

**HIGHER  
EDUCATION  
IN THE  
PHILIPPINES**

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Bulletin 1961, No. 29

U.S. DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE  
ABRAHAM RIBICOFF, *Secretary*

Office of Education  
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## CHAPTER VI

### Programs of Study

**T**HE AVERAGE FILIPINO STUDENT reaches college with a wide base in languages, although not necessarily a mastery. "Good manners and right conduct" will have been stressed in the elementary grades. Work experiences, social studies, music, health, and physical education will have had a definite place in his preparation. Once in college the student, at least in the past, has tended to proceed as directly as possible to the requirements of a profession. The specialized curriculums are devoted primarily to the technical aspects of his professional training.

The Government through legislative enactments has laid down a number of fixed requirements, some of universal application. The institutions under religious auspices usually make courses in Bible or religion an essential part of all curriculums.

### Required Courses

#### Filipino Language

In accordance with Presidential proclamations of 1940, the Department of Education requires that national language, more recently known as Filipino language,<sup>1</sup> based on the Tagalog of central Luzon, be taught as a subject through the elementary and secondary years and in all teacher-education curriculums. The norm for college programs seems to be two courses of 3 week-hours each or a total of six units, although the Philippine Normal College doubles this requirement.

Strong departments of Filipino language are found in colleges and universities of the Manila area, providing this subject as a major for both the B.S.E. and A.B. degrees. The University of the Philippines in 1956-57 listed three beginning courses in Tagalog conversation or grammar, three senior-college courses in

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<sup>1</sup> May also be shortened to a single word, "Pilipino," written in the indigenous spelling which does not use the letter "y."

Philippine linguistics, and five others in Tagalog prose and poetry. A bachelor of literature degree in Tagalog literature and journalism can be secured at the University of Santo Tomas.

### Spanish

Republic Act No. 343 requires that Spanish be one of the possible subjects in the curriculums of all Philippine secondary schools.<sup>2</sup> The Bureau of Private Schools has permitted deferments where qualified teachers are not available. In the recent 2-2 plan, Spanish is a required subject in the fourth year for both college-preparatory and vocational students.

Republic Act No. 709 of 1952 requires 12 units of Spanish for graduation in any collegiate course. Act No. 1881 stipulates that students in law, commerce, foreign service, education, and liberal arts shall take 24 units of Spanish before graduation.

The University of Santo Tomas offers a 4-year teachers' curriculum in philosophy and Spanish and a three-semester graduate course in the same fields leading to the M.A. The M.A. in Spanish can be secured in three semesters at the Colegio de San Juan de Letran in Manila.

### The "Rizal Law"

Republic Act No. 1425 lays down the requirement that instruction in the life and writings of Dr. José Rizal be given to elementary, secondary, and collegiate students in the Philippines.<sup>3</sup> In the private colleges the course on Rizal is offered as a separate course of one, two, or three units; or it may be integrated into other subjects.

### ROTC

Male college students are generally required to complete a 2-year basic course in military science and tactics as a prerequisite for graduation. Students may take this training in a neighboring institution if there is no resident Reserve Officers' Training Corps in the college where they have matriculated. Instructors, equip-

<sup>2</sup> Republic of the Philippines, Department of Education, Bureau of Private Schools, Report of the Director of Private Schools for the Calendar Year 1959. Manila: The Bureau, 1959. (Mimeographed.) p. 11.

<sup>3</sup> Ibid. p. 12.

ment, and regulations for the training course are furnished by the Philippine Army. The host institution is obliged to supply an armory and other facilities. The usual academic credit for ROTC instruction is from one to two units a semester. Theology students, whose degrees are not recognized by the Government, are exempted from military science. An optional advanced course may be arranged to qualify basic-training graduates for commissions in the Armed Forces of the Philippines.

The ROTC enrollment is limited to able-bodied males. In co-educational institutions equivalent programs may be provided for women. The University of the East makes membership in a women's club a one-credit requirement for the first four semesters. In 1956 the state university was offering euthenics as an alternative to military training, a provision that might possibly extend to male students excused from ROTC.

### **Physical Education**

From one to three units of physical education for both men and women are a universal requirement through each of the first four semesters of college curriculums. The program includes Philippine folk dances, as well as gymnastics, swimming, and games and sports. Group exhibitions of folk dances and calisthenics are a feature of school or community events. Physical education is one of the standard subjects making up the list of majors or minors for the B.S.E. degree.

### **Religion**

Courses in religion or Bible are a school requirement in Catholic and Protestant institutions. These courses are additions to the degree curriculums and do not carry Government recognition, except as they may qualify under such headings as literature or philosophy. They generally extend through the freshman and sophomore years, although some colleges for women include religion in each semester of the 4-year program. The amount of school credit per course varies from one to three units.

### **Elementary**

Beginning with the school year 1957-58, the following revised curriculum has been made the standard for the general elementary schools:

Table 19.—Minimum time allotments for the elementary curriculum 1957-58<sup>1</sup>

Subject	Number of minutes a day in grades —		
	I - II	III - IV	V - VI
Social studies	40	50	50
Work education	40	60	80
Health and science	40	40	50
Language arts	110	110	120
Arithmetic	40	40	50
Arts and physical education	40	40	50
Total number of minutes	310	340	400

<sup>1</sup> Florencio P. Fresnosa. *Essentials of the Philippine Educational System*. Manila: Abiva Publishing House, 1957. p. 211.

Social studies include character education; religion, where the option to provide such instruction is exercised by religious organizations; community problems; good manners and right conduct; and Filipino family customs and traditions; as well as history, geography and civics. "Work education" stands for a variety of experiences in gardening, industrial arts, homemaking, retail trade and similar occupations. Personal and community hygiene, conservation of natural resources, and safety education are elements of the third classification above. Language arts include both English and Filipino languages. Painting, modeling and hobby clubs are added to the traditional music and drawing in the last group.

Until the beginning of the Second World War the primary curriculum had followed the 1934 model.<sup>4</sup> This allowed from 990 to 750 minutes a week for language, spelling, reading, phonics, and writing, as contrasted with the 550 minutes of language arts in the 1957 revision. More time was also given in 1934 to music, drawing, and physical education. Elementary science was not taught until the third grade. In the fourth grade, 225 minutes a week were assigned to science, gardening, and health. This was much less than the 500 minutes a week now claimed by the combined requirements of work education, health, and science. The older schedule also allowed less time for the social sciences, but set aside 50 minutes a week for opening exercises where character education was stressed.

The intermediate program of 1934 was differentiated into general, trade, and agricultural curriculums. Industrial arts for boys and home economics for girls had become established features from the fifth through the seventh grades. Less time went into arithmetic, science, and social studies for the sixth grade pupil of 1934 than for the pupil of 1957. The opening exercises were

<sup>4</sup> Florencio P. Fresnosa. *Essentials of the Philippine Educational System*. Manila: Abiva Publishing House, 1957. p. 178.

continued through the intermediate grades in 1934, and a special period was set aside for character education.

Attempts to restore elementary education after 1945 had to contend not only with the dislocation of war, but with the forced economies imposed by the Educational Act of 1940. The seventh grade disappeared, and the schoolday was shortened for most pupils. Even where a sixth-grade class recited both morning and afternoon to the same teacher, the total minutes per week were only 1,425, as compared with 1,875 minutes in 1934 and 2,000 under the 1957 revision. Additions by 1945 were Filipino language and elementary science, each requiring 30 minutes a day. Health and character education dropped out as separate courses. Other subjects remained, but the daily class time for each was usually reduced from 40 or 50 to 30 minutes.<sup>5</sup> These more or less emergency measures have now been replaced by the 1957 revision.

## Secondary

### The General Curriculum

After 1946 and up to 1957, the course of studies in public high schools for most college entrants was the general curriculum, outlined below. Except for classes in Filipino language and in Spanish<sup>6</sup>, teaching and textbooks were in English. "Grammar," for example, is English grammar.

### SECONDARY GENERAL CURRICULUM<sup>7</sup>

<i>1st year:</i>	<i>Number of minutes daily</i>
Grammar and composition	40
Reading	40
General science	40
World history and current events	40
Filipino language	40
Exploratory vocational courses for boys; general home economics for girls	80
Physical education and health	40
Spanish I	40

<sup>5</sup> Ibid. p. 209.

<sup>6</sup> The law requires that Spanish be offered in high schools. This ruling has not, however, been rigidly enforced where facilities were not available.

<sup>7</sup> Fresnoza, *op. cit.* p. 218.

	<i>Number of minutes daily</i>
<i>2nd year:</i>	
Grammar and composition . . . . .	40
Reading . . . . .	40
General mathematics . . . . .	40
U.S. history and current events (1st semester); oriental history and current events (2d semester)	40
Filipino language . . . . .	40
Vocational course for boys; home economics for girls	80
Physical education and health . . . . .	40
Spanish II . . . . .	40
<i>3rd year:</i>	
Literature and composition, and character . . . . .	40
Advanced arithmetic (1st semester); Philippine social life and current events (2d semester) . . . . .	40
Biology . . . . .	80
Filipino language . . . . .	40
Vocational education for boys; home economics for girls	40
Physical education and health for girls; physical education and health, and preparatory military training for boys . . . . .	40
Spanish III . . . . .	40
<i>4th year:</i>	
Literature and composition, and character . . . . .	40
Economics . . . . .	40
Philippine history and government and current events	40
Filipino language . . . . .	40
Vocational education for boys; home economics for girls	80
Physical and health education for girls; physical and health education and preparatory military training for boys . . . . .	40
Spanish IV . . . . .	40

The Convention of School Superintendents in May 1956 criticized this curriculum as being overloaded with language requirements and deficient in science and mathematics. The vocational instruction was often unrelated to the community needs or to the interests of the student. Attempting to prepare students for both college and immediate occupations, the general high school, it was charged, was sufficient for neither.

### The 2-2 Plan

As a result of such criticism, a new secondary curriculum was devised on the "2-2 plan," to be introduced during 1957-58 and thereafter.<sup>8</sup> This curriculum provides for common courses in English, Filipino language, social science, mathematics, science, health,

<sup>8</sup> For a general discussion of the "2-2 plan," see Fresnoza, *op. cit.* p. 218-219.

physical education and preparatory military training in the first 2 years, very much on the older pattern. Differentiation comes in the third year when students will need to consider life interests and make choices. Those disposed toward practical work and early employment may take more vocational subjects. Those wishing to enter college will omit the vocational subjects, but will concentrate on English, social sciences, or mathematics. The plan provides for a specialization in the direction of more mathematics for a student looking forward to engineering, or more English and social science for the prospective lawyer, and so on.

In the 2-2 plan every school is advised to have a guidance program under a trained guidance counselor. The vocational program ideally need to be developed with an eye to local resources and opportunities. It would seem that the plan offers possibilities for adaptation to individual and community needs.

### The Academic Curriculum

The private high schools are included in the 2-2 plan for secondary education. Prior to the appearance of this plan, the popular program in the private high schools was the secondary academic curriculum, illustrated below:<sup>9</sup>

English: Literature or composition (4)<sup>10</sup> through 4 years, reenforced by a daily class in composition (5) in the first year.

Character education (1): weekly, in conjunction with the schedule for literature.

Filipino language (5): daily for 4 years.

Mathematics: Algebra or general mathematics (5); geometry (5); and advanced algebra and arithmetic (5) in the third year.

Science: General science (5), biology (5 D), and physics (5 D), in this order for the last 3 years.

Social studies: World history (4); U.S. and oriental history (4), each for half of the second year; Philippine social life (4); and economics (4). The fifth period each week was devoted to current events.

Health and physical education: for girls (5), and for boys (3). The boys also took preparatory military training (3).

The regulations of the Bureau of Private Schools stipulate that the school year for both elementary and secondary grades consist of not less than 40 weeks of 5 schooldays each. The school calendar must include not less than 185 recitation days, 5 of which may be for examination. The standard recitation period for high schools is 40 minutes.

<sup>9</sup> Fresnoza, op. cit. p. 238.

<sup>10</sup> Figures in parentheses refer to the number of 40-minute periods a week. Double laboratory periods are indicated by the letter "D."

### College Credits and Requirements

The calendar issued annually by the Bureau of Private Schools is based upon that followed by public schools. In the 1953 revision of the manual, the opening date of the school year was set for the second Monday in June.<sup>11</sup> Private schools need not follow this schedule, but are required to furnish copies of their proposed school calendars to the Bureau on or before the middle of the preceding March.

The academic year for collegiate courses consists of not less than 36 weeks of 6 schooldays each, exclusive of approved vacations but including holidays or registration days. Regular school sessions should be held on no less than 200 days of the school year, not counting holidays nor days for registration and examinations.

Summer sessions for college courses may be either 6 or 9 weeks in length. In the 6-week term, classes meet 6 days a week, or a total of 36 sessions. Each class session lasts 1½ hours. The maximum load permitted is six units. In the 9-week term the length of classes is reduced to 1 hour, but classes must meet 6 days a week for a total of 54 sessions. The maximum load is nine units.

The standard collegiate period for a recitation or lecture is set at 60 minutes, although in practice students may be allowed to change classes within this time, reducing the effective teaching period to 50 minutes. A collegiate unit of credit, or credit hour, represents 1 hour of lecture or recitation per week, or at least 18 hours a semester or quarter. The equivalent for laboratory or shop is 3 hours a week or 54 hours a semester.<sup>12</sup> Both semestral and quarterly systems are in use, but the same time calculation applies to each. The usual class schedule for a lecture or recitation course is 3 hours a week, or three units of credit.

The maximum load for a full-time student per semester is considered to be 18 units of nonlaboratory courses or 21 units with laboratory courses. Military training is usually not counted in calculating the required units for the first 2 years. The standard for graduation from a 4-year college curriculum is approximately 140-46 units including military training and physical education. With the increasing number of prescribed courses the tendency is for these requirements to increase. Institutions generally set a minimum scholarship attainment for graduates.

<sup>11</sup> Republic of the Philippines, Department of Education, Bureau of Private Schools. *Manual of Information for Private Schools Possessing or Desiring To Possess Government Approval*, 5th ed. Manila: The Department, 1953. (Mimeographed.) p. 30.

<sup>12</sup> *Ibid.*, p. 32.

### College Curriculums

The general rule is for curriculums in the private colleges and universities to be patterned after the University of the Philippines or the other public colleges. The private institutions are inclined to follow, and the Bureau of Private Schools is disposed to approve, courses already established in the public institutions. It is pointed out by Fresnoza, however, that private school students may have the advantage of a wider choice of subject or course, after the minimum requirements of the Bureau are met.<sup>13</sup>

The Bureau, on its part, disclaims any intent to force private schools into one standard mold, and declares itself ready to consider recognition for courses which differ materially in content and method from those of the Government schools, insisting only that such courses be properly labeled and identified for what they are.<sup>14</sup> The originality evident in the range of courses approved by the Bureau, and especially in some of the technical institutes and the larger universities, would indicate a tendency to take advantage of this freedom. On the other hand, where students are interested in eventual entry into the public institutions or into the public service, the advantages of a standard curriculum are very tangible ones. Involved also are the Government examinations for practice of law, medicine, and most other professions.

In the pages that follow, examples of typical college curriculums will be given. The series opens with liberal arts at the University of the Philippines, but the discussion as a whole includes examples from both public and private institutions.

### Liberal Arts

#### General A.B. and B.S.

In the announcements of the Liberal Arts College of the University of the Philippines for 1957-58, before the establishment of the 2-year general curriculum for all students, the first year was a common one for both A.B. and B.S. candidates, and was arranged as follows:

<sup>13</sup> Fresnoza, *op. cit.* p. 239.

<sup>14</sup> Republic of the Philippines, Department of Education, Bureau of Private Schools. *Manual of information* . . . p. 3.

*1st Semester*

	<i>Units</i>
Freshman English.....	3
Elementary Spanish.....	3
Science elective.....	3 or 5
Elementary sociology, general anthropology, or principles of geology.....	3
Introduction to social science.....	3
Military science, or euthenics.....	(1.5 or 2)
Physical education.....	(2)
Total.....	15 or 17

*2nd Semester*

	<i>Units</i>
Freshman English.....	3
Elementary Spanish.....	3
Science elective.....	3 or 5
Introduction to social science.....	3
Economic principles.....	3
Military science or euthenics.....	(1.5 or 2)
Physical education.....	(2)
Total.....	15 or 17

The second year differentiated between the A.B. and B.S. programs. By this time a student would also need to select a major department, under whose direction his future schedule would be shaped. The general requirements and time allotments can be illustrated by the A.B. type course outlined below, omitting the military science for men and euthenics for women, and also physical education, these being required courses for all students through the first two years.

*2nd Year—A.B. Course—1st Semester*

	<i>Units</i>
Composition and rhetoric.....	3
Intermediate Spanish.....	3
Philippine history.....	3
Logic.....	3
Elective.....	3
Total.....	15

*2nd Semester*

	<i>Units</i>
Survey of English and American literature.....	3
Intermediate Spanish.....	3
Philippine government and politics.....	3
Elective.....	3
Elective.....	3
Total.....	15

The B.S. type course differed from the above outline only in substituting a second elective for logic in the first semester. The

essential distinction between the two types lies in the nature of the several electives, which reflect not only the A.B. and B.S. programs but also the major departments chosen by the student.

To complete either the A.B. or B.S. degrees, students needed 60 additional units, six of which were free electives. With the exception of the courses prescribed by the university, the others were to be selected with the advice of the major department, which might authorize courses offered in other departments. For the A.B. degree, not less than 27 nor more than 45 courses had to be in the major department; for the B.S. degree, not less than 30 nor more than 50.

The minimum standard for the B.A. and B.S. degrees was revised by the Department of Education in 1959 following the legislation for increasing Spanish and for the study of Rizal.<sup>15</sup> The new group requirements are as follows:

	<i>Units</i>
I. English	18
II. Spanish	24
III. Natural science (at least 10 in laboratory science)	15
IV. Mathematics	6
V. Social science, including philosophy	24
VI. Electives	33
VII. Physical education	4
VIII. ROTC	(6)
Total	124

With the exception of courses prescribed by law, the Government regulations permit a considerable degree of freedom in the general A.B. or B.S. curriculum. A few examples will illustrate the individual differences among private institutions. Three such examples have been chosen as representatives of the three educational associations. One is a university outside of Manila, and another is a college for women. The third is a large Manila university. The inclusion of credits for such subjects as ROTC and religion are according to the listing in the college catalog.

*Example A—A.B. in Filipino language:*

	<i>Units</i>
English	18
Spanish	24
Filipino language	36
Mathematics (college algebra and trigonometry)	6
Natural science (chemistry, physics, zoology)	15
Social science (general sociology, Philippine history and government, general political science, electives)	21
General psychology	3
Philosophy (logic, ethics and elective)	9

<sup>15</sup> Republic of the Philippines, Department of Education. Circular No. 3, 1959.

ROTC (6) or women's club (4) .....	—
Physical education (4) .....	—
<b>Total</b> .....	<b>132</b>

*Example B—A.B., Major in social science:*

English (includes dramatics and anatomy of literature) .....	33
Spanish .....	24
Mathematics (college algebra) .....	6
Science (chemistry, botany, zoology) .....	20
Social science (including Philippine history and government) .....	18
Psychology (general and child) .....	6
Philosophy (logic, ethics, epistemology, metaphysics) .....	12
Cultural subjects (elective) .....	24
Social training .....	3
Rizal life and works .....	1
Choral training .....	2
Religion (24) .....	—
Physical education .....	4
<b>Total</b> .....	<b>153</b>

*Example C—B.A. or B.S.*

English .....	24
Spanish (as of 1957-58) .....	12
Mathematics (general college mathematics) .....	6
Science .....	16
Social science (Philippine history and government and electives) .....	24
General psychology .....	3
Introduction to philosophy .....	3
Major elective .....	24
Free electives .....	15
Religion .....	12
ROTC (4) .....	—
Physical education (4) .....	—
<b>Total</b> .....	<b>139</b>

**Preprofessional Courses**

Students taking the first 2 years of business administration under the former University of the Philippines system studied economic principles and introduction to accounting in the first semester, and added a review of algebra and trigonometry to a continuation of economics and accounting in the second semester. They were allowed only one course in natural science and one in social science in the same period. The total required units were more than for the B.A. students, amounting to 17 in the first semester and 18 for the next three semesters. The second year,

in addition to the usual English, Spanish, and the fixed requirements, introduced elementary sociology and psychology, principles of accounting, and business mathematics during the first semester. Business English, Philippine Government and politics, economic geography, and a choice between general Philippine history and Philippine economic history followed in the second semester of the second year. To complete his work in business administration the student transferred to that college from liberal arts for the third and fourth years.

The first 2 years of education and public administration followed similar patterns. Education relied on a generous use of electives chosen by the major departments for the second year. Public administration followed a pattern akin to that of business administration.

The prelaw curriculum, which was then a 2-year program, emphasized the social sciences, adding also logic, psychology, and accounting. Students who entered the University of the Philippines Law College with the equivalent of the A.A. title might secure the A.B. degree through the combined arts-law curriculum, which was likewise adopted in many private institutions. At the University of the Philippines this curriculum involved three steps: (1) Removal of any deficiencies in the record of the first 2 years of college; (2) completion of an additional year in liberal arts, taking 6 units in economics, 6 in history, 6 in political science, and 1/2 electives; and (3) completing the first year of the law curriculum, which was considered to be the equivalent of a year of liberal arts. Law students of the University of the Philippines might take advantage of this same provision, but by first earning their LL.B. in law and then returning for the additional 30 units in liberal arts.

The nature of the 3-year premedical curriculum is indicated by the following statement of an acceptable equivalent for applicants to the University of the Philippines Medical College from other institutions:<sup>16</sup>

	<i>Units</i>
English composition and literature	12
Foreign language (French, German, or Spanish)	12
Physics (at least 2 units of lab)	8
Chemistry (at least 8 units in inorganic, 4 in organic, and 3 in physical chemistry with lab)	21
Biology (at least 4 units of lab and 5 units in comparative	

<sup>16</sup> It was reported in 1956 that premedicine at the University of Santo Tomas required 85 units, including 19 units in chemistry, 11 in biology (zoology 8, botany 11), 6 in mathematics, and 17 in social science. See Jean Alonzo Curran. *Survey of Educational Resources, Teaching Programmes, Research and Services of the Colleges of Medicine of Santo Tomas, Manila Central and Far Eastern Universities*. Manila: World Health Organization, 1956. (Mimeographed.)

anatomy and phylogeny of vertebrates)	15
Mathematics (at least 3 units in statistics)	9
Social sciences	9
Total	86

The title of associate in arts (A.A.) is granted to students who complete the first 2 years of the A.B. curriculum. As of 1949 the Department of Education set a minimum standard of 60 units for the general A.A. At least 6 units should be in English, 12 in another foreign language, 10 in natural science, 6 in mathematics, 6 in social studies and philosophy, and 4 in physical education.<sup>17</sup> The tendency of the more recent curriculums seems to be for expansion into the social science field to make a total of as many as 70 units. The former 2-year prelaw curriculum followed the same pattern, stressing political science at the expense of other social sciences. The 2-year premedical curriculum laid the same emphasis upon the natural sciences as is evident in the 3-year requirements of the state university listed above. As many as 41 units of science might be required in the 2 years.

## Education

### The B.S.E. Curriculum

The popularity of the bachelor of science in education (B.S.E.) degree has been noted previously in the analyses of enrollment and graduates for both the state university and the private institutions, as well as in the number of degree programs in this category authorized by the Bureau of Private Schools. The fixed requirements for this curriculum are indicated below.<sup>18</sup>

	<i>Units</i>
English	18
Spanish	12
Laboratory science	10
Mathematics or philosophy	6
Social sciences: sociology, Philippine history, Philippine government, euthenics	12
Filipino language	6
Professional subjects (1) general psychology; (2) genetic or adolescent psychology, or "problems of personality"; (3) tests and measurements; (4) educational psychology; (5) history of education; (6) principles of teaching; (7) principles of secondary education; (8) Philippine educational system; (9) school administration and supervision; (10) observation	

<sup>17</sup> Antonio Isidro. *The Philippine Educational System*. Manila: Bookman, Inc., 1949. p. 247.

<sup>18</sup> After Fresnoza, *op. cit.* p. 239-240. Physical education, military science (ROTC), and school requirements by individual private institutions are omitted from this summary.

and participation; (11) practice teaching; and (12) methods in major subject .....	36
Electives .....	6 or 9
Major .....	26
Minor .....	12
Total .....	144

The foregoing statement is in regard to minimum requirements only. The requirements for each major and minor are different. The B.S.E. student who wishes to major in biology, preparatory to teaching this subject, must take 44 units in the field of biology. Toward this total he may be able to count his required laboratory science, unless he desires to take that in physics or chemistry. If he chose English for a minor, another 24 units would be added to his load, except that some of the required 18 English units might apply. The minimum number of units for a major range from 44 for biology to 29 for mathematics. The range for a minor is from 24 for English, home economics, or history to 11 for physical education. Instead of one standard curriculum, the B.S.E. requirements take the form of a variety of patterns. A particular institution, however, may have authorization to offer only a few majors, each one requiring separate Bureau approval.

### B.S.E.Ed. Curriculum

The bachelor of science in education degree previously described is designed for prospective high school teachers. For the preparation of elementary teachers the standard curriculum in both public and private institutions is now the one which leads to the degree of bachelor of science in elementary education. In 1957 the Philippine Normal College was reported to be requiring 139 units for graduation, exclusive of 6 units of physical education during the first 2 years. Male students were also required to take 12 units of military training. The general and professional courses for this curriculum are summarized below, following the choice of the "community school block" for the last 2 years: <sup>10</sup>

- I. *English*—21 units. Includes "child literature" and several choices as to poetry, the novel, etc. The second year of the curriculum as a whole is supposed to contain a unit on the teaching of English as a second language.
- II. *Spanish*—12 units.
- III. *Filipino language*—12 units. Tagalog-speaking students are given the option of substituting for the second semester one of the

<sup>10</sup> After Fresnoza, op. cit. p. 138-141.

following courses: The short story in the Filipino language; preparation of curricular material for teaching the same language; English literature of Britain, America, or the Philippines; or library science.

