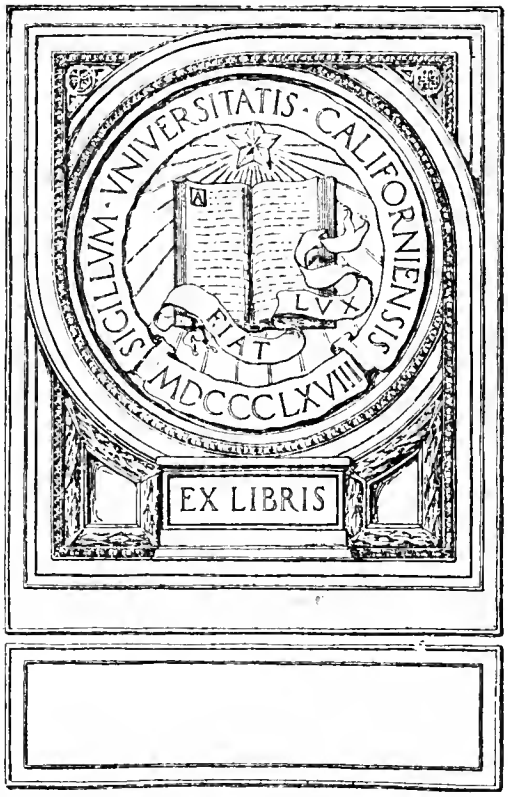
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The educational principles and methods of the Philippine school system and their adaptability to the present needs of Siam

By

Bertram Bethuel Bronson

A.B. (Nazarene University) 1915.

THESIS

Submitted in partial satisfaction of the requirements for the degree of

MASTER OF ARTS

in

Education

in the

GRADUATE DIVISION

of the

UNIVERSITY OF CALIFORNIA

May 1921

Approved _____
Instructor in Charge

Deposited in the University Library _____
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C O N T E N T S

PREFACE

The problem of education in the Far East has become one of vital interest to me since my journey through Japan to China to the "Oriental Land of the Free", geographically designated as Siam. What impressed me most was the inadequacy of the existing schools to meet the needs of the masses of the people. As one teacher said in a Chinese College, "the people do not know how to use the simplest things of the sciences, arts and trades". But most striking is the utter failure of the schools to meet the needs of those people whose sustenance depends on the products of the soil.

I feel justified in making this criticism, especially in relation to Siam where the people are almost entirely agrarian and partially nomadic. Their needs are keen, not only in respect to physical development but also in r elation to purely intellectual ideas. There is not in this land the same intellectual craving among the people as in China and there does not seem to be a strong enough

incentive in the present to stir the people to think and act. Many excuses have been offered for this condition, but they do not suffice, and in no way can reasons be offered as to why the system should fail to achieve as much as has been done in the Philippines where the people seem to be of the same stock as the Siamese and certainly have the same characteristics.

My interest in the work among the Filipinos began while directing the work of the Nan Boys' Academy in Muang Nan, North Siam. It has been increased by the friendship of a few Filipino boys who are the products of the work, and it has been intensely aroused by the comparative study as this thesis was being prepared.

I am indebted to many for valuable aid, especially to President David P. Barrows for the use of his fine collection of books, pamphlets, and catalogues on this subject. Further, to Dr. Lewis Hillis, for suggestions from a first hand knowledge of affairs, there is a debt of gratitude, as also for valuable suggestions for back ground reading for this interesting study. It has yielded personal satisfaction in that it has clearly shown that there is a solution of the problem of ineffective

unadapted education which is practical instruction. It is the type of public instruction that enlists the interest and co-operation of the people as a whole, because it affects their well being.

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THE EDUCATIONAL PRINCIPLES AND METHODS OF THE PHILIPPINE SCHOOL SYSTEM AND THEIR ADAPTABILITY TO THE PRESENT NEEDS OF SIAM.

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Introduction

The eyes of the Diplomatic World were on America when in 1900 she undertook the task of governing the Philippines. They wondered concerning her colonial policy. Would she, like the European nations, make her mandate the opportunity for exploitation? When she proposed to make education the chief agency and the end the ideal of democracy and democratic thinking, we only invited contempt and got it. However, today the greatest illustration of colonial development is the scorned idealism, and that because the first aim of the task was complete education and there was no selfish exploitation, no paternalistic government, and no mere sop in educational practice as ordinarily presented by governments to their subject people. America's task was not merely the building of the system from the ground up; it was preparing the ground. Removing the suspicion

against the white man and his conduct in the orient, and the removing of the Filipinos' opposition to the Spanish Primary School System which they hated, was the first step in the undertaking.

To-day the eyes of the Educational World are on the Filipino people, because a race, which was considered by commercial exploiters and even by some enlightened Europeans as impossible of development, has perhaps had a more rapid economic development in two decades than any other country, due to education.[1] The policy stimulating this is expressed in President McKinley's address to the Philippine Commission, stating, "that the Commission should bear in mind that the new government was not designed for our satisfaction, nor the expression of our theoretical views, but for the happiness, peace, and prosperity of the Philippine Islands."[2] This spirit has permeated the whole machine of American governmental development, and has won the

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[1] Paul Monroe, in Asia, January 1920, p. 81.

[2] President McKinley, in Address by F. Crone, in N. E. A., 1915, p. 166.

hearts of the people principally through the work of the school system. Thus they have been persuaded of our benevolent intentions and have so heartily co-operated that there cannot be found a parallel policy, and development in history. The core of the whole system which has been so successful is, that the Bureau of Education in promoting "the happiness, peace and prosperity" of these peoples, has prepared the people to make a happy living under the most practical conditions of democratic choice. The world is full of systems of vocational training but in no other case is there worked out a system which in its entirety is bent on making the people develop along their natural lines and use the natural tools and conditions as in the Philippines. Nor is there such a system of adapted industrial instruction given with the intention of instituting democratic ideals. The system which in almost an arbitrary way is bent on teaching the child to live is giving power of choice in the proper place. In this respect the educational policy which the United States has adopted in dealing with the

Filipinos is without a parallel in history.[1]

Philippine education is purposive. In the great plan of developing the people themselves the highest ideals have been chosen and the most practical methods of achieving them have been used. The political as well as the economic end is a free and capable people. The means of attainment is by education. "Those in charge believe it is the function of a public school system to prepare every boy and girl for the happiest, freest, and most efficient life possible in a sphere to which his actions will probably be confined."[2] The only limit to the sphere of activity is the volition of the child or the economic condition of the home, for the way is ever open for him to rise to the highest place. The Philippines' middle class and political leaders are for the most part rising out of the once submerged low class. The two most characteristic qualities of this purposive educational system are its adaptability and its plasticity.

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1. Worcester, Philippine Islands Past and Present, V.2, p. 531.

