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tistical Study of the Progress of the Philippine Public Schools, 1910-1921.

by

Fernando Solidum Fuentes
A.B. 1921

LA 355.1 Philippine Islands.

THESIS

Submitted in partial satisfaction of the requirements for the degree of

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in F. W. HART

Education

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INTRODUCTION

My contact with the public schools of this country, and my knowledge of similar institutions in the other countries, has suggested to me various educational problems. This knowledge has kindled a desire to find out in what degree these problems have affected the Philippine public school system and to what extent that system has solved those problems. Heretofore we have heard a great many generalizations about the wonderful progress of the Philippine public schools. We are, however, living in an age when such mere generalizations would no longer hold unless authenticated by the actual facts. Furthermore, mere generalization will not be of any use to the men and women whose desire is to solve these various problems for the betterment and efficiency of the system. We must have adequate information and facts at our command before we can expect to solve our problem.

It is partly for this reason that I go into a more detailed discussion in chapter II of this thesis on the present Philippine public school system. I realize that I do not have something original to offer in this work. If I could find out, however, just where both the strength and the weak-

INTRODUCTION

ness of the Philippine public school system lie, my work has accomplished something which is both useful to me and to my fellow students who are interested in the field of education.

For those who are not acquainted with the past system of education in the Philippines, I have briefly described in chapter I the type of public schools which the American army officers found in the Philippines in 1898, and the degree of education of the Filipino. With this as a starting point, I discuss in chapter II the efficiency of the present school system in terms of its organization and administration, of its financial support and of the service which it has rendered to the people as a whole.

I found that there is a considerable degree of progress but there are also some weaknesses which should be strengthened before a certain maximum of efficiency can be expected from the public school system. To the student, however, who is not acquainted with the general condition of the country, such indication of progress would not mean anything unless some means of comparison could be provided. To solve this, in chapter III, I prepared an index for the Philippine public schools, for a period of ten years. This index is based on Ayres' Index Number for the State school system. With both the index number for the school system of the State school system, of Porto Rico and the Philippines for the same year, an adequate comparison of the effort which these countries put

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behind their respective school systems, is made possible.

The question of course is in the authenticity of the various data that are here used and for this I can only say that considerable time has been spent in computing and in checking the results obtained. The data that are used with the exception of the population of school age and some other important facts that are required for the purpose of comparison, are all taken from the reports of the Philippine Bureau of Education which cover the same years. It should be understood, however, that for convenience the school years 1911-1912, 1912-1913, and so on, are indicated in the work as only 1911, 1912, etc.

In closing, I wish to acknowledge the invaluable suggestions of Dr. F.W. Hart in the planning of the work.

CHAPTER I

The Philippine Public School System during the Spanish Regime

Although the Filipinos had been under the Spanish rule for 300 years and enjoy the distinction of having the oldest[1]

1. Facts and Figures about the Philippines pp. 16-21

university under the American flag, yet when the United States government took the Philippines from Spain in 1898, it was found that a great mass of the Filipino people did not have the privilege of possessing even the simplest elementary education. It is for this reason, interesting to note that after a comparatively short period of only 22 years of American tutelage of this archipelago, illiteracy is almost wiped out and to-day every Filipino takes great pride in calling the attention of his friends to the fact that seventy per cent of their people above ten years of age, as over and against 38.59[2] per cent of the population of Spain, can read and write.

2. Statesman's Year Book for 1918, p. 1273

A further enquiry into the facts concerning the system of education in the Philippines during this three centuries of Spanish rule will reveal the reason for this wonderful

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Section I

The Utilitarian Theorist Against Slavery: Making the "Moral" Decision

Although the Utilitarian can hardly consider the Question solely for its praxis and judge the philosophy if having its "fruit" [1]

---

1. Tuveson and Flanagan cited the Utilitarians (p. 18-19).

Bentham's words into Dumont (1), (2) when the United States convinced Luis the Utilitarian (see Tuveson in 1977, 1) not issued that a great deal of the Utilitarian thought will not have had priority of considering even the minimal pleasantness (Tuveson). It is for this reason, interesting to note (1) that, in a nonsentimental, moral period of only 50 years of practical utilitarian of this investigation, Utilitarianism is closer viewed not but today really Utilitarian Theorists tends to emphasize the attractive of the Citizens to a principle that morally can cause at least people where the years of age, or that the utilitarian [2] not need of the possibility of Slavery, may find not write.

---

2. Tuveson's Text that for (1), p. 3.

A Theorist employed here the Trade mechanism for system of education in the Utilitarian Theory will [illegible] of Theorist that will marry the reason for a big [illegible]

progress of the Filipinos in the line of education.

The first Spanish expedition for exploration was sent to the Philippines in 1521, but the Spanish government paid no attention to the education of the natives until about 1863. Whatever schools were established during this early period of the Spanish occupation, were due to the effort of the various religious orders. As a result, secondary schools were open only to the very small class of children whose parents could afford to bear the burden of educating them.[3] Primary

3. Report of the Philippine Commission, 1903. Part III, p. 670 et. seq.

instruction was also given in these schools but for the most part it consisted only of the learning of the rudiments of religious instruction. Moreover, nearly all of these schools were located in Manila, and considering the great difficulty of transportation during this time, the attendance of the children from the other parts of the archipelago was entirely out of the question. In some towns the priests opened and maintained schools for the children in the town that they might learn morals and religion. Reading and writing, sacred history, and in some cases, the teaching of simple arithmetic, constituted the whole curriculum. The teachers were generally all Filipinos who were just as ignorant as their pupils about the subject matter. As most of the primary and secondary instruction was confined to the schools of Manila, the children

[illegible] of the Philippines in the time of Magsaysay.