- IV. *Mathematics and natural science*—11 units.
- V. *Social science*—15 units. Includes a choice of geography or "democracy and current social issues," also rural sociology, ethics, and Philippine history and government.
- VI. *Professional*—56 units (all 3-unit courses except as noted).
- Ed. 1—Child growth and development.
  - Ed. 2c—Educational psychology.
  - Ed. 3a—Principles of education.
  - Ed. 4—Fundamental and adult education.
  - Ed. 5—Measurement and evaluation.
  - Ed. 6—Introduction to student teaching (6 units).
  - Ed. 7—Curriculum development for elementary schools.
  - Ed. 8—Audio-visual education.
  - Ed. 9—Counseling and guidance.
  - Ed. 13—Administration and supervision.
  - Art education (2 units).
  - Music education 1 and 2.
  - Health education 1 and 2.
  - Practical arts.
  - Content of the elementary curriculum (C.E.C.):
    1. The language arts.
    2. Arithmetic and social sciences.
- VII. *Education 11 (internship)*—12 units. (Experienced principals, supervisors, and teachers whose efficiency rating for 5 years has been above average may substitute equivalent units of course work.)

A revised B.S.E.Ed. curriculum has been announced for the public normal schools, to become effective in 1960-61.<sup>20</sup> Instruction in the life and works of José Rizal has been added, and the full 24 hours of Spanish, but the total heavy unit load noted in chapter IV has been reduced. The report of the Director to the Geneva Conference in 1959 stated that the total would be 149 semester hours (units) divided into the following categories:

- I. *General education*: 71 units of this work are concentrated in the first 2 years.
- II. *Educational foundations*: 34 units are required of all students, no matter what their area of specialization.
- III. *Professional education*: the required total is 38 units.

By 1959, over 70 private colleges and universities had been authorized to offer the B.S.E.Ed. degree.<sup>21</sup> The summary by Fres-

<sup>20</sup> Benigno Aldana. *Brief Report on the Progress of Education in the Philippines During the School Year 1959-1960*. (Report of the Director of Public Schools to the 23d International Conference on Public Education, Geneva, July 1960). Manila: Republic of the Philippines, Department of Education, Bureau of Public Schools, 1960. (Mimeographed.) p. 12.

<sup>21</sup> See app. B.

noza indicates that their curricular requirements resemble the general pattern set by the Philippine Normal College as described above, but with a total of 145 units rather than 139.<sup>22</sup> Filipino language courses represent 6 units instead of 12, and science 8 (or 10) rather than 11, mathematics being omitted altogether. These reductions are more than offset by allowing 15 units for the internship, rather than the 12 in the PNC program, and by adding a 3-hour English course, another course in education, and 2 social-science courses—Philippine culture and social life, and euthenics.

Euthenics, which has appeared in several of the above examples, is a recent but evidently a popular introduction. A large university in Manila offers two courses under this heading. The first is described as follows:

1. *Education for Family Life*—This course deals with relationship problems within the family. Emphasis is placed on the responsibilities of the individual in finding an approach to solutions which may aid in the development of a stable family life. Open to both men and women.<sup>23</sup>

The second course deals with the "problems, needs, and responsibilities of parents in the different social levels and with different cultural backgrounds." It is likewise open to both men and women.

The more recent catalogs show the general inclusion in educational curriculums of 8 Spanish courses of 3 hours each, to make up the legal requirement of 24 units. In some cases, this has been done by the addition of 4 courses, bringing the B.S.E.Ed. requirements to 145 plus 12, or 157 units. Some schools reduce the requirements in English, social science or education. Several have made provision for two or three of the required courses to be taken in a summer session between the junior and senior years.

#### **Elementary Teacher's Certificate Curriculum**

The once popular 2-year normal course, leading to the elementary teacher's certificate, has been retained by the Bureau of Public Schools only where it is needed to meet a special shortage of teachers serving cultural minorities. It is found in the programs of the Bukidnon and the Zamboanga Normal Schools on the island of Mindanao.<sup>24</sup>

Although many of the 142 authorizations<sup>25</sup> to private schools for this curriculum are no longer in active operation, the E.T.C. still appears in catalogs for 1959-60, and especially for institu-

<sup>22</sup> Fresnoza, *op. cit.* p. 240-241.

<sup>23</sup> University of the East. *Bulletin: School Year 1959-60.* p. 166-167.

<sup>24</sup> Aldana, *op. cit.* p. 12.

<sup>25</sup> App. B.

tions outside of Manila. In some cases an E.T.C. (B.S.E.Ed.) certificate is granted to students upon completion of the first half of the 4-year curriculum for elementary teachers. Holders of the E.T.C. may secure a B.S.E. degree through the "inverted course," whereby they resume collegiate studies and take 70 units of basic subjects, largely Spanish, English, and natural or social sciences. To gain the B.S.E. Ed. degree, however, graduates of the inverted course, who already hold E.T.C. and B.S.E. diplomas, must spend as much as a fifth year in college, because of the extended requirements for specialized professional courses in the 4-year elementary-teacher curriculum.

The requirements for the E.T.C. curriculum, as it is now taught in private colleges, vary from 81 to 85 units. English and Spanish appear in each semester of the 2 years, and Filipino language through 1 year. There is usually a course in general psychology, one in natural science and from 6 to 12 in social sciences, which may include such subjects as philosophy. Some 38 units are in professional subjects, of which the following appear to be constants: Philippine educational system, elementary curriculum, principles of education, principles of teaching, measurement and evaluation, child growth and development, music and art education, practical arts, observation and participation, and practice teaching (five units).

### Education and Home Economics

For some years the 2-year E.T.C. curriculum has been offered in combination with home economics. The certificate gained may be written E.T.C.-H.E. A typical curriculum of this type under present regulations includes 12 units of English, 12 of Spanish, and 6 of Filipino language. Elementary psychology, two social science electives, and a natural science course constitute the general cultural content. The educational courses are those relating to the Philippine educational system, the elementary curriculum, educational psychology, measurement, observation, and practice teaching. The courses in home economics include 11 units of cookery and dietetics, 8 of sewing, and 3 of home management and family relationships.

The 3-year E.T.C.-H.E. adds 12 units in practical arts, art education, principles of teaching, and principles of education. Home economics is strengthened by 16 units in foods and nutrition, textiles and fabrics, art appreciation, child care and development, and health.

The 2- and 3-year E.T.C.-H.E. curriculums are essentially shortened periods of preparation for teaching home economics in the elementary grades. A somewhat similar provision exists for prospective high school teachers who may regard the first 3 years of the B.S.E. curriculum with major in home economics as a terminal course, for which a combined general and home economics diploma may be granted but not a degree.<sup>26</sup>

The list of authorized degrees in appendix B indicates that 36 colleges or universities were prepared to offer the straight bachelor of science in home economics (B.S.H.E.) degree. A typical curriculum for this degree with a major in nutrition includes 25 units of chemistry, college algebra, general and child psychology, and 15 units of social science, in addition to the usual requirements in language, Rizal studies, and physical education. Professional courses include 29 units in nutrition and cookery, and courses in clothing, home management and decoration, hygiene, institutional management, marriage and family relations, and general methods of teaching.

### Business and Commerce

Of the 235 authorizations to grant degrees in business administration or commerce as listed by the Bureau of Private Schools in 1959, nearly half, or 117, were for the bachelor of science in commerce (B.S.C.).<sup>27</sup> A typical curriculum leading to this degree includes 6 units of mathematics, 15 of social sciences, 54 of professional subjects, and 12 of commercial law. The total, exclusive of ROTC, physical education, and special school requirements, is 132 units. The content of the professional subjects will vary according to the major chosen. In this case four choices were offered in accounting, business administration, finance, and management. The A.C.S. title is granted for completion of the first 2 years of this curriculum.

Some 11 institutions in 1959 had received authorization for the degree of bachelor of science in business administration. A curriculum in accounting using this terminology may serve as an example. It calls for 12 units of mathematics; 15 of social science (including principles of economics, business psychology, and money and banking); 15 of commercial law; and 61 units of professional subjects. The total requirement for graduation, with the addition of languages, amounts to 142 units.

<sup>26</sup> Fresnoza, *op. cit.* p. 141-144.

<sup>27</sup> App. B.

The public college for business, the Philippine College of Commerce, did not reach 4-year collegiate standing until 1952. Long before this date, many private colleges and universities had developed major teaching programs in this field, several of the present universities having begun as specialized institutes of accounting and business administration. Until recently the popular courses have been in accounting and office practice. Economics is usually taught in business and commerce and the larger institutions are now offering advanced courses in this field. Interest in statistics has been stimulated by the work of the specialized institute under the University of the Philippines.

In 1957 the Philippine College of Commerce was offering the following curriculums: 1-year vocational commercial; 2-year vocational commercial leading to the A.B.A. or A.C. title (A.C.S.); 4-year leading to bachelor of science in commerce (B.S.C.) and bachelor of science in business education (B.S.E.Ed.) degrees; and 5-year leading to the master of arts in commerce, and the master of arts in business education.<sup>28</sup>

The 2-year curriculums offered majors in accounting, secretarial work, and retail merchandising for students desiring to enter immediately upon employment in these occupations. The 2-year basic course contained the following subjects in addition to languages, ROTC, and physical education: First year—principles of economics, economic problems, introduction to business, introduction to sociology, business law, principles of accounting, stenography, and typewriting; second year—general psychology, business mathematics, business organization and management, introduction to finance, corporation accounting, business psychology, salesmanship, stenography, and business practices. The total number of units for the 4 semesters was 96, not including ROTC and physical education.

A number of major curriculums might be followed by students who planned to continue study after these first 2 years. An example is the teacher-education program leading to the B.S.E.Ed. degree, with a secretarial major and a distributive-education minor. Included are 38 units of education subjects, among which are such familiar ones as history of education and practice teaching, but also principles of vocational and of business education, and methods of teaching stenography and typewriting. The commercial subjects include speed stenography, retail merchandising, and secretarial practice. The 4 semesters contain 84 units.

An example may be given of the popular 1-year collegiate secre-

<sup>28</sup> Fresnoza, *op. cit.* p. 147.

tarial course, which receives secondary graduates, but prepares them for office employment and in most cases does not give a recognized certificate or title. Such a curriculum may cover as many as 56 units in 2 semesters, exclusive of ROTC, and include 12 units of typewriting and stenography, 6 of accounting, and courses in economics and business psychology with a choice of 1 professional elective. Students who complete this 1-year course may be eligible for admission to the second year of a degree curriculum in commerce if they plan to continue study.

### Engineering

In 1949 the Bureau of Private Schools was granting recognition to collegiate curriculums in civil, mechanical, aeronautical, electrical, and chemical engineering.<sup>29</sup> Recent years have seen the addition of mining, industrial, management, and sanitary engineering, and the expansion of the program to 5 years for most of the fields mentioned above. Specialization in this plan comes after a 2-year basic curriculum.

The common 2 years in engineering may open with a required review of high school mathematics and physics, and courses in college algebra and trigonometry. The first year also contains courses in engineering drawing and orientation to the profession. Ten units of analytic geometry and differential calculus and 10 of college physics take up most of the second year, leaving time for a few cultural subjects, such as philosophy and psychology, in addition to the required languages. Chemistry is sometimes added. The total units for the 2 years, exclusive of ROTC and physical education or special school requirements, is approximately 73.

The last 3 years of specialization are devoted entirely to professional engineering courses with related mathematics, drawing and shop. Integral calculus seems to have an established place in the beginning of the third year. Engineering economics, and ethics and contracts, are included among the professional subjects as is engineering geology. A course in surveying is a part of the electrical engineering curriculum. Electronics is taught under electrical engineering, and a growing number of institutions also have 4-year or shorter curriculums in this field. The required courses average approximately 17 units a semester through the specialized engineering curriculums, and total from 106 to 109 units for the 3 years.

<sup>29</sup> Isidro, *op. cit.* p. 249.

The 2-year associate in surveying (A.S.) curriculum was still found in 23 schools in 1959. It includes 29 units of surveying and is a technical terminal curriculum except for 24 units of English and Spanish.

### Chemistry

Chemistry in the Philippines is a distinct profession, although instruction in this field is usually administered by colleges of liberal arts and science. Republic Act No. 754 sets standards for the degree of bachelor of science in chemistry. At the University of the Philippines in 1957 a 5-year curriculum had been organized.<sup>30</sup> Students might receive the bachelor of science degree with a chemistry major at the end of the fourth year, and the bachelor of science in chemistry if they remained to complete the fifth year. The total number of credits counted toward the first degree was 136, excluding ROTC and physical education. The fifth year would add 32 more units.

The 4-year B.S. (chemistry major) curriculum at the University of the Philippines—in addition to languages, history, social science, political science and psychology—contained the following courses: college algebra, trigonometry, and elementary analysis (12 units); biology (3), geology (3), physics (14), and chemistry (39); engineering drawing (4); mechanics of statics, dynamics and materials (9 units, taken in the Engineering College); electrical engineering (5 units taken in engineering); chemical engineering (5 units in engineering); and a 3-unit course in philosophy on the principles and methods of science. A 3-unit course on heat engines was scheduled for the third summer.

The fifth year, to complete the bachelor of science in chemistry degree, added 24 units of chemistry and a course on the mechanics of fluids. Five units were allowed for electives.

In at least one private university the curriculum for the B.S. in chemistry has been encompassed by arranging for students to take six courses in summer sessions. The requirements in this case may be summarized as follows: English, 18 units; Spanish, 12; mathematics, 14; chemistry, 70; other sciences, 20; social sciences, 9; electives, 34; or a total of 177 units.

### Medical Education

The entrance requirements for the University of the East Col-

<sup>30</sup> University of the Philippines, College of Liberal Arts. Announcements, 1957-1958. p. 45.

lege of Medicine will illustrate the status of premedical preparation. Preference is given to applicants who have completed the 3-year premedical course or who hold a bachelor's degree with a major in natural or biological sciences. An interview and entrance examination are required for applicants who have had only the 2-year premedical preparation. All applicants must submit their transcript of record and the Medical Student's Entrance Certificate, issued by the Board of Medical Examiners of the Bureau of Civil Service to students who have completed at least 2 years of preparation. The minimum requirements to secure a Board certificate are 8 units of general and 4 of organic chemistry, 8 of zoology and botany, 8 of physics, 24 of language, 6 of mathematics, and 6 of social sciences. The University of the East College of Medicine standard for entrance adds 8 units of zoology plus 3 of botany and 6 units of electives.<sup>31</sup>

A comparison of the medical curriculum at the University of the East with those at 2 institutions studied by Dr. Curran in 1956 indicates that medical students must spend an average of 4,457 class hours in lectures, recitations, laboratories, or clinics during the first 4 years of medicine.<sup>32</sup> This total does not count the 650-700 hours of clinical clerkship which are a feature of the fourth year. At the University of the East, this schedule occupies the mornings for 36 weeks.

The fifth year of medicine is given over to internship. An example of the time allotment for this year is as follows: Medicine, 4 months; surgery, 2.5; obstetrics and gynecology, 2; pediatrics, 1.5; eye-ear-nose-throat, 1; and neuropsychiatry, 1 month.

From 52 to 56 percent of the time in the three cases studied was devoted to lecture and recitation as compared with laboratory and clinic. A slight trend toward an increase in the proportion of laboratory-clinic time and also a reduction in the total hour requirement is noticeable. Another recent development is the addition of courses in medical social work and the history of medicine.

### Dentistry

The curriculum in dentistry covers 4 years and leads to the degree of doctor of dental medicine (D.M.D. or D.D.M.). The entrance requirement is completion of 2 years of preparatory study, including some 30 hours of laboratory science and a course in "introduction to dentistry." Students may be granted the asso-

<sup>31</sup> University of the East, Ramon Magsaysay Memorial Medical Center, College of Medicine. Bulletin 1960-61. p. 43-46.

<sup>32</sup> Curran, op. cit. p. 60-62, 85-87.

iate in arts (A.A.) or in science (A.S.) title at the termination of these 2 years.

The dental course requires the completion of 144 units, of which 51 are in such medical subjects as anatomy and pathology with application to dentistry, or in bacteriology, nutrition, and other closely related sciences. The remaining courses deal with the dental specialties and include over 40 units of clinical practice, and professional seminars, also history of the profession, and dental ethics and jurisprudence.

The first private institution to receive Government recognition in this field was the Philippine Dental College of Manila, now the Philippine College.<sup>33</sup> Authorization for the older doctor of dental surgery (D.D.S.) degree was received in 1916 and for the D.D.M. in 1932.

### Nursing

The 1959 list from the Bureau of Private Schools shows that 10 private colleges or universities had been granted authority to confer the degree of bachelor of science in nursing (B.S.N.). Formerly a 4-year curriculum, this is now being raised to the 5-year level, after high school graduation. The first year and part or all of the second are spent on a college campus where the student follows a standard college program.

The last 3 years are hospital centered, although academic credit is given and the degree granted under college authority. It is customary for students to take up residence during this period in the hospital dormitory, wherever such facilities are available, and to become subject to the discipline as well as the teaching of their chosen profession.

The curricular content of the 2 college years varies with the institution. Where the hospital unit is readily accessible, instruction in nursing arts may be given as early as the freshman year. More commonly this time is used for the basic sciences and for general cultural subjects, along with prescribed courses. Many colleges include Spanish as well as English. Among the constants are 10 units of chemistry, 5 of zoology, 3 to 5 of anatomy-physiology, and sociology and general psychology.

The student's time during the 3 hospital years is claimed by the standard requirements of the nursing profession, although college classes may also be continued where this is physically possible. In all, some 59 units are allowed for professional courses. Students

<sup>33</sup> Philippine College. Catalogue, 1960-1961. p. 3.

are introduced to hospital practice at an early date. An example of required nursing experience in the B.S.N. curriculum of a Manila university calls for 16 weeks of preclinical practice, 12 weeks of night duty, and 48 weeks of clinical practice. Affiliations are provided in neighboring institutions for communicable diseases, public health nursing, tuberculosis, orthopedics, and psychiatric nursing. The 3-year program usually extends through the summer. The total units for the 5 years are approximately 164.

Reference has been made at the close of chapter III to the shorter 3-year hospital course leading to the graduate nurse (G. N.) certificate. This type of training is found in the Philippine General Hospital under the University of the Philippines, and in certain Government hospitals administered by the Department of Health. It is a postsecondary program, requiring at present some 40 units of college background for admission, and is generally considered to be of nondegree collegiate level. The Bureau of Private Schools also grants authorization to hospitals or sponsoring private schools for the G.N. certificate course, and a number of such programs are in operation. Somewhat the same situation prevails with specialized training in midwifery but without a corresponding title.

Holders of the G.N. certificate, with a record of successful practice and a certain amount of college work, may be allowed to qualify for the B.S.N. degree by completing the academic requirements. Special curriculums are also announced for graduate nurses who desire to prepare for public health nursing or for clinical teaching.

### Optometry

The first optometry law to establish higher standards for the care of vision was enacted in 1917. By 1949 the course of study for the preparation of professionals in this field extended over 3 years, terminating in the title of graduate in optometry.<sup>34</sup> This has now become a 4-year college curriculum, leading to the degree of doctor of optometry (O.D.). After the usual cultural courses and basic science and mathematics, and several of the medical sciences (anatomy, physiology, and pathology), the program is devoted almost entirely to some 100 units in optics and other professional subjects, with approximately one-fourth of this time spent in clinic and seminar.

<sup>34</sup> Isidro, *op. cit.* p. 251.

## Pharmacy

The title of "graduate in pharmacy" was conferred by the University of the Philippines as early as 1914, and 78 students received such recognition by 1919.<sup>35</sup> Two years later it was replaced by the title of "pharmaceutical chemist." The B.S. in pharmacy was first conferred at the state university in 1915 and has remained a popular course in the university as well as in private institutions. A minimum 5-year curriculum has been prescribed by the Board of Pharmaceutical Examiners. This program was instituted in the private colleges and universities at the beginning of 1954-55.<sup>36</sup>

Except for the usual English, Spanish, and other fixed requirements, the pharmacy curriculum as now constituted is likely to be made up largely of science, mathematics, and professional subjects. A sample curriculum contains courses in college algebra, trigonometry, calculus, and statistics; also 10 units of botany, 5 of zoology, and 10 of physics. Microbiology, biochemistry, parasitology, hygiene, and public health are also taught. The 70 some units of professional courses include the history, economics, legislation, and ethics of pharmacy. Total units for the 5 years, exclusive of ROTC, physical education, and special school requirements, may be as many as 193, or an average of 19 units a semester.

## Law

Effective with the beginning of the school year 1960-61, applicants for the study of law must first have completed the requirements of a B.A. or B.S. degree with a major in political science, logic, English, Spanish, history, or economics.<sup>37</sup> The law curriculum proper extends over 4 years. The minimum requirements in 1949 were 122 units.<sup>38</sup> In practice, these may be expanded to 126 or more. The law courses are customarily taught in the evening, most students being engaged in part- or full time employment during the day. Both teachers and students are conscious of and influenced by the bar examinations, given each year in Manila under the authority of the Supreme Court. Graduates who receive their bachelor of laws (LL.B. or LL.B.) degrees in the spring usually plan to spend the summer and autumn months reviewing

<sup>35</sup> Degrees Conferred by the University of the Philippines. A table supplied by the University, summarized in app. A.

<sup>36</sup> See, e.g., Central Philippine University. General Catalog, 1960-1961. p. 189.

<sup>37</sup> Republic of the Philippines, Department of Education, Bureau of Private Schools. Circular No. 1, 1958.

<sup>38</sup> Isidro, op. cit. p. 250

for the next bar examination. The popularity of law as a profession and as a field of study is evidenced by the 74 private colleges or universities, throughout the Philippines, that were authorized to offer the law curriculum in 1959.

### Graduate Studies

Reference has been made to graduate work of the University of the Philippines.<sup>39</sup> Recent announcements indicate that university authorities hope to strengthen this program on the Ph. D. level as well as for the M.A., M.S., and M.E. degrees.<sup>40</sup> As of June 1959, the Bureau of Private Schools had authorized Centro Escolar and Santo Tomas Universities to offer the doctor of education, the doctor of pharmacy, and the doctor of philosophy degrees. The Philippine Women's University was also authorized to offer the doctor of education degree, and the Manila Central University, the doctor of pharmacy.

The legislative charters have given authority for specialized graduate degrees to the several public colleges, as listed below:

Philippine College of Commerce—5-year courses leading to the degrees of master of arts in business education, and in commerce.

Central Luzon Agricultural College—M.S. in agricultural education, agricultural engineering, and home economics.

Philippine Normal College—M.A. in education.

The master's degree in education has also become the favorite graduate offering of the private colleges and universities, appearing in the catalogs of 38 institutions. An outline of a tentative curriculum for the M.A. in education at the Philippine Normal College has the following arrangement of requirements for a total of 31 units:<sup>41</sup>

	<i>Units</i>
Foundation courses (methods of research, philosophy of education, advanced psychology; and a choice of one from comparative education, current problems in education, or advanced measurement).....	12
Minor field (choice of English, social science, home economics, national language, psychology, administration and supervision, community school, Spanish, library science, or health).....	9
Thesis .....	10

<sup>39</sup> See app. A.

<sup>40</sup> Larsson, Series 5: No. 14, Aug. 31, 1960, p. 4.

<sup>41</sup> Fresnoza, op. cit., p. 145.

In the field of commerce, the degrees of M.S. in accounting, M.A. in commerce, and M.S. in management were each being offered by a private collegiate institution in 1959.<sup>42</sup> In two cases the designation of M.S. in commerce was in use. The M.S. in business administration had been authorized for 7 colleges or universities. In the catalog announcements the corresponding programs are found to extend through 2 years of classwork, seminar, and thesis.

At least one private university was offering a graduate course in chemistry, toward the M.S. Chem. degree. Another was authorized to grant the 2-year M.S. in civil engineering.

Several private colleges or universities have been given authority or are evidently planning to offer the M.S. in nursing. By June 1959, authorization for the M.S. in pharmacy had been extended to four institutions.

Other graduate degrees authorized at private colleges or universities in 1959 were the M.S. in home economics (two cases), master of music (two), master of science (one), M.S. in physics (one), and M.S. in social work (one).

The strong position of legal studies in the private colleges or universities is indicated by the existence in 1959 of eight institutions with authorization to confer the master of laws (Ll.M. or LL.M.). The University of Santo Tomas was offering a 2-year graduate course in civil law (D.C.L.).

<sup>42</sup> App. B.

## CHAPTER VII

### Students, Teachers, and Teaching

THE 264,255 collegiate students reported for the period between 1958 and 1960 in table 8 of chapter III were scattered among 289 private universities and colleges,<sup>1</sup> the state university, and 5 other types of public institutions. While information is not available to make a complete summary of college teachers, a general comparison can be drawn from statistics furnished by the two Government bureaus, bearing in mind that these statistics do not cover the state university, the public chartered colleges, the Military Academy, and the Government schools of nursing.

Table 20.—Collegiate teachers and students as reported by the Bureau of Public and Private Schools for 1958-59

Bureau of —	Number of		Teacher-student ratio
	Teachers	Students	
Public schools <sup>1</sup>	435	6,930	1:16
Private schools <sup>2</sup>	8,968	232,117	1:25

<sup>1</sup> Benigno Aldana. *Brief Report on the Progress of Education in the Philippines During the School Year 1959-60*. (A Report of the Director of Public Schools to the 23d International Conference on Public Education, Geneva, July 1960.). Manila: Republic of the Philippines, Department of Education, Bureau of Public Schools, 1960. (Mimeographed.). p. 12.

