that only half of the children who leave school with less than six years of schooling will retain functional literacy.

Approximately one-eighth of the children of high school age are in school.

The sobering data on volume, or quantity, of educational preparation in the Philippines must be supplemented by considering the related problem of "quality". Serious observers of Philippine education for the last several decades have emphasized the great need for qualitative improvement, since "quality" means much greater holding power for the schools and an optimum-value product.

"The quality of Philippine education has not been good enough. It has deteriorated rapidly

since the Second World War."—Sinco, et al, *Report of the Committee on the Reform of the Philippine Educational System*, Board of National Education, Manila, 1961.

"...going through the motions of attending schools is not enough for the acquisition of a good basic education. Millions of children are enrolled in school, yes! But do they stay in school long enough to imbibe and retain the fundamentals of elementary education? Are the schools adequately provided . . . to make instruction effective and lasting?—Dr. Venancio Trinidad, former Director of Public Schools.

"Much of the education of the Philippines is simply not good enough to justify the great faith of the people."—*Survey of the Public Schools of the Philippines—1960*, Swanson et al, Carmelo & Bauermann, Inc., Manila, 1960.

These, and many others, who speak of the need for qualitative improvement do not do so in disparagement. On the contrary, they praise the achievements in Philippine education and speak enthusiastically of the future. Yet this observation dominates all others: *Great qualitative improvement is imperative. A high national destiny must develop from high quality preparation of the rising generation.*

### ELEMENTARY EDUCATION SUB-PROJECT 1959-1962

#### Project Background

Most children who are in elementary schools in the Philippines are attending public schools—96 per cent as compared to the 4 per cent in private elementary schools. Those public schools number approximately 30,000<sup>3</sup> with an enrollment of 4,001,194 pupils, and are staffed by some 130,000 teachers.

Improvement of instruction in this vast system did not receive early emphasis, however, in USOM projects. General education activities were concentrated on the re-establishment of the war-damaged teacher education system and upon curriculum development. Host government and USOM officials gave specific attention to the problem of the upgrading of elementary education instruction only at the time that it was recommended, in 1958, that there be established as

<sup>1</sup> BPS Memorandum (Dr. V. Bernardino), February 5, 1962.

<sup>2</sup> BPS Memorandum, May 16, 1962, for school year 1960-61.

<sup>3</sup> Primary and intermediate schools are counted separately by the Bureau. The total is made up chiefly from approximately 22,000 primary schools and 8,000 intermediate schools.

a USOM/Philippine Government project "three demonstrational pilot elementary schools in each of the 53 school divisions—a total of 159 demonstration pilot schools. . . . To carry out this recommendation, the services of at least 5 technical assistants in Elementary Education will be needed."<sup>4</sup> The project was established on approximately this basis (although on a somewhat smaller scale) by joint agreement in 1959. It was projected as a five-year program.

The period from 1959 through FY 1961-62 is the brief time during which this specialized USOM/Philippine Government project for direct assistance in elementary schools has existed.

Elementary education was established as a phase of the intergovernmental operational agreement of November 27, 1959, on the broad project of "General Education", so, strictly speaking, elementary education is a sub-project of that General Education Project. For convenience, it will be referred to hereafter as the elementary education activity.

#### Purposes of the Elementary Education Activity

The purposes of the elementary education activity were multiple; but even in their broad scope, they pertained to "quality" almost entirely rather than to the other broad range of problems related to the "quantity" of elementary education. The operational agreement states the purpose as follows:

"The elementary education improvement sub-project envisions the upgrading of all elementary education by demonstrating, at the local and provincial levels, the benefits of better organization, administration, and supervisory practices. It will also show better teaching procedures in all subject areas. Through conferences and workshops, the staffs of surrounding schools will learn of better educational procedures and practices. Division staffs will be directly involved in this sub-project by participating in a review of the administrative and supervisory approaches that are being used in their respective areas. The carry-over to the headquarters personnel will also be of great importance. Problems and/or practices arising from the sub-project will be a part of continuing study by elementary teacher training institutions and will serve as 'feed back' into their

training procedures."<sup>5</sup>

By revisions of July 25, 1960, and March 6, 1961, the statement of objectives had been broadened to include:

1. Formation of advisory lay groups in the 102 pilot school communities.
2. Strengthening of communication among school personnel so as to multiply the demonstration effect of the pilot schools.
3. Collection of data on growth characteristics of the Filipino child.
4. Development of elementary education facilities in the southern islands. The plans<sup>6</sup> for the southern islands state:

"The purposes of this sub-project are to:

- a. Draw national attention to the educational and economic problems and potentials of the southern islands group;
- b. Inventory the several sources within and without the Philippine Government that could, and would, support better educational efforts for the southern islands;
- c. Strengthen literacy and citizenship in a potentially dangerous area; and
- d. Produce more local materials."

#### Over-all Structure of the Activity

The size and over-all structure of the activity is broadly indicated by four major elements listed below. (In a later section on "operational phases" a more complete analysis will be given in some detail.)

1. Number of schools ----- 102
2. Funding<sup>7</sup>

<i>United States</i>				
Fiscal Year	Commodities	Technicians	Participants	Total
1959-1960	\$115,000	\$10,000	\$ 55,000	\$180,000
1960-1961	35,000	20,000	65,000	120,000
1961-1962	5,000	30,000	65,000	100,000
<b>TOTAL</b>	<b>\$155,000</b>	<b>\$60,000</b>	<b>\$185,000</b>	<b>\$400,000</b>

<i>Philippine Government</i>	
Fiscal Year	Construction, remodeling, & services
1959-1960	P146,000
1960-1961	241,000
1961-1962	525,000
<b>TOTAL</b>	<b>P912,000</b>

<sup>5</sup> E-1, November 27, 1959.

<sup>6</sup> E-1, July 25, 1960.

<sup>7</sup> All figures are approximate, as E-1's and the related Philippine Government documents showed funding for the entire General Education Project rather than showing Elementary Education separately.

<sup>4</sup> *The Sixth Milestone, ICA and Education in the Philippines*, 1958, Manila, p. 222.

3. Length of operation ----- 3 years

4. Personnel:

<i>AID</i>	
One Elementary Education TA for 2 years Actual man-years during 3-year project life, approximately -----	3-1/2 years.
<i>Philippine Bureau of Public Schools</i>	
In the Bureau of Public Schools, General Office, 12 professional educators, devoting an average of 80% of their time to the work of the Elementary Education Activity: approximate number of man-years during the 3-year life of the project -----	29 years.

While the above over-all figures are a basic way of stating the dimensions of the activity, in order to define more accurately the "size" it is useful to note ways in which the project was great or small, in various respects, because of the *mode of operation* and the *varying success of different efforts*. For example, how were the dollars and pesos spent? What work was done during the "man-years"? Such factors are discussed in the following paragraphs on "operational phases."

#### Operational Phases

The fundamental ways of operating the project were through:

1. Stimulation of optimum-quality functioning of selected pilot schools and
2. Spreading the values of the development and performance attained at these pilot schools. This was to be accomplished chiefly by utilizing various kinds of in-service training for teachers of the vicinity.

The activity was carried on through a variety of operational phases. Sixteen of these aspects of the work of the project may be identified and briefly discussed so as to provide a view of the total activity:

1. Pilot school selection
2. Subject areas
3. Financial aid
4. Participants
5. ICA technicians
6. Bureau of Public Schools professional staff
7. Inter-agency cooperation
8. Visitation
9. Improvement of supervision and adminis-

tration practices

10. English as a second language
11. Southern islands
12. Communications
13. Study of the Filipino child
14. Publications
15. Materials Production Centers
16. In-service training

1. *Pilot school selection*: Criteria were jointly established with the Bureau of Public Schools, giving importance to having pilot schools which were of good quality yet were fairly typical. Location was also a factor, since the schools were to be in every area yet were to be accessible enough to serve their demonstration function for in-service personnel. Location of the schools is shown on the following map. The number of schools designated, although somewhat less than the 159 originally planned, established a country-wide spread which was substantially in accord with activity goals.

2. *Subject areas*: The elementary activity was first conceived as an emphasis upon the special subject areas of language arts, science, home economics, and industrial arts. It was quickly apparent, however, that the "quality" contribution of the project would be best achieved through an activity which worked in all elementary curriculum areas. A balanced development was essential to the general upgrading which was desired.

Nevertheless, in some respects, the earlier subject-area specialization still is evident within the activity in terms of the commodities provided, in the encouragement of provision of certain classroom facilities through use of counterpart funds, and in the special attention of one technician to needs in the area of Work Education.<sup>8</sup>

With the special emphases noted above, the activity works in *all* subject areas for the purpose of a balanced upgrading of curriculum, facilities, and instruction.

<sup>8</sup> "Work Education" is a term used in the Philippines (as in the *Revised Philippine Educational Program*) to include handicrafts, industrial arts, home economics, agriculture, and other work experiences in grades 1-6.

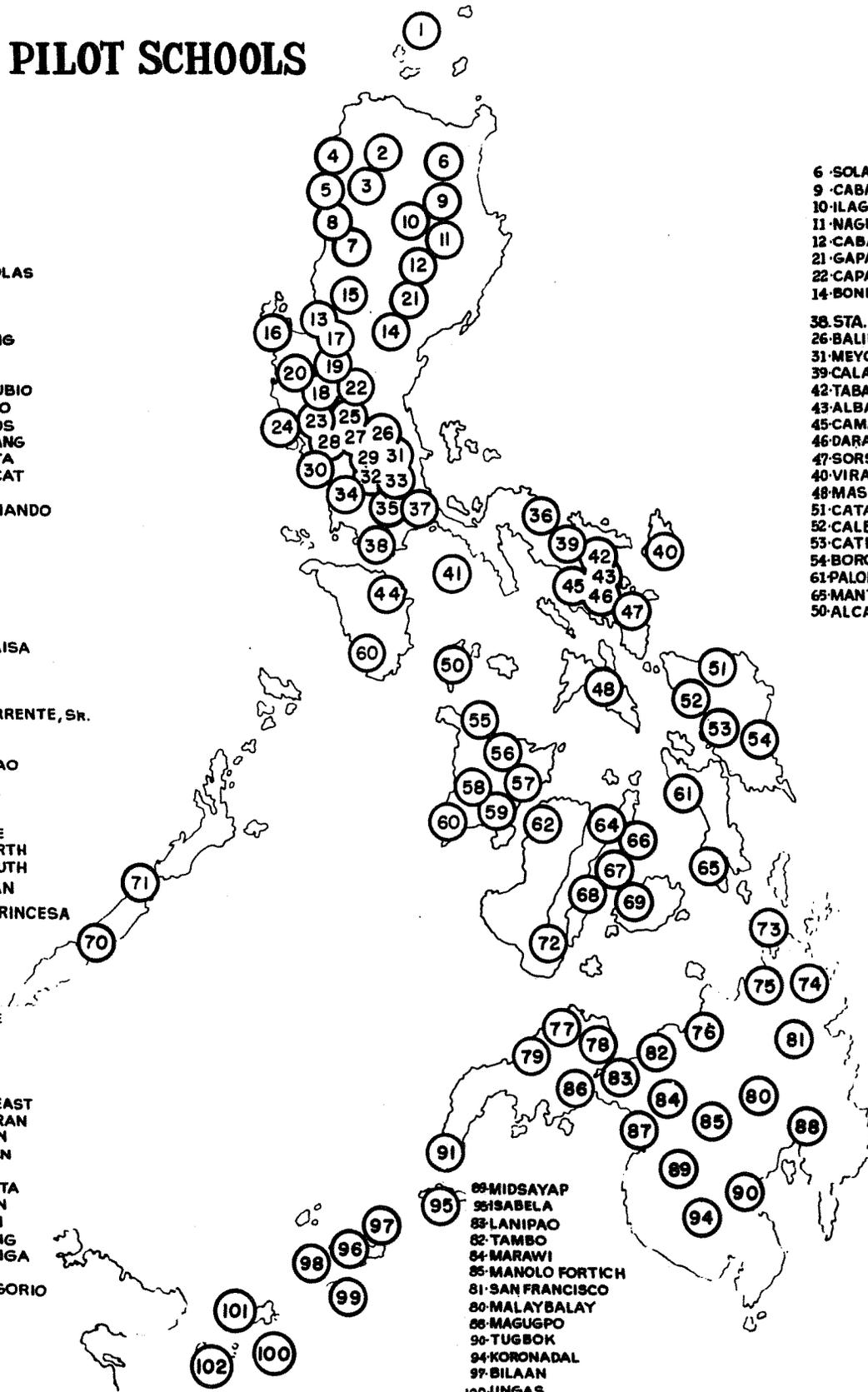
# The PILOT SCHOOLS

- 1-BASCO
- 2-VINTAR
- 4-SAN NICOLAS
- 5-BATAC
- 3-LAOG
- 8-SANTA
- 7-SINALANG
- 15-LUCBAN
- 13-ARINGAY
- 17-POZORRUBIO
- 19-CALASIAO
- 16-ALAMINOS
- 20-BAYAMBANG
- 18-URDANETA
- 23-MABALACAT
- 24-IBA
- 25-SAN FERNANDO
- 27-BACOLOR
- 28-LUBAO
- 30-PILAR
- 29-MALOLOS
- 32-POLO
- 33-ANGONO
- 34-IMUS
- 35-PAGKAKAISA
- 36-ABAÑO
- 37-LUCENA
- 41-MOGPOG
- 44-JUAN MORRENTE, SR.
- 60-SAN JOSE
- 55-KALIBO
- 56-MAMBUSAO
- 57-POTOTAN
- 58-JANIUAY
- 59-PAVIA
- 60-SAN JOSE
- 62-SILAY NORTH  
SILAY SOUTH
- 64-BALAMBAN
- 70-PUERTO PRINCESA
- 71-NARRA

- 66-MANDAWÉ
- 67-TALISAY
- 68-CARCAR
- 72-PIAPE
- 69-TUBIGON
- 73-SURIGAO EAST
- 75-CABADBARAN
- 74-CANTILAN
- 76-TAGOLOAN
- 77-DIPOLOG
- 78-OROQUIETA
- 79-SINDAGAN
- 86-PAGADIAN
- 87-MALABANG
- 91-ZAMBOANGA
- 92-TETUAN
- 93-DON GREGORIO
- 96-JOLO
- 98-PARANG
- 99-SIASI
- 101-BONGAO
- 102-SIBUTU

- 6-SOLANA
- 9-CABAGAN
- 10-ILAGAN
- 11-NAGUILIAN
- 12-CABATUAN
- 21-GAPAN
- 22-CAPAS
- 14-BONFAL
- 38-STA. CLARA
- 26-BALIUAG
- 31-MEYCAUAN
- 39-CALABANGA
- 42-TABACO
- 43-ALBAY
- 45-CAMALIG
- 46-DARAGA
- 47-SORSOGON
- 40-VIRAC
- 48-MASBATE
- 51-CATARMAN
- 52-CALBAYOG
- 53-CATBALOGAN
- 54-BORONGAN
- 61-PALOMPON
- 65-MANTOHAN
- 50-ALCANTARA

- 89-MIDSAYAP
- 95-SABELA
- 83-LANIPAO
- 82-TAMBO
- 84-MARAWI
- 85-MANOLO FORTICH
- 81-SAN FRANCISCO
- 80-MALAYBALAY
- 86-MAGUGPO
- 90-TUGBOK
- 94-KORONADAL
- 97-BILAAN
- 100-UNGAS



3. *Financial aid:* The intent was to furnish each pilot school a quite limited amount of special financial aid—enough to enable it to serve its demonstration functions reasonably well but not so much that it would suggest an unrealistic standard. In terms of the project agreement, the level of aid was \$155,000 for commodities. To this the Bureau of Public Schools, operating through the NEC by means of a special budget each year, added from national funds a peso allocation for construction, remodeling and services:

1959-1960	-----	P146,000
1960-1961	-----	241,000
1961-1962	-----	525,000
Total	-----	P912,000

In terms of aid to individual schools, the amount was approximately<sup>9</sup> \$1,500 per school for the purposes specified above.

The dollar-aid commodities were instructional supplies chiefly for industrial arts, home economics, and science, and a limited supply of books for these and other areas. Some professional books were added after the first year.

The relationship of aid level to that which was provided in earlier projects in vocational and secondary schools is interesting (although any equality of dollar-need per child, per school, or per activity is not suggested). In brief, the aid level for this activity was distinctly lower. It appears probable that the best explanation for this, and a very



Some peso allocations were spent for new buildings in subject areas of significance. Here, the new Library and Science Buildings, Batangas.

The amount depended upon availability of national funds. It was allocated for essential repairs, remodeling or building (as, for example, repair of classrooms, remodeling of toilets, or building of science or library rooms), for distribution of the dollar commodities, and for supervisory and support services.

<sup>9</sup> Distribution of funds was not intended to be perfectly uniform. As to pesos, the amount available varied from year to year; and, as to dollars, the activity was first concerned with pilot schools specializing in certain selected subject areas, and this resulted in dollar differences between schools (even though later policy was to render aid without making subject-matter discriminations between schools).

adequate explanation, is that the elementary education activity was clearly conceived as a demonstration project—not as a supply operation. This meant that commodities would be provided in sufficient quantities for demonstration but not in sufficient quantities for supplying any needs in full.

4. *Participants*: This significant operational aspect may be considered from the standpoint of (a) rationale, (b) volume, and (c) results.
- (a) *Rationale*: The Philippine personnel who do the job which requires, in Government expenditure, the largest portion of the National budget, need the best available training. (It cannot be reported that this viewpoint has guided personnel training to date, yet it is an appropriate viewpoint and it is presently influencing operations of the activity.) Certainly, not all of the “best available training” is obtainable through the participant program, but a significant portion could be so obtained—in the U.S. and in third country training.

A second consideration also points toward the significance of participant training for elementary education personnel: Elementary schools are located in every populated area of the Philippines and the people who work in and for these schools are in positions of community leadership. It is desirable that many among these school-community leaders have the extensive and favorable experience with Free World institutions which U.S. participants may obtain. Upon return, they can and do share their experience in many ways within their communities.

- (b) *Volume*: During the three years of operation of the activity, 37 participants have gone to the U.S., usually for one-year periods of study. The major emphasis has been on trainees in “English as a second language.”

FY	Area of U.S. Participant Training			Total
	English as a second language	Edu. Adm. and/or Supervision	Areas Specialized Other	
1960	8	1	2	11
1961	8	3	2	13
1962	8	5	0	13
Total	24	9	4	37

Only 4 third-country trainees have been included in the project. These four were administrative personnel who observed in India and Thailand for approximately six weeks in 1960.

*Results*: The subjective judgment of U.S.A.I.D. technicians and their counterparts in the Bureau of Public Schools is that the training has been of high value with respect to ICA-Philippine Government goals. One hundred per cent of the individuals are working in their former positions or in related positions involving greater responsibility.

However, the scale of participant training in this activity has been miniscule in relation to the mass (30,000 schools; 130,000 teachers) which it is intended to affect. The small number of third-country trainees is also a limitation of the program.

5. *ICA technicians*: The activity has had approximately 3½ man-years of technical assistance, this being rendered by one technician giving a portion of his time to the activity since its inception and by a second technician working full time for most of a two-year tour. This scale of assistance is markedly less than the 25 man-years contemplated in the *Sixth Milestone* plan cited above; and it is small, also, in relation to the multiple goals of the activity and the large service area of the project.

The 3½ man-years have been devoted to the advisory function in these areas: (a) commodity planning, procurement, and utilization; (b) participants; (c) publications and in-service training; (d) field contacts with the 102 pilot schools to aid in their instructional programs, physical development, and in-service activities.

6. *Bureau of Public Schools professional staff*: The elementary education activity has operated chiefly through staff members of the Bureau of Public Schools. Under the general direction of the Director of Public Schools, the activity staff has consisted of a “Project Executive” and eleven others, most of them of the rank of “General Supervisor.” All of the staff members are doing some work with elementary schools generally, but the Project Executive estimates that 80 per cent of their time is devoted to the pilot

school activity. In addition, others in the Division of Vocational Agriculture, the Division of Home Economics, and the Division of Industrial Arts give some time to the pilot schools because of the significant place of Work Education in the elementary curriculum.

The BPS personnel have done the administrative and operational work of the activity.

1. *Inter-agency cooperation:* Schools touch so many facets of national and community life that they constitute an excellent area for various types of inter-agency and inter-office cooperation. There is, for example, a common area of interest held by the Health Division of U.S.A.I.D., the provincial Health Offices of the Philippine Government, and the elementary schools which are teaching basic health practices and endeavoring to maintain healthy environments for their thousands of children.

The initiative of the Technical Assistant first working with the elementary education activity resulted in exploratory cooperative activity by many of the agencies and offices properly concerned, and this has developed into some cooperative activities in the field.

The inter-agency cooperation appears to be a significant operational factor for the future of any U.S.A.I.D. education projects, and it should be handled so as to develop optimum inter-agency cooperation with the whole range of interested agencies, including, notably, UNESCO.

8. *Visitation:* Field contacts—in the schools finally served, in the regional offices, and in the related educational institutions and operations—were understood to be a vital necessity. (One who works effectively with the operations of a public educational system can no more avoid contact with actual classroom operations than a dentist can avoid teeth.) The field contacts were maintained jointly by USOM and BPS personnel. They ranged from visits to individual classrooms of schools to assistance in national and regional conferences of pilot school personnel. Close contact with other institutions was maintained, too, for the contributions of related educational institutions are essential to such operational phases as the "Study of the Filipino Child" and the "Materials Production Centers." These operational phases are discussed below.



Close observation of field practices was maintained.

A goal of this activity was "better organization, administration, and supervisory practices." Attainment of this goal is dependent upon demonstrating ways of working which exemplify improved administration. "Decentralization," for example, needs to be demonstrated by personal contacts, on the spot (decentralized), with local personnel.

9. *Improvement of supervision and administration practices:* Primary efforts in this regard have been along the lines of decentralization and the differentiation of supervisory and administrative functions. Implementation of these concepts is evident in current reports<sup>10</sup> and directives of the Bureau of Public Schools. The pilot schools of the activity have served as a total demonstration area in which recognized principles of effective supervision and administration could be put into operation with relative ease.
10. *English as a second language:* There is complete agreement that the language situation in the Philippines is confused and constitutes a major obstacle to education. One of the complicating factors is the admitted deterioration in the use of English (it receives far less emphasis in schools than before the war) at the same time that English continues to be depended upon as the chief medium of instruction. Pilipino is the national language by action of the Constitutional Convention in 1937. Accordingly, efforts have been made to strengthen English as a *second* language, notably through the work of the Philippine Center for Language Study, a joint Philippine Government-Rockefeller Foundation enterprise which began its operations in 1957.  
The elementary education activity has contributed to the advancement of the work of the Center by U. S. participant training for 24 second language trainees at the Uni-

versity of California at Los Angeles.<sup>11</sup> Other means of assisting in English language development in the schools have been through inclusion of a variety of appropriate books in the commodities supplied to pilot schools and by encouragement of English language demonstrations and workshops in the general in-service education effort of the pilot schools.

11. *Southern islands:* The Philippines has a long-standing problem in the integration of cultural minorities, especially the Moslem group which is predominant in the southern islands.  
The relative separateness of the group is aggravated by gross inadequacies in educational development. The elementary education activity therefore proposed to extend special aid in the Moslem area.  
To this end, the scheme of spreading the pilot schools somewhat evenly throughout the Philippines was modified in the South, and a heavier concentration of pilot schools was established there. In addition, two of the very few Supervision and Administration participants have been from this area, and one of the three Materials Production Centers is located in Zamboanga.
12. *Communications:* In an activity spread so thinly across the entire archipelago, communications were a problem. Early attention was therefore given to establishment of a mimeographed "Newsletter of the General Education Improvement Project" which has been published regularly.  
Each pilot school serves its demonstration function for a considerable area, so many have established their own newsletters locally.
13. *Study of the Filipino child:* The project agreement contemplated "collection and refinement of data on growth characteristics of the Filipino child." Concern with this matter had been expressed frequently be-

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<sup>10</sup> A "Report on the Status and Operation of the ICA-NEC Elementary Education Improvement Sub-Project," BPS, Manila, January 1961, page 5.

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<sup>11</sup> In addition, but not funded as part of the elementary education activity, 17 other language participants have studied at UCLA. For details on this and related activities of the Philippine Center for Language Study, see page 48.

cause of the fact that child growth and development data presently used are almost entirely based on norms for children in the United States.

At present the preparatory steps are being taken in the normal schools—chiefly the preparation of plans and instruments for collecting data. In a very few cases, normal school personnel already have visited pilot schools to solicit their particular assistance in this work. One participant is now studying in the United States in the field of Child Growth and Development.

Significant development of this phase of the activity will depend upon (a) initiative of supervisory and administrative personnel in encouraging action research and guidance activities, and (b) close cooperation between the normal schools and colleges and the pilot schools.

14. *Publications*: The *Newsletters* have served a useful purpose in communication for the Bureau of Public Schools, the pilot schools, and the service areas of the pilot schools. Brochures dealing with the organization and operations of the activity have served the further purpose of training. The Bureau of Public Schools has produced two end-of-year reports for Bureau and USAID use.

Fifteen subject-area pamphlets for general distribution (not particularly for the pilot schools) have been produced by the Bureau of Public Schools and USAID and printed by the Regional Service Center, USIS. A Work Education Manual also for general distribution, has been jointly developed to give strength to one of the curricular areas particularly emphasized in the activity.

It is characteristic of most of these publications that they have been produced for specific purposes and selected groups; none has been developed for the purpose of "covering" the entire elementary education activity for a general audience.

15. *Materials Production Centers*: Because of the need for more instructional materials, particularly those developed in the various regions of the Philippines and suited to regional needs, centers for the production of such materials were planned before the beginning of the elementary education activi-

ty.<sup>12</sup> The General Education E-1 of 1960 included references to the centers in relation to in-service education and to elementary education, and three locations were specified in G.L. #154 of the Bureau of Public Schools, September, 1960. Since the pilot schools of the elementary education activity were concerned with the provision of instructional materials to the pilot schools themselves and to their service areas, and since the production centers were a means to that end, the centers have come to be regarded as a phase of the elementary education activity. Accordingly, the BPS "Progress Report" of 1959 included comment regarding development of "materials production centers that will provide appropriate audio-visual aids and other instructional materials—within their service areas."

The "General Office Production Center" (Manila) is now operating in a new building, supplied with approximately \$35,000 in equipment.

The Cebu and Zamboanga Materials Production Centers are just beginning operation, each with an adequate building and approximately \$11,000 in equipment.

16. *In-service training*: Since the pilot schools of the activity were "demonstration" schools, it is obvious that they were planned as foci for varied types of in-service training. It was intended that they function well enough so that they would affect the performance of all school personnel who came in touch with them, and rather extensive arrangements have been made to assure that this contact with other school personnel be on a large scale.

Plans were made for national and regional conferences of pilot school personnel and for the extension of pilot school influence by means of demonstrations, conferences, workshops, and the like at the pilot schools themselves.

The national and regional conferences, affected by geography and by the dates on which schools were designated as pilot schools, are as follows:

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<sup>12</sup> *The Sixth Milestone: ICA and Education in the Philippines*, Manila, 1958, p. 181.

<i>Date</i>	<i>Place</i>	<i>Personnel</i>	<i>Intended Scope</i>
June 1960	Bayambang	BPS & representatives of 42 pilot schools	National
June 1961	Bayambang	BPS & representatives of remaining 60 pilot schools	National
June 1962	Cebu	BPS & representatives of pilot schools of the region	Regional (Visayas, Mindanao, & southern islands)
June 1962	Bayambang	BPS & representatives of pilot schools of the region	Regional (Luzon and adjacent areas)

Work at these training sessions has been productive, as measured by field performances of conference personnel upon return to their schools.

The major part of the in-service training activity takes place, however, at the pilot schools themselves or within the "service area" of each school. To judge the scale and the degree of success the pilot schools have attained in their training functions, the BPS surveyed pilot school demonstrations, conferences, workshops, and the like in early 1962. Preliminary reports are sufficient only to indicate the gross quantity.

The following summary is for the period June, 1959, to January 15, 1962, within the pilot schools:

*Number and Types of Meetings*

District level workshops -----	229
Division level workshops -----	103
Demonstration classes -----	118
<b>Total -----</b>	<b>450</b>

*Number Participating*

Classroom teachers -----	24,067
Head teachers -----	2,067
Principals -----	1,640
District supervisors -----	2,475
Division supervisors -----	380
General Office supervisors -----	29
Division superintendents -----	20
Laymen of the communities -----	1,203
<b>Total -----</b>	<b>31,830</b>

Thus, the in-service training role of the pilot schools is reasonably well established, considering the brief span of the activity. It may be expected that they will continue to have an invigorating effect within their respective areas. That effect, to be maximized, will need to be fostered systematically. It will require the continuing attention of supervisory and administrative personnel and increased travel allotments for participants in the various types of sessions.

*Achievements*

The record of 16 above-described "operational phases" of the activity indicates in a very general way the achievements to the date of this report. In brief, the activity has accomplished the following:

1. A nationwide system of demonstration centers—the 102 pilot schools—has been established for the upgrading of instruction. Each has been provided with a limited allotment of instructional materials. The public school network of the nation is invigorated by the contagion of the example of these demonstration centers and by formal training sessions of various kinds which are held locally in connection with their work.
2. Stimulus has been given to the improvement of supervisory and administrative practices.
3. Specialized leadership training in the area of "English as a second language" has been provided through U.S. participant training and through training sessions at the pilot schools.
4. A concentration of the pilot schools in the southern islands area is partially correcting the long-standing practice of giving meager attention to that area of extreme educational need.
5. Materials Production Centers in three service areas are established and are in position to reproduce local instructional materials needed by pilot schools and by the areas generally.
6. Stimulus has been given to the projected nationwide research program on the characteristics of Filipino children.

None of these six "achievements" is to be thought of a fully achieved, however. The first three are at more advanced stages of accomplishment than are the last three. All

# Summary of Reports of In-Service Training

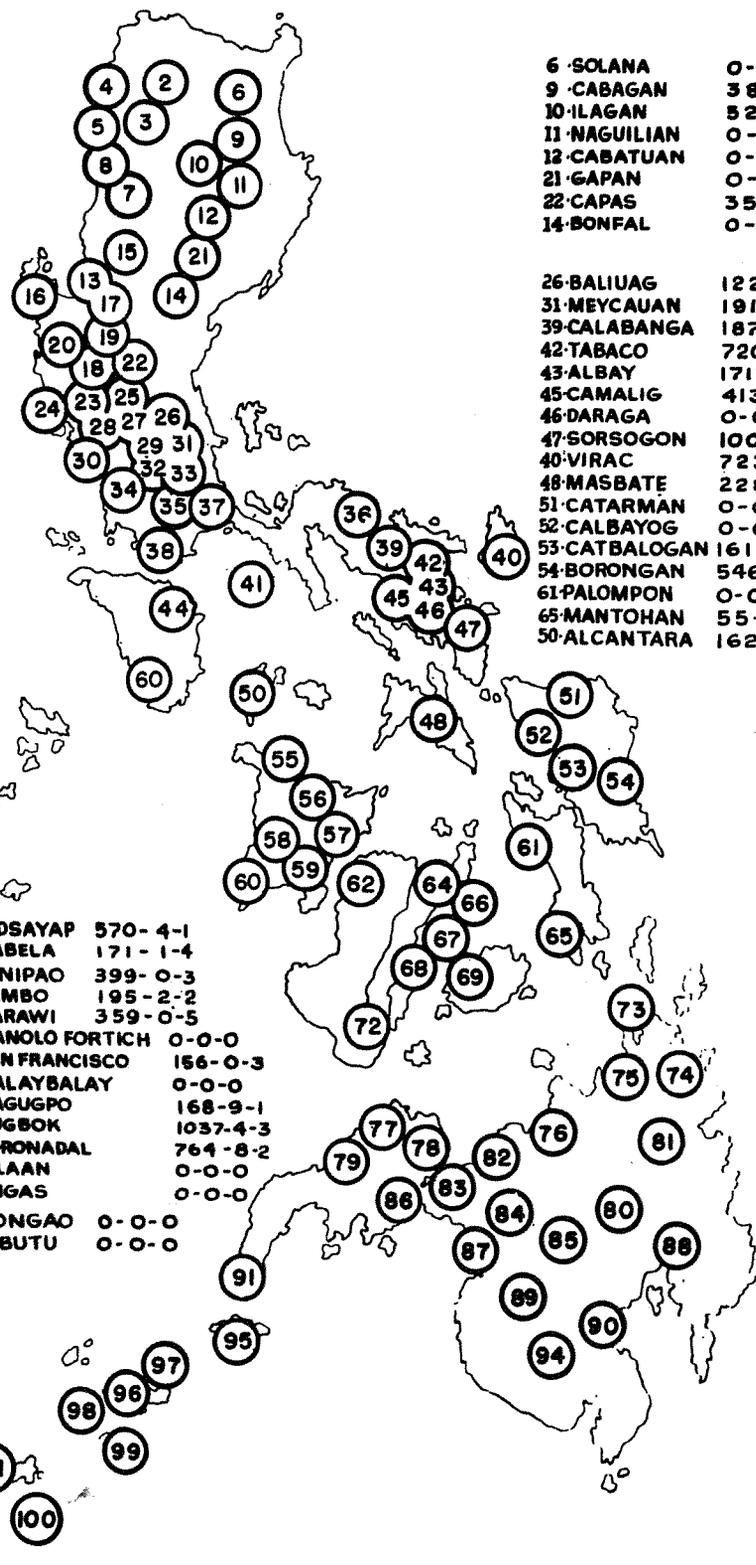
(FOR THE PERIOD JUNE 1959 -

MARCH 15, 1962 IN THE PILOT SCHOOLS)

- 1-BASCO 0-0-0
- 2-VINTAR 171-1-1
- 4-SAN NICOLAS 235-1-1
- 5-BATAC 0-0-0
- 3-LAOGAG 264-1-3
- 8-SANTA 255-3-5
- 7-SINALANG 0-0-0
- 15-LUCBAN 40-0-1
- 13-ARINGAY 1108-2-6
- 17-POZORRUBIO 37-1-1
- 19-CALASIAO 947-3-5
- 16-ALAMINOS 327-2-3
- 20-BAYAMBANG 0-0-0
- 18-URDANETA 446-1-4
- 23-MABALACAT 281-2-7
- 24-IBA 258-2-1
- 25-SAN FERNANDO 585-4-1
- 27-BACOLOR 314-7-1
- 28-LUBAO 677-1-0
- 30-PILAR 201-0-5
- 29-MALOLOS 270-0-2
- 32-POLO 347-4-0
- 33-ANGONO 0-0-0
- 34-IMUS 241-1-5
- 35-PAGKAKAISA 724-0-1
- 36-ABAÑO 274-2-4
- 37-LUCENA 266-1-1
- 41-MOGPOG 251-1-4
- 44-JUAN MORRENTE, SR. 1422-6-6
- 60-SAN JOSE 308-0-6
- 55-KALIBO 251-3-0
- 56-MAMBUSAO 142-3-0
- 57-POTOTAN 626-1-7
- 58-JANIUAY 121-0-1
- 59-PAVIA 168-2-1
- 60-SAN JOSE 308-0-6
- 62-SILAY NORTH 647-5-5
- SILAY SOUTH 713-2-5
- 64-BALAMBAN 0-0-0
- 70-PUERTO PRINCESA 192-1-2
- 71-NARRA 325-3-1
- 66-MANDAWÉ 0-0-0
- 67-TALISAY 0-0-0
- 68-CARCAR 771-0-17
- 72-PIAPE 1307-2-2
- 69-TUBIGON 915-2-5
- 73-SURIGAO EAST 97-0-1
- 75-CABADBARAN 472-2-7
- 74-CANTILAN 641-3-19
- 76-TAGOLOAN 223-1-1
- 77-DIPOLOG 287-1-2
- 78-OROQUIETA 158-3-6
- 79-SINDAGAN 0-0-0
- 86-PAGADIAN 0-0-0
- 87-MALABANG 0-0-0
- 91-ZAMBOANGA 150-0-3
- 92-TETUAN
- 93-DON GREGORIO
- 96-JOLO 186-0-3
- 98-PARANG 177-3-1
- 99-SIASI 0-0-0

- 69-MIDSAYAP 570-4-1
- 93-ISABELA 171-1-4
- 83-LANIPAO 399-0-3
- 82-TAMBO 195-2-2
- 84-MARAWI 359-0-5
- 85-MANOLO FORTICH 0-0-0
- 81-SAN FRANCISCO 156-0-3
- 80-MALAYBALAY 0-0-0
- 88-MAGUGPO 168-9-1
- 90-TUGBOK 1037-4-3
- 94-KORONADAL 764-8-2
- 97-BILAAN 0-0-0
- 100-UNGAS 0-0-0
- 100-BONGAO 0-0-0
- 102-SIBUTU 0-0-0

- 6-SOLANA 0-0-0
- 9-CABAGAN 388-2-3
- 10-ILAGAN 522-2-2
- 11-NAGUILIAN 0-0-0
- 12-CABATUAN 0-0-0
- 21-GAPAN 0-0-0
- 22-CAPAS 350-0-2
- 14-BONFAL 0-0-0
- 26-BALIUAG 1227-0-7
- 31-MEYCAUAN 191-0-5
- 39-CALABANGA 1870-0-5
- 42-TABACO 720-3-3
- 43-ALBAY 1717-8-20
- 45-CAMALIG 413-2-8
- 46-DARAGA 0-0-0
- 47-SORSOGON 1002-0-5
- 40-VIRAC 723-3-3
- 48-MASBATE 228-3-2
- 51-CATARMAN 0-0-0
- 52-CALBAYOG 0-0-0
- 53-CATBALOGAN 161-1-2
- 54-BORONGAN 546-6-1
- 61-PALOMPON 0-0-0
- 65-MANTOHAN 55-0-1
- 50-ALCANTARA 162-2-1



LEGEND: 1st number - Total participants; 2nd number - Demonstrations of Teaching; 3rd number - Workshop or Conference

are "achievements" which will require a great deal more special effort by the Bureau of Public Schools in order to capitalize upon present attainments and, finally, to reach adequate levels of performance.

An accomplishment of yet another type is the utilization of systematic means of evaluating the activity. Two means are of particular interest:

1. At the outset, detailed instruments (of the check list type, in general) were used in appraising the status of each school. The purposes were to stimulate self-examination and subsequent improvement and, secondly, to establish a base from which later comparisons might be made.
2. The second notable step taken to evaluate the activity was a survey initiated by the Bureau in December 1961. It involved the study of each pilot school by a representative group from the school itself and from the staff of the Division. In some cases, the evaluation group visited several pilot schools within a region.

Judgments of the evaluation teams are not yet available in any summarized form.

Much more evaluative work will be necessary, of course, but the steps already taken indicate the serious and systematic manner in which the process has been begun.

#### **Problem Areas**

1. *Quality*: Description of the general education activities began with identification of "quality" as a major educational problem of the Philippines—the attainment of a quality level high enough to match the aspirations and the needs of the nation.

The elementary education activity has dealt with the problem, but only on a small scale. Great additional effort is necessary so that the 30 per cent of the national budget which now goes for education—chiefly elementary education—may produce the maximum return.

2. *Quantity*: The second major problem is that of quantity—enough schooling, and enough for all.

The outstanding feature of elementary education in the next ten years will be size. By every physical standard of measurement, elementary education will be big: budget, enrollment, staff,

construction, supplies.

The greatly increased facilities will be needed because—

- (a) Even at present, only about two-thirds of the elementary school age group have facilities available;
- (b) The elementary age group population of 1972 will be approximately 50 per cent larger than at present; and
- (c) The "expectancy level" of parents as to education for their children will be higher (parents will see the modern-world necessity of having more education).

In brief, for the above reasons, elementary education in 1972 will be approximately double its present size. It will cost twice as much for twice as many pupils, teachers, buildings. Thus, sheer size will entail tremendous problems of finance and construction. Even while realistically recognizing *quality* as the paramount concern, this second problem of "size"—enough schooling, and enough for all—must also secure early and intense attention.

#### **A Look Ahead to the Next Decade: A Projection**

It is easy enough to list problems in general or even in specific ways. The harder—and very necessary—step is to suggest solutions. In this connection there must be (1) a realistic appraisal of possibilities, (2) the identification of those problems which will be solved strictly by internal means and those which will apparently need external assistance, and (3) a determination of priorities.

Here we take these difficult steps of suggesting priorities, tasks, and means:

1st priority: Professional development (for improvement of quality of public education).

a) Coordinated teacher preparation  
*by means of* National action.

b) In-service education  
*by means of* National financial support, supplemented by external financial aid on a trial basis and by technical assistance.

2nd priority: Financing (for improvement of quality and to serve a larger school population).

a) A long-term financing system  
*by means of* National action.

b) Shared financial support (from both National and local government sources).  
*by means of* revision of tax laws.

3rd priority: Instructional materials (for improvement of quality and to serve a larger school population).

a) Increase by five times the amount of instructional material available to each pupil

*by means of* national support, supplemented by external financial aid and by technical assistance.

The upgrading of a large elementary education system and its extension to provide citizenship training and functional literacy to *all* of the school population is a formidably large and complex undertaking. It is a "human-development" area in which sustained effort is essential. There are no quick and easy solutions. It calls for the highest quality of professional and political leadership—the balanced planning and the vigorous implementation of a realistic program.

## SECONDARY EDUCATION

### Basic Purposes of Secondary Education

The Department of Education's Order No. 1, 1957, commonly known as the Revised Philippine Educational Program, states that the specific ob-

jectives of secondary education shall be as follows:

"The secondary school shall continue the unifying functions of elementary education by providing general education and shall seek to discover the varying abilities, interests, and aptitudes of the youth, and offer courses in the different fields of productive endeavor according to the talents of the youths and in light of community needs. It shall also initiate a program designed to develop community leadership.

"Taking into consideration the economic needs of the country, the school must cultivate vocational efficiency which will help the students become effective members of their family and the community. For those who will continue in the colleges and universities the secondary school must offer courses to prepare students for an effective study in the institutions of higher learning."

In the implementation of the foregoing purposes, the following tentative minimum requirements for completion of the secondary general course are also prescribed in the Revised Philippine Educational Program:

TENTATIVE MINIMUM NUMBER OF 40-MINUTE PERIODS A DAY  
REQUIRED FOR COMPLETION OF THE  
SECONDARY GENERAL COURSES UNDER THE 2-2 PLAN

Subjects	Common I-II	College Prep.			Vocational		
		III Year	IV Year	Total	III Year	IV Year	Total
English	2	2	2	6	1	1	4
Filipino Language	2	1	1	4	1/2	1/2	4
Social Science	2	1	1	4	1	1	3
<i>Guidance Services</i>							
Mathematics	2	2	2 <sup>b</sup>	6 <sup>b</sup>	1	1	4
Science <sup>a</sup>	2	2	2	6	1	1	3
Health, PE & PMT	2	1	1	4	1/2	1/2	4
Work Experience or Voc. Education for boys or Home Economics for girls	4	—	—	4	4	4	12
<b>TOTAL</b>	16	9	9	34	9	9	34

### Some Major Concerns in Secondary Education

Several areas of major concern became very much in evidence to the writer during the life of the Secondary Education Improvement Sub-Project. The following major concerns seem to exist in the Secondary Education structure in spite of the great effort made to improve upon opportunities for the youth of high school age through the medium of the herein described Secondary Education Improvement Sub-Project. Legislative and/or other basic administrative remedial actions must be undertaken for these remaining difficulties.

- The need for tuition-free education for public secondary schools.
- The development of a comprehensive high school program in accord with the so-called 2-2 Plan.
- The development of more general high schools in regions where this type of school is almost non-existent.
- The need for the development of a "stabilization of financing" concept so as to include local, provincial and national monies.
- The expansion of training facilities for public secondary school personnel, especially in leadership roles.
- The need for more concern for the high school age student who is out of school and has no intention of returning to a formal education.
- The need for closer professional working relationships between the general and vocational education structures within the Bureau of Public Schools.
- The need for more coordination of General Secondary Education with other educational entities.

Each of the preceding will be treated in more detail in other sections of this report.

#### A. *Additional Issues Threatening Growth of Secondary Education*

In the pamphlet, "Today's Investment in Tomorrow," a condensation of observations and recommendations from *A Survey of the Public Schools of the Philippines*, Manila, 1960 (joint ICA-NEC-BPS project), there is a statement to the effect that . . .

"The greatest deficiency of the public schools of the Philippines is the quantity of educational services. And at no level is the deficiency as large as in the number of youth who are at-

tending no school during the normal high school attendance ages of 14 to 17.

"The secondary schools are the schools where vocational proficiency is taught, where major foundations for leadership are laid, and where skills in citizenship can be learned. When large numbers of youth do not have the opportunity of attending a secondary school, it is a great potential loss to a nation.

"It is a tragic fact that three-fourths of all the youth of the Philippines never attend a secondary school and that only 4 or 5 out of 100 children who enter the first grade ever complete high school."

According to additional findings of the 1960 BPS-NEC-ICA Survey Team, there were 301,401 graduates of the public elementary schools during 1955, but in the ensuing year only 71,389 of these students went on to public high schools. Four years hence only 39,012 students completed their secondary school work. The seriousness of the public secondary problem is the fact that there are some 1,488,284 students of high school age who are out of school. Later years show this trend to be continuing.

It might be noted at this point that the Research Sections of the Bureau of Public Schools and the Bureau of Private Schools, in their 1962 Statistical Bulletins, list the fact that during the 1960-1961 school year there were 246 general public secondary schools with an enrollment of 184,798 students. In the private school sector there were 1,361 private high schools with an enrollment of 417,584 students.

#### B. *Great Loss of Human Resources*

A compulsory education law, in itself, which is already on the books, does not seem to be the answer to the problem of getting great numbers of children into the schools. Basically, the problem seems to revolve around lack of financial resources on the part of parents to place their children in a secondary school, and their continuing lack of ability to furnish textbooks and supplies to these same students. It is trite to remind ourselves of the great social and economic loss to any country when this kind of an educational tragedy is taking place. Dissatisfaction and unrest on the part of these out-of-school youths, as well as great parental concern, can, and will, take its toll of the country's interests. This unrest is beginning to assert itself through the current waves of juvenile crime, where, seemingly, youth is resorting to un-

desirable practices because of nothing better to do.

### **Purposes of Secondary Education Project**

The Secondary Education Improvement Sub-Project, programmed in FY 1956 under General Education, endeavored to align its efforts to follow the basic purposes of secondary education as herein outlined. This project was terminated on June 30, 1961. The Secondary Education Improvement Sub-Project was an activity designed to fill a critical educational vacuum at the general secondary level. It was directed to the social as well as to the economic aspects of development. The activity hoped to take into consideration the fact of external and internal pressures which are currently restricting the growth of the country. Additionally, it was felt that this educational effort would assist the Republic of the Philippines to organize and release some of its own resources for the support and continuation of this vital area of free public secondary education. It was only during FY 1956 that the two governments recognized the need to think seriously upon the problems within the public secondary school structure. Initial purposes established by the two Technical Assistants to the project—Dr. Robert Martin, 1956-1958, and Mr. Francis H. Vittetow, 1958 to present—in cooperation with counterparts in the Bureau of Public Schools, have centered around the following:

- Developing a program which could be applied to other general secondary schools.
- Demonstrating how general secondary schools, with limited facilities, could improve their techniques and procedures of teaching.
- Stimulating stronger local and provincial support for general secondary education.
- Understanding more fully the social, physical, emotional and academic characteristics of the Filipino child.
- Encouraging the general secondary school to assume a more vital role in community development.
- Assisting in the achievement of the desired coordination of all agencies affecting community development.
- Assisting in articulation within the general secondary school structures as well as between the elementary and secondary schools and colleges.
- Developing stronger programs in vocational

and general education in the demonstration-high schools.

- Assisting in the upgrading of physical facilities, as well as emphasis upon beautification of the school grounds.
- Assisting in developing a stronger program of administration and supervision of the secondary school structure.
- Upgrading the teaching staff while in service.

### **Planning the Project**

The initial planning for the Secondary Education Improvement Sub-Project was developed cooperatively by both governments. Provisions were made for commodities, participant training programs, and concentrated technical assistance to a small number of public general high schools. As concepts were broadened, and more support for general secondary education became evident, more schools were added to the project.

Three school centers (Dingras, Morong, and Argao) were used to begin the project. Twenty-five (25) schools, representing all geographic regions of the country, had received some assistance by the time the project phased out on June 30, 1961.

There were two types of project-aided high schools in the Secondary Education Improvement Sub-Project: (1) experimental-demonstrational high schools and (2) associated demonstrational high schools. The experimental-demonstrational high schools received more intensive financial and technical support than the associated demonstrational high schools.

#### **Experimental-demonstrational High Schools:**

1. Dingras High School, Dingras, Ilocos Norte
2. Morong High School, Morong, Rizal
3. Albay High School, Guinobatan, Albay
4. Nueva Ecija Provincial High School, Gapan, Nueva Ecija
5. Bukidnon Provincial High School, Malaybalay, Bukidnon
6. Antique High School, San Jose, Antique
7. Cebu South Provincial School, Argao, Cebu

#### **Associated Demonstrational High Schools:**

1. Urdaneta Community High School, Urdaneta, Pangasinan
2. Partido High School, Goa, Camarines Sur
3. Davao City High School, Davao City

4. Lopez High School, Lopez, Quezon
5. Negros Oriental High School, Dumaguete City
6. Batangas High School, Batangas, Batangas
7. La Carlota High School, La Carlota, Negros Oriental
8. Cagayan High School, Tuguegarao, Cagayan
9. Sorsogon High School, Sorsogon, Sorsogon
10. Alubijid High School, Alubijid, Misamis Oriental
11. Bayambang High School, Bayambang, Pangasinan
12. Leyte High School, Tacloban City
13. Bohol High School, Tagbilaran, Bohol
14. Sulu High School, Jolo, Sulu
15. Romblon High School, Romblon, Romblon
16. Cotabato High School, Cotabato, Cotabato
17. Pampanga High School, San Fernando, Pampanga
18. Samar High School, Catbalogan, Samar

#### Organization for Implementation of Purposes

A basic concept in the organization of the project was to involve many entities in planning, organization, and implementation. During 1957 three committees were named to work with the project.

These included:

- A. *Over-all Advisory Committee*—This was a national group representing all divisions within the Bureau of Public Schools working in cooperation with the project staff and the U.S. Technical Assistant in Secondary

Education.

- B. *Project Operating Committee*—This was a group composed of the project staff, superintendents and high school principals of the pilot schools and divisions concerned.

- C. *Local Lay Advisory Committee*—This was a group composed of prominent citizens of the community in which a project school was located.

#### Project Activities

Many local, division, and national efforts have been undertaken to attempt to achieve the stated project objectives. These efforts have included the holding of annual workshops for the principals of project schools along with the proper officials in the Bureau of Public Schools and A.I.D. concerned with implementation. Subject-wise, emphasis was placed upon work education, science, and home economics during the early phases of the project. During later stages, the emphasis shifted to include most of the subject areas of the secondary curriculum. Much emphasis was placed upon improving administrative and supervisory practices of secondary school leaders.

Guidance and counseling workshops were held at local, division, and national levels. All project schools have made efforts in establishing guidance and counseling programs. The schools have been greatly handicapped by the lack of formally trained guidance counsellors and information about job opportunities.