2. F.Crone N.E.A., 1905, p. 166.

In the first days of American occupation, wherever the American flag was raised there a school was started. At first the teacher was very often a soldier put to the task of instruction; and in many cases the first pupils went to school at the point of the bayonet. General Bell, in charge of the Philippine forces, said that the establishing of a school was worth as much as a company of soldiers in a town toward the establishment of peace.[1] The early teacher was not hampered by traditions binding in other fields, but was free to adapt his instruction to the minds of the people. Too often he found the teaching of the "three R's" inadequate and almost always he changed his educational method that it might be adapted to the environs and conditions of the people, taking into account their needs.[2] Often he was forced to leave these only as a background, laying emphasis on the teaching of crafts that

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[1] Goode, P. Our Educational Experiment in the Philippines, pp. 4, 5.

[2] Arnold, Education in the Philippines, p. 288.

would improve the home life of the people, teaching sanitation to save life, and teaching English as a basis for a large life through study. Thus the early system was the result of the personal contact of the teacher and people, and it is from these and further studies in the field itself that the present system has grown. It is a composite of recommendations of hundreds of teachers scattered throughout the Archipelago, and these reports have been based on hard earned experience.[1] The early administrators also were unhampered by tradition and had only the government to look to for direction, and so they made it a great experimental ground.[2] Thus this system built by an adaptative growth has ever remained plastic, and these two elements have ever kept the system of the highest usefulness and given the schools an unprecedented place in the hearts of the people. It was the teacher's and superintendent's task also to know the needs and provide the material of learning to meet them. It was his duty to hold fast to all that was best in Filipino character, and supplement it

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[1] Worcester, Philippine Islands Past and Present, V.2, pp. 504, 505.

[2] Crone, N. E. A., 1915, 166 ff.

with the best we had to offer.[1] And we know he went to work to solve the tasks with an earnestness unsurpassed.[2] Inside of a few years they won the favor and co-operation of the people which has resulted in insistent demands for more schools, even among the wild tribes of the Igorots and among the anti-christian Moro tribes. A thousand schools could be built tomorrow and all filled were there funds to carry them on and sustain a high standard. There are over six hundred thousand in the schools, about one hundred thousand have been turned away inside a year and there are two or three hundred thousand who would like to enter but cannot because of economic conditions of the home that require their presence there rather than at the school. The school in many a town is looked up to as the pride of the town; it is the fountain of inspiration; it is the open door toward a better living.[3]

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[1] Crone, National Educational Association, 1915, 167ff.

[2] Ibid., 166.

[3] Goode, P. Our Educational Experiment in the Philippines, pp. 4,5.

This extensive work has been made possible only through the central organization of the Bureau of Education. But it is interesting to note that the policy and organization of this Bureau has been the result of gradual crystallization of practical experience. It took permanent form in 1903-4 under the direction of President Barrows of the University of California, then the Director of the Bureau of Education. It is one of the most absolute of bureaus in existence today. It is organized and equipped for effective work, and can carry out promptly and effectively the policies determined by the central office. At the same time it is still growing, still enlarging, still learning more of the people, their needs and the remedial agencies. The directors are most willing to get advice from the teachers and superintendents and forge the policies of the Bureau in accordance with these ideas given from the field of action.

This Bureau through its years of service has brought about a profound change in public sentiment. It has created new ideals, new ambitions, new hopes. The influence from the school has reached the home for not only

mental and physical improvement, but also for moral and spiritual. The change wrought has been of basic importance to the country. The results gained are as great as they are because of the recognized need of changes that are fundamental. When at the first it was apparent that any educational system adhering closely to acedemic studies would simply serve to perpetuate the poverty and servile conditions of the people, those in charge of the situation, being free to work out their best plans, saved the situation by daring to ignore the force of tradition, and they have proved to be the savers of a people.

Because of the marked success of this educational experiment we wish to make an analysis of the principles which were the basis of this exceptional method that the same principles may be adapted to the educational needs of the people and schools of Siam.

Chapter I

THE PRINCIPLES OF THE SYSTEM.

The educational policy of the Philippine Islands was not an assimilative policy. Its end was not be Americanize nor Anglo-Sixonize, but to make better Filipinos.[1] It did not aim to suppress native character nor sacrifice any of its excellency. Its purpose was to help them to adopt and fit to their own conditions and purposes the common civilization of the Western world.

Principles Involved
. Adaptation to Natural Conditions and Resources.

Not only in the days of definite organization in policy and practice but in the earlier formative periods the teacher and supervisor and director saw the necessity of making the educational training adapt itself to the natural conditions of the country. This meant at once the persuance of an agricultural program.

At the time of American occupation the census showed that of 1,958,400 men engaged in occupations 1,145,230

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[1] Barrows, D.P., Fifth Annual Report of Director of Education, 1905, p.15

were farmers or farm laborers. The majority of these owned their own farms which were of an average of about nine acres. "The hope of the school is to solve this problem of making better farmers."[1] In spite of the fact that such a large part of the workers are independent land holders, in order to live and prevent starvation they are forced to borrow from the wealthy proprietors which means the continued mortgaging of the future. In spite of the richness of the tropical lands, the abundance of natural foods, and aids in development, the people were undernourished and unprotected, and thus continually subject to the ravages of disease.

The first consideration, therefore, of this purposive education was to make the land serve and adequately sustain the people and the people develop the land as a foundation of a higher development.

How absurd it would have been to neglect or ignore the great question of agricultural development and training when most of the people live in towns and villages

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[1] Barrows, D.P., Fifth Annual Report of Director of Education, Philippine Islands, p. 16.

at the edge of their rice fields, and most of them are very fond and careful of their little estates.[1]

But the lack of proper implements and also of the proper water supply make it impossible for them to make a living, and they must fall back on day labor for some large proprietor or have other income from a small family industry. In very few cases is the Filipino an independent farmer and at almost all time he is at the mercy of the money lender.[2]

Principles Involved.

3. Principles of Education Based on Existing Needs of the People.

"Their betterment is the task of education in these islands. Very differing policies have been held before the American Government in the Islands; policies of economic development by outside capital and imported labor; of the granting of large franchises, the creation of large corporations; the development of a great commercial colony, but for the educator the ideal to be achieved here is that of

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[1] LeRoy, J.A., Philippine Life in Town and Country, pp. 44, 71.