<sup>2</sup> Statistics furnished by the Director of Private Schools. Supplementary information is not available to interpret the difference between the above ratios. It seems likely, however, that some of the classes in the public schools were in advanced technical training requiring individual attention.

### Students

More detail regarding the students in private colleges and universities may be found in the Bureau statistics for 1954-55.<sup>2</sup> In the following pages certain comparisons regarding men and women students have been drawn from this source.

<sup>1</sup> See table 18, ch. 4, p. 132.

<sup>2</sup> Republic of the Philippines, Department of Education, Bureau of Private Schools. *Private School Statistics, 1954-1955*. Manila: Bureau of Printing, 1955. p. 7.

## Men and Women Students

The overall ratio of men to women for students attending private colleges and universities is roughly 8:7. The totals for private collegiate students in 1954-55 were as follows:

Male students.....	84,097
Female students.....	71,472
Total .....	155,569

If students in private colleges and universities of Manila are grouped together and compared with those attending provincial collegiate institutions the ratios of men to women in the two groups are reversed:

	Male	Female	Total
In Manila .....	53,084	37,402	90,486
In Provinces .....	31,013	34,070	65,083
Total .....	84,097	71,472	155,569

Evidently, the male students are more likely to travel to the metropolis, and the women students to remain nearer home.

Some differences of choice appear when the men and women are grouped according to the length of course for which they enroll. Table 21 makes such a comparison by adding together students of Manila and of the provinces for each classification.

Table 21.—Distribution of men and women in private collegiate institutions, by length of course, 1954-55<sup>1</sup>

Length of course	Male students	Female students	Total
1 year.....	1,692	4,737	6,429
2 years.....	10,493	5,917	16,410
3 years.....	3,049	3,406	6,455
4 years.....	63,578	54,007	117,585
5 years (medicine).....	4,514	2,136	6,650
Graduate.....	771	1,269	2,040
Total.....	84,097	71,472	155,569

<sup>1</sup> Republic of the Philippines, Department of Education, Bureau of Private Schools. Private School Statistics, 1954-1955. Manila: Bureau of Printing, 1955. Table 6, p. 26-33.

The predominance of women students in 1-year curriculums is due to the popularity of the collegiate secretarial course. A total of 4,525 women were enrolled in this course in the whole Philippines.

On the 2-year level, the prelaw course enjoyed a similar popularity among men, with a total of 3,767 enrolling in this program throughout the country. The general 2-year A.A. tended to be more evenly divided between men and women. Women, however, out-

numbered the men 3 to 1 in the 2-year normal (E.T.C.), a vanishing course practically limited to the provinces in 1954-55.

In the 3-year class, more men took the premedical course, but the E.T.C. home economics (H.E.) and the graduate nurse (G.N.) courses were almost exclusively for women. In 4-year curriculums the women heavily outnumbered men in pharmacy (4,507 to 90), B.S. in elementary education, and music, in addition to home economics and nursing. The 5-year course in private schools in 1954-55 was confined to the M.D. curriculum. The showing made by women students in the graduate courses was attributable to the larger number taking the M.A. degree courses, and especially the M.A. in education.

A Filipino woman educator has thus summarized the effect of modern education upon the social order among her people:

The coeducational character of the public school, the equal emphasis given to the education of girls as to the education of boys, brought girls out of the seclusion of the home and of the convent school into open completion with the boys in all forms of endeavor, including the professions. This, however, did not destroy or even diminish the innate gallantry that the Filipinos had always felt for their women. On the contrary, the discovery that women could hold their own in law and medicine and business as well as in other professions, and in trades hitherto considered the special province of men, immeasurably enhanced their prestige and influence.<sup>3</sup>

### Scholarships

The selection of high school honor graduates by means of scholarships is well established on a national scale. A listing of scholarship opportunities in 1954<sup>4</sup> gives the names of 31 private colleges and universities and 3 public institutions, including the University of the Philippines, which were offering tuition scholarships to high school valedictorians and salutatorians. An examination of catalogs of collegiate institutions indicates that this is almost a universal practice among private schools. Details vary from place to place, but the general plan is to offer free tuition for at least a year to valedictorians and half tuition to salutatorians. A common stipulation is that applicants must be from a high school graduating class of at least 30 members. The continuance or renewal of such privileges is generally dependent upon a good academic record. The University of the Philippines and some of the better

<sup>3</sup> Encarnacion Alzaga. *The Philippines: Reconstruction After Occupation. The Year Book of Education, 1949*. London, England: University of London Institute of Education, 1949. p. 576.

<sup>4</sup> UNESCO National Commission of the Philippines. *Scholarship Opportunities in Philippine Educational Institutions*. Manila: Bureau of Printing, 1954. (Publication No. 4.)

established private institutions offer fairly extensive systems of student aid, in the administration of which the student's record of academic proficiency is usually an important consideration.

### Age and Attendance

On the basis of 6 years of elementary and 4 of secondary schooling, the student who entered the first grade at the age of 7 should be ready for college at the age of 17. In practice it would appear that various interruptions make for an older student body.<sup>5</sup> This was especially the case in the decade after the war years of 1941-45. A good proportion of students in the larger centers are likely to be mature and employed persons seeking a college degree by way of self-improvement. In the absence of a full range of graduate courses, an ambitious student will often secure several different degrees on the bachelor's level.

The standardization of credits and courses under the Government bureaus makes for ease of transfer, and students frequently attend several different colleges or universities. The large number of students from the Provinces or from abroad gives a special cosmopolitan atmosphere to the college scene in the Manila area.<sup>6</sup>

The Bureau of Public Schools furnishes statistics for students enrolled in collegiate courses under the Bureau. The percentage of students dropping out of collegiate courses taught under the Bureau during 1958-59 was 9.33 in the freshman year, 3.08 in the sophomore year, and only 1.03 percent in the junior and senior years combined.<sup>7</sup>

### Evaluation and Problems

Commenting on Filipino students of the lower grades, Fresnoza says that such is the general interest in education that parents and students cooperate well with the teachers.<sup>8</sup> An American consultant on Philippine medical schools has ranked Filipino youth

<sup>5</sup> The National Economic Council uses the 18-24-year span in estimating the collegiate school-age population.

<sup>6</sup> In 1953-54, the Registrar's Report of the University of the Philippines showed that the student body for that year had come from 52 provinces, 28 chartered cities, and 18 foreign countries.

<sup>7</sup> Republic of the Philippines, Department of Education, Bureau of Public Schools. 1959 Statistical Bulletin. Manila: the Bureau, [n.d.] p. 21-22.

<sup>8</sup> Florencio P. Fresnoza. *Essentials of the Philippine Educational System*. Manila: Abiva Publishing House, 1957. p. 379.

first in an evaluation of national resources for medical education, noting their eagerness for educational advancement and the willingness of families to make outlays for education that entail substantial sacrifices.<sup>9</sup>

Criticism by visitors to Philippine classrooms has been directed at the students' undue dependence on the teacher's word, and to a lesser degree upon the text, their aim being to absorb and repeat the same words in examinations or recitations. It has been the author's experience, however, that Filipino students quickly respond to a challenge for discussion and activity. Individuals will have problems and cause problems for teachers not too much different from those found on college campuses of the United States. On the other hand, the student strikes and uprisings so much a feature of neighboring countries in Asia seldom occur in the Philippines, no doubt because of other channels of expression open to students and a feeling of participation in the responsibilities of national citizenship.

A former Secretary of Education has made mention of the "desire of too many parents and of students themselves to study professional courses without consideration for their abilities, capacities, and aptitudes."<sup>10</sup> The result, it is pointed out, is seen in graduates unfitted for their professions and discontented and unhappy in their futile attempts to achieve success. In 1951-52, Dr. Barth,<sup>11</sup> visiting consultant on higher education to the Department of Education, after a survey of 75 colleges and universities, expressed grave concern over the "specialized and professional character of curriculums for the overwhelming number of students," and also over the "fantastic number of educational institutions" offering such curriculums, and the meager attention to student guidance. However the blame is to be assessed for the resultant overcrowding of certain professions, the fact remains that this problem is a serious personal one today for the individual graduate as well as for society.

For a generation or more the student in the Philippines has been pretty much taken for granted. The various texts on the educational system contain little reference to students. Few investigations have been made. There are indications that this neglect is beginning to be repaired, at least on the elementary level. A

<sup>9</sup> Jean A. Curran. *Survey of Educational Resources, Teaching Programmes, Research and Services of the Colleges of Medicine of Santo Tomas, Manila Central and Far Eastern Universities*. Manila: World Health Organization, 1956. (Mimeographed.) p. 120.

<sup>10</sup> Manuel Lim. *Shortcomings of the Philippine Educational System, Remedial Measures Adopted, and Proposed Solutions*. Manila: Department of Education, 1959. p. 16.

<sup>11</sup> Pius J. Barth, O.F.M. *Higher Education in the Philippines. Report to the U.S. Educational Foundation in the Philippines, Manila, 1952*. (Typescript.) p. 6.

Child Development Study Center has been organized in each of the public normal schools. The 1959 Education Report of the ICA<sup>12</sup> makes reference to the concentrated effort carried on in the laboratory schools of the normal colleges to gather data relative to the growth and development patterns of Filipino children, adding the significant comment that:

Much of the curriculum, placement of subjects, and teaching techniques being used have been adopted from American education on the assumption that Filipino children and American children are similar in growth and development rates and patterns. There are indications that this premise is invalid, but present data are inadequate to verify this.

Presumably the investigation of student characteristics will eventually extend through all levels of education, and the post-secondary problems will receive due attention. If counseling programs are to aid these young men and women, the needs of the society to be served will call for study, as well as the interests and aptitudes of the individual. A survey described by Dr. Barth, for example, revealed 51 semi-professional fields in the Manila area where there was a potential demand for trained personnel.<sup>13</sup> These positions were classified into some 20 categories, each of which might provide the basis for a subject of study in college. The growth of technical schools and courses, since this survey was made in 1951, may be in part an answer to this need.

### Activities

#### Athletic

The annual athletic meet of the Interscholastic Athletic Association of the Public Schools, held in a different center each year, has become a national event. The counterpart is the Private Schools Athletic Association (PRISAA), organized in recent years with the encouragement of the Bureau of Private Schools. Although these organizations are primarily for schools rather than colleges, the interrelationships are such in the Philippines that all teachers and students feel the effect of such events, especially in wider acquaintance and enlarged loyalties. Nearly all colleges and universities have active programs of intercollegiate sports. The Philippine Amateur Athletic Federation holds an annual meet in Manila, and is the organizing body for Philippine participation in the Olympic games.

<sup>12</sup> U.S. Operations Mission to the Philippines, Education Division. *The 6th Milestone: ICA and Education in the Philippines*. Manila: the Mission, [1959]. p. 161-162.

<sup>13</sup> Barth, op. cit. p. 10.

### Folk Art

The current interest in Filipino folk dances and music has grown directly from the promotion of folk dances in school programs of physical education, and from college departments of music. The "Folk Arts Ensemble" of Silliman University, which toured the Philippines in 1957, was devoted largely to music. A folk dance group of the Far Eastern University made a 3-month tour of Europe in 1959. The Bayanihan Dance Group, of the Philippine Women's University, appeared at the Brussels Fair in 1959 and later that year enjoyed a successful engagement at the Winter Garden in New York City.<sup>14</sup>

### Literary

Intercollegiate debates and oratorical contests enjoy a considerable popularity. Nearly every collegiate institution and many high schools have vigorous student publications, some of recognized literary value as well as journalistic usefulness. The occasional conferences of student editors bring together an important sector of campus leadership.

### Student Government

In some colleges or universities the school paper is issued under the auspices of a student association. In others it maintains an independent existence, usually by virtue of fees collected by the institution for this purpose. The most common form of student participation in campus government is the Student Council. The claim to be the "oldest student government in the Philippines" is made by the Central Philippine University Republic in Iloilo, whose operating rules are patterned after the Constitution and the Penal Code of the Philippines.<sup>15</sup>

### Teachers

In 1953-54, approximately 3,000 teachers were serving in private colleges and universities.<sup>16</sup> The ratio between men and

<sup>14</sup> Bayanihan Dance Group Acclaimed at Opening Show. *Philippine Travel News*, October 1959, p. 2.

<sup>15</sup> Central Philippine University. *General Catalog, 1960-61*. p. 36.

<sup>16</sup> *Area Handbook on the Philippines*, Preliminary ed. Subcontractor's Monograph HRAF 16, Chicago 5 by Fred Eggan, Supervisor, University of Chicago. New Haven, Conn.: Human Relations Area Files, Inc., 1956. (Multilithed.) p. 863.

women teachers on the collegiate level was nearly equal. About a third of this total number were in the Manila area. The *1959 Statistical Bulletin* of the Bureau of Public Schools<sup>17</sup> reported that 107 men and 108 women were teaching in the public normal schools; another 167 men and 53 women were giving postsecondary instruction in the technical schools.

### Degrees

Under the heading, "The Company of Scholars," an American consultant has attempted to measure the status of collegiate teachers in the Philippines against the concept of the college or university as a fellowship of young and old seekers after truth.<sup>18</sup> An analysis of highest degrees held by faculty members in selected institutions, made from teacher contract forms in the Bureau files, confirmed that "the bachelor's degree is still the prevailing degree for college teachers outside of Manila." This was the degree held by 61 percent of the teachers in four provincial universities. When the LL.B. was grouped with the master's degrees, it was found that 30 percent of the teachers were on that level. Only 9 percent held the doctorate, 15 out of 37 such teachers possessing Ph. D. or Ed. D. degrees. Included in the remainder of the 37 were M.D. and D.D.M. degrees.

For Manila, the master's degree appeared to be the modal one for teachers in private universities. The Joint Congressional Committee on Education in 1949 expressed the opinion that the college teachers of Manila generally possessed sufficient advanced training in their fields of specialization; their weakness was that of divided interest, the estimate being made that 70 percent of the colleges of Manila were staffed primarily by professionals who were only part-time teachers.<sup>19</sup>

The Hannah survey of 1958 reported on the degrees held by the teachers at the University of the Philippines. At the time of the survey almost 27 percent of the faculty had attained the doctorate, 26 percent held the master's degree, and 47 percent the baccalaureate.

<sup>17</sup> Republic of the Philippines, Department of Education, Bureau of Public Schools, op. cit. Table 33.

<sup>18</sup> W. F. Dyde. *A Report on Private Higher Education in the Philippines. A Report to the Bureau of Private Schools, May 9, 1955.* (Typescript.)

<sup>19</sup> Republic of the Philippines, Joint Congressional Committee on Education. *Improving the Philippine Educational System.* Manila: Bureau of Printing, 1951. p. 324-325.

### Part-Time Service

Considering the familiar argument for teachers of professional subjects to possess practical experience, and the frequent preference for a part-time authority in his field over a full-time beginner, Dr. Dyde has nevertheless taken the position that in the long run even a professional school needs a preponderance of full-time faculty, or of teachers whose major devotion is to the institution and to the students. He writes:

Part-time employment of professional persons usually means late afternoon or evening teaching after a day's work has already been done. The teacher, therefore, comes to his class with his store of energy and alertness already depleted. The hourly teacher is paid for an hour's teaching and at least on the face of it, for nothing more. He is not expected to contribute to the school more than his teaching time; he is not sufficiently available for consultation to students; he is not readily at hand for faculty committees or other meetings; he need feel no responsibility for research and scholarly production; he is not in fact one whose primary concern is for the welfare and progress of the school and for the advances of scholarship in his field.

For a country obliged to secure the greatest possible use from the limited personnel available with advanced academic standing, this may seem a counsel of perfection. Dr. Dyde himself willingly acknowledges the "individual cases of devotion to teaching and learning and to the welfare of the school," familiar to all who have known the Philippine scene. It would seem, however, that in spite of such notable exceptions, his main contention is valid, and the ability of Philippine institutions to reach beyond the training of technicians for standardized occupations into the realm of creative scholarship will be conditioned in no small measure by the development of competent full-time faculties.

### Appointment and Rank

Three types of appointment may be distinguished in the present setting: (1) Full time on annual salary; (2) part time by the hour; and (3) full time by the hour. The second system is the one generally in use for part-time professional lecturers. The third, full time by the hour, often encourages the teacher to fill his schedule to the permissible limit of 24 hours a week.

The Bureau of Private Schools stipulates that at least 60 percent of the faculty of a college shall be on a full-time basis, except for highly technical or specialized courses.<sup>20</sup> It also suggests cri-

<sup>20</sup> Republic of the Philippines. Department of Education, Bureau of Private Schools. *Manual of Information for Private Schools Possessing or Desiring To Possess Government Approval*, 5th ed. Manila: Department of Education, 1963. (Mimeographed.) p. 26-27.

teria for assigning the customary academic ranks to faculty members. Institutions vary greatly in their internal rating and treatment of faculty. The Bureau will approve that holders of bachelor's degrees teach subjects within their major fields of study in junior colleges, but requires that senior-college teachers should possess graduate degrees in their major fields. For graduate courses or professional schools, teachers are expected to have graduate degrees, preferably the doctorate, or be persons outstanding in their professional fields. Each institution must submit to the Bureau annually a copy of a teachers contract for every teacher. The Secretary of Education states<sup>21</sup> that it is required of each private school to make provision for retirement and pension of faculty.

### Teaching Load

In colleges the Bureau of Private Schools regards 24 teaching hours per week as the maximum load of a college instructor who has no outside employment. For one with full-time employment in some position other than teaching, the maximum teaching load is set at 12 collegiate hours a week. These maximums are to include all teaching assignments, whether in one or several schools.<sup>22</sup> Dr. Dyde found in 1955 that the standard load seemed to be in the neighborhood of 18 hours. Compared with the 10 to 15 hours of the average American university professor, this is a heavy requirement, allowing little time for scholarly growth.

### Salaries

A tabulation by Dr. Dyde of the monthly salaries of 81 full-time teachers in two provincial universities for 1953-54 revealed that the median was 251 pesos. A similar analysis for a Manila university showed a median monthly salary of 300 pesos. An examination of the costs of living brought the conclusion that "any salary less than 330 pesos a month in the Manila area for college teachers is inadequate." The beginning college teacher with a family clearly faces economic difficulties and the pressure to secure supplemental income is not difficult to understand.

<sup>21</sup> Lim, *op. cit.* p. 87.

<sup>22</sup> Republic of the Philippines, Department of Education, Bureau of Private Schools. *Manual of Information* . . . p. 25-26.

### Publication

A brief survey was made by Dr. Dyde of a considerable sampling of periodicals in the Philippines, especially of those with pretensions to scholarship, to ascertain something of the effect of a heavy load of teaching assignments upon research and publication by members of university faculties. This investigation revealed that the number of major research papers published by university teachers were few, in comparison with those produced by Government specialists. At the same time it appeared that the universities were making a genuine effort to provide their faculties and advanced students with opportunities to present their work. The publications of the University of the Philippines, in particular, as well as those of the University of Santo Tomas, made an impressive display. A number of other institutions were putting out quarterly journals, covering a wide range of subjects.

### Professional Organization

Teachers in Government employ may join the Philippine Public School Teachers' Association (PPSTA), which claimed a membership of 65,602 in 1956.<sup>23</sup> The organizational pattern resembles that of the National Education Association in the United States. The constitution of the PPSTA, following its reorganization and assumption of the present name in 1947, provides that one of the six divisions shall be the Department of Collegiate Instruction. The official organ of the association is the *Philippine Educator*, published at the headquarters in Quezon City.

No comparable organization exists for the teachers in private schools. The nearest approach would seem to be found within the three educational associations for Catholic and Protestant schools of all grades, and for nonsectarian colleges and universities, as described in chapter V. The unit for these organizations is the institution, although teachers as well as administrators often attend the annual meetings as institutional representatives. In general, however, the organizational activities of faculty members in private colleges and universities tend to be related to their subject specialties rather than to college teaching in general. This is especially true in such fields as law, engineering, and the like where there are strong professional organizations.

Nor are there many opportunities for representative groups of college teachers, from both public and private institutions, to

<sup>23</sup> Fresnoza, op. cit. p. 361.

meet together to consider the particular problems of college teaching. On occasion, the educational associations have held joint meetings, and the Government has enlisted private school educators in such discussions as the hearings held by the Joint Congressional Committee on Education in 1949, or at the educators congress held in conjunction with the golden jubilee of the public school system in 1951.

A chapter of the honor society of Phi Kappa Phi was established at the University of the Philippines during the American regime. Alumni of the state university, the normal college, and many other public and private institutions have vigorous organizations of their own. The larger American centers for graduate study may also have enough former students in the Philippines for alumni chapters. The Philippine Association of University Women carries on a scholarship program.

The legislative acts which formed the University of the Philippines and more recently the public colleges contain provision for a university or college council to consist of the president of the institution with members of the faculty of a certain rank and above. In the newer colleges the provision is for "all instructors and professors" to be on these college councils. The teaching staff are thus assured of a voice in fixing academic requirements or in shaping the curriculum, and in matters of discipline. The manual of the Bureau of Private Schools makes no explicit recommendation in this area, and the role of the faculty in private colleges and universities would appear to vary with the institution.

## Teaching

### Methods

The colleges and universities in the Philippines have always been dependent upon imported texts, supplies, and equipment. In recent years the free flow of such imports has been checked by the imposition of Government controls. A beginning is being made in local manufacture, and also in the preparation of indigenous texts and reference books, but the observation of a visiting professor in 1959 for a particular situation would seem to be a valid generalization. The statement was to the effect that "in nearly all subjects much of the teaching was done by lecture, by-note taking, and by using the blackboards."<sup>24</sup> Another visitor has commented

<sup>24</sup> Philippines National Economic Council—U.S. International Cooperation Administration. Philippine Department of Education—Stanford University Contract. Terminal Report, Central Luzon Agricultural College, 1956-1959. Stanford, Calif.: June 30, 1959, p. 14.

on the skillful use of colored chalk in medical lectures to compensate for the lack of other illustrative material.<sup>25</sup>

### Grades

The University of the Philippines uses the following numbers as the basis for recording student grades:<sup>26</sup>

- "1" denotes marked excellence;
  - "2" indicates that the student's work has been thoroughly satisfactory;
  - "3" is a passing grade;
  - "4" means conditional failure, which must be made up by passing a re-examination or repeating the course within a year; and
  - "5" indicates a failure with no credit for the course.
- "Inc." means the work is not completed.

A student is placed on probation if his term average falls below "3" for 50 to 75 percent of the academic units in his schedule, and is dismissed if his grades are below "3" in 76 percent or more of the units taken. An average of at least 2.85 in 124 units of approved courses is required for graduation with the B.A. or B.S. degrees. If the average falls below this mark, 154 units are required. Graduation with honors is accorded students with the following averages for all grades:

Cum laude	0.46 to 1.75
Magna cum laude	1.21 to 1.45
Summa cum laude	1.00 to 1.20

The University of the Philippines grading system is followed by a number of private institutions, including the Far Eastern University and the University of the East. A variety of independent grading systems are also to be found, using numbers, letters, or percentages. The meaning of a symbol is likely to vary from school to school. The Nursing School of the Far Eastern University offers the following chart of number-percent relationships:<sup>27</sup>

Numbers		Percent
1	equals	95-100 percent
1.25	"	92-94
1.5	"	90-91
1.75	"	88-89
2	"	85-87
2.25	"	82-84
2.5	"	80-81
2.75	"	78-79
3	"	75-77
4	"	65-74 (condition)
5	"	Below 65 (failure)

<sup>25</sup> Curran, op. cit. p. 44.

<sup>26</sup> Universities of the Philippines, College of Liberal Arts. Catalog. 1956-1957. p. 29-31.

<sup>27</sup> Far Eastern University, School of Nursing. Bulletin of Information, 1960. p. 34.

Another institution makes this comparison between systems:<sup>28</sup>

A (excellent)	equals	95-100 percent
B (above average)	"	89- 94
C (average)	"	82- 88
D (inferior)	"	75- 81
F (failure)		Less than 75
X (incomplete or condition)		

In general the preference seems to be for a five-point system, illustrated below by the practice in the University of Santos Tomas Medical School, based on a percentage grading plan.<sup>29</sup>

Excellent	equals	90-100 percent
Very good	"	85- 89
Good	"	80- 84
Passed	"	75- 79
Failed	"	below 75

One private institution, Silliman University, uses an eight-point system designated by the letters A, A-, B, B-, C, C-, P (pass), and F (failure). These are distributed on the normal probability curve with the expectation that in any ordinary class, 2 percent of the students would receive "A," 7 percent "A-," 16 percent "B," 25 percent "B-," 25 percent "C," 16 percent "C-," 7 percent "P," and 2 percent "F." Where grades are recorded by letters, school officers find it necessary to assign some numerical equivalent for grade, quality, or honor points to be used in calculating graduation honors and other relative standings. In the example cited above the following numerical equivalents are used, beginning at A and proceeding to F: 4, 3.5, 3, 2.5, 2, 1.5, 1 (P), and 0 (F). The number of units is multiplied by the numerical equivalent of the course grade to secure the quality points for a course, and the total points divided by total units gives the final average. In this case a quality-point average of at least 2 is required for graduation.<sup>30</sup>

<sup>28</sup> Philippine Union College. Catalog 1960-61. p. 51.

<sup>29</sup> Curran, op. cit. p. 34.

<sup>30</sup> Eduardo F. Montana. Improving the Grading System. *Silliman Journal*, 7:36-47, 1st Quarter, 1960.

## CHAPTER VIII

### International Cooperation

**E**DUCATIONAL TRADITION in the Philippines can be traced back to the early ancestors who developed a written language based on an alphabet believed to be derived from Indian sources. It has been nourished by both Spain and the United States. The recent years have seen a renewal of interest in the Asian heritage and in neighboring lands and peoples. The concept of the United Nations has had a ready and enthusiastic reception. In such a setting it is not surprising to find a number of international organizations, many of them concerned with schools and colleges, at work in the islands.