Local in-service education activities were inaugurated. Action programs in the schools, predicated upon the democratic process, were begun. Local lay advisory committees, composed of pro-



Over-all Advisory Committee.

minent citizens, were formed and have functioned very well.

Local and provincial personnel were involved in soliciting more financial support for the project school within the project schools' communities.

Schools involved themselves in projects affecting the local economy, such as poultry and swine raising and numerous other activities as herein described.

The two TA's assigned to the project, along with Secondary Education officials of the Bureau of Public Schools, worked with the project schools in defining direction of good school programs, as well as assisting with the development of workable "action" programs and evaluative processes.

#### *Some School-Community Activities*

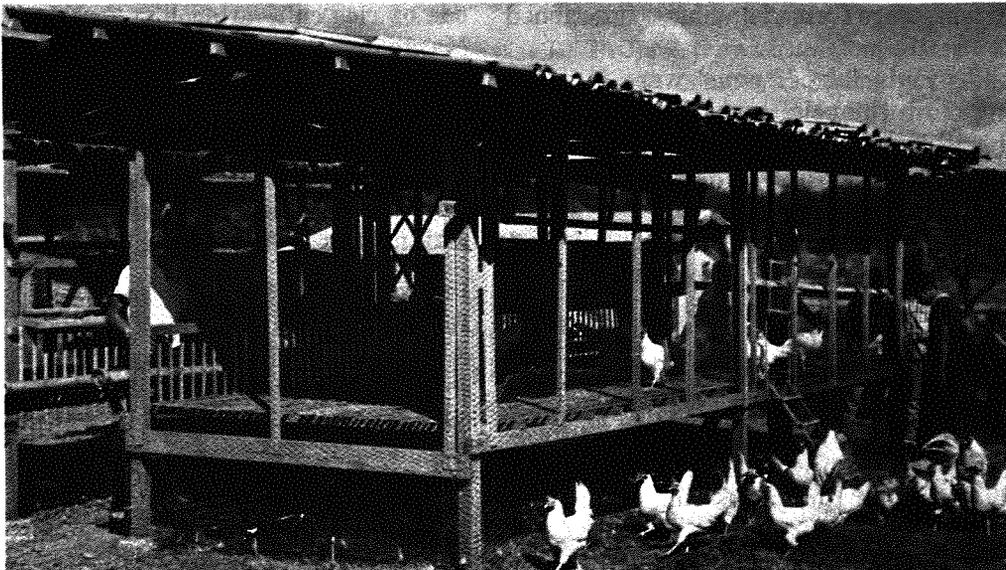
Typical examples of community activities sponsored by project schools included the following: Effective demonstrations on improved meth-

ods of rice cultivation like the Margate and Masagana systems, as well as the Dapog-Masagana and the Dapog-Margate systems of rice culture. The use of fertilizer, sprayers and other scientific farming techniques were calculated to help the farmers. Specialization in marble work, woodworking, dress-making and design.

Improvement of poultry and swine projects, full use of incubators for the school and the community, and cultivation of coffee, mushrooms and Virginia tobacco culture. Specialization in brick-making and furniture manufacturing on a commercial scale, in corn culture, and in ceramics. Full utilization of horticulture sites for vegetable raising, root crop planting, and citrus culture. Extension service in caponizing and immunizing animals, distribution of cacao seedlings, papaya seeds, and banana suckers scientifically propagated in school nurseries.



Vocational agriculture curriculum emphasizes "learn-by-doing" activities that provide students with farming know-how. Students shown above are developing important skills in candling and turning eggs during kerosene incubation operations.



Vocational agricultural schools have practical central animal and poultry instructional unit facilities. Note the adaptation of nature's version of tile roofing. This is practical use of locally available material, split bamboo, for effective roofing.

Other detailed project activities, by schools, are a matter of record within the Secondary Education Section, Bureau of Public Schools.

#### **General Funding Statement**

Funds provided by the ICA (AID) ending June 30, 1962, totaled \$293,042.20 of which \$148,418.55 was for commodities, \$86,400 for cost of 16 participants to the U.S., and \$58,223.65 for services of two technicians, exclusive of ₱45,398.44, local peso support.

##### *A. Commodities*

A total of \$148,418.55 was expended for commodities (See Appendix "B") in the 25 pilot demonstration schools during the term of the project, FY 1956-1960, while the counterpart funds provided amounted to ₱359,100.00 (See Appendices "C" and "D".)

Of the \$148,418.55 worth of commodities provided, the seven (7) experimental-demonstrational high schools received \$84,527.95 while the eighteen (18) associated demonstrational high schools received \$63,890.60.

The commodities consisted of equipment and tools for the various projects in industrial arts, horticulture, animal husbandry, gardening and nursery; professional, library and reference books and magazines for school libraries; maps, charts, globes, science kits, records and phonographs for classroom instructions; and some office equipment and generators to schools in

localities where no electrical power was available.

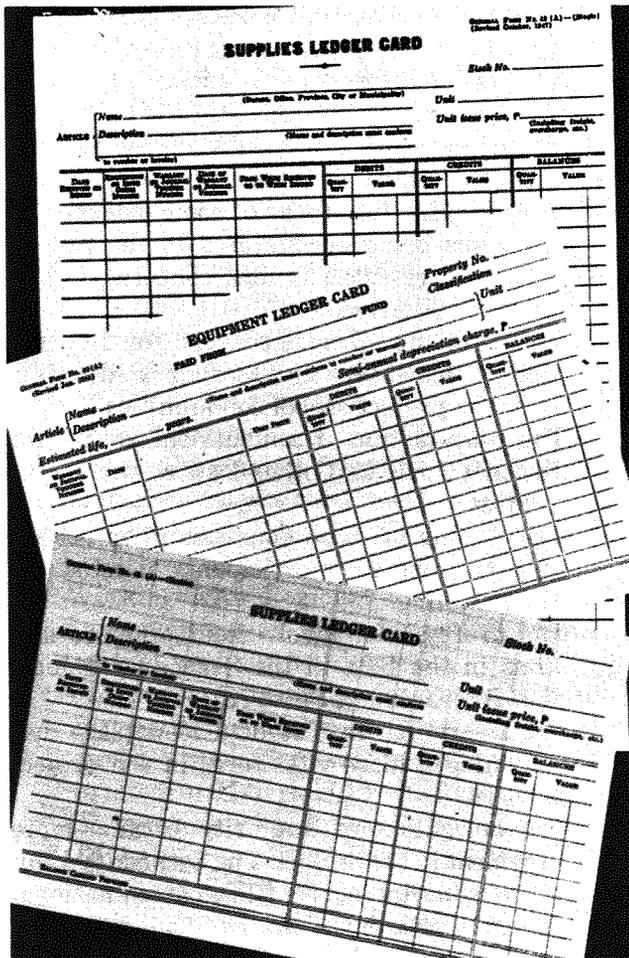
The procurement of commodities for projects continues to be a basic problem with which TA's are continuously working. The time lag, from the decision to purchase certain items to the actual arrival in project, in some instances, negates to a degree the effectiveness of many project efforts. The many "handling" phases of the commodities have presented another time lag problem in this project, Security measures, to a high degree, have had to be undertaken in some of the rural areas.

##### *B. Training Operations*

Participants were sent to the United States for training in administration and supervision, mathematics, industrial arts, home economics, English as a second language, and guidance and counseling. Many persons from nearby Southeast Asian countries visited the pilot demonstration schools in the course of educational visits to the Philippines. The administrators of some of the non-pilot schools had occasion to visit and observe some of the work of the pilot schools.

Leadership training within the project has consisted of four patterns:

1. The sending of 16 participants, from the secondary education structure, to the United States for a maximum of 12 months' observation and training.



Consolidated project records were kept.

2. The receiving of numerous participants from nearby Southeast Asian countries for short observational tours into the project schools in the course of their formal study within the Philippines.
3. The holding of regional conferences, seminars, workshops by the project school leaders and/or staff of the schools concerned.
4. The holding of annual workshops for selected leaders of the project schools.

**C. Report on Participants, FY 1956-1961**

The sixteen participants were sent to the U.S. at a total cost of \$86,400. Major fields of training, as well as the names and periods of training are presented in Appendix "A".

**D. Technical Assistance**

Two technicians have served the Secondary Education Improvement Sub-Project. Dr. Robert Martin served from August 26, 1956 to August 23, 1958 at a cost of \$21,828.92 for serv-

ices, exclusive of ₱14,988.20, local peso support. Mr. Francis H. Vittetow has served from October 8, 1958, to date, and at a cost of \$36,394.73 up to June 23, 1962, exclusive of ₱30,410.24, local peso support. Mr. Vittetow also served concurrently as the Elementary Education Advisor.

The development of many and varied types of professional materials pertaining to the project per se, and education in general, has been a major function of the current TA.

Reviews, suggestions, demonstrations, analyses, and giving of recommendations to the project have also been some of the approaches of the present TA in Elementary-Secondary Education.

**Favorable and Unfavorable Factors**

**A. Favorable**

The recognition on the part of the NEC-ICA-BPS of the existence of a secondary education problem and the fact that efforts were made to improve upon the situation were favorable factors.

The development of more democratic concepts, on the part of secondary faculty members, the increased financial support of secondary education at the provincial and local levels were encouraging factors. Definitive "action" programs at local levels are most favorable to better education.

**B. Unfavorable**

The time lag in commodity procurement was probably one of the most unfavorable items in the project. The lack of widespread use of communications media facilities to tell of improvement practices in project schools has also been a deterrent force.

**C. Some Comments on the 2-2 Plan**

During the life of the project the writer had many occasions to observe facets of the so-called 2-2 Plan. There were many obvious difficulties in this educational approach. These problems revolved around the ages of the children being directed into either a vocational or college preparatory course. Average ages of these children were about 14 years. This is just too young an age for children to be called upon to make such far-reaching decisions. The comprehensive high school would seem to be much better in which all children would be required to pursue about

the same curriculum with some opportunities for electives.

An additional difficulty of the 2-2 Plan was that too much vocational equipment was required to get the vocational phase in motion. Small, simple hand tools geared to a simple maintenance program of an agricultural base, and operating within the comprehensive high school concept would seem to be a much more practical situation. Many "heavy" pieces of equipment had been ordered earlier for inclusion into the project prior to the arrival of the present TA in Elementary and Secondary Education.

Another observation on the 2-2 Plan showed a dearth of properly qualified teaching personnel for the vocational courses. At the same time it was obvious that no planned supervisory program relating to the industrial arts and agriculture curriculum was in operation. The General Secondary Education structure does not provide items for such supervision and the Vocational Education Division is occupied with the administration and supervision of its own industrial arts and agricultural schools.

A final observation of the 2-2 Plan would point to the great lack of qualified guidance personnel to discuss the opportunities available for secondary graduates, plus the complete lack of information pertaining to job opportunities in the Republic of the Philippines. These facts suggest that until basic job information and more qualified personnel are available to the secondary school structure then the guidance and counseling process will continue to be a "professional exercise."

#### **Evaluation of Results**

In spite of the many problem areas that have been presented, much progress has been made in the Secondary Education Improvement Sub-Project. In a developing country, such as the Philippines, a multitude of these problems are to be expected, but they are not expected to persist indefinitely.

Much commendable progress had been made in the first two years of the project and is a matter of record in the *Sixth Milestone*, an ICA summary publication on education in the Philippines, as well as reports of Dr. Robert Martin, the first TA to work with the project. Additional progress in the project from October 28, 1958, to June 30, 1961, included:

- The inclusion of additional schools into the project to more nearly represent the geographic regions of the country.
- The making of at least two visits to each school in project by the TA and/or BPS officials in Secondary Education.
- The bringing into focus of some outstanding problems being encountered in the project which represented typical concerns in secondary education.
- The effecting of more concern for articulation of elementary and secondary education in a few project school communities.
- The continuation of annual conferences for the principals and other leaders within the project.
- The placing of more emphasis upon leadership training for participants selected for U.S. training.
- The professional involvement of more sections in the BPS in the Secondary Education Improvement Sub-Project.
- The awareness that student leadership was becoming a more vital force in the project schools.
- The delegation of authority became more prevalent in the project. The Secondary Education superintendent, BPS, named national supervisors to be in charge of pilot schools.
- The beginning of a regular BPS project report to A.I.D. was significant.
- The eliciting of more public support for secondary education seemed to be more prevalent in the provinces where the pilot schools were located.

#### **Some General Conclusions**

The project has developed several solid educational concepts which can be demonstrated as good practices for other secondary schools. Examples of these concepts include:

- The realization that good schools do not necessarily cost a lot of money—just the need for a knowledge of purposes, good organization, supervisory and evaluative procedures.
- The awakening of local and provincial government personnel to the importance of good general secondary schools.
- The development of the homeroom guidance concept and stronger programs of youth leadership.

- The establishment of more democratic processes within the local school structure pertaining to the planning, organizing, and execution of short- and long-range action programs.
- The awakening of more interest for better vocational education programs in general secondary schools.
- The beginning of several money-making ventures as a cooperative enterprise between the school and the community.
- The development of better site and building maintenance practices.

youth of the Republic of the Philippines.

In a free democratic society, it is the inherent right of all citizens to have an opportunity for a free public school education. It is the duty of the state to provide such opportunities. This goal has yet to be achieved in the Republic of the Philippines. It is indeed highly important that the secondary school students of the Philippines be given such a right of free education.

#### **Integration of Results**

Many results coming from the project can be tied immediately to the current efforts being made in the Elementary Education Improvement Sub-Project. These include:

- Working with Regional In-Service Centers in demonstration of good teaching, administration, and supervision.
- Producing materials in cooperation with subject-matter sections, in consultation with Audio-Visual Section, and having these printed in Materials Production Centers.
- Cooperating with Research and Evaluation Division, Bureau of Public Schools, in efforts for the Bureau to study the growth characteristics of the elementary and secondary education pupils.

#### *B. Supporting a long-term effort for the development and enlargement of a comprehensive high school program.*

Curriculum(s) of new or existing high schools in a region, or throughout the Philippines, should be comprehensive in nature. Such courses should produce semi-skilled, literate young people with a confidence that they can "live to themselves." The present high school program is not doing this educational job. Such a young person should be able to read well, write well, interpret, and put into operation community or regional plans, partially developed while the student was in school. He should be made aware of the problems, needs, and resources of his community and region.

Vocationally, the student of the comprehensive high school should be prepared for simple maintenance practices on equipment needed to support the country's agricultural base. Home economics courses and construction practices in this field should be geared to the "Practice House" idea. Construction, and courses, should be indigenous to the community and/or region. Young girls would learn more readily the proper procedures for the care and operation of a home. Better health practices could be defined, and certainly would become more practical. Agricultural practices would become meaningful in that they would be related to home economics, industrial arts, and some simple research into what food-stuffs would grow in an area.

New rural home design would have an opportunity to flourish. The industrial arts shops could learn how to build and maintain such "Practice Homes" as projects on or off the school grounds.

#### *C. Encouraging the opening of comprehensive high schools in provinces of a region having an insufficient number.*

Many provinces of the Philippines have only a few high schools. Many have only one, or none. In these provinces it seems that the major effort is being directed toward vocational education, but

#### **Some Long-Term Operational Objectives of the Secondary School to Achieve Social and Cultural Reforms**

It is felt that the extended efforts of AID (formerly ICA), BPS and NEC to improve upon secondary education have been rewarded. As has been indicated, the Republic of the Philippines can demonstrate very clearly several solid educational concepts to other schools and entities currently outside the project effort. It is hoped that the schools that did not have the opportunity to participate in this improvement effort will, in some way, take up the challenge of secondary education improvement.

Long-term operational objectives of the secondary school in the Philippines should probably include such areas as the following:

##### *A. Free education for public secondary students*

It is imperative that opportunities for free public secondary education be provided to the

upon graduation from these same schools, not many jobs are to be found.

In a construction-of-buildings activity much of the self-help idea should be developed. Materials and supplies should be furnished, but local labor, as public works projects, should be encouraged. This would also include the basic planning of need. This would seem to be a splendid opportunity for trade school students to get excellent training, as well as for the advanced students in the comprehensive high school to get some "beginner's understanding" of a trade, or of a maintenance and/or repair operation for their own homes.

Construction of school buildings should not always be in thickly populated areas. Remote areas should be utilized more in order to encourage the expansion of population into a region. Health, business, industry, and agricultural services should be planned in conjunction with the educational facilities, and vice-versa.

All comprehensive high schools, as well as elementary schools, should be utilized on a twelve-month basis. This process would encourage 25 per cent more building usage. Different entrance and graduation dates should be developed. This would give different vacation periods to both students and teachers. At the same time, it would give to the teachers more money because of the opportunities for longer periods of work. Shifting of personnel for short periods of time may be necessary to "fill in the gaps" in positions that may be caused by some teachers wanting or needing to continue further education during summer terms. It would seem that more financial and security patterns could be offered to the elementary and secondary teachers, as well as the administrators and supervisors, if some of the above were placed in operation. (For more details see "Two Plans for Better Utilization of School Buildings," by Francis H. Vittetow, dated April 3, 1962.)

*D. Developing stronger support for the "stabilization of financing" concept at the local, provincial and national levels.*

Realization of this objective is based not only upon the right of citizens in a democracy, but the obligation of democratic governments to provide free public education to its young citizens. Citizens at the local level must assume their proper share in such an educational venture. In some countries, the Republic of the Philippines in par-

ticular, the local finance sharing may, of necessity, be small, but it must be done. Many Filipino citizens would probably desire to do this but have yet to be given such an opportunity. There is an old adage that states, "When you share, you care."

Local financial support for education, though not immediate in results, or implication, will probably be the best long-term investment that a community or nation can make. Continuing financial support at the local, provincial, and national levels, based on the country's economic patterns, should develop some form of "stabilization of financing" concept for the public schools. This gives more real meaning to the planning of good school programs, and certainly gives more confidence to the school administrator in his role as a planner.

*E. Developing more regional facilities for the training of high school teachers, principals and supervisors.*

More children in secondary schools mean more teachers, administrative and supervisory personnel. Current public school training facilities and procedures are inadequate for secondary teachers-to-be. Elementary teacher training facilities, within the Bureau of Public Schools, are not functioning adequately in the realms of service and research. Many of the persons trained in these institutions move on into secondary schools, and the attendant responsibilities. Articulation of content and teaching procedures at the elementary and secondary levels, with field realities, is not present. Provisions for leadership development courses are not present in the training curriculum(s). Additional secondary teacher training facilities, and competent ones at that, must be located throughout the various regions of the country. The number of secondary teachers currently coming from the University of the Philippines, as well as some of the University's lack of concern for the problems of the secondary schools and the attendant need for developing a closer working relationship with the Bureau of Public Schools, continue to be very real problems.

It would be very easy to expand secondary teacher training off of the current elementary teacher training facility base. At the same time, such a relationship should provide some opportunities for articulation of elementary and secondary education programs.

Programs, personnel, teaching materials and construction should be indigenous to the region(s). Field programs and teacher training programs must articulate closely.

*F. Developing more concern and programs for "out-of-school" youth*

Efforts should be made to update the opportunities for young persons who may have dropped out of school, say at the fourth and fifth grades. Many of these youths now nearing late adolescence, need much support, encouragement, and some life goals, as well as some immediate practical training for work and citizenship. If this is not done they will become, to a large extent, a great liability to the nation's social and economical efforts. Existing or anticipated school building structures should be utilized to the fullest for the training of these young people. Late afternoon and Saturday sessions should be held regularly for these persons. A separate set of special teachers should be utilized for their training. These teachers should be sympathetic to, and understanding of, the kinds of problems being encountered by these out-of-school youth. These teachers should probably be better trained as "specialists in people" rather than in subject-matter.

The kinds of training that these youths should receive, in addition to the regular reading, writing, spelling type of curriculum, should, in some way, be related very directly to the employment needs of a region.

A twelve-month school for secondary schools should also be considered if enrollments increase appreciably. Monies saved from a 12-month school could well be utilized for materials and increased teachers' salaries, or the hiring of additional teachers. (See item "C", preceding.)

*G. Developing closer cooperation between general and vocational education in a community and/or region.*

Even comprehensive high schools will need simple kinds of industrial arts equipment in order to teach students simple care and maintenance. The industrial arts and trade schools should be encouraged and required, if necessary to assist in the planning of the shops, training of the teachers, and the development of the small hand tools so necessary to a proper program. It might be mentioned at this point that the beginning of such a "master plan" for tool development is in the process of taking shape. This is being consummated through the efforts of Mr. Edwin Doe, Trade and Industrial Education Advisor, USOM, Manila, who is working closely with several trade schools in their efforts to plan

for better tool design and subsequent small hand tool production. Such hand tool development would serve as a teaching objective as well as a service to the school systems of the Philippines. The agricultural schools should also be encouraged to assist the comprehensive high schools in the planning and implementation phases of the agriculture program. These helps should come at the beginning of the development of the comprehensive high school program, but would not be expected to continue indefinitely. The regular "sitting down together" phase between elementary schools, elementary teacher training, secondary schools (all types: agricultural, vocational, comprehensive), and the secondary teacher training schools, and the "out-of-school" types would, or should, be a mainstay of the program of a region.

All of these previously mentioned schools should work closely with business, industry, agriculture, health, or other phases of the economy in order to determine supply and demand in the labor market. If the supply of a skill is too "long" then the curriculum should be changed to meet other requirements.

There continues to be the need for a planned field supervisory program for the industrial arts and agriculture courses in the general secondary education structure. No supervisory items in General Education are provided for this important part of the curriculum. Some supervisory working relationship between general and vocational sections should be encouraged, or else items should be provided within the general secondary education structure.

*H. Coordinating secondary education with other educational entities.*

- The Education Department of the University of the Philippines and the Secondary Education Section, Bureau of Public Schools, should cooperate more in matters of training needed for teachers, supervisors, and administrators. Each group should invite the other to workshops, conferences, and any planning activity relating to the improvement of secondary education. The Secondary Principals' Association should work closely with the Secondary Education Section, BPS, and the College of Education, University of the Philippines, in order to reflect more nearly the needs and desires of the profession.

- Close cooperation between the vocational schools of the country and general secondary education should be established. This cannot be overemphasized. The secondary education structure needs to have more general secondary schools.
- Efforts currently being made by the Secondary Education personnel to begin a study of the adolescent Filipino child should be encouraged. The cooperation of the Research and Evaluation Division, Bureau of Public Schools, and the University of the Philippines can do much to further the objectives of knowing more about the Filipino child.
- There should be an Advisory Board at the national level to review objectives, programs, and methods of evaluation of any project effort in general and vocational education.

#### **Expression of Appreciation to Host Government**

The writer of this report would like to formally express his appreciation to Dr. Benigno Aldana, the Director of Public Schools, Mr. Tomas Maglaya, the Superintendent of Secondary Education, and the staff of the Secondary Education Improvement Sub-Project, the project schools' staffs, and to the National Economic Council for their unremitting support and cooperation in working towards the improvement of General Secondary Education through the medium of this project. Recognition of the increased financial support to General Secondary Education coming from the various local and provincial governments is also hereby acknowledged. A special recognition is hereby given to the local Lay Advisory Committees that have given so much of their time and efforts in the cause of better education for Filipino youth.

Many difficulties have been encountered in the project, some of which have been identified in this report, with many of the difficulties remaining unresolved. In spite of these concerns, the governments of the United States of America and of the Republic of the Philippines can feel justly proud that they have seen fit to identify and work toward the solution of some educational problems thwarting opportunities for the youth of the Republic of the Philippines.

#### **CURRENT PATTERNS OF MATERIALS DEVELOPMENT FOR PUBLIC SCHOOLS IN THE REPUBLIC OF THE PHILIPPINES**

#### **Introduction**

The lack of educational materials, the lack of facilities for development and printing of materials, and even the lack of maximum utilization of the materials, once developed, present major problems to school systems of every country. The foregoing problems have been of continuing concern to educators in the Philippines.

Because of this concern for more rapid materials development, a moderate amount of monies has been expended for equipment, basic research materials, technical assistance, and the sending of 29 participants to the United States for leadership training in materials production or allied fields. These expenditures have covered the period FY 1953 to 1962.

#### **Previous Materials Development Efforts**

During the period 1952-1958 concern with materials development manifested itself in many official, and unofficial, ways. Curriculum laboratories were established in each of the eight (8) Normal Schools and at the Philippine Normal College. A central curriculum laboratory was established in the Curriculum Division, Bureau of Public Schools. (These efforts have done much to develop improved curricula and teaching materials at the elementary, secondary, and collegiate levels. Some training programs were begun for elementary school teachers for the development of indigenous curriculum materials.

#### **The Materials Production Centers**

In FY 1959 efforts were made to begin a more systematic plan of materials production. Monies were programmed for development of a Materials Production Center to be placed on the normal school site at Cebu. The purpose of this Materials Production Center was to act as a service center for the printing of teaching and learning materials for school divisions in the region. FY 1960 saw the development of another Materials Production Center in the Zamboanga Normal School site. Another basic purpose in the development of these centers has been to eliminate some of the "overload" on production facilities in the General Office of the Bureau of Public Schools.

The size and potential of these three Centers may be very roughly indicated by a brief statement as to physical facilities. In Manila, these consist of equipment having a value of approximately \$35,460 and a new building constructed

from counterpart funds. The equipment is for offset printing and mimeographing. Each of the two regional centers, Cebu and Zamboanga, has equipment having a value of approximately \$11,000 and a new building constructed from counterpart funds. The equipment is chiefly for offset printing and the only significant difference between that supplied the two Centers is that Cebu has a Process Camera while camera work for Zamboanga is to be handled by Manila or Cebu. The buildings and the placement of equipment were completed at both regional centers during 1961.

Accomplishments of the Materials Production Centers revolve around (1) the development of physical facilities and installation of basic equipment, (2) the establishment of a good production plan in Manila and with a small level of production achieved in the Zamboanga and Cebu Centers, (3) an analysis of the administrative patterns providing the basis for the development of more effective operating procedures in all of the centers.

#### Other Materials Development Efforts of BPS

Cooperative Filipino-American action continues to effect the development of several kinds and types of teacher-supervisor-administrator materials. Beginning in May 1961, an effort to produce an *Educational Series* was initiated. All sec-

tions and/or divisions within the framework of General Education in the Bureau of Public Schools were invited to participate in a joint writing venture. Response was excellent. All phases of education, with the exception of Personnel Management and School Finance, were represented in these writings. Materials are getting widespread attention and distribution throughout the school structure. Five to ten thousand copies of each of the 26 titles were printed. Distribution was made to school principals, supervisors, division superintendents, Normal Schools, school libraries, as well as personnel of General Office, Bureau of Public Schools.

The funding of these pilot bulletins was done through the Educational Printing Fund of the NEC-AID counterpart budget. Production was a joint effort of the Communications Media Division, USAID/Philippines, and the Manila Regional Service Center, USIA. Titles included:

- An In-Service Education Approach to School Improvement
- Arithmetic in Elementary Schools
- Philippine Public School Plant
- Social Studies in the Elementary Grades
- Guidance in Our Schools
- The Teacher and Art Education
- The Foods Laboratory



The AID Communications Media Division designed the two-color covers and did the layouts. The bulletins were uniformly 6" x 8½" and ranged in content from 30 to 140 pages.

Problem Solving Approach in Health Education  
 Scope and Objectives of Special Education  
 From Darkness to Light Through Science  
 Adult Education in the Philippines  
 Good Libraries Mean Better Education

Audio Visual Education  
 Research in the Philippine Public Schools  
 The Role of Physical Education in a Community School

Some Growth Characteristics of Children  
 Music Appreciation for Our Children  
 The English Program in the Bureau of Public Schools

The Torch (Ang Sulo)  
 Professional Organizations: A Key to Improvement

Mathematics in the High School  
 Reading in the Public Schools  
 A Handbook for the Elementary School Principal

Radio and TV in the Philippine Public Schools

The Filipino Soul in Song  
 The Evolving Curriculum of Philippine Public Schools

A work education manual was also developed during the same period with 30,000 copies being distributed to all the schools.

#### National Media Production Center

A supporting agency, which has done much to effect better materials production and usage, has been the National Media Production Center. This project was organized and supported by the Communications Media Division (CMD), USOM/Philippines, beginning in FY 1953. The basic purposes of this Center were to:

1. Produce and distribute information materials pertaining to the Joint Economic Development Program and the agencies of the national government concerned with the program; and
2. Encourage these agencies to establish their own information and production facilities and to train technicians to staff such offices.

Specific purposes of the Center which alluded to educational activities included:

1. The establishment of a distribution system which could disseminate efficiently the information-education materials produced by the Center to public schools, rural health units, and the like.

2. Production of 15- to 20-minute motion pictures in English, and selected dialects, for wide distribution to schools, community centers and the USIS outlets where projection equipment is, or can be, made available.

4. Inauguration of on-the-job training for prospective technicians in all phases of information work.

The National Media Production Center and the Communications Media Division, USAID/Philippines, have served the Education Division as technical advisors in, and in the production of, many kinds of materials. Mr. William Hart (1956-1959) and Mr. Charles Vento (1959-1961), Communications Media Advisors (Audio-Visual), worked extensively on materials development and production while in USOM/Philippines, cooperating very closely with the Education Division.

#### Materials Leadership Development

Leadership development in materials production has been given much consideration. Twenty-nine persons were sent to the United States for training in materials development, curriculum laboratory work, library, and the related field of audio-visual education. The majority of these persons were from the normal schools and the Curriculum Division of the Bureau of Public Schools. A breakdown showing numbers and kinds of training pursued in the U.S. follows:

No.	Field of Study	Year
1	Preparation of Audio-Visual Materials	1953
1	Curriculum Improvement	1953
1	Preparation of Courses of Study & Curriculum Materials	1953
1	Curriculum Laboratory	1953
8	Audio-Visual Education	1954
1	Library Services	1954
1	Cataloging and Classification of Library Materials	1954
3	Textbook Writing	1954
2	Elementary Curriculum Materials Development	1955
2	Curriculum Laboratory Supervision	1955
1	Curriculum Development	1955
1	Audio-Visual Education	1956
1	Curriculum Materials Development & Secondary Schools	1956
1	Organization of Curriculum Libraries	1957
1	Development of Curriculum Materials	1959
1	Textbook Illustration	1960
2	Textbook Editing and Publishing Procedures	1961

In-country training development and the subsequent opportunities have been relatively adequate. The key to the issue, of course, is whether

or not educational personnel take advantage of the opportunities offered. Probably the maximum utilization of these opportunities has not been made but many of the efforts that have been made include:

1. Curriculum development workshops have been held in order to show better techniques of planning, organization, development, and utilization of graded materials. These workshops have been held at local, division, and national levels.

2. Audio-Visual workshops, both division and national, have been held to demonstrate good practices of materials development and better usage of such materials.

3. Selected personnel from the Cebu and Zamboanga Materials Production Centers have been brought to Manila to observe and participate in training sessions. These sessions have been held at the General Office, BPS, Materials Production Center and at the Regional Service Center, USIA.

#### **Better Utilization of Facilities and Services Needed**

In order to insure maximum opportunities for teaching-learning situations in the public school structure of the Philippines, it might be worthy to note the following:

1. The Bureau of Public Schools should make maximum usage of the facilities of its own government agency, the National Media Production Center. This group can give specialized help in the planning, training of personnel, and production of varied media for distribution to all schools.

2. The Publications Division of the Bureau of Public Schools should be utilized more fully, including the relatively new sections of Radio and Television.

3. The Audio-Visual Section, Curriculum Division, BPS, should serve as a service unit to all sections of the General Office in their efforts to continuously produce more professional materials. This Audio-Visual Section has been provided with the most modern and up-to-date kinds of equipment.

4. The Materials Production Centers can make a real contribution to the regions served by expending their efforts in the production of much needed professional materials. Administrative "log-jams" seem to be the only handicap.

5. An information program to the field, sponsored by BPS, should probably be begun to acquaint professional personnel with the kinds of services available to them as they strive for the

production of additional and much needed materials.

## **IN-SERVICE TEACHER EDUCATION**

### **Introduction**

There are close ties between pre-service and in-service teacher education and doubtless those ties should be drawn yet closer. In the present practice, however, operational differences between the two types of training make it useful to describe them in separate sections. Pre-service teacher education, being conducted chiefly through the colleges, is discussed as a phase of Higher Education in another chapter. In-service teacher education, being conducted to a considerable extent as a result of efforts of the Bureau of Public Schools, is discussed in this present section as part of the General Education work of the Bureau.

Since the two areas of training do overlap considerably, the interrelationships will be particularly noted in the two sections from time to time.

### **Purposes of the In-Service Education Activity**

The first BPS-NEC-ICA education project, beginning in 1953, was that of "Rehabilitation of Teacher Training." The project title indicates its chief purpose—physical rehabilitation. Thus it was chiefly a pre-service project, yet its effect spread to the in-service offerings of the normal schools and then spread yet further into other, less formal, training efforts such as workshops and conferences.

In a similar way, other projects during this time (like that on Elementary Curriculum) made use of in-service training sessions to spread their effects among teachers already on the job.

These ramifications of the projects were such that the report in the *Sixth Milestone, 1958*, described a variety of favorable developments. Nevertheless, the report also noted the general inadequacy of teacher preparation:

"Placing textbooks and teaching materials in the hands of poor teachers will produce only more poor teaching. To improve the quality of instruction—not only must the teaching materials be made available but teachers, supervisors, and administrators must be improved. When 27,000 schools and more than 100,000 teachers are involved, the problem of upgrading is not a simple one."

The report of 1958 therefore recommended as follows:

A comprehensive in-service education program for administrators, supervisors, and teachers should be established.

Some participants should be sent to the States for special training.

The major job can be attacked by organization and peso financing and does not require large sums of capital investment in commodities or machinery. But the size of the task means that large sums of counterpart pesos must be made available over the next several years for the holding of local, regional, and national workshops and training courses, and for the printing and dissemination of in-service education materials.

#### **Over-all Structure of In-Service Education as Planned in 1958**

The earlier project activity and the purposes and the means which had been envisioned became the basis for a distinct in-service education phase in the General Education project agreement of 1958. These components of an in-service education effort were named in that agreement:

*A Training Center* in each of the four chief regional areas of the islands.

*Regular classes* at the Centers, providing a continuing, comprehensive in-service program for teachers, supervisors, and administrators.

*Development at the Centers of teaching aids* for use in the public elementary and secondary schools.

*Field training sessions* of the workshop or demonstration type.

*Local in-service committee* organized for improving teacher competencies and developing leadership.

*Articulation* of elementary and secondary work, and the particular improvement of secondary teaching.

The above over-all structure is obviously quite complicated. This is both an advantage—coverage—and a disadvantage—intricacy. To add to the complexity is the fact that some of the usual structural elements are not present. In particular, one does not see in the structure such elements as financing, technicians, participants,

a time-table, or a counterpart-personnel organization.

The total structure was partly the result of purposeful integration with other sub-projects and partly the outcome of certain programming factors, such as available funding.

#### **Operational Phases**

A general appraisal of the activity may be made by observing how the planned structure actually operated. For this appraisal, a report on the following operational phases will be used: (The categorization is arbitrary, for convenience)

1. Participants
2. Training Centers
3. Teaching Aids
4. Commodities
5. Technicians
6. Field Training Sessions
7. Classes

1. *Participants*: This operational phase is one which the PhilGovt/USOM planning documents do not deal with separately. The rationale for this was that "In-Service Education" would very seldom be a discrete field of study, while many other fields of study would contribute quite directly to the total in-service program. Accordingly, only one participant was sent with "in-service teacher education" as a designated area of study, whereas a great many returned participants, notably those in the area of "English as a second language", have done much of their subsequent work in connection with in-service training sessions. Their work will be mentioned again in the paragraphs on training sessions, but it is appropriate to note here that it is the returned participants who have carried the major burden of recent in-service work.

2. *Training Centers*: Development of these Centers has been prominent in the in-service operations for some time. Because they are locations and have certain equipment they stand out as the physical representation of the program.

They have been named as four in number—Bayambang, Manila, Cebu, and Zamboanga. All are planned for location on campuses of the normal schools or colleges in those cities. They are planned as being largely separate from the normal schools administratively, so as to facilitate

maximum flexibility in meeting field needs of teachers already in service.

The Center at Bayambang is distinguished by its early and rather full development through cooperative work of ICA, UNESCO, Asia Foundation, and the Bureau of Public Schools. "The Center is financed by the Bureau of Public Schools, while UNESCO has furnished an advisory staff of experts (1 to 6 experts, 1955 to 1959). Substantial assistance has been given by ICA and the Asia Foundation."\* The physical plant of the Center consists of dormitory and classroom space. The present activity consists of study sessions for third country trainees from time to time and in-service training conferences.

In order of development, the next of the Centers is that at Zamboanga. As the Centers are being established, experience and varying circumstances are affecting the nature of their organization and construction. Whereas the Bayambang development was atypical (due to such factors as the very large personnel contribution made by UNESCO), the following details of the Zamboanga situation indicate both the present situation there and the direction which the development of the several Centers is taking:

*Zamboanga In-Service Training Center: Situation March, 1962*

**Construction:**

Using ₱60,000 budgeted in 1960 by the Bureau of Public Schools, a two story dormitory-classroom building is being constructed on the Normal School campus. The construction is now two-thirds complete.

**Commodities:**

From FY 1960 and FY 1961 funds of the General Education Project, a very limited quantity of material for preparing and conducting demonstrations and similar study sessions has been purchased, and these items are now being delivered at the Center. In addition, pesos are being budgeted by the BPS for office and dormitory equipment.

**Personnel:**

The problem of budgeting and securing

personnel for the Center and the problem of the administrative relationship to the Center and the Normal School are under study by the Bureau of Public Schools.

**Schedule of activities:**

To be established. It is contemplated that there will be the regular classes and other types of activity as described in the 1958 project agreement (p. 44, above).

The third Center, that at Cebu, is developing in the same general way as detailed above for Zamboanga. Construction, however, is one year behind the other Center, since the similar fund of ₱60,000 was made available only in the BPS budget of 1961.

Centers at Manila and Musuan, although projected, have not been funded or programmed in any detail.

In general, it must be accepted as fact that the physical facilities of the Centers do not as yet come even close to being adequate for the projected program. Full implementation of the program would require all the originally projected facilities and their enlargement to care for regular groups of considerable size.

*3. Teaching Aids:* The program agreement contemplated, as noted above, preparation of teaching aids for use in the public elementary and secondary schools. Material for use in the training sessions at the Centers themselves is also planned. The training sessions and field experience have been thought of as the stimulus for actual writing of the teaching aids and the Materials Production Centers, which are small project-aided shops for doing offset and mimeographing work (located at Zamboanga, Cebu, and Manila), are expected to do the work of physical reproduction of the materials.

*4. Commodities:* Providing a very limited supply of selected equipment and instructional materials for some activities of the Centers has been one of the operational phases. Items are for varied demonstration purposes (as, tape recorder, science kit, selected film strips, etc.) to a total value of approximately \$1,400 per Center. No separate funding for this purpose was provided, as the whole in-service training effort represents but one of the several sub-projects in the General Education Project.

\*Sixth Milestone, p. 157.

5. *Technicians*: The General Education Project provided no special technicians for in-service training, this sub-project receiving marginal attention from technicians in other specialties. Likewise, no special designations of responsibility for this work have been made within the Bureau of Public Schools.

6. *Field Training Sessions*: This term refers to the demonstrations, workshops, and the like which are held on an intermittent or occasional basis. That is, although they are large in number and in the number of persons served, they are not "regular" classes. The pilot elementary schools are at present the nuclei for this type of activity, but it is expected that with the attainment of a full level of operation by the In-Service Training Centers the latter will greatly expand the work.

Wherever the field training sessions have been held, returned participants have had a large share in the work. It is expected that this will continue to be the case as the Centers are fully established and the volume of training sessions increases.

7. *Classes*: The operational phase given most emphasis in planning this sub-project was that of "...regular classes of professional school personnel...providing a continuing, comprehensive in-service education program..." The provision of some dormitory space at the Centers is an indication of the program planned. Implementation of these plans now depends upon some additional progress with the construction phase, availability of a sizeable peso fund "for the holding of local, regional, and national workshops and training courses, and for the printing of in-service education materials";\* and, especially, implementation now depends upon establishment of an administrative system for the whole enterprise.

#### **Summary as to Operational Phases**

It is necessary to observe that, although seven operational phases may be identified, certain standard elements of a workable program require considerable additional development. First, the incompleteness of the physical facilities has

been noted. Second, there is not yet an administrative structure—existing or envisioned—which would be adequate to operate a large in-service education program. Third, plans for instructional personnel have yet to be developed. Fourth, financing is not adequate or stable. It would be unfair to view these lacks as the result of oversight or neglect. Rather, it is simply that a distinctive, sizeable program of supplementary education and of on-going "refresher" work for the staff of 130,000 teachers has yet to be developed.

#### **Achievements**

At the present early stage of the complex program indicated above, there are, however, indications of certain attainments. The seven "operational phases" have been described above in sufficient detail to indicate what progress has been made with each one. In summary the gains to this point have been these:

Participants—those having had training in broad areas as well as those with greater specialization—are used on a large scale in field training sessions.

The dormitory for the Zamboanga Center is nearly completed.

Teaching aids, prepared through in-service work and published by the Materials Production Centers, have been put into actual use in an operation which is expected to be the prototype for that kind of work. The case was that of three vernacular primary readers for the Jolo area.

The elementary education "pilot schools" have developed in-service activities of considerable significance, not yet immediately related to the contemplated "Training Centers" but entirely in harmony with their purposes, and future integration of efforts may be expected. This current work is described in a section above on the Elementary Education Sub-Project.

These achievements do not represent final arrival-points by any means. In fact, the problems noted below will indicate the aggressive action needed to capitalize upon these beginnings.

#### **Problem Areas**

Description of the over-all structure of the in-service work took note of the present limited

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\*Sixth Milestone, p. 221.

provisions as to financing, administrative structure, personnel, and physical facilities. Adequate reasons for this situation also were noted; but a healthy development of the work on some scale now surely requires major developments in these areas. In addition, reference will be made to "problem areas" in the sense of subject-matter fields requiring special attention.

1. *Financing*: Principal costs are for time, instructional materials, transportation, and housing. Of these, the first represents the greatest, by far. To meet the costs of the *time* (which is to say, normal living costs of both instructors and trainees during the time that study groups are operating), in-service trainees and the training leaders require approximately the amount of their regular salaries, and this is a sizeable sum for the thousands of individuals who should be receiving systematized in-service training each year.

But this is a standard cost of a stable, professionalized teaching force and half-way measures are inadequate:

Dependence upon "local hospitality" is overly burdensome and therefore restricts the program.

Requiring teachers to bear the costs themselves—from precarious savings—has the same inadequacies.

Funding at the expense of the children (who, during training sessions, are left with half a teacher—crowded into other classes or with an unqualified substitute) is thoroughly unsatisfactory.

The financial solutions are to be found, therefore, not in exhortation, but in management of funding. Costs for teacher-time and for all other factors must be examined realistically. A quality program can then be planned on the scale which the funding permits.

2. *Subject-matter fields*: The in-service training will deal with both content and methodology, of course. As to content—that is, subject-matter fields—the special needs are recognized as being in language (due to vernacular varieties, the development of the National Language, and the use of English as the medium of advanced instruction), science, and mathematics.

3. *Personnel*: The term is used broadly here to

indicate the problem of "who, from what organization, will perform what services in the training program?"

What administrative structure will there be? What administrative and instructional personnel? What will be the relationship between the Normal Schools and the Training Centers?

Suggestions regarding these matters appear in the following section on "A look ahead to the next decade of in-service education."

4. *Physical facilities*: Will new facilities be provided, or will present elementary schools be used? Or, will existing Normal School facilities be used? Where will the facilities be located—on property controlled by independent colleges, or on property of the Bureau of Public Schools?

All of these matters involve both costs and the element of administrative control, and like the problems of "Personnel" they are briefly discussed in the following section.

#### **A Look Ahead to the Next Decade of In-Service Education**

The over-all need seen by many thoughtful Philippine observers is a higher quality of instruction. In the rapidly expanding system of the next ten years that need will become even more critical.

That is, the need for quality is great now. It will assuredly become greater in the years just ahead.

The clientele to be served is an education staff of 130,000 *already in service*, with more being added each year. Serving a group of that size will require a major, sustained effort.

The statement quoted earlier from the *Sixth Milestone* of 1958 may be used again as a succinct identification of the need, principal means, and priorities:

"The major job can be attacked by organization and peso financing and does not require large sums of capital investment in commodities or machinery. But the size of the task means that large sums of counterpart pesos must be made available over the next several years for the holding of local, regional, and national workshops and training courses, and for the printing and dissemination of in-service education materials."

Analysis now, four years later, confirms in all respects that appraisal made in 1958, for

that early statement identified the Need, the Means, and the Priorities:

*Need:* A large-scale, sustained in-service program.

*Means:* Training courses, instructional materials, and short training sessions of the demonstration and workshop type.

*Priorities:* First, organization; second, peso financing.

To build these components into a workable structure will require the most skillful planning—planning which takes into account the problems already apparent.

“Organization,” named above as having first priority, must include development of areas of responsibility (as, Teachers Colleges in relation to Division Offices), administrative structure, physical location of facilities, provision of instructional staff, and an accreditation system which assures high standards for all of the program. A desirable guideline as to staffing the in-service organization (personnel) would be the fullest utilization of existing Division Office staff and very close coordination—even integration—with the Normal Schools. If the Normal Schools can simultaneously develop a strong system of accreditation,\* the benefits of that system would have a most salutary effect upon the in-service education program.

Likewise, with regard to the development and location of physical facilities, the guideline of integration with present facilities (which in this case means Normal Schools and Colleges) should be followed. At the same time, management through the Bureau of Public Schools is essential, since no publicly supported teacher training institution is properly “independent” from management by the public school system itself.

These developments as to organization and management require solution *before* any sizeable funding is undertaken.

The peso financing contemplated by the 1958 recommendation still appears essential to a breakthrough in training opportunities for in-service personnel.

The essence of these “projection” recommendations is this: (a) the criticisms as to quality of teaching are generally valid and require a

large in-service education program; (b) the program will require specialized organization, financing, and full control through the Bureau of Public Schools.

## ENGLISH AS A SECOND LANGUAGE

### Introduction

English is named in the Constitution, Section 3, Art. XIV, as one of the three official languages of the Philippines. As to the use of English as a medium of instruction, the Revised Philippine Educational Program<sup>13</sup> reaffirms the practice of over half a century by stating: “English shall be used as medium of instruction (beginning with Grade III).”

But, in fact, the effective utilization of English has been seriously limited at all times, and, more recently, has suffered marked deterioration. At least four factors have contributed to the limited use and the decline in quality:

- a) Teachers for whom English was the mother tongue were withdrawn from service in the schools.
- b) The effort to encourage the use of English in schools outside and beyond the separate “English” classes has decreased markedly.
- c) Teacher education in all areas, and this included the learning and using of English, suffered nearly complete stoppage during the war, and it recovered slowly even after liberation.
- d) Use of Pilipino, the national language, has been promoted for national purposes.

The *Sixth Milestone* report noted: “The use of English as the medium of instruction in all grades except I and II presents many problems. It tends to be used only as a classroom language with all of the handicaps of students thinking in the vernaculars. The quality of spoken English has continued to deteriorate until native speakers of English have great difficulty understanding it.”

Other observers have stated: “Since it (English) is never truly mastered, it promotes rote memorization without comprehension. Obviously, there can be little improvement in the quality or effectiveness of Philippine education until there is substantial improvement in the mastery of English.”

\*The matter of accreditation is discussed in the Higher Education section of this report.

<sup>13</sup> *The Revised Philippine Educational Program*, Department of Education, Dept. Order No. 1, s. 1957, page 8.

The initial postwar project efforts in connection with this problem were indirect approaches made through the programs dealing with teacher education generally and also by work within the curriculum development project.

Then, to meet the need more effectively, commodities and programs began to be mobilized for more direct action. This concentration of effort began even as the *Sixth Milestone* report was being written. That report recommended "adequate support of available programs that are attempting to improve instruction and use of the English language."<sup>14</sup>

The Swanson report recommended varied means of increasing teacher competence in the use of English and the provision of instructional materials—especially textbooks—in English.<sup>15</sup>

At the same time that there was this recognition of need and the beginning of systematic work on the problem, burgeoning nationalism, pressing toward wider use of Pilipino, lessened the effective use of English as the medium of instruction. "Speak English" signs have largely disappeared from schools, and the use of English—in class and

out—has melted away even faster.

#### Purposes of the English Language Activity

By 1958 there had developed these general objectives:

- a) Establish NEC-ICA projects so as to give support to work of other agencies in the strengthening of English.
- b) Aid teacher training institutions in their English-education work.
- c) Provide instructional materials in English.

These objectives were incorporated in the planning and implementation of the General Education Project prepared in 1958.

#### Operational Phases

There has been no technical specialist working with a separate English language project. Rather, work in this area has been through the Community Education project, the General Education project, and the Textbook Production project, operating by the several means, or phases, detailed below:

<sup>14</sup> *The Sixth Milestone, ICA and Education in the Philippines*, 1958, Manila, p. 216.

<sup>15</sup> *A Survey of the Public Schools of the Philippines*, 1960, Carmelo and Bauermann, Manila, 1960, p. 73.



Co-Directors Jose Aguilar (left) and Donald Bowen (right) of the Philippine Center for Language Study.

1. Cooperation with the Philippine Center for Language Study
2. Aid (equipment) to U.P.
3. Aid to develop Philippine Normal College as a Language Training Center
4. Books in English
5. Seminars and demonstrations
6. Cooperation with Peace Corps

1. *Cooperation with the Philippine Center for Language Study*: The Philippine Center for Language Study is a research project undertaken jointly by the Rockefeller Foundation and the Philippine Government in 1957. In support of its activity and for the broad purpose of strengthening teacher education in the English area, the 1958 Community Education project provided for participants who were to study "Teaching English as a Second Language." The General Education Project agreement of the following year made a similar provision, and the allocation of eight participants per year continued through FY 1962. Special attention was given to securing trainees from particular groups in successive years, in this order: first, normal school personnel; second, supervisors; third, public school teachers. The total of 41 participants<sup>16</sup> studied chiefly at the University of California in Los Angeles (the training base for the Philippine Center for Language Study) and, upon their return to the Philippines, were to work in cooperation with the PCLS while continuing their teaching-demonstrating-supervising duties in the Bureau of Public Schools.

The cooperative support given to PCLS by NEC-ICA included several lines of action in addition to the support of participants. Along with a representative from NEC, the ICA Education Division has regularly been represented on the PCLS Advisory Board, and it has assisted in the printing of English Language Guides prepared by the Center.

2. *Commodity aid to the University of the Philippines*: As early as 1957, the arrival of a considerable number of third country trainees, entering upon their study without sufficient knowledge

<sup>16</sup> The 41 participants financed by ICA were, of course, only a few of the very large number of students having study opportunities abroad. The Colombo Plan supported a few students of "English as a Second Language" in Australia. Also, the U.S. Educational Foundation, Manila, reports these totals in the number of student visas for all types of study in the U.S.: 1959, 410; 1960, 491; 1961, 400.

of English to benefit from their experience here, prompted the Education Division to plan with the University of the Philippines an eight-week concentrated course in English, aided by the supplying of a small amount of language laboratory equipment. This was a token investment to determine feasibility. Several groups of third country trainees did go through the short course thus established.