[2] Report of Philippine Commission, 1900, Vol. 4, p. 39. also LeRoy, Philippine Life in Town and Country, pp. 44,71.

a growing, thriving population, able to speak a common language, two thirds agricultural, all economically independent, owning the farms they till, trained to better methods of agriculture and industry, able to read and understand the newspapers, able to keep accounts, to figure out profits, interest, commission and other simple matters of business; subsisting on a more varied and nutritious diet, living in better houses, in villages and towns with sanitary sources of water supply and sanitary systems for the disposal of sewerage; the government of which communities the people shall understand and in which they shall actively and intelligently participate. These are the results which this Bureau is spending nine tenths of its thought and effort to help attain."[1]

Practical instruction in relationship to the needs of the people as we find them is, then, the purpose of the system. The consideration of the mental qualifications of the people in this vocational system will be discussed in the next general topic, number 3. The considerations on which efficient instruction was first and is still given

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[1] Barrows, D.P., Fifth Annual Report, Director of Education, pp. 20, 21.

are grouped as follows:

a. Instruction in lines for production that will be recognized in the world's markets. If the people are to prosper and develop they must have the encouragement of achievement in world spheres as well as of the finandial returns themselves.

b. Education must be along the lines of the present industries, and these lines of work already existing must be developed as paying propositions to the people. In the famm industries, textiles and traders, or whatever crafts there may be, the aim of the Bureau of Education is to make them a means of livlihood, social and economic development, and character building.

c. The school life must create a new social life and must bring a social unity. That will result in an intelligent participation in government by all, in other words, there must be universal suffrage. It must train for citizenship and must instill the true idea of public service.

d. The Department of Education must improve the health of the people by introducing new foods, instructing

in the care and development of the body, and also bring to the consciousness of the people the need and beneficial results of sanitation.

In the producing of goods for a world market there are other elements than the immediate return of financial gain. It requires that they know the products that are marketable, and in what quantities. It teaches the proportion of production and also it challenges them to develop a real skill, that the articles produced may bring a fair profit.

No considerable branch of exportation is found which does not come from the vegetable kingdom, obtained in the first instance by field labor.[1] The hope, then, of the nation is in the development of the peasant producer,[2] the development of the land, the natural products and then those adapted, the natural resources such as water supply, and improvement in tools and methods. Where much was produced in the way of rice, cocoanut, sugar, etc., it was on the estate of the landed owner and by the tenants

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[1] Report of the Philippine Commission, 1900, Vol.4, p.6

[2] Barrows, D.P., Eighth Annual Report of Director of Education, p.9.

on the indebted peasant proprietor. There was therefore no inspiration to develop or to increase production among the masses who most needed improvement. The hope for a free people is their independence in agriculture and the trades; and this freedom is the hope of the Islands. To awaken the dependent farmer is no small task. His labor, such as it was, brought but little in returns to himself - to get him to increase his efforts therefore, he must see the benefits of his labor. This has been one of the principal objects of the educational development. Some of the principles involved are, (1) to develop a sympathetic and enthusiastic attitude toward labor, (2) to encourage industrious habits, (3) to teach the fundamentals of good craftsmanship, (4) to teach trades by which the pupil may live and improve his condition when he leaves school. The true end of the industrial instruction is (1) to teach character, the value of labor, skill, etc., (2) the development of local industries along the existing lines - improving natural products and methods, and, (3) the marketing of the products in a beneficial way.

Previous to 1898 there were only a half-dozen secondary schools in the Islands and these as well as the primary schools were for the boys and girls of the landed aristocracy, offering no chance for the masses.[1] We hardly wonder that the Filipinos revolted against the rule of Spain when we see how surely she planned to keep the people servile. Woman's position was high, parallel to man's. In social life, in the house, and in business she was his equal. But they have never enjoyed the same educational privileges, and perhaps never will be entirely on the same plane, but the hope of the land, nevertheless, depends on educated womanhood.[2] The purpose of the United States in respect to citizenship is to educate all the children and thus produce a race with sufferage rights based on true literacy; to educate a body of leaders from among their own people, ready and able to govern with equity a long suppressed lower class; to educate and thus break down the

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[1] Le Roy, Philippine Life in Town and Country, p. 309

[2] Barrows, D.P., Eighth Annual Report Director of Education, pp. 40. 41.

barrier between the upper and lower classes by the creation of a democratic middle class. The chief obstacle to social and economic progress was "caciquism" or "bossism". There was no hope of true development until it should be removed Education of course is the agency, and the results attained are most striking. The aim of the school is to create a better home atmosphere, to make a new spirit in the home. In the community the aim has been civic righteousness and unity, by creating public spirit which centered from the first in the school and its new activities, and now extends into all the country.

The matter of improving the health conditions has been for the most part the concern of the Bureau of Education. From the first the teacher was as interested in the life conditions of the people as he was in giving instruction. He realized that his work touched the whole life of the people, and that his work must affect and be affected by the whole of the social fabric. The first American teachers saw the pitiable poverty and constant hunger of the people. The helplessness of the people

in the midst of unlimited resources was what put the teachers on their mettle. These resources were unrecognized and unused. Then, there was no co-operation in the system nor from the people, though all the teachers were working for their betterment.[1] The aims that were conscious and developing were, (1) To improve the diet of the people by improving the local foods and their preparation, and by the introduction of new foods to supply the lacking food qualities needed for a balanced diet. (2) To improve the physique by better food and universal physical training. Many were going on by sheer force of will, since their bodies which were well formed, supple and enduring could not sustain them in the work to be done. (3) To improve sanitary conditions, removing the causes of disease and the agencies by which it spreads, and giving instruction in combating it in specific cases. (4) To overcome physical defects of eye, ear or any organ of the body, by means of proper medical attention.

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[1] H. Miller, in National Educational Association Report, 1915, p. 1116.

To describe fully the conditions of the Filipinos at the time when our government took over the Islands is impossible here, but suffice it to say that most travelers and dwellers in the Far East thought it impossible to ever bring such ideals as the Bureau proposed into the life of this backward race; and it was only because of invincible faith and incomparable zeal, that, by steadfast labor, the government has practically accomplished its aims.

Principles Involved

3. Psychological principles based on the condition of the mind of the people.

This Purposive Education has for its aim the highest possible development of the natural mental characteristics. This naturally is the result of the belief that mental characteristics are in accord with the natural surroundings. If life conditions call for a struggle and the creation of new life habits then the mind will be by nature creative. But in the Philippines there is no demand for a conflict. All that is required to perpetuate life is the development of the abundant resources. This simple adjustment to life does not make creative, but rather imitative minds. These strong social traits and the lesser ones also have had a great part in the present constructive system of instruction.

At first some thought the most difficult problem would be to unify the very widely differing tribes or to adapt a many sided system to meet their individual social characteristics. It was soon discovered, however, that the social stock is homogeneous - that the varying degrees of civilization and practical divergences are not as great as the social homogeneity. The difference, as expressed among the tribes themselves, are more marked by the religious differences than by tribal characteristics.[1]

At first there were no general principles which were worked out by the Bureau of Education, but each teacher and superintendent sought out the psychological basis for his work, and these findings were collected and used by the Director in the educational policy which has since been followed. The most direct benefit gained by this initial work was the friendship and good will these pioneers won from the people. No such analysis as the

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[1] Le Roy, James, Philippine Life in Town and Country, p. 18.

following has been put in printed form and yet these ideas are distinctly seen back of the Educational Program of the Bureau, and especially after 1904 when the work was first definitely organized.