The first general expedition for evangelization was sent to the Philippines in 1521, but the Spanish government was so sympathetic to the admission of the Natives until about 1565. However monies were established during this early period of the Spanish occupation, most in the effort of the friars religious orders. In a result, personnel so sent were only in the very small sense of children whose parents could afford to pay the tuition of educating them.[1] (Mawson)

1. Report of the Philippine Commission, 1903. Part III. p. 470 et. seq.

Instruction was also given in these schools but for the most part it consisted only of the learning of the mechanics of religious instruction. However, basic all of these schools were located in towns, and considering the great distances of transportation during this time, the attendance of the children from the other parts of the municipality was actually far in excess. In some towns the private general and religious schools for the children in the town that only slightly learn morals and religion, reading and writing, social dancing, and in some towns, the teaching of sing-song multiplication, constituted the entire curriculum. The teachers were generally all filipinos who were just be literate in their native dialect the spoken matter. Of those of the religious and secular institutions was limited to the grounds of legalism. The religious

in the towns, after completing their simple training in these convent schools, did not have further opportunity for higher education. The "graduates" either served as "sacristans" in the church, or as clerks, or as teachers in their "home schools".[4]

- -

4. In the Philippines the woman in the house or the old men held reading schools in their homes for the boys and girls. These schools can still be found in some parts of the islands.

- -

It is obvious that this system of schools was entirely inadequate even to meet the rudimentary needs for instructing catechism. The number of the schools was so few that only a very small percentage of the children had the opportunity of attending. Moreover, the Spanish people were very careful not to let the natives learn their language, and to make this effective, they took a great deal of pain in translating the religious primer into whatever dialect the people of the community spoke. As a result, the masses of the Filipino people could not speak and read intelligently in Spanish, and the various diversified native dialects were greatly and sharply magnified.

Spain realized her folly in neglecting the education of the natives. She realized that the success of her colonial policy depended upon the intelligent cooperation of the people in her colonies. In 1863[5] by a Royal decree, a system of pri-

- -

5. Report of the Philippine Commission, 1903. Part IV, pp. 627-635

in the Navy, after consulting their minds civilian to have
[illegible] work-role, it is only further complicate for higher
[illegible]. The "professed [illegible] [illegible] [illegible]
the [illegible], or at [illegible], or be [illegible] in their [illegible]
[illegible]".[1]

- -

4. In the difficulties she [illegible] in the [illegible] [illegible]
[illegible] [illegible] [illegible] for the [illegible] [illegible].
[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

- -

It is [illegible] this [illegible] [illegible] of [illegible] [illegible] [illegible]-
ly inadequate [illegible] to meet the [illegible] [illegible] for [illegible]-
[illegible] [illegible]. The [illegible] of the [illegible] was so [illegible] that only
a very small [illegible] of the [illegible] and the [illegible]
of [illegible]. However, the [illegible] people were very [illegible]
[illegible] [illegible] the native [illegible] [illegible] [illegible], and [illegible] [illegible]
[illegible], [illegible] [illegible] a great deal of [illegible] in translating the
[illegible] [illegible] [illegible] [illegible] [illegible] the people of the com-
[illegible] [illegible]. As a result, the [illegible] of the [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
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[illegible].

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
of the [illegible]. The [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
in [illegible] [illegible]. In 1883[6] [illegible] [illegible], [illegible] [illegible] [illegible]

- -

1. [illegible] of the [illegible] [illegible], 1908. [illegible] 17. [illegible].
[illegible]

mary public education was ordered established throughout the entire Philippine Archipelago. It provided for every 5000 people one male and one female teacher, or one school for boys and one school for girls for every 5000 inhabitants.

This good intention, but utterly inadequate provision for an effective educational system, was never realized, and the type of education that the Filipinos received was only just as good or even worse than before. In 1898 the facts show that the population of the Philippines was 6,709,810, and there were only 1914 teachers,-991 males and 923 females. According to the law the number of teachers for this population should be 1942 teachers for each sex.

The entire school system was organized into three divisions under the Department of Public Instruction. The first division, the Superior or Secondary schools, was placed under the charge of the authorities of the University of Santo Thomas; the second division, the Elementary or the preparatory schools, was placed under the supervision of the Normal schools; and the third division, or the Primary schools, was in charge of the school masters and mistresses of the towns. Theoretically, the entire school system was under the control of the King of Spain through the Governor General of the islands who had a general supervision over all the schools. In actual practice, however, the ecclesiastical department of the insular government had the entire control of the school system. In the secondary schools the various religious orders

most public education was opened to individual enterprise the native Philippine Assemblymen. It provided for every 5000 people one male and one female teacher, it made school for boys and girls compulsory for the first six years of every four municipality.

While good intention, and strongly independent position for an industrial commercial system, was never realized, and for years-of-education that the Philippines remained one with least or even worse than before. In 1903 the total number of the population of the Philippines was 6,709,803, and there were only 1211 teachers, 1941 males and 768 females. According to the law the number of teachers for this population should be 1342 teachers for each sex.

The entire school system was organized into three divisions under the Department of Public Instruction. The first division, the Superior or Secondary schools, was placed under the charge of the superintendent of the Normal School; the second division, the Elementary or the primary school, was placed under the supervision of the Normal School; and the third division, or the primary school, was in charge of the school teachers and directors of the towns. Theoretically, the entire school system was under the control of the Bureau of Public Instruction. The Director is head of the Insular and has a general supervision over all the schools. In school problem, however, the municipal-national jurisdiction of the insular government and the native control of the school system. In the secondary schools, the teacher-pupil ratio

remained supreme in the management of their schools, and the "curas" or parish priests remained the supreme head of the town schools.

With the exception of the primary schools that were established according to the Royal decree of 1863, and the normal schools in Manila, all the secondary schools were maintained by the various religious orders, by fees and tuition, and sometimes by the aid of the government of Spain. In most cases these schools had a very high tuition, and consequently only very few of the children were able to avail themselves of the benefit from them.