3. *Aid to develop Philippine Normal College as a Language Training Center*: The Philippine Center for Language Study was established in 1957 (by Rockefeller grant and Philippine Government support). The Philippine Normal College was selected as the institution to complement it as a training center for teachers of English as a second language and, eventually, to carry on the work of the Center itself after expiration of the grant. NEC-ICA aided the College by supporting some of its staff as participants in second language study in the United States and, more recently, \$9,000 worth of language laboratory equipment has been purchased and is now being installed.

4. *Books in English*: It is national policy that English be the medium of instruction beginning with Grade 3. The policy and the quality of education are handicapped by the severe lack of instructional materials. The greatest NEC-ICA effort in this connection is the current Textbook project. Approximately 25,000,000 books are being printed and distributed for instructional use, and some 80 per cent of these are in English.

By supplying considerable quantities of texts and reference materials, several other projects have given indirect support to the national policy of using English as the language of education.

The Materials Production Centers (discussed previously in the Elementary Education Section) also make some contribution to the availability of instructional materials in English, and, when fully operating, may be expected to do so on a much larger scale.

5. *Seminars and demonstrations*: Returned participants give continuing service as demonstrators, supervisors, and leaders of in-service training in English as a second language. If suggestions made elsewhere in this volume are adopted, this contribution by participants will be greater in volume and will be further systematized through in-service training courses.

6. *Cooperation with work of the Peace Corps:* When the Peace Corps representatives first arrived in the Philippines, they received the full cooperation of the BPS-NEC-ICA, looking toward maximum use of volunteers in an area which was (a) an area of great Philippine need and (b) the one area in which every volunteer could be counted upon as being a rather well-prepared specialist—the use of English.

The early planning eventuated in placement of the hundreds of volunteers as “teachers’ aides,” having as one of their significant tasks the job of helping in the teaching of English and serving as native models of standard English speech. This was the initial area of Peace Corps work in the Philippines.

#### Achievements

Several of the broad areas of support for the strengthening of English as a second language appear to be productive:

1. Forty-one participants have had specialized U. S. study in the teaching of English and they are using their training in present work for the Bureau of Public Schools.
2. Cooperation with the PCLS is on a formal, mutually supportive, continuing basis, and

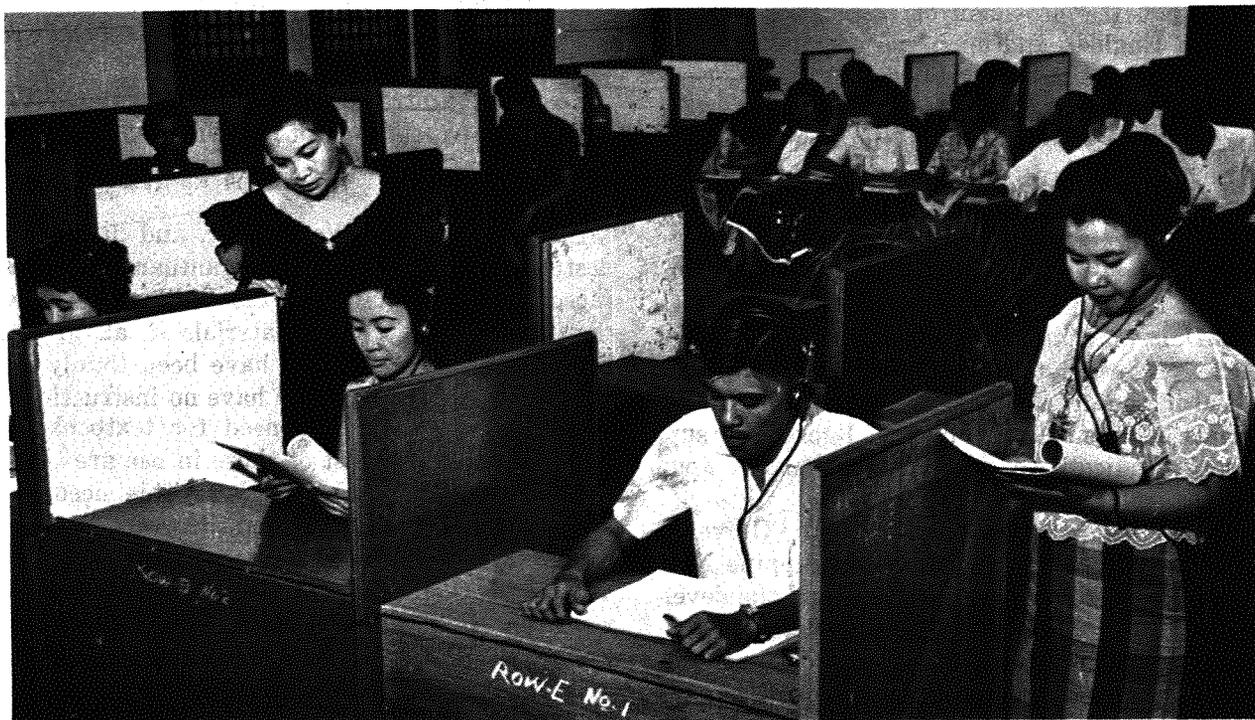
it results in such valuable activities as the guidance of research, the selection and use of participants, and the production of teaching guides.

3. Language laboratory facilities (40 stations at the Philippine Normal College and a smaller center at the University of the Philippines) are in use or are being installed.
4. Textbooks in English are being produced in the quantity of about 17,000,000 for grades 3 to 6 and the high schools.

#### Problem Areas

“There is no problem that is so vexing and loaded with emotion and conflicting interests as the language problem. The desire of each individual to use his native language, national aspirations for a unifying language, the stress upon English for economic, scientific, and other pursuits, the desire of a few to perpetuate Spanish, and the basic right of all people to share in the decision as to the language they will use—all these compound the difficulty.”<sup>17</sup>

<sup>17</sup> *A Survey of the Public Schools of the Philippines—1960*, Carmelo and Bauermann, Manila, 1960, p. 93.



Language laboratory equipment installed at the Philippine Normal College.

Furthermore, solution of this vexing problem seems increasingly difficult. The introduction to this section stated that, in spite of a wide range of efforts—and productive efforts—the use of English is actually deteriorating.

In brief, the problem is to reverse the trend toward deterioration in the use of that language which is of basic use in the economic system of the country and which is the basic instructional medium of its schools.

#### **A Look Ahead to the Next Decade: A Projection**

For a period of about forty years before World War II, the use of English was developed through the instructional means of rather widespread use in education and other public service of Americans who were “native” speakers of English. During a second period—that of the war and post-war years—the need for English in business, education, and international affairs greatly increased, yet the system for education in the use of the language did not continue.

Now, in what may be termed a third stage of development, instruction in English necessarily proceeds in a very different fashion from prewar days. Chief dependence is not upon native speakers of English, nor should it be. It is upon the service of especially trained Philippine educators, upon the provision of instructional materials in English, and upon special language laboratories and similar facilities.

Each of these three new phases of language development already is in initial operation, and all three need marked enlargement in the decade ahead. Various means have been established.

*The Philippine Center for Language Study*, supported by Rockefeller-Philippine Government funds and with the cooperation of NEC-AID, is working effectively in the enlargement of a corps of language specialists, in research, and in the development of instructional materials. A recent extension of the Rockefeller support is indicative of the importance placed upon this type of work.

*Language laboratory facilities* at the University of the Philippines and at the Philippine Normal College have been installed, and the development of the PNC facility as a National Center for Study of English is envisioned.

*U.S. participant study* of 41 English language specialists has been financed by NEC-AID. An additional number have been supported by U.S.

Embassy and PCLS grants.

*English supervisors* are lacking in 27 of the nation's 59 provincial divisions. That is, 27 divisions are without even one English specialist. This gap is being closed by the training efforts shown above.

*Educational television and radio* are both operating on a small scale under the aegis of the Department of Education. The Colombo Plan has made a significant contribution through supplying some schools with radios for reception of educational broadcasts.

*The Textbook Project* is producing a large volume of textbooks in English.

Present deterioration in the use of English at the very time that need for it in education, in business, and in international affairs is greatly enlarging, poses a dilemma which can be met only by vigorous cooperative effort.

#### **TEXTBOOK PRINTING PROJECT**

The Textbook Printing Project is an effort to assist the Philippine government in printing some 25,000,000 textbooks.

The project was planned to cover five years and has actually been under way for two years. Approximately 4 million textbooks have been delivered and an additional 12 million books are under contract and in the pipeline.

To date, contracts have been negotiated involving the expenditure of ₱37.5 million and making use of \$2.9 million for the importation of paper.

Since the Second World War, and due to its destructiveness and the gargantuan problems faced by the Republic of the Philippines since that time, instructional materials in all grades of the educational system have been totally inadequate. Many classrooms have no instructional materials whatever. The need for textbooks is extremely severe. Most of those in use are shoddy and outdated and each year this need becomes more critical. A quantitative survey of the textbook shortage revealed that at least 40,000,000 textbooks would be needed within a relatively few years to satisfy minimal educational needs.

In the face of this monumental task, and when all other explored sources indicated no promise whatever of major assistance, the BPS-NEC-ICA

conceived and developed the present Textbook Printing Project.

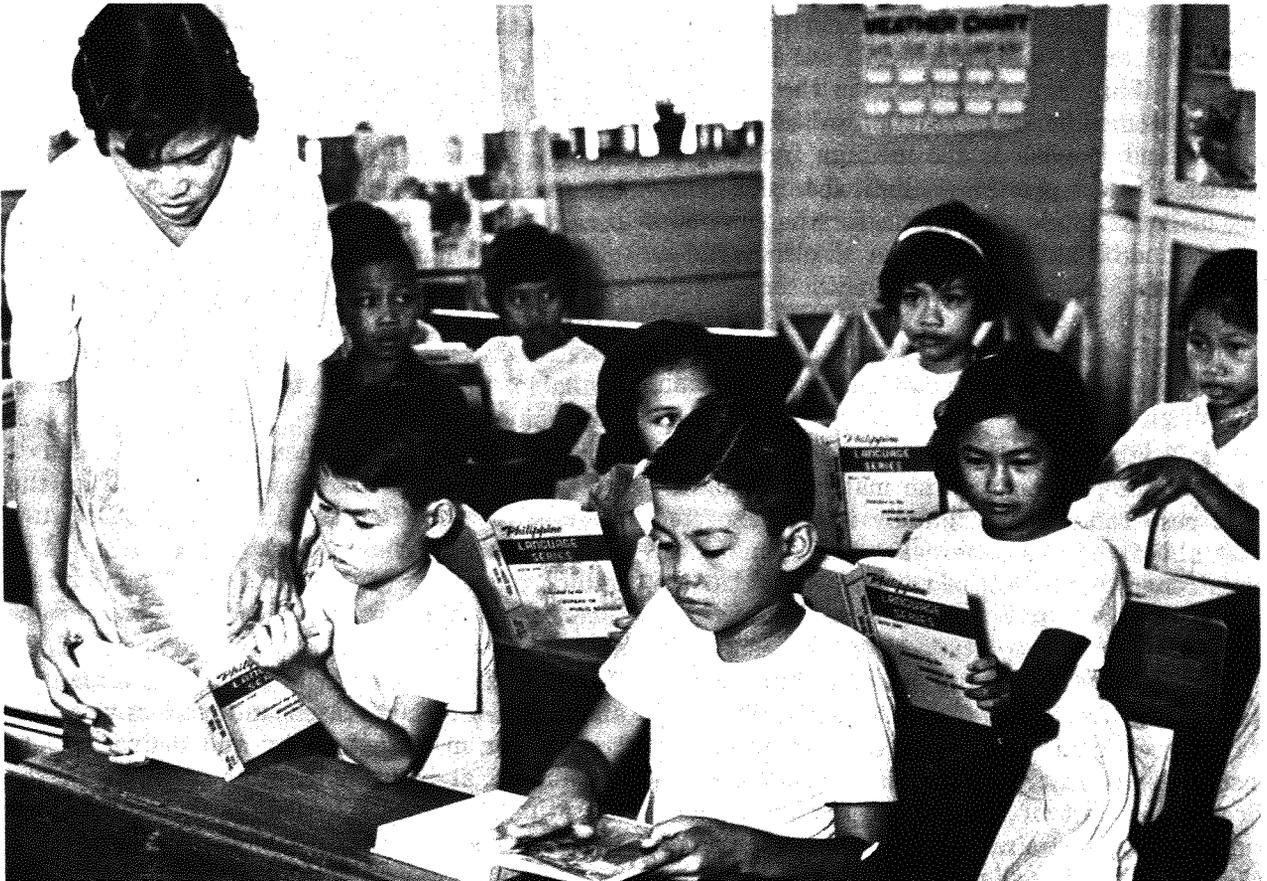
At first it was planned to have the United States (ICA) provide all of the materials needed in book manufacture and for the Philippine government to pay for the costs of printing, handling, copyrights, etc. At that time all of the needed materials were not being produced locally and had to be imported. The scarcity of dollars and the rigid controls of the Central Bank made such importation virtually impossible.

Careful studies were made as to the amount of materials that would be needed to print 20,000,000 to 25,000,000 books. Inspections were made of printing facilities to determine the feasibility of such a printing job in a relatively short period of time.

During this planning and projection period, NEC-ICA were giving a great deal of assistance to the development of the textile industry and even though this industry had never produced textbook cloth, it gave assurance that when such cloth would be needed it would be prepared to produce it. In view of this development

and since the textbook materials other than paper (glue and ink) constituted such a relatively small need, it was decided to limit U. S. assistance to the providing of paper and paper products. The Philippine government agreed to shoulder all other costs.

A veritable mountain of detailed paper work had been amassed through the months of planning. Then (1958) a major decision was made that retarded the project for a year, increased the cost of each book printed (thus reducing the number of books that could be printed with available funds), increased the already difficult financing problems of many of the printers, slowed down the processing of contracts for printing by involving a greater amount of red tape of the host government, and in retrospect has been the cause for at least 90 per cent of the frustrating problems and "headaches" encountered by the project. The decision was that, instead of importing the paper tax free through the established NEC-ICA PIO/C channels as all other commodities of every other mission project, the dollars for this one project of the mission



Children receiving books.

would be non-project money and the paper would be procured through commercial channels. This meant that ICA would supply the dollars and each printer-contractor would procure his own paper. This increased the printer's financial problems in that he had to deposit pesos for the use of the dollars at the time of the opening of his letter of credit and since it was commercial procurement all of the usual taxes for such importation were applied and increased the cost of each book accordingly.

The project was all set to start in 1959 (FY 1960) — money in the bank, manuscripts ready, printers anxious — when the Philippine Congress passed the "margin law" which added a margin fee for dollars purchased at the Central Bank. Since this was commercial procurement, it was the only project in the mission affected by this law and implementation was held up for almost a year with many other resulting complications too numerous to be related in this report.

Finally in July, 1960, (FY 1961) the project got under way and during the first year contracted for the printing and binding of some 14,000,000 textbooks, many of them paper back books for the primary grades.

In the Philippine school system the local dialect is the medium of instruction in the first two grades and English is the medium in all other grades. Project printing is limited to the printing of books in eleven dialects for the first two grades and books in English for all other grades. The Bureau of Public Schools with some of its annual funds appropriated by Congress and other funds from book rentals is financing the printing of books in the national language, Pilipino, for all grades.

The Textbook Printing Project has experienced its share of problems in the matter of counterpart peso funding. Originally it was expected that all of the pesos needed would come from counterpart funds but for the two years that the project has been in operation counterpart funds of the necessary magnitude have not been available. Of necessity the Bureau of Public Schools has had to divert to the project practically all of its congressional appropriations earmarked for instructional materials. This is a laudable sacrifice on the part of the Bureau but in the long run is not too desirable. Textbooks are only a part of instructional materials and the Bureau

should not have to use most of its resources for textbooks alone. Likewise, since project printed books will at best provide not more than 80 per cent of the needed books and these will have a limited life of 5 to 10 years, the Bureau funds should be used (1) to purchase other needed instructional materials, (2) to procure books in Pilipino and Spanish, and (3) to develop a textbook procurement plan to supplement project printed books and replace project books as they wear out. This last function will mean a normal 5 to 8 million book replacement program each year.

School books for the first four primary grades are furnished free to children enrolled in public schools. Books for all other grades, however, are rented on an annual basis, with the rental fees used for financing replacement copies. In this manner, many of the books become self-liquidating, thus insuring an income which can be applied to the printing of replacement books after the project has phased out. And, in theory, the costs of books should show a relative decrease in future years as Filipino printers increase their manufacturing know-how and reduce by amortization the high cost of plant expansion required by large contracts.

The necessity of obligating funds and consumating contracts for massive runs of books in the first year of the project quickly saturated the facilities of local commercial book manufacturers, who, at the time, were not sufficiently tooled up to handle the presswork and binding of huge editions, each of which came to several hundred thousand copies. This situation was alleviated by using all book printing facilities available, both commercial and governmental, Philippine and American, in the Manila area. Under a special arrangement with the Bureau of Public Schools and the Bureau of Printing, the Regional Service Center (an arm of USIS) undertook as "overflow" work the printing of 5 million paperback books scheduled for manufacture over a three-year period. In another instance, because the project had as part of its financing \$500,000 of U. S. owned Japanese yen, an edition of 830,000 casebound readers was contracted for manufacture by and delivery from a commercial printing firm in Tokyo. In the meantime, most of the local manufacturers gained the time needed to import several million pesos worth of automatic printing, folding, sewing, and

casemaking equipment necessary in large-run book production.

The financial plan of the project as approved for FY 1961 and FY 1962 is as follows:

*Financial Plan*  
(All figures in millions)  
(Pesos items 1-8)

Pesos	1961	1962	1963	1964	Total
(1) Counterpart (NEC)	4.5	—	—	—	4.5
(2) Paper import generation	2.0	3.9	3.4	3.5	12.8
(3) BPS appropriation	11.0	5.6	5.6	5.6	27.8
(4) BPS book rental fund	2.0	—	—	—	2.0
(5) Special project book rental fund	—	—	1.5	3.0	4.5
(6) Section 402 (PL 480)	—	8.5	1.8	—	10.3
<b>Total</b>	<b>19.5</b>	<b>18.0</b>	<b>12.3</b>	<b>12.1</b>	<b>61.9</b>
(7) Requirements (Expenditures)	19.5	18.0	16.0	18.0	71.5
(8) Shortfall	—	—	3.7	5.9	9.6
(9) Dollars	1.9	1.0	1.0	1.0	4.9
(10) Number of books	15.0	4.0	4.0	4.0	27.0

- (2) Paper import generation represents the peso deposits of printers for allocated dollars to import paper.
- (4) Funds that had accrued from the rental by students of books owned by BPS before printing project was started.
- (6) Because of the unavailability of counterpart, generated funds from Section 402, PL 480, were allocated to support the project. ₱8.5 million of a proposed allocation of ₱10.3 were used in FY 1962.
- (7) The figure of ₱19.5 million for FY 1961 includes ₱3 million earmarked for payment to RSC for printing over a three-year period.
- (9) \$1.9 million used in FY 1961 includes \$500,000 Japanese yen, \$400,000 FY 1959 and prior years money, \$1 million FY 1960 money. \$1 million used in FY 1962 was FY 1961 money. Projected \$1 million for FY 1963 was FY 1962 money. \$0.5 million was earmarked through an inter-agency agreement with USIA for paper for RSC. \$382,000 yen was used for the printing of one book in Japan.

The Education Division has been overjoyed to learn that with the transition from I.C.A. to A.I.D. one of the decisions made in Washington was that all money will be "project" money. With respect to this printing project, this is what N.E.C. and the Education Division have recommended from the very first and will now permit the project to procure paper through PIO/C

channels and will remove from the project commercial procurement with all of its attendant problems and difficulties.

Projectizing the dollars made available to the project and PIO/C procurement will necessitate recasting the financial plan for the project. This recasting is now underway but probably will not be finally determined before this report goes to press.

Although the general objectives of this Project are of an educational nature and very directly concerned with the development of human resources, there has been also a definite economic impact: a radical increase in the amount of paper import; an effective spur of local printing, binding, clothmaking, and binding industries; a quick rise in employment in those connected industries, and an easily discernible improvement in both the quantity and quality of book-making in the Philippines.

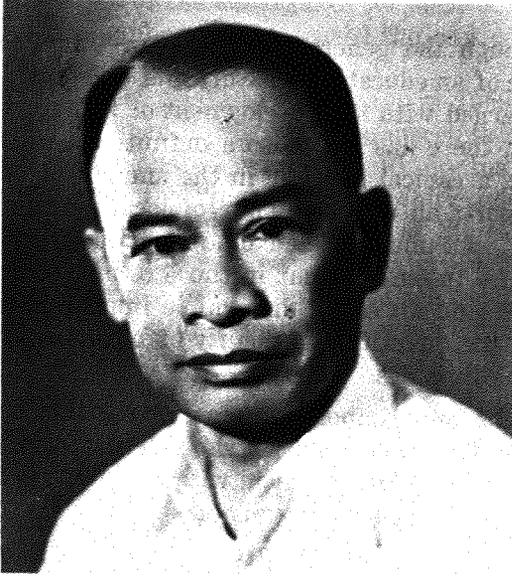
But the most important beneficiaries are the millions of Filipino children who will read, study, and learn from books which, without such a project, would not become available.

For the first two years of the project, Jack Barker was the U. S. technician but in February 1962, just before the end of his tour he was transferred to Turkey. His replacement is now under recruitment.

The Textbook Printing Project has been to date one of the most difficult, most complicated, most frustrating and most problem be-set projects of the mission but it has the confidence and support of both governments and has frequently been referred to by the former Director of this Mission, Mr. Paul D. Summers, and the former Chairman of the National Economic Council, Dr. Jose Locsin, as the most important project ever undertaken by the joint efforts of the National Economic Council and the Agency for International Development. By the time that its goals are achieved its products should reach into virtually every home in the Philippines and directly influence the lives of untold millions of Filipino children, the most important resource for the future of the Republic of the Philippines.

**BUREAU OF PUBLIC SCHOOLS**

**VOCATIONAL EDUCATION PROJECT PERSONNEL**



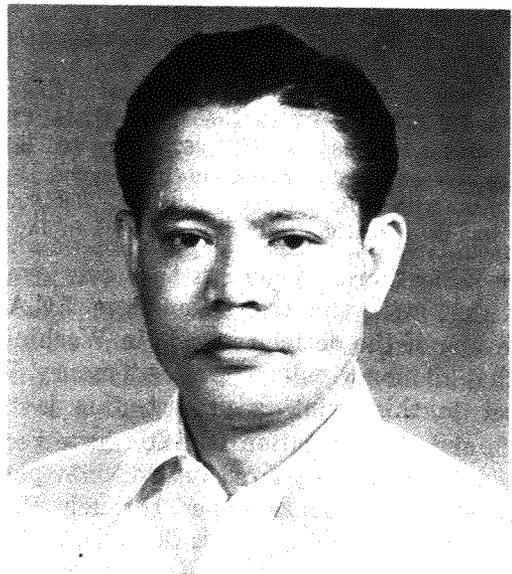
Dr. Pedro G. Guiang  
Assistant Director for Vocational Education



Romulo Y. Mendoza  
Chief  
Trade and Industrial Education Division



Jose C. Crisanto  
Chief  
Agricultural Education Division



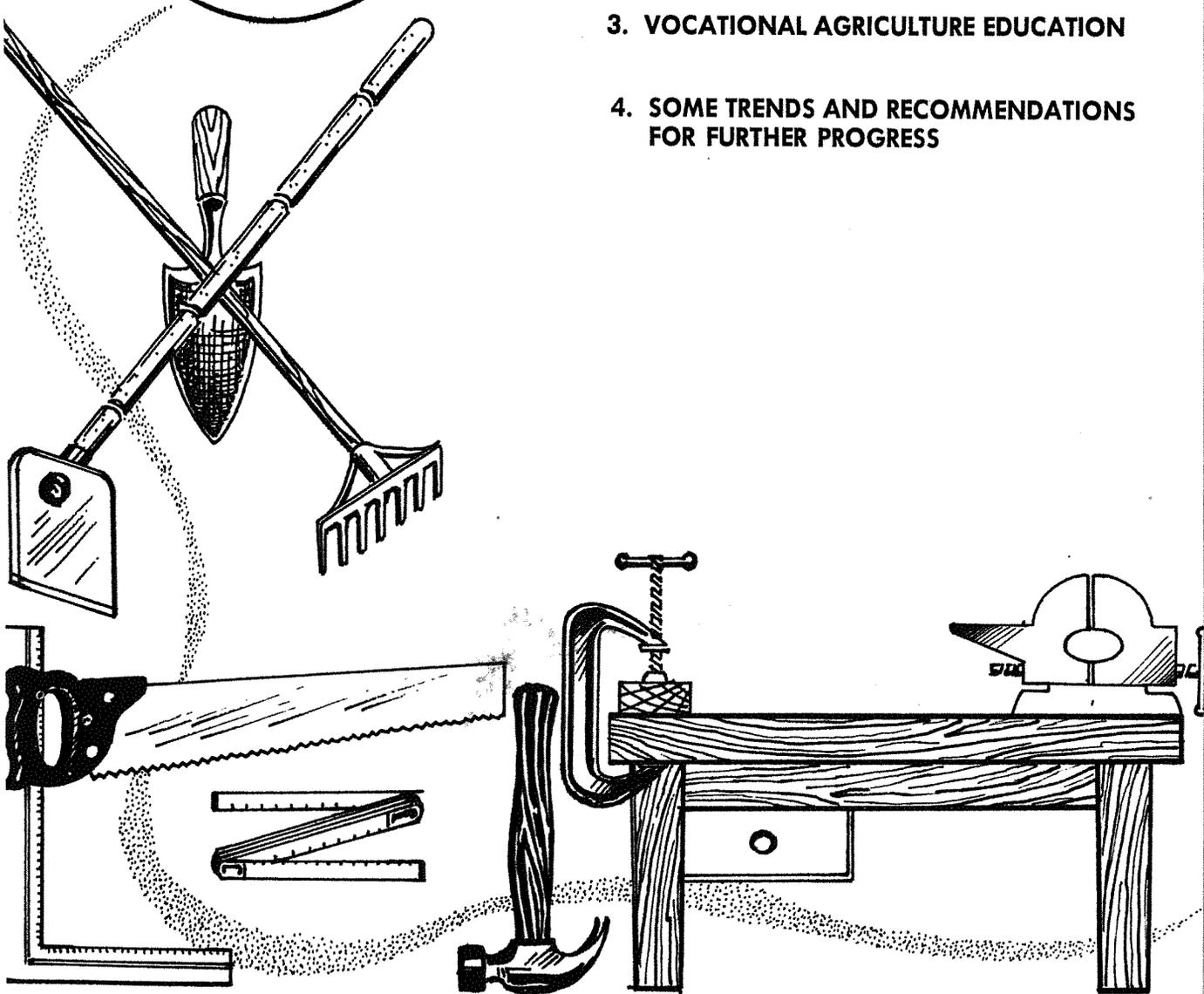
Casimiro E. Maningas  
Project Coordinator

# section

# 3

## VOCATIONAL EDUCATION

1. VOCATION AGRICULTURE
2. TRADE & INDUSTRIAL EDUCATION
3. VOCATIONAL AGRICULTURE EDUCATION
4. SOME TRENDS AND RECOMMENDATIONS FOR FURTHER PROGRESS





## INTRODUCTION

This section of the TENTH MILESTONE reviews the cooperative vocational education activities that have been carried on continuously between the U.S. and the Philippine governments since July 1, 1951. The guiding motive for over-all activity has been "to assist in the solution of age-old social problems gravely aggravated by World War II".<sup>1</sup> In this light, the V.E. project was approached with two major goals in mind, the first—of a long term nature—to help narrow the very broad gap between the very rich and the very poor, and the second—of an emergency nature at the outset—to help stem the restive tide of the prevailing social economic condition then obtaining by helping improve such condition toward a healthier economy through vocational education.

The Philippine and U.S. educators, who jointly pioneered the initial USOM/ICA (then FOA, now AID) education division Vocational Education project, were confronted with the task of rebuilding a vocational education system that was prostrate from the ravages of World War II and which, prior to that time, had just begun to emerge under an independent Republic. Industry and agriculture were practically at a standstill. Some of the agricultural schools were literally "bulldozed" out of the jungle under armed military guard in order to place public education within reach of the people who needed most this kind of help and confidence from their government.

National growth was rapid throughout the decade under review. The national population increased by nearly 8,000,000 people; GNP by approximately 80%; agricultural output by nearly 100% with 25% more land in production; mining by some 80% and manufacturing by over 200% with nearly 14,000 new manufacturing firms established. This condition, of course, created new job opportunities for the unemployed and underemployed. Per capita income of the people increased by approximately 40%.

Growth in public vocational education, stimulated by this national growth, has been almost phenomenal—from 60 institutions in 1951-52

with 38,237 students to 173 institutions in 1961-62 with over 66,000 students and with a national vocational education budget during this period ranging from ₱1,796,145 to over ₱31,000,000.00.<sup>2</sup>

The public vocational schools represented some 41% of *all public secondary* school institutions and approximately 10% of the *total secondary* school population. In 1962 there were over 1,700 high schools of which some 1,300 were private. Over 60,000 students were enrolled in some kind of private high school vocational courses.

This total pattern of growth has created new problems, the most critical of which is the fact that three-fourths of all youth of the Philippines never attend secondary school and that only ten out of 100 children who enter the first grade complete high school. In 1962 there are some 3,280,000 young men and women who are idle because they are illiterate and unskilled—these are the Philippine "out-of-school" youth. "Population explosion" is not in and of itself necessarily the only cause of poverty in the developing countries such as the Philippines. Productive and distributive ability in proportion to population growth are, however, very pertinent factors and a serious problem in the Philippines. Vocational education becomes one of the key factors in working towards this essential balance. The creation of new schools does not of itself guarantee the essential educational needs of a given region. Here are extremely important factors in terms of established population trends, pertinence and quality of instruction.

Looking into the immediate future, it is an estimate of the Philippine Government that some 330,000 to 360,000 jobs will have to be provided annually to absorb a large yearly increase in the labor force. It is further estimated that in manufacturing, some 160,000 new jobs will be created yearly; and, in the service sector, also about the same number. While employment in agriculture will increase in absolute terms by approximately 90,000 new jobs annually, the rate of the growth in the number of employed persons will be only about one-fourth of one per cent annually.

<sup>2</sup>The 1961-62 figures do not include five national colleges—MAC, MIT, CLAC, SIT, and PCAT with a student population of over 10,500 and a combined budget of approximately ₱4,000,000.

<sup>1</sup> U.S./P.I. Memorandum Agreement, November 14, 1950.

Agriculture will continue to be the major source of income and employment for some considerable time to come. The gradual increase, however, of agricultural production per unit of manpower coupled with the emergence of non-agricultural production within the national economy is requiring changes in the overall work attitudes and orientation. Greater emphasis than heretofore, for example, is being placed on the acquisition of industrial skills and the expansion of personnel management skills.

"To meet these necessary adjustments, training programs and education of workers will be important. Program targets include manpower training, including vocational and apprenticeship training systems and placement service."<sup>3</sup> The following table gives some indication of current trends in the labor force:

MANPOWER NEEDS AND TRENDS IN THE P.I.<sup>4</sup>

Industry	1959		1962	
	Number (in thousands)	% Distribution	Number (in thousands)	% Distribution
Agriculture -----	5,528	61.7	5,640	48.5
Industry -----	1,084	12.1	2,347	20.2
Construction -----	278	3.1	351	3.0
Basic Facilities, Services & Trade --	2,069	23.1	3,279	28.3
Total -----	8,959	100.0	11,617	100.0

The kinds of vocational education problems that have been created as the result of this decade of growth; the steps taken towards their solution or solutions and the part that the cooperative BPS/NEC/ICA V.E. project has played in helping to implement this growth are set forth in some detail in the following pages.

#### PROJECT OBJECTIVES AND CURRENT NEEDS

Throughout this decade of activity, the fundamental working objectives of this project have been to help strengthen the Philippines Trade-Technical and Industrial school system through

<sup>3</sup> Supplementary report accompanying President Macapagal's 1962 State of the Nation Report.

<sup>4</sup> Supplementary report accompanying President Macapagal's 1962 State of the Nation Report.

technical and commodity assistance to the Bureau of Public Schools and to selected vocational schools.

Following are excerpts of objectives from some of the yearly program documents which provide a reasonably accurate time schedule of the actual overall areas of concentration of activity that are described in greater detail in the individual units on Vocational Agriculture and Trade and Industry:

FY 1952—"Rehabilitation-restoration of buildings, replacement of equipment and technical books."

FY 1954—"Upgrading of teachers through a series of in-service training programs."

FY 1956—"Improvement of pre-service (teacher) training programs."

FY 1960—"To help develop more effective administration and supervision."

These areas of concentration have served as "pump priming" activities that have not only attempted to focus attention, at the most opportune time, upon meeting the most intensive needs in the vocational education programs, but that have also attempted to help establish patterns of change and growth towards essential long-term improvement. All of these activities have been carried on in varying intensity, as conditions warranted, throughout the entire decade of growth.

#### TRADE AND INDUSTRIAL EDUCATION

Trade-technical and industrial education in the Philippines is unique, in that it has had an opportunity throughout the past decade to take a look at the past, start anew—almost from grassroots—and then, in the process of development, to review and evaluate the better aspects of trade-technical education and industrial training programs. Industry has experienced this same pattern of development. This has provided the opportunity for a fresh, carefully coordinated relation and growing-up process between industrial development and manpower development services. While commendable progress has been realized in this respect, naturally, it has not been possible to take full advantage of these opportunities.

It is the purpose of this section to review very briefly 10 years of cooperative project activity in Trade and Industrial to summarize current trends

and possible solutions. In so doing it is hoped to highlight and bring up to date information and recommendations that have been set forth in previous documents about the program.

### A Decade of Growth

Following is a brief summary of the growth of the trade-technical education and industrial training program during the period FY 1952-62 and of the part played by the Cooperative Vocational Education Program during this decade. The essential details of the program between 1952-1958 are recorded in the Sixth Milestone.

At the time that this project was inaugurated there were 33 trade schools operating under the Bureau of Public Schools with an enrolment of 27,165 students and a national budget of ₱1,040,775 for public Trade and Industrial programs. By the close of the 1961-62 school year these figures,<sup>5</sup> due to the relentless efforts of Filipino vocational educators, had increased to 70 schools with over 43,000 students and a national budget of over ₱14,000,000.

Throughout the period of activity of this phase of the Vocational Education Project, 27 American technicians (direct hire and contract) accumulated over 60 man-years of service. Beginning with one TA at the outset of the project, reaching a maximum of 14 on assignment at one time in FY 1957 and tapering off to 2 at the close of the project with individual tenure of service ranging from 1 to 6 years and with an average of 2.7 technicians assigned per year. With but one or two exceptions, the direct hire TA's were assigned in 12 different specialized areas.

Of the 70 public trade schools functioning in the Philippines in FY 1962, all but one were offering a four-year curriculum (Grades 7-10) including related academic subjects for a secondary trade school diploma. Twenty-nine were offering post secondary school, technical level programs that varied in duration of from one to four years of study and four were offering four-year pre-employment teacher training programs for industrial arts and vocational industrial education instruction. The technical and teacher training courses were all located in project aided schools.

<sup>5</sup> The FY62 figures include the Philippine College of Arts & Trades—an independently aided college with a student population of over 2,000 and a budget of nearly ₱700,000.

As a step towards carrying out recommendations set forth in the Swanson Committee Survey Report<sup>6</sup> one school had eliminated the first two years of high school thus raising the entrance requirements of this school to the ninth grade. This school was offering a four-year secondary trade program including two years of post high school instruction. Three other key institutions are scheduled to follow suit by eliminating the first year in 1963 and the second year in 1964.<sup>7</sup>

Although the following activities have been carried on in varying intensity throughout the entire decade of this report, concentration of cooperative project efforts can roughly be divided into five major phases—rehabilitation and improvement of training facilities, teacher improvement, expansion of general program and educational services, development of special programs, and the improvement of administrative and supervisory practices.

#### 1. *Rehabilitation and improvement of training facilities:*

As the result of a survey of needs in 1952, 34 trade schools with four new campuses including 30 of the 33 then operating were selected to be the recipients of cooperative project efforts. One additional school was added in FY 1959. These schools are located throughout the length and breadth of the Philippine Archipelago,<sup>8</sup> and have, along with the Trade and Industrial Education Division of the Bureau of Public Schools, served as work centers for the development of the national programs of Trade and Industrial education. At the close of FY 1962, approximately 75 percent of the total public school Trade and Industrial student population<sup>9</sup> was located in the 35 aided schools.

Rehabilitation and improvement of these campuses, of necessity, became the first major project activity. Over \$2,000,000 and ₱9,000,000 of Vocational Education project funds have been expended for the renovation and/or construction and equipping of over 100 T & I shop and related

<sup>6</sup> Survey of the Public Schools of the Philippines, 1960, p. 223.

<sup>7</sup> See Appendix for diagrammatic program of organization.

<sup>8</sup> See Map at the front of this Section III and also the list in the appendix for names, location and pertinent data concerning the 35 aided schools.

<sup>9</sup> Including P.C.A.T.

instruction buildings. Seventy-five percent of the above sums had been expended by the close of FY 1956. As this phase of the project activity gained momentum, the Philippine Government, national and provincial, and the people of the communities began and have increasingly continued to contribute additional funds and efforts. Besides a sizable annual increase in the BPS budget for this work, PTA's have, for example provided the classes. "Pork Barrel" funds have been contributed for an entire shop or classroom unit. Consequently, housing and equipment, although lacking much in terms of complete adequacy, no longer head the list of problems in trade and industrial education.

### 2. *Teacher improvement:*

As the housing and equipping activities progressed, teaching the shop instructors to plan and supervise proper shop layout and equipment installation and later, how to operate, maintain and use properly, as instructional units, the new equipment and hand tools, became of major concern to the project.

Later efforts were turned towards the improvement in the quality of instruction.

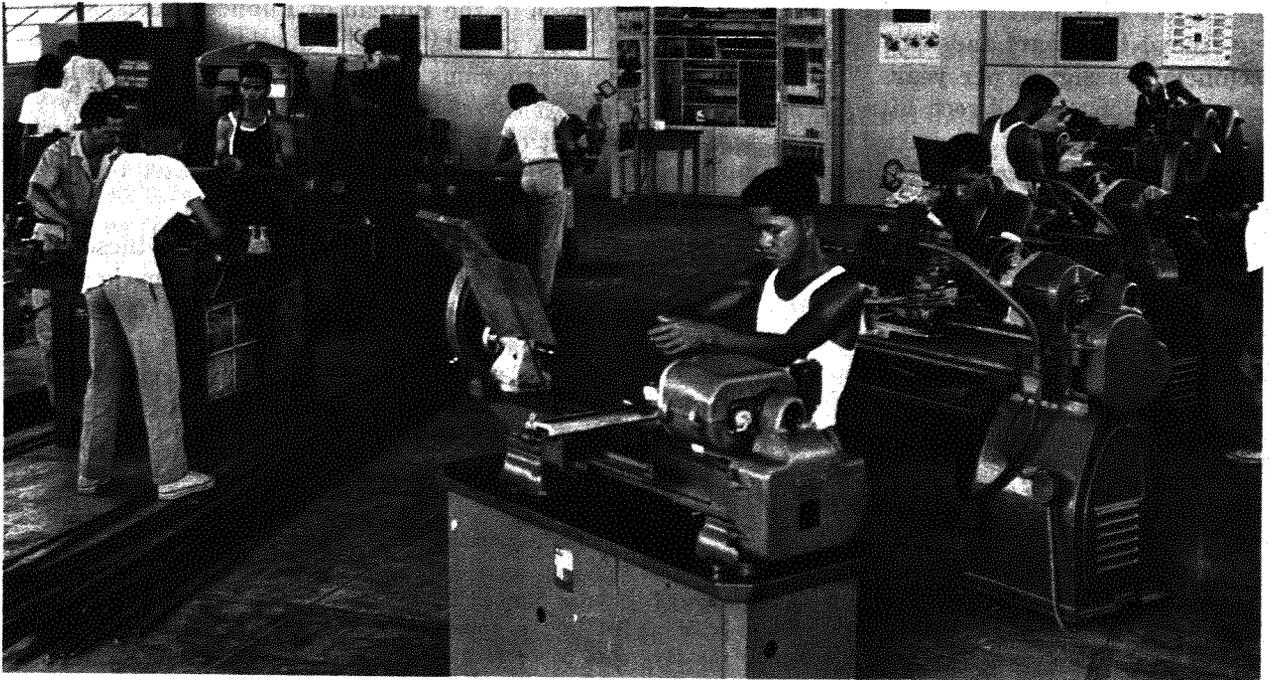
The Bureau of Public Schools vocational education divisions sponsored and conducted many conferences, discussions, demonstrations, and workshops to stimulate the improvement in the quality of instruction in the vocational schools.

Over 30 different workshops or teacher training courses, ranging from one to 22 weeks in duration were held in such areas as tool and die-making, electronics, automotive skills, wood pattern making and foundry, etc.

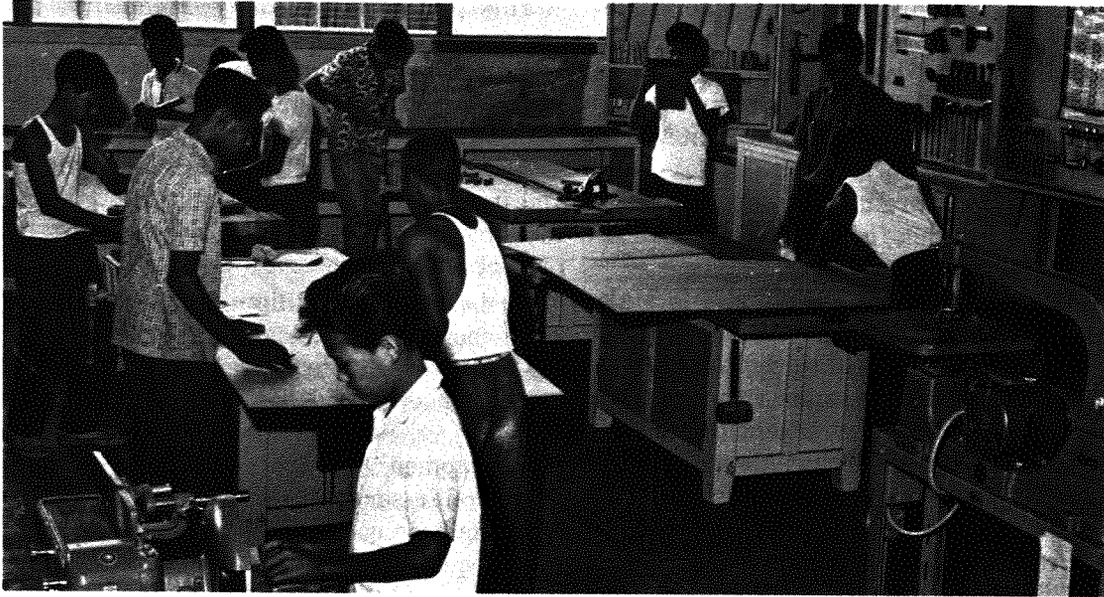
In support of this program of instructional improvement, 105 Philippine educators, mostly instructors, were sent to the United States (from one to two years) for study and observation in over 25 different fields of instruction. Of this group five have resigned and two are deceased. The remaining educators hold positions equal to or in advance to those held at the time that participant training was initiated in each case. Particular mention should be made of the fact that many of the in-service education workshops were structured in such a way as to make maximum use of the newly returned participants as instructors who had received specialized stateside training. In this way the training that they had received had a multiplying effect by immediate and direct application to practical use.

### 3. *Expansion of General Program and Educational Services:*

Educationally speaking, curriculum revision is a never ending process. This is particularly true in the Philippines with its rapidly developing economy and the necessity of making curriculum adjustments to meet the emerging needs as they arise.



Machine Shop. Bataan National School of Arts and Trades.



Wood Pattern Making. Bataan National School of Arts and Trades.

The past four years of the cooperative program have been characterized by the alertness of Filipino educators to the changing demands upon vocational education and their efforts to expand or adjust the curricula and educational services to provide for these demands.

Many changes have been made in curricular offerings, in course offerings, course contents, laboratory practices, instructional materials, etc. These are too numerous to set forth in detail but particular mention should be made of some of the major adjustments or additions such as the development of an extensive apprenticeship program in collaboration with the Department of Labor, the initiation of a guidance program both in the General Office and all of the trade-technical and industrial schools, and the constructive use of resource and occupational surveys.

This last item, resource and occupational surveys, is one of the prime concerns of the Trade and Industrial Education Division in collaboration with other vocational education divisions at the present time and the conducting and making use of these surveys gives promise of being one of the most important projects ever undertaken by the Division. Each school has spent several months compiling detailed data relative to the potential industrial development of the regional area adjacent to the school in order to determine the future manpower needs of the area. With

such data the school can then adjust and extend its program to provide the needed manpower training. This in itself should play a major role in assisting the present national administration to attain the objectives of a five-year concentrated emphasis on socio-economic growth and development.

#### 4. *Development of Special Programs:*

A major concentration of trade-technical and industrial education during the past four years has been the development of special programs within certain selected schools. Of particular note have been the development of programs in foundry, tool and die making, wood patternmaking, ceramics, electronics, textile training, and production of tools.

The rapid increase in industrialization of the Philippines has created a demand for trained workers, particularly in the field of Machine Building. This demand focused attention on the need for the improvement of programs in the Vocational Schools and in 1959 the B.P.S. decided to establish Pilot Schools for the development of programs that would improve the training of workers for industry.

*Tool and Die Making*—A pilot program in Tool and Die Making was developed in the Cebu School of Arts and Trades. Three participants, who had been trained in the U.S., were the instructors of

two In-Service Training Programs held in November 1959 and January 1960. Twenty-two machine shop instructors representing twenty-one vocational trade-technical schools received special training in Tool and Die Making and Heat Treatment of Metals.

Four of the schools are now equipped to teach advanced courses in this field as part of the Machine Building Program.

*Pattern Making and Foundry*—Pattern Making is an important trade that was not included in earlier years in the course of study in the trade-technical schools. Inasmuch as the foundry work depends on patterns for the efficient production of castings, it was decided to include this course in the shop program. Twelve teachers, selected from the five pilot schools, attended an In-Service Training Program at the Bataan N.S.A.T. in February 1961. The instructor was an ICA-NEC participant who was trained in the U.S. in 1957.

An In-Service Training Program in Foundrywork was given to the same group in May 1961 by an AID technician. The five pilot schools located at Cebu, Iloilo, Pangasinan, La Union and Bataan are now including Pattern Making and Foundrywork in their Machine Building and Maintenance Program.

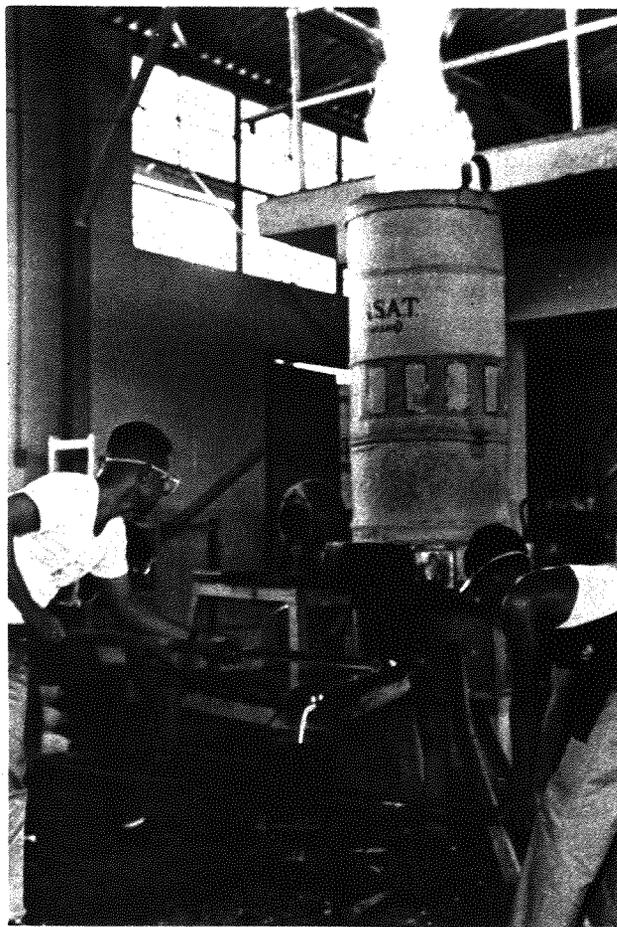
This program has achieved widespread recognition not only in the Philippines but in other countries in South East Asia. This education program has also gained recognition from the industrial sector. It is a field of activity that has great importance to the development of the industrial economy by providing training in specialized industrial skills. At the same time it has been the catalyst in forging a program of machine tool production whereby the tools needed by elementary, secondary, and other vocational schools can be manufactured by these vocational schools.

*Textile Program*—The training of technical men for the maintenance and operation of the machinery and equipment of the more than 250-million peso textile industry of the Philippines is an important phase of the vocational industrial training program. Out of the \$132,810.23 given to the program, an 8-bay building was constructed, two selected teachers were sent for training in the maintenance and operation of textile machines and equipment in the United States, and initial equipment has been purchased and installed.

This program is initially intended to provide training to men and women who would be needed in supplying the much needed technical manpower for the fast growing textile industry of the Philippines. With the initial aid, it is expected that this program will generate enough interest and incentive in the local Philippine government to provide funds for the continuance of the project.

*Ceramics*—The Philippines is endowed with rich deposits of clay, kaolin, feldspar, and silica—the main ingredients for ceramics wares. The aid program has provided some basic equipment to this project. Selected schools were recipients of this equipment.

Several in-service training programs for teachers have been conducted with the aim of providing adequate skills for those who are engaged in the project. Out of these in-service training programs a course of study for ceramics has been



Melting iron in cupola furnace made by students. Bataan National School of Arts and Trades.

evolved wherein the utilization of Philippine raw materials has been given particular attention. The schools in Iloilo, Antique, Pangasinan, Cebu, La Union and Ilocos Norte, have been doing certain types of research and studies in the promotion of ceramics in general and production of porcelain in particular.

5. *Improvement of Supervisory and Administrative Services:*

This phase, particularly as regards improvement of administrative services as a project activity, had made considerable progress by the close of June 30, 1962. Considerable emphasis has been given to the improvement of the BPS/T&I Division central office organization and supervisory services. BPS supervisors, trade school principals and department heads have been given a series of in-service courses ranging from operation, control and care of shop equipment and to duties and responsibilities under the National Apprenticeship Act. Workshops have been carried on to develop new and/or to improve old courses of study and to develop and/or improve teaching techniques, aids and devices, including lesson plans, job sheets, and visual aids.

Greater authority has been delegated to the Superintendents of trade and industrial schools giving them more direct control over their particular programs. This has facilitated the meeting of local program needs and the adjustment of curricula and course contents to the developing demands of the industrial development of areas adjacent to the schools.