From the view point of the mental condition of the people, the Bureau of Education followed three directions. These were not closely formulated thus but were nevertheless the directing principles. First, they were to use all natural mental qualifications possible as the foundation for instruction. This of course recognized that the chief mental characteristics of a people would be of greatest value for the development of their natural surroundings. Second, they were to create new interest and arouse enthusiasm by showing new values in their old possessions, and by showing the possibilities of new things added to their life. Third, they were to supplant all habits or types of mental conduct that hinder or distract, with positive forms of mental conduct.

Mr. Freer, an American teacher, wrote as early as 1906 saying that the Filipino is eager to learn from

books and all other means. That when he has learned how, he studies very diligently. He is considered as mentally alert, with a passion for learning that can be sustained. Furthermore, that he is eager to learn from us who have Western civilization, and is very respectful and obedient to his instructors. He is appreciative, docile, gentle and dependent.[1]

These admirable characteristics, however, did not suffice as motive power to lift an undeveloped people and country to any considerable height of development. It was not sufficient to stir the people from centuries of lassitude due to the tropical heat and bounty of nature, to the ideals and achievements that were for their own well being. It took some considerable study and planning to persuade them of the necessity of study and action of a new type if they were to obtain from their surroundings any considerable benefit. Their teachers, however, used this desire to learn and by coupling it with others made it serve them acceptably. The pronounced mental traits

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[1] Freer, W.B., The Philippine Experiences of an American Teacher, p. 275.

which they used were, (1) their natural inqusitiveness to know about that which they do not understand, (2) their natural artistic and mechanical aptness, which aided by imitativeness and keen imagination gives an easy ground for practical instruction. Couple these with their devotion to their little farm, their keen delight to work with tools or anything they can handle, and their eagerness for results that are immediate and you have the direction for the Bureau's policy. (3) The atmosphere in which they have lived was one of social freedom and they have felt but little social restraint even though they have been the economic slaves of the small wealthy class.[1] This spirit is strong and has a dominant influence in their conduct. Anything that will strengthen this feeling by added comfort or social distinction due to the same will spur them on to labor and study.

The Filipino has been accused of being lazy and shiftless. This was true.[2] It did not pay for him to be prosperous, for his earnings went to meet the demands of

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[1] Le Roy, Jos. Philippine Life in Town and Country, p.65.

[2] Foreman, J., The Philippine Islands, p. 180

the Church which taught him to give the fruit of his earnings to the cause of religion, or else to the one to whom he was perenially in debt. He was free in conduct -- but he was ever a slave by political and industrial barriers. He did not care to learn; not because he was not anxious to know, but because it was of no advantage to him to know what the Spanish school taught. But immediately when education became the doorway to better home conditions, to actual power in participating in civic life, and in the elevation of his social position, he wanted the school. The son's education soon meant freedom from debt and the removal of fears for the future, which things in the past he had stoically taken as a part of his lot. At first the boy wanted to be a clerk or small office holder -- the height of all glory. However, being quick of apprehension,[1] he saw that the practical sciences and agricultural studies were the things which would benefit him most, and was willing to make the vocational studies the

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[1] The Report of Philippine Commission, 1900, Vol. 2, p. 283.

centre of his life training. That the Filipino was capable and worthy of the confidence of his American teachers has been well demonstrated by his conduct in the past. That he would be able to see with a world vision was not expected in the past, but this was due to the fact that he had but little to stimulate him to larger views of life.[1]

In the newly created middle class there is a great spirit of fellowship and co-operation. The word association, seems to be a magic word with them. But in the old free and easy life where high and low rubbed shoulders in everyday intercourse there was a pronounced tyranny, even within the low class itself. There seemed to be no sentiment, honor, nor magnanimity -- apart from the hospitality which was guided by fear. This geniality so marked and distinct was to him a life insurance policy which he used to guard himself from attack by others. so also, his interest in others was often a cloak for his inner cowardice, by means of which he hid his own fears and kept

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[1] Foreman, J., The Philippine Islands, Vol. I, p. 184

watch on the actions of them. At times, too, it was merely uncontrollable curiosity. He seemed to show no heart response to his benefactor at first, and the first respect was that which he gave to one superior or brave and daring.[1] But he has changed in all these respects into an admirable and responsive friend.

Briefly let us mention a few of the other outstanding features of his personality. He was exact in none of his habits, not knowing what it meant to perfect anything. He was fearful to the extent of losing all self control, he was vicious under a cloak of serene countenance. In labor he could go on for a long term if the results were near and visible. But in nothing was he so constituted that there was no need of change either by development or substitution.

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[1] Le Roy, James, Philippine Life in Town and Country, p. 81

Chapter II

THE METHODS OF APPLYING THESE PRINCIPLES.

Organization - Nature of the Organ of Method

Although the foregoing principles were not all clearly expressed in the program of the Bureau of Education, we find that the Director, his staff, the superintendents, and teachers working through this powerful organization were building on these principles and making direct practical solutions for them as far as possible. Whether consciously or unconsciously, the important part of the matter is that they are gaining the ends to which these ideals or principles pointed. Not only is the organ of this Bureau a harmonious, co-operative body, but it is working in harmony and unison with the Bureaus of Public Health, Forestry, Agriculture and Lands, Commerce, and Printing and others. It is successful because of the proper recognition and credit it gives its officers.[1] Its success among the people is that the schools are a part of the people and

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[1] Crone, F., Report of National Education Association 1915, p. 170

not institutions planted in their midst.[1]

The organization is centralized as follows:-[2]

- Director of Education and two Assistants.
  - General Office
    - Chief Clerk
    - Accounting Division
    - Property "
    - Academic "
    - Industrial "
    - Building "
    - Records "
    - Traveling Inspectors and Instructors
    - Experts
    - Ass'ts.
  - Superintendents of Insular Schools, Normal, Union and etc.
    - Heads of Departments -- Instructors.
  - Division Superintendents
    - Supervising Teachers
      - Assistant supervising teachers
      - Principals of central schools and intermediate schools not directly under division superintendents
    - Principals of high and trade schools and intermediate schools not under supervising teachers - - - - Instructors.

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[1] Miller, H. Report of National Education Association, 1915, p. 1116.

[2] Crone, Sixteenth Annual Report of the Director Education, p.10.

First Methods of Procedure. The Teacher.

From the very first the success has depended on the oversight and initiative of the American supervising teachers and superintendents. Their task it was to know the people and their needs, and to present these to the municipal council and Bureau for consideration. It was their task to win the favor of the people and be the social influence representing the schools.[1] In the early days their methods were not the teaching the "three R's" in the class room but he was in the home and in the Filipino's native haunts searching for ways to meet his crying needs. Here was the beginning of industrial education, agricultural improvement, and public life, including health and sanitation. Such direct findings became the basis not only of the general direction of the educational policy but gave the material for the nature of the courses and the new series of text books directly applicable to their local conditions.[2] The native teacher was enlisted at once, and his training has developed with the system.