### Religious and Mission Organizations

First in point of seniority are the Catholic religious groups, many of which have been in the Philippines for centuries. Their present-day involvement in colleges and universities is evidenced by the list of Catholic institutions in appendix D. A summary from the Catholic Directory of the Philippines for 1955 shows that 266 priests were then engaged in educational work in seminaries and 213 in other institutions, or a total of 479 in all.<sup>1</sup> During that year, Australian, Belgian, Canadian, Dutch, English, French, German, Irish, and Italian orders for men were represented in the Philippines, in addition to Spanish and American societies. Various nationalities were also found among the religious sisterhoods. The number of men and women members of Catholic religious societies supported from mission sources who are teaching exclusively in colleges and universities has not been separately tabulated, but it is apparent the contribution is not a small one. An examination of the catalogs of Protestant colleges and universities indicates that some 50 American missionary teachers are serving full or part time in these institutions.

<sup>1</sup> Area Handbook on the Philippines, *Preliminary ed.* Subcontractor's Monograph HRAF 16, Chicago 5, by Fred Egzan, Supervisor, University of Chicago. New Haven, Conn.: Human Relations Area Files, Inc., 1956. (Multilithed). p. 407.

The contribution of religious bodies is not limited to personnel. Both Catholic and Protestant organizations abroad have aided in the rehabilitation of school property in recent years and in the underwriting of operational budgets in educational institutions.

### Foundations

The Rockefeller Foundation was active in the Philippines before World War II. One of its projects was the Institute of Hygiene, which it helped to rehabilitate after 1945 in cooperation with the U.S. Public Health Service. The same foundation has taken part in the Language Teaching Institute, the support of Asian studies, and other teaching and research projects. Among other American organizations which are concerned with projects in Philippine higher education are the Asia Foundation, the Council on Economic and Cultural Affairs, the Ford Foundation, and the Luce Foundation.

### The United Nations

Operating from a headquarters on the former University of the Philippines campus in Manila, the United Nations contributes to many educational projects, as well as to industry and social welfare. During 1957 the U.N. technical assistance program furnished 45 specialists from 15 different countries to aid in the social and economic development of the Philippines.<sup>2</sup> Some 30 Filipinos were sent abroad for study or training in Europe, India, and the United States. Nor was this service in only one direction. In the same period the Philippines contributed \$960,000 to the budget of the United Nations and its agencies, and sent some 15 Filipino specialists to serve in other countries under U.N. auspices.

One of the well-known educational projects carried on with U.N. assistance is the Philippine-UNESCO National Community School Training Center at Bayambang in Pangasinan Province. This was established by Republic Act No. 1142, which also carried an appropriation of 100,000 pesos for the operation of the center.<sup>3</sup> It was inaugurated on July 11, 1953, and the first 10-week training program in community education leadership was opened in January

<sup>2</sup> United Nations Provides Aid in Industry, Social Welfare, *Manila Bulletin*, Apr. 21, 1958, p. 15.

<sup>3</sup> Republic of the Philippines, Department of Education, Bureau of Public Schools. *Philippine Public Schools: Annual Report of the Director of Public Schools for the School Year 1954-1955*. Manila: the Bureau, 1955. (Mimeographed) p. 98.

1955.<sup>4</sup> The UNESCO has furnished a technical staff of five specialists and other assistance. The center has also received substantial aid from the U.S. International Cooperation Administration, and from the Asia Foundation.

Another project launched with U.N. aid is centered at the University of the Philippines, and is aimed at the preparation of science teachers. The statistical center of the university has received the services of experts, and support for three annual fellowships. The World Health Organization (WHO) works with the Institute of Hygiene in pediatric nursing and in mental health. A recent project at the College of Medicine involves the International Labor Organization in a program for the development of occupational and physical therapy.

The report of the UNESCO Consultative Educational Mission to the Philippines has been mentioned frequently in these pages. The Curran survey of three private medical schools was a project of the World Health Organization.

### The Colombo Plan

The Philippines is a member nation of the Colombo Plan, which from its original inception within the British Commonwealth has developed into a broader international body. This program has provided the services of experts and fellowships for study in England, Australia, India, Japan, and Canada. The Institute of Technology and the Agricultural College on Mindanao have shared in supplying students for these fellowships, as has at least one private institution. Specialists in neurology and cardiology have served at the University of the Philippines under this plan. At least six Filipino industrial educators have gone abroad as trainees in a project sponsored jointly by the Colombo Plan and the ILO.<sup>5</sup> Australia's gift of 500 radio receivers, together with the help of three visiting educators from the same country, has enabled the Bureau of Public Schools to launch a radio education program.<sup>6</sup>

### U. S. Technical Assistance

By far the most extensive aid program with the heaviest investment of funds and personnel is that carried on by the Government

<sup>4</sup> Vitaliano Bernardino. *The Philippine Community School*. Quezon City: Phoenix Press, Inc., 1958. p. 101-107.

<sup>5</sup> Sidney C. High, Jr. *Vocational Industrial Education in Newly Developing Nations: A Case Study of the Philippines, 1951-1956*. Stanford, Calif.: School of Education, Stanford University, 1960. (Study No. 1, Comparative Education Series.) p. 4.

<sup>6</sup> Bernabe Pagulo. *Schools Inaugurate Education by Radio*. *Manila Bulletin*, Apr. 11, 1960. p. 19.

of the United States, in direct cooperation with the Government of the Philippines. It began in 1951, when a mission of the U.S. Economic Cooperation Administration (ECA) was established in Manila. The name of the parent American organization was shortly thereafter changed to the Mutual Security Agency (MSA). The counterpart office of the Philippine Government was the Philippine Council for U.S. Aid (PHILCUSA). References to that period often use the formula, MSA-PHILCUSA.

The U.S. organization eventually assumed the name used at the time of this writing, the International Cooperation Administration (ICA). Responsibility on the part of the Philippine Government is taken by the National Economic Council. The shortened form used to designate this cooperation is written NEC-ICA. Strictly speaking, the ICA is the Washington-based organization, and the American group serving overseas is the U.S. Operations Mission (USOM) to the Philippines.

By 1952 an Education Division had become an integral part of the American aid organization in the Philippines. The first Division Chief was Paul R. Hanna, of Stanford University, who had already served Philippine education as a member of the UNESCO Consultative Educational Mission to the Philippines. The report of the Division's first 6 years, to which reference has already been made,<sup>7</sup> covers the work of the ICA in the areas of vocational and general education, as well as in the rehabilitation of the University of the Philippines. The first mentioned area includes collegiate work under the Bureau of Public Schools and several public colleges. The public normal schools are considered in the section on general education.

The NEC-ICA program in education is a comprehensive one, and includes several types of projects. Grants from both Philippine and American sources have aided in the construction of buildings, and in the securing of books and equipment, as well as in the contribution of specialized personnel. The program has stimulated educational legislation and appropriations, and has sought and secured cooperation from other agencies. The objectives have been centered upon rehabilitation of the public school system as a whole, including the state university and the public colleges. Universities and colleges under private auspices have been regarded as being outside the scope of this government-to-government program. Nevertheless, an undertaking of this magnitude is of far-reaching significance, and references to NEC-ICA educational projects will be found throughout the present study.

<sup>7</sup> U.S. Operations Mission to the Philippines, Education Division. The 6th Milestone: ICA and Education in the Philippines. Manila: The Mission, [1959].

### Educational Exchange Programs

A limited number of State Department scholarships for study abroad were made available to Filipino graduate students through 1946-47 as a contribution to the educational rehabilitation of the new Republic after the ravages of war. The passage by the 79th Congress of the United States on August 1, 1948, of Public Law 584, the Fulbright Act, set in motion a larger and a continuing program of international educational exchange, financed in its original form from the sale of surplus military stores which were disposed of to the governments of the various countries where such material was located at the end of hostilities. Payment was in local currencies, and other sources had to be developed to supply the dollars needed for study or travel within the United States. The implementing agreement between the Philippine and the U.S. Governments was signed on March 23, 1948. By May of that year a joint Philippine-American administrative board, the U.S. Educational Foundation in the Philippines, had been organized in Manila and the exchange program was soon underway.

The Foundation began its work with capital assets of the equivalent in Filipino currency of U.S. \$2 million, which it planned to spend at the rate of \$200,000 annually over a 10-year period. A report of expenditures under the Fulbright Act through December 31, 1955, gives \$1,317,646.33 as the amount spent for the Philippine program to that date.<sup>8</sup> After the end of the first decade, the Foundation in the Philippines found it possible to carry on activities at a somewhat reduced rate through 1958-59 by virtue of accumulated savings. The program was subsequently extended and enlarged by the provision that receipts from the sales abroad of American surplus agricultural products might be applied to this purpose.

For the period 1948 through 1959 the Fulbright program in the Philippines made it possible for 192 Americans each to spend a year in that country for teaching, study, or research, and 621 Filipinos visited the United States for similar activities. The interests of these men and women were not limited solely to higher education, but college instruction, study, and research filled an important segment of the whole. The largest American contingent consisted of 94 visiting professors who lectured in colleges and

<sup>8</sup> U.S. Department of State. *Swords Into Plowshares: A New Venture in International Understanding*. Washington: U.S. Government Printing Office, July 1956. (Publication 6844, Series 48.) p. 49.

universities of the Philippines. Among the host institutions, the University of the Philippines occupies a place of special prominence, but as early as 1953 13 other colleges or universities had been able to avail themselves of the services of these visitors and the number has increased in recent years. From 1948 to 1959, the Foundation made 31 grants for advanced research and enabled 57 American graduate students to enroll in Philippine institutions. The result of this last-named type of project is visible now on the American scene in the new vigor and resources of Philippine area studies, as well as in related subjects.

The central emphasis of the Fulbright program in the Philippines has tended to be upon educational problems and the improvement of teaching. This interest has extended to the public school system and on occasion to the work of the Bureau of Private Schools. Several visiting specialists have devoted themselves to studies of higher education, with discussion of and suggestions for the development of accrediting systems among the private colleges and universities. Filipino students brought to the United States for graduate work have been by far the largest component in the eastward movement of the program. Among these students preparation for educational service has been a major interest, and a large number have become college teachers upon their return to the Philippines.

The several forms of this exchange program through 1959 are itemized in table 22, compiled from official reports.

Table 22.—Number of exchanges with the Philippines under the Fulbright Act<sup>1</sup>

	1948-55	1956	1957	1958	1959	Total
Grants to Americans for —						
University study	38	3	4	5	7	57
Advanced research	21	1	4	3	2	31
Teaching in schools	10					10
University lecturing	69	6	7	5	7	94
Total	138	10	15	13	16	192
Grants to Filipinos for —						
Graduate study, USA	401	56	41	38	48	584
Advanced research	16	1	3	3	1	24
Teacher development	3					3
University lecturing	4				1	5
Practical experience	5					5
Total	429	57	44	41	50	621
Grand total	567	67	59	54	66	813

<sup>1</sup> U.S. Department of State. *Swords Into Plowshares: A New Venture in International Understanding*. Washington: Government Printing Office, July 1956. (Publication 6244, Series 48.) p. 48. Also see House Document No. 164, 85th Cong., 1st sess.; House Document No. 427, 85th Cong., 2d sess.; and House Document No. 194, 86th Cong., 1st sess., these containing the Report on the Operations of the Department of State (Under Public Law 584) for 1956, 1957, and 1958, respectively. The data for 1959 were supplied by correspondence.

The scope of the United States-Philippine exchange program was further enlarged by the Smith-Mundt Act<sup>9</sup> which made U.S. dollars available for certain types of exchange grants. Under the terms of this law, 29 Filipino educational leaders and specialists visited the United States during the 1952-59 period for study and observation.

The U.S. Educational Foundation in the Philippines has prepared a list of 615 Filipino grantees who traveled to the United States for educational purposes under these combined programs during the 12 years from 1948 through 1959.<sup>10</sup> The most popular areas of professional interest for this group were in education and in the study and teaching of English, together with closely related subjects. A summary, from the list, of the fields of study, observation, and practice approved for these 615 grantees follows:

<i>Field</i>	<i>Number of persons</i>
Education and related fields	138
Includes psychology and guidance (31 persons)	
English and related fields	124
English, speech and literature (72), English teaching (31), journalism (15), linguistics (6)	
Humanities	83
Economics (21), political science (18), history (18), sociology (8), anthropology (6), philosophy (5), area studies (5), international relations (1), "humanities" (1)	
Medicine (26) and related professions	59
Includes nursing (17), pharmacy (8), dentistry (6), optometry (1), occupational therapy (1).	
Mathematics (5) and science	27
Includes biology (13), and physical sciences (9)	
Chemistry	27
Engineering	25
Home economics (14) and nutrition	22
Law	22
Public (2) and business (14) administration	20
Includes statistics (3) and public relations (1).	
Agriculture (16) and related fields	19
Includes fishery (1), forestry (1) and veterinary science (1).	
Social work	17
Library science	15
Fine arts	16
Music (10), painting and sculpture (5), architecture (1).	
Total	614

<sup>9</sup> Public Law 402, 80th Cong.

<sup>10</sup> U.S. Educational Foundation in the Philippines. *Alphabetical List of Fulbright/Smith-Mundt Grantees for Period 1948-59*. Manila: U.S. Embassy, 1959. (Mimeographed).

Field not stated . . . . .	1
Grand total . . . . .	<u>615</u>

Of the 615 names on this list, the records of 418 persons were complete enough to indicate the nature of their activities after termination of the period covered by the grants. With few exceptions, they returned to their homeland and followed the professions for which they had made preparation. It is of special interest to note that 63.88 percent of the 418, or 267 persons, became college teachers or administrators. Most of the others entered business, government service, or private practice in the Philippines, except for some 15 persons reported to be in other countries. About 9 percent of the 418 former grantees, or 37 persons, were engaged in educational work but not on the college level. The total of 615 is accounted for below:

<i>Nature of activity</i>	<i>Number of persons</i>
Withdrawn from profession . . . . .	6
Deceased . . . . .	3
Abroad (in other than United States or Philippines) . . . . .	15
In Philippines, in non-college education . . . . .	37
In Philippines, in non-educational professions . . . . .	90
In Philippines, collegiate teachers or administrators . . . . .	267
<b>Total</b> . . . . .	<u>418</u>
In United States at date of report, or record incomplete . . . . .	197
<b>Total names on list of grantees</b> . . . . .	<u>615</u>

Included in the list of college educators are several presidents, vice presidents, and deans of private and public institutions of higher learning. Teachers or directors of schools and special institutes operated by universities and colleges have been counted as among the collegiate group. The largest single beneficiary of the exchange program was the University of the Philippines. The Philippine Normal College and 4 other public colleges have had 30 former grantees on their faculty or staff lists. The national schools known to be in a position to offer collegiate courses have been included as a separate category. Of the private universities and colleges, 40 institutions are found to have secured the services of 147 former grantees. A summary of the number of such persons serving in the different types of institutions appears in table 23.

Records of this kind are fragmentary at the best, and it is suggested that other former recipients of travel and study grants

Table 23.—Distribution of returned Fulbright/Smith-Mundt grantees known to be serving in Philippine collegiate institutions in 1959

Number of institutions	Name of Institution	Number persons
1	University of the Philippines	88
5	Public colleges PNC (16 persons), CLAC (4), MIT (4), PCAT (2), MAC (2), PCC (1), Philippine Military Academy (1).	30
7	Normal, agricultural, and trade schools	8
10	Private universities in the Manila area Far Eastern (20), U. of East (19), Philippine Women's (19), Santo Tomas (13), Centro Escolar (6), Ateneo (4), Arellano (3), Araneta (2), U. of Manila (2), FEATI (1).	89
6	Private universities in the Provinces Silliman (1), Central Philippines (3), San Carlos (2), San Agustin (1), U. So. Philippines (1), Xavier (1).	18
10	Private colleges in Manila area Phil. Union (5), Assumption (4), Mapua (4), Lyceum (2), St. Paul (2), St. Theresa's (2), Phil. Christian (1), Phil. Dental (1), Sta. Isabel (1), St. Scholastica's (1).	23
14	Private colleges in the Provinces Baguio (2), Dagupan (2), Phil. Women's-Iloilo (2), Ateneo-Davao (1), Foundation-Dumaguete (1), La Consolacion-Bacolod (1), Lourdes-Cagayan (1), Luzonian (1), Mindanao Col. (1), Naga (1), N.W. Visayan (1), Notre Dame-Cotabato (1), St. Paul's-Dumaguete (1), St. Paul's-Tacloban (1).	17
3	Private schools of nursing Mary Johnston (2), St. Luke's (1), Manila Sanitarium (2).	5
	Total	278
	Less duplicates (teaching in 2 schools)	11
50	Net total	267

may also be teaching part time in local universities or colleges.<sup>11</sup> It is also possible that some of those reported as teaching may also be engaged in other part-time activities. In view of the oft-expressed concern over the lack of full-time college teachers it is significant that all but 11 of the group under discussion are reported as engaged in full-time institutional service.

Summaries prepared in the Foundation office for 4 selected years between 1950 and 1956 indicate that from 50 to 60 percent of the grants have been made to women. A certain amount of professional loss to the Philippines occurs when these representatives marry abroad and do not return. The list for 1948-59 contains some 14 names which would seem to belong in this classification, although the records also hint at compensatory service. One educator stationed with her husband in Ghana was preparing a textbook for local schools. Another was following her profession of librarian in the Library of Congress.

The age range for grantees is typically from 25 to 35 years. The grantee list contains the names of 9 mature scholars who served in the United States as residents or lecturers on such topics as Philippine culture and history, as well as being observers and students.

The emphasis upon education in the program described above

<sup>11</sup> Letter from Jesus I. Martinez, Executive Secretary, U.S. Educational Foundation in the Philippines, Manila, July 20, 1960.

is in part a reflection of the general Philippine interest in this profession. It is likewise an indication of the policy of the Foundation during the first period of its operation. The report of that body for 1955-1956 pointed out that up to this date the focus of its work had been the rehabilitation of the Philippine educational system in the wake of a destructive war.

During 1954 plans were formulated which found expression in making 1955-56 a year of "bold pioneering instead of rehabilitation." The introduction to the report of the Foundation for that year continued with the following statement:

Filipino educational leaders, sharing their thoughts with American friends, had begun to turn their minds to the reshaping of old traditions, the formulation of new policies and programs suited to recently recognized problems and goals, and the exploration of progressive educational trends abroad which would help them to re-evaluate and redirect their local system. New and far reaching developments in Philippine higher education are found during the year covered by this report.

Three projects of the year were singled out for special mention in the report:

1. The Institute of Asian Studies was opened at the University of the Philippines.
2. A team of specialists in the teaching of English as a second language started work on a coordinated program for the University of the Philippines and the Government normal schools.
3. A humanities program was begun at the University of the Philippines.

These new lines of interest have appeared in the increasing number of grants since 1955 for the teaching of English as a second language and for southeast Asia area studies. With the current interest in the teaching of science, it may be expected that the future will see a marked development in this field.

### **Strengthening Mutual Ties**

The operation of these programs in the hospitable climate of the Philippines has of necessity been accompanied by the development of many new personal and organizational relationships. The implications of the relationships are of direct interest to college educators for several reasons, as the following brief discussion of some of the prominent ramifications will suggest.

#### **Mutual Understanding**

Despite the inevitable difficulties of working under the pressure of urgent needs and across cultural boundaries, as a whole the

participants in these joint programs would seem to merit the tribute paid by a Filipino administrator that "American and Filipino have worked happily as colleagues . . . ; they have collaborated closely, studied together, and learned from each other."<sup>12</sup> The report of more than one visiting specialist makes reference to the value of the experience thus gained. Nor should there be overlooked the part played by visiting wives for their "ability to live *with* people and not merely *among* them."<sup>13</sup>

The experience gained from the exchange programs has also served to emphasize the special need for more representative and up-to-date presentation of both Filipino and American cultures. The report of the Educational Foundation for 1956 points out that the image of the United States created for Filipinos by the school system of the past is not a trustworthy guide for today. An American seeking knowledge regarding Filipino life, on the other hand, is much more likely to find a description of some primitive tribe than reliable information regarding the large mass of the Filipino people. This need the foundation has endeavored to supply, to some extent, by fellowships to young American scholars for Philippine social and anthropological research, with the hope that they may eventually become college teachers of area studies.

### Institutional Relationships

From the year 1644, when the Spanish King cited the example of the Dominican universities at Avila and Pamplona as a precedent for papal recognition of this same status for the College of Santo Tomas,<sup>14</sup> higher education in the Philippines has been influenced by foreign models. Dr. Hayden credits the University of Michigan with exercising a strong influence on the early development of the University of the Philippines.<sup>15</sup> The founder of Silliman Institute, now a university, looked to Hampton Institute and Park College as patterns to furnish a school with self-help features for students. The Fulbright Foundation report of 1951 has noted that Bai Matabay Plang, the Filipino Moslem Princess, drew upon the inspiration gained from a visit to Berea College in Kentucky for her efforts to have established what is now the Mindanao Institute of Technology.

<sup>12</sup> Leopoldo B. Uichanco. *Foreign Aid and Agricultural Science*. *Science*, 127: 457-461, Feb. 28, 1953.

<sup>13</sup> U.S. Educational Foundation in the Philippines. *Annual Report, 1952*. (Mimeographed).

<sup>14</sup> Encarnacion Alzona. *A History of Education in the Philippines, 1565-1930*. Manila: University of the Philippines Press, 1932. p. 29.

<sup>15</sup> Joseph R. Hayden. *The Philippines: A Study in National Development*. New York: Macmillan Co., 1942. p. 536.

The exchange programs in recent years have greatly extended and personalized these interinstitutional relationships. Technical assistance under the ICA has added a new feature, that of the formal contract whereby a sending university undertakes a specific set of services to a sister institution in another country. The University of Michigan assumed responsibility for establishing the Institute of Public Administration at the University of the Philippines. The work of Stanford University for several types of education, and of Cornell University at the Los Baños College of Agriculture, have received mention in chapter IV. Associated with the Cornell program were the services of specialists from the New York State College of Forestry at Syracuse University. On June 20, 1960, with the termination of Cornell responsibility, Syracuse University entered into an independent ICA contract looking forward to continued cooperation in the development of the College of Forestry at the University of the Philippines.

### Asian Neighbors

Not included in the original planning of the technical assistance programs, but of considerable significance, was the attention which educational development in the Philippines drew from neighboring countries. As early as 1953 groups of Asian educators began to visit the Philippines to observe and study the vocational industrial schools, and this practice has grown with the passage of time.<sup>16</sup> The report of the ICA Education Division lists 27 such participants from Thailand, 8 from Vietnam, and 5 from Indonesia for the period from June 1956–December 1957 alone.<sup>17</sup> The same source makes the suggestion that more use be made of nearby lands for observation and study in the training of Filipino leadership.

This expansion of the original United States-Philippine program to include "third-country participation" has coincided with the growing interest in southeast Asian studies in Philippine universities, and also with a reaching out of educated Filipino youth for service in neighboring countries. Of the 15 former Fulbright/Smith-Mundt grantees listed on a previous page as residing abroad, it may be noted that one is on the faculty of Yonsei University in Korea, and another is at Benares Hindu University in India.

<sup>16</sup> High, *op. cit.* p. 19.

<sup>17</sup> USOM/Philippines, Education Division. *op. cit.* p. 121, 271.

## CHAPTER IX

### Problems, Plans, and Progress

THE PROBLEMS of higher education in the Philippines which have caused the most concern and evoked the most definite proposals for action are centered in several key topics, underlined below. College educators are acutely aware of the lack of adequate *precollege preparation* on the part of entrants, and this leads directly into the question of *selection of students*. Involved in the whole process of education is the complex *language problem*. Assuming that qualified candidates can be found and enrolled in colleges and universities, the choice and nature of a suitable *program of studies* confronts not only the individual but the institution where he is enrolled and the society which he is to serve. From the standpoint of society and of the state an oft-discussed need is that of *supervision of private institutions*. The *inadequacy of libraries and the lack of suitable textbooks and equipment* receive mention in practically every survey of Philippine education. And pervading all plans for educational progress is the insistent *problem of finances*.

#### Precollege Preparation

The loss of the seventh grade, following the Educational Act of 1940, has shortened precollege preparation to 10 years. Beyond this quantitative aspect, there are indications that the quality of elementary and secondary schooling has deteriorated; several of the reports suggesting this conclusion will be considered at the end of this section along with measures being instituted for improvement. The issue most clearly defined, however, is the need for restoration of the seventh grade or some equivalent action. This question furthermore presents collegiate educators with the challenge to undertake their own remedy if the school system as a whole is unable to solve the problem.

The Director of Public Schools has stated the case in plain words, declaring that one of several plans for improvement would have to be put promptly into effect or the quality of university

education would inevitably suffer in all its branches. The consequence, the Director warned, would be the increase of college graduates with degrees and diplomas "but who may not measure up to the expected leadership responsibilities of college graduates."

### Proposals and the Present Trend

The Director was also explicit in suggesting remedies. His preference and that of the Bureau of Public Schools was for the restoration of the seventh grade, in line with the Educational Law of 1953, thus giving the Philippines a 4-3-4 system of primary, intermediate, and secondary schools. The restoration of the seventh grade, it was pointed out, would benefit an estimated 71,467 pupils in 7,200 towns throughout the Philippines as well as in larger centers. The conclusion of the Director in 1956 was as follows:

If there can be no Grade 7, the Bureau is in favor of 6 years elementary and 4 years high school. The universities can add 1 year by way of pre-college after the students have graduated from the high school. The Bureau believes that the additional year is the chief responsibility of the college.<sup>1</sup>

Another alternative plan, to create a fifth year in high school, would affect no more than 20,000 pupils, and apparently has not received serious consideration.

