

COMPARATIVE STUDY OF THE EDUCATIONAL  
SYSTEM OF THE PHILIPPINES AND  
THE UNITED STATES

A THESIS

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EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS STATE  
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THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF SCIENCE

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## CHAPTER I

### INTRODUCTION

Statement of the Problem. The main purpose of this study is to set up a picture of the educational system of the Philippines as compared with the American educational system. The writer is attempting to present the facts about the establishment and organization of schools, objectives and aims of education, curriculum used, methods of teaching employed by classroom teachers, administration and supervision of school work, training and certification of teachers, and teachers' pensions.

Importance of the Study. It is hoped that this study will serve as a source of information; for it brings together in one short volume the scattered data which are found in various books, reports and surveys.

Methods of Procedure. In making this study, the writer has used the historical method of approach, has attempted to read all the available references on the subject and has made his best judgment in collecting materials for the study.

Sources of Data. The data for the study have been collected from the following sources:

1. Histories of education.
2. Books which dealt with the Philippines.
3. Reports of Governor-General of the Philippines.
4. Annual reports of the Director of Education of the Philippines.

## 5. Encyclopedia.

The tables which are used have been collected from different sources and put into a compact form so that they may be easily read and understood.

Limitations of the Study. This study has many limitations. Among these are the following:

1. The Kellog Library and the City Library have only a few records and books which deal with the educational system of the Philippines during the Spanish era.
2. Most of the books available as sources of material are written by American authors who have limited knowledge about the educational system of the Philippines.
3. Many of the reports and articles concerning the Philippines are partially unreliable because the persons who wrote them are pessimistic about the aspiration of the Filipino people to become an independent nation.

Because of these limitations the writer has had a hard time collecting materials for this study.

Organization of Chapters. The chapters of this study have been organized by topics so that the reader may have a general view of the information put in at the time he begins to read.

Chapter I deals with the introduction. It discusses in short details about (1) the statement of the problem, (2) importance of the study, (3) methods of procedure, (4) sources of data, (5) limitations of the study, and (6) how the chapters of this study are organized.

Chapter II deals with the historical background - status of the Filipino people before the Spanish occupation. It gives the reader a general idea about the civilization of the Filipinos as to their government, religion, education and industries.

Chapter III deals with the educational system of the Philippines during the Spanish era. The establishment and organization of schools are discussed and compared with those in the United States.

Chapter IV gives information about the Philippine educational system as compared with the American educational system. It discusses the organic school act, the bureau of education and the types of schools.

Chapter V deals with the elementary education of the Philippines as compared with the elementary education of the United States. The establishment of elementary schools, objectives and aims, curriculum, methods of teaching, administration and supervision, buildings and equipment are discussed.

Chapter VI gives information about the objectives of secondary education, courses of study or curriculum, methods of teaching, promotion of students, types of high schools, high school teachers, libraries, scientific equipment and student activities of the Philippines as compared with those of the United States.

Chapter VII deals with teacher training organizations, aim of teacher training, the curriculum, the teaching staff in training schools, in-service training of teachers, certification of teachers, and teachers' pensions in the Philippines and in the United States.

Chapter VIII deals with the general summary of the study and recommendations of the writer. The items are grouped under like topics or ideas.



## CHAPTER II

### HISTORICAL BACKGROUND

This chapter presents short historical information about (1) the Filipino people, (2) their government, (3) their religion, (4) their education, and (5) their industries at the arrival of the Spanish navigators.

The Filipino People. The Filipinos (ancestors) were of Malayan origin. They belonged to the brown race; they traveled from Malay Peninsula and crossed the sea in barangays, one after the other like waves, and they settled on and lived in a group of islands and islets with a total area of 127,853 square miles, called the Philippine Archipelago. They were approximately 500,000 in number at the time when the Spaniards arrived in 1521.<sup>1</sup>

Government. The family was the unit of social life. The families were so grouped into barangay, the size of which varied from fifty to seven thousand people. The man who took charge of the barangay was called chief or datu. Generally he was the bravest, the most influential and respected man in the group. He was also the judge to decide the disputes and to impose fines according to customs and the written laws. Death and slavery were the usual penalties imposed upon the criminals. When the Chief tried cases, the jury of old men

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1. Paul Monroe, Cyclopedia of Education, The Macmillan Company, New York, 1918, p. 674.

aided him. The litigants paid fees to the chief.<sup>2</sup>

The Kalantiao Code, according to the statement of Alzona,<sup>3</sup> in his book entitled A History of Education in the Philippines, is the only written law of the Filipinos that survived during the Spanish regime. The original was found in 1614 in the hand of the native chief of Panay Island. It was acquired by a Spaniard named Marcelino Orfila of Zaragoza, Spain. Later, it was translated into Spanish by Rafael Murviedo.

This code shows that property, life, women, the aged, and the dead were safeguarded by the laws of the Filipinos before the arrival of the Spaniards. Alzona,<sup>4</sup> in his book already mentioned, says:

The penalties prescribed in the code may seem very severe to modern man, but it must be remembered that they were common in legal codes of other nations of that epoch.

He explains that slavery, one of the penalties, was not the same form of slavery known in the western world, but simply meant service in the household as ordinary servants. The slaves were treated as members of the family.

The provisions of the code concerning women are worthy of note. Men were punished if they were cruel and unkind to their wives and children, or married very young girls. The following are some of the provisions of the code:<sup>5</sup>

First Order: Do not kill, nor steal, nor hurt the aged, for your life will be exposed to the danger of death. All those who violate this order will be drowned with a stone, in the river; or in boiling water.

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2. David Barrows, A History of the Philippines, World Book Company, New York; 1911, p. 102.
  3. Encarnacion Alzona, A History of Education in the Philippines, University of Philippine Press, Manila, 1932, p. 5.
  4. Ibid, p. 6.
  5. Ibid, p. 6.

Second Order: See to it that your debts to the chief are readily paid. He who fails to comply will be lashed with a whip one hundred times for the first offense. If the debt is large, the debtor's hand must be immersed in boiling water three times. For the second offense the debtor will be put to death.

Third Order: No one should marry very young girls nor more than he can take care of, nor be excessively lustful. He who disobeys this order for the first time will be compelled to swim for three hours. For the second offense, he will be whipped to death with the prongs of a spine.

Religion. The Filipinos believed in one God whom the Tagalogs called "Bathala Maycapal" meaning "God, the Maker of All." They venerated saints or anitos, the souls of the departed ancestors. To these saints sacrifices were offered for the purpose of obtaining their intercession in favor of the living. They believed in a future life and in reward and punishment. The good and the just would ascend to heaven where Bathala presided, surrounded by the anitos. The bad were punished by Bathala.<sup>6</sup>

Doctor Laubach, who made a scientific investigation of the religion of the Filipinos, in his book entitled The People of the Philippines says:

The Tagalogs, and other tribes which later became Christian, may be thought of as having added and adapted certain Hindu conceptions to those earlier animistic beliefs and practices which had spread with variations over the Islands. -- Much has been conjectured, but little of really scientific value has been written about them. What has been said of the Tagalogs would be true of all these other tribes (Bisayans, Ilocanos, Bicolis, Pangasinans, Cagayans and Zambals) in varying degrees. All of them were animistic with a veneration of Hinduism.

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6. Barrows, op. cit., p. 105.

7. Frank Charles Laubach, The People of the Philippines; George H. Doran Company, New York, 1925, p. 47.

Education. Before the arrival of the Spaniards in the Philippines, many historians say the Filipinos had already possessed an advanced civilization. They were not wholly illiterate. One of the evidences of their culture was the existence of a written language in syllabic forms.

According to Monroe in his Encyclopaedia of Education, the influence of the civilization of India has extended to Malaysia and modified the culture of the primitive forest-dwelling and sea-going Malays; and that this extension has made the Filipinos learn to read and write a syllabic system.

In Europe the Filipino alphabet, which consists of seventeen letters, three of which are vowels and the rest consonants, was made known for the first time by Father Pedro Cherino, a Jesuit, in his famous book entitled Relacion de las Islas Filipinas which was published in Rome in 1604. Father Cherino explains:

So given are these islanders to reading and writing that there is hardly a man and much less a woman that does not read and write in letters peculiar to the island of Manila, very different from those of China, Japan and India. They wrote upon canes or on leaves of palm using for a pen a point of iron.

The following form of writing was used by Bisaya, Tagalog, Ilocano, Pampanga and Pangasinan, but when the Spaniards began to Christianize the Filipinos, this form began to pass out also. The Tagbanuas of Palawan and the Mangyans of Mindoro are still using it for writing their songs and poems.

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8. Father Pedro Cherino, Relacion de las Islas Filipinas, Rome, 1604, pp. 58-59.













9. David Barrows, op. cit., p. 97.

The forms of letters will be seen from the following:













- (1) The vowels are three, but they serve for five, and are:

		
a,	o, i	o, u













- (2) The consonants, are twelve, and are written with vowels. The letter alone, without any point either above or below, sounds with a.

					
ba	ca	da	ga	ha	la
					
ma	na	pa	sa	ta	ya

- (3) Placing the point above, each one sounds with e or with i.

					
bi be	qui que	di de	gui gue	hi he	li le
					
mi me	ni ne	pi pe	si se	ti te	yi ye

- (4) Placing the point below, it sounds with o or with u.

					
bo bu	co cu	do du	go gu	ho hu	lo lu
					
mo mu	no nu	po pu	so su	to tu	yo yu

- (5) For instance, in order to say 'cama' the two letters alone suffice.

	
ca	ma

(6) If to the I there is placed a point above, it will say:

$\overset{?}{I}$   
que - ma

(7) If it is given to both below it will say:

$\frac{I}{\circ}$  -  $\zeta$   
co - no

Industries. The Filipinos were found engaged in different industries by the Spaniards. Those who were living along the seashore and rivers had fishing. They used nets, bamboo sticks planted in the water, and bamboo traps. Those who lived on the farms planted rice, corn, potatoes, sugar cane and vegetables. They kept domestic animals such as cats, dogs, chickens, pigs, goats, and carabaos for plowing the fields. Those who were in Paracale in the Province of Camarines and in the Islands of Mindoro, Cebu, and Mindanao were found working in gold mines. The gold was made into jewelry, such as chains, bracelets and ear-rings. Besides these industries, the Filipinos were having trade with the Chinese, Arabs, and Hindus, and they used gold dust as a medium of payments for what they received.

## CHAPTER III

### THE SCHOOL SYSTEM DURING THE SPANISH ERA

The coming of the Spaniards marked a new era in the educational history of the Philippines. Their arrival marked the beginning of the establishment of schools throughout the Islands, and the introduction of Christianity and western civilization. The result of the Spanish discovery was far reaching. The Philippines was the first country in the Far East to become westernized - to adopt the institutions and ideas current in western Europe.<sup>1</sup>

The Spanish religious orders played an important part in the introduction of western civilization. They baptized the Filipinos and made them Christians. The harmless ceremony was not opposed by the Filipinos and missionaries reported a large number of converts.

The pioneer missionaries, besides baptizing the Filipinos, founded schools in Luzon, the Bisayas and Mindanao, wherever mission posts were established. These schools founded were more or less like those early schools established in New England during the Colonial days. They were religious in character and the children were taught how to read the Catechism and the Bible and to know the will of God.

One of the difficulties encountered by the Spaniards in dealing with the Filipinos at first was the lack of a common language. It was necessary that they should make themselves

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1. J. Alzona, op. cit., p. 17.

understood by the Filipinos. But soon the Spanish missionaries learned the various dialects which they found to be helpful in their religious and educational work. The Council of Madrid, which until 1837 made the laws for the administration of this colony, was of the opinion that the dialects were inadequate to convey Christian ideas. It insisted upon the use of the Castilian language.

The earliest decree was dated July 17, 1550,<sup>2</sup> issued in the name of Charles I, which was for all the possessions of Spain. It ordered the use of the Castilian language in the teaching of the Christian doctrine, and the assignments of the sacristans as teachers, as was the practice of Spain. A decree of December 22, 1792, went as far as to forbid the use of the local dialects by Filipinos and ordered that in the convents, monasteries, and the courts, only the Castilian language should be used.

#### THE PRIMARY SCHOOLS

Establishment. According to the royal decree of December, 1863,<sup>3</sup> schools should be established; one school for boys and one for girls for every 5,000 inhabitants in towns and in barrios with a population of at least 500. Such schools must teach the following subjects: Christian doctrine, principles of morality, sacred history, reading, writing, practical Spanish, Spanish grammar, arithmetic, geography, Spanish history, agri-

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2. Alzona, op. cit., p. 19.

3. P. Monroe, op. cit., p. 676.



culture, rules of courtesy, music, and needle work for girls.

The language of instruction must be Spanish. Attendance was compulsory. Children six years of age might be admitted. A fine must be imposed upon parents and guardians who did not comply with the law. All the expenses of the schools of a town must be defrayed by the municipality. The government had the right to tax the people to support the schools.

Supervision. The supervisor of the schools of the town was the parish priest. He was given ample powers such as the admonishing, the admission to the school, and deciding whether the pupil should pay or be exempt from payment of fees. In addition to the parish priest there were a provincial supervisor and a superior council of primary instruction to approve textbooks and fix the salaries of the teachers.

Methods of Teaching. The method of teaching was unpedagogical. The teacher made no attempt to explain the subject matter, but simply required the pupils to read and memorize the lesson. Much value was placed upon memory power, since comprehension of the meaning of the lesson was not demanded.