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[1] Barrows, D.P., Fifth Annual Report Director of Education, p.42.

[2] Miller, H., in National Educational Association, 1915, p. 1116 ff.

Method of Unifying Work-Language

At the first the school was confronted by the problem of the many dialects. How could instruction and texts be applied to so many or how would they choose one to apply to all? These were impossible of solution as they were, for the task of learning the languages and supplying the texts was an utter impossibility, as also was the hope of getting all other tribes to accept one dialect. On the other hand English is the business dialect of the Orient, the best business and trade journals are in English, the teachers must be taught in English, and the Administration had to be in the hands of competent foreigners.[1] Perhaps, next to the direct influence of the teacher and superintendent, the use of English has been the greatest factor in the development of the Phillipines. It has aided in all lines of educational development, and especially has it been a means of arousing new interests, of unifying the people, of giving a world consciousness, and creating

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[1] Barrows, Annual of American Academy of Political Science, 1907, 30:74. Also Marquardt, W.W., Department of Distribution of Education, 1918, pp. 26, 27.

larger markets as channels for surplus production. It is needless to say that the use of English has made the teaching of the sciences and arts a success, and very easy for the reason that it gives an exact language for one that has very few technical terms. The method of teaching English is in itself very interesting. The boy comes to the class with no knowledge of the school or the language. But by constant use he learns class directions in a few days and then by chart and primer he learns his knowledge of other subjects and to read, write and speak at the same time. His improvement is marvelous. Inside of these three years he can now learn to speak English very well.[1]

Method of Development of The System

At present there is no time for inflexible courses or theories of education. There is no rest, but there is constant growth and development. Continuous surveys of home life, agriculture, industry, business, and political conditions continually formulated new courses.[2] As the condition of the people change so the

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[1] Barrows, D.P., Eighth Annual Report of Director of Education, pp. 35-36.

[2] Marquardt, W.W., Report of Director of Education, 1918, p. 28.

educational method undergoes transition. The training in everyday arts that build a better, saner, and higher daily life is largely sought by the pupils, and they give good account of themselves as workers.[1] Such growth and development on the part of the pupil demands a greater development on the part of the school. The most intelligent work in the world is being done right here.[2]

At first simplest methods were used, along with the general education, to teach the pupil to improve his local industry and thus his general surroundings. By 1904 the system was fitting the pupil in a three year course for citizenship; fitting him for everyday business transactions; was purposing to give him a large view of world life by geography within the primary school.[3] The intermediate school was enlarging to training in civil govern-

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[1] Goode, J., Our Educational Experience in the Philippines, p. 10.

[2] Ibid., 11.

[3] Barrows, D.P., Outlook, V. 80, p. 869, article by Le Roy.

ment, history, etc., with three years of elementary science, and shop, and garden work. The secondary school was formed more after the pattern of our American High School, but was more for technical or semi-professional schools.[1] By 1915, the ideals and the desires of the people had made such great growth that the whole course had to be changed from the primary to the secondary, and a University and Normal school had been developed. The change of ideals was the result of practical instruction which definitely reacted in the people's lives. Industrial, agricultural and scientific training had become the center of all the school activities. The Primary still had its work in English and the practical subjects dealing with health, sanitation and citizenship, but the emphasis was on preparation for life and the method was that of training in the local industries, manual training and agriculture.[2] The Intermediate school has become a school which, like the Primary, is complete in itself and fits for life.

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[1] Barrows, D.P., Article by LeRoy, Outlook, v.80, p. 870.

[2] Crone, F., Article in National Educational Association 1915, p. 169.

Here they specialize in farming, trading, domestic science, commercial and teaching courses.[1] But this last is fast being advanced to Secondary standing. The Secondary School has come to follow very closely our American High Schools but they are giving courses in surveying, commerce, navigation, agriculture, trade and normal work which are making specialists in these practical lines. The work of the University is very interesting in that they do not set the requirements for the preparatory schools but supplement their work, laying emphasis on Philippine Education and preparing men to develop the present type of work.[1] The work here is a preparation to develop the resources of the Islands, and no man can reach the University until he has had some training in the industries or arts and crafts of the country.

The original plan was to organize every Christian province into School Districts under the supervision of supervisors and teachers, and in every municipality and

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[1] Crone, F. Article in National Educational Association, 1915, p. 168.

large barrio (village) to have a school.[1] But the limits have proved too narrow, for today while the Igorot is hunting the head of his neighbors, his boy is going to a farm or trade school eager to learn and bringing the fruits of his labor to the family store.[2] No program is needed to push the interest or create a demand for schools. The only hindrance is the lack of funds and teachers to carry out a more extended work. The people are voluntarily giving and building the school houses and are taxing themselves for this greatest of all interests in their lives. To start a school all that is needed is a teacher - the people will help get at least a temporary building, and the pupils will come. There is no need of laws forcing attendance or prohibiting delinquency. They love the school.

Educational Method - the Native teacher

The success of this extended system was largely dependent on the training and ability of the Filipino teacher. Without the American Supervision the present success would never have been known.

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[1] Barrows, D.P., in address by Le Roy in Outlook, V. 80:887, August 5, 1905.

[2] Barrows, D.P., Report of Director of Education, 1908, pp. 45-50.

But to make a system for the people with universal suffrage and freedom as its aim, was, and still is entirely out of the question if attempted alone by foreign teachers. Here is where the native teacher was used, and that willingly, though he was at a great disadvantage because of lack of training. The first director and his aides, the superintendents and teachers, found very few who were able to be used as they were.. But the Filipino was eager to learn, and so the method of studying one week the things he imparted to the children the next, by special instruction in assemblies, by pamphlets and special agencies he has proved himself worthy of the faith put in him. The Bureau has paid special attention to this phase of the educational development, and by improvement of standards, the advancement of opportunities, and the creation of a fine social atmosphere, has created nothing short of a miracle in the teaching profession.

Practical Methods used

Let us examine briefly the methods our teachers and Bureau used in creating inspiration, developing the latest possibilities, and in lifting

the whole plane of the national life. The course followed in the whole program shows conclusively the value of Vocational Education, that the best way to create educational interest and carry out the intellectual development is to use those things provided in the natural surroundings as the instruments of method.