The restoration of the seventh grade is by no means a lost cause, nor should one assume that other possibilities will not receive consideration. A bill has recently been introduced to set up a 6-6 plan, with junior and senior high schools of 3 years each. A counterproposal put forth in the *Journal of Education* would arrange the same 12 years in a 4-4-4 system by introducing a 4-year intermediate school.<sup>2</sup> Under this proposal the National Government would continue to finance and direct the primary schools, the municipalities would take over the expanded intermediate grades, and the high schools would continue to be the responsibility of the Provinces.

Despite the continuing discussion of various alternatives, at this time of writing the trend is definitely to increase the number of college years required for graduation. Pharmacy, most engineer-

<sup>1</sup> Venancio Trinidad. *Time Allotments in the Philippine Public Schools*. Manila: Department of Education, Bureau of Public Schools, 1956. p. 7.

<sup>2</sup> Dr. Agustin S. Alonso. *The 4-4-4 Plan*. *Philippine Journal of Education*, 39:9-11, June 1960.

ing curriculums, nursing (B.S.N.), and perhaps other curriculums are rapidly moving to the 5-year program. Educators are considering the same status for the B.S.E. course. Dentistry requires 6 years, including 2 years of pre-dentistry. Effective for 1960-61, the requirement for entrance to the 4-year law course is the A.B. or equivalent. It is reported that entrance to the 5-year medical program in practice calls for college graduation. This trend, it will be remembered, is in line with the tentative recommendation of the joint congressional committee of 1949 that "a precollege course of one year be organized for the purpose of deepening and broadening the cultural foundation of technical and professional education."<sup>3</sup>

### High School Examinations

The deficiencies of high school graduates were vividly illustrated by their poor showing in the nationwide Government examinations instituted by Secretary of Education José Romero in March of 1960. Of 100,000 seniors who took the tests, 90 percent would not have graduated if passing these examinations had been a requirement for a diploma.<sup>4</sup> Only 5-10 percent would have achieved a passing grade of 75 percent. The national median in English was 44.5 percent. In high school physics it was 31 percent. The difficulties of devising and administering valid examinations on this scale are well known, but the results of the Philippine experiment have shocked those persons still disposed to view the school problems with complacency.

### Swanson Survey

A survey of the public school system has only recently been completed under the auspices of the U.S. International Cooperation Administration and the Philippines National Economic Council. The survey team was composed of six American and six Filipino educators, headed by Dr. J. Chester Swanson, professor of education at the University of California, and Dr. Vitaliano Bernardino, assistant director of the Bureau of Public Schools. Although the conclusions of the survey have not been officially released as yet, certain results are widely known in Philippine educational circles and have been discussed in newspaper and journal articles in the Philippines.<sup>5</sup>

<sup>3</sup> Republic of the Philippines, Joint Congressional Committee on Education. *Improving the Philippine Education System*. Manila: Bureau of Printing, 1951. p. 315.

<sup>4</sup> Almost All Flunked. *Philippines Free Press*, July 23, 1960, p. 69.

<sup>5</sup> For example, see Swanson Survey Report. *Philippine Journal of Education*, 39:6-7, 65, June 1960.

This survey of 1960 found that achievement of pupils in such subjects as reading and arithmetic were lower than those measured by the Monroe survey of 1925. Of every 100 children entering the first grade only 34 remained to complete the elementary course. Only eight entered the public high schools, and no more than four remained to graduate. The lower achievements were attributed to lack of textbooks, the confusion of languages, larger classes, and shorter school sessions.<sup>6</sup>

### Textbook Program

The announcement of the examination results and the findings of the survey have coincided with the launching of what promises to be vigorous action in at least one area of need. In July of 1960 there was initiated a joint United States—Philippine “crash program,” designated to supply 25 million textbooks to Philippine public schools in the next 4 years.<sup>7</sup> The United States through the ICA will furnish \$5 million worth of printing supplies, and in the Philippines the National Economic Council and the Bureau of Public Schools will jointly supply a counterpart fund of over 20 million pesos. The books are to be printed in the Philippines.

### Signs of Hope

An analysis of weak points in the education system in a recent Philippine magazine<sup>8</sup> placed on the credit side the progress toward restoring the full-day session in the primary schools, and the improvement of the teacher-pupil ratio in the intermediate grades. By steady effort, maintained under great financial pressure, the Bureau of Public Schools is reducing the number of “double-single session” schedules, so much a feature of primary education in the first postwar years.

It would appear that the elementary school system has taken a long step forward by raising the standard course of teacher education from 2 to 4 years. The work done in the child development study centers, at the Bayambang Community School Training Center, in the curriculum laboratories established in the central office, and in the Normal College and the regional normal schools should also do much to improve the school program.

<sup>7</sup> Philippine Schools Get Textbook Aid, *New York Times*, Aug. 14, 1960, p. 72. See also Textbook Program Launched. *Manila Daily Mirror*, July 15, 1960.

<sup>8</sup> Better Public Schools Need Better Textbooks (editorial). *Manila Daily Mirror*, July 15, 1960.

<sup>9</sup> Weaknesses in Our Education (editorial). *Philippine Journal of Education*, 38:6-7, June 1960.

The revision of teacher-education curriculum, both graduate and undergraduate, is evidently continuing, based on experience gained by working with teachers in the field. The research department of the Philippine Normal College has developed a project at Urdaneta in Pangasinan Province aimed at upgrading instruction and supervision and at relating the program of both elementary and secondary schools to home and community improvement. Preliminary findings suggest a strengthening of liberal arts elements in teacher-education curriculums, and it is planned to reduce the professional units to about one-fourth of the total load for education students. In the professional courses, it is felt that more use should be made of demonstration and discussion, and of an improved system of off-campus practice teaching. Above all, there is a desire that "teachers and supervisors recapture the sense of dedication to teaching."<sup>9</sup>

### Selection of Students

#### University of the Philippines

At the time of the Hannah survey in 1958, the state university was requiring of entering students that they should have maintained a high school grade average of not less than 85 percent. For applicants to premedical, science, or other curriculums containing courses in chemistry and physics or advanced mathematics, the general requirement of 16 secondary units is made more specific. Such students must have completed algebra, geometry, advanced algebra, applied arithmetic, and physics in high school.<sup>10</sup>

#### Teacher Education

Admission to the Philippine Normal College and to the regional normal schools is by examination. Only students in the upper half of the high school graduating classes are eligible for the entrance tests. Before they are admitted to the tests, applicants must first pass a physical examination and be interviewed by their division superintendent of schools.<sup>11</sup>

<sup>9</sup> Letter to the author from Dr. Pedro T. Orata, Dean of the Graduate School and Director of Research, Philippine Normal College, Manila, Nov. 13, 1960.

<sup>10</sup> University of the Philippines. General Catalog, 1958-1959.

<sup>11</sup> Florencio P. Fresnoa. *Essentials of the Philippine Educational System*. Manila: Abiva Publishing House, 1957. p. 225.

In a discussion of student selection for normal schools, the Joint Congressional Committee on Education called attention to the importance of what was termed "selective retention" as well as selective admission. The committee urged that the same standards be maintained in both public and private institutions, a recommendation which expressed an ideal but carried no plan for implementation.<sup>12</sup>

### Private Schools

Traditionally, admission to a private college or university in the Philippines has been accomplished by the applicant's presenting "Form No. 138-A" or its equivalent, as proof of graduation from a recognized high school. This act, and payment of the first installment of fees, is generally sufficient to secure a place in any but the most crowded or the more discriminating of the private institutions.

Private colleges and universities are showing increasing interest, however, in making a more careful selection of students. No common pattern has emerged, but examples may be cited. The student paper of a large university in the Manila area in May 1960 carried an announcement that the registrar had instituted a series of interviews to "weed out unqualified applicants," giving preference to those with good high school records in English, mathematics, and the physical sciences. College or university catalogs sometimes state that students must present evidence of their fitness for university work. One university makes such decisions "in part by scholastic records and in part by personality ratings." A provincial university requires each applicant to visit the dean's office "for interviewing and testing." The announcement is found in some school publications that an applicant may be asked to take an entrance examination.

The institutions under religious sponsorship generally disclaim any religious test for admission, but may make mention of requiring moral character and willingness to observe school regulations. One catalog states the position that "students of undesirable behavior or poor scholarship are not permitted to enroll under any circumstances."

Along with attempts to select students with more care is found an enhanced responsibility for the guidance of students after their acceptance. One Manila university has organized an "Institute of Human Relations" under the student personnel services to aid

<sup>12</sup> Joint Congressional Committee on Education, *op. cit.* p. 226-238.

individual students. Psychological services, both diagnostic and therapeutic, are provided to deal with specific problems of speech, reading, study efficiency, and vocational or personality adjustment. A private university in the provinces requires each applicant to take college entrance and placement tests. By using the test results the university expects to be able to "aid the student admitted in the selection of his educational and vocational objectives," also to "assist him in understanding some of his strengths and weaknesses." The same records are relied upon for assignment of freshmen to appropriate sections in English and mathematics. The admission program of this institution likewise includes provision for interviews with each entering student and requires a letter of recommendation from the high school principal or counselor.

In the absence of a nationwide system of college-entrance examinations to serve all private institutions, the provincial institutions, in particular, have apparently found it difficult to hold rigidly to individual entrance examinations. In practice, these may often become placement and guidance tests, especially for applicants who have journeyed away from home to the college campus or who are financially unable to go elsewhere.

### The Language Question

The processes of history have left the Philippines with a language problem for which no easy solution is likely to be found. The first decisions have to be made in the elementary schools, but the effect is soon felt on all levels of education.

#### UNESCO Survey

After a review of the situation in 1949 the UNESCO mission recommended "that the national policies requiring schools to teach the National Language, to use English as the primary medium of instruction, to offer Spanish in the high schools, and to permit teachers to use the local dialect to assist them in teaching, be continued . . . ." <sup>18</sup>

The mission furthermore went on record in favor of a vigorous research program to determine (1) the extent to which the local vernacular might be advantageously employed as the medium of instruction in the beginning years; (2) the best time to begin

<sup>18</sup> UNESCO Consultative Educational Mission to the Philippines (Floyd W. Reeves, Chairman). Report of the Mission to the Philippines. Paris, France: UNESCO, 1949. p. 22.

using English as the medium of instruction; and (3) the best time to introduce the national language as a required subject.

### Iloilo Experiment

During the school year 1948-49 an experiment was started in certain schools of Iloilo to determine the effect of using the local vernacular—in this case the main dialect of Panay, or Hiligaynon—as the medium of instruction for the beginning school years. The experimental group included seven classes of the first grade, who were matched with seven other classes as a control group. Reports released at the end of the sixth year of the experiment indicate that the acquisition of English after 2 years of the vernacular was facilitated rather than hindered in the experimental group. The latter were superior in social studies and more mature than the control group. The differences in arithmetic and reading were not statistically significant.<sup>14</sup>

### Current Trend

The use of the vernacular for beginning children was further supported by the findings of the UNESCO Conference of 1951<sup>15</sup> and the recommendations of visiting specialists.<sup>16</sup> Surveys made by Bernardino and by Peralta, and reported in their works, indicate a definite trend in favor of using the vernacular as a teaching medium in the lower grades. A significant element is the growing approval of parents. Difficulties also exist. Teaching materials have to be prepared in the vernacular, and teachers need to learn a new vocabulary, and sometimes a new dialect. Special difficulties have to be overcome where more than one dialect is found among the pupils.

Peralta has constructed a chart to illustrate the current trend, making a distinction between Tagalog and non-Tagalog areas. In the regions such as Manila where Tagalog, the basis of the national language, is the vernacular of the home, this becomes the language of instruction through the 4 years of primary school.

<sup>14</sup> Bureau of Public Schools Bulletin No. 9, 1955. Quoted by Vitaliano Bernardino. *The Philippine Community School*. Quezon City: Phoenix Press, Inc., 1956. p. 235.

<sup>15</sup> Bernardino, *op. cit.*, p. 235, citing UNESCO. *The Use of Vernacular Language in Education*. Monographs on Fundamental Education. Paris, France: UNESCO, 1953. p. 68-70.

<sup>16</sup> See, e.g., Clifford H. Prator, Jr. *Language Teaching in the Philippines*. Manila: U.S. Educational Foundation, 1950. p. 25.

For the other dialect areas the local vernacular has the right of way during the first 2 years, study of the national language being introduced in the third grade. After the fourth grade the arrangement becomes practically the same for all areas. The study of English begins in the fifth grade and English as a language of instruction occupies a place of increasing importance through the intermediate grades, high school, and college. The vernaculars of the non-Tagalog areas drop out of the school curriculum at the end of the fourth grade. National language continues as a school subject through college. The study of other languages, including Spanish, is introduced in the third year of high school.<sup>17</sup>

The pattern described above has the advantage of making room for the main points of view on the language question. English remains the prime medium of instruction for secondary school and above. The national language is recognized and used from early years with opportunity for its further expansion. Other languages have a place in high school and beyond.

The use of the vernacular in the primary grades enables beginners to deal with information and concepts in the language of the home, without the added strain of a new form of speech. It is the hope of educators that this will make for an improvement of thinking processes and reduce the dependence on verbalization and rote memory. In the broader view, educators point out that a great gain is made by bringing together school, home, and community in a common language of learning. The holding power of the school should be strengthened by this system. Pupils who drop out before the end of the fourth grade should have a good prospect of remaining literate in the vernacular and of retaining a working knowledge of arithmetic and social studies.

The improvement of English teaching was a special project of the U.S. Educational Foundation in the Philippines from 1949 through 1956. In 1957 the Rockefeller Foundation made a grant for a 5-year program in cooperation with the University of California at Los Angeles, where a special 1-year course has been opened for Philippine teachers of English. In Manila the Philippine Center for Language Study is being organized in connection with the Department of Education.

### **Effect on Higher Education**

The college student of the Philippines must perforce be something of a linguist. The whole school system seems destined to

<sup>17</sup> See Cresencio Peralta. *Current Issues in Philippine Education*. Manila: Silangan Publishing House, 1955. Chart 1, p. 110.

hear the language problem of the nation, at the same time that it strives to contribute toward a solution. A question of prime importance for educators is how much time and energy will remain for the content of learning, apart from the study of languages. Not infrequently, concern is expressed that the multiplicity of language requirements will lessen the general use of English and weaken its usefulness as the medium of instruction for higher education. It is in this connection that it seems especially important, and also possible, greatly to improve the methods of teaching all languages.

### Program of Higher Education

#### Popular Courses

Within the framework of Government requirements and institutional offerings, the students and their families cast the final vote as to what departments will flourish or decline. For a half century that decision has been predominantly in favor of preparation for a few popular professions. In the University of the Philippines, the order of preference has been for teaching, agriculture, liberal arts, medicine, law, engineering, and business.<sup>18</sup> In the private colleges and universities the record of graduates since 1948 shows that the popular choice has put teaching far in the lead, followed by commerce or business, arts and sciences, medicine and allied courses, engineering and allied courses, and law.<sup>19</sup> Elementary teacher education also claims a large share of the collegiate students under the Bureau of Public Schools, or 3,231 out of 6,930. Another 4,850 education students are enrolled in public colleges. Of the remaining 8,665 college students in technical courses under the Bureau or in public colleges, 700 or more are preparing to be agricultural or trade teachers.<sup>20</sup>

An examination of the original data regarding graduates used for tables 11 and 17 indicates that to some extent the imbalance of curricular choices is correcting itself. At the University of the Philippines the high point in the production of B.S.E. graduates came in 1931 when 296 such degrees were granted. There was a resurgence after the war, but this has fallen off sharply from 207 B.S.E. graduates in 1953 to 87 in 1959. The B.A. graduates have increased from 24 in the decade before the war to 1,533 during 1950-59.

<sup>18</sup> Tables 10 and 11, ch. 3.

<sup>19</sup> Table 17, ch. 4.

<sup>20</sup> Tables 6 and 8, ch. 2.

In the private schools, education and normal school graduates declined from a peak of 36,789 in 1951, to 8,958 in 1959. The enrollment in arts and sciences has been generally increasing, although more slowly. Commerce and engineering enrollments have tended to increase. The survey of authorized degrees in appendix B also shows that a number of new fields are being entered, although these have not yet appeared in the reports of graduates.

### Professions

The results of the 1960 census are not available at the time of writing, but the census of 1948<sup>21</sup> listed the following statistics of the popular professions:

<i>Profession:</i>	<i>Members--1948</i>
Physicians	4,919
Lawyers	4,331
Nurses	4,183
Engineers (1,759 civil engineers)	3,326
Pharmacists	2,005
Dentists	1,605
Accountants (CPA)	565
Architects	241

How many of the persons in these various groups have continued in active practice of their professions is not known with certainty, but it is commonly believed that many engage in other occupations than the one for which they have been professionally prepared. Thus, the study of law is frequently an avenue to a career in politics or business. A partial clue to the popularity of the two leading professions can be found in the folk memory of injustice and of ill-health. A report on social trends has pointed out that "... in the particular case of law, among a subject people, the profession may be regarded as an essential intellectual weapon in the struggle of the people for freedom."<sup>22</sup> The presence of a lawyer or a physician offers the group a sense of security, even if the individual is not engaged in active practice.

A limited study of future manpower requirements of the Philippines has used as a guide a theoretical standard of 1 physician

<sup>21</sup> *Journal of Philippine Statistics, 1954, 7: Nos. 7-9. Cited in Area Handbook on the Philippines, Preliminary ed. Subcontractor's Monograph HRAF 16, Chicago 5, by Fred Eggen, Supervisor, University of Chicago. New Haven, Conn.: Human Relations Area Files, Inc., 1954. (Multilithed.) p. 799.*

<sup>22</sup> President's Action Committee on Social Amelioration, assisted by U.N. Consultants. *Philippine Social Trends: Basic Documents Pertinent to Long Range Social Welfare Planning in the Philippines. Manila: Bureau of Printing, 1960. p. 34.*

to each 1,000 of the population.<sup>23</sup> By 1956, the ratio in Manila was approaching this level, but in the rural areas it was slightly less than 1 physician to 5,000 persons. The estimate was made that 400 to 500 new doctors would be required each year to reach and to maintain the ratio of 1 to 1,000. A continuation of the 1956 rate of annual increment (1,200 new medical graduates) was expected to achieve the goal by 1975. Viewed in this light, the immediate problem is not so much a matter of supply of personnel as the dual need to achieve good quality and to find some way to provide basic medical facilities for the entire population.

The statistical picture regarding manpower needs will be changed by the upward revision of total population figures from an estimated 23 million in 1959 to the preliminary census report of 27,473,000,<sup>24</sup> as of June 15, 1960. More people will need more professional services, but financial support will have to come from expansion of manufacturing and increased efficiency in agriculture and other extractive industries. To achieve this end, a better balance of educational emphasis is doubtless needed and may become both a contributory cause and a result. A resident educator has summed up the current situation in these words: "Philippine cities and towns are for the moment oversupplied with secondary and college graduates. This is a liability for the state but also an asset still unused."<sup>25</sup>

From experience gained in the ICA program to develop vocational industrial education Dr. High offers an illustration of the potential strength in this reservoir of educated youth. The program not only discovered a number of elementary graduates ready to become industrial-school students but was also able to secure personnel for the expanding teaching and administrative staffs from the ranks of young people who had already received some form of advanced education. Since it was assumed that they had a measure of natural ability and interest, they could be drawn into the vocational-industrial service "after rather short periods of specialized training."<sup>26</sup>

<sup>23</sup> Study by Dr. Horace DeLien and Frank S. Morrison, cited in Jean A. Curran, *Survey of Educational Resources, Teaching Programmes, Research and Services of the Colleges of Medicine of Santo Tomas, Manila Central and Far Eastern Universities*. Manila: World Health Organization, 1956. (Mimeographed). p. 116.

<sup>24</sup> Filemon V. Tutay. *Population Explosion*. *Philippines Free Press*, June 25, 1960, p. 6, 79.

<sup>25</sup> Richard Arenas, S.V.D. *Philippine Education in Transition*. *Journal of East Asiatic Studies*, 7:100, January 1958.

<sup>26</sup> Sidney C. High, Jr. *Vocational Industrial Education in Newly Developing Nations: A Case Study of the Philippines, 1951-1956*. Stanford, Calif.: School of Education, Stanford University, 1960. (Study No. 1, Comparative Education Series.) p. 22-23.

**Science and Research**

The Philippines is not without a tradition of scientific research, but it has been nourished primarily by certain Government bureaus and by such branches of the state university as the experiment station of the College of Agriculture and the Institute of Hygiene. Within the private universities, dependent to a large degree upon student fees, few resources have existed for institutional support of research, although there have been notable exceptions in the case of departments and teachers who have somehow managed to make contributions to the advance of knowledge despite heavy classroom demands and meager budgets.

For the colleges and universities as a whole, the emphasis is upon the pragmatic aspects of science. Although the coverage is far from complete, strong programs exist for teaching various branches of engineering and technology, but mathematics and the basic sciences, with a few exceptions, are in a relatively weak position. The development of technology is hampered accordingly. Furthermore, serious gaps appear in the range of specialties needed by a modern society. Only 16 bacteriologists and 7 geologists, for example, were reported by the Bureau of the Census and Statistics in the list of professionals for 1948-49.<sup>27</sup>

A vigorous movement is presently underway to strengthen the foundations of scientific teaching and research. President Carlos P. Garcia, of the Republic of the Philippines, on the occasion of his inauguration and in addresses before college and university students, underscored the importance of science for national development. Commenting on this pronouncement, the editor of the *Journal of Education* wrote:

This recognition of the role of science in our national life requires our schools and colleges to reexamine their curricula to the end that they may be properly oriented to the policy of our government and to the demands of our scientific age.<sup>28</sup>

In a message prepared for the 23d anniversary of the signing of the Philippine Constitution, Senator Emmanuel Pelaez, author of the National Science Act of 1958, reminded his compatriots of the constitutional provision that "the State shall promote scientific research and invention." Behind this simple sentence, he declared, lay a reasoned conviction of the founding fathers that science was destined to play a decisive role in the achievement

<sup>27</sup> Republic of the Philippines, Bureau of the Census and Statistics. *Facts and Figures About the Economic and Social Conditions in the Philippines: 1948-1949*. Manila: Bureau of Printing, 1950. p. 1-2.

<sup>28</sup> *Developing Scientists*. *Philippine Journal of Education*, 36:551-52, February 1958.

of economic progress and well-being for the nation then being formed:

They envisioned a Philippines emerging from a colonial, raw-material-producing economy to a balanced agro-industrial nation producing enough food, clothing, shelter and other necessities for her people, and utilizing and processing her raw materials for export, so that she could, in turn, import those articles which would . . . supplement her own internal economy.<sup>29</sup>

If these goals were to be achieved to the satisfaction of the Filipino people, the writer concluded that more attention would have to be paid to the development of science and technology.

In 1957, citizens of the Philippines and friends abroad completed organization of the American-Philippine Science Foundation to assist the new nation through science and technological research. Working with a committee in the Philippines and with other organizations, the APSF has aided "in the crystallization of science consciousness and in the final formulation of a program of scientific development."<sup>30</sup> Materials and equipment have been supplied and plans made for scholarships. A project is under discussion for a demonstration secondary school in the Philippines patterned after the Bronx High School of Science in New York City. At the invitation of the late President Magsaysay, a director of the foundation who is a leading American professor of physics visited the Philippines to make a survey of science needs and resources.

Within the Philippines the National Science Development Board has been established by Republic Act 2067, the "Science Act of 1958." Under this Board are three main divisions of activities: (1) The Philippine Atomic Energy Commission (PAEC); (2) the National Institute of Science and Technology (NIST); and (3) the assignment of grants-in-aid to scientists or to research institutions.<sup>31</sup> The *Philippine Journal of Science* is published under the Board auspices.

Under PAEC, construction is now in progress on a \$500,000 nuclear reactor as part of the U.S. atoms-for-peace program. The location is on a plot of land near enough to the main campus of the State university to make possible collaboration between the nuclear research center and the university. Recommending that an

<sup>29</sup> Constitutional Mandate: Pelaez Urges Education Reform Stressing Science. *Manila Bulletin*, Apr. 21, 1958, p. 7.

<sup>30</sup> Carlos P. Romulo. Report of Gen. Carlos P. Romulo, President, American-Philippine Science Foundation. Washington: The Foundation, 1960. p. 8.

<sup>31</sup> William W. Watson. Science in the Philippines. Manila: National Science Development Board, 1960. p. 4.

instrumentation center be established in connection with this project, the report cited above points out that the operation of the nuclear reactor should stimulate much-needed research in such areas of weakness as physics, mathematics, electronics, and modern instrumentation.

The same report likewise notes the transfer of the Manila Observatory, operated for nearly a century by the Jesuit scientists, from Baguio to the Ateneo campus in Quezon City. The suggestion is offered that the concentration of so many physical scientists in this one area should make possible advanced seminars and enhance training facilities for physicists in the Philippines.

The research interests of the National Institute of Science and Technology have been primarily in the fields of industrial chemistry, standards and analyses, biology, microbiology, medicine, ceramics and plastics, and food and nutrition. A great many possibilities would seem to be in sight for mutually helpful cooperation between this program and the developing graduate schools of the local universities.

An important educational arm of the Board is the system of grants-in-aid. The scope of these grants includes both public and private institutions. The conditions, as announced in the Manila press,<sup>22</sup> set a maximum of 25,000 pesos for any one project, and require the receiving institution to provide a matching fund, and to have available competent personnel and adequate library and laboratory facilities.

### Supervision of Private Schools

A number of proposals have been put forward for improvement of private colleges and universities in the Philippines. Some have received a partial implementation. Apparently none has reached the stage of assured success.

### Accreditation and Classification

The Joint Congressional Committee of 1949 criticized the prevailing system whereby recognition of a school was predicated upon "meeting certain minimum quantitative standards."<sup>23</sup> Once this magic blessing was bestowed, one school was as good as another in the eyes of the law, and no incentive or reward was provided for continued improvement. The remedy proposed by the Commit-

<sup>22</sup> See Science Cash Aid Rules Out. *Manila Daily Mirror*, July 15, 1960.