To learn reading, beginners were given a tiny booklet called Cartella, which contained the alphabet, syllables and prayers. The pupil was first of all required to be able to read the alphabet, forward and backward, and to identify any single letter which the teacher might indicate. The pupil reading the alphabet used a pointer generally made of a piece of bamboo. Having mastered the letter of the alphabet, he was required to learn the formation of the syllables into

words. After this, he began reading whole sentences in a sing-song fashion without understanding the meaning of the reading matter.

When the pupil had demonstrated his ability to read the Cartella, he was given another much larger reader popularly known as Caton. Prayers were printed in this booklet, which the pupil must commit to memory. The Christian doctrine was to be studied simultaneously. The pupil was expected to repeat from memory every word of this tiny book. When he had memorized the doctrine, he was given the other prayer book. The goal set before the pupils was to be able to lead in the prayers called Rosary Trisagion. The pupil, who could repeat from memory all these ready-made prayers, was given the leadership in the school prayers.

If arithmetic was studied, the beginners were taught how to read and write numbers. Addition was the first operation taught, followed by subtraction, multiplication and division. Speed was highly emphasized in these arithmetic operations.

Writing was taught by imitation, using ruled paper especially made for the purpose. The teacher wrote the letter to be copied by the pupil. The pupil was not allowed to copy any letter until he could write accurately the model letter. He might fill several sheets of paper with the same letter before he could study another letter of the alphabet. The emphasis of writing well formed letters is the explanation for the much praised, excellent penmanship of many Filipinos during the Spanish era.

Discipline. Rigid discipline was the rule rather than the exception in the school period.<sup>4</sup> The teacher followed closely the saying, "Spare the rod and spoil the child", which might be the motto in the classroom. A smooth piece of bamboo or rattan was always within the reach of the teacher. It was generally to whip the child who failed to recite his lesson satisfactorily or who committed some mischief. Other forms of punishments were making the child kneel on the stone, or before the crucifix or religious image, with arms stretched for as long a time as the teacher wished; compelling him to stand in an ant house; and of twisting his ears.

In the classroom the children were permitted to read their lesson aloud while others were reciting. Thus a class of thirty or forty pupils could produce a deep, tiring noise.

In going to church the children were compelled to march early in the morning. Upon entering the school house, the children were taught to greet the teacher, and upon leaving to bid him goodbye.

In the school, all the pupils occupied a single room. The more advanced pupils sat in the front row nearest to the teacher's table, and the beginners in the rear seats. Each pupil was given an individual assignment and individual attention. One recited the lesson by standing before the teacher. When the teacher was convinced that the pupil could recite the content of the assignment from memory, he would give the child a more advanced lesson, as it was stated in the teaching of reading.

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4. Alzona, op. cit., p. 105.

The schools were open throughout the entire year, but there were many holidays - Thursday and Sunday were the regular rest days of the week. In addition, there were many church holidays which must be observed. During the rainy season when roads became impassable and bridges were washed away, the schools were closed. In the case of private schools, the duration of classes depended upon the convenience of the teacher. Such were the primary schools for the masses during the period from 1863 to 1896. They represented the Spanish effort to extend to the Filipinos the kind of education that then was also current in America or in Latin Europe.

#### THE SECONDARY SCHOOLS

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The Jesuits were the pioneers in establishing the secondary schools. They began their individual work in the Islands in the sixteenth century, and the first secondary school, which they established was the College-Seminary of San Ignacio, Manila. Rhetoric, Latin, philosophy, theology, Canon law and civil law constituted the secondary curriculum. This institution was opened in 1585. In the town of Cebu, the Jesuits opened another seminary-college, which was named San Ildefonso, in 1599. Its first rector was Father Cherino. In 1601 the Jesuits established San Jose College in Manila. These colleges were supported and maintained by income from various sources - some from royal treasury and from endowment funds.

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5. The Jesuits were highly educated priests. They were sent to the Philippines to establish schools and to Christianize the Filipinos.

The Dominicans were the next religious order to establish secondary schools. In 1611 they established Nuestra Senora del Rosario College and San Juan de Betran College. The subjects taught in these schools were Latin and Greek grammar, logic, philosophy and elocution. These schools were more or less like the Latin Grammar Schools in America in the same period.

The important schools founded from the sixteenth century to the eighteenth century were located in Manila. This city was destined to be the center of education in the Philippines. Students from all parts of the Islands had gathered here to study since the sixteenth century.

#### SCHOOLS FOR WOMEN

Since the sixteenth century, the education of women in the Philippines was not neglected. The Royal decree ordered the establishment of popular schools for both boys and girls. There were classes for girls in all the parochial schools in Manila as well as in the provinces. There were boarding schools for girls similar to those existing in western Europe. The Convent of Santa Potenciana was the first institution of this type which was opened in 1591; second was the College of Santa Isabel, the best school for girls during the Spanish era, which was opened in 1632; and the third was the Beaterio of Santa Rosa. Comparatively speaking, the institutions for women in the Philippines were established earlier than those for women in the United States. Troy (New York) Seminary, the first institution for women in the United States, founded by

Emma Willard, and Mt. Holyoke (Massachusetts) Seminary, second institution, were established only in 1821 and 1836 respectively.<sup>6</sup>

### THE VOCATIONAL SCHOOLS

Since the early part of the nineteenth century there was a notable advance in vocational education. In 1820, a nautical school was founded in response to the demand for trained Filipinos to serve in the Spanish merchant marine. The Spanish government opposed the employment of foreigners, such as Dutch, English and French, on its ships and preferred Filipinos for this service. The year following the opening of the nautical school, the government and the Economic Society of friends of the Philippines discussed a plan to establish a school of agriculture. The Economic Society offered money to defray the expenses, and finally, the school was opened on July 2, 1839.<sup>7</sup>

Upon petition of the board of commerce in Manila, a commercial school was organized in 1840. The subjects taught were bookkeeping, commercial correspondence, French and English. The students paid no fee. There was also a school of fine arts which was opened in 1849. It was intended for those who had artistic ability who could not go to Europe to study. Here students stayed as long as they wished to. There were no fixed terms, no examinations and no academic requirements. They studied drawing, paintings, sculpture and engraving. There

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6. Ellwood Cubberley, Public Education in the United States, Houghton Mifflin Company, Boston, 1916, p. 189.

7. Alzona, op. cit., p. 43.

was a trade school opened in Pampanga in 1861, through the initiative of Father Juan Zeta. These schools were supported by government funds and voluntary contributions.

#### THE UNIVERSITIES

In the seventeenth century there were two universities established in the Philippines. Santo Tomas University, under the Dominicans, was established as a school in 1605 and was founded as a college or university in 1619.<sup>8</sup> It is, therefore, the oldest university under the American flag. The second university was San Ignacio, the Society of Jesus. The subjects taught in these universities were dogmatic and moral theology, philosophy and the humanities. The humanities included grammar, rhetoric and poetry. The courses in theology and philosophy included the study of the works of Saint Thomas Aquinas, particularly his greatest works, the Summa Theologica, the greatest scholastic textbook of the time.

In 1707, another university was established in Manila by a royal decree. This was called the Royal University of San Felipe. The royal decree set aside 10,000 pesos (5,000 dollars) annually for its maintenance. According to the decree, law<sup>9</sup> was taught in this institution.

In 1785 a school of medicine was established. Mathematics, literature, Holy Scripture, canonical law and Roman law were added to the university curriculum of Santo Tomas. The medical

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8. Laubach, op. cit., p. 319.

9. Alzona, op. cit., p. 28.



courses covered four years of study and the subjects were distributed as follows:<sup>10</sup>

First year

Organic and inorganic chemistry, embryology, general anatomy, normal histology, general physiology.

Second year

General anatomy, technical anatomy, bacteriology, parasitology, medical zoology with laboratory, physiology, toxicology.

Third year:

Art of making prescriptions, pathological histology, surgical anatomy, surgical practice, physical diagnosis, electro-theraphy, hydro-theraphy.

Fourth year

Pathology, tropical medicine, and clinical work.

Examination for Degrees. To obtain any degree, the candidate was required by the University statutes to submit to an oral and a public examination. The candidate for the degree of bachelor in theology or any other faculty, must defend three theses in a public session. He was opposed by three bachelors. If his defense was satisfactory, he received the degree.<sup>11</sup>

How the Degree of Doctor of Medicine was Conferred. With his hands on the Gospel, the candidate would take an oath of loyalty to the university and addressing the rector in Latin he petitioned for the degree of doctor. He knelt and the rector placed on his head the doctor's cap. The new doctor gave thanks in Latin. Then the dean introduced him to the guests. The rector, the dean, and all doctors present em-

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10. Alzona, op. cit., p. 29.

11. Alzona, op. cit., p. 36.



braced fraternally.<sup>12</sup>

Student Activities. University students had many extra-curricular activities. Debates were frequently held. Dramatic performances were given now and then. Banquet programs were held in honor of high dignitaries. Thus university students had an opportunity to display their talents and to make social contacts.<sup>13</sup>

Student Uniforms. The University of Santo Tomas required its students to wear a uniform - a black coat and trousers, cut in Spanish style. Colored clothing and long hair were not allowed while they were attending the university.<sup>14</sup>

Student Privileges. Since the seventeenth century, the full-pledged students of the university enjoyed some privileges. They were exempted from paying cedula tax, military service, polo and tribute. The holder of a bachelor degree was exempt from polo (personal service of forty days in the year).<sup>15</sup>

According to Alzona,<sup>16</sup> in his book already mentioned, there were 35,228 students enrolled in the University of Santo Tomas from 1734 to 1865. To these students there were only 1,645 degrees conferred. This shows that there were many students enrolled in the university who did not finish the course.

12. Alzona, Op. cit., p. 36.

13. Loc. Cit.

14. Alzona, Op. Cit., p. 37.

15. Loc. Cit.

16. Alzona, Ibid, p. 59.

## THE TEACHERS TRAINING

Normal School for Men. The normal school for men, as provided by the royal decree of December, 1863,<sup>17</sup> was opened in January, 1865 (thirty years later than the opening of the first state normal school at Lexington, Massachusetts). Its administration was intrusted to the Jesuit Fathers in accordance with the royal decree of 1852. Each of the five Jesuit professors assigned received 800 pesos a year; each of the three assistants, 400 pesos a year; and the helps, 600 pesos. The amount of 1,000 pesos was appropriated for the purchase of materials and equipment.

The training of the prospective teachers was improved by the establishment of a primary school in connection with the normal school, which was authorized by a royal decree of the superior civil government in March, 1865. The primary school served as the training center in which the student teachers were required to practice teaching for six months.

The subjects taught in the normal school were distributed  
18  
as follows:

## First year

Christian doctrine, elements of social history, Spanish grammar, theory and practice reading, arithmetic, geography, and drawing.

## Second year

Catechism, sacred history, history of Spain, theory and practice reading, arithmetic, Spanish grammar, and drawing.

## Third year

Explanation of catechism, Spanish grammar, geometry, Pedagogy, surveying, agriculture, and drawing.

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17. Alzona, op. cit., p. 70.

18. Ibid., p. 71.

When the normal school was elevated to the rank of superior normal school, the advanced courses were given. These courses were advanced pedagogy, laws of schools, religion and morals, universal history, and commerce and industry.

Between the years 1865 and 1896, the normal school for men graduated a total of 2,137 teachers. One of the complaints of the graduates of the normal school was the pitiful salary they received. Heeding this complaint the Governor-General, Eulogio Despujol, issued an order on July 29, 1892, increasing the appropriation for salaries of teachers in the public schools from 262,978 pesos to 455,976 pesos. In view of the increase, the teachers of the different grades received the following salaries per month:

Teaching of the Primary School of the first class	40
Teaching of the Primary School of the second class	30
Teaching in the ascenso class	22
Teaching in the entrada class	17
Assistant teachers of the first class	13
Assistant teachers of the second class	8
Temporary teachers	12

The appointment of all public school teachers was made by the Governor-General. The newspaper published notices of vacancies as well as names of newly appointed teachers and those who had resigned.

The tenure of office of public school teachers was insecure. Refusal to go to church, disloyalty to Spain, or the giving of financial aid to revolutionists was sufficient to cause the dismissal of teachers.

The establishment of normal schools during the Spanish regime made teaching a notable profession. The graduates of

the school were highly respected and honored citizens.

Normal Schools for Women. When primary schools for girls were established by the royal decree of 1863, the need for women teachers was felt in the Philippines. The regulation for primary schools required that women teachers should hold certificates in order that they might be appointed permanently.

The first normal school for women was established in Municipal School of Manila, by virtue of a decree of the superior civil government, dated November 30, 1871.<sup>20</sup> In the following year a royal decree was issued to create a normal school for women of primary instruction in Nueva Caceres. This school was opened in 1875, the year in which the superior civil government issued regulations for its internal administration.

Lastly, a higher normal school for women was created by a royal decree of March 11, 1892, in the city of Manila. The Augustinian nuns of the Assumption of the Royal School of Santa Isabel, Madrid, well known for their educational work, were put in charge of this school.

The entrance requirements of the Superior Normal School for Women Teachers were expressed in the following articles of its regulation:<sup>21</sup>

Article 65. In order to enter the Superior Normal School for women teachers, one must pass an examination in Christian doctrine and sacred history, Castilian grammar, arithmetic, geometry, geography, history of Spain and the Philippines, hygiene and needlework.

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20. Alzona, op. cit., p. 75.