1. The home was in dire need. The teacher saw the necessity of adding to its earning power. He saw that where they made hats, lace, cloth, or other native articles in the spare hours that the conditions were better.[1] So into the school came the work of the land and its values were estimated, its costs and practibility accounted, and where of real worth it was developed by the school. The returns at first went to the teacher, then to the boy or girl, then the work was developed in the home and encouuraged if worth while by exhibitions and exportation. These home industries developed skill and were the foundations for greater accomplishment. They gave the needed returns for inspiration, they increased by their earning power the conditions of the home. They aroused a new attitude

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[1] Barrows, D.P., Report of Director of Education, Philippine Islands, 1908, p. 16.

toward labor -beginning that transformation which is taking the false ideals of achievement away. Where possible these native industries have been developed so that there is a larger production and better quality and a growing world market for these home and school products. The need of clothes for cold children has called for practical sewing, the elevation of ideals has created a desire for chairs, tables and other articles of household use, and thus there have been added the manual training courses and the shop courses of other industrial types also. So has grown up a system of education that in its Primary school strives to make each home a center of production.

3. And so also with the school garden which produced only a few vegetables on a small impracticable scale at first. In this school garden with its little plot ,there was developed a new attitude toward labor. The teacher taught and worked with the boys and the boys took the fruits of their labor home. And then came the home gardens with school supervision which bore substantial gain to the grower, and new and more nourishing food to the people. Even the preparation of this in a way that is palatable

has been a work of the school. This work led to the importation of foreign seeds and the adoption of new methods of garden work. And this little school industry has developed by the means of instruction, circulation of pamphlets, organization of clubs, with contests, prizes, and fairs until good products can be obtained all over the islands.[1] And then it has reached beyond - to the farm school with improvement in farming methods - the agricultural school with specialists teaching every branch of useful agricultural, horticultural and animalhusbandry methods in a practical way - the University creating its specialists.

3. In the earliest days English was made the language of instruction and very successful it has been in unifying the peoples of many dialects. Besides this has hadd the means of bringing the people the benefit of the western learning and life interests. One cannot understand the time value of this until he has seen the barren

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[1] Barrows, D.P., Report of Director of Education, 1904, pp. 32-3.

life of the peoples of the tropics. English at once gave the Filipinos intercourse with the great trade of the Far East, and brought to his mind new interest of life, and ways to grasp them.

Moreover, the home was crushed in many many cases by debt, or by unjust social and political standards.[1] But as soon as the son or daughter learned the principles of trade, of commissions, percentage, tax, and the rights and duties of citizenship there began to be a change which has today wiped out many of the evils. So, not only is the home a center of industry, improving living conditions, but it may also be the center of a modern trade, improving implements, or doing extensive gardening and farming. And also within its walls may live a son, the justice of the city or town, who by his sympathy to lift his own, and his new knowledge of rights, has overcome the arrogance of the selfish aristocracy. To tell of all the things used by the school for the training in citizenship would be impossible, but we mention the agriculture and other such

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[1] Barrows, D.P., Articles by Le Roy in Outlook, v. 80:871, 1905.

[2] Barrows, D.P., Report Director of Education, 1905, pp. 16-7.

clubs, the debating, the school organization itself, and perhaps the most important of all the sytem of athletics which has created a wonderful spirit throughout the Islands, enlisting the interest of practically all the people, as forces working directly in their lives.

We must mention in passing the methods used for improving the physical health and the sanitary conditions of the land. At first the teacher often fed the hungry children who were poor and undernourished. Then came the added income in the home from industries encouraged in the homes and the production of better foods in the gardens. The school ,taking advantage of these improvements ,taught them how to use the foods to advantage by cooking courses along the line of their own cooking methods. In addition the teacher by his own efforts saved life in the great epidemics;[1] they taught the care of the body and the gaurding of the health by everyday habits; they made the practical sewing to serve the needs of all; they developed the interest inphysical education until they have about a 100%

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[1] Miller, H. in National Educational Association,1915, p. 1118 ff.

participation in the schools:[1] and also are guarding against physical defects of the pupils.

4. The methods have been for the using or developing of the best possible mental characteristics. The shop and craft work have developed the artistic, the mechanical and the admirable imitative characteristics.[2] By these means mental accuracy has been developed, and the perseverance developed is worthy of praise. In the school garden love for property and nature have had great encouragement, and love for the soil and interest in returns have found satisfaction.[3] Since the school brought the masses into contact with the world's activity, never has there been a lack of inspiration or for interest in large affairs. Rather the Department of Education is pressed for ways to meet the demands for extension. In place of the confusing fear there is ability and self reliance. In place of a detrimental individualism there is an efficient co-operation, team work

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[1] Miller, H. in National Educational Association, 1915, pp. 1116 ff.

[2] Barrows, D.P. in Annals of American Academy of Political Science, 80:79.

[3] LeRoy, Jas., Philippine Life in Town and Country, p.77.

and civic association. No longer does fatalism limit the mind to the customs of the past for now the Filipino has a vision of a better land and an ability to go on till he has reached it. And now, they have a pride in their homes, schools, government, roads, and never will they be willing to be ignorant and poverty-stricken again.

Briefly, some of the agencies used are the farm school, farm settlements homesteading new places, rural credits, removing usury and debt, extension work in all producing lines, home gardening, fruit growing, animal breeding, plant and seed distribution, food conservation, markets and fairs. Pamphlets to clubs, sale of products of schools to the people and outside markets, sea productions, silk production, and many other helpful activities and agencies including libraries, shop, laboratories,[1] all of a fine standard and well equipped.

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[1] Miller, H., in National Educational Association, 1915, pp. 1116 ff. Also Foreman in National Educational Association, 1915, p. 1156.

Chapter III

THE ADAPTABILITY OF THESE PRINCIPLES AND METHODS TO THE NEEDS OF SIAM.

The value of the principles and methods of the Philippine School System is that they are successful in the purpose of the government to develop the people and the country for their highest good. This signal success is due to the fact that the builders of this system have formulated these principles and methods out of the existing life conditions and habits of the people. Now, we wish to apply these results to the people of Siam, their needs, and their schools. The first consideration is, therefore, - are the Siamese sufficiently like the Filipinos in temperament, their natural surroundings so similar, and their life relationships to environment enough like those of the Islanders to warrant the adaptation of the agencies of the Philippine Schools to the same phase of work in Siam.

Let us consider first of all the natural conditions of Siam, which are similar to those of the Philippine

Islands. (a) The first consideration is the geographical situation. Siam is a continuous country, having no islands, and lies between degrees four and twenty-one North Latitude, which is the exact position of the Philippine Archipelago, lying just to the east of French Indo-China. It is a peculiar fact that these countries are of like extent. The defining of the location brings us to our second consideration, (b), the topography, climate, soil and seasons.

Though Siam, unlike the Philippines, is one continuous country reaching almost to the Chinese border on the north, and down the Malay Peninsula almost to Singapore on the south, still its topography is very similar to that of the Islands. Siam has one great river basin which is not comparable to anything in the Islands because of their small areas. But apart from this, we find they both are countries with comparatively high mountain ranges dividing fertile valleys and plains. In both instances we find, too, that this physical condition affects the climate and the people. Speaking in general, in Siam, the climate is very hot with a very humid depressing atmosphere which varies but little in the course of

the year. As one goes south it intensifies in heat, with less change, while the opposite to the north. But in the hill and mountain districts there is a change which is very marked and which, in contrast to the lower levels, or southern areas is very cool - even cold at times. This description exactly corresponds to the climatic conditions of the Islands.