Such delegation of authority has placed emphasis upon the necessity of promoting and developing more dynamic and functional leadership on the part of superintendents, supervisors, and principals in order to measure up to the demands of the additional responsibilities. Workshops and conferences have become more democratic experiences of sharing ideas and the give and take of questioning minds rather than the "sit and listen" experience of waiting to be told what to do.

Supervision has become less inspectorial and more of the cooperative working together, administrator, supervisor and teacher, in attempts to improve the quality and effectiveness of instruction. Psychologically this is an extremely important move in that it has strengthened morale and added dignity and status to the individual teacher, supervisor, and administrator.

Another important area where real progress has been made has been in the revision and improvement in the system of records and inventories. The management of a trade-technical industrial school and the accounting for and maintenance of the physical plant and equipment require the application of efficient and business-like methods in the keeping of records and inventories. Careful attention has been given to this area and the system of records, reports and inventories has been completely revised. It is believed that this in itself will prove to be an important accomplishment in the management of trade-technical and industrial education.

6. *Stanford Contract:* The teachers for trade-technical schools and for industrial arts have always been the focal point in the growth of a trade and industrial education program. The aid program has looked into this matter, and consequently, the Stanford Contract program was initiated and implemented.

The primary objective of this project was the improvement of industrial teacher education at the Philippine School (later converted to College) of Arts and Trades and the Iloilo School of Arts and Trades. The program of the PSAT (now PCAT) was intended to provide assistance in improving the training program for teachers of trade-technical schools. A selected team of vocational industrial teacher-trainers was therefore assigned to the Philippine School of Arts and Trades sometime in 1956.

The other aspect of the Stanford Program was the assignment of a team at Iloilo School of Arts and Trades (ISAT) at Iloilo City. This team was to assist the ISAT in the improvement of the industrial arts teacher-training program particularly. The team was composed of selected teacher-trainers in industrial arts. This team was assigned in Iloilo sometime in June, 1957.

Some of the major contributions made in this assistance program were the improvement of the curricular offerings in vocational industrial education, the organization of unit industrial arts shops in Iloilo, the implementation of an intensive off-campus practice teaching for cadet teachers both in vocational industrial education and in industrial arts, in-service training of industrial arts supervisors, and the preparation of various courses of study.

Both teams stayed in their assigned schools for three years.

## VOCATIONAL AGRICULTURAL EDUCATION

History provides a picture of the Philippine economy and a correlated basic area of educational needs resting on a broad agricultural base. Between 60-70 per cent of present day employables are engaged in agriculture or allied agricultural industries.

Unemployment and underemployment have been, and still are, major factors in all geographical areas, and it is probable that a majority of the current and near future young and adult population must look to agriculture for employable futures.

Educators concerned with agricultural education have been, and are, aware of the major problems associated with the development of the agriculture potentials of the Philippines and the related educational problems. Their plans, efforts and activities have been directed toward meeting these needs and solving these problems. For instance, they have realized the dire need for orderly and conservative transition of virgin forests to productive permanent farm lands with committant protection and conservation of natural resources, for intelligent agricultural development of large, virtually untouched areas such as Palawan, Mindoro and Mindanao, for the development of transportation, storage, refrigeration and handling of facilities for orderly marketing procedures of agricultural produce and for the training of people for the various agricultural job needs—technical, scientific and management—people skilled in the variable and intricate processes of agricultural production and marketing.

These realizations have been the bases of their activities in vocational agricultural education throughout the past decade.

### **A Decade of Growth**

Upon the inauguration of this project there were 27 public vocational agriculture schools in various stages of rehabilitation. These schools supported an enrollment of 11,072 students and operated with a budget of ₱1,115,634. At the close of the 1961-1962 school year, these figures had increased to 76 institutions with a total student enrollment of 23,123 and a national budget of ₱14,263,240.

Although the following activities have been carried on in varying intensity throughout the entire decade of this report, concentration of co-

operative project efforts can roughly be divided into five major phases: rehabilitation and improvement of training facilities, teacher improvement, expansion of general program and educational services, development of special programs, and the improvement of administrative and supervisory practices.

#### *1. Rehabilitation and improvement of training facilities.*

Following a survey of needs in 1952, 11 secondary schools and one college were selected to participate in the cooperative project activities. Other institutions were added throughout the decade of activity bringing the total to 45 aided schools (41 secondary and 4 college). These schools are located throughout the Philippines and have served, along with the Vocational Agriculture Division of the Bureau of Public Schools, as centers for the development of the national program of the vocational agriculture education.

Rehabilitation and improvement of existing campuses and the securing, clearing, and developing of new campus sites, of necessity, became the first major project activity. Over \$2,240,000 and ₱11,200,000 of vocational education project funds have been expended to this end.

#### *2. Teacher Improvement*

In the past 8 years, ten workshops of 2 weeks duration were conducted to upgrade teaching competencies of personnel in agricultural schools. In all of these workshops each school sent at least one representative. The total number of teachers who were recipients of this training reached to 729. (See Table A)

The Agricultural Education Division was also engaged in the preparation of teaching aid materials for the improvement of instruction and also embarked on the updating of all the courses of studies in the secondary curriculum including laboratory manuals for the science subjects. In collaboration with the Department of Agricultural Education of the University of the Philippines, College of Agriculture at Los Baños, with the sponsorship of the Rockefeller Ford Foundation, 10 manuals were prepared. However, only limited copies were published for distribution to agricultural schools for lack of funds.

Rice Production in the Philippines  
Corn Production in the Philippines

IN-SERVICE WORKSHOPS FROM 1954-1962  
TABLE — A

Date	Place of Workshop	Attended By	Duration	No of Schools Represented	No. of Trainees
1954	Mountain Nat. Ag. Sch. and Central Luzon Ag. College	1. Farm Managers 2. Farm Shop Teachers 3. Farm Mechanics	2 weeks	39	118
1955-1956	Nueva Vizcaya Ag. Sch. Camarines Sur. NAS Negros Occ. NAS Baybay NAS Upi Agr. High School	1. Farm Managers 2. Farm Mechanics teachers 3. Teacher-Librarians	2 weeks	42	161
1958-1959	Legaspi City Dumaguete City Cagayan de Oro City	1. Heads of Related Subjects in vocational schools	2 weeks	54	54
1958	San Carlos R.H.S. Pampanga Ag. Sch. Mindanao Ag. College Baybay Nat. Ag. Sch.	1. Cooperating Agriculture teachers 2. Teacher Education specialists	1 week	35	158
1959	Lingayen, Pangasinan Cebu City	1. Vocational guidance teachers	2 weeks	52	52
1960	Visayas Agr. College. Mountain Agricultural College	1. Applied Science teachers and instructors	2 weeks	54	54
1962	Visayas Agric. College	1. Applied Science teachers and instructors	2 weeks	13	36
1962	College of Agr. U.P., Los Baños	1. Animal Husbandry teachers	2 weeks	32	
1962	Zamboanga City San Fernando, La Union	1. Vocational Guidance teachers	2 weeks	70	70

TOTAL ----- 729

Sugar Cane Production in the Philippines  
Poultry Production in the Philippines  
Swine Production in the Philippines  
Cabbage Production in the Philippines  
Tomato Production in the Philippines  
Beans and Peas Production in the Philippines  
Pechay Production in the Philippines

Another device which has helped the field in the improvement of instruction is the publication of the "Administrative Letter" which is issued monthly to all agricultural schools. This contains useful information gathered from research and abstracts of annual and supervisory reports of the General Office supervisors. It also contains valuable statistical data in connection with the production of crops and animals.

Also one of the factors which aided the agricultural education program to improve its instruc-

tion is the utilization of the services of returned participants. There were 28 teachers, 18 principals, 6 superintendents and supervisors in the General Office who were sent as participants, (See Appendix A) and who are now holding key positions in the program where their fields of knowledge and training are being utilized to the greatest advantage.

From Table B it can be noted that in the fields of Animal Husbandry, Farm Mechanics, and Administration and Supervision of Vocational Schools, 28 participants were sent, out of a total of 65. There were 19 Future Farmers of the Philippines (FFP) participants and they have played an important role in strengthening the FFP movement. The FFP's 13,000 membership at present shows rapid expansion of this organization, because of the keen interest of each member

and the wholehearted support by the adults.

DISTRIBUTION OF PARTICIPANTS IN THE  
DIFFERENT FIELDS OF SPECIALIZATION  
TABLE B

<i>Field of Specialization</i>	<i>Number of Participants</i>
1. Administration and Supervision of Vocational Agriculture	8
2. Agriculture Teacher Education	3
3. Animal Husbandry	10
4. Farm Mechanics	9
5. Farm Management	4
6. Agronomy	6
7. Vocational Homemaking	1
8. Management of School Libraries	1
9. Farm Youth Leadership Organization	3
10. Science Teacher	1
11. Future Farmers of the Philippines	19
12. Preparation of Instructional Materials	3
13. Soil Conservation	2
14. Leadership and Cooperatives	2

3. *Expansion of the General Program and Educational Services*

**Teacher Education**

It is an undeniable fact that the Agricultural Education Program has especially expanded in some ways and one such phase is the offering of new courses. During the past several years, one of the major problems of the agricultural education program was the lack of well trained and properly conditioned teachers to handle vocational agriculture and homemaking subjects in the agricultural and rural schools. Before the opening of the teacher-education curriculum in four of our agricultural schools, graduates seeking positions in our schools as vocational agriculture and home economics teachers come from the College of Agriculture of the University of the Philippines, Central Luzon Agricultural College and Araneta University.

It was felt that there was need to prepare our own teachers in vocational agriculture as well as homemaking and to provide the many garden teachers needed in the elementary schools—thus the opening of the Agriculture Teacher Education courses during the period covered by this report. The name of the schools and the year they were opened are indicated.

- The Agriculture Teacher-Education courses leading to different majors:

Visayas Agricultural College, formerly Baybay National Agricultural School, 1952-1953

Mountain Agricultural College, formerly Mountain National Agricultural School, 1954-1955

Camarines Sur National Agricultural School, 1960-1961

Davao National Regional Agricultural School, formerly Mampising National National Agricultural School, 1960-61

Psuquin National Agricultural School, 1962-1963

- Two-Year Technical Agriculture and Two-Year Post High School Courses:

In some parts of the country, there is a need for better technically prepared agriculture graduates than those of the secondary agriculture curriculum who will go into specialized farming enterprises, like poultry and swine husbandry, cattle raising, rubber, ramie, orchard management, coconut, abaca, and/or management. These courses are being offered at present in the following schools:

Bulacan Agricultural School, 1960-1961

Tarlac National Agricultural School, 1960-1961

Zambales National Agricultural School, 1962-1963

Iloilo National Agricultural School, 1962-1963

Cagayan Valley Agricultural College, 1962-1963

Negros Occidental National Agricultural School, 1962-1963

Capiz Agricultural & Fishery School, 1963-1964

Pampanga National Agricultural School, 1963-1964

- New Courses

By congressional acts, the Echague Agricultural School, Calinog Agricultural and Industrial High School, and the Capiz Agricultural and Fishery School introduced in the secondary agriculture curriculum courses in Forestry. These modifications of the curriculum stemmed from the needs of their respective areas. In the large schools a 2-year specialized agriculture and farm mechanics program is being offered to further train

graduates for skilled and technical employment in private industries, or for government agencies, or for enterprises in farming such as poultry, swine husbandry, cattle raising, rubber, ramie, orchard management, coconut, abaca, and/or farm management. Also it is to train youth for the agricultural vocation or other allied occupations and to provide continuing education for agriculture students who were unable to finish the course.

### Guidance

Another phase which may be considered an expansion of the agricultural education program is guidance. Although this phase is practically a very new one, having been launched formally only in 1959 by virtue of the issuance of BPS Bulletin No. 24, s. 1959, yet, some steps have already been taken to implement it.

Guidance services in agricultural and rural schools are rendered by teachers who are officially designated to perform the duties attached to their positions and assisted by teachers assigned to help these counselors.

It was found out that of the 82 agricultural and rural schools now in operation, only 31 have officially designated guidance counselors or coordinators. It may be mentioned in this connection that some of these have teaching load too, in addition to their major assignment—guidance. Some schools have teachers whose major load is teaching, performing the duties of guidance counselor. Other schools have no one attending to this service at all.

The position of FFP coordinator is a very new one. It has just been created in the current budget of 14 agricultural and rural schools, so that at this time of writing, these positions are not yet filled. These coordinators are supposed to coordinate the work of teachers who are in charge of the supervised farming projects of FFP members as well as other FFP activities in the schools where they work. Supervised farming programs of out-of-school youth and adult classes will be handled by these coordinators.

### Surveys

Without reliable data and information, it is difficult to determine how the program is faring. Premised on this fact, the Agricultural Education Division has endeavored to undertake sur-

veys as often as necessary in gathering facts and figures essential to the planning of yearly objectives and program of work.

Such surveys conducted by the Office include all aspects of the program as can be noted in the list below:

- Placement of Graduates, 1953-1954
- Performance of Murrah Buffaloes
- 5-year Accomplishment of the FFP (1957-1961)
- Evaluation of 1958 FFP Graduates
- Soil Survey 1962-1963
- A Survey of Garden Tools, Equipment and Laboratory Facilities, 1961-1962
- A Survey of Conditions of Farm Machinery and Equipment, December, 1961
- The Operation, Use, Care and Maintenance of Rotary Tillers and Garden Tractors
- A Survey of the Performance of Grain Driers, 1956-1957
- A Survey of Cooperative Organizations in Agricultural and Rural Schools, 1952-1963
- A Survey of the Adequacy of Library Books in Agricultural and Rural Schools, 1962-1963
- The Educational Attainment, Services, Status, and In-Service Training Needs of Agriculture Teachers in the Philippines
- A Survey of the Administrative and Supervisory Competencies of Administrators of Public Agricultural and Rural Schools in the Philippines in 1959-1960
- An Analysis of the In-Service Training Needs and the Participation in In-Service Programs by Teachers of Agricultural Schools in the Philippines
- End-Use of Dollar Commodities
- Production Income (done annually)
- A Survey of Textbooks and Library Books in Agricultural and Rural Schools, 1952-1963

Aside from the above, a survey of Mindanao, Palawan and Sulu was conducted in December 1961 and another regional survey for the Cagayan Valley was undertaken in December 1962, in order to design an economic development program for these areas, and thus prepare the manpower resources of the regions for the different levels of skills, technical know-how and technical competencies required by the various types of business in the existing and potential enterprises, trade and industries of these two regions.

#### 4. *Development of Special Programs*

One of the most important achievements of the past decade in the history of vocational agricultural education in the Philippines has been the development of special programs in animal husbandry, copra production, abaca cultivation, rubber growing, swine and poultry improvement.

Evidence of this can be seen in many sections of the country where the work of the schools has influenced and, in many cases, has assisted in the development of extensive commercial enterprises.

The importation of improved breeding stock and the application of modern methods of production and control have been significant aspects of the development of such special programs.

#### 5. *Improvement of Administrative and Supervisory Practices*

A major deterrent to the efficient operation of many schools in the Philippines has been the line and staff administrative organization with its concentration of power and authority in Manila. Only recently have efforts been made to delegate authority to education officials in the field. Superintendents of vocational agricultural schools have been among those to receive such limited delegation of authority but even this has been a step in the right direction.

Likewise, supervisors have been assigned on a regional rather than on a national basis, and efforts are under way to develop the concept of cooperative supervision to replace the older inspectorial type of supervision that has been the mode for some time.

Concentrated attention has been given during the past four years, particularly, to improving the management phase of school administration. An efficient system of inventory accounting has been developed with the requisite forms and reports.

### **SOME TRENDS AND RECOMMENDATIONS FOR FURTHER PROGRESS**

#### **1. Importance of Vocational Education**

Conceivably, the National Administration's present five-year socio-economic program of development cannot succeed unless trained manpower is available to fill the new jobs created by the developing industrial complex and unless the nation improves its agriculture output to more adequately meet the food needs of its population.

It is generally recognized that at the present time such trained manpower is not available.

It is also recognized that the major sources for training such manpower are the trade and industrial schools with their extended programs of evening classes, apprenticeship training and textile training.

It is therefore suggested that the vocational trade and industrial schools improve and expand their manpower training programs.

Likewise, it is recognized that the vocational agricultural schools are primary resources for expanding the number of farmers and improving the methods of farming and livestock production.

It is therefore suggested that vocational agricultural schools seek ways and means by which their graduates will engage in farming, rather than look for "white collared" jobs. Also, combining their efforts with other agencies, (agricultural extension, cooperative credit, etc.) will make a more realistic impact on the problem of improving the production of agricultural products.

#### **2. Flexibility of Programs**

Present efforts to provide for the flexibility in programs to meet the needs of the school locality should be continued and if possible expanded.

The surveys that have been just recently undertaken to assess the potentials and needs of each region wherein a school is located are extremely important as bases for adjusting school programs. Adjustments should be realistic and not just academic in nature. It is far better to have a program that makes a significant impact upon the development of the community and nation than it is to have something which is merely academically respectable.

Too frequently in the past there has been little or no cooperative working relationships between industry and agriculture and vocational schools. The vocational school curriculum has been a sort of "standard" vocational curriculum without respect to the specific needs of the areas surrounding each of the schools. The surveys relative to the resources and potentials of each area recently completed for Mindanao by the vocational schools is correcting this deficiency. Similar surveys have been projected for other areas in the Philippines. Such data should make it possible for vocational schools to adjust their curricula to the specific needs of the developing industrial complex and

assist the developing agricultural economy. The organization of craft and agriculture advisory committees would help insure closer cooperation and coordination of efforts.

### **3. Towards Greater Local Autonomy**

For a public school program to be most effective, the people of the community in which a school is located must conscientiously accept their share of financing and operating the program. To be able to do so, a minimum degree of literacy and economic standard of living must be reached by at least a majority of the people of that community. The Philippines is moving along towards this minimum condition. Some areas have already exceeded the requirements, others have much yet to accomplish. Sufficient progress has been realized, however, that serious thought at the congressional level and some positive action is now in evidence towards this objective. Any real progress in this direction must come as the result of a carefully planned, nationwide program to be carried out over an extended period of time.

The national program of public vocational education has taken some positive steps toward decentralization by dividing the Philippines into eight geographical regions and preparing to develop these regions, one at a time. A regional superintendent and staff is to be assigned to each of these areas and will be delegated progressively increasing responsibilities that are now burdening the BPS central office staff. The ultimate goal of this first step is to reach a point where the central office becomes primarily a policy making and general area servicing unit. Detailed plans have yet to be worked out for the full implementation of this first step.

This, however, does not meet the need of involving the people of the community to the extent that they feel a strong responsibility towards seeing that school serves the specific educational needs of their community and children. Craft advisory committees and other joint committees are recommended as a step in this direction for the individual schools. The greater need, however, is for the development of a long-term, detailed plan as an integral part of a total national plan of decentralization that will move progressively towards local autonomy. Appropriate recommendations for the initiation of such a program have been set forth in Chapters VII & VIII of *A Survey of the Public Schools of the Philippines—1960*,

particularly as regards "Implementing the Partnership Program." (p. 565)

### **4. Integration of General Secondary and Vocational School Programs**

The placing of vocational and general secondary education under one Assistant Director of the Bureau of Public Schools and the development of the comprehensive type high school program are recommendations of the Swanson Report<sup>10</sup> that are herein strongly advocated for the earliest possible implementation. The former step must be completed, however, before the comprehensive high school can be effectively developed.

The Trade and Industrial Education Division of the BPS has taken steps in this direction by progressively eliminating the first two grades from one key school as an experiment. Three other leading vocational trade schools are scheduled to follow this pattern by not accepting enrolment in the first year (secondary level) in 1963 and in the second year in 1964 (7th and 8th grades). These initial steps can be only partially effective, however, unless the general secondary program provides the basic general and exploratory (industrial arts) education essential to the success of those youth who elect vocational education as preparation for a livelihood.

Industrial arts programs must be intensified and closely coordinated with the vocational education programs in order to most effectively meet three basic needs:

- a. Satisfy a general education need of every student up through secondary education.
- b. Provide some basic, saleable skills and knowledges for vocationally inclined students who will leave school before reaching the vocational education level.
- c. Function as part of a guidance and exploratory program, especially at the secondary education level, to help students select their mode of earning a living.

### **5. Teacher Certification and Supporting Salary Schedule**

Commendable progress has been made through-

<sup>10</sup> "A Survey of the Public Schools of the Philippines—1960" pp. 467 & 223.

out the past decade in this very important element of the education program. Through WAPCO, position classifications have been established, and through Civil Service examinations are required before a candidate can become eligible for a given civil service position. The magnitude of the work of these two agencies, however, has made it impossible for them to keep pace with current needs.

To compensate it is recommended that these two agencies continue to establish minimum requirements and basic governing policies but that certain responsibilities for implementation be delegated to the Department of Education which, in turn, will:

- a. Establish a program of teacher certification applicable equally to both public and private schools.
- b. Develop a salary schedule for the BPS that is geared to certification requirements and that will attract and hold qualified instructors and administrators.
- c. Require practical experience in industry before certification will be granted for teaching in trade and industry shop programs.
- d. Provide special certification for qualified industrialists that will permit them to teach short unit courses in highly specialized areas.
- e. Establish a department for the issuing of credentials that will certify teacher and administrator qualifications for a given assignment.

#### **6. Integration of Vocational School Curriculum with Industrial Needs**

The essential approaches to meeting this problem are well known by local educators. Lack of implementation is the greatest factor here. Following is a reiteration of some of the most essential procedures:

- a. Use of the craft or agriculture advisory committee to keep industry and agriculture informed about the school and to keep the school up to date regarding industrial and agricultural needs and trends.
- b. Requiring instructors to have trade or agricultural experience (as a pre-requisite to hiring) and to keep up to date on trends in his specific field.
- c. Active participation in the national apprenticeship program.
- d. Continuous evaluation through the above

and other accepted methods of industrial and agricultural needs and trends with appropriate revision of curriculum to meet the changing needs.

In addition, a continuous effort should be made to get representatives of industry and agriculture to work with the schools and for the schools to carry the program into industry and the community through plant visits, service clubs, radio, daily newspaper programs, etc.

#### **7. Provisions for Adult and Out-of-school Youth Training Programs**

Here there are some important steps essential within the secondary level trade and industrial education program:

- a. Establish as accurately as possible the extent to which skilled and semi-skilled positions are available to adults and out-of-school youth after training.
- b. Provide the essential training through formal apprenticeship, evening adult, and special day and evening classes. These programs must be offered at a time, cost and within a commuting distance that can reasonably be met by qualified candidates from this group.
- c. Publicize, not just the classes but also the employment possibilities that can accrue as the result of completing the training.
- d. Accept trainees only after a thorough program of screening.
- e. Provide on-the-job specialized training for such out-of-school youth programs as may be established through the different branches of the government.

#### **8. Emphasis on Quality**

Consistent application in quality of instruction, supervision, and administration can be realized only as the result of setting and adhering rigidly to minimum standards. A program of certification or credentialing of all professional level personnel is a step in this direction. The basic requirements for such a program are now partially in effect as the result of civil service and WAPCO requirements. These requirements need to be broadened, however, with delegation to the BPS.

This kind of an activity must be supported further by a program (point systems—salary schedule, for example) that will encourage pro-

professional growth from within the ranks and that will, at the same time, offer the opportunity through an organized, continuous program of seminars, conferences, and workshops to develop reasonable uniformity of objectives and standards of operation.

#### **9. Selecting and Preparing Qualified Administrative and Supervisory Leadership**

The most important factor here is to provide the incentive and the opportunity for the professional growth of young educators from within the ranks of vocational personnel who show evidence of leadership potentialities.

Perhaps of greatest concern is the replacement within the next ten years of a large number of leading educators who will retire and the replacement or upgrading of persons who have been given emergency administrative posts without fulfilling minimum qualification requirements.

#### **10. Master Planning of Campus Sites**

The securing of appropriate campus sites and master planning of those sites is a responsibility that should be assigned to experts whose full time activity is in such fields as the identification and interpretation of population trends, the legal requirements and implications pertaining to land procurement, and the most effective, over-all utilization of the site. This work must, of necessity, be carried out on a long-term projected basis to assure procurement of campus sites in as nearly an optimum location as possible for student commuting and at a reasonable cost to the government.

The volume of schoolhouse construction that is now essential to meet the expanding population needs justifies consideration of the organization or re-organization of a division within the BPS of schoolhouse Planning and Maintenance that will include full-time positions with duties such as those described above.

#### **11. Coordination of School Production Activities**

Production can be justified in a vocational education program only to the extent that it helps to provide a more practical level of organized training. Under no circumstances should it be considered as other than a by-product of the learning processes of the students involved.

When the above criteria is rigidly applied, production in the school shop is a healthy and desir-

able learning factor. To make it function in this manner, however, under the duress of the kind of needs that are encountered in an expanding program such as is found in the Philippines, there is the need for a highly responsible coordinating unit. Such a unit should be organized within the BPS to carry out the following duties:

- a. Determine from all potential sources what items are needed and in what quantities.
- b. Eliminate those items that do not have training value or that can be produced less expensively on the open market.
- c. Establish an order of skill level training for each acceptable item or parts thereof.
- d. Prepare essential working drawings and related teaching materials.
- e. Determine what schools are ready for the kind of training represented by the product and to what extent production of a given item can be carried on in each school as a by-product of instruction.
- f. Assign jobs to individual schools according to training needs.
- g. Order essential materials in bulk lots and assign to individual schools according to job assignments.
- h. Establish a realistic program of "costing out" for each item. This should include cost of power, equipment depreciation, transportation, handling, etc. besides the actual material cost and whatever "mark-up" that is determined desirable for student labor.
- i. Follow through on the pick-up and delivery of finished products.
- j. Coordinate all production activities through trade advisory committees whatever possible.

#### **12. Schoolhouse Planning, Construction, and Maintenance, and Equipment Procurement, Maintenance, and Depreciation**

The current rate of demand for new schoolhousing units justifies careful consideration of the need for the development or re-organization of a Division within the Bureau of Public Schools on Schoolhouse Planning and Maintenance.

There is a need for top level positions in such fields as civil, structural, electrical, mechanical, and sanitary engineering as well as architects with special training and experience in all phases of schoolhouse design essential to the Philippines.

Such a Division would be responsible for establishing and enforcing minimum standards and, at least at the outset, for the actual campus layout and for the design, construction, and maintenance of all school buildings. It should also include a unit on the setting and the enforcement of standards for the procurement, installation, maintenance, and depreciation of equipment.

Where schoolhousing units could be built by local contractors, construction procedures would be carefully established and reviewed by the proposed Division. The cost of such a Division will be adequately supported, if properly organized, by the savings in cost of construction and in the life of the building units.

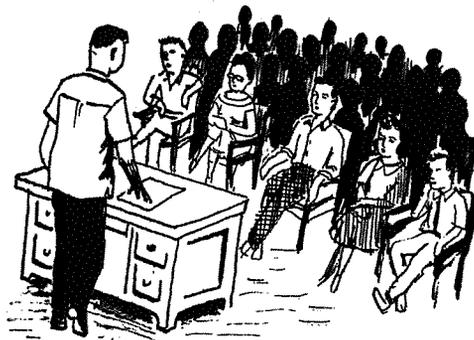
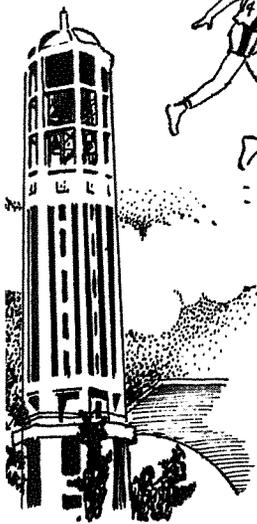
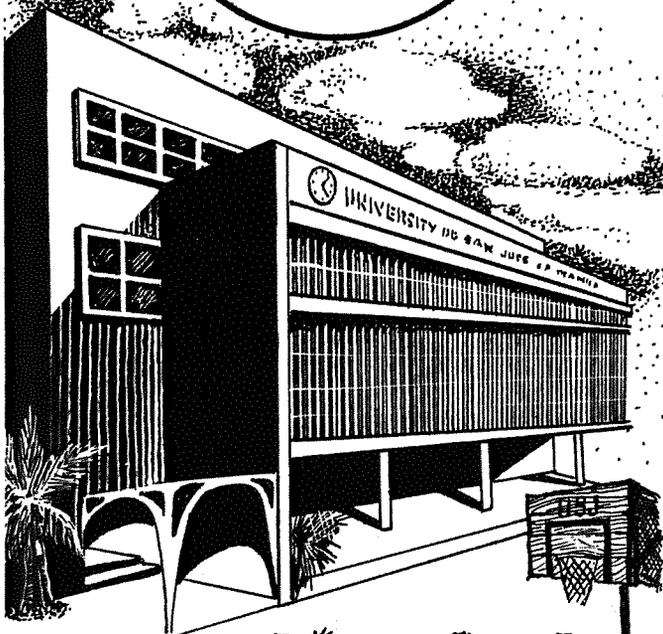


# section

# 4

## HIGHER EDUCATION

1. PUBLIC INSTITUTIONS OF HIGHER EDUCATION
2. HIGHER EDUCATION DURING THE JAPANESE OCCUPATION
3. POST-WAR GROWTH
4. UNIVERSITY OF THE PHILIPPINES
5. UNIVERSITY OF MINDANAO
6. PHILIPPINE NORMAL COLLEGE
7. THE NORMAL SCHOOLS
8. PHILIPPINE MILITARY ACADEMY
9. PHILIPPINE COLLEGE OF COMMERCE



## HIGHER EDUCATION



Vicente G. Sinco  
President, University of the Philippines  
1958 to 1961



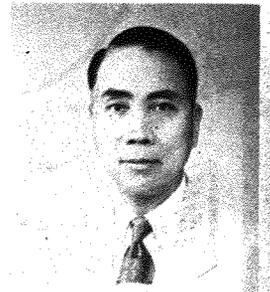
Carlos P. Romulo  
President, University of the Philippines  
1962 to present



Emiliano Ramirez  
President, PNC



Miguela Solis  
Director, Normal Schools



Antonio Isidro  
President, University of Mindanao



Campus Scene. University of the Philippines.

## HIGHER EDUCATION

### Public Institutions of Higher Education

Public institutions offering post high school professional technical and general advanced education are of many types and in many locations. They represent gradual expansion of public, government financed higher educational institutions in response to the developing needs of the growing nation. The first institution, the Philippine Normal College, was established in 1901 to prepare teachers for service in the public elementary schools. The latest, the University of Mindanao, will accept its first student enrollees in June, 1962. Located in Marawi City, it will make available on a gradually expanding basis all the usual university services to the southern islands area.

### Higher Education During the Japanese Occupation

For the islands as a whole it is estimated that only about 10 per cent of the student population went to school during the Japanese occupation.<sup>1</sup> Schools which were closed at the beginning of the invasion began gradually to be reopened during 1942 and 1943. The medical and agricultural schools of the University of the Philippines were re-opened in August of 1942 and by March of 1943 there were 3,259 students enrolled in special vocational schools, 385 in medicine, 191 in pre-medicine, 477 in technical schools, 556 in music, and 88 in nursing.<sup>2</sup>

Outside Manila few schools were able to reopen, for, by and large, the school buildings were appropriated by the Japanese for use as military headquarters. This fact also explains the unusually heavy damage suffered by school buildings during the American and Filipino resurgence which finally drove the Japanese to surrender. In Manila itself the effect of American aerial bombing and artillery fire was particularly destructive. At the close of World War II Manila was second only to Warsaw as the most war-devastated city in the world.

<sup>1</sup> Alzona, Encarnacion. *The Philippines: Reconstruction After Occupation*. In the University of London Institute of Education, *The Yearbook of Education*, 1949, pp. 575-83.

<sup>2</sup> Antonio Isidro. *The Philippine Educational System*, Manila, Bookman, Inc., 1949, p. 22.

### Post War Growth of Higher Education 1946-1952

The end of the Japanese occupation found the public institution of higher education prostrate because of the destruction of 80 per cent of their physical plant in the final stages of the struggle. Likewise, faculty had been disbursed, no new teachers had been trained, and instructional materials were all but destroyed as a result of Japanese censorship of textbooks and other instructional materials.

At the same time the stimulation of business and industrial activity from the needs of reconstruction created new demands for trained manpower. It was physically impossible for the public training institutions to meet this demand immediately. As a consequence, the growth of private schools during this period was very great.

Early in the period of reconstruction higher education began to feel the effects of Commonwealth Act No. 586, passed by the Philippine Legislature in 1940, just before the outbreak of war. The passage of this Act reflected serious financial difficulties faced by the Philippine government at that time. Up to 1940 public education consisted of a 7-year elementary school, divided into a 4-year primary and a 3-year intermediate school. Following this was the 4-year secondary school, leading to college entrance after 11 years of preparatory study.

Between 1900 and 1940 the central government had gradually assumed more and more responsibility for the financial support of public education. First attempts to establish a public school system were based on the premise that all financial support for the elementary schools would come from the municipalities, barrios and pueblos, that the provincial governments would provide full financial support for the secondary schools, and the national government would finance public colleges and advanced technical training schools. In practice this never worked out, for the local governments were either unable or unwilling to tax themselves for adequate financial support. Consequently, primary financial support had to come from the pupils and their parents in the form of tuition charges.

This source of financial support proved to be uncertain, so by 1907 the central government be-

gan to supply some assistance for the building of schools, and in 1909 the national government began to assign a small portion of internal revenue collections to the support of elementary schools.<sup>3</sup> Still, funds were inadequate to meet the needs.

Commonwealth Act No. 586, passed in 1940, provided that the 7-year elementary school program should be reduced to a 6-year program, and that the National government would assume responsibility for fully financing these schools except the intermediate grades 5 and 6 in chartered cities. At the same time this Act provided that the special school fund, derived from real estate taxes and the internal revenue apportionment, would be discontinued. This Act continued secondary education financial support in substantially its previous form as a responsibility of the provincial governments.

With the coming of independence following liberation from the Japanese occupation, the new Philippine government attempted to get the public school system into operation again on the basis of the financial and other provisions of the Act of 1940.

Lacking sufficient money, teachers, or school buildings, many practices injurious to quality of instruction were adopted. One of these, the "double-single session"<sup>4</sup> restricted classes to a half day and required each teacher to teach two such sessions. The government was unable to supply free textbooks so pupils had to buy or rent textbooks. Other fees and assessments added to the financial burden of parents and pupils, so that the term "free public education" had somewhat limited application.

The bad effects quickly began to be evident. Financial support was still inadequate, tuition fees in various forms kept many parents from enrolling their children, or caused them to drop out quickly, and the elimination of grade 7 from the elementary school system resulted in pupils reaching both high school and college so im-

<sup>3</sup> *A Survey of the Public Schools of the Philippines—1960*, USOM to the Philippines, Carmelo & Bauermann, Manila, pp. 477 ff.

<sup>4</sup> The confusing term "double-single session", officially used in the Philippines, means that one teacher teaches two different classes during the day, each of which meets for but a single session, i.e., morning or afternoon.

mature and so poorly prepared as to create serious instructional problems at those levels.

In an effort to correct these shortcomings Congress passed the Education Act of 1953. Among the provisions of this Act were (1) the restoration of Grade 7 to the elementary school, (2) compulsory education for all children between the ages of 7 and 13, elimination of the double-single session and other emergency provisions, and the organization of the intermediate grades (5, 6 and 7) on the basis of five teachers for three classes or three teachers for two classes.

In addition, to meet the serious building problem, Congress provided funds for the building of prefabricated elementary school buildings designed by the army engineers, made available "pork barrel" funds for the building of school buildings, and established many new "national" vocational secondary schools and colleges.

Unfortunately, the national government has not been able financially to implement two of the principal features of the Act of 1953 — (1) return of grade 7 to the elementary system and (2) enforcement of compulsory school attendance between the ages of 7 and 13.

The preceding paragraphs provide in quick summary some of the background for the serious problems faced by public higher education institutions during and since the postwar period of reconstruction. In addition to overcoming such physical obstacles as the destruction of plant, equipment and instructional materials of all kinds, the colleges and universities were further handicapped by limited financial support. During the early years of independence the national government found it necessary to devote one-third of its annual budget to the task of suppressing a serious rebellion by the Hukbalahaps.

In spite of all obstacles, however, public higher education institutions made rapid strides in the immediate postwar years of 1946-1952, often utilizing quarters that were crowded and inadequate, often lacking textbooks and reference materials, often with classes too large to permit optimum learning.

## 1. THE UNIVERSITY OF THE PHILIPPINES

Among all the institutions of higher education in the Philippines first place must be given to the

University of the Philippines. It is without doubt the most important single educational institution in this part of the world. In 1951 Justice Malcolm estimated that graduates of the University of the Philippines held 60 per cent of the country's positions of leadership.<sup>5</sup>

Besides occupying a central strategic position in the national life of the Philippines, the University of the Philippines exerts an increasingly important influence regionally among all the nations of Southeast Asia. In increasing numbers scholars from all these countries are coming for advanced technical as well as academic training at the University of the Philippines. This regional role of the University is deemed especially important because of the ever present and growing pressures of Communism on the nations of Southeast Asia. The Philippine government and people have been forthright and determined in their opposition to Communism in any and all forms. Ethnic and cultural ties among the peoples of Southeast Asia and the Philippines are closer and stronger than with any other nation where first-rate university and graduate facilities are available. It is therefore of vital interest to the free world that the University of the Philippines be encouraged and assisted in developing to the fullest its service potential as a high quality regional university. For this reason, all NEC-ICA assistance has been goal-oriented to the development of a first rate physical plant, up-grading the faculty, improving the library and laboratory facilities, developing a strong graduate program, and stimulating significant research.

The SIXTH MILESTONE report details the efforts of mutual efforts during the first half of the 1952-1962 decade. These early efforts were primarily directed toward rehabilitation of war ravaged physical facilities, rebuilding the faculty and program, and, in general, getting the University back onto a full functioning basis. During the latter half of the decade emphasis has shifted toward improving administration, up-grading the faculty, strengthening program offerings,

particularly at the upper division and graduate levels, and stimulating research.

NEC-ICA assistance falls into three major categories: (1) technical advisory services, (2) training scholarships, and (3) commodities, including housing, laboratory equipment, library and other basic instructional materials, and a wide variety of machines.

*Technical assistance to the University* has been furnished both by direct hire staff and through contracts with American universities to supply specialists. During the first half of the decade greater use was made of contracts with American universities than during the last half. Likewise, during the very early period, technical specialists tended to be more closely identified with operative responsibilities, such as teaching classes, conducting faculty seminars, directing the installation of equipment, etc., than during later years. As the University's own staff has become more adequate through in-service training and graduate study abroad, American personnel have gradually withdrawn from direct services.

*Major contracts have been made with five American universities* during this decade to supply technical services to the University of the Philippines. These are:

1. Stanford University—General Education
  - a. Commenced 1953—Terminated 1957.
  - b. Supplied 33 technical assistants, total 44 man-years of service, plus 3 consultants for short term specific services.
  - c. 28 participants sent to U.S. for training.
2. University of Michigan—Public Administration
  - a. Commenced 1952—Terminated 1956.
  - b. Established Institute of Public Administration in the University.
  - c. Started with 3 American technicians, reached 9 at highest point.
  - d. Total of \$547,100.
  - e. Rockefeller Foundation contributed \$34,000 annually for participant training.
3. Cornell University—Agriculture
  - a. Commenced 1952—Terminated 1960.
  - b. Provided a total of 81 man-years of American technical assistance to U.P. College of Agriculture at Los Baños campus.
  - c. Total expenditures \$2,447 million.

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<sup>5</sup> George A. Malcolm, *The First Malayan Republic: The Story of the Philippines*, Boston: Christopher Publishing House, 1951, p. 401.

- d. 83 participants sent to U.S. for training.
- 4. Syracuse University—Forestry
  - a. Outgrowth of the Cornell Contract, starting 1960. Terminal date 1964, but extension to 1966 requested.
  - b. Will supply approximately 80 man-years of American technical assistance.
  - c. 16 participants sent thus far to U.S. for training.
- 5. Johns Hopkins University—Public Health and Hygiene
  - a. Commenced in 1952.
  - b. Purpose: To establish comprehensive curriculum in graduate work in Institute of Hygiene at U.P. College of Medicine.
  - c. Original contract represented agreements among World Health Organization (WHO), Rockefeller Foundation, Institute of Hygiene, and Johns Hopkins.
  - d. In 1954 ICA provided additional staff and equipment.

The above contracts represent technical assistance provided the University under NEC-ICA projects of several divisions in the Mission. Only the Stanford contract represents a project under the immediate direction of the USOM's Education Division.

A complete list of direct hire technical personnel assigned to the University is contained in the section devoted to this subject. As the decade closes two direct hire technicians are working full time at the University, Dr. Walters Farrell Dyde in the field of academic affairs, and Mr. John Biehl Rork in the field of building construction. In addition, the General Education Advisor, Dr. Jay Davis Conner, devotes a part of his time to work with the administrative heads of the University in program planning and projection.

The Hannah Report<sup>6</sup> represents a third type of technical assistance provided to the University of the Philippines by NEC-ICA. In February 1958 a survey committee composed of Dr. John A. Hannah, President of Michigan State University; Dr. Thomas Hamilton, Vice-President of Michigan State University; Dr. Floyd Reeves,

<sup>6</sup> John A. Hannah, William T. Middlebrook, Floyd W. Reeves, Thomas R. Hamilton, *A Study of the University of the Philippines*, University of the Philippines, Quezon City, 1958, 110 pages.

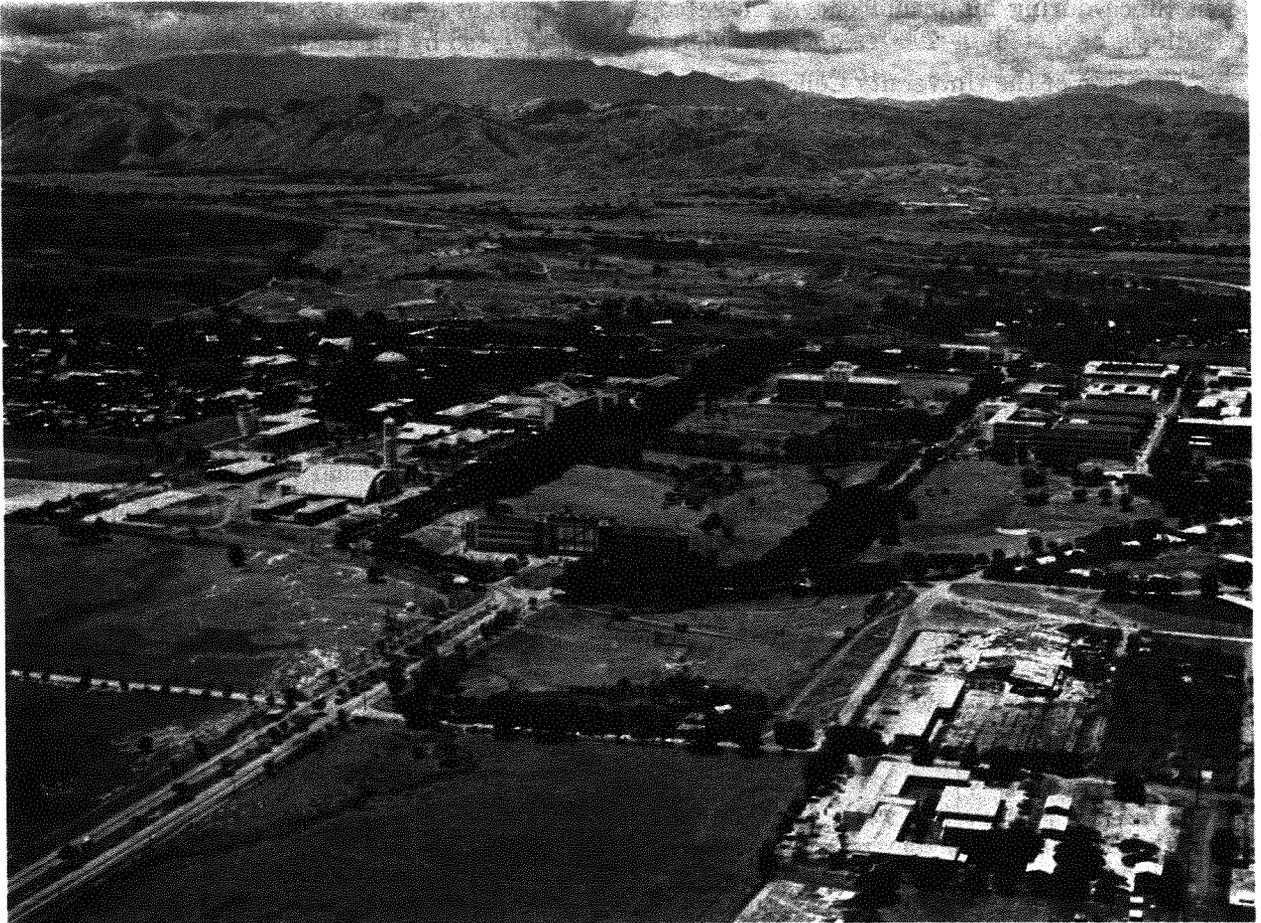
Administrative Assistant, Michigan State University; and Dr. William Middlebrook, Vice-President of the University of Minnesota, spent two months making a survey of the University of the Philippines. They analyzed the administrative organization, financial support, academic program, curriculum, faculty, extension service, related units and other aspects of the total University organization.

The report of this NEC-ICA survey team was studied by a university faculty committee of seven members, who drafted a report on plans for implementation of the recommendations of the ICA survey team.<sup>7</sup>

A large number of the recommendations of the Hannah Report have been carried into effect. In general the report has had more influence on the administration of the University than upon its academic program. However, the creation of the University College for lower division general education resulted partly at least as a result of the emphasis upon early specialization contained in the Report. Unfortunately many of the benefits of the administrative reorganization which followed submission of the Report have been lost or negated by special delegations of specific authorities which do not follow the lines of administrative responsibility as indicated in the over-all organizational plan.

*Participant Training.* An indispensable feature of NEC-ICA assistance has been the grants to faculty members for advanced study in the United States. Since 1952, 213 members of the faculty were sent abroad under NEC-ICA grants for training or observation. Of this number, 180 or approximately 85 per cent are still members of the university faculty, while 33, or approximately 15 per cent have left the university for one reason or another. The 180 who are still members of the faculty are distributed as follows: 78 are instructors, 61 are assistant professors, 13 are associate professors, and 9 are professors. Twelve are department heads, and eleven hold important administrative positions as Deans of Colleges, the Business Executive, the Registrar, the Acting Coordinator of Research. Eight hold less important positions in the university complex of administrative responsibilities.

<sup>7</sup> Included as Part Two of *A Study of the University of the Philippines*, op. cit.



Aerial view of the University of the Philippines—Diliman Campus.

Normal attrition would insure that the number of faculty members remaining on the staff at the end of a ten-year period would be something less than 100 per cent, but a loss of 15 per cent is too great, especially when this loss is concentrated in a few colleges and disciplines, namely: agriculture, engineering, science, and business. This concentration points up the fact that salaries at the university are too low to protect these schools from being raided by industries and businesses who need highly qualified and skilled personnel. It further points up the difficulty of staffing the university with competent senior staff so that it in turn can train the personnel needed to supply the manpower needs of the nation in these fields.

In spite of the losses and in spite of the fact that some who were sent for study abroad were

not as successful academically as had been hoped, it is a reasonable conclusion that participant training has worked very well and could be confidently continued. Study abroad is of vital importance to the university because there do not exist within the nation, except to a limited extent at the University itself, facilities for advanced study and research sufficient for the preparation of competent, qualified senior faculty members. Under present conditions of inadequate financial support by the government the University itself cannot send its faculty members for such study in sufficient numbers to maintain its staff at a high level of competence.

*The Image of the University Today* is the title of a seventy-five page brochure prepared by a faculty committee of the University which is mainly concerned with the contributions of Pres-

ident Sinco during his incumbency.<sup>8</sup> These contributions, as noted in *The Image*, include:

- a. Creation of the University College. The purpose of this College is to offer a common program of general education to all students during the first two years of their college work on the Diliman campus no matter what their future professional studies may be.
- b. The Term System. This is an arrangement by which the academic year is divided into six terms of six weeks each. In a six-week term two subjects are studied, each subject meeting five days a week for one and one-half hours a day.
- c. Reorganization of College of Arts and Sciences, abolishing departments and bringing all program offerings under the divisions: social sciences, natural sciences, and humanities. These divisions are expected to do the administrative and organizational work formerly accomplished by the departments. Departments are now called disciplines and lead an existence which is ill defined in the

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<sup>8</sup> *The Image of the University Today*, by the Self Study Committee, February 1962, University Publications Office, University of the Philippines, Quezon City.

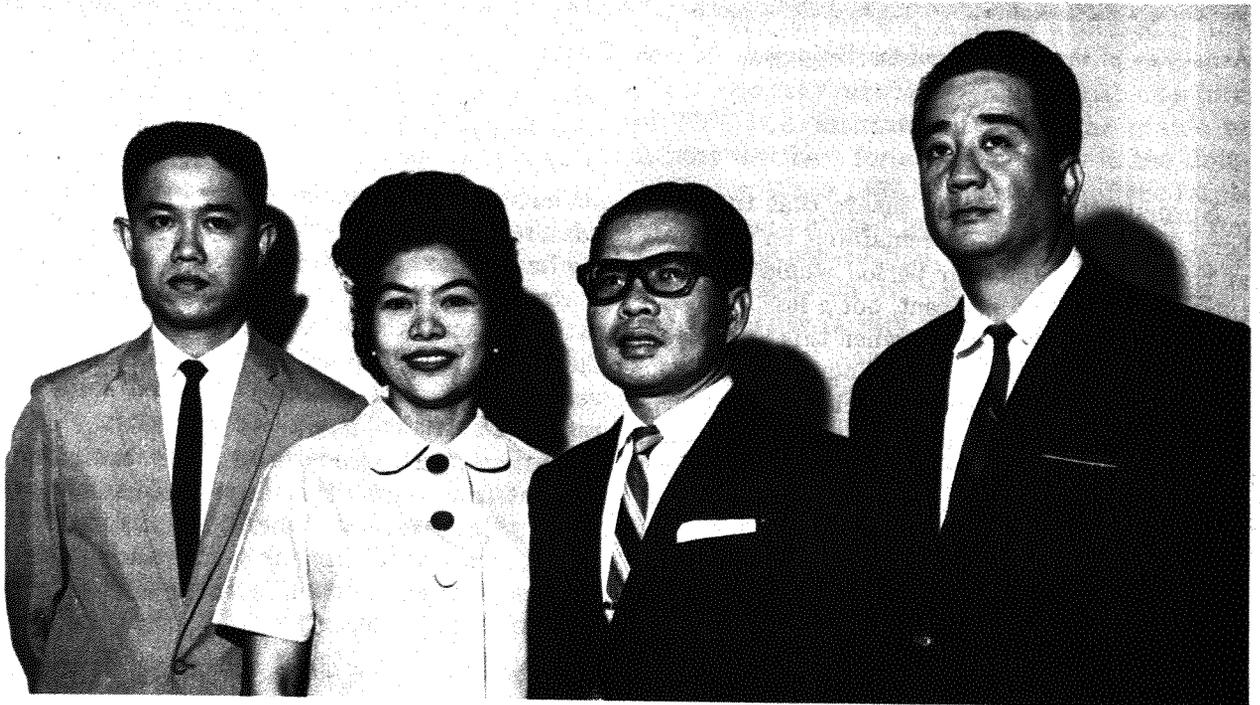
current Revised Code. Other colleges are not affected by the changes just mentioned.