21. Ibid, pp. 76-77.

Article 66. The examination shall be in the forms as follows:

1. Written Exercise: The writing of a letter or essay upon a theme drawn from Christian doctrine and sacred history; hygiene, or the history of Spain and the Philippines.
2. Oral Exercise: Explanatory reading of complete sentences; grammatical analysis of a sentence; answer to a question in geography, as well as to one of the following subjects: Christian doctrine, sacred history, hygiene, and history of Spain or the Philippines.
3. Practical Exercise: Execution of some kind of needle work in the presence of the examining tribunal.

Article 68. In order to be admitted to matriculation, one must have passed the age of 14 years; the application for admission must be made to the directress of the school accompanied by the baptismal certificate of the applicant; by a certificate of good conduct, issued by the parish priest of her town; a medical certificate stating that she does not suffer from any contagious disease or physical defect which might incapacitate her for the duties of teaching; authorization of her parents, tutor, guardian or husband.

The superior normal courses for women and those for men were practically the same.

The expenses of the Superior Normal School were defrayed by the civil government. The sums assigned in the royal decree creating it were 7,900 pesos for the teaching force and 4,500 pesos for equipment. The support of the annexed training school elsewhere came from the municipality of Manila.

The salaries of women teachers in the public school were lower than those of men teachers, but the women loved and enjoyed teaching.

Alzona says:

When the Superior Normal School began to send out its graduates, teaching came to be considered a dignified profession for women. Graduation from the normal school was deemed a social distinction. The woman teacher of a town was addressed by both the adult and the young as "Maestra So and So". She was looked upon as the best

educated woman in the community.<sup>22</sup>

Comparison and Conclusion. The educational system of the Philippines during the Spanish rule as compared with the educational system in the United States in the same period of years, the writer of this study found out that there were but few differences. Among these were the following:

- (1) The establishment of schools was under the decree of the King of Spain, while that in the United States was under the will of the people.
- (2) The administration of the schools was autocratic or mandatory; that is, the instruction and regulations came from the King and were carried on by the missionaries, while that of the United States was democratic, derived from the opinion of the people, and regulations and instructions were handed on to those in charge of schools.
- (3) There was no board of education but the priest and the gobernador-cillo (town-president) were solely responsible for the school system.
- (4) The language used as a medium of instruction was Spanish, instead of English.
- (5) The method of teaching was poorer than that employed in the United States. The pupils were not taught to understand the meaning of what they were reading, especially in the lower grades. The Castilian language was not understood by the children. In the United States the English language was used and was the common language of the children.
- (6) Land grants were not voted to support schools, instead people were taxed and paid tributes to support schools.
- (7) Teacher's training was lower in standard than that of the United States, especially in provinces, but in Manila, teacher's training was as high.
- (8) Texts used especially in history or social science dealt mostly with Spanish and Filipino life, those used in the United States, of the American people.

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22. Alzona, op. cit., p. 80.

The discovery of the Philippines, the introduction of Christianity, and the establishment of schools by the Spaniards made the Filipinos more civilized. They learned, from the Spaniards, how to read and write by using the Latin alphabet, how to play music with different instruments, how to draw and paint pictures, how to build roads and stone houses, how to work on the farm scientifically, and how to sew and do fine embroidery work (speaking of women). Through the influence of the schools established, these were the contributions of the Spaniards to the Filipinos that the latter would never forget.



## CHAPTER IV

### THE PHILIPPINE EDUCATIONAL SYSTEM AS COMPARED WITH THE AMERICAN SYSTEM

The Organic School Act. The military government gave way to a quasi-civil government on March 16, 1900, by the appointment of the second Philippine Commission, composed of William H. Taft, Dean C. Worcester, Luke E. Wright, Henry C. Ide and Bernard Moses. To this second Philippine Commissioner belongs the credit of laying the foundation of the present school system. It enacted the organic school law of the Philippines, known as Act Number 74, which was drafted by Doctor Fred W. Atkinson, general superintendent of public instruction. It was given control of all schools that had already been established and forbade the teaching of religion in the schools.<sup>1</sup>

The organic school was amended by subsequent acts and act Number 477 substituted the name 'Bureau of Education' for 'Department of Public Instruction', and the former was placed under the latter. This act (No. 477) created the offices of the director of education and his assistant; and provided that public elementary instruction should be free.<sup>2</sup>

The Bureau of Education. The Bureau of Education is under the control of the Department of Public Instruction, at the head of which is the secretary of public instruction, who is

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1. Malcom, The Government of the Philippine Islands, Manila, 1916, p. 214.
  2. Annual Reports of the Department of Interior, 1900, Vol. II, pp. 133-134.



at the same time Vice-Governor of the Islands. He is appointed by the President of the United States. This is the highest office in the public school system and has always been filled by an American except, of course, when he is on leave, and the Filipino under-secretary of public instruction acts, temporarily, in his place. The bureau is administered by the director of education, and the director is appointed by the Governor-General, with the approval of the Philippine Senate. The director is given extensive powers such as (1) to establish primary schools and high schools, vocational schools and special schools; (2) to assign teachers and fix their salaries; (3) to prepare curricula and courses of study for all the public schools under the bureau, and (4) to choose and recommend, to the secretary of public instruction, the men and women who shall fill the more important posts in the bureau.

The director has one assistant, and the office of the assistant is attached to the general office. The assistant director is appointed by the Governor-General with the consent of the Philippine Senate. He must be a man of great intelligence, a man of wide and varied experience, and a man of much training in school administration. The position of assistant director of education is always occupied by a Filipino.

The Personnel of the General Office. The general office of the Bureau of Education is in Manila. Its personnel consists of the director (head), the assistant director, the chiefs of the academic, measurement and research department, curriculum department, department of home economics, division of

vocational education, division of publications, buildings division, records division, accounting division, property division, superintendent of special details, and specialist in health education. It is a busy office. It directs and supervises the many educational activities of the bureau throughout the Philippines.<sup>3</sup>

Division Superintendent. For administration, the Philippine Islands is divided into fifty school divisions. Each division is under the charge of the division superintendent, who is appointed by the secretary of public instruction upon the recommendation of the director of education. The division superintendent is responsible to the director. He represents him in the province and sends him reports from time to time. Besides the duties mentioned, he appoints municipal teachers and fixes their salaries, inspects schools in his division, enforces the orders from the director, prescribes curricula for primary and secondary schools, cooperates with the insular provincial, municipal officials, and deals with the people.

There are American and Filipino division superintendents. As a general rule only experienced and trained male Filipino teachers, who have been in the service for a number of years, are appointed to this position. The salary of superintendent ranges from 2,400 to 6,000 pesos a year. Every year during the summer the division superintendents hold a conference in Baguio, the summer capitol of the Philippines, for the discussion of school problems and policies.

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3. Thirty-third Annual Report of the Director of Education, Manila, Bureau of Printing, 1933, p. 79.

Division Supervisors. Assisting the division superintendent and directly responsible to him are the division supervisors. Generally there are in every division one academic and one industrial supervisor. The academic supervisor will look after the academic work in the schools by visiting the different districts in the division, giving academic instructions to the district supervisors, principals of municipalities and classroom teachers.

The industrial supervisor gives instructions in industrial courses to teachers. Both the academic and the industrial supervisors are specialists in their respective lines.

Supervising Teachers. Besides the division supervisors, there are supervising teachers assisting the superintendent. Every school division is divided into school districts. Each district, comprising one or more municipalities, is under the charge of a supervising teacher, who is appointed by the secretary of the public instruction, upon the recommendation of the division superintendent and the director. He supervises all the schools in towns and barríos (country schools) in his district. He represents the division superintendent and is responsible to him.

Secondary Principals. The secondary school in a division is administered by a principal who is appointed by the secretary of public instruction, upon recommendation of the director. There are American and Filipino principals. The Filipino principals are recruited from the most capable and experienced teachers in the secondary schools. They are

directly responsible to the division superintendent and through him to the director of education.

Elementary Principal. Another important school official in the field is the principal of the municipal control school. He is chosen by the division superintendent, but is directly under the supervising teacher. Usually he is a man who enjoys local prestige and who can win the support of the townspeople and municipal officials. He organizes the classes in the elementary school, helps the classroom teachers to carry their work, and looks after the welfare of all the schools in the municipality.

Classroom Teachers. Lastly, the bureau employs a great number of classroom teachers. The provincial and the municipal teachers are appointed by the division superintendent. The insular teachers are appointed by the director of education. Their training varies from that ending in an elementary certificate to that ending in a doctorate; their compensation varies from 40 to 333.33 pesos a month.<sup>4</sup>

Types of Public Schools. In the Philippines, a public school is supported by the government. Since 1900 various types of public schools have been established. The lowest is the elementary school in the barrios, villages and towns; then comes the secondary school, popularly known as high school; the vocational school, the insular schools - the Philippine

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4. Alzona, op. cit., p. 194.

Normal School, Philippine School of Arts and Trades, Central Luzon Agriculture School; the specials - Philippine school of Commerce and School for the Deaf and Blind; and the University of the Philippines, which is the state university.

All these educational institutions are maintained by the government fund obtained from (1) Insular sources through annual appropriations; (2) from provincial sources through appropriations; (3) from municipal sources through a land tax and internal revenue; and (4) from voluntary contributions.

The Philippine school system is organized under the 4-3-4 plan. It includes a four-year elementary school followed by an intermediate course of three years, and a secondary course of four years. The system is crowned by the Philippine University, located at Manila, which offers courses similar to those offered in American universities.

The fundamental policy is the elimination of illiteracy by placing within the reach of every child of school age the means of obtaining the rudiments of an education. The aim of the primary course, is to give the boy and girl enough English so that they can read an ordinary book or newspaper and gain a reading and writing habit; for this aim the system has been created with English as a medium of instruction.

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5. Isaac L. Kandel, Twenty-five Years of American Education, The Macmillan Company, New York, 1924, pp. 447-448.

6. Loc. cit.

7. Loc. cit.

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Kandel<sup>8</sup> in his book entitled The Twenty-five Years of American Education, says:

The American educators in the Philippines made a wise selection of point of view for the formulation of curricula. In the development of school system they have constantly had in mind the local conditions and needs of the people. They devised a 4-3-4 plan, instead of transplanting the American 8-4 plan. This organization fits well with the three-fold policy of academic, vocational, and physical.

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8. Kandel, op. cit., p. 449.

## CHAPTER V

### ELEMENTARY EDUCATION

Establishment of Elementary Schools. The elementary schools have been established and organized all over the Philippines in cities, towns, barricos (country districts), or in any place having a school population of not less than thirty pupils. This solves the problem of illiteracy in the Philippines.

Objectives and Aims. The general objectives or principles of elementary education are similar to those recommended by the National Education Association of America which are: (1) health activity; (2) citizenship activity; (3) vocational activity; (4) leisure-time activity; (5) moral and religious activity; (6) home-parental activity, and (7) knowing the four fundamental processes.

The important aims of the elementary course are (1) to enable the pupil to understand, read and write simple English; (2) to give the child a sufficient knowledge of figures so that he can later protect his own interest in minor business dealings; (3) to provide a child with information on the subjects of geography, sanitation and hygiene, government, standards of right conduct, and (4) to give every pupil a sufficient training in some manual occupation to enable him to earn his living in later years as a result of having attended the public schools.

Elementary Curriculum. The courses (general course) offered in the elementary grades in the Philippines are the same as



those offered in the elementary grades in the United States, with the exception of industrial courses. From first grade to seventh grade, a period of at least one hour daily (five hours a week) is allotted to industrial work. Boys and girls receive different kinds of training. The girls are trained in housekeeping, sewing and embroidery, and the boys in gardening, basketry, weaving and carpentry and other kinds of industrial work.

The subjects of study are distributed as follows:<sup>1</sup>

#### Grade I

Language (including conversation, reading, spelling and phonics, and writing), arithmetic, handwork such as stick laying, paper folding, paper weaving, clay and sand work, games and music.

#### Grade II

Language, arithmetic, reading, spelling and phonics, handwork, music, drawing, writing and physical exercises.

#### Grade III

English, arithmetic, geography, reading, phonics, spelling; industrial work such as needlework, gardening, woodwork, pottery, weaving fans, baskets, hats, mats, making chairs and stools; drawing, writing and physical exercises.

#### Grade IV

English, nature study, civics, arithmetic, geography, reading, spelling, physiology, writing, drawing, music, industrial work such as gardening, weaving, rope making, domestic science, sewing, and physical exercises.

#### Grade V

Grammar and composition, reading and spelling, music, writing, drawing, arithmetic, geography, industrial work, physical exercises.

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1. Thirty-third Annual Report of the Director of Education, Bureau of Printing Press, Manila; 1932, pp. 89-92.



**Grade VI**

Grammar and composition, reading and spelling, arithmetic, geography, drawing, writing, music, industrial work, physical exercises.

**Grade VII**

Grammar and composition, reading and spelling, physiology, hygiene and sanitation, drawing, industrial work, physical exercises.

**Course in Housekeeping and Household Arts****Grade V**

Grammar and composition, reading and spelling, arithmetic, drawing, needlework, cooking and housekeeping, hygiene and home sanitation, ethics, physical exercises.

**Grade VI**

Grammar and composition, reading and spelling, arithmetic, drawing, needlework, cooking and housekeeping, hygiene and sanitation, ethics, physical exercises.

**Grade VII**

Grammar and composition, reading and spelling, arithmetic, drawing, hygiene and sanitation, cooking and housekeeping, needle work, ethics, physical exercises.

**Trade Course****Grade V**

Grammar and composition, reading and spelling, arithmetic, drawing, shop work.

**Grade VI**

Grammar and composition, reading and spelling, arithmetic, drawing, shop work.