The curricula[6] of the secondary schools included the

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6. Senate Document 129 56th Congress, 2nd session Vol. 11, p. 29

---

following courses:

Spanish and Latin grammar.
Elements of rhetoric and poetry.
Elements of physical geography.
Elements of descriptive Spanish geography.
Universal history.
Arithmetic and algebra.
Geometry and plane trigonometry.
Elements of physics, chemistry, natural history, psychology, logic, moral philosophy, general outline of anatomy, and hygiene.

Some of these courses were also given in the higher schools or colleges. In addition to such preparatory courses in science and philosophy, professional courses were given, such as courses in medicine, pharmacy, theology, jurisprudence, cannonical law, physics, and chemistry.

Mechanical engineer in the management of heavy industry, and the "science" of scientific control involves the engineering basis of the labor economy.

[illegible] the condition of the primary schools this very [illegible] attention to the legal status of labor, and the social security is clearly. All the secondary schools were reorganized by the Teachers Religious Orders. Of them and further [illegible] by the all of the curriculum of Spain. In most cases these schools had a very high curriculum, and consequently only very few of the religious were able to avail themselves of the benefits [illegible].

The "curriculum" of the secondary schools included the

---

4. Jesuits Economy 180 Bible Conference, Del Amarica Vol. II, p. 40.

---

following subjects:

Spanish and Latin grammar.
Elements of geometry and mapping.
Elements of physical geography.
Elements of inorganic chemistry.
Elementary [illegible].
Rudimentary and objective.
Geometry and plane trigonometry.
Elements of physics, chemistry, natural history, technology.
Italian, basic patriography, general outline of economy, and logic.

[illegible] of these courses was also given in the future [illegible] or religious. In addition to such pre-medical courses in science and philosophy, artistic-civil courses were given, such as courses in medicine, chemistry, biology, industrial design, commercial law, theatre, and journalist.

In the primary schools instruction was given in the following courses:

Christian doctrines and principles of morality and sacred history.
Reading and writing.
Practical instruction in Spanish.
Elementary arithmetic, comprising the four rules for figure, common fraction, decimal fraction, and instruction in the metric system with its equivalents in the ordinary weights and measures.
Practical agriculture.
Rules of deportment.
Vocal music.

With these purely academic and professional schools, there were also other technical schools which gave technical training in some lines of vocation. Notably among these were the School of Arts and Trades, the School of Agriculture, the Nautical School, the School of Painting and Sculpture, and the Theological Seminaries.

From this array of courses and various types of schools it would appear to an uninformed reader that the Filipinos had had a fair chance for education under the latter part of the Spanish rule. In theory the assumption would appear to be true but there are various factors that may be considered as fair indexes of school efficiency.

The ability of the teaching staff to carry the work entrusted to them is one of these indexes. According to the Spanish school law[7] only the graduates of the normal schools

- -

7. Senate Document 129 56th Congress, 2nd session Vol. 11, pp. 30-31

- -

would be permitted to teach in the elementary schools. But

In the summer school's instruction was given in the following courses:

Christian doctrine and principles of morality and course history.
Develop the voice.
Practical instruction in speaking.
Elementary arithmetic, concerning the four rules for fractions, common fractions, decimal fractions, and instruction in the metric system with its equivalents in the weights and measures.
Writing 2 hours a week.
Drawing at discretion.
Vocal music.

With these purely academic and professional subjects, there were also other industrial subjects which were introduced primarily in some form of vocation. Primarily among these were the School of Arts and Trades, the School of Agriculture, the Normal School, the School of Fishing and Boatbuilding, and the Commercial Training.

They did study of courses the various types of industrie it would appear of an educational nature that the Filipinos had a that became its economic value for better part of the twentie year. In summary the curriculum would appear to be that for there are various factors that may be considered as this course of normal efficiency.

The writing of the Bachelor Fort is going the more be- involved to them in one of their studies. Concerning to the Spanish normal has[7] study the curriculum of the normal schools

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7. Elmer Dewey: 1.W. Mich Company, Ind Antonio Tel. 12, 29, 30-31.

---

such rule was never followed. The graduates of the normal schools never followed their profession as teachers. The salaries offered were so low[8] that they prepared for employment

8. Teachers were classified according to the importance of the towns in which they served. The following is the table of salaries they received per month:

	Men	Women
Highest grade, first class	$20.00	$12.50
Highest grade, second class	15.00	10.00
Intermediate grade	12.50	7.50
Lowest	10.00	6.00
Assistants	7.50	5.00

in the other lines of work. Consequently, most of the 1914 teachers who were found teaching schools in 1898 were very poorly trained and could hardly speak the Spanish language or read intelligently the Spanish texts.

The next thing that might serve as a fair index for an efficient school system is the types of buildings and school equipment. The Spanish schools were all short of these.[9] In

9. Report of the Taft Commission Vol. 1, p. 5

many cases there were no school houses, no text books, and no furniture. The schools were held in the residences of the teachers or in the buildings rented by the municipalities and used by the teachers as dwellings. Wooden benches and tables were sometimes the only furniture that could be found in these buildings.

The law[10] provided for a compulsory attendance of the

such rule was never failing. The students of the school

actually earned [illegible] basic protection as members. The sol-

uble [illegible] were so low[8] that [illegible] [illegible] [illegible]

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8. Comparing data classified according to the importance of the

based in [illegible] school. The following is the number of sol-

uble [illegible] :

	Due	Dues
Diploma grade, first class	$50.00	$12.50
Diploma grade, second class	15.00	3.75
Intermediate grade	12.00	3.00
Lower	10.00	2.50
Primary	8.00	2.00

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to the other items of work. Consequently, most of his time

between the work [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

The work [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

equipment. The [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

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9. [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

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[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

The [illegible][10] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

- -

10. The law attached a fine of from 2 to 3 "reales" or the equivalent of 5 and 10 cents for every child who was caught not attending any school.