<sup>23</sup> Joint Congressional Committee on Education, op. cit. p. 235.

tee was that a classification of each type of college be undertaken by a "Committee on Accreditation and Classification," using data gathered by the Bureau of Private Schools.

The proposed "Private Education Law of 1949," drawn up by the joint committee, was designed to replace the Bureau of Private Schools with a "Board of Private Education," under the chairmanship of the Secretary of Education. Two of the seven other members were to be appointed by the President of the Republic to represent the private institutions.

At about this same time the UNESCO Educational Mission somewhat cautiously advocated a voluntary association, or possibly several regional associations, of institutions engaged in teacher education. Membership in such an association, the mission advised, "should be strictly limited to the better institutions." New members would be required to meet standards of excellence before admission, and to maintain standards as a condition of retaining membership. This voluntary accreditation by membership was not intended to replace control and supervision by Government agencies, nor any independent action that public or private institutions might take for self-improvement. The three existing associations of private schools and colleges or universities would be continued.<sup>34</sup>

No official action was taken on any of these proposals, but several years later a movement for voluntary accrediting made considerable headway. The draft of a tentative constitution for "The Philippine Accrediting Association for Colleges and Universities" was approved on January 27, 1951, by representatives of 2 educational associations and 14 institutions, including the University of the Philippines.

The proposal for such an association, was a principal topic at the Conference on Higher Education held in connection with the inauguration of the University of the East, where the case for cooperation was stated by the Assistant Director of Private Schools in these words:

... one conclusion is inescapable—namely, the stupendous task of maintaining desirable standards in private schools cannot be and should not be the job of government alone. It should be the joint task of the government and the schools.<sup>35</sup>

The movement described above utilized the technical knowledge and professional counsel of Dr. Pius J. Barth, a Fulbright special-

<sup>34</sup> UNESCO Consultative Mission to the Philippines. *op. cit.* p. 49-50.

<sup>35</sup> Daniel M. Salcedo. *The Needs for Accreditation. In Inauguration of the University of the East and Installation of Its First President, Francisco Dalupan y Tarnate, Jan. 26-28, 1951: Addresses, Papers, Acts and Proceedings. Manila: the University, 1951. Pt. 3, p. 88.*

ist in higher education, who worked out a scorecard for possible use by an evaluative committee of the proposed association. His report for the year called attention to the wide range of quality apparent among private colleges and universities, and recommended that a nongovernmental coordinating body be organized, based on the three private educational associations and the state university. This body should set criteria of excellence and determine the percentile rating of individual institutions. Publication of the ratings above a certain level should encourage the development of a "prestige group" of the better colleges and universities, whose presence would raise standards for all institutions.<sup>36</sup>

These several proposals were in agreement regarding the need to encourage and to recognize qualitative improvement above the minimum level of mere recognition. They also agreed on the desirability of enlisting the better institutions in a common effort with the Government to raise standards. Presumably such institutions might thus be relieved of some of the detailed reports and paper work imposed by the Bureau on all schools. An incidental gain would be the formation of a distinct collegiate classification for purposes of gathering and publishing statistics, and for educational discussion.

The initial difficulty seems to be that of finding an effective center of organization. Dr. W. F. Dyde, consultant to the Bureau of Private Schools during 1954-55, introduced a simplified plan for a "Conference of Philippine Universities," to be composed of recognized universities, along with the University of the Philippines.<sup>37</sup> The American counterpart of such an organization would be the Association of American Universities rather than the regional accrediting associations. The latter, it was pointed out, were originally formed in the United States to bring uniformity into a scene of great variety, where the separate State systems had no central control such as that provided in the Philippines by the Department of Education of the National Government.

Such a conference would have the advantage of a readymade membership. The Bureau of Private Schools might well take the initiative of calling the organization meeting, but, once formed, the conference should function independently, although its pro-

<sup>36</sup> For further details, see Pius J. Barth, O.F.M. *Higher Education in the Philippines. Report to the U.S. Educational Foundation in the Philippines, Manila, 1952.* (Typescript).

<sup>37</sup> W. F. Dyde. *A Report on Private Higher Education in the Philippines. A report to the Bureau of Private Schools, May 9, 1955.* (Typescript.) ch. 2, p. 6.

gram would have to be related to the Bureau and to the educational associations. The report quoted contains a plea that the faculty of the institutions concerned be given a recognized place in the development of higher education and "in providing that greater responsibility and independence be accorded to institutions of approved standards."<sup>38</sup>

### **Present Status of Accreditation**

At the time of writing, efforts to raise standards of private institutions of learning, beyond those provided by governmental supervision, are most readily discernible in the educational associations. The Association of Christian Schools and Colleges has adopted a plan for membership accreditation, and has approved a manual for this purpose.<sup>39</sup>

In October 1954, the General Assembly of the Catholic Educational Association of the Philippines empowered a special committee to organize what is now the Philippine Accrediting Association of Schools, Colleges and Universities, incorporated in December 1947. The two universities and nine colleges which before that date had completed their self-evaluation and received a favorable recommendation from a team of accreditors were listed as charter members of the association.<sup>40</sup>

### **Proprietary Schools**

The private-venture schools represent an investment of personal or corporation funds. The losses are borne by the owners and the profits accrue to the individual proprietors or are paid as dividends to stockholders. Recipients are assessed an income tax on such gains. The most severe criticism of private schools is generally leveled against the proprietary institutions, either on the grounds of commercialism or of nepotism. In their defense the schools can point to a long, and in many cases an inspiring, record of service.

An analogy from American educational experience is found by Dr. Dyde in the case of the privately owned medical and law colleges which flourished in the United States through the first

<sup>38</sup> Ibid. ch. 2, p. 11.

<sup>39</sup> Letter to author, Mar. 23, 1960, from Merton D. Munn, chairman of Committee on Accrediting, Association of Christian Schools and Colleges.

<sup>40</sup> Philippine Accrediting Association of Schools, Colleges and Universities. *Manual of Accrediting*. Manila: the Association, 1960. p. 2.

decade of the present century. At one time they doubtless served a purpose but were found so inadequate and so subject to abuse that public opinion, led by medical and legal associations, and informed by several independent investigations, gradually terminated their existence. Some were incorporated as departments of universities; others simply went out of business.

This illustration points to the undesirability of having education on the professional and degree-granting levels subject to commercial sponsorship. The Dyde report saw a place for "special vocational schools which provide specialized training not likely to be provided by the regular secondary schools or junior colleges." These should continue to be regulated by the Bureau of Public Schools in the public interest. Various plans are suggested in the report as to possible methods whereby professional and degree-granting education may be transferred from proprietary to non-commercial auspices. The conclusion is:

No one who, as does this writer, has faith in the future of higher education in this country will believe that the change will not gradually and eventually take place. It is simply a question . . . of the time when society in the Philippines is prepared to make those judgments which will enforce the operation of higher education on the highest level.<sup>41</sup>

### The Outlook

The large investment of private capital in Philippine colleges and universities is an obstacle to a rapid and orderly conversion to some better status, but note should be made of moves in this direction by public-spirited leaders. The literature of several private nonsectarian universities carries the statement that they are nonprofit, nonstock educational institutions. Another example is the establishment of the Ramon Magsaysay Memorial Medical Center, affiliated with the University of the East but on an independent and nonprofit basis.

The abnormal postwar pressure upon higher education is passing, and the reported unemployment of graduates seems destined to remove some of the false glamour from a college degree. The public criticism of educational abuses continues to be strong and vocal.<sup>42</sup> The effect may be to encourage students and parents to

<sup>41</sup> W. F. Dyde, *op. cit.* ch. 4, p. 12.

<sup>42</sup> Recent examples of public criticism are: Teodoro M. Locsin, *The Diploma Mills—A National Disgrace*, *Philippines Free Press*, Jan. 9, 1960, p. 2-3, 54; and Gregorio C. Evangelista, *Commercialism Among Private Schools? This Week* (magazine of *Manila Sunday Chronicle*), July 31, 1960, p. 32-33.

be more discriminating in their choice of institutions. If financial support can be given to the vocational high schools and to the public colleges, the flow of young people to congested centers may be minimized at the same time that their range of educational opportunity is widened.

The resolute vigilance of the Bureau of Private Schools can be depended upon to reduce the most flagrant abuses. It will admittedly not in itself make for great universities nor even for colleges of integrity. The latter achievements in a democracy are recognized as being attainable only through positive leadership, supported by a large body of cooperative effort. The present steps toward raising standards within the several educational associations are hopeful portents, and may lead to larger cooperation for their common goals.

In time the programs of self-accreditation should produce an evaluation of institutions. A possible alternative would be a "qualitative survey and classification" by teams of specialists.<sup>43</sup> Until a reliable and objective classification of institutions is available, each individual college or university must be judged on its own merits, and wide differences are to be expected among institutions.

### Libraries, Books, and Equipment

The Monroe Commission in 1925 found equipment "almost invariably inadequate" in most private schools of whatever grade. Dr. Hayden,<sup>44</sup> writing just before World War II, mentioned that the most serious shortcoming of the University of the Philippines was the "inadequacy of the library." The losses of war and the increased tempo of educational demands have made the postwar needs even more acute. The ICA and other aid programs have encouraged the production of educational literature, some of it useful in colleges. Filipino writers are active in certain fields, and beginnings are being made in the local manufacture of educational supplies and equipment, but it is evident that this aspect of higher education will continue to make large demands on both energy and finances.

<sup>43</sup> Suggested by F. W. Dype, *op. cit.* ch. 5.

<sup>44</sup> Joseph R. Hayden. *The Philippines: A Study in National Development*. New York: Macmillan Co., 1942. p. 451.

A recent study <sup>45</sup> of library facilities indicates something of the difficulties which confront the universities of the Philippines as they try to achieve a standard program with limited resources. The study was based on reports submitted by the institutions to the Bureau of Private Schools in 1958-59. Of the 22 universities then recognized, 12, or over one-half, had a library collection of less than 20,000 volumes; 8, or a little over one-third, had between 20,000 and 40,000 volumes. Only 2, or less than one-tenth, possessed over 50,000 volumes of college books. The combined library holdings of the then 22 private universities was 666,320 volumes, a total which includes books for attached elementary and secondary schools. Adding the holdings of the University of the Philippines would bring the number of volumes in the 23 universities, both public and private, to 879,598 volumes, which is not much more than the 782,917 volumes held by Dartmouth College alone in 1958.

### Finances

"Education, the tool 'extraordinaire' for promoting economic development, is expensive." <sup>46</sup> The statement is true for a country as relatively advanced as the Philippines, and this consideration underlies most of the problems discussed.

### Public Education

The budget for the public schools is of interest to college educators, for it governs to a large degree the kind of basic preparation their future freshmen will have. It also has a direct bearing upon the support of the state colleges and the university. Expenditures for education take a large share from the national budget. The most hopeful proposals for increase look toward the assuming of more responsibility by municipalities, cities, and Provinces. The city of Manila, emboldened by a series of budgetary surpluses, has recently made a commitment to establish a city university, as well as a city hospital. There have also been several examples of grants of public lands for the support of the University of the Philippines and of new colleges in Mindanao.

<sup>45</sup> Gorgonio D. Siega. The Libraries of Philippine Universities. *Philippine Journal of Education*, 39:12, 57, June 1960.

<sup>46</sup> Kenneth L. Neff. Education and the Development of the New Nations of Southeast Asia. U.S. Department of Health, Education, and Welfare, Office of Education. *Education Around the World*, May 25, 1960. p. 1-5.

Education should share in the benefits of the study now under way by a joint executive-legislative tax commission. The objective is to "transform the present colonial-influenced tax system to a more progressive one that will shift the tax burden from those who can least afford it."<sup>47</sup> It is predicted that provision may be made to grant increased tax powers to local governments. A program of education is proposed in all schools "to inculcate on citizens the vital necessity for the payment of taxes."

#### Private Education

The action of the National Science Development Board in opening its program of grants-in-aid to private universities represents an important innovation. The climate of Philippine opinion is not disposed toward regular subsidies to private schools, but special grants for programs in line with Government emphases would seem to meet with approval. The comparison has been made that in the Philippines 75 percent of the amount spent for science is from the Government and 25 percent from private industry, whereas in the United States 95 percent comes from industry.<sup>48</sup> It would seem reasonable to believe that the growing industries of the Philippines may soon be in a position not only to contribute to research but also to participate in a more general development of educational philanthropy. The success of certain nonprofit institutions in securing support from their alumni and constituencies, as well as the generosity of parent-teacher associations in meeting local school needs, are indications that a much wider base of this kind is possible for quality education, either public or private.

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<sup>47</sup> Tax Structure Change: Present System Untenable; Plans Afoot To Educate the General Public. *Manda Bulletin*, Apr. 11, 1960, p. 13.

<sup>48</sup> Romulo, *op. cit.* p. 1.

## CHAPTER X

### A Philosophy of Education

IN THE PHILIPPINES, as elsewhere, education has served as an instrument of public policy. Through the centuries, policy has undergone far-reaching changes, but each regime has left an imprint on the present. Under Spain the primary purpose was to teach moral concepts and religious doctrine. The Americans thought of the school system as a means of preparing citizens for a self-governing democracy.<sup>1</sup>

The prevailing type of university in the Philippines today has been formed by the confluence of these two streams of western civilization. It bears the imprint of Plato and of Aristotle, of St. Isidore of Seville and St. Thomas Aquinas, of Abelard and Humboldt and Pestalozzi, as well as of Jefferson and [Horace] Mann, of Charles Eliot and John Dewey.<sup>2</sup>

In recent decades distinctly Filipino voices have begun to make themselves heard. The speaker quoted above went on to mention such educational pioneers as Mendiola and Avelino, Salvador, Villamor, and Palma. Bocobo and Alzona called attention to the danger of losing the most precious elements of Filipino culture.<sup>3</sup> Osias attempted to define and to describe that culture.<sup>4</sup> Increasingly the aims and objectives for education in the Philippines have been expressed in Filipino terms.

The leadership of today is putting forth strenuous efforts to develop a truly national theory and system of education, suited to the needs of an independent republic in a modern world setting. Those closest to the scene would evidently be the last to claim that the goal has been reached. A professional schoolman has written

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<sup>1</sup> Antonio Isidro. *Changing Accents on Philippine Education*. *Mobilways*, 2:2-5, April 1957. (Manila, Standard Vacuum Oil Co., Philippines Division.)

<sup>2</sup> Francisco Dalupan, First President, University of the East. *Reorientating Our Universities*. Inaugural address, Jan. 23, 1961. Manila: The University, 1961. p. 1.

<sup>3</sup> Quoted by Cresencio Peralta. *Current Issues in Philippine Education*. Manila: Silangas Publishing House, 1965. p. 5-6.

<sup>4</sup> Camilo Osias. *The Filipino Way of Life*. Boston: Ginn & Co., 1946.

that: "*Philippine education* are two words still in search of a meaning—of indigeneous meaning."<sup>5</sup> In a discussion of "The True Functions of Education" in 1953, Dr. Laurel set forth his conviction in these words:

The one problem that is really important remains unsolved: namely, *the problem of providing an education that is responsive and adequate to the nature, the demands, and the idiosyncracies and aspirations of our people—the Filipino people . . . a problem which none but Filipinos alone, and by themselves, can and must face and solve.*<sup>6</sup>

Although the "New Educational Synthesis"<sup>7</sup> may still be in the making, there is evidence that important contributions are being made. A few examples of such contributions are reviewed in the pages that follow.

### Aims of Education

In his chapter on "Objectives of Philippine Education," Dr. Isidro reminds us that after the long struggle for political freedom, the Filipino choice has been firmly for a democratic form of government, "the dream of our heroes and martyrs."<sup>8</sup> The commitment of the revolutionary spokesman, A. Mabini, to a republic rather than a monarchy was expressed in his *Decalogue* on the grounds that such a form of government "makes a people noble and worthy through reason, great through liberty, and prosperous and brilliant through labor." These elements of democracy, liberty, and labor, together with a religious faith, have reappeared in many official statements which have a direct bearing on education.

### The Constitution

The Constitution of the Commonwealth, and subsequently of the Republic, as ratified by the Philippine electorate in May 1935, contains a number of statements of basic principles. These find frequent expression in the classroom and educational discussions. Mention may be made of the preamble, wherein the "Filipino

<sup>5</sup> Cresencio Peralta. *Challenges to Filipino Education*. Manila: National Teachers College, 1956. p. 5.

<sup>6</sup> José P. Laurel. *Bread and Freedom*. Manila: privately printed, 1953. p. 98. Italics added.

<sup>7</sup> See Francisco Dalupan. *Wanted: A New Educational Synthesis*. Address delivered before the Batangas Rotary Club, October 20, 1952. Manila: University of the East, Department of Alumni Affairs and University Publications.

<sup>8</sup> Antonio Isidro. *The Philippine Educational System*. Manila: Bookman, Inc., 1949. p. 31.

people, imploring the aid of Divine Providence" look forward to a rule of "justice, liberty, and democracy;" of the Declaration of Principles; and of the Bill of Rights. The section on education<sup>9</sup> charges specifically: "All schools shall aim to develop moral character, personal discipline, civic conscience, and vocational efficiency, and to teach the duties of citizenship."

#### Official Interpretation

The period after 1945 conferred upon the Philippines the status of an independent nation, engaged in a vast program of material and cultural reconstruction. Membership in the United Nations, with active participation in many of the specialized agencies, opened new vistas of international relations. The need was evident for a redefinition of educational values and goals, and this task was undertaken by what was then the National Council on Education. To the objectives prepared by the council, the division superintendents of schools at their meeting of May 1948 added the following: "To promote in our people the ability to think and act rationally, to express their thoughts clearly, and to read and to listen with understanding."<sup>10</sup>

The Joint Congressional Committee on Education of 1949 held a series of 791 public forums throughout the islands, attended by over 72,000 persons, to examine and discuss these objectives of education. As a result of this process the committee recommended that the statement be revised. A list of 10 criteria, suggested as guidelines for such a revision, opened with the declaration that "the objectives must be rooted in the Filipino way of life with emphasis on ethical character."

#### Board of National Education

The act which created the present Board of National Education opens with a section setting forth that the proposed body shall—

formulate, implement and enforce general educational objectives and policies, and coordinate the offerings, activities and functions of all educational institutions in the country with a view to accomplishing an integrated, nationalistic and democracy-inspired educational system in the Philippines.<sup>11</sup>

<sup>9</sup> Sec. 5, art. XIV.

<sup>10</sup> Quoted in Republic of the Philippines, Joint Congressional Committee on Education. Improving the Philippine Educational System. Manila: Bureau of Printing, 1961. p. 25.

<sup>11</sup> Senate Act No. 174, approved June 16, 1964.

In 1956 the Board produced a condensed statement of five objectives or basic policies. This was included in the revised Philippine educational program issued by the Department of Education to the Bureaus of Public and Private Schools.<sup>12</sup> The statement appears below.

1. To inculcate moral and spiritual values inspired by an abiding faith in God.
2. To develop an enlightened, patriotic, useful, and upright citizenry in a democratic society.
3. To instill habits of industry and thrift, and to prepare individuals to contribute to the economic development and wise conservation of the Nation's natural resources.
4. To maintain family solidarity, to improve community life, to perpetuate all that is desirable in our national heritage, and to serve the cause of world peace.
5. To promote the sciences, arts and letters for the enrichment for life and the recognition of the dignity of the human person.

### "The Native Approach"

From their experiences in the community schools, Filipino educators have been developing convictions of wide educational and social significance. For a good many years local teachers had been "campaigning" in their spare time, often with great zeal, to tell local people how they should live and act. The same injunctions were taught to children inside the schoolroom, but generally nothing happened. In the community school, if organized in accordance with the new "unitary" principle, children, teacher, parents, and neighbors came together in an atmosphere of learning, but in the language of the home. The symbol of this situation is no longer the campaigning schoolmaster, but the "little teachers"—children equipped with methods, materials, and a desire to help the older illiterates to read. In turn, the adults are given the opportunity to share in the program for the education of the children. Instead of beginning by living in books, the teacher learns "to live in the life of his people, checking by it what is in the books. By stimulating native culture first, he finds that it reaches out and gathers to itself great powers conferred by science."<sup>13</sup>

<sup>12</sup> See Department Order, No. 1, 1957, Office of the Secretary of Education, Jan. 17, 1957. The order may be found in Florencio P. Fresnoza, *Essentials of the Philippine Educational System*. Manila: Abiva Publishing House, 1957. p. 541-48.

<sup>13</sup> José V. Aguilar, Division Superintendent of Schools, Iloilo. *The Community-School Movement: A Retrospect and a Forecast*. Iloilo: Office of the Superintendent, n.d. (Mimeographed.) p. 11.

This native-culture approach may appear a simple matter, but to the ordinary teacher in the Philippines it is a dramatic reversal of an inheritance of the centuries. The revolutionary effects are revealed to him when he finds that unsuspected powers are released in apparently ignorant and helpless people. The results become visible in various forms of community improvement, but even more important is what has happened inside of people, whereby they find capacity "to integrate enriching culture into their own." On the significance of this discovery, Supt. Aguilar notes that it means—

... the inevitable change from the four-century heritage of education for distinction, which is essentially snobbish in outcome, to education for social efficiency, which is the need of the hour. The native approach, in contrast to the foreign approach, is bound to shorten the palpable distance between the rich and the poor, currently the basis of national insecurity.<sup>14</sup>

This discussion of the "native approach" and of the "unitary principle" which brings young and old into one fellowship of learning is no more than a sampling of the literature which has grown up around the community-school movement in the Philippines. It may well represent a real contribution to both the theory and practice of education, and one that should be of special interest to other countries faced with similar social problems.

Preparation of teachers for participation in the community movement is to date centered in the Government normal college and the public normal schools. Several private institutions have displayed an active interest in the allied field of community development and agricultural extension, although the principal training center for this work is in the College of Agriculture of the University of the Philippines at Los Baños.

Two aspects of the community-school movement, however, would seem to apply to education on all levels. One is a lively interest among students and teachers in the life of the "common tao" and his family, and in the Filipino cultural setting. The other is a concern for community service. The announcement of a leading private university, for example, makes mention of "community service projects calculated to provide experience in leadership and community participation." Sociology, anthropology, and social work are new but growing fields.

This same interest is related to the realization of a Malay heritage and of Asian neighbors. In his Independence Day address of 1960, the President of the Republic spoke of how national pol-

<sup>14</sup> José V. Aguilar. Native Approach to Education. *Philippine Journal of Education*, 29: 583, April 1951.

icies had been refashioned within the context of a rapidly changing international scene:

Thus, in the awareness of our geographical and racial affinity with the Asian nations, a greater stress has been laid upon forging closer ties with them. . . . In stressing friendship with our Asian neighbors, we seek to reinvigorate traditional ties and to solve common problems that inhere in profound political, economic and cultural changes.<sup>15</sup>

### Excellence and Concern

The native and unitary philosophy can not escape involvement in the problem of quality, and especially so with reference to higher education. An illustration may be drawn from the defense offered by the president of the state university against the charge that his insistence on high standards would result in an intellectual elite. This, it was contended, would result in a snobbish aristocracy, alienated from the common people. In reply, Dr. Sinco quoted at some length from a Rockefeller report on American education, which dismissed the argument of quality versus quantity, holding that a democratic society had no choice but to meet both demands:

Our kind of society calls for the maximum development of individual potentialities at all levels. Fortunately, the demand to educate everyone up to the level of his ability and the demand for excellence in education are not incompatible. We must honor both goals. We must seek excellence in a context of concern for all.<sup>16</sup>

Dr. Dyde has suggested that the problem is one of maintaining a balance between the Jacksonian idea of "opportunity as the guard of equity," and the Jeffersonian concept of "opportunity as the nurse of excellence."<sup>17</sup> It is doubtless true that the Philippine educational aims have tended to outrun the means to achieve results. The prevailing Filipino mood has been one of expansion, although the advice of visitors is generally for consolidation. Nevertheless, it is likely that these twin aims—excellence of work, and a concern that opportunity be widely shared—will remain as pillars of the Philippine educational system.

<sup>15</sup> President Garcia's Speech on 14th Independence Day Anniversary, July 4, 1960. Republic of the Philippines, *Official Gazette*, 56: 4531, July 11, 1960.

<sup>16</sup> Vicente G. Sinco. *Education in Philippine Society*. Quezon City: University of the Philippines, 1959. p. 59-60.

<sup>17</sup> W. F. Dyde. *A Report on Private Higher Education in the Philippines*. A report to the Bureau of Private Schools, May 9, 1955. (Typescript.) Ch. 6, p. 4. These two differing approaches to the concept of opportunity are brought out in the 1945 Report of the Harvard Committee, *General Education in a Free Society*. Cambridge, Mass.: Harvard University, 1945. p. 24.

### Discipline and Freedom

In a discussion of the Independence Day keynote of "Discipline for National Greatness," President Garcia insisted:

Ours is democratic discipline, the discipline of free men. We do not merely work, obey, and fight. We also think. And the crystalized constructive thought of our people as a nation is the basis of this discipline, the self-discipline to be exercised by each individual citizen and public servant . . .<sup>18</sup>

Speaking on "The Faith and Role of a University for a Better World," in his inauguration address, a university president declared that his message could be reduced to one sentence: "Salvation is within us, as individuals, as a nation, and as one world."<sup>19</sup> More recently Dr. Araneta has found occasion to spell out this message in specific terms, pointing to the obligation resting on every citizen—

to limit consumption, to invest surplus wealth in enterprise, to pay one's taxes faithfully, to use one's position to develop a sense of national discipline and to play the role of entrepreneurship in Philippine economy.<sup>20</sup>

At the University of the Philippines, students have been reminded that hard work and strength of character are inseparable companions and that character development follows "a willing acceptance of difficulties as a challenge to one's ability, patience, and intellectual honesty."<sup>21</sup>

Another university president takes up the question of liberty in the light of the granting of Filipino independence. The chapter thus opened is seen as a challenge for "a new orientation, a new perspective, a new path to follow, and a basic philosophy that must radically change our attitudes and values respecting liberty." One of the foundations of true freedom "is the passion for the widest use of the mind." The readers are reminded that the Republic can continue to be self-governed "only as we ourselves are self-governed."<sup>22</sup>

<sup>18</sup> President Garcia's Speech . . . p. 4530.