**Grade VII**

Grammar and composition, reading and spelling, arithmetic, drawing, shop work.

**Farming Course****Grade V**

Grammar and composition, reading and spelling, arithmetic, agriculture, farm work, carpentry, repair work.

## Grade VI

Grammar and composition, reading and spelling, arithmetic, agriculture, farm work, tool work, blacksmithing.

## Grade VII

Grammar and composition, reading and spelling, arithmetic, agriculture, drawing, farm work, theory of agriculture, laboratory work.

Music and physical exercise or games are highly appreciated by the Filipino children. They love to sing, to perform some calisthenics and to play games as the American children do. These courses are great incentives to the small children and so the beginning children flock to the elementary schools. They find school life very pleasant instead of drudgery as it had been during the Spanish time.

The English course is emphasized in all the elementary grades. It is the aim of the Bureau of Education to make English as the national language of the Filipinos. According to the census of 1918, one million Filipinos could speak the English language.<sup>2</sup>

The reading charts and text books which are well printed and illustrated are a novelty to the Filipinos. If there are not enough Chart Primers to distribute to each one of the Grade One pupils, it is not unusual to see, in the faces of those who do not receive a book, a look of discontent and sorrow. Sometimes they cry, and once a child goes home without a book, the teacher will have a hard time to get him to come back to school.

The textbooks used in the elementary grades are different from the American textbooks. They are printed specifically to suit the needs of the Filipinos. The contents of the reading books, the stories, for example, portray mostly the life of Filipinos, and the pictures used for illustrations show largely Philippine atmosphere and scenery.

Both the American and Philippine textbooks used in the elementary grades are written in English.

The Methods Used in Teaching. Generally speaking, the methods used by the classroom teachers in the elementary grades in the Philippines are similar to those used by teachers of the same grades in the United States. This is due to the fact that the great educators, especially those who are holding high offices in the Bureau of Education, in other words, these administrators, such as the director and assistant director of education, the division superintendents, academic supervisors and district supervisors are mostly products of American colleges and universities.

While these administrators of the Bureau of Education were attending colleges and universities in the United States, they took courses or subjects which dealt with the objective method, the socialized recitation or a question-and-answer method, the problem-solving method, the project method and the topic and lecture method. Now that they are in the Philippines, they demonstrate these methods to teachers in normal institutes, in normal schools and in teachers conferences, and in turn these teachers will apply them in their respective classes.

The method used in the lower grades, especially in Grade I, is objective. It is a tremendous task for the first grade teacher in the Philippines to teach the children, using the English language as a medium of instruction. To teach "ball" for example, the teacher holds up a ball and says "ball". The children repeat the name after him individually, one after the other, many times, or until they learn the name of the object. At the same time, the teacher writes the word "ball" on the blackboard for the children to read as he points at it. He teaches in the same manner the names of other objects, such as pencil, paper, table, chair, basket and so on, but not too many objects at a time.

Combining the words already learned with this, that, what, and is, simple questions and answers are framed, such as these: Teacher (holding up the object) - "What is this?" Pupil (touching the object) - "This is a box." Teacher, (indicating) - "What is that?" Pupil - "That is a book." The singular form is being understood, the plurals are similarly taught. Teaching over and over, time and again, the children finally learn the name of every object that is brought within their range of vision.

For easy conversation exercises, like the following: "What have you, Juan?" "I have a book." "What do you see Pascual?" "I see a bird." "Pedro and Marcos, what do you see?" "We see a carabao (water buffalo)." The children quickly learn the appropriate answers. The teacher must always be very careful to frame complete questions and require from the children complete answers.

In teaching numbers, for example, objects are needed. If the teacher teaches number one, he holds an object with it. If he teaches the combination of  $1+1$  he uses also objects saying 1 hat (holding one hat in one hand) and 1 hat (with another in the other hand) are two hats (putting them together). The pupils after one another will repeat the same statement. In counting numbers the children have a hard time to pronounce "three", "four", "five", "six", and "twelve". Instead they pronounce "tree" for three, "poor" for four, "fi" for five, "sick" for six, and "twel" for twelve. It would take them weeks and years to pronounce the words correctly, and so the teacher always gives much attention to their pronunciation.

If the word "run" is to be taught to the children, the teacher combines it with nouns or pronouns, and he asks simple questions. He pronounces the word, writes it on the board, requires the children to pronounce and write the word several times, then he runs across the room. "I run", He calls one of the children and tells him to run. The Filipino boy, being keen, with willing limbs and beaming eyes, will perform the action. The teacher, while the child is running, asks - "What do you do?" The boy, who is running, says - "I run." Other action words are taught in the same manner.

At the same time or in succeeding lessons, the commands such as - "Run to the table", "Run to the board", "Run to the corner", are learned and performed. Nothing so delights a child as action, and it is not surprising that with tactful and earnest teachers the little Filipinos are soon attending school with great interest and regularity.

The prepositions are taught in like manner: "The ball is on the table." "The top is in the box." "The boy is under the table." Similarly objects are used to teach the more common, and further along their comparison; to illustrate long, longer, longest are taught with three long pieces of bamboo of varying lengths; small, smaller, smallest with three small children of different sizes standing side by side on the floor. Such is the method used for grade one pupils.

For the advanced pupils, second grade, the objective method is still used by the teacher but not as much as it is used by the first grade teacher. The teacher does not have much difficulty in teaching the pupils, for he is understood by them. In teaching reading, for example, he first requires the pupils to read, and the pupils read the stories as they are told. More words are taught, and the English language is given much attention just the same.

In Grade III and in the rest of the elementary grades, the methods employed by the classroom teachers in teaching the different subjects are in teaching the different subjects are the same as those employed by the American teachers. They use the problem-solving method in teaching arithmetic, conversational or question-and-answer methods in teaching language and geography.

They employ silent (thought getting) and oral reading (thought giving) in teaching reading. Grammar instruction, spelling and phonics are greatly stressed in the elementary grades, and teachers have had difficulty in teaching children how to pronounce some of the English words with soft th and



hard th sounds, and also how to pronounce the words with correct accents.

Oftentimes the Filipino children pronounce "tin" instead of "thin", "tick" instead of "thick", or "dare" instead of "there", "den" instead of "then". To teach the children how to pronounce these words correctly, for example, the word "thin", the Filipino teacher gives first the sound of soft th, then he pronounces the word, saying "th-thin"; the children repeat the sound and the word after the teacher. For hard th the same procedure is followed.

For incorrect accentuation, for example, if the word "paper" is mis-accented or mispronounced by the children, the word is written on the board syllabically and discriptively as "pa-per". The teacher, as he points to the word syllabically, pronounces it slowly and distinctly, stressing the first syllable (being accented). The children repeat the word in the same manner as the teacher points to it. This procedure is followed over and over until the children learn how to pronounce the word correctly.

The American children do not make many mistakes or have much difficulty in pronouncing the English words as the Filipino children do. It is because their parents speak the English language at their homes, and from them they learn how to pronounce the English words correctly. American teachers have easier work in teaching the American children than the Filipino teachers in teaching the Filipino children, when both use the English language as a medium of instruction.

Administration and Supervision. In the Philippines, the types of administration and supervision of school work employed by a division superintendent of one province (county) are similar to those employed by other superintendents of schools of other provinces. It is because the regulations of schools to be enforced, the methods of instruction to be carried on, the courses of study to be followed and the school texts to be used are all from the General Office, that is, from the office of the Director of Education. This is what is called "well-centralized system of education". Whereas, in the United States, the systems of administration and supervision are varied from one locality to the other, or from one state to other states. This is due to the fact that one State can pass her own school laws, can prescribe her own course of study, and can vote what type of textbooks are to be used. Besides, there are school boards in localities which are the controlling factors of school work.

Comparatively speaking, the Philippine system of administration is more autocratic (well-centralized) while that of the United States is more democratic (de-centralized). Either one is good; it all depends upon the policy of the government or upon the need of the people of the country.

Buildings and Equipment. Due to the earthquakes and storms that occur frequently in the Islands, the Philippine schools are built low and are mostly one-story buildings. The floor is usually one meter above the ground and the size of the classroom is not less than seven meters wide, nine meters long, and three meters high. In America the schools



are built high and many of them are four-story buildings. Besides, they have basements for laboratory apparatus and for plants to heat the rooms during winter and to cool the rooms during summer.

The kinds of material used for both the Philippine and American schools, with the exception of those for windows and roofing are the same. The window panes of Philippine schools are made of oyster shells and the roofing is made of galvanized iron, while in American schools, glass is used for windows and tiles, shingles and water-proof material (composition of tar, asphalt, paper and gravel) for roofing.

Equipment. American schools are better equipped than Philippine schools. The classrooms are well furnished with comfortable chairs and desks, and tables are made according to the size of the pupils. In a room for first grade pupils at the Kansas State Teachers College Training School, Emporia, Kansas, for example, low chairs, low desks, and low tables are furnished.

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## CHAPTER VI

### SECONDARY EDUCATION

Objectives and Aims. The most generally recognized aim of secondary schools is to train boys and girls to become useful members of the communities in which they are to live; in other words, to promote good citizenship in the broadest sense of the term. This aim is so comprehensive that it includes all other aims that are ordinarily advanced as reasons why a boy or a girl should take high school courses. The National Education Association considers that the general aim of secondary education is to prepare the youth for life, that is, the high school will give the youth training that will fit him to meet the every day problems of life. This aim can be subdivided into seven objectives or principles as (1) health, (2) command of the fundamental processes, (3) worthy home membership, (4) vocation, (5) worthy use of leisure, (6) ethical character, and (7) citizenship.

Some of the specific aims of Philippine high schools are (1) in the academic high school, the students are given preparation for entrance to college, (2) in the normal high school the students are trained to teach in the elementary grades and to prepare for entrance to the Philippine Normal School, (3) in the secondary agricultural school, the male students are trained to become scientific farmers, and the girls to become good housekeepers,<sup>1</sup> (4) those who attend trade school are taught

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1. L. W. Webb, High School Curriculum Reorganization; Ann Arbor Press, Ann Arbor; 1933, p. 5.

carpentry, masonry, blacksmithing, painting, auto mechanic repairing and other vocations. All these aims are well satisfied by the secondary schools in the United States. Vocational training has been stressed by the schools for many years, and thousands and thousands of students have profited themselves by it in meeting their daily life problems. In the Philippines this training is yet in its nebulous stage, and is now steadily growing and improving.

Types of High Schools. Both the Philippine and American high schools are continuation of elementary schools. In the Philippines the high schools are classified as academic, provincial normal, agricultural, and trade high schools. Each province is limited to one of each, and because of this limitation, all the high schools, especially the academic, are overcrowded in attendance. Every year many of the students are refused admittance to academic high schools, and are advised to take courses either in the agricultural or trade schools which are not so over crowded. The academic, the provincial normal and some of the vocational high schools are fee-secondary schools.

Director Luther B. Bewley of the Philippine Bureau of Education in his Thirty-third Annual Report, 1933; says:

Since 1930, tuition fees of academic secondary students have increased, and in some cases tuition fees have been collected from students in vocational schools, although usually at a lesser rate, owing to the fact that a larger percentage of the cost of vocational education has been borne by the Insular government in one form or another.<sup>2</sup>

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2. Thirty-third Annual Report of the Director of Education, Bureau of Printing, Manila, 1932; p. 12.

In the United States the classification of high schools is not identical for one high school can offer different courses, academic and vocational. Furthermore, there is no limitation of establishing high schools in a city or district. A town having a high school population of one hundred students or even less can establish a high school so long as it can support and maintain it. Some big city, Kansas City, Missouri, for example, has not only one high school but seven, namely, Southwest High School, Paseo High School, Central High School, Westport High School, Northeast High School, East High School and Manual Training High School. All these high schools are well maintained and supported by the people. They offer diversified courses - academic and vocational - and the students have all the opportunities to select what courses they are going to take.

All American secondary public schools have no tuition fees.<sup>3</sup> Fees are not charged students of high school age of the same locality or district, and in some towns and cities not only the tuition fee is free but textbooks and supplies are furnished to the pupils. The poorest families can avail themselves of the privileges of these schools for their children.

The Curriculum. The work to be carried on in the secondary school in both countries is four years, and the requirements for entrance is graduation from the intermediate schools. The courses offered in the Philippine secondary schools are as follows:<sup>4</sup>

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3. Stephen S. Calvin, The Introduction of High School Teaching, Macmillan Company, New York; 1917, p. 4.
  4. Thirty-third Annual Report of Director of Education, Philippine, Bureau of Printing Press, Manila, 1932, p. 81.

## Academic

### Required Subjects

#### First Year

Literature, composition, United States history and government, current events, algebra, physical education.

#### Second Year

Literature and composition, general science, general history (ancient and medieval), current events, geometry, physical education.

#### Third Year

Literature and composition, biology, general history (modern), oriental history, current events, advanced algebra, review of arithmetic, physical education.

#### Fourth Year

Literature and composition, economics, Philippine History, Philippine government, current events, physics, physical education.

### Optional Subjects

#### First Year

Music, typewriting.

#### Second Year

Music, typewriting, stenography.

#### Third Year

Spanish, music, educational psychology, typewriting, stenography, principle of teaching.

#### Fourth Year

Spanish, music, health education, reading, typewriting, stenography, observation of teaching.

### Trade

#### First Year

Literature, current events, composition, algebra, drawing, shopwork.

### Second Year

Literature and composition, world history, current events, plane geometry, drawing, shop work.

### Third Year

Literature and composition, general history, economics, current events, mechanics, drawing, shop work.