Upon President Sinco's retirement May 30, 1962, Dr. Carlos P. Romulo, for many years the Philippine Ambassador to the United States, assumed the Presidency. Undoubtedly existing policies will be brought under vigorous review and examination by the new administration. One major reversal has already taken place. By order of the Board of Regents, the controversial Term System described above was referred to the faculty council for consideration in May of 1962. This Council voted overwhelmingly to reject the six-week Term System in favor of return to the semestral system.

Another policy which should be reviewed seriously is the present trend toward decentralization of graduate studies.

#### Improvement of Physical Plant

Reconstruction of war damaged buildings and construction of new buildings on all campuses went forward during this decade as rapidly as seriously inadequate financial resources would permit. Expenditures for building construction from 1951-52 to June 30, 1961 totalled ₱10,734,859.78. Of this total NEC-ICA assistance amount-



Representative participant trainees serve in leadership positions. From left to right: Cesar Virata, Dean, Bus. Admin., Florida Ruth P. Romero, Asst. Dir., Asian Labor Educ. Center, Dr. Ramon Portugal, Registrar, Prof. Jose C. Campos, Jr., Business Executive.

ed to ₱2,309,457.95, or 22 per cent. New construction financed by Rockefeller Foundation and the Rice and Corn Fund, a joint Rockefeller and Ford Foundations enterprise, totalled ₱855,540.00 or 0.08 per cent. The balance, or ₱7,569,861.83 was financed by the University. This build-

ing program represents an increase in the total value of the University's buildings from ₱13,661,728.74 on May 31, 1952, to ₱22,392,323.58 on June 30, 1961.<sup>9</sup> The construction program by year, item, and source of funds is shown in Table I.

<sup>9</sup> *The Presidents Reports, University of the Philippines, Quezon City, 1951-52 to 1960-61, inclusive.*

TABLE I — UNIVERSITY OF THE PHILIPPINES  
BUILDING CONSTRUCTION PROGRAM 1952-1963  
INCLUDING ICA BUILDING CONSTRUCTION ASSISTANCE

YEAR	CONSTRUCTION	ICA FUNDS	OTHER AID	U.P. FUNDS	TOTAL
1-52	Carrillon Tower, Dilliman Slaughter House, Dilliman Men's Dormitory, Dilliman Women's Gymnasium, Dilliman			111,160.10 2,070.79 19,434.00 3,562.73	136,227.62
2-53	Men's Dormitory, Dilliman Men's Dormitory, Dilliman Faculty House, Dilliman U.P. Alumni Hall, Dilliman Rizal Hall, Dilliman Engineering Laboratory, Dilliman Veterinary Medicine, Los Baños	97,360.00 481,850.00 138,700.00 166,480.00		95,591.66 94,468.41 8,200.00	1,082,650.07
3-54	Men's South Dormitory, Dilliman Faculty Houses, Dilliman Faculty Houses, Dilliman U.P. Alumni Building, Manila Campus Canteen & Garage, Dilliman Chemical Engineering, Dilliman Veterinary Medicine, Dilliman Chemical Laboratory Annex, Dilliman	884,390.00    177,306.32 211,841.75		119,486.35 11,238.54 20,730.00 106,573.89 7,445.00 37,000.00	691,621.85
		389,148.07			
4-55	Rizal Hall, Manila Campus Engineering Laboratory, Dilliman Education Building, Dilliman Library extension, Dilliman	614,865.00 213,370.40 39,500.00 5,116.17			872,851.57
5-56	Liberal Arts Addition, Dilliman U.P. Alumni Bldg. Addition, Manila Canteen Addition, Manila Engineering Library Annex, Dilliman Institute of Hygiene Annex, Manila Utility bldg. & grounds improvement, Dilliman	872,851.57   50,919.00 43,909.31		70,671.02 11,380.35 5,250.00   30,000.00	212,129.68
6-57	South Women's Dormitory Annex, Dilliman Faculty Houses Area 2, Dilliman Faculty Houses, Dilliman Home Economics, Dilliman Laborers' Houses, Dilliman Laborers' Dormitory, Dilliman Infirmary, Dilliman North Men's Dormitory, Dilliman	94,828.31   57,740.00		258,397.20 163,750.00 69,263.00  49,570.00 72,500.00 375,000.00 149,300.00	1,195,520.20
		57,740.00			

YEAR	CONSTRUCTION	ICA FUNDS	OTHER AID	U.P. FUNDS	TOTAL
1957-58	Faculty Houses, Dilliman Faculty Houses, Dilliman Men's Dormitory, Dilliman Women's Dormitory, Dilliman Physics Annex, Dilliman Laborers' Quarters, Dilliman President's Residence, Dilliman Textile Pilot Plant, Dilliman			151,847.32 199,657.25 195,609.53 283,627.47 147,500.00 300,000.00 110,000.00 200,000.00	1,588,241.57
1958-59	No detailed breakdown for this year is included in President's Annual Report				1,396,690.78
1959-60	Women's Swimming Pool, Dilliman Business Administration, Dilliman College of Medicine Addition, Manila Agriculture Credit, Los Baños Institute House, Los Baños Rice & Corn Research Laboratory, Los Baños Agriculture Economics, Los Baños ACCI Men's Dormitory, Los Baños		*660,000.00 **100,350.00  ** 45,540.00 ** 49,650.00	108,886.44 700,000.00 180,000.00 220,000.00	2,064,426.44
			855,540.00		
1960-61	University Theatre, Dilliman University Elementary School, Dilliman Main Library Addition, Dilliman Conservatory of Music, Dilliman IEDR Library Addition, Dilliman College of Dentistry Annex, Dilliman Radiological Health Laboratory, Manila College of Medicine Annex, Manila Men's Dorm. College of Forestry, Los Baños U.P. Baguio College, Baguio Campus	9,000.00 1,500.00		570,000.00 150,000.00 89,000.00 250,000.00 25,000.00 60,000.00  200,000.00 140,000.00	1,494,500.00
		10,500.00			

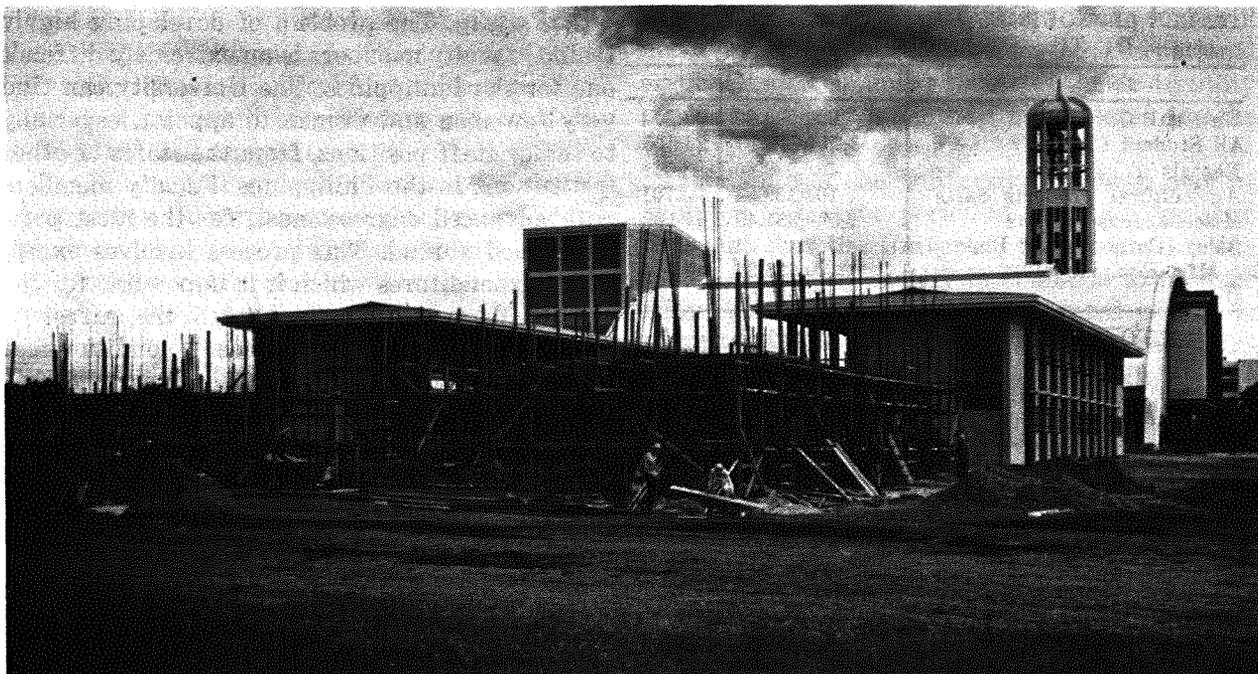
\* Rockefeller      \*\* Rice & Corn Fund      Rockefeller and Ford Foundations

As this decade closes, a major NEC-ICA project in building construction, designed to total ₱5,000,000 in the years 1962 to 1966, inclusive, is just getting under way. Using funds generated under United States Public Law 480, sales of surplus U.S. commodities, this project will provide badly needed academic buildings, faculty housing, and completion of water and sewer utilities. The project was originally intended to get under way in 1960, but difficulties of personnel recruitment and other administrative delays originating in both Washington and Manila prevented earlier implementation. It will be seen from Table I that the building program has averaged approximately ₱1 million per year throughout this decade. Relieved of this burden through NEC-AID financing, the University will be able to devote an equal amount to a badly needed increase in faculty salaries. It is expected that by the time this five-year building program has been completed the total income of the University will have been increased

by the development of its Basilan property to the point where it can meet the financial requirements of its increased salary schedule as well as resuming its normal building construction program.

In addition to providing 22 per cent of the finance for construction of new buildings NEC-ICA has provided substantial assistance in the replacement of war damaged or lost equipment for the University's laboratories and library, and in the acquisition of new and modern equipment of many kinds.

The majority of commodity aid has been for the instructional program, but some has been for the purpose of assisting general administration. In the latter category, for instance, are two new dump trucks, two tractors, two electric power mowers, and four pick-up trucks for the Division of Grounds and Services, as well as two fire engines for the Fire Department. Other assistance



Current construction at the University of the Philippines.

has been given through the acquisition and assignment of war surplus materials from the U.S. military bases at Clark Field, Subic Bay and Sangley Point.

In spite of the construction program detailed above, the housing problem at the University continues to be critical and, in the case of faculty housing, a morale problem. Location of the new campus makes it impossible for most faculty members to rent living quarters within reasonable distance of the campus at prices they can afford. Therefore most of the faculty are housed on the campus in old structures built as temporary housing by the United States Army following World War II. Most of these structures are without adequate utilities and in various stages of dilapidation. Replacement of these facilities is a part of NEC-USAID construction assistance just getting under way at the time of this writing.

#### **Problems of the Future**

1. *Financial Support.* This problem is especially acute in the University of the Philippines. As will be seen in Table II the National Government appropriation in 1961 accounted for approximately 47 per cent of the total budget, while all student charges and fees together constituted the next largest source of income, 25 per cent. These stu-

dent charges, including tuition and fees are higher than those charged by most private universities in the Manila area. Included under Miscellaneous Receipts is income produced by the Basilan Land Grant. Other sources of income are rentals of living quarters to students, faculty and employees, totaling for the year 1960-61, ₱463,539.80. This represents income from a total of 5,853 persons residing on the Diliman campus.

In spite of fees and other charges to students which are very high for a state university, the total income is so inadequate that every phase of the University's life is operating on a sub-standard budget. It is apparent that the University cannot expand its offerings at the very much more expensive upper division and graduate levels, or support research activities commensurate with the nation's needs, without a very substantial increase in the financial support by the National Government.

The University administration hopes that the Basilan Grant will ultimately produce an annual net income of ₱1,500,000 which can be used for current operating expenses of the University. The University reports gross cash income and net income above or below production and development costs by years as follows:

TABLE II—SOURCES OF INCOME, UNIVERSITY OF THE PHILIPPINES, 1960-1961

Source	Amount	Per Cent
National Government	₱ 7,093,000.00	46.854
All Student Charges	3,714,742.10	24.535
Rentals	462,539.80	3.069
Agricultural Products Sales	100,139.84	.701
Miscellaneous receipts	2,589,331.49	17.102
Sales (Cafeteria and Eng. Mfg. Equipment)	1,129,638.34	7.461
Other	42,999.58	.284
<b>TOTAL</b>	<b>₱15,140,291.15</b>	

TABLE III—DETAIL OF INCOME FROM STUDENT CHARGES, UNIVERSITY OF THE PHILIPPINES,

1960-1961		₱
Fines and forfeitures		24,265.69
Tuition fees	1,788,859.83	
Laboratory fees	889,133.93	
Miscellaneous student fees	21,252.16	
Registration fees	332,050.15	
Rental of caps and gowns	6,725.70	
Entrance fees	46,882.43	
Diplomas and certificates	72,130.00	
Medical fees	244,665.69	
Library fees	247,451.52	
Non-citizenship fees	33,518.00	
Rental of textbooks	7,807.00	
<b>TOTAL</b>	<b>₱3,714,742.10</b>	

Year FY	Gross Cash Income	Production and Development Costs	Net Farm Income
1956	299,100	292,110	6,990
1957	452,922	480,718	-(27,796)
1958	664,025	614,641	-(49,384)
1959	1,006,746	808,042	198,704
1960	1,443,774	844,191	599,583
1961	1,604,000	944,000	660,000
1962	2,290,818	1,374,490	916,328

In estimating the future income producing potential of the Basilan Land Grant it is important to note that all capital improvements to date have been made from plantation income and that other funds of the University have contributed nothing to development costs or operating expenses. On the other hand, the Land Grant has consistently contributed income to the general operating funds of the University which might well have been used for development of the plantation. To meet the desired goal of a safe sustained annual yield of ₱1,500,000 to ₱2,000,000 there will have to be a substantially greater annual investment of the productivity of the Basilan Land Grant for capital formation. The most careful estimates of the present management, checked on the ground and supported by American technicians, indicate that present reinvestment needs total ₱6,130,000.

2. *Faculty.* The problem of developing highly trained faculty members is an extremely difficult one for the Philippines. The University can find very few men and women to appoint, especially to senior staff positions, from the staffs of other institutions in the Philippines. Faculty members with advanced degrees must, for the most part, be trained abroad. This process involves exceptional expenditures which it is impossible for the individuals to finance in all but the rarest of cases, and which under present conditions of financial support it is very difficult for the University to cover from its own funds. Assistance has been provided through the USOM to the Philippines working through NEC. Additional help has been provided through American Foundations. A.I.D. has sent a total of 213 faculty members to the United States for training of from a few months to three years during the decade. It is essential that such aid be continued at least until the University has a faculty which in training matches its educational mission. In the foreseeable future the University will always have this problem of upgrading its senior staff through training abroad.

3. *Administration.* As used here administration is intended to mean not only the detailed management of the University's affairs, but the attitudes of faculty, citizens, students, and government officials toward it. It seems clear that the National Government has little conception of the place of the University in national life nor the place of the President in the University. The external responsibilities of the University are many and the creation of an appropriate image of the University in the minds of the people is a task of great importance.

The internal administration of the University is complex and difficult. The University has not only the normal problems of administration but also unusual problems arising from its relationship to the United States Operations Mission to the Philippines, the Philippine National Economic Council, international organizations such as UNESCO, and American foundations. There are also problems which arise from the divisions of the University into three major and two minor locations—the Diliman campus, the downtown Manila activities, the campus at Los Baños, and the lower division campuses at Iloilo and Baguio.

One of the major unresolved problems is the place of the faculty in the administration of the University. This is a subject for serious consideration for at present it is a primary source of dissatisfaction and unrest.

The Hannah survey, completed in 1958, charted a course toward improved administration of the University. The University leadership took quick and laudable action in the direction of implementation. However, in the later years of the decade much of the benefit of this good start has been dissipated by delegations of specific authorities which do not follow the lines of administrative organization as recommended and adopted. There is great need for more staff service to bring accurate data to the assistance of the line officers of the University.

4. *Advanced Education and Research.* This problem represents the movement of the University from an institution mainly devoted to undergraduate and professional teaching to a university inspired by the ideals of research and graduate training. It represents movement of the University of the Philippines from a present position

of pre-eminence in this Republic to one which will merit and receive recognition on the international scene. Earlier comment indicates the desirability of this movement from the United States and the Free World point of view.

This state of the University's growth may be expected to cover a period of twenty-five years. It means that the University should develop the facilities and the faculty to enable it to produce fifty Ph.D.'s a year within the stated period. It means also that the University will become a center for advanced training and research for the whole of Southeast Asia. It means, further, that the University will have developed in selected fields a faculty and research opportunities that will attract advanced students from both America and Europe. The development of such a university is an important item not only in the development of Philippine nationality but for the entire Far Eastern area.

5. *Physical Plant Development* will continue to be a major problem throughout the coming decade. The assistance of AID-NEC just now getting under way will be of significant help in ridding the University of many unsuitable, anti-



University of the Philippines staff and USOM counterparts.

quated quarters on the Diliman campus which were inherited from the United States army as an aftermath of World War II. Over-all coordination of the University's construction plans and program for both academic buildings and faculty and student housing is essential. A current morale problem has been created on one of the campuses through the erection of inordinately superior housing facilities by one American foundation which is interested in one small facet of the total University program and operation. Good administration should be as alert to the prevention of inequitable or favored treatment to one segment as to the continued use of sub-standard facilities by another.

Development of the University's income producing potential in terms of maximum sustained future income rather than maximum current revenue withdrawals has been mentioned earlier.

6. *Admission and Retention Policies.* In common with most universities the University of the Philippines has the controversial problem of admission standards to cope with. As a state university should it open its doors to all high school graduates? Or do the best interests of the entire nation, as well as prudent regard for the investment of public moneys, suggest a selective basis for admission?

Consideration of this problem involves not only scholarships and intellectual potential per se, but the related problems of immaturity and inability to handle the English language. The present 10-year system of lower schools generally produces students who have not acquired the maturity or the academic proficiency to handle college-level textbooks and materials of instruction. A further serious handicap to effective instruction is the widespread and serious deterioration in the teaching of English in the lower schools. At the present time many entering students must be remanded to special remedial classes in English in an effort to upgrade their basic language skills to the point where they can profit from the lectures and handle the basic materials of college instruction. Because the Philippine college level student population does not offer a large enough market to attract publishers and textbook writers, it is certain that the University must continue to use textbook material produced in other English-speaking countries for an indefinite period of time. Currently many entering college freshman experience difficulty handling even high-school level text-

books. At a recent conference called for the purpose of evaluating results of an experiment in educational television instruction conducted in a number of private colleges it was agreed by the evaluators that much of the college level course presented was above the level of the students' ability to comprehend and grasp the concepts involved.

There is much evidence to support the position that the University of the Philippines is amply justified in adopting a selective admissions policy. Not only do private colleges abound, both in Manila and in the provinces (339 in 1961) but the list of publicly supported institutions of collegiate grade is growing at a rapid pace. It can hardly be argued, therefore, that failure of a high school graduate to gain admission to the state university is a denial of educational opportunity. Since the vast majority of private colleges are operated for profit, it goes without saying that admission standards in many of these institutions are not unduly high. By the same token, there is little excuse for the state university dissipating its limited financial resources in remedial teaching to bring ill-prepared and immature students up to the academic level required for successful collegiate work. The future development of the University of the Philippines might well be featured by the acceptance of more and more transfer students from the lower divisions of other institutions, much as the junior colleges in the United States are serving as guidance and transfer institutions.

## 2. THE UNIVERSITY OF MINDANAO

The University of Mindanao accepted its first student enrollees in June of 1962. Thus was launched the second state university in the Philippine system of higher education. The University of Mindanao was first authorized by the Philippine Legislature in 1955 through Republic Act 1387. Its charter is functionally identical with that of the University of the Philippines, though even greater autonomy is provided in an amendment to the original charter in 1957, Republic Act 1893, which designates the President of the University as Chairman of the Board of Regents.

Activation of the University of Mindanao is an important part of a many-pronged governmental program directed at an accelerated development of the southern islands area. In 1957 the Philippine Congress approved Republic Act

1888 creating the Commission on National Integration. This Commission is charged with the function of "promoting the welfare of cultural minorities so that they may be rapidly integrated into the body politic."<sup>10</sup> In 1961 Republic Act 3034 created the Mindanao Development Authority "to foster the accelerated and balanced growth of the Mindanao, Sulu, and Palawan regions." In this context the University of Mindanao becomes an instrument of the government for the economic, social and cultural advancement of the people of the region.

The University is located just outside Marawi City in Lanao del Sur on a portion of the former Camp Keithley Military Reservation which was the center of administration for the entire Mindanao area during the American regime. The site

occupies 1,000 hectares (2,500 acres) in rolling hills overlooking Lake Lanao at an altitude of from 2,000 to 2,800 feet above sea level. Climatically it is perhaps the best located educational institution in the Philippines, the altitude insuring a pleasant, invigorating, yet mild climate throughout the entire year.

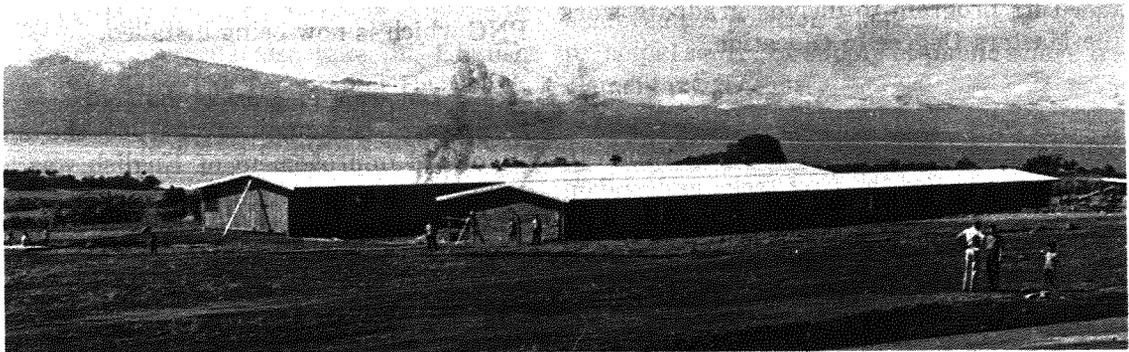
NEC-A.I.D. assistance has been requested for the new University but to the time of this writing, affirmative action has not been taken by NEC-A.I.D. though the Peace Corps provided help in upgrading prospective enrollees among high school graduates of the area during the summer of 1962.

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<sup>10</sup> University of Mindanao, General Information, 1962-63, Marawi City, 1962, 15 pages.



Campus, University of Mindanao, Marawi City



University of Mindanao—Administration Building and Academic Building.

### 3. THE PHILIPPINE NORMAL COLLEGE

As the University of the Philippines is pre-eminent among institutions of its kinds, so the Philippine Normal College is the leading Philippine institution for the training of teachers for the nation's elementary schools. Founded in 1901 by the Department of Education and at first completely staffed by American teachers, it was for twenty years the only public teacher training institution in the Philippines. The 5,375 students presently enrolled in the Philippine Normal College make it, next to the University of the Philippines, the largest public institution of higher education in the nation. It has roughly as many students enrolled as the other eight normal schools together, and is literally "bursting at the seams", having long since outgrown its present cramped quarters and inadequate facilities.

When first organized, the Philippine Normal College accepted seventh grade graduates and its teacher training program operated at the secondary school level. However, academic standards were gradually increased until by 1928 PNC was accepting only secondary school graduates. For many years the main curriculums for teacher training were two-year programs leading to the elementary teachers certificate (ETC), and this became the standard course of preparation for elementary teachers. However, the school gradually expanded its curriculum offerings into a full four-year program, and in 1949 it was granted a charter by Congress to become an independent public college with its own Board of Trustees and its present name—Philippine Normal College. Within the past four years the College has further expanded its program to include graduate work for the Masters Degree in education.

During the early years of USOM operation in the Philippines one of the first tasks undertaken was the rehabilitation of the public teacher training facilities. During the war Philippine Normal College had suffered damage, as had all public institutions. Between the years of 1954 and 1960 NEC-ICA sent a total of 10 faculty members to the United States for advanced study, as follows:

Field	1954	1955	1956	1957	1958	1959	1960
1. Curriculum laboratory	x						
2. Library services	x						
3. Laboratory school	x						
4. Student teaching		x					
5. Science teaching		x					
6. Education research			x				
7. Remedial reading			x				
8. Child Study Techniques				x			
9. Teaching English as a second language						x	
10. Natural Science							x

NEC-ICA has provided advisory and commodity assistance in developing the curriculum, the curriculum laboratory, the library, the audio visual aids center, the child study center, the speech center, and the science resources.

#### English as a Second Language

Another area of NEC-ICA assistance to Philippine Normal College has been the teaching of English as a second language. NEC-ICA has cooperated closely with the Philippine Center for Language Study, a Rockefeller Foundation activity, throughout the five years of its existence. During these five years NEC-ICA has sent 8 teachers each year to the United States for special language training at the University of California at Los Angeles. Recently the Rockefeller Foundation has extended the life of the Philippine Center for Language Study for an additional three-year period. However, anticipating the time when this facility for research, experimentation and material development will no longer exist, NEC-ICA has been particularly interested in encouraging PNC to pick up the work when PCLS terminates. For this reason, NEC-ICA in 1961 supplied \$12,000.00 of equipment for a speech center at PNC which is now being installed.

#### Second Language Program at the PNC

1. Prior to the summer of 1960 the approach toward improvement of English was through the traditional English courses. The need for improving the students' English was however felt and a course, English 11 Speech Improvement, in the undergraduate curriculum was available as an elective. In the graduate curriculum such courses as Communication 503 Effective Speech, Communication 504 Second

Language Teaching, English 501 Dramatic Speech and Introductory Linguistics gave the students direct approach to the improvement of their English.

2. In the summer of 1960 The Teaching of English as a Second Language was introduced as an area of specialization in the Graduate School. A student specializing in this area has to take six English courses in addition to the other requirements for the M.A. degree. The six English courses recommended by the PNC faculty and the Philippine Center for Language Study are as follows:

- Introductory Linguistics
- Phonology for Filipino Teachers
- Practical Problems of Conversational English
- Application of Comparative Linguistic Analysis
- Advanced Composition
- Teaching English as a Second Language

When the entire graduate curriculum was revised in 1961 the courses in the area on second language teaching were retained.

3. The Asia Foundation made available ₱9,600 as scholarship fund for 4 public school teachers and principals to take up graduate studies in the Philippine Normal College in the school year 1960-1961 with Teaching English as a Second Language as the area of specialization.
4. The Bureau of Public Schools created 20 scholarships in 1961-1962 for the PNC Graduate School with second language teaching the area of specialization. Public school teachers were selected for these scholarships and were paid their salaries while studying in the PNC. The PNC gave these scholars free tuition. The same number of scholars is expected for the school year 1962-1963 with the same arrangement as to financial aid.
5. Many teacher-students also take the English courses, especially The Teaching of English as

a Second Language. This is the case during the summer terms.

6. The Philippine Center for Language Study provided the PNC with part time professors who handled the English courses. The U.S. Educational Foundation assigned one Fulbright exchange professor to the PNC to teach courses in the area of second language teaching. The Center also loans English books to the PNC library.
7. The Philippine Center for Language Study and the Colombo Plan provided scholarships for PNC faculty members for specialization in the teaching of English as a Second Language in UCLA and Australia—three for UCLA as of this writing and two for Australia.

#### 4. THE NORMAL SCHOOLS

Besides the Philippine Normal College, there are eight other public institutions for the preparation of elementary school teachers. Until recently all eight of these institutions were under the Bureau of Public Schools. All were called Normal Schools, even though they offer a full four-year course and grant the Bachelor of Science degree in Elementary Education. In 1960 Congress granted a separate charter to the Zamboanga Normal School, thus removing it from the control of the Bureau of Public Schools and putting it under its own Board of Trustees. In Table IV are given the comparative enrollments of each of the Normal Schools for the year 1955-56, at mid-decade, and at the close of the decade, 1961-62. It will be seen that the enrollment growth in the last five-year period has been 260 per cent for the entire group. The lowest individual growth was Ilocos Norte with an increase of 169 per cent, and the largest was that of Bukidnon with 478 per cent increase. It will thus be seen that during this decade the provincial normal schools have achieved the position where they have become the principal source of supply of public school trained elementary teachers.

TABLE IV  
NORMAL SCHOOLS UNDER THE BUREAU OF PUBLIC SCHOOLS

Name of Normal School	Location	Date of Becoming 4-year College	Date of Founding	Size of Campus in Hectares	Number of Students 1955-56	Number of Students 1961-62
Albay	Legaspi	1929	1952	6	373	992
Bukidnon	Malaybalay	1924	1955	6	105	502
Cebu	Cebu City	1918	1952	5	582	1,369
Ilocos Norte	Laoag	1922	1952	8.5	396	668
Iloilo	Iloilo City	1924	1952	17.5	373	757
Leyte	Tacloban	1938	1952	6.5	297	899
Pangasinan	Bayambang	1922	1952	25.6	354	1,169
					2,480	6,356
Zamboanga	Zamboanga City	1920	1955	15	245	738
					2,725	7,094

The SIXTH MILESTONE Report contains a detailed account of the Albay Normal School in Legaspi. This account of one of the regional normal schools, with variations in detail, typifies the origin and growth problems of all the regional normal schools. All have developed out of felt needs for more teachers, most have started as secondary schools, subsequently expanding upward into collegiate grade institutions as professional standards for teacher training were raised.

NEC-ICA assistance was concentrated on the normal schools during the early part of the decade. A total of 33 faculty members of the eight regional normal schools were sent to the United States for training. As will be seen in Chart I the bulk of these participants (20 of 33) were sent in 1954. Fields of study of these participants ranged widely as will be seen in Chart II.

During the decade NEC-ICA provided \$429,512.34 of commodity assistance. The aid was concentrated in the very early part of the decade, nearly 80 per cent in the single year of 1953. With these funds the normal schools were enabled to build up adequate library materials, develop science centers, set up work education centers using simple hand tools, establish health and dental training centers, start child study centers, and equip laboratories.

## 5. THE PHILIPPINE MILITARY ACADEMY

The Philippine Military Academy was established in 1905 as an officers' training school for the Philippine Constabulary. At first located in Intramuros, Manila, in makeshift quarters, in 1908 it was moved to Baguio where it has remained since. It was known by the name "The Philippine Constabulary Academy" from 1928 until the formation of the Commonwealth in 1935. With the passage of the National Defense Act,

Commonwealth Act Number 1, the Academy in 1936 rose to full stature as a four-year college conferring the degree of Bachelor of Science. This Act also authorized the present name of the institution, Philippine Military Academy.

With the coming of war and invasion by Japan the Academy was disbanded, third and fourth year cadets being given emergency graduation and assignments in the defense forces in Bataan and elsewhere.

After liberation, the academy was reopened in 1946, and shortly after the academy moved to its present site of 380 hectares at Loakan, in Baguio. The site is now known as Fort del Pilar. Reconstruction and reorganization of the academy went hand in hand. Between 1953 and 1955 NEC-ICA assistance in the amount of \$200,000.00 was provided to construct buildings to house the Hydraulics Laboratory, the Thermodynamics Laboratory, and the Ordinance Laboratory. Dr. John Venard, head of the Fluid Mechanics Department at Stanford University was employed to design equipment and assemblies. The Filipino who was assigned to head the Hydraulics Laboratory, Major Benjamin Tayag, was sent as an NEC-ICA participant for a year of graduate study at Stanford University in 1956-57.

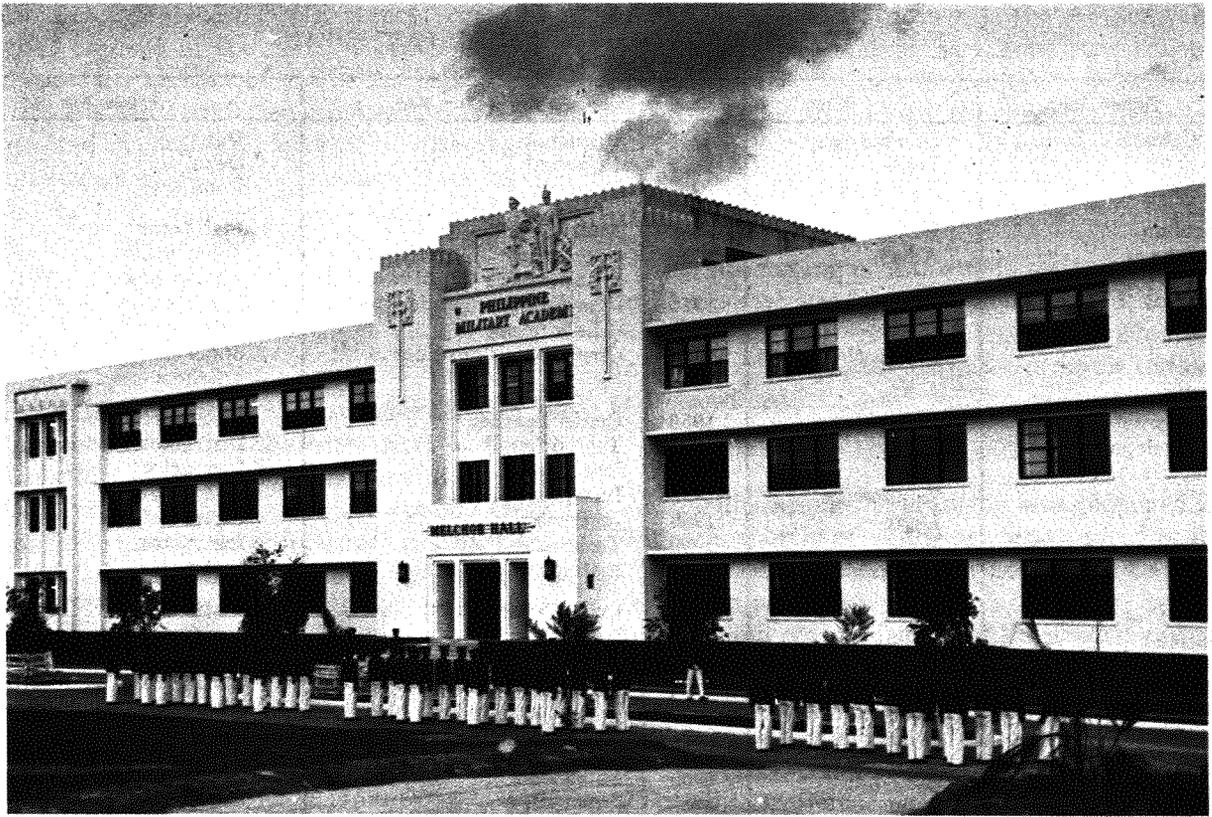
The Philippine Military Academy as presently equipped is set up to train 300 cadets plus a limited number from friendly neighboring countries. The training program of the academy as well as the method of selection and appointment of cadets, are based on those of the U.S. military academies. The work during the first two years is common for all cadets, while during the last two years each will specialize according to whether he is destined for the army, navy, or air force. The Philippine Military Academy is now the outstanding military officer training school in this part of the world.

**CHART I**  
**FIELD OF TRAINING—NORMAL SCHOOL PARTICIPANTS**  
1952 - 1962

Field of Study	Schools	Year Sent	Position Then Held	Position Now Held
Administration	Zamboanga	1955	Principal	Dean
	Leyte	1955	Principal	Dean
	Bukidnon	1955	Principal	Dean
Curriculum Development.	Iloilo	1953	Instructor	Instructor
	Albay	1955	Coordinator, Curriculum Laboratory	Coordinator, Curriculum Laboratory
	Zamboanga	1955	Coordinator, Curriculum Laboratory	Coordinator, Curriculum Laboratory
	Ilocos Norte	1955	Curriculum Coordinator	Supervisor, Laboratory School
Child Growth & Development	Albay	1956	Critic Teacher	Instructor
	Albay	1959	Technician	Instructor
	Cebu	1956	Instructor	Instructor
	Zamboanga	1958	Instructor	Instructor
	Leyte	1958	Instructor	Instructor
	Iloilo	1959	Technician	Instructor
Audio-Visual Education	Ilocos Norte	1954	Critic Teacher	Instructor
	Iloilo	1954	Instructor	Instructor
	Leyte	1954	In-charge AV Dept.	In-charge AV Dept.
	Zamboanga	1954	Critic Teacher	Instructor
	Albay	1954	Instructor	Instructor
	Cebu	1954	Critic Teacher	Instructor
Supervision of Student Teaching and Organization of Lab. Schools	Bukidnon	1955	Supervisor	Supervisor
	Cebu	1955	Supervisor	Supervisor
	Zamboanga	1953	Supervisor	Supervisor
	Bukidnon	1955	Curriculum Coordinator	Resigned
Teaching English as a Second Language	Albay	1958	Instructor	Instructor
	Cebu	1958	Instructor	Instructor
	Iloilo	1958	Critic Teacher	Teacher Trng. Instructor
	Zamboanga	1958	Instructor	Instructor
Subject Content: Science Health Home Economics Home Economics Remedial Read.	Iloilo	1953	Instructor	Resigned
	Leyte	1955	Nurse	Instructor
	Zamboanga	1955	Instructor	Instructor
	Ilocos Norte	1955	Instructor	Instructor
	Pangasinan	1955	Curriculum Coordinator	
	Pangasinan	1954	Supervisor, Training Department	Supervisor, Laboratory School

**CHART II**  
**FIELDS OF TRAINING—PHILIPPINE NORMAL COLLEGE PARTICIPANTS**  
1952-1962

Field of Study	Position Held by Participant When Sent	Position Now Held by Participant
1. Curriculum Laboratory	Assistant Professor	Director, Curriculum Laboratory
2. Library Services	Librarian	Librarian
3. Laboratory School	Associate Professor	Retired
4. Elementary Curriculum—Student Teaching	Supervisor	Director, Off-Campus Student Teaching
5. Science Teaching	Associate Professor	Head, Natural Science Department
6. Educational Research	Assistant Professor	Assistant Professor
7. Remedial Reading	Assistant Professor	Retired
8. Child Study	Instructor	Instructor
9. Teaching English as a Second Language		Instructor
10. Natural Science	Chief, Practical Arts Department	Chief, Practical Arts Department



The Philippine Military Academy.

#### 6. THE PHILIPPINE COLLEGE OF COMMERCE

The Philippine College of Commerce had its beginning as the Manila Business School in October of 1904. In 1908 it was made a national school and the name was changed to the Philippine School of Commerce. On June 21, 1952, by Congressional action (Republic Act No. 778), the school was authorized to become a full four-year college, under the direction of its own Board of Trustees, and the name was changed to the Philippine College of Commerce.

The importance of the Philippine College of Commerce to the business community of Manila, as well as to individuals ambitious to upgrade their personal skills, may be seen in the fact that the night enrollment consistently exceeds the day enrollment, at times almost doubling the day enrollment. During the school year 1960-61 the enrollment in the regular day classes totalled for the first semester 2,020 and for the second semester 1,820. During the same period, enrollments in the evening classes, which are organized on the quarter system were as follows:

1st quarter — 3,766  
 2nd quarter — 3,408  
 3rd quarter — 3,208  
 4th quarter — 2,340

The Philippine College of Commerce, like the Philippine Military Academy and the Nautical School, but unlike all the other chartered colleges, has never had any administrative connection with the Bureau of Public Schools. Probably for this reason, P.C.C. has never identified itself with the national forces of vocational education which have made such remarkable strides during the 1952-1962 decade. Yet it is today the only government-supported institution preparing business education teachers. Of the total enrollment, approximately 150 are enrolled in teacher education, and for the past decade from 10 to 20 business education teachers have been graduated annually. The only NEC-ICA assistance extended to this college was the sending of two participants, both faculty members to the United States for 12 months—one in the field of Cooperative Distributive Education and the other in the field of Cooperative Office Education.

# section

# 5

## SUMMARY AND IMPERATIVE NEEDS FOR THE FUTURE

SUMMARY AND RECOMMENDATIONS: GENERAL  
SPECIFIC RECOMMENDATIONS:

1. OUT OF SCHOOL YOUTH
2. RETURN OF GRADE 7 TO ELEMENTARY
3. COMPREHENSIVE HIGH SCHOOLS
4. CONTINUE ELEMENTARY PILOT SCHOOLS
5. ENGLISH AS SECOND LANGUAGE
6. IN-SERVICE EDUCATION OF TEACHERS
7. TEXTBOOKS—OTHER MATERIALS OF INSTRUCTION
8. MANPOWER TRAINING
9. ADULT EDUCATION
10. GUIDANCE, RESEARCH, STUDY OF FILIPINO CHILD
11. SCIENCE HIGH SCHOOL FOR SUPERIOR STUDENTS
12. EDUCATIONAL TELEVISION
13. HIGH SCHOOL SCHOLARSHIPS
14. IMPROVING SCHOOL ADMINISTRATION & SUPERVISION
15. UNIVERSITY OF THE PHILIPPINES CONSTRUCTION
16. UNIVERSITY OF THE PHILIPPINES GRADUATE & RESEARCH
17. UNIVERSITY OF MINDANAO
18. COORDINATION OF HIGHER EDUCATION
19. COORDINATION OF TEACHER EDUCATION
20. DECENTRALIZATION ADMINISTRATION & FINANCE





## SUMMARY AND RECOMMENDATIONS

Preceding sections of this report carry the detailed account of NEC-AID cooperative aid in the Philippines from the beginning of the official program under the Mutual Security Administration in 1952 up to June 30, 1962, the terminal point for programs planned and implemented under NEC-ICA and its predecessor agencies. There is no doubt in the mind of the staff preparing this report that Philippine-American joint projects will continue in the Philippines for as long a time in the future as there continues to be a need for such assistance. The purpose of this section is to set forth the areas of public education in the Philippines in which further marked improvement is essential to the economic and cultural advance of the nation.

The emphasis in NEC-AID educational assistance to the Philippine government has been in two directions: (1) getting the public school system back into effective operating condition as quickly as possible and, (2) gearing the public school system to the developmental needs of the nation for economic and social advance.

During the first half of this decade, NEC-AID projects were concentrated in three areas, (1) the University of the Philippines, (2) the normal schools, and (3) the technical schools for agriculture, arts, and trades. This concentration reflected the common belief that the most urgent need of this new nation was for trained competent leadership in government, business, industry, and agriculture. First concentration at the upper levels of the public education system may be said to have been an emergency, or first-aid kind of treatment.

During this first half of the decade the interests of general elementary and secondary education were not ignored. The assistance rendered in upgrading faculty training and competence in all the public normal schools was for the purpose of providing better qualified teachers for the 29,000 elementary schools of the nation. At about mid-point of the decade, NEC-ICA gave assistance to the Bureau of Public Schools in their vigorous overhauling and updating of the curriculum.

In the second half of the decade NEC-ICA projects came to be more and more concentrated on the problems of elementary and secondary general education. Nevertheless, the total assistance given to these two levels fell far short of the assistance provided vocational education and higher educa-

tion. One of the real problems in providing aid to the elementary schools is the sheer size of the task. There are now two state universities. There are nine teacher training institutions, 1 arts & trades college, 6 agricultural colleges, a college of commerce, military academy, nautical school, 76 agricultural high schools, 71 arts and trades high schools, and 246 general high schools. By comparison, there are now 30,000 elementary schools. It is literally impossible to conceive or conduct any kind of program that will bring direct and participating assistance to all the elementary schools of the nation. Even the 246 public high schools are too many to allow direct contacts by American technicians, equipping of all libraries and laboratories, or upgrading of faculty by individual training programs or techniques.

For this reason NEC-ICA aid at the elementary and secondary levels has taken different forms than the aid given to universities, colleges, and technical schools. Technical assistance in curriculum revision has already been mentioned, as has the improvement of teacher training, both pre-service and in-service. A gigantic textbook printing program of the Bureau of Public Schools which is in mid-stream at the time of writing, will provide 25,000,000 textbooks for the elementary and secondary schools. At the beginning of the decade the supply of textbooks was pitifully inadequate. Estimates indicate that there was at that time one textbook for every twenty pupils. This disparity has now been reduced to the point where there is one textbook for each five pupils. Completion of the current BPS textbook printing project will still further reduce this ratio to the point where there will be one textbook for each two pupils. Minimum adequate provisions of textbooks cannot be achieved until there is a textbook for each child in each of the required subjects of study for which textbooks are needed. A goal of 40,000,000 textbooks would provide this coverage on the basis of the present enrollment, not taking into account the need for replacement of textbooks worn out in use. NEC-AID assistance to this project, totalling \$5.4 million at the time of writing, consisted in the furnishing of the paper for the printing of these books.

In addition to giving assistance to the Philippine educational agencies in the upgrading of teacher preparation in revising curriculum and

printing textbooks, NEC-AID has given substantial assistance to BPS in the improvement of English language teaching. The existing language situation is one of the most perplexing, controversial, and emotionally charged issues in Philippine public education. Deterioration in the teaching of English and in the use of English in the classes and on the school grounds is undoubtedly one, if not the principal, cause of the serious drop in pupil achievement, amounting to an average of one full year since 1925.

Numerous proposals have been submitted as solutions to this problem, but as yet none has gained widespread acceptance. The absence of research data, together with the emotional bias that affects all consideration of the language problem, makes agreement on the best procedure very difficult to achieve. The existing pattern of language instruction calls for the use of the local dialect for instruction in Grades I and II, with English and the national language, Pilipino (Tagalog), introduced as subjects of study. In Grades III and above, English is the language of instruction, with Pilipino (Tagalog) continued as a subject of study.

The principal difficulty with the existing program is that the instruction of three languages simultaneously in all but the Tagalog-speaking provinces is a staggering load for seven-year-old children. While experimental studies have shown that use of the local vernacular produces initially more rapid pupil progress in reading, it by no means has been demonstrated that this initial advantage is maintained when the time comes to transfer to another language as the medium of instruction. The use of the vernacular is defended not only on the basis of the greater ease in learning to read, but on the basis that since few "mga tao" (common people) will persist beyond Grade IV it is better to try to produce literacy in the vernacular than to sacrifice literacy for the masses in order to develop a literate elite in the English language. Based on this argument, some advocate use of the vernacular throughout the first four grades. However, in practically all proposals the teaching of English is recognized as a requirement, either as the medium of instruction or as a subject of study.

One of the generally acknowledged handicaps to good English teaching is the fact that many teachers themselves have a very poor command

of the language and cannot serve as good models for their pupils in terms of pronunciation and intonation. The Philippine Center for Language Study is one of the projects that has been directed toward improvement of the language situation. Started in 1957 under the financial sponsorship of the Rockefeller Foundation as a five-year project, the Center has recently been given a three-year extension. The Center is operationally linked to the University of California at Los Angeles. NEC-ICA has cooperated with this project by sending annually eight teachers or supervisors to the University of California, Los Angeles, for graduate study in the teaching of English as a second language. As of this writing some 70 Filipino teachers have been sent to the United States for graduate study in the techniques of teaching English as a second language. Of these, 40 were sent on NEC-ICA scholarship grants. The majority of these returned participants are now serving as supervisors of English, as curriculum and textbook writers, or as teachers in demonstration centers.

NEC-ICA also has helped the Philippine Normal College in the development of specialized facilities for language training. The Bureau of Public Schools is currently assigning 20 teachers per year for graduate study in PNC in the techniques of teaching English as a second language.

In view of the impossibility of devising any plan for directly contacting 29,000 elementary schools, or 264 high schools, NEC-ICA assisted the Bureau of Public Schools in a program of selecting pilot schools for demonstration of newer and better teaching techniques. Twenty-five high schools and 102 elementary schools were chosen. Each school was provided a basic kit of science equipment, tools for the work education program, such things as sewing machines and dishes for the home economics department, books and other instructional materials. The program for the 25 secondary schools terminated in 1960. The program in the 102 pilot elementary schools terminates in June of 1962 after three years of what was originally intended to be a five-year program. Earlier termination is in no sense a reflection on the results achieved, being purely the result of administrative changes in the transition from foreign service activities under NEC-ICA to those of NEC-AID.

At the terminal point of the decade, projects of the Education Division, United States Operations Mission to the Philippines are in the following status:

1. University of the Philippines — General Education
  - a. Improvement graduate study and research
  - b. Project terminates July 21, 1962
  - c. Dr. W. F. Dyde, U.S. Technician
2. University of the Philippines — Construction
  - a. A five-year project for the construction of academic buildings, faculty housing, and related utilities.
  - b. Project originally scheduled to commence in 1960, but work actually started in 1962.
  - c. Contemplated termination, June 1966
  - d. Mr. John Biehle Rork, U.S. Technician
3. Vocational Education
  - a. Consists of two sub-projects, one in trade and industrial education, the other in agricultural education.
  - b. Terminates June 1962
  - c. U.S. Technicians: Mr. Lyle B. Pember, Mr. Edwin Doe, Mr. Warner M. Smith
4. Elementary Education — General Education
  - a. Consists of technical advisory service, commodities, and participant training in 102 selected pilot elementary schools, so situated geographically as to serve as demonstration centers.
  - b. Originally scheduled to terminate 1964.
  - c. American Technicians: Mr. Francis H. Vittelow, Dr. Henry R. Hansen
5. Textbook Printing — Bureau of Public Schools
  - a. A program designed to produce 25,000,000 textbooks for public elementary and secondary schools. USOM is furnishing the paper.
  - b. Commenced 1960, terminal date 1964.
  - c. U.S. Technician: Mr. Jack M. Barker (transferred to Ankara, 1962. Replaced by Chester G. Shepanek, October 1962.)

#### RECOMMENDATIONS:

A full consideration of the assistance needs of Philippine public education in the decade ahead must be based upon a careful evaluation of the

effectiveness with which the public schools are meeting the needs of the nation at the present time. The day by day observations and experiences of the Mission staff working constantly with their Filipino counterparts can be supplemented by numerous studies that have been made in recent times. Among these are the studies of the UNESCO Consultative Mission to the Philippines in 1949; the Report of the Joint Congressional Committee on Education, published in 1951; a study of educational finance by Morrison, Guiang and Yanson, published in 1953, and a report to the National Board of Education in 1958. Still more recently, the Swanson Report of 1960 gives a thorough analysis of every phase of public education up to the level of higher education. The so-called Sinco Report, published in 1961, is basically a reaction to the recommendations of the Swanson Report. Certain areas of need, certain deficiencies, are commonly reported in all these studies, and where these are confirmed in the observation and day by day contacts of the Mission staff, a basis is created for setting forth a statement of the developmental needs of public education in the Philippines with a great deal of confidence in its accuracy.

As has been indicated in many places throughout this report, Philippine educators have many achievements for which they can be justifiably proud. In fact, it might not be far from reality to challenge the other nations of the world to show equal results for equal expenditures in terms of per capita costs. The national effort of the Philippine people is commendable, the annual educational budget amounting to almost one-third of the entire national budget. In spite of the many things for which Philippine educators merit the highest praise, there are many deficiencies in the public system of education, deficiencies some of which are so serious as to threaten the entire foundation of the democratic society which Philippine leaders are struggling to achieve for their country.

#### 1. Out-of-School Youth

Provide at least minimum threshold training in communication, occupation, and citizenship skills for out-of-school youth.