Practically all the mountain valleys and coast plains have been jungle regions, and consequently the heavy soil is very rich with the decomposed jungle vegetation. In many places there are rich volcanic deposits, and in others, the soil is a heavy clay which has produced crops for centuries without artificial fertilization. Such, briefly describes the general character of the soil of both lands mentioned, and under the quickening power of the tropical sun they produce rapidly and abundantly. Much might be said of the rich mineral deposits of Siam and the Philippines, but it is sufficient to say here that these natural resources, which are great and valuable, have hardly been touched to date.

Every traveler of the East knows the horrors of the China Sea due chiefly to the monsoon and typhoon. To the east of the Sea lies the Philippines, and to the west, Siam. Both are in the trail of these seasonal winds, and thus the seasons are correspondingly the same. They have the intensely hot season, at its worst in April, followed by the equally as marked rainy season when everything is flooded, and between these periods from October to February is a season when the only moisture is the heavy dew, or that artifically applied by irrigation. Though this is the coolest part of the year and the best for food production the soil becomes so dry that it cracks and becomes extremeny hard.

(c) The fact that the Filipinos are primarily an agricultural people has been clearly indicated above. This is none the less true of the Siamese.[1] Like the Filipinos were at the time of the American occupation their chief diet is rice with a few native vegetables

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[1] 20th Century Impressions of Siam, p. 135 ff.

and an abundance of tropical fruits. The products that are similar may be described as follows: those cultivated, which are rice, tobacco, hemp, corn, various native vegetables and tropical fruits; natural products are bamboo for houses and various arts, hard-woods as teak in Siam, and ebony in the Philippines, and various fruits and materials gathered out of the jungles; and finally the manufactured articles of cloth -- some wonderfully woven, carved articles, silver work, basket and mat weaving from bamboo and other products, and native pottery for local use. In both lands the homes are principally of bamboo as are most of the fixtures and implements for home use and field service.

(d) I believe if an average Filipino stood beside an average Siamese that the untrained eye would not be able to distinguish any racial difference. As races they are almost identical in physical qualities. They stand on the whole about medium height, are slight but strong and have the Malaysian type of face and eye rather than the Chinese. It has been the habit in both

instances for the people to build their villages in little groups by the edge of their rice fields,on the banks of the rivers and streams, or by the sea-shore. The implements of home and farm no less than the houses themselves are identical. The home, too, is elevated on tall poles with floors and walks of split bamboo and the roof of thatch or nipa. Almost invariably the house is situated in a private jungle of banana palms, cocoanuts, mangoes, guavas, etc. There are many other points of likeness such as his amusements, etc., which might be emphasized; but to fail to mention the high position accorded to the woman, the clean moral ideals and good standards of living, the seemingly unfailing good will and hospitality,and finally the stoicism and cowardice which are manifest together, would be to ignore those qualities for which both peoples are noted. The mental likenesses which both possess have been discussed in Chapter I, Section 3, on Psychological principles.

As to the American educator the languages or dialects of the Philippine tribes offered obstacles, so

those of Siam do, and will continue to place serious hinderances to an adequate education. The Siamese problem deals only with two main dialects in its efforts to reach the majority of the people, but,as in the Philippines, there are numerous mountain tribes with their linguistic peculiarities. The difference is great in some instances, for example, while the two chief dialects are tonal and very much alike, some of the smaller tribes have no tones at all. Two other difficulties to be overcome are, firstly, to get one tribe to give up their dialect for another - which is impossible, and secondly, to translate adequately the texts for use into this language, which is descriptive and lacks exact and technical terms.

(e) There are a few interesting points in reference to the historical background of these peoples that may be presented at this point in the comparison. Perhaps these facts and theories may help us to understand the many strong points of resemblance. It is claimed by many that at one time the Philippine Archipelago was a part of the main land of Asia and that

the inhabitants settled on this part of the Continent while still intact. But there are facts, both from the tradition of the Siamese and Laos tribes of north Siam, and also records in Chinese history which show that many centuries before,these Thai (Siamese and Laos) lived in China south of the Yangtse River.[1] And, further, we can find today these people so similar to the Filipino in physical and mental characteristics have migrated to South China, French Indo-China, Burma, and into the south of Siam on the Malay Peninsula.

Again, claims are made definitely and unquestionable to the fact by many authorities that the Filipino is a Malaysian. This is based on the argument of types, influences in the language, and the habits and characteristics of the racial inheritance.[2] The same claims may be made for the people of Malaysian Peninsula, the Siamese, and their brothers and kin to the north. Not only does

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1. Freeman, J.H. An Oriental Land of the Free, p.13

2 Atkinson, Fred W. The Philippine Islands, pp. 58, 59, 256, 294.

their location and habits prove this, but the influence of the Malaysian language is felt in the Siamese as well as the Filipino tongues.[1] It may be well to mention in passing the influence of the Indionese, of whom the Philippine Commission say that they had a great influence in elevating the Filipino standards of life, and committed to writing the spoken tongues. This is exactly what was accomplished when the priests and peoples of Burma and India moved east over Siam to the borders of the China Sea. Siam today has these influences, which played a pronounced part in the history of the Philippines.[2]

For over two thousand years Buddhism has been the nominal religion of Siam and for about three hundred years, Christianity through the Catholic Church has been the faith of the northern islands, while Mohammedism has been that of the Moro in the south. But the real belief of all has been, and still is, to a great degree, animism.

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[1] Cartwright, B.O. in Twentieth Century Impressions of Siam, p. 218

[2] Freeman, J.H. An Oriental Land of the Free, p. 15.

This is the power that has swayed the lives of both peoples and has been the ground of fears, retardation, and false aims which have prevented the enlarging of their vision and lives. In the Philippines the work of the schools and the missionary enlightenment have removed these barriers, but as yet the Siamese are not free because their educational system is overshadowed by animism in the guise of the State Religion - Buddhism.

The folk-lore and habits of daily life are amazingly alike. To read of the conduct of the Filipino in his daily tasks has often made me see pictured in my mind the life of the Laos of North Siam. So also in their religious rites and ceremonies, and in their fetish there is something strangely familiar. Perhaps it is the common idea of soul stuff and spirit occupation of all matter which is back of all animism which has brought similar results. However, the problem is a vital one still in the way of an education that would liberate the spirits of the Siamese to grow and enlarge into a useful people.

Taking into consideration the above facts which

show conclusively the oneness of the problem of the Siamese with the Philippine, it is safe to proceed to the evaluation of the existing system, and propose a plan of reconstruction, adapting the principles and methods so effective in one to the like situations of the other.