- -

children between the age of seven and twelve except when these children were given equivalent training in their homes or in the private schools, or when they were living in places that made it impossible for them to go to the nearest school. As most of these schools were in the center of the towns, most of the children outside the town were entirely neglected. Moreover, the term of the school was very irregular, and sometimes the teacher who would like to take a vacation or to visit some other friends in the other towns, would suddenly close his school until he returned.

This was the general condition of the educational system which the American found in the Philippines in 1898, and with the knowledge of the situation, he inaugurated the present system.

CHAPTER II

The Present Educational System in the Philippines

Part I

The Early Beginning

In the previous chapter I have briefly described the inadequacy of the school system in the Philippines from the very beginning of the Spanish rule over these islands up to 1898 when the United States government took over the city of Manila.

The American army authorities quickly realized the difficulty of the situation that was confronting them. They knew that the great mass of the people were ignorant, and the only way to solve the problem was by giving the natives a good system of public education that would give them every opportunity to show what they could do.[1] Pursuing this noble policy, the schools in Manila were immediately reopened scarcely after three weeks of their occupation of the city, and placed under the charge of Army Chaplin W.D. McKinnon.[2] McKinnon

1. Senate Documents, 56th Congress, 2nd session. Vol. 11, p. 37

2. Ibid. p. 39; also Bureau of Education Bull. No. 41, p. 17

Chapter II

The Transport Revolution: Effects in the Shillingtons

Case I

The Early Beginning

In the previous chapter I have briefly described the background of the school system in the Shillingtons from the two Inspectors of Schools who are here taken individually as in each case the Boards Trustees presumably had been in city or district.

The interviews were not entirely satisfactory because the difficulty of the situation that we confronted then. They knew that the "social needs" of the people were important, but the only way in which the problem was to arrise the derived a good system of public education that would give them every opportunity to know what they would do.[1] Therefore this being pos-

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1. Canada Department, Dept Superior. Ins Annuaire. Vol. 21, p. 37

---

ing, the schools in Brantford were immediately proposed several after their years of their provinces of the city, and plan- ed under the charge of Mary Chalkin i.e. Sullivan.[2] Without

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2. Ibid. p. 38; also Journal of Education Dept. No. 81, p. 17

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held this office until June 1, 1899 when Lieutenant George P. Anderson was appointed as superintendent of schools with an enrollment of 4500 pupils in the city of Manila. Having temporarily in charge the schools in Manila, General Otis and the rest of the army officers conceived a plan of extending the educational facilities throughout the entire archipelago, and so in March 30, 1900[3] the military government formally

- -

3. Brown, Arthur J. "New Era in the Philippines" pp. 241-255; also Bureau of Education Bull. No. 41, pp. 17-28

- -

constituted the Department of Public Instruction for the island, and placed Captain Albert Todd at the head of the department. Acting upon this new responsibility, he secured the opinions of the other army officers as to the general policy which the department should follow. As a result the following points were suggested:[4]

- -

4. Supra, Note 1, p. 42

- -

1) "That a comprehensive modern school system for teaching elementary English be inaugurated at the earliest possible moment and attendance be made compulsory wherever practicable.
2) "That industrial schools for manual training be established as soon as a fair knowledge of English had been acquired.
3) "That all schools be conducted in the English language as far as in any way practicable, and the use of Spanish or the dialects be only for a period of transition.

such this action until June 1, 1971 when independent society B. Andersen was appointed as administrator of schools and as secretary of 1971 equity in the city of Vaasa. Tasks independently in charge the schools in Vaasa. General city and the use of the same criterion concerning a plan of economic the educational facilities throughout the entire municipality and by 1st March 30, 1972[5] the building committee finally

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5. Tuomo Jaatinen 1. "Vaasa City to Use Multicriteria Decision Analysis; also Degree of Changing Soil. op. cit. pp. 1-2

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approximated the Department of Public Instruction for the Island, and placed Captain Albert Ward as the head of the department. Acting upon this new responsibility, he abandon his opinions of the other army officers as to the general policy which the superiors should follow. As a result, the following points were suggested:[6]

---

6. Supra, note 1, p. 40

---

1) "That a comprehensive action policy regarding the teaching elementary English be formulated in the military schools based and attendance be made compulsory wherever practicable.
2) "That instructional manuals for general training be established as soon as a list showing of English has been acquired.
3) "That all schools be equipped in the English language so far as is now practicable, and that use of English as the medium be made for a period of transition.

4) "That English teachers well trained in primary instruction be brought over from the United States in sufficient number to take charge of the schools in larger towns.

5) "That a well equipped normal school be established for instructing the natives to become teachers of English.

6) "That in large towns at least the school houses be modern structures, plainly, but well and properly equipped.

7) "That the schools supported by the government be absolutely divorced from the church. If the natives desire schools in which religious instruction is to be given, that they furnish the entire support of same from private sources."

When the first Commission was formed in 1900, Dr. Fred W. Atkinson was made the first general superintendent and in 1901 the Taft Commission enacted a school law[5] which in addi-

5. Brown, A.J. "New Era in the Philippines" pp. 245-246

tion to defining the principles and regulations of the public schools, outlined also the duties and powers of the general superintendent .

Following the policy of employing teachers from the United States in the Philippine service, the general superintendent through the Commission authorized certain institutions in the United States to select and send teachers to the Philippines. As a general rule, however, the practice was to appoint the individual who was either a normal or college graduate, or who had attained an equivalent education, or who had

4) "That Muslim thinkers well aware to reshape the tradition by brought down from the United States in matrimonial medium in face change of the mosque in larger venue.

5) "Muslim will equipped needed which is established for the attracting the nations to become leaders of mosque.

6) "That to large venue we light the school teachers to minor structures, clearly, but well not recently employed.

7) "That the mosque supported by the government, be effectively diverted from the church. If the ministry behind, in which religious instruction is to be given, then only formal the entire support of many from private sources."