<sup>19</sup> See Salvador Araneta, *Christian Democracy for the Philippines: A Reexamination of Attitudes and Views*. Araneta University, Institute of Economic Studies and Social Action, 1958, p. 38-46.

<sup>20</sup> Salvador Araneta, President of Araneta University in a speech July 25, 1960, to the Management Association of the Philippines. Reported in *Larson*, Series 5:No. 18, Aug. 2, 1960, p. 2.

<sup>21</sup> Sinco, *op. cit.* p. 68.

<sup>22</sup> Leopoldo T. Ruiz, *The Essence of True Liberty*. *Silliman Journal*, 9:91-94, 2d Quarter, 1969.

### Variety

Within the circle of official statements of policy and of prevailing theory, the Philippine academic scene is enriched by a great variety of aims and philosophies, many of them related to the distinctive emphases and traditions of Catholic or Protestant religious groups. For example, a discussion of "supernaturalized humanism" as an alternative to the popular philosophy of naturalistic humanism brings forth the statement that—

education so conceived is education that is cognizant of the true nature of man, his relations and his obligations, his duties and his rights, his abilities and capacities—viewed separately and as a whole in the whole scheme of creation. . . . Such an education is the process of man's advance in perfection.<sup>23</sup>

A university head takes the position that "moral values are in themselves a field of knowledge belonging properly to philosophy and as such have their place rightfully within the university's objective." The Old and New Testaments are claimed for education as "two great fountains of ideals and moral guidance."<sup>24</sup>

### Agents of Unification

"Thus it is the peculiar function of a university to be an agent of unification." These words, spoken by Whitehead at the 300th anniversary of the founding of Harvard, have been used by President Sinco<sup>25</sup> in a discussion of "The University and Asian Cultural Cooperation." The phrase might likewise be applied to the problems of higher education within the Philippines. A source of great potential strength evidently resides within the better universities and colleges. By rising above divisive factors, and uniting their forces toward the realization of the goals which they hold in common, they may be able to render decisive service to the cause of better education for the Republic of the Philippines.

<sup>23</sup> Conrado P. Aquino. *The Philosophy of Supernaturalized Humanism and Its Educational Implications*. *Graduate and Faculty Studies* (Centro Escolar University), 1:1-9, 1950.

<sup>24</sup> Leo A. Callum. *The University and the Development of Ideals and Moral Values*. *Philippine Studies*, 5:304, 306, September 1957.

<sup>25</sup> Sinco, *op. cit.* p. 105-116.

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## APPENDIX A

### Degrees and certificates granted by the University of the Philippines, specified years, 1909-59<sup>1</sup>

Degree or certificate	Years					Total
	1909-19	1920-29	1930-39	1940-49	1950-59	
1. Bachelor of music			6		67	73
2. Bachelor of fine arts				3	121	124
3. Bachelor of nursing					21	21
4. Bachelor of science in nursing			8	7	219	234
5. B.S. in business administration			457	241	514	1,212
6. Bachelor of pedagogy			9	23	5	37
7. High school teachers certificate	91	291				382
8. B.S. in education	30	898	1,592	526	1,510	4,526
9. B.S. in home economics		5	121	17	442	585
10. Bachelor of physical education			2		74	76
11. B.S. in forestry	2	8	129	103	147	389
12. B.S. in pharmacy	18	37	198	331	497	1,081
13. Graduate in pharmacy	78	8				86
14. Pharmaceutical chemist		314	105			419
15. B.S. in industrial pharmacy					10	10
16. B.S. in engineering	6					6
17. Civil engineer	8					8
18. B.S. in geodetic engineering			7	52	67	126
19. B.S. in civil engineering	13	218	429	181	215	1,056
20. B.S. in electrical engineering		13	106	64	147	330
21. B.S. in mechanical engineering		98	225	130	267	720
22. B.S. in mining engineering			12	50	34	96
23. B.S. in chemical engineering					70	70
24. M.S. in civil engineering	8	9				17
25. M.S. in mechanical engineering		4				4
26. Bachelor of industrial management					10	10
27. B.A. in public administration					36	36
28. Bachelor of arts	656	231	24	27	1,533	2,471
29. Bachelor of philosophy		109	286	79	11	485
30. B.S. in government		3				3
31. B.S. in commerce	12	291				303
32. Bachelor of science	3	123	173	53	425	777
33. B.S. in chemistry	1	29	123	62	200	415
34. B.S. in industrial chemistry			8	3		11
35. B.S. in fishery				17	1	18
36. B.S. in foreign service			6	20	160	186
37. B.S. in library science		6	2	8	36	52
38. B.S. in hygiene					71	71
39. Bachelor of agriculture	106	285	142			533
40. B.S. in agriculture	23	209	516	398	1,809	2,955
41. B.S. in sugar technology		6	62	6	11	85
42. Certificate in sugar technology		2				2
43. Certificate in agricultural education			39	9	25	73
44. B.S. in home technology					136	136
45. Doctor of dental surgery	3	117	72			192
46. Doctor of dental medicine		8	8	97	201	314
47. Doctor of veterinary medicine	26	82	129	62	115	414
48. Master of public administration					70	70
49. Master of industrial management					63	63
50. Master of education					66	66
51. Master of arts	10	41	92	40	197	380
52. Master of science	10	48	64	19	88	229
53. Bachelor of laws	167	302	608	364	1,021	2,462
54. Master of laws	4	21	4		5	34
55. Doctor of medicine	139	241	751	756	757	2,644
56. Doctor of tropical medicine	12					12
57. Certificate in public health		28	187	55	275	545
58. Doctor of philosophy					2	2
59. Master of public health				3	29	32
60. Doctor of public health	1					1
61. Master farmer	1	2				3
62. Master of pedagogy		1				1
63. Doctor of laws	4	5	6	6	7	28
64. Doctor of science	1	1	1			3
65. B.S. in geology					9	9
66. B.S. in jurisprudence					47	47
67. B.S. in metallurgical engineering					8	8
68. Master of arts in statistics					12	12
69. B.S. in food technology					7	7
70. Master of public health engineering					2	2
71. Certificate in public administration					1	1
72. Master of engineering (civil engineering)					1	1
73. M.A. in social welfare					2	2
74. Master of home economics					1	1
75. M.S. in statistics					2	2
<b>Total</b>	<b>1,433</b>	<b>4,064</b>	<b>6,700</b>	<b>3,812</b>	<b>11,879</b>	<b>27,897</b>

<sup>1</sup> The original data for this compilation was secured through the courtesy of Dr. Antonio Isidro, vice president for academic affairs, University of the Philippines.

## APPENDIX B

**Number of authorizations by the Bureau of Private Schools to schools, colleges and universities for curriculums leading to degrees, titles, and certificates, as of June 9, 1958<sup>1</sup>**

- 11 *Agriculture and Forestry*
  - 4 Assoc. in Agr. (A. Agric.)
  - 1 Assoc. in Forestry
  - 3 B.S. Agric.
  - 1 B.S. Agr. E.—Agricultural Engineering
  - 1 B.S. A.A.—Agricultural Administration
  - 1 M.S.A.—Master of Science in Agriculture (1 yr.)
- 11 *Architecture*
  - B.S. Arch. (B.S. Ar., or B.S.A.)
- 235 *Business Administration or Commerce*
  - 4 A.B.A.—Associate in Business Administration
  - 1 A.C.A.—Associate in Customs Administration
  - 82 A.C.S.—Associate in Commercial Science
  - 7 C.S.S.—Certificate in Secretarial Science
  - 1 B.A.A.—Bachelor of Advertising Arts
  - 11 B.S.B.A.—Bachelor of Science in Business Administration
  - 117 B.S.C.—Bachelor of Science in Commerce
    - 1 M.A.C.—Master of Arts in Commerce
    - 1 M.S.A.—Master of Science in Accounting
    - 7 M.S.B.A.—Master of Science in Business Administration
    - 2 M.S.C.—Master of Science in Commerce
    - 1 M.S. Mgt.—Master of Science in Management
- 12 *Chemistry*
  - 11 B.S. Chem.—Bachelor of Science in Chemistry
  - 1 M.S. Chem.—Master of Science in Chemistry
- 532 *Education*
  - 1 A.C.E.—Associate in Commercial Education
  - 142 E.T.C.—Elementary Teacher's Certificate
  - 39 E.T.C.H.E.—(2 years) E.T.C.—Home Economics
  - 24 E.T.C.H.E.—(3 years) E.T.C.—Home Economics
  - 1 B.S.A.Ed.—Bachelor of Science in Agricultural Education
  - 6 B.S. Com. Ed.—Bachelor of Science in Commercial Education

<sup>1</sup> This list does not indicate the number of students receiving degrees. Nor does it show the number of institutions offering degrees, since the same institution may hold separate authorizations for several curriculums with varying emphasis but leading to the same degree; e.g., a certain university has been granted 4 authorizations for the M.A. degree in 4 different academic fields. Only those authorizations have been counted for which all requirements have been met and for which a definite degree title or certificate has been authorized. Postsecondary nondegree curriculums in technology, home arts, music, or secretarial science have been omitted from the tabulation.

SOURCE: Republic of the Philippines, Department of Education, Bureau of Private Schools. List of Authorized Private Schools and Courses: School Year 1958-1959. Manila: Bureau of Printing, 1958.

- 190 B.S.E.—Bachelor of Science in Education
  - 3 B.S.E.—Home Economics Major
  - 1 B.S.E.—Inverted, or B. Pd. (Bachelor of Pedagogy)
- 78 B.S.E.Ed.—B.S. in Elementary Education
  - 1 B.S.E.Ed.—B.S. in Elementary Education—Home Economics
  - 3 B.S.I.E.—B.S. in Industrial Education
- 40 M.A. in Education
  - 3 Ed.D.—Doctor of Education
- 95 *Engineering*
  - 1 A.C.E.—Associate in Civil Engineering
  - 1 A.E.E.—Associate in Electrical Engineering
  - 1 A.G.E.—Associate in General Engineering
  - 1 A.Mar.E.—Associate in Marine Engineering
  - 1 A.R.E.—Associate in Radio Engineering
  - 23 A.S.—Associate in Surveying
    - 1 B.S.Ae.E.—Bachelor of Science in Aeronautical Engineering
  - 21 B.S.C.E.—Bachelor of Science in Civil Engineering
  - 10 B.S. Chem. (Ch.) E.—Bachelor of Science in Chemical Engineering
  - 13 B.S.E.E.—Bachelor of Science in Electrical Engineering
    - 2 B.S.E.M.—Bachelor of Science in Mining Engineering
    - 2 B.S.Ind.E.—Bachelor of Science in Industrial Engineering
  - 14 B.S.M.E.—Bachelor of Science in Mechanical Engineering
    - 1 B.S.Mgt.E.—Bachelor of Science in Management Engineering
    - 2 B.S.S.E.—Bachelor of Science in Sanitary Engineering
  - 1 M.S.C.E.—M.S. in Civil Engineering
- 4 *Fine Arts*
  - 1 A.F.A.—Associate in Fine Arts
  - 3 B.S.F.A.—B.S. in Fine Arts
- 10 *Foreign Service*
  - 1 A.F.S.—Associate in Foreign Service
  - 1 B.Diplomacy (1 year)
  - 1 B.S.D.F.S.—B.S. in Diplomacy and Foreign Service
  - 7 B.S.F.S.—B.S. in Foreign Service
- 51 *Home Economics*
  - 8 A.H.E.—Associate in Home Economics
  - 1 A.V.H.E.—Associate in Vocational Home Economics
  - 1 B.S.F.N.—B.S. in Foods and Nutrition
  - 36 B.S.H.E.—B.S. in Home Economics
    - 2 B.S.Nutr.—B.S. in Nutrition
    - 1 M.A.—Major in Home Economics
    - 2 M.S.H.E.—Master of Science in Home Economics
- 5 *Industrial Arts or Technology*
  - 1 A.I.A.—Associate in Industrial Arts
  - 1 A.I.T.—Associate in Industrial Technology
  - 2 B.S.I.A.—B.S. in Industrial Arts
  - 1 B.S.I.T.—B.S. in Industrial Technology
- 74 *Law*
  - 65 LL.B. (LL.B.)—Bachelor of Laws
  - 8 LL.M. (LL.M.)—Master of Laws
  - 1 D.C.L.—Doctor of Civil Law

442 *Liberal Arts*

- 118 A.A.—Associate in Arts, General
- 22 A.A.—Associate in Arts, Pre dental
- 2 A.A.—Associate in Arts, Pre engineering
- 91 A.A.—Associate in Arts, Prelaw
- 32 A.A.—Associate in Arts, Pre medical
- 145 A.B.—Bachelor of Arts
  - 2 Litt.B.—Bachelor of Literature
  - 2 Ph.B.—Bachelor of Philosophy
- 26 M.A.—Master of Arts
  - 2 Ph.D.—Doctor of Philosophy

60 *Medicine and Related Professions*

- 16 G.N.—Graduate Nurse (3-year course)
  - 1 B.M.S.—Bachelor of Medical Science (4 years)
- 10 B.S.N.—Bachelor of Science in Nursing
- 14 B.S.Pharm.—Bachelor of Science in Pharmacy
  - 3 O.D.—Doctor of Optometry (4 years)
  - 4 D.D.M.—Doctor of Dental Medicine
  - 1 M.S.N.—Master of Science in Nursing
  - 4 M.S.Pharm.—Master of Science in Pharmacy
  - 3 D.Pharm.—Doctor of Pharmacy
  - 4 M.D.—Doctor of Medicine

76 *Music*

- 28 A.M.—Associate in Music
  - 1 A.V.C.—Associate in Voice Culture
- 28 B.M.—Bachelor of Music
  - 1 B.M.P.—Bachelor of Music in Piano
  - 1 B.M.V.—Bachelor of Music in Violin
  - 6 M.T.D.—Music Teacher's Diploma (4 years)
  - 8 Artist's Diploma
  - 1 M.A. Music
  - 2 Master of Music

(Also authorized are 35 teachers' courses and 33 4-year courses with no mention of degree or title.)

20 *Science*

- 18 B.S.—Bachelor of Science
  - 1 M.S.—Master of Science
  - 1 M.S. Physics

4 *Social Work*

- 1 B.S.Cr.—Bachelor of Science in Criminology
- 1 B.S.S.S.—Bachelor of Science in Social Service
- 1 B.S.S.W.—Bachelor of Science in Social Work
- 1 M.S.S.W.—Master of Science in Social Work

## TOTAL AUTHORIZATIONS BY CLASSES

Agriculture and forestry	11
Architecture	11
Business administration or commerce	235
Chemistry	12
Education	532
Engineering	95
Fine arts	4
Foreign service	10
Home economics	51
Industrial arts or technology	5
Law	74
Liberal arts	442
Medicine and related professions	60
Music	76
Science	20
Social work	4
Total	1,642

**APPENDIX C**  
**Number of students granted orders for graduation by Bureau of Private Schools,  
 by course, Philippines, 1947-48 to 1958-59<sup>1</sup>**

Curriculum	School year											Total 1947-59	
	1947-48	1948-49	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58		1958-59
Arts and sciences	531	3,717	4,759	5,032	4,423	4,825	4,971	5,235	3,988	6,547	6,296	5,659	55,983
Commerce	206	8,856	4,342	5,107	4,101	5,883	6,286	8,002	7,066	9,941	9,708	10,874	76,092
Engineering and allied courses	12	731	1,306	1,550	1,625	1,983	1,911	2,704	2,283	3,435	2,839	3,141	23,520
Law	59	821	1,020	1,163	1,342	1,824	1,838	1,331	1,744	2,134	1,690	2,302	17,268
Medicine and allied courses	83	916	1,792	2,070	2,797	3,145	3,276	3,537	2,942	3,724	2,894	3,047	30,843
Music	1	86	104	65	84	125	88	145	101	157	142	111	1,209
Teachers course — normal and education	1,634	13,451	21,554	36,789	29,770	26,617	13,832	11,561	6,440	7,989	7,047	8,958	186,242
Graduate													1,209
Total collegiate	2,586	23,578	34,877	51,776	44,202	44,402	32,202	32,840	25,353	34,068	31,367	34,869	392,150
Secondary	29,845	42,247	12,817	59,627	51,351	49,144	52,625	75,024	66,605	64,555	63,659	73,933	641,432
Vocational (special)	23,500	16,919	15,869	17,795	17,645	24,852	20,412	27,435	26,846	38,303	33,518	24,620	287,634
Grand total	56,021	82,744	63,363	129,198	113,198	118,398	105,239	135,299	118,804	136,926	128,574	133,452	1,321,216

<sup>1</sup> From a statistical table supplied to the author by Dr. Antonio Isidro, vice president for academic affairs, University of the Philippines, 1960.

## APPENDIX D

Private Colleges and Universities<sup>1</sup>

## List No. 1

Private Universities in The Philippines, September 1959<sup>2</sup>

Name and location	Founded	Granted university status	1959-60 enrollment
Adamson University, Ermita, Manila	1932	1941	2,125
Araneta University (formerly Araneta Institute of Agriculture), Malabon, Rizal	1946	1958	4,482
Arellano University, Sampaloc, Manila	1938	1947	3,460
Central Philippine University, Iloilo City, Iloilo	1905	1953	3,139
Centro Escolar University, San Miguel, Manila	1907	1930	5,200
Far Eastern University, Sampaloc, Manila	1928	1934	41,479
FEATI University (formerly FEATI Institute of Technology), Santa Cruz, Manila	1946	1959	12,563
Manila Central University, Caloocan, Rizal	1904	1948	7,737
Manuel L. Quezon University (formerly Manuel L. Quezon Educational Institution), Quiapo, Manila	1947	1958	6,955
National University, Sampaloc, Manila	1900	1921	5,350
Philippine Women's University, Malate, Manila	1919	1932	5,260
Silliman University, Dumaguete City, Negros Oriental	1901	1935	<sup>3</sup> 2,228
Southwestern University, Cebu City, Cebu	1946	1959	4,474
University of Ateneo de Manila (Ateneo de Manila), Manila	1859	1959	4,894
University of Manila, Sampaloc, Manila	1913	1921	2,330
University of Negros Occidental (formerly Occidental Negros Institute), Bacolod City, Negros Occidental	1941	1957	3,432
University of Nueva Cáceres, Naga City, Camarines Sur	1948	1954	4,005
University of San Agustin (formerly Colegio de San Agustin), Iloilo City, Iloilo	1904	1953	4,627
University of San Carlos, Cebu City, Cebu	1595	1948	<sup>3</sup> 7,554
University of Santo Tomas, Sampaloc, Manila	1611	1929	25,831
University of Southern Philippines, Cebu City, Cebu	1927	1949	<sup>3</sup> 3,634
University of the East, Sampaloc, Manila	1946	1950	36,251
University of the Visayas, Cebu City, Cebu	1919	1948	<sup>3</sup> 7,223
Xavier University (formerly Ateneo de Cagayan), Cagayan de Oro City, Misamis Oriental	1933	1958	<sup>3</sup> 2,050

<sup>1</sup> Lists 2 and 3 of this appendix were drafted by Marcia T. Berrien of the International Educational Relations Branch, U.S. Office of Education, Department of Health, Education, and Welfare. It should be noted that lists 2 and 3 are based on 1958-59 information. A few colleges not in the 2- and 4-year categories at that time have since enlarged their programs and are therefore included in lists 4 and 5.

<sup>2</sup> From list supplied by the Republic of the Philippines, Department of Education, Bureau of Private Schools in Manila.

<sup>3</sup> 1958-59 enrollment.

## List No. 2

Private 4-year Colleges<sup>1</sup>

- Abad Santos Educational Institution,  
Manila
- Adelphi College,  
Lingayen, Pangasinan
- Aklan College, Kalibo,  
Aklan
- Andres Bonifacio Institute,  
Dipolog, Zamboanga del Norte
- Araullo Law School,  
Cabanatuan City, Nueva Ecija
- Assumption College of Samar,  
Guiuan, Samar
- Assumption Convent,  
Iloilo City, Iloilo
- Assumption Convent,  
Manila
- Ateneo de Davao,  
Davao City, Davao
- Ateneo de Naga,  
Naga City, Camarines Sur
- Ateneo de Tuguegarao,  
Tuguegarao, Cagayan
- Ateneo de Zamboanga,  
Zamboanga City, Zamboanga del  
Sur
- Baguio College,  
Baguio City, Mountain Province
- Baguio Technical and Commercial  
College,  
Baguio City, Mountain Province
- Berchman's College (Senior  
Division), Cebu City, Cebu
- Bicol College,  
Daraya, Albay
- Cagayan Teacher's College,  
Tuguegarao, Cagayan
- Cagayan Valley College,  
Ilagan, Isabela
- Camiling College,  
Camiling, Tarlac
- Capiz College,  
Roxas City, Capiz
- Cebu City College,  
Cebu City, Cebu
- Cebu Institute of Technology,  
Cebu City, Cebu
- Cebu Roosevelt Memorial College,  
Bogo, Cebu
- Central Institute of Technology,  
Manila
- Central Mindanao College,  
Kidapawan, Cotabato
- Christ the King Academy,  
Gingoog, Misamis Oriental
- Christ the King College,  
Calbayog City, Samar
- Christ the King College,  
San Fernando, La Union
- Christ the King Mission Seminary,  
Quezon City, Rizal
- Colegio de la Concordia,  
Manila
- Colegio de la Inmaculada Concep-  
cion, Cebu City, Cebu
- Colegio de la Inmaculada Concep-  
cion, Vigan, Ilocos Sur
- Colegio de la Milagrosa,  
Sorsogon City, Sorsogon
- Colegio de la Purisima Concepcion,  
Roxas City, Capiz
- Colegio de San Jose,  
Cebu City, Cebu
- Colegio de San Juan de Letran,  
Manila
- Colegio de Sta. Isabel,  
Naga City, Camarines Sur
- Colegio de Santa Rita,  
San Carlos, Negros Occidental
- Colegio del Sagrado Corazon,  
Bangued, Abra
- Colegio del Sagrado Corazon de Jesus,  
Iloilo City, Iloilo
- College of Oral and Dental Surgery,  
Manila
- Colleges of the Republic,  
San Jose, Nueva Ecija
- Congress College,  
Agoo, La Union

<sup>1</sup> Institutions giving at least the bachelor's or first professional degrees. Compiled from Republic of the Philippines, Department of Education, Bureau of Private Schools. List of Authorized Private Schools and Courses: School Year 1958-1959. Manila: Bureau of Printing, 1958.