2. The Present Educational Situation in Siam. The system and the schools of the Siamese are now fashioned after the classical institutions of England, and Germany. This present system, as it is being developed today, has been in vogue about the same number of years as the American have been in the Philippine Islands. If we are to measure the success of the former as we have the latter, i.e. in terms of the beneficial returns in the national life, or by the interest the people have taken in the schools, we must recognize and declare that it has failed in the aim of all true education - to fit for life. This does not necessarily mean that no good is accomplished, for a general education has beneficial results in the Orient as well as the Occident.

The Organization of the School System is centralized under the direction of the Minister of Education at

Bangkok . This, as all other branches of the government, is under the direct influence of the King and subject to his will. This status, therefore, makes the school a branch of government without freedom to develop as it is deemed best - making it an instrument of a person rather than a people. It is hard to tell how much or how little liberty the central office or Ministry has in the educational policies, or how much they are permitted to use the counsel and direction of their foreign advisor. Next to the Minister, we have supervisors of large districts, and then the supervisors of the smaller districts under these. Over each school is the master or principal with power of local supervision.

The weakness of the organization is not in the machinery but in the fact that, although there are some good men at the task, the Siamese do not seem to know the principles and methods that will meet the peoples' needs. Further, they have not the genius to gather materials, construct practical lines of work, and adapt these to the circumstances of the people. Then, too, in estimating the weakness of the system, it must be

noted that there is no extensive program to improve the teacher as he trained and directed under the Philippine system.

Ernest efforts are being made to train teachers in the Normal School. Special institutions train in medicine, law, military science, etc. But very little effort is being made to develop farm schools, and these have met with little favor and have had inadequate support. Here is the only place the writer feels like being censorious, for, the only way the people as a whole can be helped is by this branch of training,and still the texts and tools the government uses in this special school are inadequate, in part midaeval or primitive.

Much might be suggested for improvement of the present texts, for example, to cease printing fiction and myth as actual facts, and the careful arrangement of historical facts as to their right order or proper emphasis. Some better method might be found in the method of instruction over the German lecture methods used in classes of elementary standard.

The products of the school are the measure of their value to the nation. Today, outside of the professions, the schools are producing a nation of clerks, and military

or political officers. The only hope the average pupil has is to be a clerk. The only thing that most desire is government service with brass buttons and a title. The system definitely aims to prepare men to fill the governments offices, and it is succeeding. But it is failing to develop the possibilities of the land in the lines of its natural resources and wealth, which objective alone can succeed permanently, and be of value to those whom the school should serve.

No attempt has been made here to describe the details of organization or the forms which we know to be well worked out. The value of the system we realize does not depend on the mechanics, but on the personal and practical elements. With this thought in mind we will give some suggestions for the reconstruction of the system using the existing organization as the foundation or point of departure.

3. A Proposed Educational Program.

(a) Because the conditions in Siam exactly correspond with those in the Philippine Islands, we are able to use the methods and principles of the latter in meeting the former's need, and use these in constructing a progressive program in industrial education

with the aim of lifting the whole life of the people. This is not a new study, but the reconsideration of one made by the Siamese themselves. They have made some excursions into the educational program of the islands, and have considered many phases of the activities of Philippine Education. If they have seen those things which have done so much for the people as a whole they have ignored them in making any application to their own educational problems.

(b) Educational reconstruction must begin with a change of aim or purpose. The system must change radically as to the service it renders. A progressive, producing, and competent people must be the product of the schools instead of men with false ideals of achievement which are now sent out.

The first step in beginning reconstruction must be to supply a better supervision. Without hesitancy, the supervision of all branches of work by American teachers is recommended. Next in order is the improvement of teachers. American or foreign teachers are needed only for special lines of instruction, while it is necessary to use the native to reach the numbers and to disseminate knowledge among the masses outside the schools.

Assemblies, conferences, institutes and all such agencies are needed with compulsory attendance for the teacher . Far greater is the need of the direction of an American or European teacher or supervisor to aid in every-day matters, and likewise, there is a need for texts on teachers courses giving thorough instruction in the subjects they teach. These improvements would mean the changing of the methods of teaching which is essential to any real advancement.

(c) The most important recommendation we make is the revision of the whole content of the general courses. Or the whole system, in fact, must be changed from a classical type to one of practical instruction. We have spoken of this before, but here make specific suggestions for such plan with idea in mind of immediate operation and effectiveness.

A. Practical Instruction having power to stimulate interest and activity.

1. Agricultural activities. Center instruction in garden work and teaching with definite advantage to the people. Enlarge the home

work, farm work and all soil interests. Using Philippine texts, improved tools, seeds, etc., which are already applicable.

2. Arts, crafts, and trades. Direct use of local industries improved to useful degree. Enlarging to trades and sciences where possible. Many suggestions from texts of the Philippine Bureau of Education.

3. Civic and social instruction. Enlargement on present courses in Siamese system with practical application in clubs, games,etc. Democratic ideals of citizenship needed in working plans. Practical health instruction. Sanitation taught by p ractical methods, for example model villages, homes, etc. Use of simple remedies. Care for physical defects. Training for bodily development - universal physical culture - garden work.

4. Proper balances of diet and methods of

preparing new foods.

B. The Place of Classical Instruction

1. The traditional subjects to serve the practical education in all lower schools.
2. The cultural studies to give a larger vision of life in lower schools, and to be given as specialized studies for advanced literary training.
3. English and other languages to be given as means of a world outlook. It is not essential, but instruction would be more definite in English.
4. Recommendation that the same proportions be used for practical and traditional studies as found in Philippines.

C. Definition of Limits for Courses

1. As in the Philippines, the schools be defined as Primary, Intermediate and Secondary. Beyond this the Normal University and special trade of professional schools.
2. The Primary, Intermediate, and Secondary

schools to be on the 4 - 3 - 4 plan.

3. Each unit to be complete in itself and give a finished education for a certain group of pupils.

4. Each unit provide instruction introductory to the next high school.

D. Equipment.

1. Adequate school grounds with proper class rooms and equipment. Grounds large enough for athletic field and courts. Ample room to provide for practical gardens or farms for experimental work.

2. Complete laboratory and shop equipments and modern tools and implements for the garden and farm.

3. A revised series of texts to conform to the needs of the new type of instruction. Use of the Philippine texts. English texts used if possible.

We cannot say that these recommendations will achieve at once the marvelous transformation in the life of the Siamese which has been seen in the whole life of the

Filipino. But there is no question as to the effect that will be made. Practically nothing has been or is being done to elevate the masses by improving their conditions of life, and they are eager to receive any aid we have to offer them and to learn all things that will improve life conditions in practical things. It is the firm conviction of many, including the writer, that the adoption of ideals, principles, and methods, such as have been and are being used in the Philippine Islands, will result in a corresponding interest in education and in like results in the elevation of the people.

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