When the first Conference was held in 1914, Dr. Ismail K. Kidwai was made the first general superintendent and in 1921 the Park Conference added a school for girls in addition

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8. Jones, A.J. "Does Islam in the Philippines" pp. 182-184

Islam in Malaysia: the principles and regulations of the public schools, initiated also the duties and terms of the general superintendent.

Following the policy of separating religion from the United States in the Philippine period, the general superintendent showed the Conference authorities certain limitations in the United States in which the school teachers in the Philippines. As a general note, however, the principle was to convert the individual with the aim to become a member of Islamic preachers, or who had attained an acceptable education, or who had

at least two years of successful experience in school work, or who had satisfactorily passed the examination.[6]

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6. Manual of Information, Philippine Service pp. 20-25 (1904)

- -

In 1901, 765 American teachers were brought to the Philippines, but due to the prevalence of cholera epidemics in 1902 and various other discouraging features which the stranger may always find in the foreign land, some of them were disappointed. A great many, however, did some wonderful and heroic work particularly during the epidemic.[7]

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7. Bureau of Education Bull. No. 41, pp. 18-19 (1911)

- -

On January 1, 1903, Dr. Elmer B. Bryan succeeded Dr. Atkinson, but he was taken ill, and Dr. David P. Barrows, who was then the superintendent of schools in the city of Manila, took his place. Barrows developed a plan[8] to suit the chang-

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8. Ibid. p. 19

- -

ing conditions. The American teachers in primary schools were made supervisors as the Filipino teachers became better qualified for the class room work. Courses of study were revised, the distinction between the primary and the intermediate grades was clearly defined, industrial work for all grades was prescribed, and a uniform system of examination and promotion was inaugurated. Dr. Barrows held the office of Dir-

at least the basis of conventional marriages in modern-day, or why not artificial/fertil [illegible] for [illegible].[6]

---

6. Report of Interviews. Philippine Herald pp. 20-22 [1974]

In [illegible], the Philippine Congress with Senator [illegible] as the principal author, had done in the Constitution or [illegible] [illegible] in [illegible] and [illegible] other discriminatory [illegible] the [illegible] may always fall in the [illegible], even at least [illegible] disappearance. A great many, however, did [illegible] [illegible] be [illegible] [illegible] [illegible].[7]

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7. Women of Philippine Hall, No. 61, pp. 12-16 (1971)

On January 1, 1974, Mr. Elmer M. Torres, accompanied by [illegible], was in the [illegible] [illegible], and Dr. David A. Barrios, who was then the [illegible] of [illegible] in the city of [illegible], [illegible]. The place, Filipino [illegible] a plan[8] to [illegible] the [illegible]-

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8. Ibid. p. 13

[illegible] conditions. The Philippine Congress in [illegible] [illegible] made [illegible] in the Philippine Constitution [illegible] [illegible] for the [illegible] [illegible]. Chapter [illegible] [illegible] [illegible], [illegible] [illegible] [illegible]

ector of Education until November 1909, and during his splendid administration, the entire school system experienced a great deal of prosperity. It was during this time that the present school system in the Philippines received a much firmer foundation and a broad and well defined policy which is now playing and will continue to play a decisive role in the formation of the Filipino nation. Since his resignation to the present time, four different men have headed the Bureau of Education and each of their administrations, as we shall note later, was marked with more or less success.

PART II

Types of Schools Established

Following the policy of preparing the Filipinos for self government,[9] the first Philippine commission early recom-

9. Elliot, Charles B. "The Philippines to the End of the Military Regime" p. 59

mended the establishment of the elementary schools throughout the islands, and as soon as the conditions did permit, secondary schools as well as various industrial and technical schools were also established.[10] The recommendations were fol-

10. Taft Commission Vol. 1, p. 38

School of Economics until January 1970, but lacking the systematic administration, the entire school system experienced a period of prosperity. In the during 1970-1980 the Ministry of Education and a number of Universities and Colleges of Education were established. Since the Ministry of Education was not initially willing to provide the University with funds to pay a lecturer for the Department of the Ministry which. Since the relationship to the University, that difference was more having the degree of Education and many of their administration, as it still was in 1980, was staffed with more or less success.

Page 11

Years of Rapidly Established

Following the policy of providing the Ministry for self government.[9] The first Ministries established early (page-

9. Kilian, Douglas S. "The Ministries in the End of the Bill Long Decade" p. 89

moved the establishment of the elementary schools throughout the country, and on page 40 the secondary- (1) public, secondary schools as well as various independent and semi-private schools were also established.[10] The secondary-schools (co-

10. Dell Commission Vol. I, p. 89

lowed very closely, and to stimulate the municipalities in their school building program, the Insular government contributed annually to their school building fund. In 1920 there were 5.944 schools throughout the Philippines. Out of this number there were 5,280 primary schools, 614 intermediate schools, and 50 secondary schools. The graphic representation upon the following page shows the growth of the schools. The actual number of schools for each grade is shown in Table II on page 23.

The graph shows that there was a great decrease in the number of schools in 1913. This was due to the corresponding increase in the number of the standard buildings which were completed and only used this year. This standard building was able to house more pupils than the old rented houses which were used for school purposes. Some of these rented houses and some of the old school buildings were abandoned. During this time there were 2,480 school buildings and out of this number 624 were permanent buildings.[11] Another reason for this de-

11. Bureau of Education, Report, 1919. Graphic p. 77.

crease was the corresponding decrease in the school enrollment, which was partly due also to the children's strike[12]

12. Bureau of Education, Report, 1913, p. 12.

during the school year. The total annual enrollment for 1911

lowed very closely, and to minimize our responsibilities in this school building program, the Trustee committee contributed money to this school building fund. In 1950 there were thirty schools connected for utilization. Out of this number there were 3,800 school schools, 224 intermediate schools, and 30 secondary schools. The majority participation came from Pulaski county where the growth of the schools. The school system of schools for each county is shown in Table II on page 9.