Unquestionably the number one problem of the Philippines, so far as education is concerned,

is the huge mass of persons of school age who are not in any school, public or private. What to do with this large and growing army of idle, unproductive, ignorant, and unskilled youth is indeed a 64-dollar question. Every year this group contributes something in the neighborhood of one million persons to the adult population, as these youngsters grow out of the teen-age years and take on the responsibilities of parenthood and of trying to earn a living, for neither of which they have the slightest preparation. In the history of all civilizations ignorance and lawlessness have gone hand in hand. With 75 per cent of the youth of high school age not in any kind of school, it is little wonder that the maintenance of peace and order is a problem in the Philippines.

The upper limits, as well as the rate, of a nation's progress depend far more upon the development of its human than its material resources. No amount of technological assistance can permanently shore up a nation whose basic human resources lack the understandings and skills essential to progress. The capital formation of a nation results from building up the skills of its people quite as much as from land or plant improvement.

More importantly, no nation can successfully operate on the basis of democratic social, governmental, and economic processes over a long period of time in the absence of a relatively high level of mass education, understanding, information and ideological ethics. Thomas Jefferson said, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never has been and never will be." The recent history of the German nation shows that technical skills alone are not enough. With high technical competence there must be effective social education in the ethical goals of the society.

Minimum requirements for human resources adequate to support a healthy and rapidly developing nation organized and desiring to function effectively under democratic social, governmental and economic processes are two: (1) A general population characterized by high functional literacy, well informed about the major goals, the major issues, and the major problems which confront the nation, and with a clear understanding of how these goals, issues and problems directly relate to their own individual welfare, and (2) adequate numbers of trained individuals to

fill subordinate roles which require technical competence.

At the time of this writing plans have been announced by the Secretary of Education for the establishment of a Philippine Youth Corps which in general broad outline would compare with the Civilian Conservation Corps developed in the United States during the years following the 1929 depression. This program would have as its objective the enlistment of all out-of-school youth in a program partly work oriented, partly study, and perhaps partly military in character. From an educational viewpoint it would seek to provide these out-of-school youth with threshold skills in various occupational areas. In the USOM, the Community Development Division has been active in assisting in the development of this plan.

This proposal is at best only a temporary and emergency solution to the problem. As a permanent fixture in Philippine life it would have grave implications for democracy. A better, and in the long run the only democratic solution to the problem is the development of public tuition-free secondary education to the point where it reaches and serves from 75 to 80 per cent of the high school age group.

## **2. Return Grade Seven to the Elementary Schools**

Increase the period of public school education below college grade to 11 years by returning grade seven to the elementary school structure, thus making the secondary school consist of grades 8 through 11.

This has been recommended by every study made since 1940 with the single exception of the Sinco report. The latter in effect recommends an equivalent action, in that a five-year high school is proposed, of which the first three years would be considered as common education with a single curriculum for all students.

The staff believes that the return of Grade 7 to the elementary school is imperative for the reasons that have been cited in all previous reports. Pupils are too immature at the end of Grade 6 to profit from secondary school education. Even if it were necessary to charge tuition it would be far better for these seventh graders to be attending school in an elementary school environment. The commencement of secondary education at Grade 7 produces graduates from

Grade 10 who are too immature and too poorly prepared academically to undertake collegiate level work. The result is that but 30 per cent of entering college students finish their four years of college education in four years. It is far more expensive to keep these immature and poorly prepared students for an extra year or two or three at the college level, than to have kept them for the extra year at the elementary school level. Likewise, mass education, or common education for all would be greatly improved if the seventh grade were attached to the elementary school. Many private schools have never given up the seventh grade as a part of their elementary schools. The obstacle, of course, is financial, but a fraction of the national budget allocated to pork barrel expenditures would suffice to finance the seventh grade return to the elementary school and would unquestionably return greater dividends to the nation in the long run.

### **3. Convert All Secondary Schools Into Comprehensive High Schools**

Unify administration and financial support of secondary education and expand function of both regular and specialized high schools.

The weakest link in the chain of Philippine public education is the regular high school. Of all the institutions which comprise the system of public education, only the high school has been left, like the domestic animals in the barrios, to forage for itself.

When public schools were first started under the American regime, the concept of financial support was that the local villages, or barrios, would support their own elementary schools, the provincial governments would finance the high schools, and the national government would finance higher education. It never worked out that way. The barrios either could not, or would not, support the elementary schools so the national government, by a series of steps, assumed full financial support for these schools.

The provincial governments likewise failed to provide support for the high schools. But because of other insistent demands upon the national budget the national government stopped short of financing the public high schools and left them to succumb or survive as best they could. However, in 1927 the national government

began to assume responsibility for the financial support of vocational education. Many of the vocational schools charge no tuition fees, and when they do the fees are in general much lower than those of the regular high schools.

The general secondary schools still receive no funds for current expense from the national government (except in Palawan and Sulu). They are supported entirely by student tuition fees, by transfers from provincial funds made by provincial boards, by contributions and donations, and by canteens and other fund raising activities carried on by the schools themselves.

As a result of this neglect the general secondary school may truly be said to be the step-child of Philippine public education. Whereas 95 per cent of the children attending elementary schools are attending public schools, at the secondary level 63 per cent of those attending high school are enrolled in private schools, and all high schools together, both public and private, are reaching only 25 per cent of the high school age population.

The pattern of assistance under NEC-ICA and its predecessor agencies follows closely the Philippine governmental pattern. In the decade under study, NEC-AID assistance to 147 vocational schools totalled \$4,205,271, plus ₱18,181,464 of counterpart expenditures. During the same period NEC-AID assistance to 246 general high schools totalled only \$300,000, with a counterpart peso expenditure of approximately ₱810,000.00.

The Swanson report, after reviewing the disparity of financial support as between the vocational and general secondary schools of the nation, says:

"If immediate assistance is not provided in increasing and establishing the financial support of the general high school, there is imminent danger that this institution will continue to decline and will ultimately perish, thus making impossible of achievement the Constitution's ideal of a 'complete and adequate' system of education."\*

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\* A Survey of Public Education in the Philippines—1960, Chester A. Swanson and Others, USOM to the Philippines, Manila, 1960. Page 140.

To this succinct statement of the situation, the staff compiling this report will add the comment that without a strong secondary education program it will be impossible to develop the level of understanding necessary to support high level skills in the principal occupations or in intelligent citizenship.

#### **Specialized high schools should broaden their program offerings.**

Educational experience in other countries, as well as in the Philippines, indicates that schools originally started as specialized or vocational schools ultimately broaden their curricular offerings to the point where they no longer are exclusively serving the original specialized purpose and clientele. In the United States the separate vocational high school has virtually passed out of existence. Likewise, specialized colleges such as Michigan State Agriculture College, Ohio State Agriculture College, Washington State Agriculture College, the fourteen California State Colleges and hundreds of others have long since ceased to be single purpose institutions and are today full fledged liberal arts colleges or universities.

The comparable trend is observable in any vocational high school or college in the Philippines today.

Parents of children ambitious for education beyond the elementary school will send their children to the nearest educational institution, regardless of the title of the institution or the occupational purpose. Thus pressures are built up within the institution to provide training suitable for these individuals who are neither fitted nor inclined to follow the occupation for which the institution primarily exists.

All existing general high schools and all existing vocational high schools should ultimately be converted into comprehensive high schools. All should receive the major portion of their financial support from the national government, as recommended by the Swanson report and by every other study that has been made of this problem since 1940.

#### **4. Continuation of the Pilot School Project for 102 Selected Elementary Schools**

A vigorous program of in-service training for the entire teaching

staff is a continuous need. The selection of regional pilot or demonstration schools is a practical answer to this need and the current program should be continued.

As originally conceived and planned by the Bureau of Public Schools, the project in general elementary education was a five-year program. Because of the transition from ICA to AID, this project is being terminated as of 1962 at the end of the third year of its existence. This is unfortunate because in many cases the pilot schools, particularly those in the southern islands area and in other areas which were added during the second year of operation of the project, are just beginning to function in their intended roles as demonstration centers. BPS indicates its strong desire that this project be continued.

#### **5. Improvement of English**

The mastery of English and the teaching of it as a second language should be given continuous emphasis.

The mastery of English and the teaching of it as a second language should be given continued emphasis. Elsewhere in this report there is an extended discussion of the serious problems deriving from the deterioration of the English language in the Philippine public schools. For the past five years eight Filipino teachers or supervisors each year have been sent for graduate study in the language center at the University of California at Los Angeles. Although nearly 70 people have been sent for training by various agencies during the life of this project, 40 of them by NEC-AID, the natural processes of promotion, transfer, health, and other causes of attrition make the total number of personnel available for supervision and direct work in the improvement of English teaching among the 130,000 elementary school teachers far below any level that could possibly be effective. Therefore it is recommended that development be continued in this field, and be directed along two principal lines, first, at the Philippine Normal College immediately and later in all the other Normal Schools of the country in the establishment of first-rate speech laboratories where correct models of English pronunciation and intonation may be provided not only for teachers in training but also for the re-training of teachers now in service.

The objective of this development in the Philippine Normal College is to enable that institution to become a national center for graduate study in the preparation of supervisors in the field of teaching English as a second language, as a center for research, for experimentation, for materials development, and for national leadership in the improvement of English language teaching and use. During FY 1962 NEC-AID helped PNC in getting started toward this objective by furnishing language laboratory equipment for the beginning of such a laboratory. The Bureau of Public Schools also assisted by assigning 20 selected teachers to PNC for graduate study in the teaching of English as a second language, and the Philippine Center for Language Study rendered technical assistance.

Urgency is created by the fact that the Philippine Center for Language Study will terminate its eight years of work in this field in 1965. This Rockefeller Foundation supported agency, which is connected operationally with the University of California at Los Angeles graduate school of linguistics, also supported by Rockefeller Foundation, has given outstanding impetus to the scientific study of language teaching problems in the Philippines. It has sponsored research, conducted experimental teaching situations to test various techniques of instruction in cooperation with selected public schools, prepared teaching guides in both English and local vernacular instruction, and provided technical assistance to many educational groups. It is considered vitally important to the improvement of English teaching and use in the Philippines that the Philippine Normal College be prepared in both facilities and staff to take over and carry on these functions so well initiated by the PCLS.

#### **6. In-Service Training of Teachers**

The program for the in-service training of teachers should continue to have a high priority.

Of the some 130,000 public school teachers now in service, not more than half are fully trained by today's standards. In addition, even among those who technically qualify as fully trained there are many who have serious deficiencies in their ability to speak and use the English language, as noted above, or who for other reasons need refresher training. Even in nations

where the minimum qualifications for teaching are higher than in the Philippines, in-service training is considered to be of vital importance for the continual upgrading of the instructional staff.

Because of the large number of elementary schools—30,000—the Bureau of Public Schools has felt that the most practical approach to in-service education is through the selection and use of specific elementary schools as centers for guided experimentation, action research, and demonstration. For the past two years the 102 “pilot schools” of the elementary education sub-project have had the most prominent role in furthering in-service education. A survey of their activities during this period shows they have held 450 workshops or demonstration class sessions which were participated in by 30,527 teachers and by 1,203 laymen of the communities.

In addition, the officials of the Central Office and the school Division Offices are continually at work to improve the quality of teaching in the schools. A staff of 12 supervisors in the Bureau of Public Schools devotes approximately 80 percent of its time to the direction and assistance of the elementary pilot schools.

Nevertheless, there is considerable unevenness in the progress made by the 102 schools, for some of them have been functioning as pilot school centers for three years, while others are completing only their first year in this designated responsibility. Demonstrations of teaching in some of these pilot schools which for technical excellence could not have been surpassed in the very best situations in the United States have been observed. On the other hand, it must be recognized that there are far, far too many teachers whose quality of instruction is, regrettably, very poor.

An effective continuing program will develop further the in-service education work of the pilot schools, and it will concentrate on the special development of 5 to 10 of them as *regional* training centers.

#### **7. Textbooks and Materials of Instruction**

A long-range textbook printing and purchase program and a materials production program should be developed.

Materials of instruction were almost non-existent at the close of World War II for the Japanese

had confiscated or mutilated most of the textbooks in the schools. NEC-AID is assisting in the program of printing 25,000,000 textbooks for use in the elementary and secondary schools. This textbook program should be completed in 1965. This program, however large it may seem on first glance, will not provide adequately for the instructional needs of the school system, but will merely help to catch up some of the lag which has persisted after World War II. To provide a textbook for every child in all required subjects which need textbooks would require in the neighborhood of 40,000,000 textbooks instead of the 25,000,000 in the present program.

Project printing is limited to the printing of books in eleven dialects for the first two grades and books in English for all other grades. The Bureau of Public Schools with some of its annual funds appropriated by Congress and other funds from book rentals is financing the printing of books in the national language, Pilipino, for all grades.

Since project printed books will at best provide not more than 80% of the needed books and these will have a limited life of 5 to 10 years, the Bureau should develop a long-range program (1) to purchase other needed instructional materials, (2) procure books in Pilipino and Spanish, and (3) develop a textbook procurement plan to supplement project printed books and replace project books as they wear out. This last function will mean a normal 5-8 million book replacement program each year.

Textbooks are only a part of instructional materials and the Bureau should not have to use most of its resources for textbooks alone.

Materials Production Centers, equipped with much of the necessary machinery and with some trained personnel, have been established at Manila, Cebu and Zamboanga. A long-range program for the cooperative development of instructional materials such as maps, charts, teacher's outlines, resource units, etc., should be developed.

### **8. Manpower Training**

The present efforts being made by Vocational schools to survey the manpower needs of the nation and to adjust their programs to meet these needs should be encouraged and expanded as necessary.

Economic development will continue to require technical training for large numbers of persons to man the jobs which will be created by new industrial and agricultural expansion. President Macapagal has announced a goal of a 50 per cent increase in agricultural productivity by 1967. It will require approximately a 20 per cent increase just to keep pace with the population growth. One of the alarming things about the present situation is that the Philippine nation, despite the fact that it has agricultural land resources as rich as any in the world, has not been sufficient in the production of rice and corn in recent years. The economic base of this country will be agriculture for an indefinite period in the future; therefore, the increase of its agricultural production to the point where there is an exportable surplus is one of the primary goals of economic development. This goal cannot be reached if existing uneconomic, wasteful traditional farming methods are continued in use along with existing attitudes toward and use of farm credit.

By the same token, the industrial development of the country must be paced by vocational education in order to insure that trained manpower will be available when needed for the staffing of new industrial plants and complexes. President Macapagal's estimate of 350,000 new jobs in industry each year is far in excess of the total output of the nation's present 71 arts and trades high schools.

Vocational schools have been making a sincere effort to adjust and gear their programs to meet the projected manpower needs of their regions. Such procedures should be administratively and financially supported, should be coordinated with the general high school program, and should be expanded as necessary to be truly effective in providing the trained manpower as will be needed in the decade of progress just ahead.

### **9. Adult Education**

The adult education program should be expanded.

In some of its dimensions the problem of uneducated and illiterate adults is similar to the problem of out-of-school youth, which is Number 1 in this list of imperative needs for future development. The relationship of out-of-school youth and illiterate adults is natural for the latter grows directly from the fact that 75 per cent of the popu-

lation of high school age is not attending any school, public or private. Still, it is also quite different in many respects. For one thing, their occupational responsibilities would not permit adults to be brought together in day schools for group education and training, as is possible with teenage youth. For many reasons, an entirely different approach is needed to the problem of adult education. Several approaches to the problem have been tried or are under consideration by the various agencies of the Philippine government, together with PIA, NEC, and AID divisions. The Adult Education Division of the Bureau of Public Schools is likewise trying to develop appropriate programs, but at the present time they are too small in scope realistically to meet the needs of the adult population. There is in every community a ready made institution (or institutions) perfectly capable of adaptation to the needs of adults for threshold training in literacy, occupations, and citizenship skills—namely, the elementary school building, the high school building, or the vocational high school or college. Here there are books, equipment, and shelter. Very little additional expense beyond the salaries of teachers would be needed to provide a first rate training program for adults who for one reason or another did not acquire the basic skills of communication during their earlier school years or who lack the skills needed for the occupation in which they are engaged. The school buildings are there, and for the most part not in use during the hours of the day when the adults would be able to come for instruction. A pilot or demonstration project along this line might very well be one of the contributions that NEC-AID could make.

#### **10. Guidance, Research, and the Study of the Filipino Child**

Major efforts should be exerted to carry on the research and accumulate the data needed relative to the growth and maturational problems of Filipino children.

It has been pointed out on many occasions that such efforts as have been made to modify and adjust the educational program and offerings in the Philippine public schools to the individual growth needs and characteristics of children are based upon studies made in the United States. The conditions under which such studies have been

made are radically different from Filipino environmental factors. In general, it may be assumed that the environment of the Filipino barrio is less educative than that of the same sized American community with its radios, television sets, newspapers, travel, and generally higher level of education of the populace. Much research is needed to determine in what respects and to what degree Filipino children differ from their American counterparts. Further, research is urgently needed to determine the real reasons for the alarmingly high rate of drop-outs from the first grade on throughout the elementary and high schools. Research is needed to test the relative effectiveness of teaching techniques now in wide use in Philippine public schools against other teaching methods and techniques which are used very successfully in other countries. It is possible that the excessively high drop-out rate could be substantially reduced if teachers were provided with adequate data, and if there were trained guidance counselors to advise and assist the teachers in meeting the problems of divergent children.

Child study centers have been established in many of the Normal training schools, and several of the participants sent to the United States for training have been in this field. As yet, the efforts to accumulate pertinent data and institute meaningful research have not been too productive.

#### **11. Superior Students**

Develop at least one specialized high school for superior students including provision for adequate emphasis on science, mathematics, and the social studies.

The necessity for improving the quality of teaching below the college and university level in the fields of science, mathematics, and the social studies, has been widely recognized, and a number of proposals have been put forth to cope with it. The most logical of all these proposals is the development of at least one high school into a specialized institution for the education of gifted students. At least one high school, the University of the Philippines Preparatory School, already exists in an excellent site to serve this purpose. It is staffed with superior instructors. It has an excellent reputation as a superior high school. The first step in this direction is being taken in 1962 with the sending of one of the faculty of

this high school for graduate study in the United States. Additional concentration is needed to provide better library and laboratory material, technical competence in guidance and in finding and testing children of high potential in the elementary schools, and in curriculum development. GOP assistance is needed for this school in terms of full scholarships, including the cost of transportation and subsistence, throughout the four or five years of preparatory training which this high school should afford. While the primary concern of such a high school might well be the preparation of pupils for college specialization in mathematics, science, and social studies the school should also be equipped and be interested in the college preparation of gifted children in any area of the curriculum. The youth themselves will be the better for having spent four or five years in daily association with brilliant students in other fields of specialization. This development of such a science high school under the aegis of the University of the Philippines has a great deal of merit. Achievement of this goal does not require the creation of new facilities under the administration of non-educational agencies, as has been proposed.

## 12. Educational Television

Educational Television should be developed as rapidly as possible.

Interest in Educational Television has been growing in recent years. There are six commercial and one governmental television stations on the air in the Manila area at the present time. All these stations have time that is available for development for educational purposes. During the summer of 1961 Ateneo de Manila, in conjunction with the National Science Development Board, conducted an experimental broadcast of American physics lessons to approximately 30 colleges in the Manila area. Evaluation of the experiment showed that great interest had been aroused, but that the material broadcast was, in general, too difficult for the student groups participating. Leadership in the Ateneo and the National Science Development Board was active during 1961 in trying to create an Educational Television Association in the Manila area. As of this writing, such an association has not materialized.

In the meantime, and without much fanfare,

the Bureau of Public Schools has been moving ahead with its own educational broadcasts, beamed at the high school level. Problems abound, not only in securing receiving sets for the schools, but in developing "know-how" among available instructors for teaching.

These original efforts are laying the groundwork for the future. The potential of television for education is so unlimited that it is unthinkable that it will not become a very significant factor in the near future. The ability through television to provide instructional situations which are of the highest possible quality in terms of equipment, demonstration, and presentation is too important a fact to be long ignored.

## 13. Scholarships and Tuition Grants for High School Students

Tuition scholarships to high school should be provided to academically superior graduates of the elementary school.

The Philippine nation is losing a significantly large percentage of its potentially best leadership for the future through the enormous drop-out of pupils throughout the elementary school years and particularly between the sixth grade and high school entrance. Prevailing tuition rates in both public and private high schools, with the very high and increasing cost of textbooks, and other fees for just about every activity in the school makes high school education very difficult or impossible for the average Filipino family.

While it may be some years before the goal of tuition-free public general high schools can be achieved, the national government might in the meantime consider the intermediate step of providing tuition scholarships to academically superior graduates of the elementary school. The practice of providing scholarships of superior high school graduates to college is already in wide use in the Philippines. However, to wait until the high school years to seek superior students is to insure the loss of much academic ability among the vast majority of youth who never even start high school. At the present time and under present conditions only those children of the financially better-to-do families can afford to attend high school. It is a well known fact of psychological research that there is little correlation between income of the parents and intellectual gifts of the children.

#### **14. Improvement of School Administration and Supervision**

The Bureau of Public Schools should continue and if possible expand its efforts to improve administration and supervision.

One of the keys to improvement of public education in the Philippines is the improvement of public school administration and supervision—one might almost say the “professionalization” of these two functions, for heretofore no professional qualifications beyond those of a classroom teacher, except for the passing of an examination, have been required for promotion to either administrative or supervisory responsibility.

The University of the Philippines has, in its Graduate College of Education, offered graduate courses in both school administration and in supervision of instruction. However, until the present year the University has had no elementary school teacher training program, nor has it had any elementary school laboratory facilities for use in the demonstration and observation techniques so essential to training for the supervision of instruction.

The Philippine Normal College is making most commendable efforts to professionalize the supervision of instruction and has conducted a series of demonstrations in this field for administrators and supervisors in service.

A feature of the Elementary Pilot School Project for the 102 selected elementary schools could and should be the in-service education of both present and potential supervisors through demonstrational techniques. Ways and means should be found to defray the travel expenses for key people to attend these in-service training centers where funds are not available from regular sources.

#### **15. University of the Philippines Construction Program**

The University of the Philippines should continue to develop its potential income producing properties.

The fiscal year 1962 saw the launching, after long delays, of the construction program originally scheduled to commence in 1960. This five-year ₱5,000,000 program will materially assist the University in completing its recovery from the devastation of World War II and, incidentally, will permit it to move ahead with long deferred

plans to improve the faculty salary situation.

The development of the Basilan property as a potential sustained yield source of income for the University should command the closest of attention, particularly because of the need for reinvestment of present productive capacity of the property for the purpose of capital formation, or for the investment of such funds through development loan funds. Likewise, the development income-producing potential on the unused and unneeded portion of the Diliman campus itself should be watched and encouraged to the extent that the building of income-producing rental properties does not encroach upon the future expansion needs of the University itself.

#### **16. University of the Philippines Graduate Education and Research**

It is imperative that an academically strong program of graduate studies and research in all the major fields of study be developed at the University of the Philippines.

The Republic of the Philippines should be sincerely interested in improving the position of the University of the Philippines as the outstanding institution of higher education in the entire Far East. To this end efforts to maintain a strong graduate faculty and to encourage by all suitable means the development of research scholars at the University should be given support. This is an expensive program and cannot conceivably be met by the University without substantial increase in financial support. In the meantime support continued from various sources should be sought to subsidize the graduate study of faculty members. At least for some time to come faculty members must be sent abroad for graduate study. Likewise, graduate students and research scholars cannot be attracted to the University unless and until substantial subsidies are available in the form of teaching fellowships.

#### **17. The University of Mindanao — Building Construction and Faculty Development**

The University of Mindanao needs assistance.

To a very large extent the future development of the University of Mindanao can influence the integration of the large Muslim minority population into Philippine national life. As a full fledged

chartered university with powers and autonomy co-equal with that of the University of the Philippines it has the potential to assume leadership in the southern islands section as important as that which is now exerted in the northern islands by the University of the Philippines. No other educational institution in the area has this potential. The new University will perforce have to make a slow beginning, because at the present time there does not exist the undergirding of public elementary and general secondary schools to insure a large and steady flow of student enrollees. Education is not highly prized among the typical Muslim tribal groups who inhabit the southern islands, and particularly not education for women. Nevertheless, Muslim college graduates are sorely needed in this area, for this minority population is exceedingly allergic to leadership coming from the Christian Filipino sector. If economic, social, and cultural change is to come about in the southern island section it most surely will only come about through the leadership of well educated and forward looking Muslims in the area.

The University commences its existence under tremendous handicaps as well as a few advantages. A magnificent 1,000 hectare campus site, overlooking beautiful Lake Lanao, ranging in altitude from 2000 to 2800 feet above sea level, thereby insuring a year-round mild climate, insures that the University will have physical attractiveness for its students and visitors. Subtracting somewhat from this, at least for the immediate future, is the fact that funds provided for the University thus far will permit only the construction of temporary-type buildings.

The immediate needs of the new University are to develop the nucleus of a good faculty and to acquire the physical equipment and supplies necessary to offer a sound and rich program. If the University is to gain the confidence and regard of the Muslim population of the area it is axiomatic that there must be a fair proportion of the total faculty who are of this religious and cultural group. This is a very difficult thing to achieve, for the group of Muslim scholars from this area who have had college education and who would be eligible for consideration is very small in number, and of those who are college trained few are available because they are already engaged in enterprises which are much more lucrative than university teaching.

The University of Mindanao administration has requested NEC-AID assistance in meeting this problem. Assistance requested includes the sending of a relatively large number of young faculty members to the United States for training, in this case even before they undertake any teaching responsibility in the University. This is recognition of the fact that there do not at present exist a large group of Muslim college graduates from which to select potential faculty. Secondly, NEC-AID has been requested to assist the new University in the acquisition of needed library, laboratory, and technological equipment and materials. Starting to build a University from scratch is a tremendously expensive proposition, even when initial enrollments are small and beginnings are modest. The moneys available to the new University are not adequate to cover the need for equipment, which is imperative. Technical assistance to the new university was provided in 1962 by the Peace Corps, which assigned volunteers to the tutoring of high school graduates from the area who were potential freshmen enrollees in the summer of 1962. The same type of Peace Corps volunteer assistance could well be used to teach the freshman classes while regular faculty members are in the United States for essential training. Some such arrangement as this is mandatory if more than a token representation of Muslims is to be included in the faculty of this new institution. Additionally, technical and advisory assistance might be provided the President of the new University by bringing to the Philippines a few University administrators with experience in some of the program areas which are new to this institution and to the administration.

Assistance to the University should go hand in hand with increased and improved facilities for elementary schools and particularly public high schools in the area.

#### **18. Coordination of Higher Education**

There is a need for better coordination of the chartered public institutions of higher education.

A somewhat unique situation has developed in the Philippines out of the practice of the national Congress in passing bills giving independent charters and separate Boards of Trustees to certain public schools which have expanded from high school into college status. A number of collegiate institutions which once were under the jurisdic-

tion of the Bureau of Public Schools as high schools are now full fledged chartered colleges by action of the Congress. Inasmuch as they are public colleges they do not come within the purview of the Bureau of Private Schools, but since they have been given charters and their own Boards of Trustees they have been withdrawn from the administrative overview of the Bureau of Public Schools. These institutions are in fact without responsibility to anyone but the Secretary of Education for coordination of their programs and activities.

The Hannah report in 1958 took cognizance of this situation and recommended that these institutions be either placed under the administrative control of the Bureau of Public Schools or of that of the Regents of the University of the Philippines.

The institutions which are at present in this position of independent status are:

- Philippine Normal College, Manila
- Philippine Military Academy
- Philippine College of Commerce
- Philippine Nautical School
- Philippine College of Arts & Trades
- Central Luzon Agricultural College
- Mindanao Agricultural College
- Mindanao Institute of Technology
- Zamboanga Normal School

The exemption of these institutions from any form of external supervision seems hardly justifiable in view of the constitutional provision for the supervision by the government of all educational activities. Even the private colleges must submit to the supervisory control of the Bureau of Private Schools. Theoretically, of course, these institutions are under the supervision of the Department of Education by reason of the fact that the Secretary of Education is a member and chairman of the Board of Trustees of each of the institutions. Actually, however, the Secretary cannot by himself exercise any practical supervision of the activities of these institutions, so the coordination remains on paper only. Thus to permit these collegiate institutions to formulate their own plans and to control their own activities without check or central guidance of any sort is unique in governmental organization and is inexcusable in practical school administration.

A first step toward solution of this problem could be taken by the establishment by the Secre-

tary of Education of a Council of Chartered Colleges. The function of such a Council would be to examine and review such practices of the separate institutions as admission practices, curriculum requirements, grading practices, graduation requirements, tuition and other student fees, scholarships and teaching fellowships, minimum requirements for the granting of degrees, faculty problems including salaries and fringe benefits, staffing patterns and problems, teacher load studies including the application of uniform criteria for determining load equivalents, minimum library, laboratory, athletic, recreational and extra-curricular activity, accounting practices, purchasing practices, maintenance standards, legislative relationships, public relations, citizens advisory councils, and the like.

#### 19. Coordination of Teacher Education

Maintenance of common and high standards among private and public institutions training teachers for service in the public schools requires effective means of coordinating programs.

By comparison with any other southeast Asia nation the standards for teacher preparation in the Philippines are very high. The standard preparation for an elementary school teacher today is graduation from a four-year college and attainment of the BSEE degree. About one-half the teachers now in service in the elementary schools hold the BSEE degree, and many of those teaching on certificates only are upgrading their professional preparation through summer school work. This is a record of which the leaders of Philippine public education may justifiably be very proud.

In spite of this very commendable progress there are many and serious problems confronting teacher preparation in the Philippines today. From the beginning of the American period at the turn of the present century until quite recently the demand for teachers was always in excess of the supply so that any person trained for teaching was almost certain of a job. The scramble among various institutions to train teachers resulted in a disproportionate number of teachers being trained in private institutions, many of them of questionable competence for the training offered. In 1950-51 the proportion of teacher

graduates from public and private normal schools was as follows:

Public Normal School graduates ---- 2,447

Private Normal School graduates -- 23,026

As may be seen from the above, just about everybody "got into the act" of training teachers. In 1952, however, it first became evident that supply had caught up with demand, and during the balance of this decade the number of teachers graduated with minimum preparation each year has been in excess of the demand for employment. While this excess of supply over demand remains in existence is an excellent time for the Department of Education to establish some needed reforms in training. The Bureau of Public Schools is moving in this direction.

The need in teacher education is for coordination and the establishment of some uniform minimum standards in a variety of phases of the program, as will be detailed. Certain steps have been taken by the Bureau of Public Schools toward standardization through the publication of a minimum list of professional courses which should be offered. However, within the Bureau of Public Schools itself the basic lack of coordination is exhibited by the fact that both vocational schools and normal schools are training teachers who find employment in elementary schools.

The University of the Philippines remains as the only public institution of higher education which is training teachers for the secondary schools. This means that the overwhelming bulk of high school teachers in the nation are trained in private colleges and universities.

During the period when elementary teachers were trained at the secondary level there were at one time 22 government supported normal training schools. At the present time this number has decreased to a total of 9—of which the Philippine Normal College and the Zamboanga Normal School are now independent of the Bureau of Public Schools. The Swanson Survey team felt that this was not a sufficient number of training institutions to supply the needs of the public elementary schools and recommended the addition of at least two additional institutions.

Besides adding more government supported teacher training institutions the Department of Education should move immediately toward better coordination among the existing institutions which are training teachers. This coordination

can only take place through the Secretary of Education, since the public and private institutions are under different agencies of government, the Bureau of Private Schools and the Bureau of Public Schools.

The Secretary of Education might establish a National Council on Teacher Education, which would in its membership not only have representatives of all the different types of institutions now engaged in the training of teachers at any level or in any field, but would also include representatives of the consumers of the product, namely the public school superintendents, supervisors, principals and classroom teachers at both elementary and secondary levels including vocational teachers as well as regular academic.

The function of such a council would be to study problems of coordination and to recommend standards of uniformity to the Secretary of Education. Such standards, if adopted by him and promulgated through the Bureau of Public Schools and the Bureau of Private Schools would become binding upon all institutions engaged in teacher training else their graduates could not be employed. The fields in which such standards might well be studied and recommended include:

1. Standards for admission to teacher training courses.
2. Minimum standards of scholarship for remaining in training.
3. Minimum standards for graduation and degree attainment.
4. Minimum standards for library and laboratory equipment.
5. Minimum standards for the control and supervision of practice teaching, amount and kind of school used.
6. Limitations upon the kind of teacher training in which specialized schools can engage.
7. Appropriate kinds of in-service training or refresher training which should be offered by teacher training institutions.

## **20. Decentralization of Public School Administration**

A more effective means of sharing both financial support and administrative responsibility between national and local agencies of government is needed.

Every study or survey of public education in the Philippines comments in one way or another

upon the over-centralization of administration in the General Office in Manila. Philippine leaders in public education are aware of the shortcomings of the system they inherited from the period of their colonial status and are moving toward elimination of many of the bad features of over-centralization. Some progress has been made in assigning more responsible functions to the Division Superintendent of Schools. Control over the expenditure of certain funds has been released to him. Also, the Bureau of Public Schools is vigorously supporting the formation of local citizen advisory boards to encourage citizens to be interested and to participate in considering the operational problems of each local school unit.

The complex of Philippine social and political life interposes many practical difficulties to the democratization of public school administration. There is not the background of experience in local self-government that characterizes American communities. The attitude of the Filipino toward his government is markedly different. Orientation toward national financial support for strictly local problems is strong, particularly as reflected in "pork barrel" projects—national funds allocated to congressional representatives for expenditure largely as they see fit in the local community. Undue dependence upon national financial support for strictly local functions of government is stifling to local initiative, particularly in the levying and collection of local taxes for the support of public schools. The attempt to make the barrios responsible for the financial support of their elementary schools in the formative period of the public school system in the American period was uniformly unsuccessful. Likewise, the attempt to finance high school education through the provincial governments has never been successful even to this day.

From this experience it is evident that movement toward decentralization of school management and control must be a slow process, paced to a developing sense of local responsibility and interest in social management by citizens. It is fitting that the school system should encourage the development of civic consciousness and provide citizens with the experiences that will develop skills of non-political management of local enterprises. The community school development idea which has long been sponsored and supported by leading Philippine educators is a very practical

approach to this phase of adult education. The local citizen advisory board is a logical outgrowth of the purok of the community school. In time this movement may lead to the structuring of a legal framework for local operative management.

Local participation in the financial support of schools is an essential concomitant to the decentralization of administration and operative control. Better schools cost more money than poor schools. If the local community wants better schools, it must be prepared to add to the money from national sources through higher local taxes to pay better salaries, buy better books, eliminate charges upon pupils and parents, and the like.

The key to effective local operative control and administration is the elected board of education which is independent from the local governmental machinery for other activities, so that funds designated for school support may never be diverted for other functions of local government. While it is desirable to have a single tax-levying and tax-collecting agency in the local community, the release of tax funds to the board of education for the operation of the schools must be the first claim upon taxes so collected, the release of which must precede the release of funds for the operation of any other agency of local government. This is justified because the operation of the schools is the largest single governmental service in any community.

Progress in delegating administrative responsibility to the local board of education for the operation of its school should proceed hand in hand with the delegation of responsibility for local financial support and freedom of the local school board from local government domination. The key operative responsibilities are selection of staff, especially the chief executive officer—superintendent or principal—placement, promotion, and determination of salary above nationally prescribed minimums, purchase of supplies and equipment, construction of buildings and acquirement of sites, and, within limits prescribed by the national agency, freedom to adapt the curriculum to local needs.

The advantages of decentralization are usually listed as greater responsibility of the professional staff to the needs of the local community, heightened interest of citizens in the quality of the local school offering, hence greater stimulus to the improvement of the quality of educational offerings, greater freedom to adopt new and better instruc-

tional methods and materials, and elimination of the "dead level of mediocrity" which usually accompanies nationally imposed standards of teaching, salary levels, personnel management, schoolhouse construction, etc. At the national level the effect of decentralized administration is to increase support for progressive legislation by informed local citizens through their representa-

tives in Congress.

In any move toward decentralization, the matter of size of the local administrative unit should be given careful consideration. Too small units are inefficient, too large a unit defeats the purpose of real participation by parents and citizens in policy formation and control through effective expression of opinion.



**section**

**6**

**STAFF OF THE EDUCATION DIVISION  
USOM/Philippines  
1952-1962**



**STAFF OF THE EDUCATION DIVISION,  
USOM/PHILIPPINES  
1952-1962**

During the ten-year period ending June 30, 1962, 117 educational specialists have served under the USOM to the Philippines program for varying periods of time and in a number of areas of service. The total man-years of this service is 190, and the total cost of the service is \$3,678,047.90, exclusive of peso costs. Of this total, 56 persons have been employed as direct hire personnel of USOM, while 61 were employed under special contracts.

Direct hire personnel are regular employees of USOM, a branch of the foreign service division of the United States Department of State. They are assigned to the local Mission on request of the Philippine government to provide technical assistance and guidance on specified projects. They are officially designated as Technical Advisors, or TA's. They work hand-in-hand with Philippine educational counterparts of comparable rank and experience in the educational agency to which they are assigned. The 56 TA's who have been assigned to this Mission in the ten-year period have rendered a total of 104 man-years of service, at a cost of \$1,656,316.82, exclusive of peso support. A list of the personnel who have served in this capacity, by name, title, and length of service is contained in Appendix B. Their service by fields is as follows:

<i>Field of Service</i>	<i>Number</i>	<i>Man-Years</i>	<i>Cost</i>
General Education	20	27	\$459,398.19
Higher Education (University of the Vocational Education Philippines)	17	55	\$822,024.71
	15	11	247,468.84
Over-all	4	11	127,425.07
<b>Total</b>	<b>56</b>	<b>104</b>	<b>\$1,656,316.82</b>

Contract employees are designed to supplement the specialized services of the direct hire personnel in specified projects of limited duration. They are the employees of the agency with whom a contract has been made for the specified services to be rendered, usually a university or other institution. They serve under the general direction of the Mission and in close cooperation with the di-

rect hire personnel of the Division. For official purposes they are designated as "Technical Advisors, Type C". During this ten-year period, 61 such contract personnel have served under three

1. The Philippine Department of Education-Stanford University Contract was entered into on March 23, 1956, and terminated on June 30, 1960, at a total cost of \$1,044,941.35. A total of 32 specialists rendered 50 man-years in two trade and industrial schools—the Philippine College of Arts and Trades and the Iloilo School of Arts and Trades, and three agricultural schools and colleges—the Baybay National Agricultural School, the Mindanao Agricultural College, and the Central Luzon Agricultural College.

2. The University of the Philippines-Stanford University Contract was entered into on June 1, 1953, and terminated on September 30, 1956, at a total cost of \$815,120.07. Twenty-six specialists rendered a total of 32 man-years in providing aid and technical assistance in rehabilitating the war-shattered facilities in the Colleges of Engineering, Education, Library, and Business Administration.

3. The University of the Philippines-Radio Corporation of America Contract was entered into on February 26, 1957 and terminated on February 28, 1959 at a total cost of \$61,669.66 for services and \$42,629.58 for commodities. Three RCA engineer-instructors rendered a total of 4¼ man-years conducting electronics courses for adults as an extension service of the University of the Philippines. Adults being trained are learning teaching methods and practices in order to train others in Philippine government agencies and in developing industry.

List of the technicians, periods of service and fields of specialization are shown in Appendix B.

Five top-level educators have functioned as Division Chiefs during the period from 1952 to date, and are as follows:

1. *Paul R. Hanna* served from 1952 to 1954. Before his assumption, he was with the Stanford University and UNESCO. His previous connections contributed to the smooth relationships be-

tween AID and UNESCO educational activities. From 1954 until the termination in 1959, he exercised stateside general supervision over recruitment of staff and contract activities of the Stanford Contract Teams.

2. *W. Harold Loper* served from 1954 to 1957. He was formerly Superintendent, Department of Public Instruction, Territory of Hawaai. Before the completion of his second tour, UNESCO requested his early release so he could assume the Directorship of Education, UNESCO, with offices in Paris, France. During his term of office, the staff was expanded with new projects in vocational, secondary, teacher education, and curriculum.

3. *Franklin L. Miller* who was head of the Vocational Education of the Division from 1952, assumed the position of Chief of the Division in acting capacity upon the departure of Loper. Miller effected the smooth absorption of the staff and program of the Stanford Team at the University of the Philippines when that program was suddenly terminated in June, 1957.

4. *Noel T. Myers* came to the Mission as Chief of the Division on September 24, 1957 and left on August 22, 1959. Myers transferred from a similar position in Lebanon, where he had served for five years. His experience and responsibility in the Middle East included regional training officer, local training officer, labor advisor, community development advisor. Myers served as a consultant for Mission education programs in Yugos-

lavia, Denmark, and Libya. He entered the foreign service in 1952 after fifteen years of teaching, supervision, and administration in the public schools of Indiana. During his term of office, the SIXTH MILESTONE was published, plans for the Textbook Printing Project were approved, and the University of the Philippines was surveyed by a team headed by Dr. John A. Hannah.

5. *C. Earle Hoshall* was named Chief of the Division upon the departure of Myers on August 22, 1959. His experience and responsibility prior to joining the foreign service in 1956 included twenty years of teaching and supervision in public schools in Maryland and New Jersey; then, for five years as Professor of Education and Head of the Education and Psychology Division, Western College, Colorado; and another five years as Professor of Education and Chairman of the Education Department, Ohio Wesleyan University. Major accomplishments during his term of office, which he still occupies are: (a) the implementation of the Textbook Printing Project, the biggest project undertaken by the Education Division; (b) the Education Survey of the public schools by six top educators headed by Dr. J. Chester Swanson of the University of California; (c) the University of the Philippines Construction project, as well as the implementation of other recommendations of the Hannah Report for the improvement of the University of the Philippines; and (d) the development of an elementary pilot demonstrational school and in-service education project.



# APPENDICES

**APPENDIX "A"**

**PARTICIPANTS  
EDUCATION DIVISION, PHILIPPINES  
1952 - 1962**

A total of 509\* participants were sent to the United States and third countries during the ten-year period ending with fiscal year 1962 at a total cost of \$2,097,764.84.

Title of Project	TOTAL	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962
1. Vocational Industrial Training	104	7	8	18	23	12	4	9	7	12	3	1
2. Vocational Agricultural Training	116	10	8	17	23	9	4	9	11	16	5	4
3. Home Economics Training	11	—	—	4	7	—	—	—	—	—	—	—
4. Teachers Coll. Rehab.	15	—	3	12	—	—	—	—	—	—	—	—
5. Elementary Cur. Dev.	45	—	6	8	22	6	3	—	—	—	—	—
6. Secondary Educ. Impv.	5	—	—	—	—	2	3	—	—	—	—	—
7. General Educ. Impv.	93	—	—	—	—	—	—	13	20	32	15	13
8. Textbook Production	2	—	—	—	—	—	—	—	—	—	—	—
9. Over-all TA — Educ.	6	—	—	—	—	1	3	2	—	—	—	—
10. University of the Phil.	112	1	8	16	24	8	12	5	10	12	8	8
<b>TOTAL</b>	<b>509</b>	<b>18</b>	<b>33</b>	<b>75</b>	<b>99</b>	<b>38</b>	<b>29</b>	<b>38</b>	<b>48</b>	<b>72</b>	<b>33</b>	<b>26</b>

U.S. participants were usually scheduled for 12-month study programs, although a few were sent for observation periods of from two to six months and a small number, chiefly faculty members of the University of the Philippines, were sent for 18 to 30 months to pursue studies leading to the Master's or Doctor's degree.

Twenty of the total 509 were third country participants, usually programmed for brief tours in neighboring Asian countries. Details as to country of training and length of training appear on the itemized listing of participants which follows.

The appropriate chapters and sub-sections of this volume may be referred to in connection with the relationship between participants and the work of particular projects.

\*It is interesting to note that during this period a total of 566 educators came to the Philippines from various Asian countries. Most of them were supervisors and administrators studying various aspects of the Philippine education system for relatively brief periods of time.

**PARTICIPANTS — UNIVERSITY OF THE PHILIPPINES**

Name of Participant	Departure	Arrival	Field of Study	Col. or Dept.
<i>1952</i>				
1. Virata, Caesar E.	9/1/52	8/28/53	* Business Adm.	Business Adm.
<i>1953</i>				
1. Alarilla, Luis M.	8/29/53	9/1/54	* Secondary School Teacher Education	Education
2. Manalang, Priscila S.	8/29/53	3/8/54	** —do—	Education
3. Festin, Teodorico F.	1/2/53	3/19/54	** Dev. & utilization of raw materials & waste products	Engineering
4. Flores, Felix de Leon	5/30/53	5/18/54	*** Manufacture of paper	Arts & Sciences
5. Gonzales, Arsenio G.	1/2/53	5/15/54	** Economic Geology	Arts & Sciences
6. Gutierrez, Fernando	1/2/53	11/9/54	** Micropaleontology & invertebrate paleontology	
7. Hizon, Rafael P.	1/25/54	5/2/55	** Industrial chemistry training	Pharmacy
8. Limcaco, Esperanza R.	8/29/53	7/30/55	* Vocational guidance training	Education

\*Obtained advanced degree

\*\*Underwent training for 12 months

\*\*\*Went on observation tours

(\*)Still in U.S.

1954					
1. Barcelona, Gloria R.	8/20/54	8/31/55	* Fiscal policy and mgt.		Business Adm.
2. Garcia, Enedina S.	8/20/54	8/21/55	** Buisness economics		Business Adm.
3. Garcia, Vicente T.	8/29/54	8/27/55	** Personnel administration & indus. relations		Business Adm.
4. Canave, Juan C.	9/3/54	8/17/55	** Educational admin.		Education
5. Gallardo, Teofilo G.	9/1/54	7/3/55	** Accreditatio nof sec. & higher edu.		Education
6. Maceda, Wilfredo	8/13/54	7/25/55	** Secondary school teacher education		Education
7. Tadena, Tomas P.	8/13/54	7/28/56	*** Audio-visual education		Education
8. Hedriana, Vicente J.	9/1/54	2/3/56	* Tools and manufacturing processes		Engineering
9. Ostrea, Enrique O.	3/16/55	6/8/55	*** Mining and metallurgical practices		Engineering
10. Reyes, Rosalino R.	9/1/54	4/7/56	* Mechanical engineering		Engineering
11. Reynes, Enrique G.	8/29/54	8/27/55	** Indus. chem. training		Engineering
12. Tabujara, Ernesto G.	9/1/54	4/7/56	* Civil engineering		Engineering
13. Villares, Alberto M.	9/1/54	4/4/56	* Hydraulic laboratory technique		Engineering
14. Bernal, Rizalina	8/29/54	8/29/55	* Control & analysis of drugs & medicines		Pharmacy
15. Cantoria, Magdalena F.	8/29/54	8/29/55	* Medical botany		Pharmacy
16. Encarnacion, Vicente G., Jr.	8/13/54	8/17/55	* Rural Sociology		Arts & Sciences
1955					
1. Gonzales, Eva B.	9/10/55	8/31/57	* Secondary sch. edu.		Education
2. Lacuesta, Manuel G.	9/10/55		* Secondary sch. edu.		Education
3. Ceralde, Nemesio	9/10/55	9/22/56	* Rural sch. adm.		Education
4. Constantino, Josefina D.	9/10/55	10/1/56	** Humanities		Arts & Sciences
5. Goyenechea, Flora C.	8/29/55	8/30/56	Distributive Education		
6. Manhit, Basilisa J.	9/10/55	8/31/56	Diagnostic & remedial teaching		Education
7. Minoza, Aurora A.	9/10/55	10/14/57	* Educational psychology		Education
8. Munarriz, Natividad J.	9/10/55		** Clinical psychology		Education
9. Mercado, Filomena C.	9/10/55	8/22/56	Bibliographical control		U.P. Library
10. Alejandrino, Angel A.	9/10/55	7/2/57	Bibliographical control		U.P. Library
12. Baguio, Oscar	9/6/55	9/8/56	** Fluid mechanics		Engineering
13. Bulatao, Rodolfo V.	9/10/55	8/29/56	Machine & mechanical equipment design		Engineering
14. Koh, Eusebio L.	9/10/55	4/5/57	Construction methods and management		Engineering
15. Reyes, Perlito C.	9/7/55	5/5/57	* Thermal Prime movers		Engineering
16. Yogore, Mario G.	9/10/55	4/4/57	Highway engineering		Engineering
17. Salcedo, Ignacio S.	10/29/55	5/6/56	* Electrical measurements and instrumentation		Engineering
18. Tamesis, Emmanuel	9/10/55	2/10/57	Higher education—chemistry		Arts & Sciences
19. Magno, Melecio S.	8/29/55		Petroleum geology, sedimentation and stratigraphy		Arts & Sciences
20. Ganuelas, Metodio N.	9/10/55	4/5/57	** Physics		Arts & Sciences
21. Garces, Severina L.	9/10/55	8/22/56	* Personnel management		Business Adm.
22. Fernando, Adela Cruz	8/29/55	8/6/56	Controllorship		Business Adm.
23. Daza, Nora V.	8/29/55	10/10/56	Cafeteria management		Education
24. Sabangan, Eugenio S.	10/29/55	5/6/56	** Institution management		Home Economics
			* Marketing		Business Adm.
1956					
1. Derecho, Constantino T., Jr.	9/9/56	7/4/58	* Textile engineering		Engineering
2. Garcia, Ruben A.	9/9/56	8/29/58	* Refrigeration eng.		Engineering
3. Magtoto, Artemio R.	9/9/56	3/21/58	* Nuclear engineering		Engineering
4. Nadela, Arnulfo M., Jr.	9/9/56	12/8/57	* Chemical engineering		Engineering
5. Militante, Priscila J.	9/9/56		* Geology (paleontology)		Arts & Sciences
6. Suva, Felipe M.	9/9/56		* Business economics		Business Adm.

\*Obtained advanced degree

\*\*Underwent training for 12 months

\*\*\*Went on observation tours

(\*) Still in U.S.