### Fourth Year

Literature and composition, physics, industrial mathematics, drawing, shop work.

The courses offered in the provincial normal schools are music, writing, reading, elementary educational psychology, principles of teaching, geography and observation, and participation of teaching.<sup>5</sup>

The courses offered in the agricultural school are farm physics, civics, biology, general farm science, English, farm work, physical education; and home economics (sewing, cooking and needlework) for girls.

The courses of study recently approved by the Committee of the North Central Association for American high schools are<sup>6</sup> (1) art, (2) music, (3) English, (4) Latin, (5) French, (6) Spanish and German, (7) general science, (8) biology, (9) chemistry, (10) physics, (11) mathematics, (12) social studies, (13) home economics, (14) health and physical education, (15) extra curricular activity.

Comparing these subjects with those offered in the Philippine secondary schools, one finds that there are more academic subjects taught in the high schools of the United States than

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5. More explanation of the courses offered in the provincial normal school is given in this study under Teachers Training, p. 65.

6. L. W. Webb, High School Curriculum Reorganization, Printed at the Ann Arbor Press, Ann Arbor, 1933, p. 47-359.



the subjects taught in the Philippines. The subjects commonly offered in the high schools in the United States which are not offered in the high schools in the Philippines are: Latin, French, German, and chemistry.

Class Organization. Classes in the Philippine high schools are organized according to the capabilities of the students. In a high school class having a large attendance, the class is divided into sections as (1) Section A, (2) Section B, (3) Section C, and (4) Section D. In the freshman class, for example, the first group of forty students who have the highest marks on their transfer cards (transcripts) will go to Section A; the second group (next highest) to Section B, and so on. Usually before the opening of the schools intelligence tests are given to new students as a means of classification.

The secondary school consists of four grades, and the courses of study are prescribed according to the grades. The students are required to take and to pass the subjects prescribed for one grade before he is allowed to take other subjects for the higher grades. In the United States the student can choose what subjects he first wants to take so long as the subject does not require a pre-requisite course.

Promotion of Students. There is but one promotion of students a year in the Philippines. The teachers who are in charge of classes are instructed by the Principal to keep class records of the students for every subject. The students' ratings every day should be noted and averaged every week, every

month, and every year. The daily grades of the students are the basis of the students' promotion for the year. The student who makes an average of 85 per cent and above for one subject will be exempt from taking the final examination for the subject. The passing grade for every subject is 75 per cent. Teachers give ratings to students' work by points and not by letters as "A", "B", "C", "D", or "E", "S", "H", "I", commonly used by the high school teachers in the United States.

From grade four to grade seven, the regulation of promotion mentioned above is followed; from grade one to grade three oral examinations will be given by the supervising teacher. The pupils of the first three grades should make a passing grade in English. In grade one, the pupil should make at least 65 per cent; in grade two, 70 per cent; in grade three, 75 per cent.

Method of Teaching in High Schools. In the elementary schools or in the lower grades, Filipino teachers teach all the required subjects for one grade. In Grade III, for example, the teacher teaches reading, arithmetic, language, geography, music, writing, and sometimes she takes charge of physical education. In the high school the method of teaching or conducting classes is different; instead of having one teacher to teach all the subjects, there will be two or more teachers to teach the different subjects and instead of teaching students of one grade, the teacher teaches two or more grades. In other words, a teacher of English, for example, teaches not only English for freshman classes but also teaches English for sophomore, junior and senior classes. This is called the



departmental method of teaching, and this method is commonly applied in conducting high school classes in the Philippines. The idea was likely borrowed from the United States.

In teaching the different high school subjects, algebra for example, the teacher assigns some given problems or exercises in the text for the students to work on at their home or during the study periods in the school. The answers of the assigned problems are to be worked out and handed in to the teacher for correction on the following day. Usually during the recitation period, the teacher requires the students to work out these problems on the board to check their answers. In case the answers for the students for a particular problem are not the same, and the students do not agree with each other, the teacher will then give his explanation as to the correct solution and answer of the problem. Similar procedures are used in teaching geometry or other branches of mathematics, and these procedures are commonly followed by the mathematics teachers of the Philippines and the United States.

In history, government, economics, geography, botany or zoology, assignment by topic or chapter is given to students for home study. In the class, during the recitation period, the lessons are to be discussed by the students. Generally, the teacher will require the students, one after the other, to recite the lesson by topic. In history, for example, the teacher will ask the student to discuss the drafting of the constitution; in government, the duties of the President; in economics, the term "production" or "consumption"; in geography, the formation of valleys or lakes; in zoology, the life

history of a butterfly, and so on. This is called the topic method of teaching. The Filipino and American teachers use this method in teaching most of the high school subjects.

Except in English, there is not much difference in the methods used by the Filipino teachers in teaching the high school subjects from those methods used by the American high school teachers. The English teacher in the Philippines emphasizes the teaching of the English words to the students - to teach the students how to pronounce the words, to know their meaning, and their proper uses in sentences. The teacher also emphasizes the teaching of oral and written composition (required subject from first year to senior year).

In oral composition the Filipino teacher requires the students, one after the other, to give two or three minute talks on different topics usually their daily life experiences. The teacher and the students will write down the words mispronounced, the words mis-used, mistakes in grammatical construction (tenses of verbs and forms of nouns) made by the speaker, which are to be discussed for improvement during the later part of the recitation period. This method is also used by the English teacher in many high schools on the mainland.

In teaching written composition, the English teacher in the Philippines requires his students to write their themes in note books (Bureau of Education Note Book). Students are instructed to write their original draft on the left hand pages, leaving the right hand pages for re-writing the themes. Unless the students make five or more mistakes, the themes are not to be re-written. Both the original and the re-written

themes are carefully corrected and graded by the teacher. By the end of the school year all these notebooks are collected and burned under the instruction or command of the superintendent and high school principal. Using notebooks is not a common practice for writing themes by the American students. In place of notebooks, they use loose leaf paper of standard size (8½ inches x 11 inches). American English teachers require the students to write themes about their daily life, experiences or any topics in which they are interested. These papers are also carefully corrected and graded by the teachers, but the majority of them do not require their students to re-write their themes.

High School Teachers. The first secondary teachers in the Philippines were Americans. Many of them had served in the army and had no teaching experience. It was necessary to recruit American teachers in the United States because of lack of qualified Filipinos who could speak the English language. The difficulty was to secure trained American teachers who would be willing to remain two or more years in the service. Too often the American teachers who had gone to the Philippines were led by the spirit of adventure and curiosity, without any intention of staying in the service. The tropical climate and living conditions had been the chief causes of restlessness among the American teachers.

From the beginning of the establishment of the secondary schools in the Philippine, the Bureau of Education has planned to train Filipinos for secondary instruction. The foundation of the Philippine University and the policy of the Philippine government of sending Filipino students to this country helped

to solve the problem of teachers for secondary schools. With a large number of trained Filipino teachers, American teachers have become unnecessary except in teaching English.

The increase of the supply of trained teachers has enabled the Bureau of Education to raise the qualifications of teachers in the secondary schools. Teachers must have completed at least four years of college work, including practice teaching; that is, he must be a holder of bachelor of science in education degree.

Preference has always been given to the graduates of college of education. Graduates of other colleges, such as liberal arts, agriculture, engineering, veterinary and science are also appointed when there are not enough education graduates.

Both in the Philippine and in the United States there has been no discrimination in the choice of teachers on account of sex. In September, 1932, there were 1,601 secondary teachers 993 were males and 608 female teachers; from these figures there were 48 American male teachers and 95 female teachers.<sup>7</sup> Men and women have received about equal compensation (men receiving the higher), and have been given equal opportunities.

The salaries of secondary teachers in the Philippines depend upon their nationality. If they are Americans, they receive a minimum salary of 250 pesos a month, if they are Filipinos, 100 pesos. The average salary of the secondary

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7. Op. cit., p. 123.

teachers in the Philippines is 137.06 pesos,<sup>8</sup> or 68.53 dollars in American money. The amount seems insufficient but, considering the necessities or comforts of life provided when this amount is spent in the Philippines, this salary is high enough. The amount of a half dollar (one peso) when spent there can provide as much comfort as one dollar spent in the United States.

The Principal. The head of the secondary school in the Philippines is the principal, who is chosen for his executive ability, professional training and experience. He executes the orders and instructions from the division superintendent. He is responsible for the smooth running of the school, the care and improvement of the premises; he settles disputes among the teachers and students; he must preside at the teachers meetings; he is required to write an annual report and other reports required by the division superintendent and the director of education from time to time. In September, 1932, there were 118 secondary principals; 34 were Americans and the rest were Filipinos. (See table on following page.)

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8. Report of the Governor-General of the Philippines, 1930, p. 84.

TABLE I

CLASSIFICATION OF CLASSROOM TEACHERS, PRINCIPALS,  
AND SUPERVISORS ON DUTY IN THE PHILIPPINES  
IN SEPTEMBER, 1932 \*

Classification	American			Filipino				Total
	Insular	Provincial	Other <sup>1</sup>	Insular	Provincial	Municipal	Other <sup>1</sup>	
Elementary Principals			1	648	18	525		1,192
Elementary Teachers	26		12	75	129	23,336	4	23,582
Secondary Teachers	143	1		365	942	150		1,601
Secondary Principals	34			73	11			118
Supervisors <sup>a</sup>	15			640	13	91		759
Total	218	1	13	1801	1113	24,102	4	27,252

Read table thus: Reading from left to right one finds classification of the 23,582 elementary teachers, 26 are American Insular, 12 unclassified Americans, 75 are Filipino Insular, 129 Filipino provincial, 23,336 are Filipino municipal and 4 are unclassified Filipinos.

1. Teachers not paid from Insular, provincial or municipal funds (Post School, Cavite, 8 Americans; Fort Stotsenberg, Pampanga, 5 Americans and 4 Filipinos.
- a. Includes supervising teachers, division and special supervisors, traveling model teachers, and teachers on special details in the General Office.
- b. Does not include the Director of Education, 1 specialist, 34 division superintendents, and 5 division superintendents on special detail in the General Office.
- c. Does not include the Assistant Director of Education, 16 division superintendents, the assistant superintendent of the city schools, the head teacher for Batangas, and 2 division superintendents on special detail in the General Office.

\* Figures obtained from the Report of the Director of Education of the Philippines, Manila, p. 126.



Libraries. Practically every public school in the Philippines is equipped with a library. The secondary schools are well provided with reading rooms and bookcases, as well as trained librarians. The extension of library facilities is fostering the reading habit among the school population. In the United States all the secondary schools are well provided with books, magazines, periodicals, and bulletins. The rooms are wide and are well ventilated. The students have all the opportunities they want in borrowing and reading books. All sources of materials are usually found in the high school libraries for the students and teachers in accomplishing their work.

Scientific Equipment. Because of not having enough funds the Philippine secondary schools are not so well equipped with the biological and physical laboratories as the secondary schools in the United States. In the United States most, if not all, of the big high schools have laboratory apparatus for scientific experiment. They are well furnished so students can accomplish much in the study of science, not only in theory but in practical application. Students in America are far in advance in scientific study because of the adequacy of scientific equipment.

Students' Activities. High school students in the Philippines have many activities as American students have. They have school government. This would help the faculty in the organization, management and control of the school. The school government is headed by the president and assisted by

the vice-president. Both are elected by the students. For the control of peace, the students have police department; for deciding disputes, they have a court.

The Filipino students have athletics and other physical training activities, such as playing baseball and indoor baseball, group games and swimming. They love playing baseball and indoor baseball very much. Boys love baseball while the girls love to play indoor baseball. Every year there are contests in baseball, indoor baseball, group games and running, between provinces in the Philippines. Football, a well known game in America has not been introduced to Filipino students. The climate in the Philippines is too warm for the students to play this game.

Dramatics and public speaking activities are loved by Filipino high school students. They are interested in plays and are willing to take part or to be onlookers. They are fond of singing and dancing, and some are gifted singers and dancers like some American students. Though they could hardly pronounce the English words, some love to speak in front of the people.

In the Philippines every school is required to celebrate a "Garden Day". Usually the barrio schools (rural schools) in the municipality are required to celebrate Garden Day, one after the other. The crops raised by the pupils in their school and home gardens are exhibited; the weavers exhibit their fabricated articles - baskets; the girls exhibit their finished garments, laces, napkins, or any articles they made in their sewing class. All of these are tagged and are well



displayed in booths to show to the people what the children are learning at the schools. Both the garden products and the fabricated articles are marked for sale, if they are for sale; not for sale, if they are not to be sold.

In connection with the Garden Day celebration, academic contests and athletics are given. Prizes are awarded to the winners. In the evening usually there are benefit performances such as plays, box social, flower social, handkerchief social. The proceeds collected go to the Pupils' Fund. This fund is spent for library books, athletic goods and equipment, sewing materials and equipment, and for buying garden seeds.

It is a requirement of the Bureau of Education to have every school, every municipality, every district and every province to celebrate a Garden Day, and to participate in the "Philippine Carnival", which is held in Manila every spring. This carnival is the greatest festival of the Philippines. Every province is represented in the exhibition of products (agricultural and industrial products) which are to be displayed in booths. In connection with the exhibitions, there are games to be played, oratorical contests to be held, and the coronation of the elected queen, Miss Philippines, is to be celebrated. This festival lasts one or two weeks.