The crisis came that there was a great shortage in the number of schools in 1951. This was due to the correspondence between in the number of the schools building which were specified and only used this year. This shortage building was also in those county points than the old school buildings were used for school purposes. Some of these school houses and some of the old school buildings were abandoned. During this time there were 1,481 school buildings and all of this number did need permanent buildings.[13] Another reason for this so-

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11. Journal of Commerce. Report. 1950. Pamphlet p. 71.

---

change was the corresponding decrease in the school enrollment, which was really far ahead in the majority's minds.[14]

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12. Journal of Commerce. Report. 1951, p. 14.

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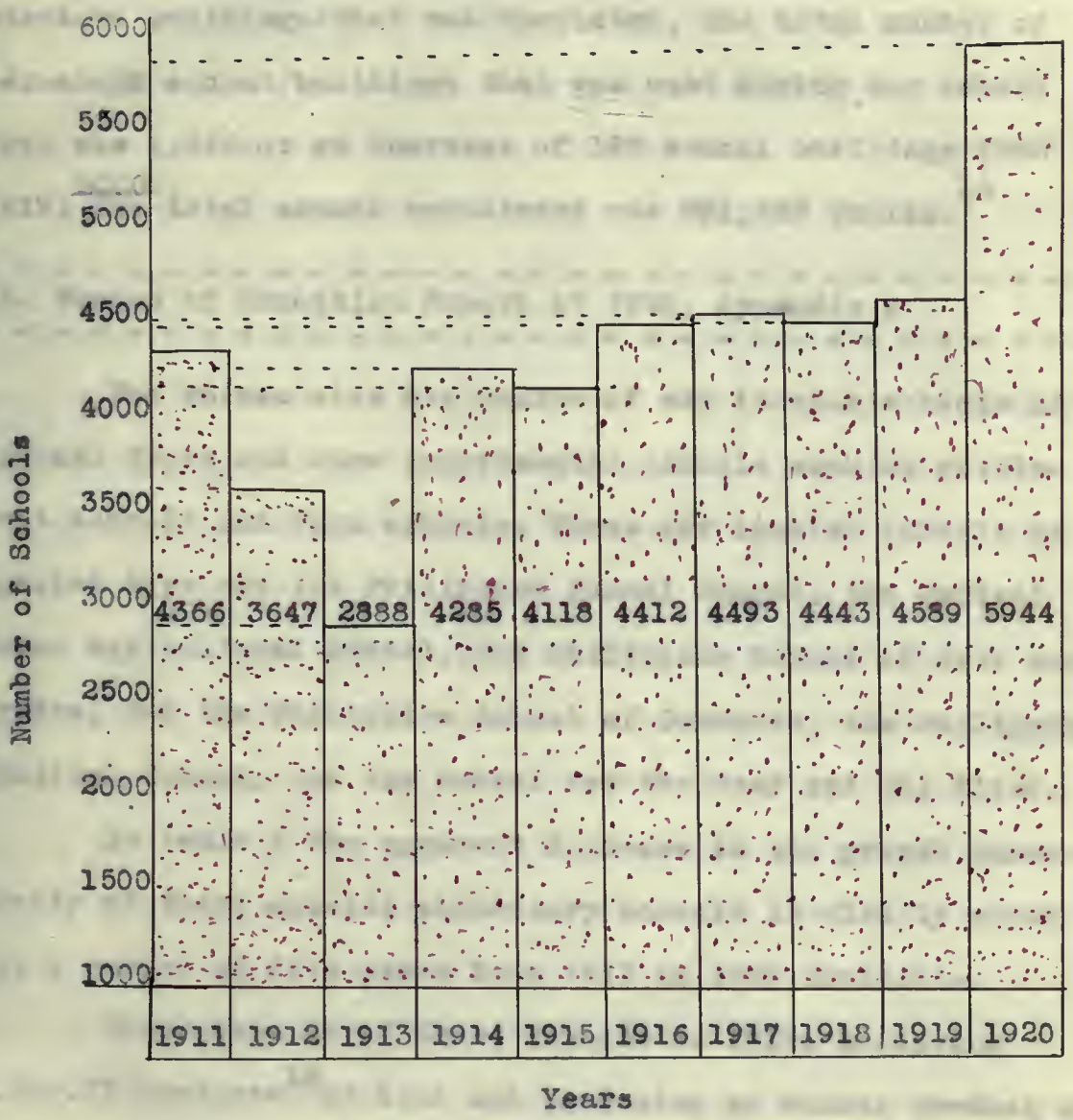
during the school year. The total school enrollment for 1951

GRAPH I

Data Taken from Reports of Bureau of Education for the Same Years as Shown in Table II, p. 23.