7. Gamit, Natalia R.	9/9/56	3/1/58	* Community organization	Arts & Sciences
8. Guerrero, Arturo M.	9/9/56	4/16/58	* University administration	Student Affairs
<b>1957</b>				
1. Alberracin, Magdaleno B., Jr.	8/24/57	8/24/58	* Electronics engineering	Engineering
2. Cruz, Ibarra E.	8/24/57	7/30/58	** Industrial engineering	Engineering
3. Pacheco, Edgardo S.	8/24/57	8/2/58	* Engineering mechanics	Engineering
4. San Mateo, Amado A.	8/24/57	8/24/58	** Nuclear engineering	Engineering
5. Salazar, Rogelio C.	8/24/57	3/6/59	Extractive Metallurgy	
6. Ramos, Roman B.	8/24/57	8/18/58	*** Mining	Engineering
7. Alcantara, Venancio L.	8/24/57	8/24/59	* Theoretical physics	Arts & Sciences
8. Cadena, Aurora G.	8/25/57	8/24/58	** Secondary curriculum	Education
9. Guance, Nefia R.	8/25/57	2/24/59	* Secondary language teaching (English)	Education
10. Miteria, Asuncion C.	8/25/57	9/7/58	* Human growth & dev.	Arts & Sciences
11. Juan, Francisco L.	8/26/57	8/26/58	* Management	Business Adm.
12. Uy, Rosalina B.	8/26/57	8/26/58	* Accounting	Business Adm.
<b>1958</b>				
1. Alinsod, Gerardo C.	8/22/58	10/1/59	** Sanitary engineering	Engineering
2. Hamoy, Pablo L., Jr.	8/22/58	3/5/60	* Electrical engineering	Engineering
3. Asperilla, Jose F.	8/22/58	9/1/60	* General Physics	Arts & Sciences
4. Ejercito, Felicitacion S.	8/28/58	9/27/59	* Test construction and development	Education
5. Jesuitas, Porfirio P.	8/22/58	8/24/59	* Teaching mathematics	Education
<b>1959</b>				
1. Roxas, Segundo V.	8/28/59	8/24/61	* Physics — nuclear physics and radiation	Engineering
2. Lesaca, Reynaldo M.	1/2/60	3/21/61	* Health Physics	Inst. of Hygiene
3. Casiple, Rodolfo M.	8/13/59	8/9/60	** Hydraulic & pneumatic machinery	Engineering
4. Laya, Jaime C.	8/26/59	9/ /60	* Advanced indus. mgt.	Business Adm.
5. Festin, Teodorico F.	9/11/59	8/26/60	* Nuclear science	Engineering
6. Miranda, Bienvenido T.	1/26/60	9/19/61	* Physical chemistry	Arts & Sciences
7. Alba, Manuel S.	8/26/59	1/31/61	* Business — marketing	Business Adm.
8. Zarco, Ricardo M.	1/7/60	5/7/61	** Sociology — rural & urban sociology	Arts & Sciences
9. De la Cruz, Armando A.	8/26/59		** Biology — marine ecology	Arts & Sciences
10. Sta. Maria, Felixberto C.	9/8/59	6/29/62	* English & humanities	Arts & Sciences
<b>1960</b>				
1. Zapanta, Delfin R.	8/23/60	9/ /61	* Civil engineering (sanitary engineering)	Engineering
2. Villares, Alberto M.	9/2/60	9/4/62	** Engineering science (fluid mechanics)	Engineering
3. Juguilon, Aurelio T.	8/30/60	8/20/61	** Architecture	Fine Arts
4. Sonido, Ernesto	1/6/61	(*)	* Geophysics	Arts & Sciences
5. Manuel, Arsenio V.	10/26/60	(*)	* Anthropology	Arts & Sciences
6. Abad Santos, Fraterno T.	8/8/60	9/ /61	** Morphology & systematic ichthyology	Arts & Sciences
7. Macasaet, Avelino A.	8/29/60	6/25/62	** Dentistry	Dentistry
8. Pascual, Crisolito S.	12/4/60	6/8/61	** Jurisprudence	Law
9. Casambre, Alejandro J.	9/8/60	7/4/62	** Speech and drama	Arts & Sciences
10. Evangelista, Winifreda A.	8/23/60	3/12/62	* English literature and humanities	Arts & Sciences
11. Topacio, Teodoro M.	8/31/60	(*)	* Veterinary medicine — pathology & bacteriology	Veterinary Medicine
12. De Guzman, Enedina G.	9/1/60	(*)	** Accounting & statistics	Business Adm.

\*Obtained advanced degree

\*\*Underwent training for 12 months

\*\*\*Went on observation tours

(\*) Still in U.S.

## 1961

1. Tongson, Luisito L.	9/5/61	(*)	* Physics (electronics & instrumentation)	Arts & Sciences
2. Salonga, Luz C.	12/15/61	(*)		Engineering
3. Felipe, Abraham I.	8/29/61	(*)	* Psychology (experimental psycho)	Education
4. Campos, Jr., Jose C.	6/8/61	1/12/62 ***	Gen. adm. (business and finance)	General Adm.
5. Belleza, Ines G.	9/25/61	(*)	* Mathematics (Actuarial Science)	Arts & Sciences
6. Alfonso, Oscar M.	9/1/61	(*)	* History (Modern European History)	Arts & Sciences
7. Socrates, Jose B.	9/5/61	(*)	* Science Education	Education (High School)
8. Quejada, Juan E. Jr.,	8/28/61	(*)	* Dentistry (Orthodontia)	Dentistry

## 1962

1. Tamesis, Emmanuel V.			* Geology	Arts & Sciences
2. Hernandez, Cristy R.	8/29/62		Geodetic engineering	Engineering
3. Yogore, Mario G.			Electrical Engineering (electronics)	Engineering
4. Cejalvo, Flor V.			* Mathematics	Arts & Sciences
5. Tenmatay, Augusto L.			Institutional Research	Administration
6. Bonifacio, Armando F.			Philosophy	Arts & Sciences
7. Lazaro, Guillermo R.			* Education (Social Science)	Education
8. Uyenco, Flordeliz R.			* Microbiology	Arts & Sciences

## PARTICIPANTS — TEACHER COLLEGE REHABILITATION

Fiscal Years 1953-1954

	Name of Participant	Departure	Arrival	Field of Study
FY 1953				
1.	Juele, Aurelio A. Instructor Iloilo Normal School	8-29-53	8-12-54	Teacher training in elementary science
2.	Olasa, Ignacia B. Supervisor, Training Department Zamboanga Normal School	8-29-53	9-2-54	Organization and administration— laboratory schools
3.	Solis, Miguela M. Superintendent of Normal Schools Instruction Division, BPS	8-29-53	2-3-55	Organization and administration— teachers' college
FY 1954				
1.	Abada, Paz J. Assistant Professor Philippine Normal College	9-3-54	6-10-55	Curriculum laboratory
2.	Caguioa, Heriberta M. Supervisor, Training Dept. Pangasinan Normal School	1-13-55	2-14-56	Basic education guidance
3.	Cruzado, Victorico T. Teacher-in-charge Bukidnon High School	9-10-54	8-9-55	Audio-visual education
4.	Fonacier, Andres Critics teacher Ilocos Norte Normal School	8-31-54	8-11-55	— do —
5.	Gavino, Pablo Instructor, Iloilo Normal School	8-31-54	8-20-55	— do —
6.	Gotico, Bonifacio In-charge, Audio-Visual Department Leyte Normal School	8-31-54	8-28-55	— do —

7. Jimeno, Clara C. Critic Teacher Zamboanga Normal School	8-31-54	8-9-55	— do —
8. Lola, Justita Instructor, Albay Normal School	8-31-54	8-9-55	— do —
9. Navarro, Salvacion P. Curriculum Writer, Curriculum Div., BPS	2-8-55	3-10-56	— do —
10. Revilla, Tecla Critic Teacher, Cebu Normal School	8-31-54	8-9-55	— do —
11. Sunio, Isabel S. Librarian, Phil. Normal College	9-1-54	9-12-55	Library Services
12. Saguil, Osmundo N. Associate Professor in Education Philippine Normal College	8-29-54	8-29-55	Laboratory school

*PARTICIPANTS — ELEMENTARY CURRICULUM DEVELOPMENT*  
*Fiscal Years 1953-1957*

<i>FY</i>	<i>Name of Participant</i>	<i>Departure</i>	<i>Arrival</i>	<i>Field of Study</i>
<i>FY 1953</i>				
1.	Coralde, Dominador R. Academic Supervisor Division of Sorsogon	8-29-53	8-2-54	Fundamental education development
2.	Del Rosario, Oseas A. Textbook Writer Curriculum Division, BPS	9-13-53	3-27-55	Preparation of audio-visual materials
3.	Maboloc, Pantaleon Curriculum Writer Curriculum Division, BPS	1-2-54	12-23-54	Organization and administration of elementary school curriculum
4.	Perez, Vicente M. Instructor, Iloilo Normal School	1-2-54	12-23-54	Curriculum improvement and in-service teacher education
5.	Severino, Emilio H. Assistant Professor Curriculum Division	1-2-54	12-23-54	Preparation of courses of study and curriculum materials
6.	Vizconde, Artemio C. Chief, Community Planning Adult Education Division, BPS	8-29-53	8-24-54	Adult education supervision
<i>FY 1954</i>				
1.	De la Paz, Felisa Principal, Quezon City Elementary School	9-1-54	8-5-55	Child growth and development
2.	Hizon, Paula A. Chief, Classification Div., Bureau of Public Libraries	8-29-54	8-5-55	Cataloguing and classification of library books
3.	Mil, Adelina P. Researcher, Research and Evaluation Div., BPS	8-31-54	8-30-55	Evaluation and measurement technique
4.	Pascua, Concepcion B. Supervisor, Curriculum Div., BPS	8-31-54	9-18-55	Educational testing measurement (Survey testing)
5.	Garcia, Marcela B. Curriculum Writer, Curriculum Div., BPS	8-20-54	8-22-55	Textbook writing
6.	Pascual, Mariano Supervisor, Div. of City Schools	8-20-54	8-22-55	— do —
7.	Patacsil, Gregorio C. Supervisor, Curriculum Div., BPS	8-20-54	8-23-55	— do —
8.	Yanson, Fructuoso R. Superintendent, Division of Negros Occidental	8-29-54	3-13-55	Public school financing

FY 1955			Field of Study	
1. Abitona, Fabian B. Principal Zamboanga Normal School	8-15-55	6-4-56	Organization & administration of normal schools	
2. Ledesma, Jose P. Principal Leyte Normal School	8-15-55	6-4-56	— do —	
3. Ramos, Pacifico A. Principal Bukidnon Normal School	8-14-55	6-4-56	— do —	
4. Alpad, Lydia S. Home Economics Supervisor Division of Sulu	8-23-55	8-1-56	Health, sanitation, nutrition— food production	
5. Loreto, Victoria Home Economics Supervisor Division of Leyte Leyte Normal School	8-23-55	8-1-56	— do —	
6. Berenguel, Mamerta Instructor-Nurse	8-23-55	8-2-56	Health education	
7. Ramos, Paz G. Teacher, College of Education, UP	8-23-55		Health education	
8. Borja, Maria Supervisor of Training Bukidnon Normal School	8-15-55	6-4-56	Supervision of teacher training	
9. Pastoriza, Rafael A. Supervisor of Training Cebu Normal School	8-15-55	6-4-56	— do —	
10. Enrile, Remedios C. Home Economics Instructor Zamboanga Normal School	8-23-55	8-1-56	Home economics education	
11. Ponce, Elisa C. Home Economics Instructor Ilocos Norte Normal School	8-23-55	8-1-56	— do —	
12. Callanta, Cesar V. Curriculum Coordinator Pangasinan Normal School	8-23-55	8-19-56	Elementary curriculum development and remedial reading	
13. Edualino, Emilio Supervisor, Phil. Normal Col.	8-23-55	9-4-57	Elementary curriculum—student teaching	
14. Hallera, Paciencia P. Head, Home Economics Department, Arellano High School, Manila	8-23-55	8-1-56	Clothing construction	
15. Luna, Calixto L. Coordinator, Curriculum Lab. Albay Normal School	8-23-55	8-23-56	Curriculum laboratory supervision	
16. Malicsi, Bonita S. Coordinator, Curriculum Lab. Zamboanga Normal School	8-23-55	8-21-56	— do —	
17. Mella, Concepcion D. Supervisor, Div. of City Sch.	8-23-55	8-21-56	Special education	
18. Panesa, Claro O. Curriculum Coordinator Bukidnon Normal School	8-23-55	8-11-56	Teacher education	
19. Pecson, Soledad O. Home Economics Supervisor Div. of Quezon City	8-23-55	8-1-56	Clothing and textiles	
20. Santos, Bernardo Curriculum Coordinator Ilocos Norte Normal School	8-23-55	8-16-56	Curriculum development	
21. Serion, Josefina R. Supervisor Instruction Div., BPS	8-23-55	8-21-56	Education guidance and test construction	
22. Vicente, Josefina A. Associate Professor Philippine Normal College	8-15-55	8- -56	Science teaching	

**FY 1956**

1. Cumagun, Juana Assistant Professor Philippine Normal College	1-15-57	3-12-58	Education research and evaluation
2. Josen, Asuncion Critic Teacher Albay Normal School	1-15-57	3-6-58	Childhood education
3. Paras, Filomena A. Assistant Professor Philippine Normal College	1-15-57	6-4-57	Remedial teaching in reading
4. Soriano, Liceria B. Superintendent, Instruction Div., BPS	9-7-56	3-1-58	Elementary science education
5. Tan, Rosario S. Textbook Writer Curriculum Division, BPS	1-15-57	12-25-57	Audio-visual education
6. Ty, Catalina V. Curriculum Writer Curriculum Div., BPS	1-15-57	1-13-58	Techniques of language research for beginning readers in English

**FY 1957**

1. Diyco, Adelaida S. Instructor Philippine Normal College	8-24-57	8-25-58	Child Study techniques
2. Espiritu, Tecla A. Instructor Cebu Normal School	8-25-57	8-24-58	— do —
3. Quinto, Purificacion G. Curriculum Writer Curriculum Div., DPS	8-24-57	8-24-58	Organization of curriculum laboratory libraries

**PARTICIPANTS — SECONDARY EDUCATION IMPROVEMENT**  
*FY 1956-1957*

<i>Name of Participant</i>	<i>Departure</i>	<i>Arrival</i>	<i>Field of Study</i>
<b>1956</b>			
1. Guevarra, Mariano R.	8-29-56	8-17-57	Guidance and counseling
2. Navarro, Rustico N.	8-29-56	8-17-57	Curriculum development for secondary schools
<b>1957</b>			
1. Cortes, Jose T.	8-24-57	9-3-58	Administration and supervision of rural secondary education
2. Bernardo, Vivencio A.	8-24-57	8-24-58	Guidance and counseling in rural community high schools
3. Saludez, Constanancio P.	8-24-57	8-25-58	Curriculum organization of rural community high schools

**PARTICIPANTS — GENERAL EDUCATION**  
*Fiscal Years 1958 - 1962*

<i>Name of Participants</i>	<i>Departure</i>	<i>Arrival</i>	<i>Field of Study</i>
<b>FY 1958</b>			
1. Santiago, Paterno S.	8-22-58	8-12-59	Administration and supervision of rural secondary high school
2. Pagcaliwagan, Luciana	8-31-58	8-30-59	Evaluation of instructional programs
3. Alcano, Emiliana C.	9-2-58	8-18-59	Science teaching
4. Tolibas, Petra Y.	8-31-58	9-28-59	Child growth and development
5. Domingo, Juliana U.	8-31-58	8-30-59	— do —
6. Navarro, Rode R.	8-31-58	8-31-59	Teaching English as second language
7. Tuddud, Inocencia M.	8-31-58	8-30-59	— do —
8. Garcia, Felicidad L.	8-31-58	1-9-61	— do —
9. Leyba, Ma. Aurora A.	8-31-58	8-30-59	— do —
10. Sydongco, Resurreccion C.	8-31-58	8-30-59	— do —
11. Flores, Victoria P.	8-31-58	8-30-59	— do —
12. Azcarraga, Caridad C.	8-31-58	8-30-59	— do —
13. Dungo, Dolores T.	8-31-58	8-1-59	— do —

*FY 1959*

*Secondary Education*

1. Sarmago, Tito F.	8-26-59	3-9-60	Administration and supervision of secondary schools
2. Bagaybagayan, Belen E.	12-24-59	1-16-61	Teaching of High School science
3. Golla, Cesario L.	8-30-59	8-27-60	Teaching of High School mathematics
4. Del Fonso, Romana P.	9-9-59	9-9-60	Teaching English for demonstration schools
5. Taylan, Beatriz V.	9-1-59	8-31-60	Guidance and counseling for demonstration schools

*Elementary Education*

1. Capati, Simplicia L.	9-1-59	9-1-69	Child growth and development
2. Lopez, Nimia S. L.	9-1-59	9-1-60	— do —
3. Ajero, Rogerio R.	9-1-59	8-25-60	Supervision of elementary education with emphasis on science
4. Ramento, Anastacio C.	8-30-59	8-27-60	Supervision of elementary education with emphasis on guidance
5. Landicho, Dominador A.	12-24-59	7-28-60	Administration and supervision of general elem. education
6. Tugade, Melba A.	8-30-59	8-20-60	Educational research

*Curriculum*

1. Cruz, Ines C.	9-5-59	8-21-60	Development of curriculum materials
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*English Language UCLA*

1. Codilla, Balbina N.	8-20-59	8-21-60	Teaching English as second language
2. Macam, Ricardo S.	8-20-59	8-21-60	— do —
3. Atanacio, Fe B.	8-20-59	8-21-60	— do —
4. Cayari, Remedios M.	8-20-59	8-21-60	— do —
5. Cascolan, Minda L.	8-20-59	9-4-61	— do —
6. Ututalum, Sururul-ain A.	9-10-59	8-25-60	— do —
7. San Juan, Anita A.	9-10-59	8-25-60	— do —
8. Rogers, Natividad C.	9-10-59	8-25-60	— do —

*FY 1960*

*Elementary Education*

Tejada, Pio S.	9-5-60	8-31-61	Supervision & teaching of science in the elementary grades
Jaafar, Amirbahar M.	8-22-60	9-7-61	Administration and supervision of elementary education
Fernandez, Valerio V.	8-28-60	2-29-61	Psychology of elementary school subjects and the teaching of the exceptional child
Erice, Helen A.	8-22-60	8-22-61	Child study and development
Olaño, Amparo	8-28-60	9-6-61	Leadership training in the administration and supervision of home economics
Datar, Edgardo G.	8-22-60	8-22-61	Leadership training in organization of supervision of industrial arts

*Secondary Education*

Tirona, Roberto T.	8-11-60	4-7-61	Administration and supervision of high schools (comprehensive High School)
Ylagan, Robinson	8-22-60	9-2-61	Supervision of practical arts program in the high school
Cruz, Jose C.	8-23-60	3-27-61	Supervision of the high school mathematics program
De Guzman, Venancia	8-8-60	9-22-61	Supervision of science program in high school

*Research and Evaluation*

Castro, Patrocinio	8-23-60	4-27-61	Psychometry and testing
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*Curriculum*

Villanueva, Baltazar	8-23-60	9-7-61	Textbook Illustration
<i>Department of Education</i>			
Saga, Cipriano S.	1-1-61	6-8-61	Coordination of state colleges
<i>Name of Participants</i>			
<i>Philippine Normal College:</i>			
Garzon, Dionisio P.	8-31-60		Natural Science Education
<i>English Language UCLA:</i>			
Anacta, Fidel E.	8-25-60	8-22-61	Teaching English as Second Language
Barra, Eutiquio	8-23-60	—do—	— do —
Rullan, Jaime O.	—do—	—do—	— do —
Cajator, Gaudencio N.	—do—	—do—	— do —
Reyes, Jose P.	—do—	—do—	— do —
Manza, Fe M.	—do—	—do—	— do —
Maminta, Rosario E.	—do—	—do—	— do —
Cantos, Felicidad G.	—do—	—do—	— do —
<i>Bureau of Private Schools:</i>			
Pangilinan, Herminia H.	8-22-60	7-27-61	Guidance and Counseling
Albarracin, Narciso	9-9-60	4-10-61	Supervision of Science Education
<i>Third Country Training:</i>			
Soriano, Liceria C.	9-13-60	11-15-60	Science Education and Home Industry (Taiwan & Japan)
Guiang, Pedro G.	9-27-60	—do—	— do —
Salazar, Jr., Angel	9-13-60	—do—	— do —
Martin, Dalmacio	—do—	—do—	— do —
Vizconde, Artemio C.	9-22-60	10-26-60	Impact of Education on Community Life (India, Indonesia & Thailand)
Bernardino, Vitaliano B.	—do—	10-25-60	— do —
Madali, Epifanio	—do—	—do—	— do —
Balmes, Julio G.	—do—	—do—	— do —

FY 1961

<i>Name of Participants</i>	<i>Departure</i>	<i>Arrival</i>	<i>Field of Study</i>
<i>General Education:</i>			
1. Bernardino, Felicitas G. Elem. School Principal Marilao, Bulacan	8-28-61	8-27-62	Educational Administration and Supervision
2. Mangadang, Musur M. Actg. Division Supt. Lanao del Sur	8-28-61	8-27-62	— do —
3. Bangaet, Damaso M. Academic Supervisor Division of Biak	8-28-61	8-27-62	— do —
4. Maningas Casimiro E. Supervising Educational Sp., Trade & Ind. Div., BPS	9-5-61	*	Coordination of Vocational and General Education
<i>Elementary Education:</i>			
5. Gellor, Jaime M. Instructor, Child Study Technician, Bukidnon Normal School	8-28-61	8-20-62	Child growth and development
6. Ignacio, Petronila Special Consultant, Bureau of Private Schools	8-22-61	3-28-62	Kindergarten and Primary Education
7. Borlaza, Gregorio C. Technical Asst. & Analyst Philippine Normal College	6-28-61	1-31-62	Administration and Supervision of Elementary Teacher Education

*English Language UCLA:*

8. Albano, Virginia G. Instructor, Ilocos Norte Normal School	8-23-61	8-20-62	Teaching English as Second Language
9. Rite, Iluminada B. Elem. Grades Teacher, Tamaco, Albay	8-23-61	8-20-62	— do —
10. Chua, Anacoreta A. Head Teacher, Pinamalayan, Oriental Mindoro	8-23-61	*	— do —
11. Dar, Aida J. Elementary Teacher, Zamboanga City	8-23-61	8-20-62	— do —
12. Lasam, Gloria Z. Elementary Teacher, Tuguegarao, Cagayan	8-23-61	8-20-62	— do —
13. Rojo, Norma O. Head Teacher, Sibalom, Antique	8-23-61	*	— do —
14. Sayson, Priscilla S. Teacher, Bukidnon Normal Sch.	8-23-61	*	— do —
15. Villegas, Cirila V. Elem. Sch. Teacher, Tanawan, Leyte	8-23-61	*	— do —

\*Still in U.S.

*FY 1962*

<i>Name of Participant</i>	<i>Departure</i>	<i>Arrival</i>	<i>Field of Study</i>
1. Asturias, Jose M. Elementary school principal Alcantara, Romblon			Administration & Supervision of Elementary Education
2. Eslao, Rufino O. Elementary school principal Aborlan, Palawan			— do —
3. Calibo, Jesus H. Elementary school principal Zamboanga del Norte			— do —
4. Mansilla, Rizaldo C. Elementary school principal Mambusao, Capiz			— do —
5. Salazar, Conrado D. District supervisor, Guiuan, Samar			— do —
6. Alegre, Martha R. Supervisor, Lucena City	8/20/62		Teaching English as Second Language
7. Corcino, Laura I. Classroom teacher, Davao City	8/20/62		— do —
8. Cruz, Maria Rosa V. Elem. Classroom teacher, Baliuag, Bulacan	8/20/62		— do —
9. De Guzman, Videia P. Elem. classroom teacher, Malabon, Rizal	8/20/62		— do —
10. Gonzales, Esperanza A. Classroom teacher, Manila	8/20/62		— do —
11. Gonzales, Violeta B. Elem. grades teacher, Head Balanga, Bataan	8/20/62		— do —
12. Mejia, Julian S. Elem. teacher, Bayambang, Pangasinan			— do —
13. Ocampo, Minerva C. Elem. grades teacher, Lubao, Pampanga	8/20/62		— do —

**PARTICIPANTS — TEXTBOOK PRODUCTION PROJECT**  
*Fiscal Year 1961*

Name of Participant	Departure	Arrival	Field of Study
1. Redibis, Alfredo V. Photo Offset Officer, RPC	8-28-61	8-4-62	Textbook Production
2. Dolor, Artemio D. Teaching Aids specialist	10-10-61	*	Textbook Editing and Publishing Procedures

**PARTICIPANTS—OVER-ALL TECHNICAL ASSISTANCE— EDUCATION**  
*Fiscal Years 1956 - 1958*

<i>FY 1956</i>			
1. Pascual, Renato P.	10-10-56	10-10-57	Educational Administration
<i>FY 1957</i>			
1. Balaan, Porfirio V.	8-25-57	8-13-58	Development of Curriculum Administration of schools of Technology
2. Ramirez, Evangeline G.	8-24-57	8-25-58	Art in Handicrafts with emphasis on Designing and Coloring
3. Tayag, Benjamin D.	9-8-57	7-10-58	Training in Hydraulics Engineering
<i>FY 1958</i>			
1. Esguerra, Mateo S.	8-30-58	8-27-59	Cooperative Distributive Education
2. Zamora, Adelaida B.	8-31-58	8-30-59	Office Education

\*Still in U.S.

**PARTICIPANTS—CURRICULUM DEVELOPMENT**  
*Fiscal Years 1953 - 1957*

PARTICULARS	TOTAL	1953	1954	1955	1956	1957
1. Number of Participants -----	45	6	8	22	6	8
2. Breakdown by entities:						
a. Bureau of Public Schools -----	13	4	4	1	3	1
1. Curriculum Division	8	4	2	—	2	—
2. Instruction Division	3	—	—	1	1	1
3. Evaluation and Research	2	—	2	—	—	—
b. Normal Schools -----	21	1	—	15	3	2
1. Philippine Normal College	5	—	—	2	2	1
2. Albay Normal School	2	—	—	1	1	—
3. Bayambang Normal School	1	—	—	1	—	—
4. Bukidnon Normal School	3	—	—	3	—	—
5. Cebu Normal School	2	—	—	1	—	1
6. Ilocos Norte Normal School	2	—	—	2	—	—
7. Iloilo Normal School	1	1	—	—	—	—
8. Leyte Normal School	2	—	—	2	—	—
9. Zamboanga Normal School	3	—	—	3	—	—
c. Division and City Offices -----	9	1	3	5	—	—
1. Leyte	1	—	—	1	—	—
2. Negros Occidental	1	—	1	—	—	—
3. Sorsogon	1	1	—	—	—	—
4. Sulu	1	—	—	1	—	—
5. Quezon City	2	—	1	1	—	—
6. Manila	3	—	1	2	—	—
d. Bureau of Public Libraries -----	1	—	1	—	—	—
e. U.P. College of Education -----	1	—	—	1	—	—

**PARTICIPANTS**  
**VOCATIONAL EDUCATION—TRADE AND INDUSTRIAL**  
*Fiscal Years 1952 to 1962*

<i>Participant</i>	<i>Period of Training</i>	<i>Field of Training</i>
<b>I. ADMINISTRATION &amp; SUPERVISION:</b>		
1. Hermogenes, Belen F.	8/26/52 — 8/17/53	Organ. & Adm. of teacher training in trade & ind. education
2. Dimaculangan, Gleceria S.	8/26/52 — 11/3/53	Organ. & Adm. of teacher training in industrial libraries.
3. Mendoza, Guillermo D.	7/9/52 — 12/22/52	Organ. & adm. of training programs for cottage industries.
4. Mendoza, Romulo Y.	9/28/53 — 3/31/54	Supervision & admin. of ind. education.
5. Quirolgico, Delfin G.	8/24/55 — 8/27/56	— do —
6. Gatmaytan, Leon S.	9/12/56 — 3/4/57	Admin. & org. of home industries
7. Asistin, Andres R.	8/24/57 — 8/24/58	Supervision of trade & technical instruction.
8. Espinosa, Gregorio P.	1/11/54 — 10/21/54	Foreman & supervising training.
9. Flores, Silesio T.	1/11/54 — 10/20/54	— do —
10. Trinidad, Ricardo	—do—	— do —
11. Guiang, Pedro G.	8/30/58 — 2/20/59	Higher level admin. & admin. & supervision.
12. Galura, Pascual T.	8/23/59 — 8/7/60	Admin. & supervision of trade & industrial educ.—middle level
13. Gomez, Pedro F.	8/23/59 — 8/13/60	— do —
14. Taruc, Fermin E.	9/8/59 — 3/18/60	— do —
15. Manese, Mario P.	9/3/59 — 3/18/60	— do —
16. Tenefrancia, Gil. H.	9/3/59 — 8/10/60	Org. & supervision of ind. arts program.
17. Mendoza, Romulo Y.	3/7/61 — 9/29/61	Leadership training in admin. & supervision of ind. educ.—high level.
18. Bonilla, Marcelo S.	8/25/60 — 9/16/61	Leadership training in admin. & supervision of ind. educ.—middle level.
19. Cruz, Efenito S.	8/22/60 — 3/17/61	— do —
20. Madulid, Roman S.	8/22/60 — 3/20/61	— do —
21. Guiang, Emilia M.	8/23/60 — 4/15/60	Leadership training in related subjects (instr. & supervision)
2. Apolinar, Florencio M.	9/13/60 — 10/15/60	Admin. & supervision of ind. education (Taiwan).
23. Mabutas, Ramon	9/13/60 — 10/15/60	Metal & mechanic trades (Taiwan)
24. Miguel, Teodoro	—do—	Elec. & electronic trades (Taiwan)
25. Ajon, Emiliano M.	—do—	Ceramics (Taiwan).
26. Agpoon, Miguel T.	—do—	Home industries (Taiwan).
27. Nudas, Hilario G.	—do—	Orgn. & supervision of vocational courses for girls.
28. Labis, Carmen T.	9/1/59 — 8/22/60	Middle level admin. & supervision.
29. Agbayani, Isidro N.	8/22/58 — 8/22/59	Ind. designing handicraft products.
30. Galvante, Jesus R.	8/29/54 — 8/21/55	
<b>II. MACHINE SHOP:</b>		
1. Obispo, Florencio G.	8/11/52 — 7/6/53	Machine shop.
2. Acorda, Loreto	8/15/54 — 8/13/55	— do —
3. Tioco, Aurelio	8/11/54 — 8/13/55	— do —
4. Albayalde, Mariano	8/24/55 — 6/4/56	— do —
5. Chio, Bonsing	8/24/55 — 6/4/56	— do —
6. Declare, Matias	8/24/55 — 6/4/56	— do —
7. De Sosa, Generoso T.	9/21/56 — 9/13/57	— do —
8. Gonzales, Jesus F.	—do—	— do —
9. Santos, Pedro B.	—do—	— do —
10. Luzadas, Faustino M.	8/31/58 — 8/28/59	Industrial designing.
<b>III. ELECTRICITY &amp; ELECTRONICS:</b>		
1. Ajon, Emiliano M.	8/22/53 — 8/3/54	Electricity
2. Mendoza, Vicente	8/11/54 — 8/13/55	Electrical instruments.
3. Acejas, Juan	8/24/55 — 6/7/56	House wiring.

<i>Participant</i>	<i>Period of Training</i>	<i>Field of Training</i>
4. Jimenez, Marcelo J.	8/24/55 — 6/4/56	House wiring.
5. Santos, Marcos R.	8/24/55 — 6/5/56	Electrical testing equip.
6. Brusas, Delfin B.	8/24/55 — 6/31/56	Elec. motors & generators
7. Cevallos, Frank	8/24/55 — 6/4/56	Elec. motors & generators
8. Tuburan, Filemon J.	8/24/57 — 8/11/58	Teaching elec. trades
9. Asuncion, Pablo R.	8/23/58 — 8/10/59	Instrument mechanics.
10. Ibay, Teodulo O.	8/22/58 — 8/22/59	Electricity.
<b>IV. AUTO MECHANICS:</b>		
1. De Guzman, Mariano V.	8/11/52 — 7/6/53	Auto mechanics.
2. Zamora, Antonio S.	8/11/54 — 8/13/55	Auto mechanics.
3. Mendoza, Rufino A.	8/11/54 — 8/13/55	Automotive body & chassis
4. Rodriguez, Pablo	8/24/55 — 6/5/56	Automotive engines
5. Rosete, Percival	—do—	— do —
6. Manalang, Carlos M.	7/1/58 — 6/24/59	Auto mechanics.
<b>V. DIESEL MOTORS &amp; MARINE ENGINES:</b>		
1. Miguel Teodoro	8/11/54 — 8/13/55	Marine & stationary engines
2. Laihee, Jesus	—do—	— do —
3. Arzadon, Bonifacio	8/24/55 — 6/5/56	Diesel engines
4. Regidor, Marcial	—do—	— do —
5. Tadiman, Perfecto	—do—	— do —
6. Bretana, Alfredo	9/21/56 — 9/5/57	Marine engineering
<b>VI. TEACHER TRAINING:</b>		
1. Fajardo, Irene S.	8/31/54 — 8/18/55	Teacher training
2. Manarang, Leoncio	8/24/55 — 6/5/56	— do —
3. Maningas, Casimiro E.	6/20/56 — 4/20/57	Ind. teacher training
4. Vergara, Jose R.	8/27/60 — 8/23/61	Trade teacher educ.
5. Acepcion, Eduardo T.	6/22/61 — 8/6/62	Teaching & coord. in field of electronics.
6. Rodriguez Perfecto C.	8/23/61 — 8/21/62	Teaching & coord. in field of refrigeration & air conditioning.
7. Villagonzalo, Paulino I.	8/23/61 — 8/23/62	Leadership & coordination in field teacher training & cert.
<b>VII. WOOD WORKING:</b>		
1. Labayandoy, Felix J.	8/11/52 — 7/6/53	Machine woodworking.
2. Almajano, Pedro	8/21/55 — 6/5/55	— do —
3. Galaraga, Marcelino	—do—	— do —
4. Lacson, Remigio C.	9/21/56 — 9/13/57	Wood pattern making.
<b>VIII. FOUNDRY WORK &amp; PATTERN MAKING:</b>		
1. Lima, Mauricio C.	8/11/52 — 7/6/53	Foundry work & pattern making.
2. Gonzaga, Orlando P.	9/7/57 — 8/26/58	Heat treating & testing (foundry work).
3. Villaflor, Fabiolo J.	8/25/57 — 8/15/58	Tool & die making.
4. Villacruz, Ramon A.	8/22/58 — 8/22/59	Tool & die making.
5. Gascon, Cipriano E.	4/12/62 —	Tool & die making.
<b>IX. SHEET METAL:</b>		
1. Pangilinan, Pedro C.	8/22/53 — 8/3/54	Sheet metal work.
2. Escuadro, Ernesto M.	8/11/54 — 8/13/55	— do —
3. Magpantay, Eligio C.	—do—	— do —
4. Batocael, Domingo J.	8/26/55 — 6/3/56	— do —
<b>X. APPRENTICESHIP:</b>		
1. Apolinar, Florencio M.	3/6/54 — 9/15/54	Apprenticeship training development.
2. Apilado, Apolinario	3/6/54 — 9/15/54	— do —
3. Garcia, Alberto	—do—	— do —
<b>XI. PRINTING:</b>		
1. Manaois, German	8/24/55 — 5/18/56	Offset printing.
2. Diego, Norberto R.	8/24/55 — 6/4/56	Letterpress printing.
3. Faustino, Victor G.	8/22/53 — 8/1/54	Offset printing.

**XII. WELDING:**

1. Doromal, Florencio D.
2. Flores, Florentino D.

8/22/53 — 6/21/54  
8/31/55 — 6/1/56

Welding  
Forging & welding.

**XIII. CERAMICS:**

1. Agpoon, Miguel T.
2. Erfe, Carmelo

8/22/53 — 6/21/54  
8/11/54 — 8/11/55

Ceramics.  
— do —

**XIV. FILM PROJECTION & FILM LIBRARY:**

1. Blacer, Victor E.
2. Sison, Teofilo A.

8/24/55 — 6/7/56  
8/24/55 — 6/5/56

Film projection & film library.  
— do —

**XV. BOAT BUILDING:**

1. Hualla, Cecilio
2. Noval, Silverio

9/21/56 — 9/9/57  
—do—

Boat building.  
— do —

**XVI. RELATED SUBJECTS:**

1. Avera, Bernabe A.
2. Santos, Aurora B.
3. Morales, Lourdes V.

9/21/56 — 0/15/57  
8/23/58 — 8/20/59  
8/27/59 — 10/59/60

Science teaching for secondary schools.  
Applied science.  
Teaching of related subjects in trade and ind. educ. (Mid. level)

**XVII. GIRLS TRADES:**

1. Cano, Gloria C.
2. Santiago, Gloria P.
3. Reyes, Mercedes L.

8/29/54 — 8/13/55  
8/21/56 — 8/24/57  
8/22/58 — 8/19/59

Home economics training (quantity cooking, serving & cafeteria mgmt)  
Girls trades training.  
— do —

**XVIII. REFRIGERATION & AIR CONDITIONING:**

1. Lomboy, Laureano

8/11/54 — 8/13/55

Refrigeration & air conditioning.

**XIX. BUILDING CONSTRUCTION:**

1. Mendoza, Epifanio Q.

9/21/56 — 9/13/57

Building construction.

**PARTICIPANTS**  
**VOCATIONAL EDUCATION—AGRICULTURE**  
*Fiscal Years 1952-1962*

**I. ADMINISTRATION & SUPERVISION:**

<i>Participant</i>	<i>Period of Training</i>	<i>Field of Training</i>
1. Crisanto, Jose F.	7/20/56 — 9/13/57	Agricultural education.
2. Medrana, Constancio T.	2/16/53 — 7/12/53	Vocational education.
3. Ocampo, Miguel R.	9/1/54 — 3/18/53	Adm. of Voc. Agr. education
4. Derecho, Constantine G.	9/1/52 — 6/19/53	Adm. & supervision of agr. education at secondary school level.
5. Santos, Hilario J.	8/29/54 — 3/13/55	Principle of rural public school finance.
6. Lagahit, Francisco T.	12/28/56 — 12/27/57	Vocational education.
7. Viray, Juan P.	12/28/56 — 12/27/57	Vocational education.
8. Augustin, Espiridion P.	8/31/58 — 8/14/59	Adm. & supervision of agr. educ.
9. Dumaua, Isidro C.	8/31/58 — 6/18/59	— do —
10. Santos, Bruno M.	9/8/59 — 6/10/61	Vocational educ.—advanced degree training
11. Clemente, Dominador D.	8/21/59 — 6/21/60	— do —
12. Grande, Mamangcao D.	9/8/59 — 8/22/60	Leadership & admin. in agr. educ.
13. Apellido, Nazareno A.	9/1/59 — 3/18/60	— do —
14. Crisanto, Jose F.	9/13/60 — 10/15/60	Adm. & supervision of agr. educ. (Taiwan)
15. Sabio, Bonifacio S.	8/9/60 — 8/8/61	College admin. w/emphasis on personnel & student service.
16. Caguioa, Florencio S.	5/23/61 — 5/22/62	Administration and supervision of agr. education.

II. ORGANIZATION & ADMINISTRATION—  
TEACHER TRAINING:

1. Juan, Virginio C.	8/31/53 — 9/1/54
2. Pacariem, Roque C.	8/26/55 — 8/27/56
3. Rabina, Alvaro R.	8/26/55 — 8/27/56
4. Alonzo, Jose C.	8/26/55 — 6/22/56
5. Ventura, Pedro A.	8/26/55 — 6/5/56
6. Zamora, Federico S.	8/26/55 — 6/26/56

Teacher training—agr. educ.  
Teacher training in voc. agr. educ.  
— do —  
— do —  
— do —  
— do —

III. TECHNICAL AGRICULTURE—FARM MECHANICS:

<i>Participant</i>	<i>Period of Training</i>
1. Santos, Bruno M.	9/4/52 — 7/14/53
2. Dacanay, Rufo D.	8/31/53 — 8/2/54
3. Abanilla, Ernesto G.	9/27/54 — 8/15/56
4. Ignacio, Jose S.	8/26/55 — 8/8/56
5. Torrevillas, Benjamin	8/26/55 — 6/26/56
6. Abuan, Perfecto H.	8/31/53 — 8/2/54
7. Cabanilla, Crispin E.	9/13/60 — 10/15/60
8. Castillo, Antonio V.	8/25/60 — 10/24/61

*Field of Training*  
Farm mechanics  
— do —  
Maintenance & repair agr. equip.  
& machinery  
— do —  
— do —  
Agricultural machinery & power.  
Farm mechanics (Taiwan)  
Tractor overhauling & repair.

IV. FARM SHOP:

1. Estrella, Pedro S.	8/31/58 — 8/10/59
2. Cabanilla, Crispin E.	9/3/54 — 7/13/55
3. Zamora, Francisco S.	9/3/54 — 7/2/55
4. Diao, Gregorio A.	8/29/54 — 9/4/56
5. Villaroman, Gaudencio A.	8/24/57 — 8/15/58
6. Franco, Manuel R.	1/14/59 — 2/24/60
7. Alvarez, Isaac C.	8/26/55 — 8/20/56
8. Abuan, Perfecto H.	8/31/53 — 8/2/54

W/emphasis on woodwork, sheet metal,  
blacksmithing & operation of power tools  
Teaching operation & maintenance and  
repair of farm machinery.  
— do —  
Farm machinery—operation & maintenance  
Farm power & machinery  
Farm machinery w/emphasis on servicing,  
maintenance & repair of power tools &  
equipment in woodwork shop.  
Operation & maintenance of power farm  
shop tools.  
Agricultural machinery & power.

V. FARM ORGANIZATION, OPERATION & MANAGEMENT:

1. Mandac, Concordio C.	9/4/52 — 7/14/53
2. Annudin, Majindi K.	8/26/55 — 6/5/56
3. Macasaet, Mariano S.	8/26/55 — 6/4/56
4. Montemayor, Zosimo	9/10/54 — 10/4/55
5. Mendoza, Ireneo B.	8/26/55 — 8/8/56
6. Arcedo, Perico I.	9/1/52 — 6/19/53
7. Alonzo, Eriberto C.	8/22/58 — 8/14/59
8. Valdez, Bernardo G.	8/23/58 — 8/7/59
9. Vilorio, Zosimo V.	8/22/58 — 8/19/59
10. Morales, Ben	8/25/62
11. Pastor, Rosendo	— do —

Farm organization, operation &  
management  
Farm management & agr. mgmt.  
— do —  
Farm org., operations & mgmt.  
Farm mgmt. & agr. economics.  
Farm mgmt. w/emphasis on corn, poultry,  
& animal prod.  
Mech. field crop production.  
Agr. economics w/emphasis.  
School plant designs & practices.  
— do —

VI. ANIMAL HUSBANDRY:

1. Luna, Jose F.	9/4/52 — 6/7/53
2. Macahilig, Rafael C.	9/4/52 — 7/14/53
3. Remigio, Felix V.	8/31/53 — 8/31/54
4. Seldera, Francisco V.	12/28/54 — 11/2/55
5. Asuncion, Doroteo C.	12/28/54 — 11/2/55
6. Gamatero, Emilio T.	8/26/55 — 3/7/56
7. Olmo, Teodoro L.	8/26/55 — 3/7/56
8. Rana, Melanio G.	8/26/55 — 6/4/56
9. Bacalso, Jovencio M.	8/24/57 — 11/3/58

Breeding & improvement of farm animals  
Dairying & dairy products.  
Animal husbandry.  
Pork & beef production  
Poultry prod. & mgmt.  
— do —  
Swine mgmt., breeding & feeding  
Dairy cattle w/emphasis on diseases,  
feeding & artificial insemination.  
W/emphasis on animal feeds

10. Pizarro, Primo I.	8/22/58 — 8/14/59	W/emphasis on animals breeding, prod. and processing of products.
11. Cruz, Feliciano L.	8/26/55 — 8/22/56	Poultry prod. & mgmt.
12. Mamaryl, Julian A.	9/13/60 — 10/15/60	Animal husbandry (Taiwan)
<b>VII. AGRONOMY:</b>		
1. Tolentino, Amando C.	2/8/54 — 11/54	Modern rice culture.
2. Juan, Arsenio G.	7/1/54 — 7/2/55	Rice & corn production
3. Tibay, Mateo R.	9/7/58 — 8/14/59	W/emphasis on seed production, improvement, and processing, including research & experimental methods & techniques.
4. Villodres, Serafin F.	7/1/54 — 2/3/55	Rice & corn production.
5. Abella, Pedro A.	8/26/55 — 8/27/56	Fruit & corn production.
6. Andrada, Rodolfo U.	12/27/56 — 12/18/57	Agr. education & citrus production
7. Tolentino, Amado C.	9/13/60 — 10/15/60	Agronomy & farm mgmt.
<b>VIII. IRRIGATION &amp; SOIL CONSERVATION:</b>		
1. Alqueza, Susano S.	8/26/55 — 6/4/56	Soil conservation, contour farming, reforestation.
2. Galeo N. Felipe C.	1/16/55 — 10/18/55	Irrigation & soil conservation.
3. Alcantara, Victor F.	9/3/59 — 9/2/60	Irrigation & drainage.
4. Joveillanes, Raymundo E.	8/29/54 — 9/2/55	Agricultural eng.—crop prod.
<b>IX. CONTROL OF PLANT PESTS &amp; DISEASES:</b>		
1. Clemente, Dominador A.	4/52 — 9/53	Control of plant pests & diseases.
2. Salcedo, Felix N.	1/23/53 — 11/20/53	— do —
3. Monje, Salvador C.	1/11/55 — 7/13/55	— do —
4. Rosario, Candido V.	8/26/56 — 6/30/56	Pest control & entomology
5. Benavide, Carlos G.	8/26/55 — 6/30/56	— do —
6. Irabagon, Teodoro A.	8/29/54 — 3/1/55	Cereal pest, locust & rodent control.
<b>X. FOOD PRODUCTION &amp; CONSERVATION:</b>		
1. Mercado, Carmen A.	7/30/52 — 6/18/53	Food preservation & conservation.
2. Medina, Ricardo R.	9/13/60 — 10/15/60	Fishery biology & conservation (Taiwan).
<b>XI. INSTRUCTION MATERIALS—AGRICULTURE:</b>		
1. Dignadice, Napoleon	9/1/54 — 8/30/55	Curriculum material preparation, agr.
2. Gabertan, Domingo	9/1/54 — 9/1/55	— do —
3. Mangasep, Tomas L.	10/13/54 — 8/29/55	— do —
<b>XII. AGRICULTURAL TRAINING—YOUTH ORGANIZATION:</b>		
1. Soriano, Antonio M.	9/14/53 — 2/21/54	Rural youth organization.
2. Luis, Victor O.	8/26/55 — 3/7/56	Youth organizations in school clubs.
3. Manuel, Bonifacio S.	8/26/55 — 3/7/56	— do —
<b>XIII. LEADERSHIP COOPERATION:</b>		
1. San Pedro, Tranquilino V.	8/23/60 — 4/3/61	Leadership training in agr. educ. & cooperatives.
2. Guiang, Alejandro C.	9/13/60 — 10/15/60	Community farming (Taiwan).
<b>XIV. ORGANIZATION &amp; OPERATION OF VOC. AGR. SCHOOL LIBRARIES:</b>		
1. Bersamin, Bienvenida V.	9/4/52 — 7/12/53	Org. & operation of vocational agr. school libraries.
<b>XV. TEACHER TRAINING:</b>		
1. Binoya, Cornelio	12/28/56 — 1/13/58	Teaching swine husbandry.
2. Cabotaje, Amante P.	1/15/57 — 2/22/58	Agr. training—teaching farm shop.
3. Corales, Macario P.	9/21/56 — 9/4/57	Agr. education—practice teaching.
4. Luna, Constante A.	1/15/57 — 1/12/58	Teacher dairying.
5. Neypes, Elias C.	1/15/57 — 12/31/57	Teaching cereals & other fields.
6. Manuel, Esther E.	8/24/57 — 8/15/58	Teaching home econ. in rural areas.
7. Bago, Luis P.	8/26/55 — 8/27/56	Audio-visual methods in teaching agriculture.





GENERAL EDUCATION ADVISORS: 1952 1953 1954 1955 1956 1957 1958 1959 1960 1961 1962

CONNER, JAY D.  
Gen. Education

BYERLY, PAUL R. Jr.  
Physics

GARRISON, STERLING B.  
Finance

LINDOR, LESLIE K.  
Physical Facilities

DYDE, WALTERS F.  
Graduate Studies

RORK, JOHN B.  
Building Construction

STALEY, WILLIAMS W.  
Mining Advisor

LEARY, BERNICE E.  
Textbook and Instructional  
Materials Spec.

McDANIEL, HENRY B.  
Guidance & Counseling Spec.  
Stanford U. Contract

PUBLIC SCHOOL SURVEY TEAM:

SWANSON, J. CHESTER  
Head of Team

MORPHET, EDGAR L.  
Member

HAWKINS, EARLE T.  
Member

CULP, DE LOS P.  
Member

HEARN, ARTHUR CHARLES  
Member

MICHAELIS, JOHN U.  
Member

**CONSULTANTS**

1952 1953 1954 1955 1956 1957 1958 1959

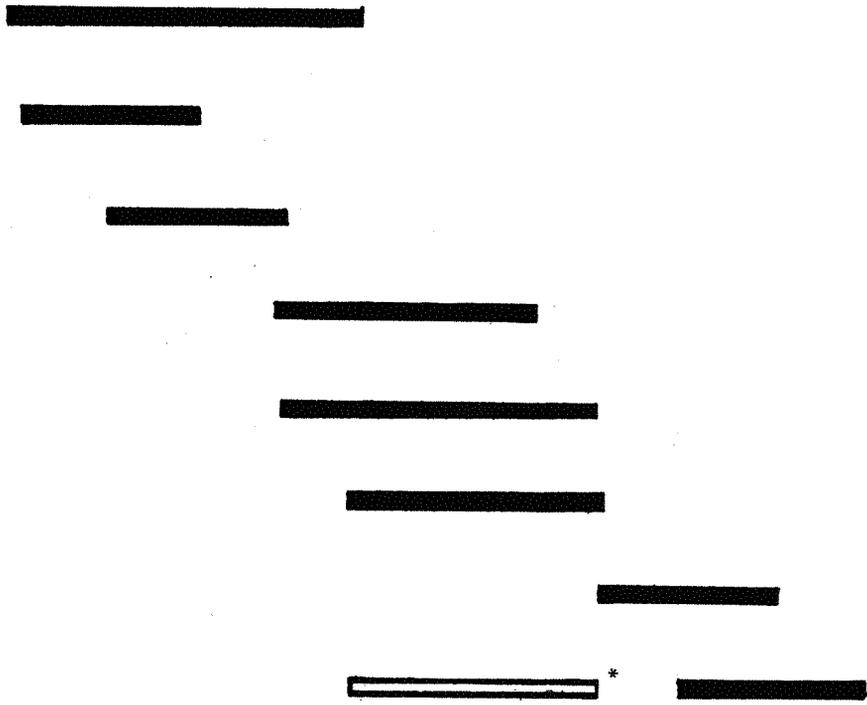
- 1. GIVENS, WILLIARD EARL
- 2. REEVES, FLOYD W.
- 3. HANNAH, JOHN A.
- 4. HAMILTON, THOMAS H.



**VOCATIONAL EDUCATION**

1952 1953 1954 1955 1956 1957 1958 1959 1960 1961 1962

- 1. WILKEY, CLOVIS R.  
Training Spec.
- 2. MANIRE, ROBERT A.  
Educational Spec.
- 3. CHAPMAN, JOANNA E.  
Home Economics
- 4. KUGLER, HAROLD  
Voc. Agriculture
- 5. KAISER, WILLIARD S.  
Voc. Agriculture
- 6. HESS, OLENN  
Voc. Agriculture
- 7. WOODHULL, JAMES E.  
Voc. Agriculture
- 8. SMITH, WARNER M.  
Voc. Agriculture



**VOCATIONAL EDUCATION**

**TRADE AND INDUSTRIAL**

1952 1953 1954 1955 1956 1957 1958 1959 1960 1961 1962

- 1. HIGH, JR. SIDNEY C.  
Training Spec.
- 2. MILLER, FRANKLIN  
Gen. Voc. Ed.
- 3. SPEARMAN, GEORGE H.  
T & I.
- 4. LIEBENDORFER, GENE F.  
T & I. & Gen. Ed. Adv.