## CHAPTER VII

### THE TRAINING OF TEACHERS

Aim of Teacher Training. One general aim of the Bureau of Education of the Philippines and of the United States is to raise the qualifications or training of teachers. In the Philippines, at the beginning of American rule, American teachers were assigned to teach in the primary grades, because there were no Filipino teachers who could speak the English language. The need of teachers was so urgent that as soon as qualified Filipinos learned how to speak and write the English language they were appointed as primary teachers. The American teachers were then appointed as division superintendents, supervisors, and intermediate and high school teachers.

At the present time there are many teachers, principals and supervisors who do not have college training or did not even finish the seventh grade. The table on the next page shows the qualifications of Filipino teachers, principals and supervisors. From this table one finds that there are 1,490 (6.30 %) elementary teachers who completed Grade VII or less; thirteen (.90%) secondary teachers; fifty-four (3.86%) principals and supervisors. Because of their long experience and efficient work, these school officials are retained in the Bureau of Education until they finish rendering twenty years service for their pensions.

TABLE II

EDUCATIONAL QUALIFICATIONS OF FILIPINO TEACHERS,  
PRINCIPALS, SUPERVISORS AS OF AUGUST 1932\*

Courses Completed	Elementary Teachers		Secondary Teachers		Principals and Supervisors	
	Number	Percent	Number	Percent	Number	Percent
Grade VII	1,490	6.30	13	.90	54	3.86
1 to 3 years of secondary course	18,552	78.57	200	12.31	878	44.66
1 to 3 years college	3,179	13.03	184	13.70	792	43.09
4 years college or more	417	2.10	1,060	73.09	160	8.49
Total	23,638	100.00	1,457	100.00	1,884	100.00

Read table thus: 1490 (6.3%) of the elementary Filipino teachers have completed courses to grade seven or less. Read in like manner for other school levels.

\* Figures obtained from the Thirty-third Annual Report of the Director of Education, Philippines.

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Types of Normal Schools. In the Philippines, aside from the vacation normal schools, eighteen schools functioned throughout 1932 as teacher-training schools. These schools are classified below according to the type of training offered:

1. Teacher-training schools offering instruction on the collegiate level -
  - (1) The Philippine Normal School, with academic and home economics curricula for high school and provincial normal graduates.
  - (2) The Philippine School of Arts and Trades, having in addition to the other curricula, a curriculum with two years work on the collegiate level for principals of trade schools and teachers of vocational and industrial subjects.
  
2. Provincial normal schools offering a four year normal course on the secondary level -
  - (1) Albay Provincial Normal School
  - (2) Iloilo Provincial Normal School
  - (3) Bayambang Normal School
  - (4) Ilocos Norte Provincial Normal School
  - (5) Zamboanga Normal School
  - (6) Cebu Provincial Normal School
  - (7) Bukidnon Provincial Normal School
  
3. Academic high schools offering the complete provincial normal curriculum -
  - (1) Cagayan High School
  - (2) Leyte High School
  
4. Agricultural high and farm schools offering a special two year normal course for teachers who have completed two years of an agricultural or home economics curriculum -
  - (1) Trinidad Agricultural High School
  - (2) Lumbatan Agricultural High School
  
5. Academic high schools offering the four year provincial normal curriculum -
  - (1) Camarines Sur High School
  - (2) Samar High School
  - (3) Nueva Viscaya Provincial High School
  - (4) Capiz High School
  - (5) Ilocos Sur High School

The Curriculum. The requirement for entrance to the Insular Normal Schools is graduation from the secondary course. The latest courses of study offered are the following:

#### Two Year General Curriculum

##### First Year

English V, educational psychology, principle of teaching, reading, drawing, arithmetic, music, observation and participation of teaching, physical education.

##### Second Year

English VI, child study, principles of education, classroom tests, geography, teaching, physical education.

#### Two Year General Curriculum for Secondary Normal Graduates

##### First Year

English V, child study, geography, classroom tests, nature study, physical education.

##### Second Year

English VI, sociology, teaching, educational sociology, principles of education, physical education.

#### Two Year Home Economics Curriculum

##### First Year

English V, reading, educational psychology, sewing II, household science, observation and participation, physical education.

##### Second Year

English V, commercial geography, cooking II, music, industrial arithmetic, dietics, drawing, teaching, physical education.

#### Three Year Combined Curriculum

##### First Year

English V, reading, music I, cooking I, sewing I, educational psychology, child study, physical education.

### Second Year

English VI, needlework, home economic methods, sewing II, geography, household science, principles of teaching, observation and participation, physical education.

### Third Year

Language, cooking II, principles of education, arithmetic, classroom tests, home nursing, cooking II, teaching, physical education

Philippine School of Arts and Trades  
 Teachers Course of Study in Arts and Trades  
 (Entrance requirement - completion of secondary trade course)

### First Year

English V, economics and civil problems, educational psychology, shop work, commercial and industrial geography,

### Second Year

English VI, vocational, educational, industrial-arts methods; drawing, shop work, shop administration and supervision, free hand drawing methods,

### Provincial Normal School

### First Year

Literature, composition, United States history and government, current events, arithmetic, music, writing, physical education.

### Second Year

Literature and composition, reading, general history, current events, drawing, industrial education, physical education.

### Third Year

Literature and composition, biology, general history, oriental history, current events, elementary educational psychology, principles of teaching, geography, observation and participation, physical education.

### Fourth Year

Literature and composition, economics, Philippine history and government, current events, health education, language, practice teaching, physical education.

In 1930 entrance to state teachers colleges in the United States required for unconditional academic admission, a high school diploma or its equivalent, or passing an entrance examination, or if the candidates are mature students, they may enter conditionally and work off the entrance requirements before a diploma is granted. The majority of the States require specific units in the high school work offered. In age, character, and health, states vary from no requirements to very specific ones. Aptitude and achievement tests are being used in some states, grades must be in the upper half or reach a particular standard in others. Experience in teaching is not allowed as an entrance qualification by the state institutions and this conforms with the standards set by the American Association of Teachers Colleges.<sup>2</sup>

There are more courses offered by the teachers colleges in the United States than those offered by the normal schools in the Philippines; this is due to the fact that the teachers colleges in the United States not only offer two-year courses or give training to teachers to teach in the elementary grades, but also give training to teachers to teach in the high schools or colleges.

The Teaching Staff. The principal teachers who are the heads of the Provincial Normal Schools and the Philippine and the teachers and instructors who are in charge of the classes are mostly graduates of the American colleges and universities.

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2. Mellicent McNeil, A Comparative Study of Entrance to Teachers Training Institutions, Bureau of Publication Teachers College, Columbia University, New York, 1930, p. 94.



Those who are in charge of the Provincial Normal Schools are mostly Filipinos and a few Americans. Those who are in the Philippine Normal School are mostly American female teachers of broad training and wide experience. They are assigned as critics and supervisors. The head of the Philippine Normal School is an American. In the United States, the heads and instructors of teachers colleges are mostly graduates of Columbia University, New York. Some of them, if not the majority, are holders of Doctor of Philosophy degrees. They are specialists in their respective lines.

Methods of Teaching. Because of the fact that the members of the teaching staffs were mostly educated in American colleges and because the Philippine schools are patterned after American schools, the methods of teaching used in the Provincial Normal Schools and Philippine Normal School are similar to those used in the United States.

3

According to Armentrout in his study entitled The Conduct of Student Teaching in State Teachers Colleges, the methods commonly used by instructors and teachers in training centers to improve student teachers are: (1) observation and criticism of the work of student teachers, (2) individual and group conferences, (3) the development of the right relationship between training teachers and student teachers, (4) the development of the right relationship between student teachers and pupils, (5) lesson planning. These methods just mentioned are also practical and commonly used by the instructors and train-

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3. Winfield Dockery Armentrout, The Conduct of Student Teaching in State Teachers Colleges, Welch Haffner Printing Company, Denver, 1927, p. 100.



ing teachers of the Philippine Training Centers.

In-Service Training. In the Philippines there are many agencies by which the Filipino teachers in service can improve themselves professionally and scholastically. Among which are: (1) professional reading, (2) study and research within their particular fields of work, (3) teachers training, by taking additional courses, (4) observation of demonstration classes in normal institutes, (5) attending professional classes in Baguio, (6) attending vocation normal schools, and (7) taking a year's leave of absence to study in a teacher training institution.

In the United States, teachers in service have many opportunities to improve themselves and to increase their attainment. In some teachers colleges, programs are arranged in such a way that teachers in service may take some courses offered during the regular year. In the Kansas City Teachers College, Kansas City, Missouri, for example, there are courses offered late in the afternoon and in the evening that teachers in service may attend. Besides this the program is so arranged that instead of conducting classes on Monday they are given on Saturday. This makes available to the teachers in the city the courses offered on Saturday and allows them to observe the methods used by the demonstration teachers in the Woodland Elementary School, the training center of the college.

During summer, teachers colleges and universities all over the United States are open, and teachers who are ambitious and desire to improve attainments may take any courses they want for the requirements of degrees. Kansas University

and Kansas State Teachers College of Emporia are open during summer, and are offering courses to satisfy the requirements of degrees.

The subjects offered in the vacation schools of the Bureau of Education, the College of Education, the University of the Philippines, and the private colleges of education in the Islands include such background subjects as English, science, and social subjects, as well as educational methods, supervision, and administration. Therefore, it is possible for Filipino teachers to graduate from teacher training schools on a secondary level or collegiate level or from a college of education by attending vacation schools over a period of years.<sup>4</sup>

In the elementary schools of the Bureau of Education in the Philippines, observation of demonstration teaching has always been an effective means in securing improvement in teaching technique.<sup>5</sup> This observation is usually done in teachers' institutes and on special visiting days. Teachers of several grades or of all grades in a district, or in certain parts of a district, observe demonstrations in connection with the important phases of work of the grades in which they teach. The demonstration teachers for such visiting days are selected from the best in the district. In some provinces observation of demonstration teaching is done in schools especially designated as training centers. In such schools most of the demonstration teachers are graduates of the Philippine Normal School

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4. Thirty-third Annual Report of the Director of Education, Philippines, Bureau of Printing, Manila, 1932, p. 57.

5. Loc. Cit.

and some from the teachers colleges of the United States.

For five years demonstration teaching has been an important factor in the improvement of the teaching technique employed in both the elementary and secondary schools in the Philippines. In 1932 every secondary school carried out an effective demonstration program. The demonstrators for the schools are selected from the teachers who are instructors of the various subjects represented. Director Luther B. Bowley said that the members of the supervisory personnel of the General Office and the field believe that through this means of in-service training more has been contributed toward professional improvement of secondary teachers than through any single factor, and that both the American and Filipino teachers of the Philippines have been benefited from such demonstration. In the United States there is no demonstration program in the regular secondary schools. Demonstration teaching is practically given only at the training centers of teachers colleges, universities and teachers institutes.

Certification of Teachers. In the Philippines there is no certification of teachers. Upon completion of a four-year secondary normal school, an individual is admitted to teach in the primary grades; upon completion of the two-year course of the Philippine Normal School, an applicant can teach in the intermediate; upon completing the four year college course, a candidate is eligible to teach in the high school. To teach in the University or college, one should be a holder of a Master's degree or Doctor of Philosophy. When an applicant is admitted to teach, he is given a temporary appointment for

a year. When his work is satisfactory, he is given a regular appointment and is entitled to receive a salary during vacation without rendering any service. A teacher, by passing any of the civil service examinations - junior teacher examination, senior teacher examination, principal or supervisor examination, and superintendent examination, is promoted to a higher office and his salary will be increased.

Some of the States in the United States require a candidate to take an oral or written examination or both, to obtain a certificate before he is admitted to teach school. The examination is made by the state authority and is given either by the layman of the school committee or by the professional examining board. When the applicant passes the examination, a certificate, which entitles him to teach anywhere in the state, will be granted. Other states do not require the applicant to take any examination so long as the applicant can show satisfactory evidences as to proper education and professional teaching, such as normal or college credits or certificate of qualifications issued elsewhere.<sup>6</sup>

The state does not only grant certificates for appointment, but also grants a life diploma.<sup>7</sup> This diploma is granted to the teacher who renders satisfactory services for a number of months (usually about forty to sixty months). The holder of it is entitled to teach for life as the word "life-diploma" implies. The "regular appointment" of teachers in the Philippines is similar to the "life diploma" described above.

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6. Cubberley, Op. cit., p. 624.

7. Ibid, p. 628.

### Teachers' Pensions in the

inadequacy of teachers support. The Government passed a law, in 1922, entitled "Teachers' Pension Act" providing for an annuity for teachers serving in the schools under the Bureau of Education. The pension fund is formed by a direct contribution of the government of three per cent of the total sum appropriated annually for teachers salaries, three per cent of the monthly salary of every employee who is entitled to pension, and all the money resulting from fines, leaves of absence without pay, and unfilled positions. This fund is entrusted to the Pension and Investment Board, composed of the secretary of public instruction, director of education, insular treasurer, insular auditor, director of civil service, and three other persons appointed by the Governor General with the consent of the senate. The board is empowered to invest the portion of the fund not needed for current payments. A teacher who has served for twenty years receives a pension of four-tenths of his average salary for the last three years of service; for twenty-three years of service, one-half of the average salary; for twenty-six years, six-tenths of the average salary; for twenty-nine years, seven-tenths of the average salary; and for thirty-two years or more, eight-tenths of the average salary. Upon reaching the age of sixty-five years, a teacher may retire with pension. These pensions are life-long, and, under certain conditions, half of the pension may be paid, upon death of the pensioner, to his surviving heirs for not more than ten years.

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8. Known as Act. No. 3050. It was amended in 1923 by Act. No. 3100, Philippine Government.