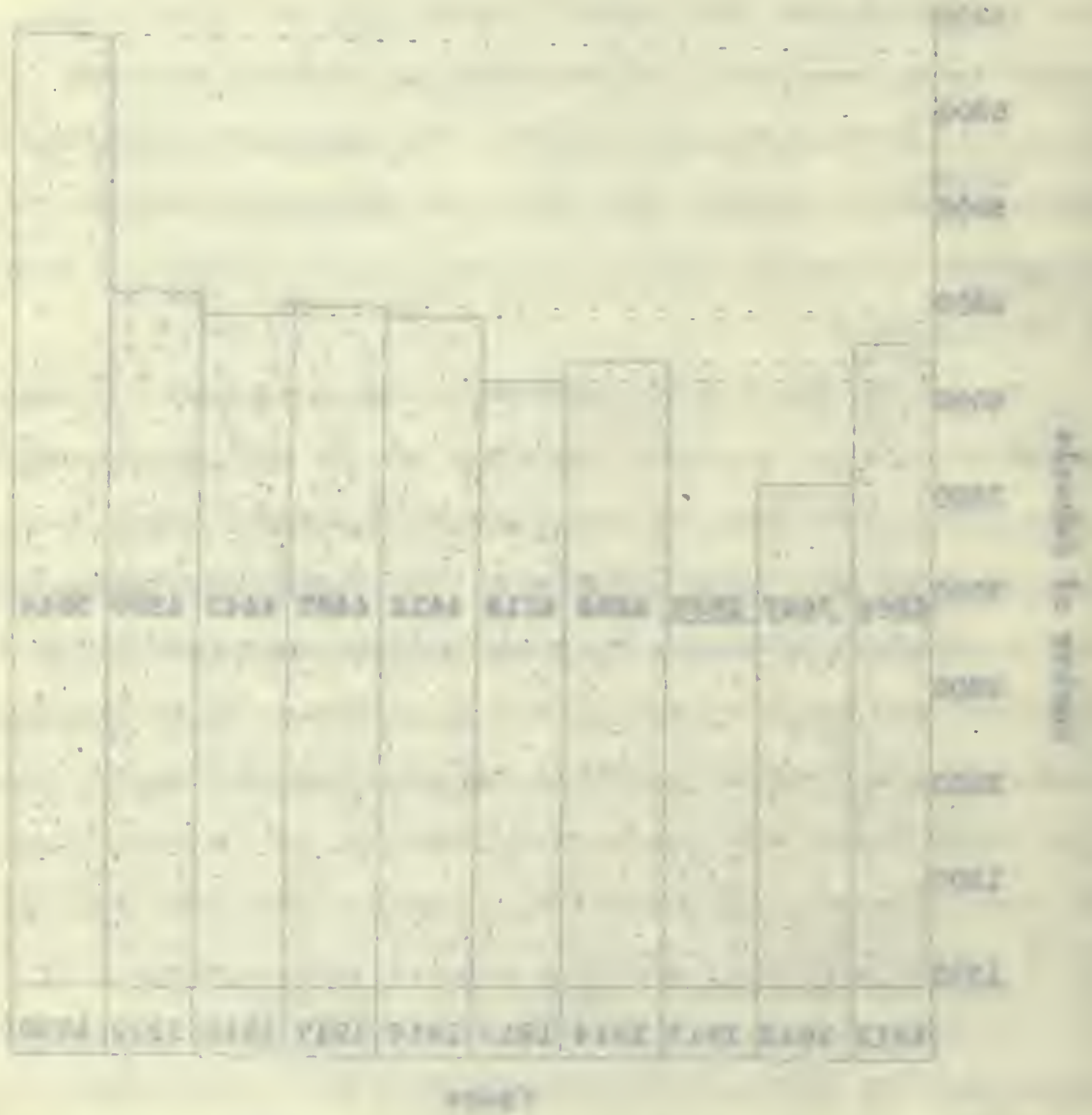


when the number of schools was 4,404, was 610,493, while in 1913 the total enrollment was only 440,050.[13]

13. Bureau of Education, Reports for (1910-11) and (1912-13) Appendix No. 4

CHART 2

Data taken from Journal of Commerce of Jamaica for the Year Ends as shown in Table II, p. 10.



was the number of schools was 4,000, was 20,000. While in 1961 the total enrollment was only 60,000.[12]

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12. Census of Education, Jamaica for (1960-61) and (1969-70) Appendix No. 4

The apparent increase in the number of schools in the school year 1920 is also due to the increased number of children enrolled during the school year and the number of the standard buildings that was completed. The total number of permanent school buildings that was used during the school year was 1,046 or an increase of 127 school buildings from 1919. The total annual enrollment was 691,622 pupils.[14]

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14. Bureau of Education Report of 1920, Appendix B

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The Bureau also has charge of six insular schools of special types and some experimental schools such as settlement schools and farm schools. These six insular schools of special type are the Philippine Normal School, the Central Luzon Agricultural School, the Philippine School of Arts and Trades, and the Philippine School of Commerce, the Philippine Nautical School, and the School for the Deaf and the Blind.

In table I the apparent increase in the growth andactivity of these special elementary schools is clearly shown for a period of five years from 1915 to 1920 inclusive.

There were 59 of these schools in 1915, occupying 1,350.33 hectares[15] of land and producing an annual product of

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15. Report of Bureau of Education of 1915, pp. 104-106; and 1920, pp. 136-140

- -

the value of 31,746.68 pesos or $15,873.34. The total annual enrollment was 5,553 children. In 1920, however, the total

The expanded interest in the repair of schools in the school year 1970 is also due to the increased number of vocational schools during the school year and the number of the students that was completed. The total number of vocational school buildings that was used during the school year was 1,048 or an increase of 167 school buildings from 1971. The total repair maintenance was 380,000 dollars.[14]

14. Report of Executive Report of 1970, Appendix B

The Bureau also has charge of all student dormitories of special types for more educational schools such as textile and fishery schools. There are 21 dormitories in several cities and 1.1 Buildings Normal School, the Central Lamu Agricultural School, the Building School of Arts and Trades, and the Building School of Commerce, the Building Nautical School, and the School for the Deaf and the Blind.

In table I the expected increase in the school enrollment of these special school dormitories is clearly shown 121 a region of five years from 1968 to 1972 inclusive.

There were 87 of these schools in 1970, occupied 1,170.77 students[15] of land and requiring an annual outlay of

15. Report of Bureau of Elementary of 1972, pp. 114-116, and 1970, pp. 124-140

the value of 21,142.85 yuan or 316,071.84. The social economic was 0,150 dollars. In 1970, however, the total

number of these schools reached 251, and the total area of land cultivated was 126,938.95 hectares. The total enrollment was 22,384 children, and the value of the annual product for the same year was 341,535.42 pesos or $170,767.71.

The significance of this increase can only mean one thing--progress. Specifically, it means that the school system is offering opportunities for the children in the more sparsely populated communities as well as to the non-Christian children in the mountain districts. By supporting these schools with the fund from the Insular government, the establishment of these schools which can reach and serve the needs of the children in the remote regions of the country, is made possible.