\*Contract

VOCATIONAL EDUCATION

TRADE AND INDUSTRIAL	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962
5. LOWE, WALTER T. T & I. Metal Trades											
6. JOHNSON, ROBERT P. T & I. Auto Mechanics											
7. BALLEW, HAROLD M. T & I. Textiles											
8. DOE, EDWIN W. T & I. Foundry											
9. PEMBER, LYLE B. Apprentice Training Gen. Voc. Ed.											

CONTRACT TEAM MEMBERS  
UNIVERSITY OF THE PHILIPPINES — STANFORD UNIVERSITY

	1953	1954	1955	1956	1957	1958	1959
ERIKSEN, EDWARD L. Team Chief, Engineering							
HUNNICUTT, CLARENCE W. Education							
VAN VORST, WILLIAM D. Engineering							
CANNON, JOSEPH H. Engineering							
WILLIAMS, JR., FRED J. Mining Engineer							
ACKERLUND, GEORGE C. Education							
HALLEY, DONALD W. Business Administration							
CUTLER, LAVERN W. Business Adm.							
SWANK, RAYNARD C. Library Consultant							
HERNLUND, ROBERT W. Mining Engineer							

**CONTRACT TEAM MEMBERS  
UNIVERSITY OF THE PHILIPPINES — STANFORD UNIVERSITY**

	1953	1954	1955	1956	1957	1958	1959
STEIG, LEWIS F. Library		██████████					
BROMLEY, LEROY A. Chemical Engr.		██████████					
DRUMMOND, HAROLD D. Education		██████████					
HOEBER, RALPH C. Business Adm.		██████████					
TROXELL, JOHN P. Business Adm.		██████████					
DUNCAN, GEORGE W.      **		████████████████████					
GRAHAM, JOSEPH J. Geology		██████████					
BIXBY, PAUL W. Education		██████████					
GANE, HERBERT F. Business Adm.		██████████					
HOLLOWAY, ROBERT J. Business Adm.		██████████					
VAN DUYN, ROBERT G. Education		██████████					
FAWLEY, PAUL C.      **					██████████		
HANSON, DONALD N.      **					██████████		
KIRPATRICK, PAUL H.      **					██████████		
SHAW, JR., ROY T. Business Adm.					██████████		
SHIPP, FREDERIC T.      **					██████████		

\*\*ICA employees after June 21, 1957



**PHILIPPINE DEPARTMENT OF EDUCATION — STANFORD UNIVERSITY  
CONTRACT TEAM MEMBERS**

		1955	1956	1957	1958	1959	1960	1961
ANDERSON, CLARENCE S. Agri. Teacher Ed.	**CLAC			██████████				
BALL, WILBUR P. Farm Mechanics	CLAC			██████████				
LOVE, GENE M. Agronomy	CLAC			██████████				
OVERLAND, ALVIN Agronomy	CLAC				██████████			
TAYLOR, L. CLINTON Farm Mechanics	CLAC				██████████			
TIMMONS, GUY E. Team Leader	CLAC				██████████			
DOUGHERTY, PAUL Agri. Teacher Ed. Team Leader	*** BNAS			██████████				
SPAFFORD, EVERETT W. Farm Mechanics	BNAS			██████████				
SMITH, WARNER M. Animal Husbandry	BNAS			██████████				
BRYANT, DOUGLAS C. Agri. Teacher Ed.	BNAS				██████████			
LEE, DONALD G. Farm Mechanics	BNAS				██████████			
MCCLELLAND, JOHN B. Agri. Teacher Ed. Team Leader	****MAC			██████████				
GREEN, DONALD G. Animal Husbandry	MAC			██████████				
WALL, JAMES E. Farm Mechanics	MAC			██████████				
WILBER, GORDON O. Indus. Arts Teacher Ed.	*****ISAT			██████████				
HUSS, WILLIAM E. Metal Work & Elec.	ISAT			██████████				
ANDERSON, HERBERT A. Woodworking and Team Leader	ISAT			██████████				
OLSON, DELMAR W. Crafts				██████████				

\*\*CLAC — Central Luzon Agricultural College  
 \*\*\*BNAS — Baybay National Agricultural School  
 \*\*\*\*MAC — Mindanao Agricultural College  
 \*\*\*\*\*ISAT — Iloilo School of Arts and Trades

**UNIVERSITY OF THE PHILIPPINES—STANFORD UNIVERSITY CONTRACT  
CONSULTANTS AND MEMBERS OF REVIEW TEAMS**

	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961
<b>FIRST REVIEW TEAM:</b>										
DR. PAUL R. HANNA Chief of Team		■								
DR. I. JAMES QUILLEN Member		■								
DR. HUGH H. SKILLING Member		■								
<b>SECOND REVIEW TEAM:</b>										
DR. PAUL R. HANNA Chief of Team			■							
DEAN HUGH JACKSON Member			■							
<b>THIRD REVIEW TEAM:</b>										
DR. PAUL R. HANNA Chief of Team				■						
DR. ERNEST R. HILGARD Member				■						
DR. CHARLES F. PARK Member				■						
<b>CONSULTANTS:</b>										
RAYNARD C. SWANK Library			■							
HUNTER ROUSE Consultant			■							

# TODAY'S INVESTMENT IN TOMORROW

PUBLIC SCHOOLS IN THE PHILIPPINES  
programs, problems and possibilities

*A condensation of observations  
and recommendations from*  
A SURVEY OF THE PUBLIC SCHOOLS  
OF THE PHILIPPINES—1960.

*A project of ICA-NEC for improving  
services of the public schools.*

## THE SURVEY TEAM

UNITED STATES CONSULTANTS	PHILIPPINE COUNTERPART	COORDINATOR
<p>J. CHESTER SWANSON <i>Professor of Education</i> <i>University of California</i></p> <p style="text-align: center;">Team Leader</p>	<p>VITALIANO BERNARDINO <i>Assistant Director</i> <i>Bureau of Public Schools</i></p> <p style="text-align: center;">Team Co-Leader</p> <p>PEDRO G. GUIANG <i>Assistant Director</i> <i>Bureau of Public Schools</i></p> <p style="text-align: center;">Team Co-Leader</p>	<p>Domingo Soriano Chief, Research Division Bureau of Public Schools</p>
<p>Delos P. Culp President, State College Livingston, Alabama</p> <p>Earle T. Hawkins President, State College Towson, Maryland</p>	<p>Jose T. Cortes Assistant Chief Instruction Division Bureau of Public Schools</p> <p>Miguel B. Gaffud Chief, Adult Education Division Bureau of Public Schools</p>	
<p>Arthur C. Hearn Professor of Education University of Oregon</p> <p>John U. Michaelis Professor of Education University of California</p>	<p>Conrado G. Genilo Division Superintendent Tarlac</p> <p>Clodualdo H. Leocadio Division Superintendent Sorsogon</p>	
<p>Edgar L. Morphet Professor of Education University of California</p>	<p>Casimiro E. Maningas Superintendent Trade &amp; Industrial Division Bureau of Public Schools</p> <p>Hilario J. Santos Chief Vocational Information and Placement Division Bureau of Public Schools</p> <p>Fructouso R. Yanson Division Superintendent Negros Occidental</p>	

## TO THE PEOPLE OF THE PHILIPPINES

The publication of this brochure is a milestone in the history of American and Filipino efforts to improve public school education in the Philippines. For several years there has been the recognized need for a comprehensive survey of public school education as a means of pointing the direction toward further progress of the total school program.

It has been no easy job to plan for and execute such a survey. It has required the combined efforts of many Filipinos and Americans alike and untold hours of real labor. The National Economic Council headed by Dr. Jose C. Locsin, Chairman, and the Bureau of Public Schools, headed by Dr. Benigno Aldana, Director, have supported the project unstintingly.

We have been fortunate in being able to obtain the services of busy, high-level American educators to make the survey. Their Filipino counterparts likewise were selected because of their competencies and their status as educators.

The team, besides gathering enormous quantities of data by tests and other research, visited all major areas of the Philippines, observed hundreds of schools, and interviewed a great number of educators, government officials, businessmen, and other individuals from all walks of life.

Many valuable insights were gained by the team in conferences with Secretary of Education Jose E. Romero, Undersecretary Daniel Salcedo, the Board of National Education, a group of the past presidents of the Philippine Association of School Superintendents, and an advisory group of Senior Statesmen composed of the following: Honorable Jose E. Romero, Secretary of Education—Chairman; Dr. Antonio Isidro, Vice President Academic Affairs, UP—Rapporteur; Dean Conrado Benitez, Member; Dr. Vidal A. Tan—Member; Mrs. Pilar Hidalgo-Lim—Member; Mr. Filemon Rodriguez—Member; Mr. Senen Gabaldon—Member; and Mr. Val Santos—Member.

To these and to all others who gave assistance, we are deeply grateful and trust that this survey will prove to be another important cooperative effort by the Republic of the Philippines and the United States of America to ensure through education the prosperity, happiness, and welfare of the people of the Philippines.



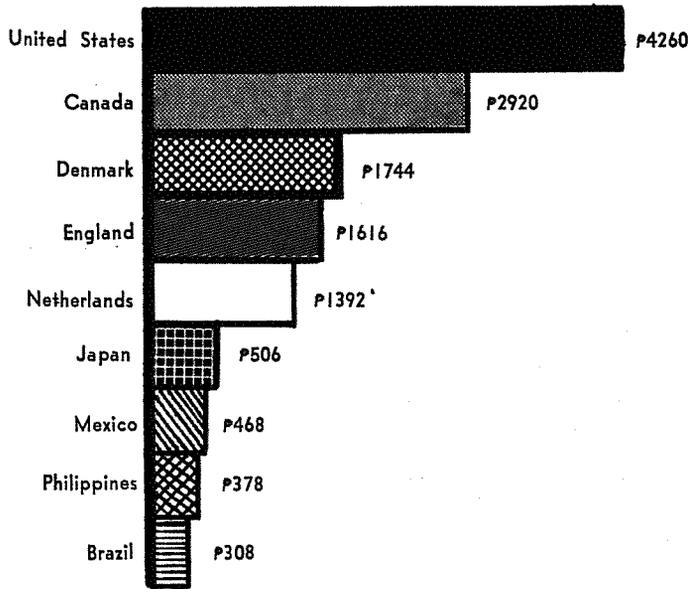
C. EARLE HOSHALL

*Chief, Education Division*

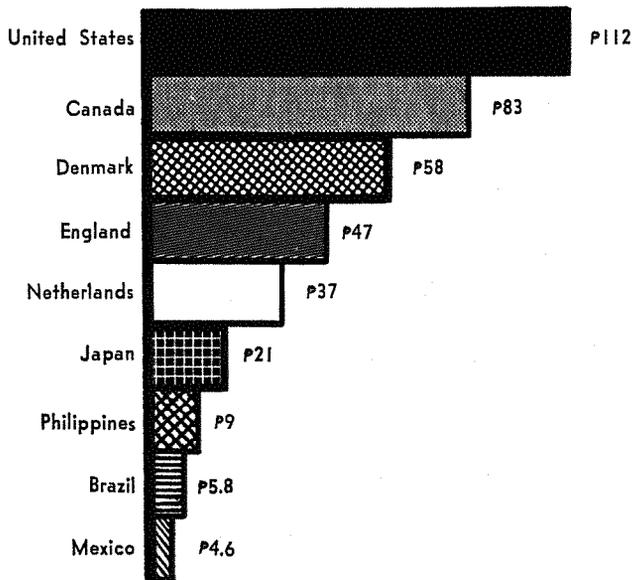
International Cooperation Administration

*Manila, April 11, 1960*

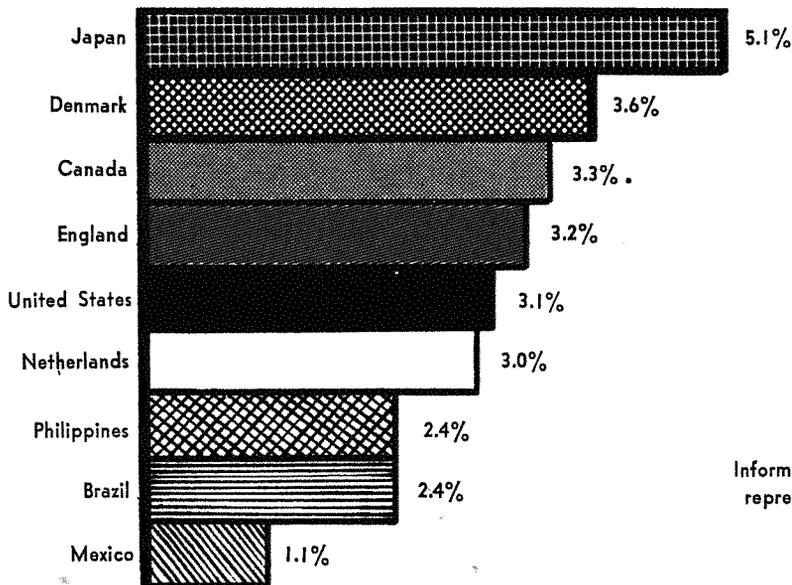
## NATIONAL ECONOMICS OF EDUCATION



ECONOMIC  
LEVEL  
Per Capita Income  
in Pesos



NATIONAL  
EXPENDITURES  
FOR EDUCATION  
Per Capita Expenditure  
for Education, in Pesos



NATIONAL EFFORT  
TO SUPPORT EDUCATION  
Per Cent of  
National Income Spent  
for Education

Information taken from latest UNESCO and United Nations Reports representing school years from 1952 to 1957.

## EDUCATION IN A DEMOCRACY

He that takes wise Education by the hand,  
Invincible shall guide the reigns of motherland. JOSE RIZAL

If a nation expects to be ignorant and free, in a state of  
civilization, it expects what never was and never will  
be. THOMAS JEFFERSON

Without popular education, no government which rests on  
popular action can long endure. WOODROW WILSON

Only on the foundation of an intelligent public opinion  
can we build the structure of liberty and sound govern-  
ment. MANUEL L. QUEZON

Next in importance to freedom and justice is popular  
education – without which neither freedom nor justice  
can be permanently maintained. JAMES A. GARFIELD

Our educational system is an integral part of the economic  
and political progress of our civilized and free life. SERGIO  
OSMEÑA, SR.

Human history becomes more and more a race between  
education and catastrophe. H. G. WELLS

As long as good schools are available, a man is not frozen  
at any level of our economy, nor is his son. UNITED STATES  
WHITE HOUSE CONFERENCE ON EDUCATION.

### THE PUBLIC SCHOOLS IN THE PHILIPPINES, 1959-1960

	Number of Schools	Number of Pupils
<i>Elementary Schools</i>		
Grades 1-6 -----	28,635 **	4,182,415
<i>General High Schools</i>		
Years I-IV -----	277 *	177,287 **
<i>Vocational Secondary-Technical Schools</i>		
Industrial Trade Schools -----	47	35,864
Agricultural Schools -----	52	17,243
Fishery Schools -----	13	2,688
State Supported Colleges -----	6	4,956
<i>Teacher Training Schools</i>		
Normal Schools -----	8	4,491
Vocational Schools (also have regular vocational curriculum and are included above)	6	803
State Supported Colleges -----	5	4,850 ***

\* 1957-58 \*\* 1958-59 \*\*\* 1959-60 Estimate

## THE QUANTITY OF EDUCATIONAL SERVICES — YOUTH OF HIGH SCHOOL AGE

The greatest deficiency of the public schools of the Philippines is the quantity of educational services. And in no level is the deficiency as large as in the number of youth who are attending no school during the normal high school attendance ages of 14 to 17.

The secondary schools are the schools where vocational proficiency is taught, where major foundations for leadership are laid, and where skills in citizenship can be learned. When large numbers of youth do not have the opportunity of attending a secondary school, it is a great potential loss to a nation.

It is a tragic fact that three-fourths of all the

youth of the Philippines never attend a secondary school and that only 10 out of 100 children who enter the first grade complete high school.

## THE QUALITY OF EDUCATIONAL SERVICES

*The quality of educational services* must be measured in terms of the objectives of the public schools of the Philippines.

The objectives of the public school of the Philippines have been specifically stated in the Constitution, by Congressional action, and by the Board of National Education.

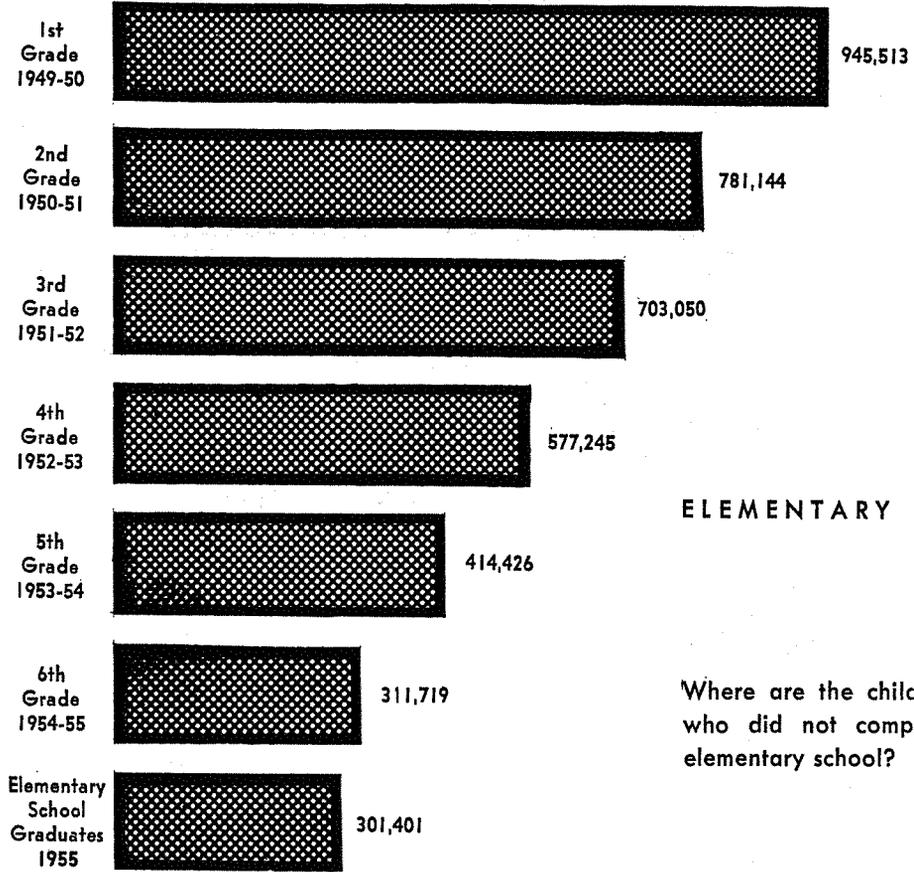
“All schools shall aim to develop moral character, personal discipline, civic conscience, and vocational efficiency, and to teach the duties of citizenship.”

*The Constitution, Art. XIV, Sec. 5*



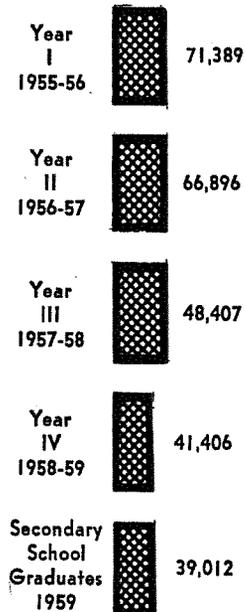
## THE QUANTITY OF EDUCATIONAL SERVICES

The Enrolment Record of a Group of Children Who Entered the  
Public Schools in July 1949



### ELEMENTARY SCHOOLS

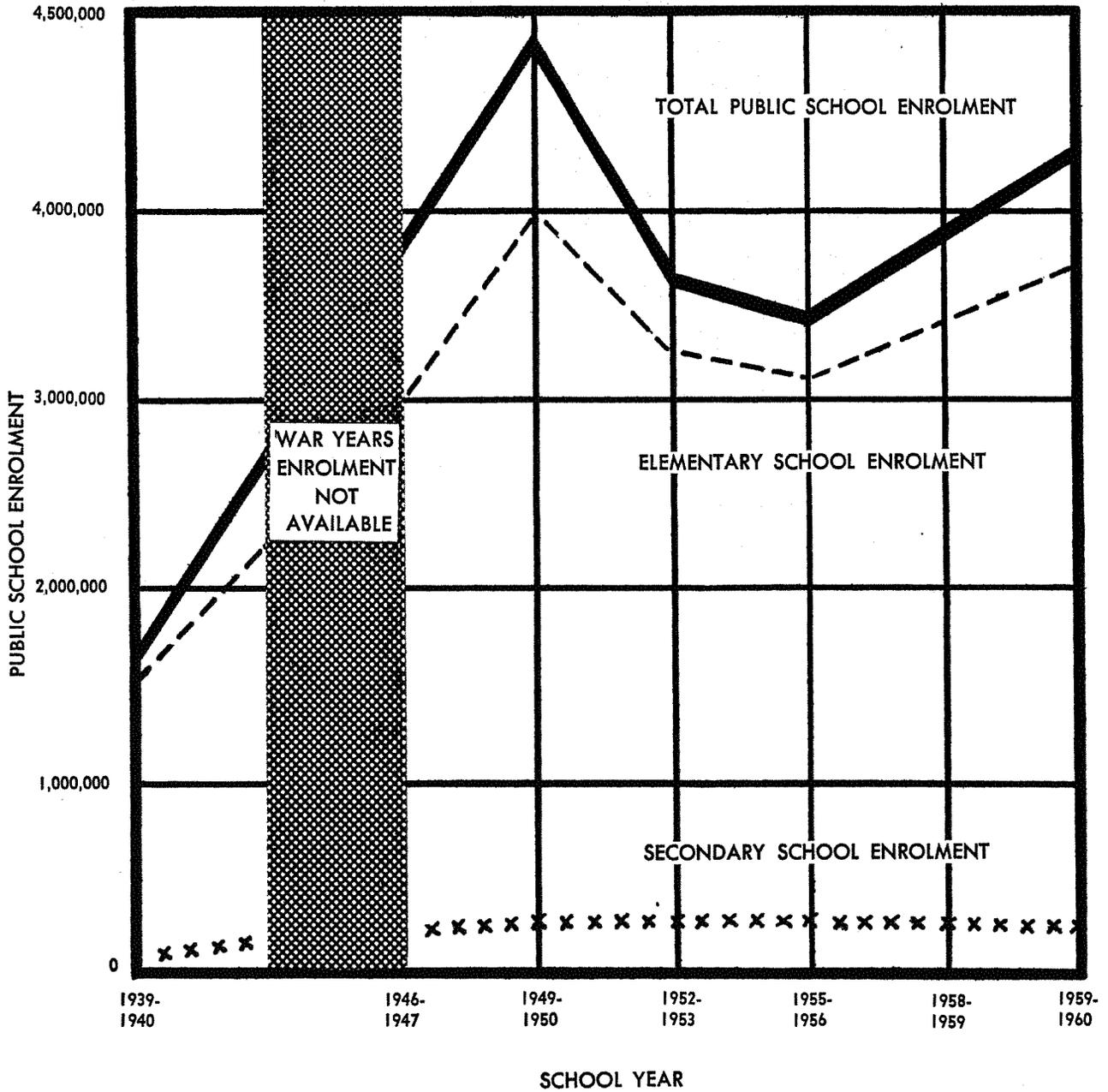
Where are the children  
who did not complete  
elementary school?



### SECONDARY SCHOOLS

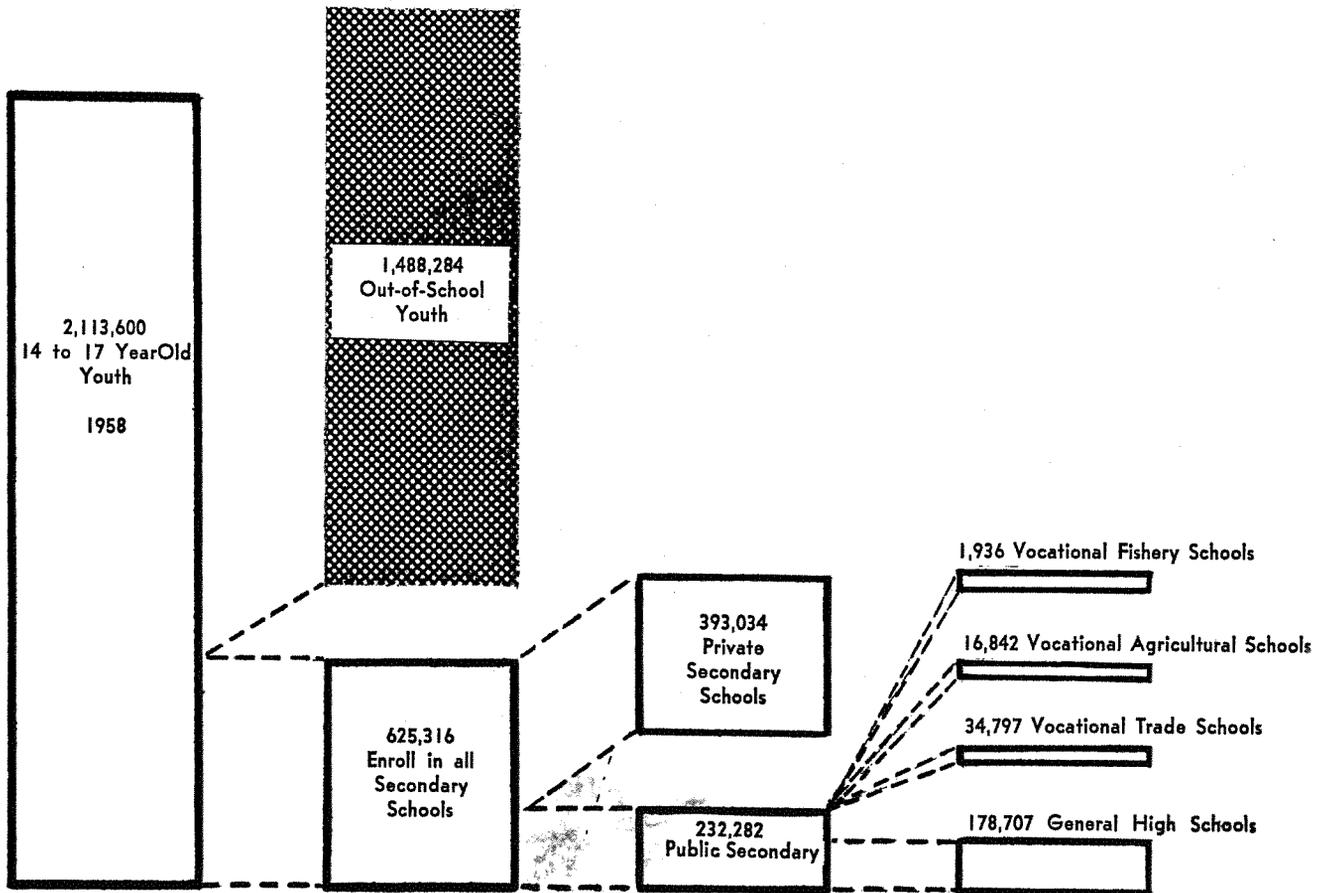
Where are the youth  
who did not complete  
high school?

## ENROLMENT TRENDS IN THE PUBLIC SCHOOLS



**AN ANALYSIS OF EDUCATIONAL ACTIVITIES OF YOUTH OF HIGH SCHOOL AGE  
FY-1958-1959**

Note: The enrolment figures cannot be corrected for over-age and under-age youth in secondary schools. If such corrections were made it would increase the indicated number of out-of-school youth.



## FUNDAMENTAL OBJECTIVES OF EDUCATION:

- I. To inculcate moral and spiritual values inspired by an abiding faith in God.
- II. To develop an enlightened, patriotic, useful and upright citizenry in a democratic society.
- III. To instill habits of industry and thrift, and to prepare individuals to contribute to the economic development and wise conservation of the Nation's natural resources.
- IV. To maintain family solidarity, to improve community life, to perpetuate all that is desirable in our national heritage, and to serve the cause of world peace.
- V. To promote the sciences, arts and letters for the enrichment of life and the recognition of the dignity of the human person.

From "General Educational Policies," *Report of the Board of National Education—1957*

### THE QUALITY OF EDUCATIONAL SERVICES

Any consideration given to the objectives of Education in the Philippines would indicate that it is impossible to measure completely and accurately the quality of the educational services of the public schools.

Each Filipino, particularly one in a position of political and educational leadership, might ask himself these questions, which are based on legally adopted objectives of the public schools.

- Do the schools develop moral character, spiritual value, and an abiding faith in God?
- Do the schools develop personal discipline, family solidarity, and the perpetuation of the national heritage of the Philippines?
- Do the schools develop civic conscience and the duties of citizenship for a democratic society?
- Do the schools develop habits of industry, thrift, and vocational efficiency to contribute to the economic development of the nation?
- Do the schools promote the sciences, and the arts and letters for the enrichment of life?

Many of these questions can be answered by observers in a subjective manner. These observa-

tions have validity if they are extensive and if the observers are careful in their deductions.

It is the considered opinion of the members of the Survey Team that the public schools of the Philippines are being guided by these objectives, and are achieving them within the limits of their resources.

It is also the considered opinion of the members of the Survey Team that many of these objectives could, and should, be accomplished to a greater degree than are now being attained. The suggestions and recommendations which follow are presented as guidelines toward better achievement of these objectives.

It should be noted that teachers alone, superintendents alone and the General Office alone can do little to achieve these objectives without the attention, understanding and help of many citizens and political leaders.

### CONDITIONS WHICH WARRANT CHANGES

#### *The Quantity of Educational Services*

On the average, more than 60 of every 100 children who enter the first grade do not complete the sixth grade.

Almost 75 per cent of all youth between 14 and 17 years of age are not in school. Only half-day sessions are available to many children.

#### *The Quality of Educational Services*

Textbooks and library books are relatively few in all schools.

School buildings are often poorly ventilated, poorly lighted, and not adequately furnished or maintained.

Teachers are not properly assisted by teaching aids or by supervisory help, and are often hampered by large classes and low salaries which do not completely provide for their families.

#### *Administrating the Public Schools*

A rigid, highly centralized program of administration does not provide for special needs in some areas of the nation, and does not fully use the potential of the staffs at the provincial level.

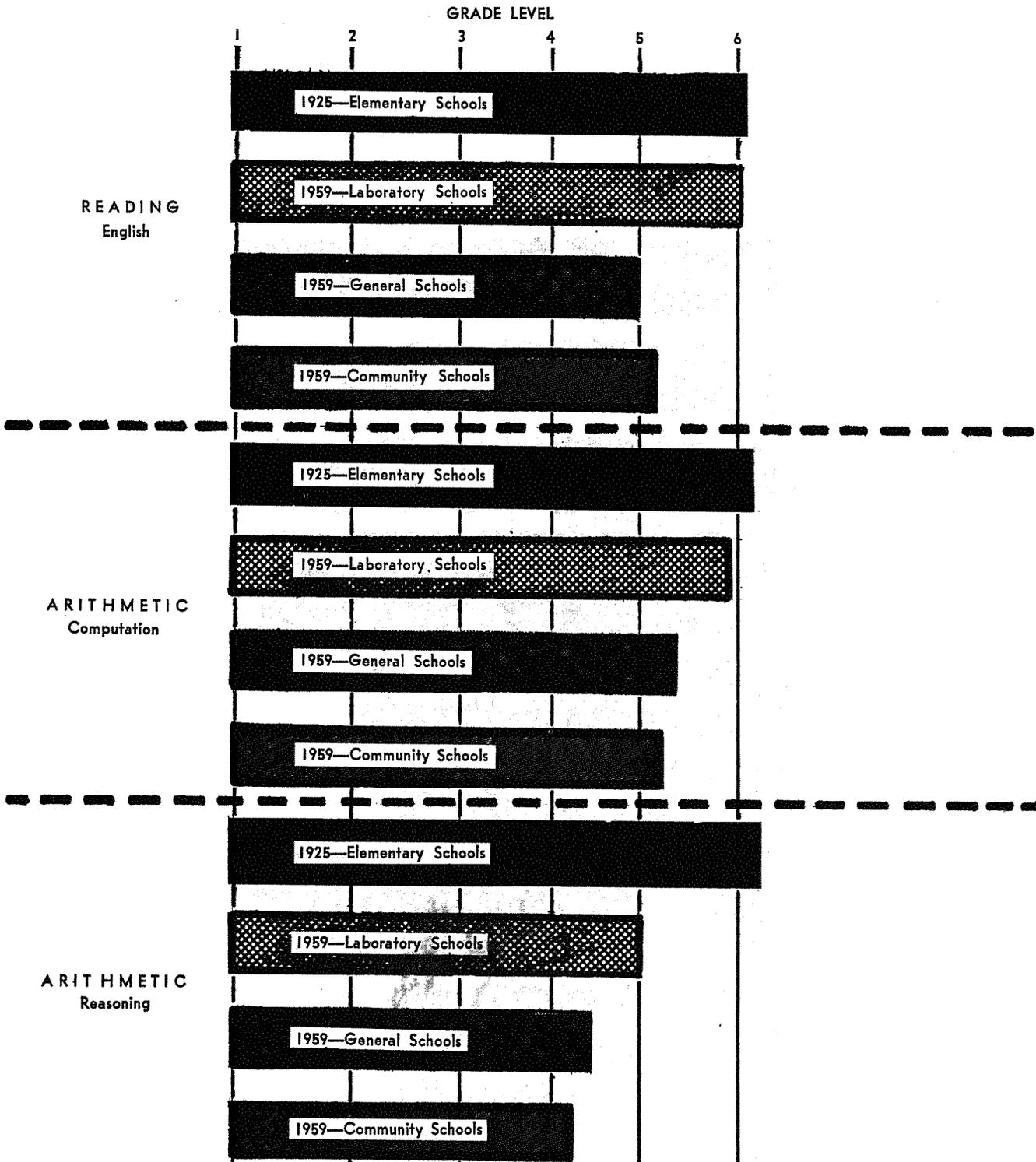
Rigid lines of authority prevent close integration of many educational services.

Administrative and supervisory staffs have not grown as rapidly as the number of pupils has increased.

# THE QUALITY OF EDUCATIONAL SERVICES AS INDICATED BY ACHIEVEMENT TESTS

This chart indicates the results of an achievement test given in 1925 and of the same test given in 1959. The 1925 results are taken as a standard and the results in the [checkered] normal college lab-

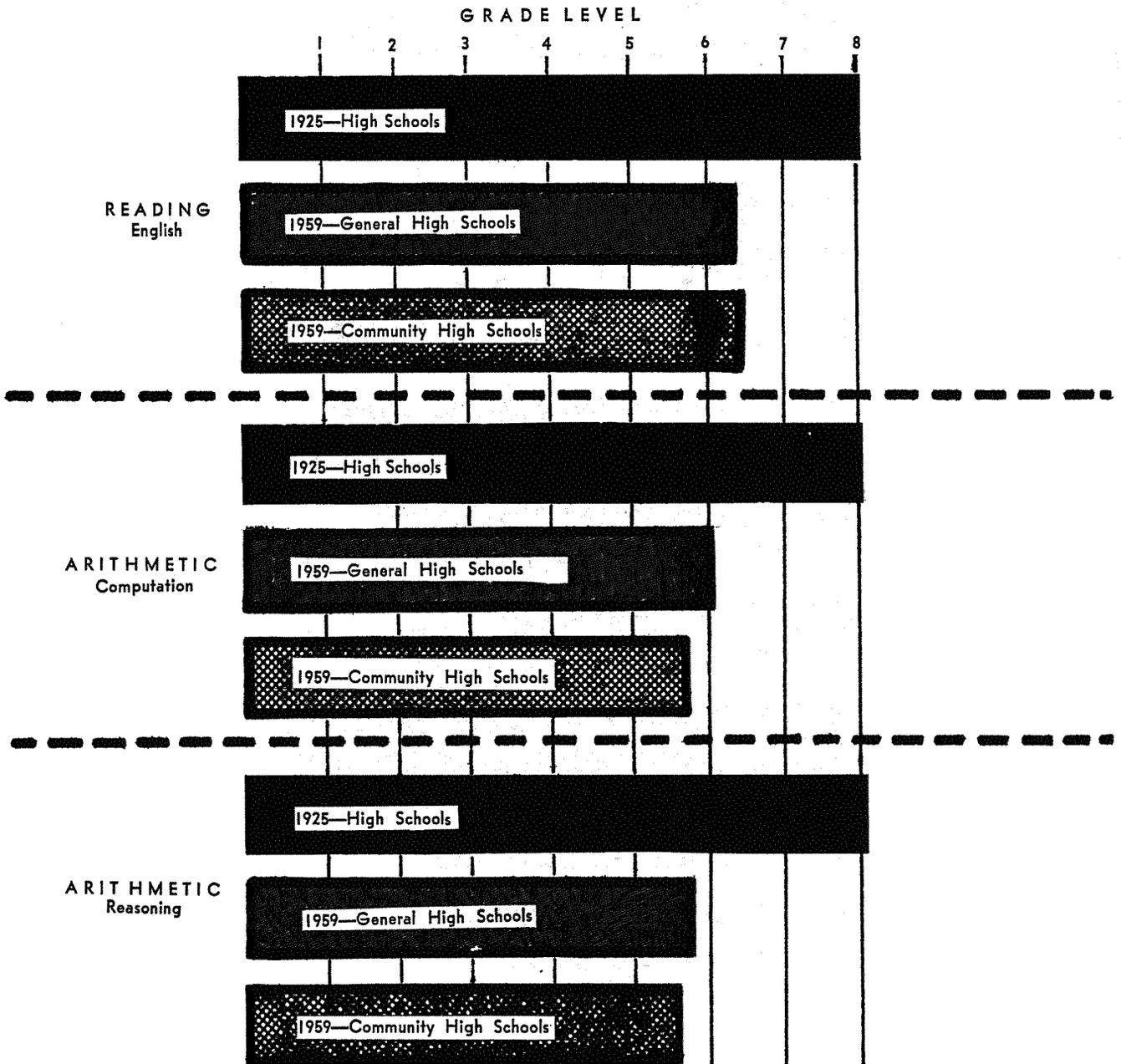
oratory schools, in the [solid black] general elementary schools, and in selected [checkered] community elementary schools, are shown at the 1959 grade level achievement.



The lower achievements in 1959 can be partially explained by (1) fewer textbooks, (2) more languages involved, (3) larger classes, (4) some test questions out of date, (5) shorter day for many pupils in some grades.

# THE QUALITY OF EDUCATIONAL SERVICES IN THE SECONDARY SCHOOLS AS INDICATED BY ACHIEVEMENT TESTS

This chart indicates the results of an achievement test given in 1925 and the same test given in 1959. The 1925 results are taken as a standard and the results in the (■) general high schools, and in selected (▨) community high schools, are shown at the 1959 grade level achievement.



The lower achievements in 1959 can be partially explained by (1) fewer textbooks, (2) more languages involved, (3) larger classes, (4) some test questions out of date, (5) shorter school day for many pupils in some grades.

## GENERAL SUMMARY OF MAJOR RECOMMENDATIONS

### *Improve the Quality of Educational Services*

- Furnish more texts, references, and instructional materials.
- Select teachers more carefully.
- Provide more helpful supervision of teaching.
- Assure closer correlation between schools, divisions, and administrative activities.

### *Expand Educational Services*

- Enforce compulsory attendance laws.
- Implement the law restoring Grade VII.
- Provide more 2-2 Plan high schools.
- Provide effective vocational courses in Years II and IV of the 2-2 Plan high school.

### *Provide Better Financing for Schools*

- Develop a partnership plan for support for elementary and secondary schools:  
Each division makes the same local effort.  
The National Government provides the remainder of the cost.
- Allocate Funds:  
On the basis of need.  
Equitably to all schools and provinces.
- Levy a local tax dedicated for public schools.
- Reduce student tuition fees.

*Improve the quality of instruction in the critical subjects of English and science.*

*Institute a long-range plan of curriculum improvement.*

*Introduce only one second language at one time in the early grades.*

## SPECIAL EDUCATION

*Provide facilities, specially trained teachers, and research studies for physically and mentally handicapped children.*

*Develop a program to meet the needs of exceptional children in each school division.*

## SECONDARY EDUCATION

*Furnish more textbooks, better libraries, and adequate instructional materials.*

*Provide more supervision of the program of instruction.*

*Expand the enrolment of the secondary schools.*

*Reduce tuition fees by providing more stable financing.*

*Implement the 2-2 Plan High School so that the vocational courses in years III and IV meet the standards of the vocational school for a two-year curriculum.*

*Interrelate the administration, the program of instruction, and the supervision of the general high schools and the vocational schools.*

*Subsidize the vocational courses in the 2-2 Plan High School.*

*Strengthen the guidance program.*

## SELECTED RECOMMENDATIONS

### ELEMENTARY EDUCATION

*Reduce size of class to a maximum of 40 pupils per teacher.*

*Provide an all-day session for each pupil.*

*Implement the law restoring Grade VII.*

*Enforce the compulsory education law.*

*Provide adequate and up-to-date textbooks and instructional materials.*

*Develop and maintain a program of evaluation.*

*Continue and improve the program of the Community School.*

*Make more time available for principals and supervisors to help teachers improve instruction.*

### ADULT EDUCATION

*Expand the program of adult education to accelerate the eradication of illiteracy and provide out-of-school youth civic and vocational competence.*

### VOCATIONAL EDUCATION

*Expand vocational training*

—By placing a standard two-year vocational training program in years III and IV of the 2-2 Plan high school.

—By developing more opportunity courses in vocational schools.

—By developing more Home Industry Training Centers.

### *Revise the curriculum of vocational training*

—To provide for better pre-vocational training in the practical arts (industrial arts, home economics, and agriculture).

—To provide for three phases of vocational training:

**PHASE ONE**—A two-year program of studies beginning at the third year of the secondary level to train a general mechanic or farmer with skills for which there are widespread employment opportunities.

**PHASE TWO**—A two-year program of studies following the training provided in PHASE ONE which will develop a skilled tradesman or agriculturist. This training to be given only in vocational schools.

**PHASE THREE**—A two-month to two-year program of studies following PHASE TWO, or extensive experience, to provide technical training or highly specialized skills for known employment possibilities.

This training to be given only in a few vocational schools with specially trained and experienced teachers, where adequate and appropriate equipment and materials are available.

### *Develop a Placement, Counseling and Follow-up Program*

—To assure that all graduates of PHASE TWO and PHASE THREE contribute substantially to the improvement of the productivity and economic well-being of the Philippines.

### *Restudy vocational training for girls*

—Differentiate between trade training for home making.

—Evaluate present program of studies for girls.

—Consider additional programs of studies in practical nursing, office skills, merchandising, etc.

### *Develop a plan to market the products of home industries.*

## TEACHER PERSONNEL

*Increase the salary of all teachers to that provided by Wage and Position Classification Office.*

*Change the system of appointing teachers so that the most proficient teacher is always appointed.*

## TEACHER EDUCATION

Provide better financing and more supervisory, clerical, and instructional personnel for public normal schools.

*Increase the number of public normal schools.*

*Reduce the requirement of the total number of semester hours and the number of professional semester hours in order to allow more thorough scholarship in the liberal arts and the professional courses which are provided.*

*Allow for areas of specialization such as home economics and industrial arts.*

Develop a program of studies and supervisory practices *correlating the activities of normal schools and vocational schools* which provide teacher training.

*Elevate the head of a normal school to the status of superintendent.*

## ORGANIZATION AND ADMINISTRATION

*Combine the administration of secondary schools and vocational schools under one Assistant Director in the Bureau of Public Schools.*

*Combine instruction and curriculum development into a single unit for elementary schools and a similar unit for secondary and vocational schools.*

*Consolidate similar activities into single sections such as printing and duplicating services, library services, etc.*

*Create an Assistant Director for Professional Services.*

*Delegate more responsibilities to superintendents for appointment and transfer of personnel, and for expenditures of funds.*

*Provide for a program of maintenance of buildings.*

## FINANCING THE PUBLIC SCHOOLS

*Develop a sound partnership plan for financing adequately the public schools:*

The local government (province or chartered city) to provide part of the funds by a special school tax.

The National Government should provide the remainder of the funds.

The total expenditure for public schools (elementary, high schools, vocational schools and normal schools) to be at least three

and one-half per cent of the total national income.

Reduce and eventually eliminate student tuition fees.

Determine the need by a formula based upon the number of pupils enrolled at the various school levels, with a related number of administrative personnel and an allotment for operating costs.

*Determine the cost* of educational services by selecting a unit cost for each instructional unit, a unit cost for administrative-supervisory-special service personnel, and a unit cost for operation. The unit costs multiplied by the needs, as determined by the formula above will give the total cost for each division.

*Allocate the cost* between the local government and the National Government.

*Elementary Schools:*

Share of local government:

1. The amount of funds that could be raised by a tax of two-eighths of one per cent on the property of a province or chartered city.
2. *Plus*—the amount of funds that could be raised by a per-capita tax of two pesos per adult citizen in a province or chartered city.

Share of National Government:

The remainder of the cost, as determined by the cost formula.

*General Secondary Schools:*

Share of local government:

1. The amount of funds that could be raised by a tax of one-eighth of one per cent on the property of a province or chartered city.
2. *Plus*—the amount of funds that could be raised by a uniform tuition fee of twenty pesos per student per year.

Share of National Government:

The remainder of the cost as determined by the cost formula.

*Vocational Schools:*

Total cost of vocational schools as determined by formula, to be provided by the National Government.

*Normal Schools:*

Total cost of public teacher training schools, as determined by formula, to be provided by the National Government.

Educational services may be improved by de-

creasing the pupil-teaching-unit ratio. This increases the number of instructional units, and thus increases the total cost. Educational services may also be improved by increasing the unit cost factors related to personnel, instructional materials, and operating costs.

## EDUCATION AND THE FUTURE OF THE PHILIPPINES

Statesmen of many nations have said  
EDUCATION IS IMPORTANT

IS IT IMPORTANT TO THE PHILIPPINES?  
Studies of the economy of nations and their expenditures for education, indicate that MONEY FOR EDUCATION is a good investment for a nation.

IS THE PHILIPPINES GOING TO BENEFIT FROM A GREATER INVESTMENT IN EDUCATION?

Many children and youths in the Philippines are not in school. This is a SERIOUS LOSS TO THE PRODUCTIVE CAPACITY OF THE NATION.

WILL THE PHILIPPINES PREVENT THIS LOSS TO ITS ECONOMY?

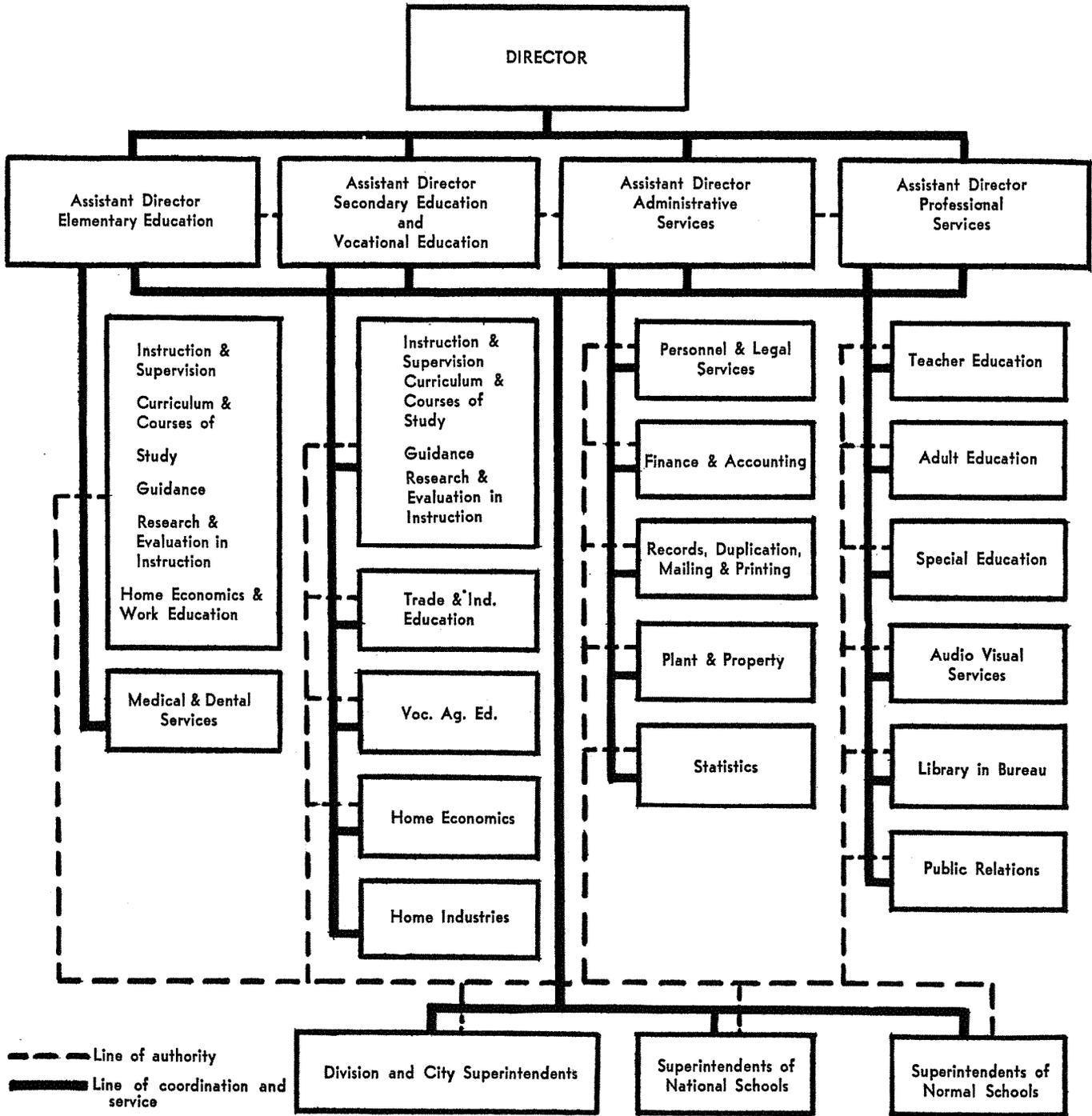
Lack of textbooks, the appointment of ineffective personnel, inadequate instructional materials, and poor buildings are greatly reducing the learning of Philippine youths.

WILL THE STATESMANSHIP, THE INTELLIGENCE, AND THE NECESSARY COURAGE TO SOLVE THESE PROBLEMS BE EFFECTIVE SOON ENOUGH TO HELP THE YOUTHS OF TODAY AND ASSURE THE NATION A GREAT FUTURE?

More funds are necessary to provide more educational services to more youths. Most countries with good educational services pay about three and one-half per cent of their national income for their public schools; the Philippines spend less than two and one-half per cent for public schools.

WILL THE PHILIPPINES SOLVE THE PROBLEM OF PROPERLY FINANCING ITS PUBLIC SCHOOLS? WHAT THE PHILIPPINES DOES NOW WILL DETERMINE WHERE IT WILL GO EDUCATIONALLY, ECONOMICALLY, AND POLITICALLY IN THE YEARS AHEAD.

A PROPOSED ORGANIZATION CHART OF THE BUREAU OF PUBLIC SCHOOLS



6-101-