In the United States, according to the statement of Cubberly<sup>9</sup> in his book entitled Public School Administration, approximately two-thirds of the states have by now enacted some form of pension legislation for teachers; over one-half of the states have made pension benefits available for all teachers; and over one-third of the teachers of the United States are now protected by some type of pension system. He claims that pensioning teachers tends to attract and retain capable teachers, tends to increase teaching efficiency, protects the children in school from being taught by teachers of advanced age who are no longer efficient.

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9. Cubberley, Op. cit., p. 126.



## CHAPTER VIII

### GENERAL SUMMARY AND RECOMMENDATIONS

#### SUMMARY

In summarizing the study the following should be borne in mind:

#### I. Historical Background -

1. According to history the ancestors of the Filipinos were emigrants from the southwestern part of Asia. (See Chapter II, under "Filipino People", page 5.)
2. Before the Spanish occupation of the Philippines, the Filipinos believed in a Supreme Being and named their god "Bathala", the creator of all. (For more explanation, see "Religion", page 5.)
3. The Filipinos had tribal forms of government, and each tribe was controlled by a chief called "datu". The Filipinos had laws to obey and they had a code in which their laws were written. (See page 5.)
4. The Filipinos were not wholly illiterate or uncivilized at the time the Spaniards arrived in the Philippines. They had schools and had adopted the Hindu's or the Sanskrit form of writing which was syllabic. (See page 8.)
5. The Filipinos had farming, fishing, hunting, gold mining, and weaving cloth by the women as their industries. They used water-buffalo for tilling the ground.
6. The Filipinos had traded with the Hindus, Chinese and Arabs. They used gold dust as a medium of payment for the articles they bought.

#### II. The Educational System in the Philippines During the Spanish Era -

1. The Philippines was discovered by the Spaniards in 1521.
2. Not long after the discovery of the Philippines, Spanish missionaries were sent by the King of Spain to establish schools and to Christianize the Filipinos.
3. Religious teaching or sectarianism was the main aim of education in the lower grades, while professional and ministerial training were the aims of universities.



### III. The Philippine Educational System As Compared With American System.

1. Because of the Spanish and American War (1898) and because of the Filipino and American War (1898-1900) some of the Philippine schools were closed.
2. Under the provision of the Organic School Law (No. 74) of March 16, 1900, the schools in the Philippines were reorganized.
3. Under the provision of Act No. 447, the Bureau of Education of the Philippines, headed by a director of education, was created.
4. The Philippine schools are patterned after American schools from Grade I to the university level.
5. The Philippine school system is organized under the 7-4 plan or 4-3-4 plan, which includes 4 primary grades, 3 intermediate grades, and 4 high school grades. The high school is crowned by the Philippine University.
6. There are kindergarten schools which admit children at the age of four and five years in the United States, while in the Philippines there is no school of this type, and Filipino children are admitted at the age of seven years.
7. The general aims and objectives of elementary, secondary and university education in the Philippines are similar to those of elementary, secondary and university education in the United States.
8. The primary, intermediate, secondary and college courses taught in the Philippine schools are similar to those offered by the American schools.
9. With the exception of text of foreign languages such as French, German, Latin, and Spanish, all texts used in both the Philippine and American schools are written in English, and the language used as a medium of instruction, generally is English.
10. With the exception of emphasis in the teaching of English in the Philippines, the methods of teaching the different subjects for the different grades applied by the Filipino classroom teachers are similar to those applied by the American classroom teachers.
11. The qualifications or attainments of Filipino elementary teachers are lower than the attainments of American elementary teachers. The Philippine Bureau of Education still issues appointments to teachers after the completion of four-year normal high school, while the school regulations of the states of the United States usually require

4. During the early part of the Spanish occupation, the school administration and supervision were poor, and the methods of teaching, especially in the lower grades, were inefficient.
5. The school administrators in municipalities or towns were the priests and the town presidents. There were no school boards to control school work.
6. During the early period of Spanish occupation the priests and their sacristans taught schools; but, during the later period of Spanish regime, the children were taught by Filipino normal school graduates.
7. The salaries of teachers were very small. The highest monthly salary of a primary teacher in a first class town was 40 pesos or 20 dollars, and the lowest salary of a primary teacher in a second class town was 8 pesos. (See page 23, Chapter III.)
8. The College Seminary of San Ignacio was the first secondary school established (1585) in the Philippines.
9. The College of Santa Isabel (1632) was the best school for girls in the Philippines during the Spanish era.
10. Santo Tomas University, the oldest university under the American flag, was founded in 1619. (For courses offered in this university see page 20.)
11. From 1734 to 1865 there were 35,228 students enrolled in the University of Santo Tomas. To these students there were only 1,645 degrees conferred. This shows that there were many students enrolled but few who finished the course.
12. The primary schools for boys and girls were established under the royal decree of 1863. (For courses offered, see page 12.)
13. Normal school for male teachers was established in 1865. (For courses offered, see page 22.)
14. The first normal school for women was established under the royal decree of the superior government on November 30, 1871.
15. The higher school for women was created under the royal decree of March 11, 1892. (For entrance requirements, see page 25.)
16. The male and female graduates of the normal schools were highly respected and honored citizens, and teaching during the Spanish regime was a very notable profession.
17. The educational system of the Philippines under the Spanish rule terminated in 1898.

college training beyond the completion of a four-year high school.

12. The requirement for an applicant to teach in the Philippine high school is a completion of a four-year college course with at least twelve hours credit in education. In the United States a teacher may be employed on the completion of the bachelor's degree, with some hours credit in education.
13. After completing twenty years service, teachers in the Philippines are given pensions. Pensions are also given to teachers by two-thirds of the States in the United States. The basis differs in the various States.
14. The educational system in the Philippines is autocratic, while that of the United States is democratic.
15. In the United States there is a state board of education and local school boards which constitute the controlling factors of local school administration. In the Philippines there are no such kinds of administrative bodies.
15. The division superintendents, with the help of their subordinates, are solely responsible for the administration and management of school work in their school division or province.

#### RECOMMENDATIONS

The writer would make the following recommendations for the improvement of the educational system in the Philippines:

##### I. Recommendations Arising As A Result Of This Study.—

1. There should be a visual department to be created in the General Office which works on visual instructions. This would help the Bureau in carrying out the seven principles of education through the use of motion pictures, and slide pictures, and pictures having educational value.
2. If a fund is available, every big city or every school division should be provided with a moving picture machine that can be transferred from one school to another for visual instruction or illustration. This would help the teacher in teaching the pupils, especially if there are some lessons that are not fully explained without picture illustration.
3. In a big town or city where there is a water system and where the sea is far, there should be a swimming pool provided for the school so that children can be taught how to swim.

4. That the play program, including especially free play and games, should be developed in every school so as to include every child. Through the play program, self-reliance, freedom of expression, habits of cooperation and of fair play will be developed.
5. As an encouragement to singing and especially to the development of chorus work, contests in chorus singing and possibly orchestral music might be added to the inter-provincial meets. These activities seem to be quite as worthy of development as the athletics.
6. That the school work be made less formal with more emphasis on free expression and free activity of the child; and lessons to be taught, if possible, should be arranged in units whereby the child is given a chance to participate and express himself, especially in a social science course.
7. In general a closer correlation between school work and the existing industrial processes and community needs should be worked out, and that vocational guidance should be given special attention by administrators.
8. That a much closer relation between the school instruction and the outside activity of the child in the shop, garden, and play ground be established.
9. That adequate equipment in the way of school books, wall charts and maps, as well as laboratory apparatus and comfortable desks be furnished.
10. That the conscious cooperation of children and the staff be sought in the elaboration and execution of the school program.
11. Courses of study should be expanded. Instead of having one course of study for the primary or the intermediate grades for all subjects, there should be one course of study for each subject in the elementary grades; that is, one course of study for English from Grade I to Grade VII.
12. In teaching, the teacher should not think of himself, but he should think of the child's capabilities in terms of his mental, physical, social, and moral development. He should help the child help himself in solving his life problems.

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**APPENDIX**

## APPENDIXES

### Appendix A.--ADMINISTRATIVE STAFF AND SUPERVISING OFFICERS

December 31, 1932

#### THE DIRECTORATE

Dr. Luther B. Bewley, Director

Gabriel R. Manalac, Assistant Director

#### THE GENERAL OFFICE

J. Scott McCormick, Chief, Academic Division  
 Dr. Manuel L. Carreon, Chief, Measurement and Research Department  
 Miss Mary E. Polley, Superintendent on Special Detail  
 Miss Edna A. Gerken, Specialist in Health Education  
 Cecilio Putong, Chief, Curriculum Department  
 Gilbert S. Perez, Chief, Division of Vocational Education  
 Miss Elvessa A. Stewart, Chief, Department of Home Economics  
 Merrill S. Potts, Acting Chief, Division of Publications  
 Edward J. Murphy, Chief, Buildings Division  
 Jose A. de Kastro, Chief Clerk  
 Mariano G. del Rosario, Chief Accountant  
 Alberto Dalusung, Property Officer  
 A. Maximiano Razon, Chief, Records Division

#### THE FIELD STAFF

Division	Superintendent	Headquarters
Abra-----	Carmelo P. Quintero-----	Bangued
Agusan-----	Archer B. Parham-----	Butuan
Albay-----	Harry L. Cash-----	Legaspi
Antique-----	Jose V. Aguilar-----	San Jose
Bataan-----	Ceferino Purisima-----	Balanga
Batanes-----	Victor de Padua (Head Teacher)	Basco
Batangas-----	Fernando S. Fuentes (Acting)	Batangas
Bohol-----	Bruce M. Boyers-----	Tagbilaran
Bukidnon-----	Reece A. Oliver (Acting)-----	Malaybaly
Bulacan-----	Arthur C. Wittman-----	Meloides
Cagayan-----	John H. Manning Butler-----	Tuguegarao
Camarines Norte-----	Venancio Nebriada-----	Daet
Camarines Sur-----	John F. Brown-----	Naga
Capiz-----	Esteban R. Abada-----	Capiz
Cavite-----	Ronald H. Williamson (Acting)	Cavite
Cebu-----	Charles V. Oline-----	Cebu
Cotabato-----	John D. Stumbo (Acting)-----	Cotabato

## THE FIELD STAFF\*-Continued

Division	Superintendent	Headquarters
Davao-----	Urban L. Coble (Acting)-----	Davao
Ilocos Norte-----	James A. Milling (Acting)-----	Laogag
Ilocos Sur-----	Quince E. Richardson (Acting)	Vigan
Iloilo-----	John H. McBride, Jr.-----	Iloilo
Isabela-----	Apolonio M. Ramos (Acting)---	Ilagan
Laguna-----	Leon C. Grove (Acting)-----	Santa Cruz
Lanao-----	Edward M. Kuder (Acting)-----	Dansalan
La Union-----	Salustiano Vibar-----	San Fernando
Leyte-----	Orville A. Babcock-----	Dansalan
Manila-----	(H. A. Bordner-----)	Manila
	(Florentino Cayco (Assistant)	
Marinduque-----	Federico Piedad (Acting)-----	Boac
Masbate-----	Vicente Garcia-----	Masbate
Mindoro-----	Abdon Javier-----	Calapan
Misamis Oriental----	Albert Haynes-----	Cagayan
Mountain-----	Alexander Monto (Acting)-----	Baguio
Negros Occidental---	Ernest Schaffner-----	Bacolod
Negros Oriental----	William R. Hamme-----	Dumaguete
Nueva Ecija-----	Prudencio Langeaon-----	Cabanatuan
Nueva Vizcaya-----	J. W. Light-----	Bayombong
Palawan-----	Martin Aguilar, Jr. (Acting)-	Puerto Princess
Pampanga-----	B. Fielden Nutter-----	San Fernando
Pangasinan-----	O. H. Charles-----	Lingayen
Rizal-----	Celedonio Salvador-----	Pasig
Romblon-----	Estanislao R. Lopez-----	Romblon
Samar-----	Venancio Trinidad-----	Catbalogan
Sorsogon-----	Pedro T. Orata-----	Sorsogon
Sulu-----	King W. Chapman (Acting)-----	Jolo
Surigao-----	M. A. Maxey-----	Surigao
Tarlac-----	Benito Pangilinan-----	Tarlac
Tayabas-----	Leodegario Victorino-----	Lucena
Zambales-----	Gregorio Dimaano (Acting)---	Iba
Zamboanga-----	Raymond H. Steffens (Acting)-	Zamboanga

## INSULAR SCHOOLS

Central Luzon Agri- cultural school----	Carl Hartman (Acting)-----	Munoz School Post Office, Nueva Ecija
Philippine Nautical School-----	Sabino M. Pesarillo (Acting)-	Pasay, Rizal
Philippine Normal School-----	Roy K. Gilmore-----	Manila
Philippine School of Arts and Trades----	R. G. McLeod-----	Manila

Appendix B.--STATISTICAL TABLES

No. I. TEACHERS' SALARIES

A TABLE SHOWING MONTHLY SALARIES OF FILIPINO TEACHERS DURING 1929-1930\*

Classes of teachers	Lowest	Highest	Average
Municipal elementary teachers	30.00	140.00	50.84
Municipal secondary teachers	67.00	150.00	106.01
Municipal elementary principals	40.00	250.00	81.52
Provincial elementary teachers	20.00	160.00	81.60
Provincial secondary teachers-	50.00	166.67	119.69
Provincial elementary principals	20.00	125.00	84.82
Provincial secondary principals	110.00	175.00	135.00
Insular elementary teachers	80.00	200.00	108.86
Insular secondary teachers	45.00	300.00	137.06
Insular elementary principals	70.00	200.00	104.02
Insular secondary principals	80.00	333.33	181.97
Supervising teachers (insular)	90.00	216.67	132.70

From the above table it is apparent that the lowest salary of a Filipino teacher is 20 pesos and the highest is 333.33 pesos.