- Corregidor College,  
 Guimba, Nueva Ecija  
 Dagupan College,  
 Dagupan City, Pangasinan  
 De La Salle College,  
 Manila  
 East Negros Institute,  
 Tanjay, Negros Oriental  
 Eastern Philippine College,  
 Baguio City, Mountain Province  
 Eastern Quezon College,  
 Gumaca, Quezon  
 Epifanio de los Santos College,  
 Malabon, Rizal  
 Father Burgos College,  
 San Fernando, La Union  
 Father Urios College,  
 Butuan City, Agusan  
 Foundation College,  
 Dumaguete City, Negros Oriental  
 Francisco College,  
 Manila  
 General Institute of Technology,  
 Manila  
 General Vera's College,  
 Lopez, Quezon  
 Golden Gate College,  
 Batangas, Batangas  
 Guagua National College,  
 Guagua, Pampanga  
 Harvardian College,  
 Davao City, Davao  
 Harvardian College,  
 Oroquieta, Misamis Occidental  
 Harvardian College, Ozamis City,  
 Misamis Occidental  
 Harvardian College,  
 San Fernando, Pampanga  
 Holy Angel Academy,  
 Angeles, Pampanga  
 Holy Ghost College,  
 Manila  
 Holy Name College,  
 Tagbilaran, Bohol  
 Holy Rosary College,  
 Caloocan, Rizal  
 Iloilo City College,  
 Iloilo City, Iloilo  
 Iloilo Rizal College,  
 Iloilo City, Iloilo  
 Immaculate Conception College,  
 Balayan, Batangas  
 Immaculate Conception College,  
 Davao City, Davao  
 Immaculate Conception College,  
 Ozamis City, Misamis Occidental  
 Immaculate Heart Mission Seminary,  
 Baguio City, Mountain Province  
 Immaculate Heart of Mary College,  
 Quezon City, Rizal  
 Isabela College,  
 Cauayan, Isabela  
 Jesus Sacred Heart College,  
 Lucena, Quezon  
 Jose Rizal College,  
 Mandaluyong, Rizal  
 La Consolacion College,  
 Bacolod City, Negros Occidental  
 La Consolacion College,  
 Manila  
 La Salette of Santiago,  
 Santiago, Isabela  
 La Salle College,  
 Bacolod City, Negros Occidental  
 La Union Christian College,  
 San Fernando, La Union  
 Lascon College,  
 Manila  
 Laguna College,  
 San Pablo, Laguna  
 Laguna Institute,  
 Calamba, Laguna  
 Legaspi College,  
 Legaspi Port, Albay  
 Leyte College,  
 Tacloban City, Leyte  
 Liceo de Cagayan,  
 Cagayan de Oro  
 City, Misamis Oriental  
 Lincoln College,  
 Iloilo City, Iloilo  
 Lipa City College,  
 Lipa City, Batangas  
 Lopez Jaena Memorial College,  
 Iloilo City, Iloilo  
 Lourdes College, Cagayan de Oro  
 City, Misamis Oriental  
 Luna College,  
 Tayug, Pangasinan  
 Luzon College of Commerce and  
 Business Administration,  
 Dagupan City, Pangasinan  
 Luzonian College,  
 Lucena, Quezon

- Manila  
Lyceum of the Philippines,  
Manila  
Maasin Institute,  
Maasin, Leyte  
Mabini Memorial College,  
Iriga, Camarines Sur  
Manila College of Optometry,  
Manila Quezon College,  
Manila  
Manuel A. Roxas Educational  
Institute, Manila  
Mapua Institute of Technology,  
Manila  
Maryknoll College,  
Quezon City, Rizal  
Mindanao College,  
Davao City, Davao  
Mindoro College,  
Calapan, Mindoro Oriental  
Misamis College,  
Ozamis City, Misamis Occidental  
Misamis Junior College,  
Oroquieta, Misamis Occidental  
Naga College,  
Naga City, Camarines Sur  
NAMEI Polytechnic Institute,  
Manila  
National Teachers College,  
Manila  
Negros Institute of Technology,  
Bacolod City, Negros Occidental  
Nicanor Reyes Memorial Institute,  
Paniqui, Tarlac  
Northeastern College,  
Santiago, Isabela  
Northeastern Mindanao College,  
Surigao City, Surigao  
Northern Christian College,  
Laoag, Ilocos Norte  
Northwestern College,  
Laoag, Ilocos Norte  
Northwestern Educational  
Institution,  
Dagupan City, Pangasinan  
Northwestern Visayan College,  
Kalibo, Aklan  
Notre Dame College,  
Cotabato, Cotabato  
Notre Dame of Jolo,  
Jolo, Sulu  
Notre Dame of Marbel College,  
Koronadal, Cotabato  
Orient College,  
Dagupan City, Pangasinan  
Osias College,  
Balaoan, La Union  
Osias College,  
Tarlac, Tarlac  
Osmeña College,  
Masbate, Masbate  
Pacifcan College,  
Villasis, Pangasinan  
Palaris Junior College,  
San Carlos, Pangasinan  
Pampanga College,  
Macabebe, Pampanga  
Pangasinan Institute of Education,  
Arts and Sciences,  
San Carlos, Pangasinan  
Pangasinan Memorial College,  
Lingayen, Pangasinan  
Pasig Catholic College,  
Pasig, Rizal  
Philippine Christian College,  
Manila  
Philippine Dental College,  
Manila  
Philippine Harvardian College,  
Manila  
Philippine Statesman College,  
Cabanatuan City, Nueva Ecija  
Philippine Union College,  
Calocan, Rizal  
Philippine Wesleyan College,  
Cabanatuan City, Nueva Ecija  
Philippine Women's College,  
Davao City, Davao  
Philippine Women's College,  
Iloilo City, Iloilo  
Pilar College, Zamboanga City,  
Zamboanga del Sur  
Plaridel Educational Institution,  
Manila  
Polytechnic Colleges of the  
Philippines, Quezon City, Rizal  
Quezon College,  
Manila  
Rafael Palma College,  
Tagbilaran, Bohol  
Republic Central College,  
Angeles, Pampanga

- Rizal Central College,  
Pasay City, Rizal
- Rizal College,  
Taal, Batangas
- Rizal Memorial College,  
Davao City, Davao
- Rosary College,  
Vigan, Ilocos Sur
- Sacred Heart College,  
Catalogan, Samar
- Sacred Heart Seminary,  
Palo, Leyte
- St. Bridget's College,  
Batangas, Batangas
- St. Ferdinand College,  
Iligan, Isabela
- St. Joseph's College,  
Borongan, Samar
- St. Joseph's College,  
Cavite City, Cavite
- St. Joseph's College,  
Maasin, Leyte
- St. Joseph's College,  
Quezon City, Rizal
- St. Louis College, Baguio City,  
Mountain Province
- St. Mary's College,  
Quezon City, Rizal
- St. Mary's College of Bayombong,  
Bayombong, Nueva Vizcaya
- St. Michael's College,  
Iligan City, Lanao
- St. Paul's College,  
Tacloban City, Leyte
- St. Paul's College,  
Dumaguete City, Negros Oriental
- St. Paul College of Manila,  
Manila
- St. Paul's College of Tuguegarao,  
Tuguegarao, Cagayan
- St. Peter's College,  
Balingasag, Misamis Oriental
- St. Peter's College,  
Iligan City, Lanao
- St. Rita's College,  
Manila
- St. Scholastica's College,  
Manila
- St. Theresa's College,  
Cebu City, Cebu
- St. Theresa's College,  
Manila
- St. Vincent's College,  
Dipolog, Zamboanga del Norte
- St. William's College,  
Laoag, Ilocos Norte
- Samar College,  
Catbalogan, Samar
- San Beda College,  
Manila
- San Ildefonso Junior College,  
Tanay, Rizal
- San Jose College  
Iloilo City, Iloilo
- San Jose College,  
San Jose, Batangas
- San Jose College,  
San Jose, Nueva Ecija
- San Jose Seminary,  
Quezon City, Rizal
- San Nicolas College,  
Surigao, Surigao
- San Pablo College,  
San Pablo City, Laguna
- San Sebastian College,  
Manila
- Sta. Isabel College,  
Manila
- Southeastern College,  
Pasay City, Rizal
- Southern College of Commerce,  
Zamboanga City, Zamboanga del  
Sur
- Southern Mindanao College,  
Pagadian, Zamboanga del Sur
- Stella Maris College,  
Quezon City, Rizal
- Tagbilaran St. Joseph College,  
Tagbilaran, Bohol
- Teacher's College,  
Tacloban City, Leyte
- Toledo Jr. College,  
Toledo, Cebu
- Tomas Claudio Memorial College,  
Morong, Rizal
- Union College of Laguna,  
Sta. Cruz, Laguna
- Union College of Manila,  
Quezon City, Rizal
- United Institute,  
Daraga, Albay
- Uson College,  
Manila

Visayan Central College,  
Iloilo City, Iloilo  
West Negros College,  
Bacolod City, Negros Occidental  
Western College,  
Naic, Cavite

Western Philippines College,  
Batangas, Batangas  
Zamboanga A. E. College,  
Zamboanga City, Zamboanga del  
Sur

## List No. 3

Private 2-year Colleges<sup>1</sup>

Abada Memorial College, Pinamalayan, Mindoro Oriental	Heroes Memorial College, Daet, Camarines Norte
Agusan College, Butuan City, Agusan	Holy Trinity Junior College, Puerto Princesa, Palawan
Abra Valley College, Bangued, Abra	Immaculate Conception College, Baybay, Leyte
Baguio Military Institute, Baguio City, Mountain Province	Imus Institute, Imus, Cavite
Baliuag Junior College, Baliuag, Bulacan	Kamilol Islam Institute, Marawi City, Lanao
Berchman's College (Junior Division), Quezon City, Rizal	Liceo de Albay, Legaspi, Albay
Bobol Central College, Manila	Liwag College, Cabanatuan City, Nueva Ecija
Cabalum Commercial School, Iloilo City, Iloilo	M. C. Digos Junior College, Digos, Davao
Cagayan Valley Institute, Aparri, Cagayan	Mabini Academy, Lipa City, Batangas
Calauag Central College, Calauag, Quezon	Mabini College, Daet, Camarines Norte
Central Visayan College, Jagna, Bohol	Manila City Institute, Manila
Dansalan Junior College, Marawi City, Lanao	Mountain View College, Malaybalay, Bukidnon
Don Bosco Technical College, Victorias, Negros Occidental	Naval Reservation Junior College, Olongapo, Zambales
Eastern Tayabas College, Lopez, Quezon	Northern Cebu College, Bogo, Cebu
Far East Military Academy, Quezon City, Rizal	Northern Mindanao College, Cabadbaran, Agusan
Fatima Junior College of Camiguin, Mambajao, Misamis Oriental	Our Lady of Guadalupe Minor Seminary, Makati, Rizal
Florida College, San Juan, Rizal	Our Lady of the Sacred Heart College, Guimba, Nueva Ecija
Francisco Villaroman Foundation College, Manila	Partido Business Institute, Goa, Camarines Sur
Grinhar College, Binan, Laguna	Philippine Maritime Institute, Manila

<sup>1</sup> Institutions giving at least 2 years at postsecondary level. Compiled from Republic of the Philippines, Department of Education, Bureau of Private Schools. List of Authorized Private Schools and Courses: School Year 1968-1969. Manila: Bureau of Printing, 1969.

Pilgrim's Institute, Cagayan de Oro City, Misamis Oriental	San Fabian United College, San Fabian, Pangasinan
Quezon Memorial College, Quezon City, Rizal	School of St. John the Baptist, Jimenez, Misamis Occidental
Republican College, Quezon City, Rizal	Southern Baptist College, M'Lang, Cotabato
Rizal Standard College, Nagcarlan, Laguna	Southern Christian College, Midsayap, Cotabato
Sacred Heart of Mary's Institution, Aparri, Cagayan	Southern Mindoro Academy, San Jose, Mindoro Occidental
San Jacinto Seminary, Tuguegarao, Cagayan	Surigao Institute of Technology, Surigao, Surigao
St. Anthony's Academy, Iriga, Camarines Sur	Tanjay Junior College, Tanjay, Negros Oriental
St. Anthony's College, San Jose, Antique	U. E. Technical School, Caloocan, Rizal
St. Anthony's Institute, Mabalacat, Pampanga	Underwood Business Institute, Manila
St. Joseph's School, San Jose, Mindoro Occidental	United Technical Institute, Manila
St. Lawrence College, Manila	Victory Business School, Bacolod City, Negros Occidental
St. Michael's College, Guagua, Pampanga	Western Leyte College, Ormoc City, Leyte
St. Michael's College, Hindang, Leyte	Zaragoza Junior College, Tayug, Pangasinan
St. Theresita's School, Lubuagan, Mountain Province	

## List No. 4

### Roman Catholic Universities, Colleges, and Seminaries in the Philippines, 1960<sup>1</sup>

#### Universities

- Ateneo de Manila, Loyola Heights, Quezon City, Rizal (Jesuit Fathers).
- University of San Agustin, Iloilo City, Iloilo (Augustinian Fathers).
- University of San Carlos, Cebu City, Cebu (S.V.D. Fathers).
- University of Sto. Tomas, España Street, Manila (Dominican Fathers).
- Xavier University, Cagayan de Oro City, Misamis Oriental (Jesuit Fathers).

#### Recognized Colleges—109<sup>2</sup>

- Aklan College, Kalibo, Aklan (Parochial).
- Archdiocesan Seminary of San Carlos, Mabolo, Cebu City, Cebu (First to Fourth Years Liberal Arts) (Vincentian Fathers).

#### <sup>1</sup> Abbreviations:

- C.I.C.M.—Congregation of the Immaculate Heart of Mary.
- M.S.C.—Missionaries of the Sacred Heart.
- P.M.E.—Society of Foreign Missions of Quebec.
- R.V.M.—Congregation of the Religious of the Virgin Mary.
- S.V.D.—Society of the Divine Word.

<sup>2</sup> Includes schools of nursing (G.N.).

- Assumption Academy, San Fernando, Pampanga (2-Year Teacher's Course in Piano—1958) (Benedictine Sisters).
- Assumption College, Guiuan, Samar (R.V.M. Sisters).
- Assumption Convent, Iloilo City, Iloilo (Assumption Sisters).
- Assumption Convent, Herran and Dakota, Manila (Assumption Sisters).
- Ateneo de Davao, Davao City, Davao (Jesuit Fathers).
- Ateneo de Naga, Naga City, Camarines Sur (Jesuit Fathers).
- Ateneo de Tuguegarao, Tuguegarao, Cagayan (Jesuit Fathers).
- Ateneo de Zamboanga, Zamboanga City, Zamboanga del Sur (Jesuit Fathers).
- Berchmans College, Quezon City, Rizal (Junior Division of Jesuit Scholasticate) First and Second Years Liberal Arts (Jesuit Fathers).
- Berchman's College, Cebu City, Cebu (Senior Division of Jesuit Scholasticate; Third and Fourth Years Liberal Arts; M.A. in Philosophy) (Jesuit Fathers).
- Christ the King Academy, Gingoog, Misamis Oriental (Columban Fathers).
- Christ the King College, Calbayog City, Samar (American Franciscan Fathers).
- Christ the King College, San Fernando, La Union (Missionary Sisters of St. Augustine).
- Christ the King Mission Seminary, España Ext., Quezon City (a. First to Fourth Years Liberal Arts; b. One Year M.A. in Philosophy) (S.V.D. Fathers).
- (Colegio de la Concordia) La Concordia College, Herran, Manila (Daughters of Charity of St. Vincent de Paul).
- Colegio de la Inmaculada Concepcion, Cebu City, Cebu (Sisters of Charity of St. Vincent de Paul).
- Colegio de la Inmaculada Concepcion, Vigan, Ilocos Sur (S.V.D. Fathers).
- Colegio de la Milagrosa, Sorsogon, Sorsogon (Sisters of Charity).
- Colegio de la Purisima Concepcion, Roxas City, Capiz (Parochial).
- Colegio de San Jose-Recoletos, Cebu City, Cebu (Augustinian Recollect Fathers).
- Colegio de San Juan de Letran, Intramuros, Manila (Dominican Fathers).
- (Colegio de Sta. Isabel) Sta. Isabel College, Naga City, Camarines Sur. (Daughters of Charity).
- Colegio de Sta. Rita, San Carlos, Negros Occidental (Augustinian Recollect Sisters).
- Colegio del Sagrado Corazon, Bangued, Abra (S.V.D. Fathers).
- Colegio del Sagrado Corazon de Jesus, Iloilo City, Iloilo (Sisters of Charity).
- De La Salle College, Taft Avenue, Manila (Brothers of the Christian Schools).
- Don Bosco Technical College, Victorias, Negros Occidental (A 2-Year College in 1958) (Salesian Fathers of Don Bosco).
- Father Uriós College, Butuan City, Agusan (M.S.C. Fathers).
- Fatima (Junior) College of Camiguin, Mambajao, Misamis Oriental (Sisters of Mercy).
- Holy Angel Academy, Angeles, Pampanga (Parochial).
- Holy Ghost College, Mendiola, Manila (Holy Ghost Sisters).
- Holy Name College, Tagbilaran, Bohol (S.V.D. Fathers).
- Holy Trinity Junior College, Puerto Princesa, Palawan (Dominican Sisters).
- Immaculate Conception College, Baybay, Leyte (A 2-Year College in 1958) (American Franciscan Fathers).
- Immaculate Conception College, Balayan, Batangas (Augustinian Recollect Sisters).
- Immaculate Conception College, Davao City, Davao (R.V.M. Sisters).

- Immaculate Conception College, Ozamis City, Misamis Occidental (Columban Sisters).
- Immaculate Conception Seminary, Vigan, Ilocos Sur (First to Fourth Years Liberal Arts).
- Immaculate Heart Mission Seminary, Baguio City, Mountain Province (First to Sixth Years Liberal Arts) (C.I.C.M. Fathers).
- Immaculate Heart of Mary College, Aurora Blvd., Quezon City, Rizal (Daughters of Charity of St. Vincent de Paul).
- Immaculate Heart of Mary Seminary, Tagbilaran, Bohol (First Year Liberal Arts) (S.V.D. Fathers).
- Jesus Sacred Heart College, Lucena, Quezon (Daughters of Charity of St. Vincent de Paul).
- La Consolacion College, Bacolod City, Negros Occidental (Augustinian Sisters).
- La Consolacion College, Mendiola, Manila (Augustinian Sisters).
- La Salette of Santiago, Santiago, Isabela (La Salette Fathers).
- La Salle College, Bacolod City, Negros Occidental (Brothers of the Christian Schools).
- Lopez Jaena Memorial College, Jaro, Iloilo City, Iloilo (Vincentian Fathers).
- Lourdes College, Cagayan de Oro City, Misamis Oriental (R.V.M. Sisters).
- Mary Help of Christians' Seminary, Binmaley, Pangasinan (First Year Liberal Arts) (S.V.D. Fathers).
- Maryknoll College, Balara, Quezon City, Rizal (Maryknoll Sisters).
- Mater Boni Consilii Seminary, Apalit, Pampanga (First and Second Years Liberal Arts).
- Metropolitan Seminary of St. Vincent Ferrer, Jaro, Iloilo City (First and Second Years Liberal Arts) (Vincentian Fathers).
- Mindoro Colleges, Calapan, Mindoro Oriental (S.V.D. Fathers).
- Notre Dame Colleges, Cotabato City, Cotabato (Oblate Fathers).
- Notre Dame of Dadiangas Colleges, Dadiangas, Cotabato (A Secondary School in 1958) (Marist Brothers).
- Notre Dame of Jolo College, Jolo, Sulu, (Oblate Fathers).
- Notre Dame of Marbel Colleges, Koronadal, Cotabato (Marist Brothers).
- Pasig Catholic College, Pasig, Rizal (C.I.C.M. Fathers).
- Pilar College, Zamboanga City, Zamboanga del Sur (R.V.M. Sisters).
- Pius XII Institute, Jaro, Iloilo City (Founded 1959 for Catechetical and Social Studies) (Archdiocesan).
- Rosary College, Vigan, Ilocos Sur (St. Paul de Chartres Sisters).
- Sacred Heart College, Catbalogan, Samar (R.V.M. Sisters).
- Sacred Heart of Mary's Institution, Aparri, Cagayan (A 2-Year College in 1958) (St. Paul de Chartres Sisters).
- Sacred Heart Seminary, Lawaan, Talisay, Cebu (First and Second Years Liberal Arts) (M.S.C. Fathers).
- Sacred Heart Seminary, Palo, Leyte (First to Fourth Years Liberal Arts) (S.V.D. Fathers).
- San Beda College, Mendiola, Manila (Benedictine Fathers).
- San Carlos Seminary (Our Lady of Guadalupe Minor Seminary) Makati, Rizal (C.I.C.M. Fathers).
- San Ildefonso Junior College, Tanay, Rizal (St. Paul de Chartres Sisters).
- San Jacinto Seminary, Tuguegarao, Cagayan (First and Second Years Liberal Arts).
- San Jose Colleges, Jaro, Iloilo City (Sisters of Charity).

- San Jose de Mindanao Seminary, Cagayan de Oro City, Misamis Oriental (May be related to Xavier University; First to Third Years Liberal Arts) (Jesuit Fathers).
- San Jose Seminary, MacArthur Boulevard, Quezon City (a. First to Fourth Years Liberal Arts; b. One Year M.A. in Philosophy) (Jesuit Fathers).
- San Nicolas College, Surigao, Surigao (M.S.C. Fathers).
- San Pedro Hospital School of Nursing, Davao City, Davao (Maryknoll Sisters) (3-Year G.N. Course).
- San Sebastian College, Azcarraga, Manila (Augustinian Recollect Fathers).
- St. Anthony's College, San Jose, Antique (Mill Hill Fathers) (A 2-Year College in 1958).
- St. Bridget's College, Batangas, Batangas (Good Shepherd Sisters).
- St. Clement's College, Iloilo City, Iloilo (Redemptorist Fathers).
- St. Ferdinand's College, Ilagan, Isabela (Franciscan Sisters of the Immaculate Conception of the Holy Mother of God).
- St. Francis de Sales Minor Seminary, Lipa City, Batangas (First Year Liberal Arts).
- St. Francis Xavier Seminary, Catalunan Grande, Davao City, Davao (First to Third Years Liberal Arts) (P.M.E. Fathers).
- St. Joseph College, Borongan, Samar (R.V.M. Sisters).
- St. Joseph College, Cavite City, Cavite (Augustinian Recollect Sisters).
- St. Joseph College, Maasin, Leyte (Benedictine Sisters).
- St. Joseph's College, España Extension, Quezon City, Rizal (Franciscan Sisters of the Immaculate Conception of the Holy Mother of God).
- St. Joseph's School, San Jose, Mindoro Occidental (S.V.D. Fathers).
- St. Louis College, Baguio City, Mt. Province (C.I.C.M. Fathers).
- St. Mary's College, Bayombong, Nueva Vizcaya (C.I.C.M. Fathers).
- St. Mary's College, Diliman, Quezon City, Rizal (R.V.M. Sisters).
- St. Michael's College, Iligan City, Lanao (R.V.M. Sisters).
- St. Paul's College, Dumaguete City, Negros Oriental (St. Paul de Chartres Sisters).
- St. Paul's College, Tacloban, Leyte (S.V.D. Fathers).
- St. Paul's College of Manila, Herran, Malate, Manila (St. Paul de Chartres Sisters).
- St. Paul's College of Tuguegarao, Tuguegarao, Cagayan (St. Paul de Chartres Sisters).
- St. Paul's School of Nursing, Iloilo City (3-Year G.N. Course) (St. Paul de Chartres Sisters).
- St. Rita's College, P. del Carmen, Quiapo, Manila (Augustinian Recollect Sisters).
- St. Scholastica's College, Pennsylvania Avenue, Manila (Benedictine Sisters).
- St. Teresita's School, Lubuagan, Mt. Province (A 2-Year College in 1958) (Misionary Sisters of St. Augustine).
- St. Theresa's College, Cebu City, Cebu (Missionary Sisters of St. Augustine).
- St. Vincent's College, Dipolog, Zamboanga del Norte (Parochial).
- St. William's College, Laoag, Ilocos Norte (S.V.D. Fathers).
- Sta. Catalina College, Legarda, Manila (Dominican Sisters).
- Sta. Isabel College, Taft Avenue, Manila (Daughters of Charity of St. Vincent de Paul).
- School of St. John the Baptist, Jimenez, Misamis Occidental (Maryknoll Sisters).
- Sienna College, Del Monte Avenue, Quezon City, Rizal (Dominican Sisters).

**Stella Maris College, Aurora Boulevard, Quezon City, Rizal (Franciscan Missionaries of Mary Sisters).**

**Tagbilaran St. Joseph College, or St. Joseph College, Tagbilaran, Bohol (Holy Ghost, Sisters).**

*Seminaries Not Recognized by the Government—8*

**Divine Word Mission Seminary (Minor), Cebu City, Cebu (S.V.D. Fathers)**

**Our Lady of Mount Carmel Seminary (Minor and Major), Sariaya, Quezon**

**Sacred Heart Seminary (Minor), Bacolod City, Negros Occidental.**

**St. Gregory the Great Seminary (Minor), Legaspi City, Albay.**

**Seminario Apostolico de Sto. Tomas de Villanueva (Minor), San Carlos, Negros Occidental (Augustinian Recollect Fathers).**

**Seminary of Our Lady of Penafrancia (Minor), Sorsogon, Sorsogon.**

**Seminary of Our Lady of the Most Holy Rosary (Major and Minor), Naga City, Camarines Sur.**

**U.S.T. Central Seminary (Major), España Street, Manila (Dominican Fathers).**

**List No. 5**

**Protestant Universities, Colleges, and Theological Schools in the Philippines, 1960**

*Universities—2*

**Central Philippine University, Iloilo City, Iloilo (Founded by the American Baptist Mission, related to the Convention of Philippine Baptist Churches, Inc.).**

**Silliman University, Dumaguete City, Negros Oriental (Founded by the American Presbyterian Mission, related to the United Church of Christ in the Philippines).**

*Colleges—14<sup>1</sup>*

**Brokenshire Memorial Hospital School of Nursing, Davao City, Davao (United Church of Christ in the Philippines).**

**Dansalan Junior College, Marawi City, Lanao (Founded by the American Board of Commissioners for Foreign Missions, related to the United Church).**

**La Union Christian College, San Fernando, La Union (Founded by the North Central Luzon Annual Conference of the United Church of Christ in the Philippines, and related to the United Church).**

**Maasin Institute, Maasin, Leyte (Member, Association of Christian Schools and Colleges).**

**Mary Johnston School of Nursing, Manila (The Methodist Church).**

**Mountain View College, Malaybalay, Bukidnon (A 2-Year College in 1958) (Seventh-day Adventist).**

**Northern Christian College, Laoag, Ilocos Norte (Founded by the United Convention of the Church of Christ, Disciples; and related to the United Church of Christ in the Philippines).**

**Philippine Christian College, Manila (Related to The Methodist Church and to the United Church of Christ in the Philippines).**

**Philippine Union College, Calocan, Rizal (Seventh-day Adventist).**

<sup>1</sup> Including nursing schools (G.N.).

- Philippine Wesleyan College, Cabanatuan City, Nueva Ecija (The Methodist Church).
- Pilgrim Institute, Cagayan de Oro City, Misamis Oriental (Founded by the United Church of Christ in the Philippines, of Cagayan de Oro City).
- Southern Baptist College, M'Lang, Cotabato (A 2-Year College in 1958) (Southern Baptist Mission).
- Southern Christian College, Midsayap, Cotabato (Founded by Cotabato and Davao Conferences of the United Church of Christ in the Philippines; a 2-Year College in 1958).
- United Institute, Daraya, Albay (A 2-Year College in 1958) (Member, Association of Christian Schools and Colleges).

*Theological Schools—6*

- Baptist Theological Seminary, Baguio City, Mountain Province (Southern Baptist Mission).
- Central Philippines University College of Theology, Iloilo City, Iloilo (Convention of Philippine Baptist Churches, Inc.).
- Lutheran Theological Seminary, Manila (Lutheran Church, Missouri Synod).
- Northern Christian College, College of Theology, Laoag, Ilocos Norte (United Church of Christ in the Philippines).
- St. Andrews Theological Seminary, Quezon City, Rizal (Philippine Episcopal Church, and the Philippine Independent Church).
- Silliman University College of Theology, Dumaguete City, Negros Oriental (United Church of Christ in the Philippines).
- Union Theological Seminary, Manila (The Methodist Church, and the United Church of Christ in the Philippines).