\* Report of the Governor-General of the Philippines, 1930, p. 84.

## Appendix B.--STATISTICAL TABLES --Continued

## No. II, ENROLLMENT OF PUPILS

A TABLE SHOWING THE MARCH ANNUAL ENROLLMENT IN PUBLIC SCHOOLS  
from 1900 to 1932\*

School year	March annual enrollment		
	Elementary	Secondary	Total
1899-1900-----	(1)	(1)	6,900
1900-1901-----	(1)	(1)	5,001
1901-1902-----	(1)	(1)	200,000
1902-1903-----	(1)	(1)	227,600
1903-1904-----	(1)	(1)	263,974
1904-1905-----	(1)	(1)	311,843
1905-1906-----	(1)	(1)	375,554
1906-1907-----	(1)	(1)	479,978
1907-1908-----	(1)	(1)	486,676
1908-1909-----	(1)	(1)	570,502
1909-1910-----	(1)	(1)	587,317
1910-1911-----	(1)	(1)	610,493
1911-1912-----	525,556	4,109	529,665
1912-1913-----	434,824	5,226	440,050
1913-1914-----	614,592	6,438	621,030
1914-1915-----	602,943	7,576	610,519
1915-1916-----	629,444	9,099	638,543
1916-1917-----	666,540	11,432	677,972
1917-1918-----	656,909	14,539	671,448
1918-1919-----	665,160	16,899	682,059
1919-1920-----	774,422	17,204	791,626
1920-1921-----	924,410	19,092	943,502
1921-1922-----	1,053,180	24,964	1,078,144
1922-1923-----	1,069,148	33,248	1,102,396
1923-1924-----	1,091,421	41,298	1,132,719
1924-1925-----	1,080,619	49,747	1,130,366
1925-1926-----	1,053,799	55,156	1,108,955
1926-1927-----	1,013,033	59,207	1,072,240
1927-1928-----	1,047,161	64,242	1,111,403
1928-1929-----	1,060,072	71,161	1,131,233
1929-1930-----	1,079,978	77,167	1,157,145
1930-1931-----	1,143,708	80,840	1,224,548
1931-1932-----	1,135,221	78,198	1,213,419

1. Enrollment data not available for elementary grades and secondary years.

\* Copied from the Annual Report of the Governor-General of the Philippines, 1932, p. 113.



Appendix B--STATISTICAL TABLES

No. III. ENROLMENT AND PERCENTAGE

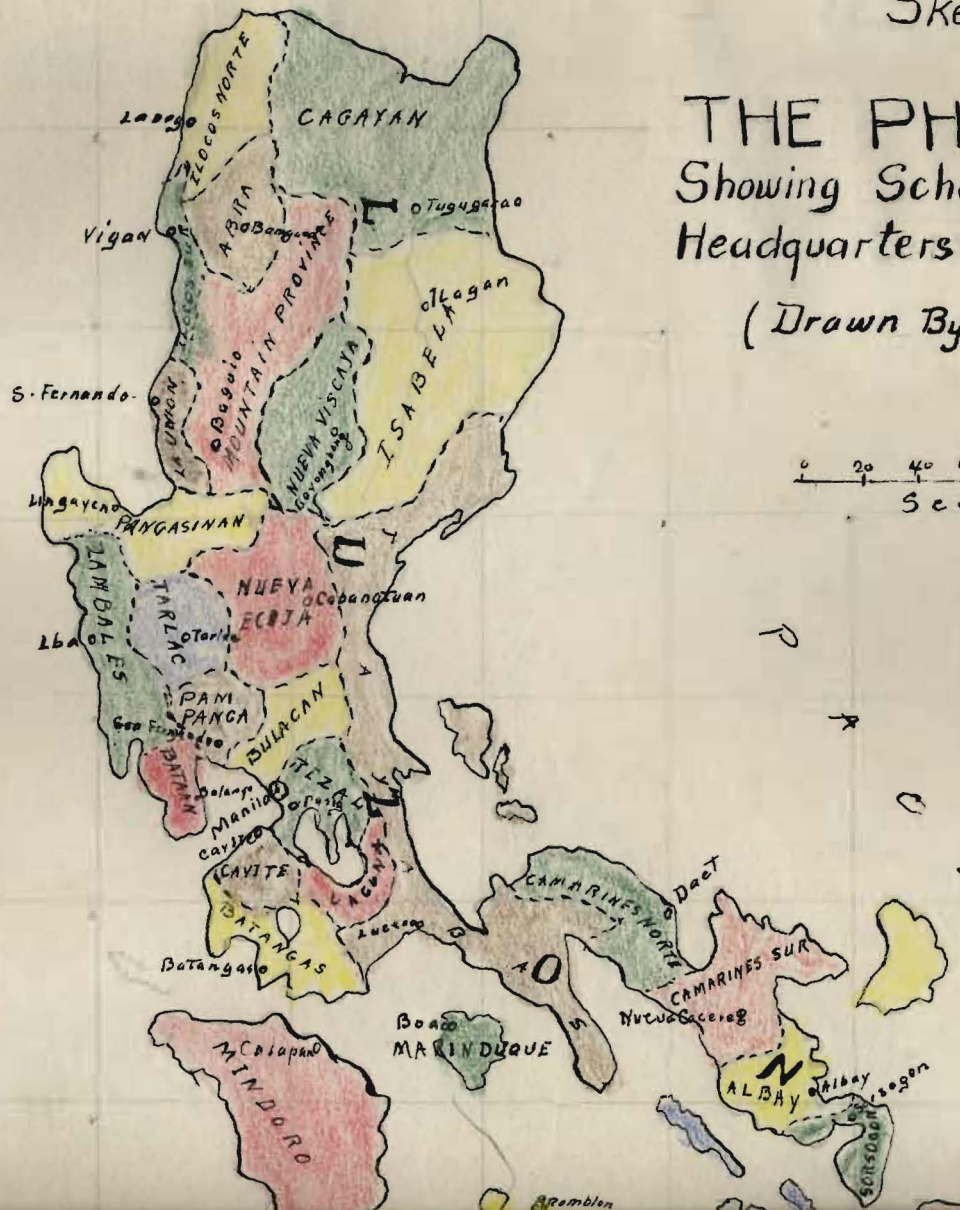
A TABLE SHOWING, BY DIVISIONS AND FOR THE ISLANDS, THE PRIMARY, INTERMEDIATE, AND SECONDARY ENROLMENT? AND THE PERCENTAGE OF ENROLMENT FOR THE MONTH OF SEPTEMBER, 1932 \*

Division	Primary		Intermediate		Secondary		Total Enrolment
	Enrolment	Percent age	Enrolment	Percent age	Enrolment	Percent-age	
Abra-----	6,759	78.65	1,238	14.40	597	6.95	8,594
Agusan-----	6,587	85.19	713	9.22	432	5.59	7,732
Albay-----	21,465	84.41	2,716	10.68	1,247	4.91	25,428
Antique-----	14,992	86.10	1,906	10.95	514	2.95	17,412
Bataan-----	6,564	82.56	1,060	13.33	327	4.11	7,951
Batanes-----	1,021	78.85	234	17.16	109	7.99	1,364
Batangas-----	25,985	80.82	4,895	15.22	1,272	3.96	32,152
Bohol-----	36,721	86.73	4,048	9.56	1,569	3.71	42,338
Bukidnon-----	2,942	81.18	360	9.93	322	8.89	3,624
Bulacan-----	26,622	81.50	4,856	14.87	1,187	3.63	32,665
Cagayan-----	21,101	76.22	4,739	17.12	1,345	6.66	27,685
Camarines Norte-----	4,783	79.90	960	16.04	243	4.06	5,986
Camarines Sur-----	19,889	81.95	3,145	12.94	1,267	5.21	24,301
Capiz-----	22,909	83.36	3,544	12.90	1,029	3.74	27,482
Cavite-----	17,641	76.22	4,083	17.64	1,420	6.14	23,144
Cebu-----	58,983	82.22	9,006	12.55	3,749	5.23	71,738
Cotabato-----	7,026	81.20	1,178	13.61	449	5.19	8,653
Davao-----	8,560	85.80	991	9.93	426	4.27	9,977
Ilocos Norte-----	19,860	72.45	4,746	17.31	2,808	10.24	27,414
Ilocos Sur-----	24,394	76.28	5,625	17.60	1,958	6.12	31,977
Iloilo-----	49,458	77.84	9,616	15.13	4,468	7.03	63,542
Isabela-----	13,417	79.37	2,496	14.77	990	5.86	16,903
Laguna-----	22,093	81.48	4,257	15.70	766	2.82	27,116
Lanao-----	5,543	80.80	987	14.39	330	4.81	6,860
La Union-----	17,949	73.93	4,346	17.90	1,982	8.17	24,277



Sketch Map  
of  
**THE PHILIPPINES**  
Showing School Divisions And  
Headquarters of Superintendents  
(Drawn By C. L. Desierto)

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BRITISH



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SCHOOL DIVISIONS AND HEADQUARTERS IN THE PHILIPPINES

<u>School Divisions</u>	<u>Headquarters</u>	<u>School Divisions</u>	<u>Headquarters</u>
Abra-----	Bangued	Leyte-----	Tacloban
Agusan-----	Butuan	Manila-----	Manila
Albay-----	Legaspi	Marinduque-----	Boac
Antique-----	San Jose	Masbate-----	Masbate
Bataan-----	Balanga	Mindoro-----	Calapan
Batanes-----	Basco	Misamis Occidental-----	
Batangas-----	Batangas	Misamis Oriental-----	Cagayan
Bohol-----	Tagbilaran	Mountain Province-----	Baguio
Bukidnon-----	Mazaybalay	Negros Occidental-----	Bacolod
Bulacan-----	Malolos	Negros Oriental-----	Dumaguete
Cagayan-----	Tuguegarao	Nueva Ecija-----	Cabanatuan
Camarines Norte-----	Daet	Nueva Vizcaya-----	Bayombong
Camarines Sur-----	Naga	Palawan-----	Puerto Princessa
Capiz-----	Capiz	Pampanga-----	San Fernando
Cavite-----	Cavite	Pangasinan-----	Lingayen
Cebu-----	Cebu	Risal-----	Pasig
Cotabato-----	Cotabato	Romblon-----	Romblon
Davao-----	Davao	Samar-----	Catbalogan
Ilocos Norte-----	Laoag	Sorsogon-----	Sorsogon
Ilocos Sur-----	Vigan	Sulu-----	Jolo
Iloilo-----	Iloilo	Surigao-----	Surigao
Isabela-----	Ilagan	Tarlac-----	Tarlac
Laguna-----	Santa Cruz	Tayabas-----	Lucena
Lanao-----	Dansalan	Zambales-----	Iba
La Union-----	San Fernando	Zamboanga-----	Zamboanga

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Appendix B--No. III (Continued)

Division	Primary		Intermediate		Secondary		Total Enrolment
	Enrolment	Percent age	Enrolment	Percent age	Enrolment	Percent age	
Leyte-----	47,917	86.66	5,731	10.37	1,641	2.97	55,289
Manila-----	40,907	59.25	18,567	26.90	9,561	13.85	69,035
Marinduque-----	4,764	84.54	645	11.45	226	4.01	5,635
Masbate-----	6,760	82.45	1,111	13.55	328	4.00	8,199
Mindoro-----	6,907	82.24	1,231	14.66	260	3.10	8,398
Misamis Occidental---	11,645	85.91	1,910	14.09	-----	-----	13,555
Misamis Oriental---	13,851	84.23	2,042	12.44	513	3.13	16,406
Mountain-----	13,953	77.14	3,295	18.22	839	4.64	18,087
Negros Occidental---	39,823	79.49	8,330	16.63	1,942	3.88	50,095
Negros Oriental---	18,628	85.78	2,410	11.10	679	3.12	21,717
Nueva Ecija-----	23,535	81.87	3,883	13.51	1,327	4.62	28,745
Nueva Vizcaya-----	4,313	71.07	1,039	17.12	717	11.81	6,069
Palawan-----	4,886	79.51	939	15.28	320	5.21	6,145
Pampanga-----	24,126	79.50	4,697	15.48	1,524	5.02	30,347
Pangasinan-----	46,800	78.43	9,724	16.30	3,144	5.27	59,668
Rizal-----	22,417	76.94	5,076	17.42	1,643	5.64	29,136
Romblon-----	6,434	82.89	1,011	13.03	317	4.08	7,762
Samar-----	25,476	84.82	3,810	12.69	749	2.49	30,035
Sorsogon-----	13,936	86.77	1,619	10.08	506	3.15	16,061
Sulu-----	10,011	86.19	1,192	10.26	412	3.55	11,615
Surigao-----	12,420	86.47	1,593	11.09	351	2.44	14,364
Tarlac-----	21,266	79.78	3,848	14.81	1,442	5.41	26,556
Tayabas-----	23,576	79.42	5,013	16.89	1,096	3.69	29,685
Zambales-----	9,633	78.71	2,003	16.37	602	4.92	12,238
Zamboanga-----	12,142	83.38	1,743	11.97	677	4.65	14,562
Total-----	929,390	79.72	174,307	14.95	62,122	5.33	1,165,819