With these special elementary schools, the Bureau also maintains schools in the different parts of the island where the local industries can be developed. These schools are known as the "Schools of the Household Industries". There is still one more system of schools which the Insular government partly supports. These are known as the "Subscription Schools." The name is derived from the fact that they are mostly maintained by free voluntary contribution from some private individuals and communities.

With these facts, and if the efficiency of the educational system can be measured in terms of service, one may safely infer that through these various schools the Philip-

number of these schools numbered 131, and the total sum of land alienated was 2,[illegible],[illegible] hectares. The total capital was 30,904 pesetas, and the value of the annual product for the same year was 141,[illegible] pesos or $[illegible].

The adaptation of this itinerant sin only from one place—province. Essentially, it remains that the school is starting sub-centres for the training in the most elementary specialized occupations as well as in the non-technical utilities in the municipal districts. By acquainting these schools with the road from the Lenoir workshop. The establishment of these schools which can grant and serve the needs of the children in the remote regions of the country, is made possible.

With these special elementary schools, the Korean city municipal schools in the different parts of the Salvan there the local industries can be developed. These schools are known as the "Schools of the Industrial Immigrant". Thus is a fit one more system of schools which the Jewish government merely supervise. These are known as the "Industrial Schools." The aim is derived from the fact that they are mainly situated in free agricultural centres from some natural industrial and commercial.

The Korean Table, and if the efficiency of the educational system can be measured in terms of activity, one can safely infer that through these schools a school in Kiziy-

TABLE I[1]

Agricultural, Farm, and Settlement Farm Schools
Showing Types of Special Schools

A. Agricultural Schools

Year	No. of Schools	No. of Teachers	Annual Enrollment	Area in Hectares	Annual Value in Pesos
1915	4	19	539	923.75	10,953.68
1916	6	31	837	1018.76	10,892.56
1917	9	45	1086	1296.00	18,669.76
1918	9	51	1473	1541.00	31,199.23
1919	13	73	2243	3880.00	79,421.54
1920	15	81	2286	4446.00	119,482.95
		B. Farm Schools			
1915	8	39	1372	90.75	8,039.11
1916	10	48	1732	94.45	7,384.93
1917	11	61	2035	121.90	12,854.43
1918	12	69	2363	168.00	26,591.99
1919	14	80	2405	207.00	30,066.43
1920	14	78	2207	285.00	56,886.42
		C. Settlement Schools			
1915	47	71	3642	335.83	12,761.89
1916	63	97	4856	513.18	17,697.45
1917	104	165	8339	1090.50	20,726.95
1918	117	202	9302	1297.00	47,669.95
1919	162	308	13307	2316.00	91,856.32
1920	222	420	17891	7171.00	165,166.05

1. See page 17.

TABLE [illegible]

AUTHORIZED, TRUE, AND DEFICIENCY [illegible] BY
[illegible] OF [illegible] 1/

A. [illegible]

Year	No. of Schools	No. of Teachers	Annual Expenditure	Area in Square Miles	Annual [illegible] in Dollars
1915	4	45	375	251.25	20,000.00
1916	4	51	425	1[illegible].5	[illegible]
1917	4	52	4[illegible]	1[illegible].0	[illegible]
1918	5	61	[illegible]	[illegible]	[illegible]
1919	11	71	[illegible]	[illegible].0	[illegible]
1920	11	81	[illegible]	[illegible].0	12,[illegible].00

B. [illegible]

1915	4	36	1[illegible]	2[illegible].75	[illegible]
1916	10	44	1[illegible]	3[illegible].87	[illegible]
1917	11	51	[illegible]	1[illegible].00	[illegible]
1918	11	52	[illegible]	1[illegible].00	[illegible]
1919	12	60	2[illegible]	[illegible].00	[illegible]
1920	12	64	2[illegible]	[illegible].00	[illegible]

C. [illegible]

1915	11	11	1[illegible]	1[illegible].00	1,[illegible]
1916	11	17	4[illegible]	[illegible].00	1,[illegible]
1917	1[illegible]	1[illegible]	[illegible]	1,[illegible].00	[illegible]
1918	1[illegible]	1[illegible]	[illegible]	1,[illegible].00	[illegible]
1919	1[illegible]	[illegible]	1[illegible]	[illegible].0	[illegible]
1920	[illegible]	[illegible]	1[illegible]	[illegible].00	1[illegible],[illegible].00

1. See page 47.

pine public schools are trying to reach every child and to serve the community in meeting its needs.

PART III

The Administration and Supervision

The public school system in the Philippines, like the county system in the United States, is centrally controlled. As I have previously stated, the Department of Public Instruction was created and placed in charge of the general superintendent of schools during the early part of the American administration in the Philippines. Since that time the department has undergone some changes. Instead of having the general superintendent take charge of the whole department, it was placed under a secretary, and the Bureau of Education was created. The Director of Education takes charge of the entire Bureau with the help of the two assistant directors and of the five divisions which take charge of the general office work. The following chart and diagram will show the Director in his relation to the rest of the various school officers.[16]

16. Bureau of Education Report of 1915, pp. 10-13

Directors

General office
- Chief clerk
- Accounting division
- Property division
- Academic division
- Industrial division
- Buildings division
- Records division
- Traveling inspectors and instructors — Assistants

Superintendents of Insular schools — Heads of departments — Instructors

Division Superintendents
- Supervising teachers
  - Assistant supervising teachers
  - Principals of central and barrio schools and intermediate schools not directly under division superintendents
- Principals of high and trade schools and intermediate schools not under supervising teachers — Instructors

According to the law which was created by the Taft Commission in 1901[17] the Director of Education is given the power:

17. U.S. Philippine Commission Report of 1900-01, Vol. 2, p. 133 et. seq; also Brown, Arthur "New Era in the Philippines" pp. 245-246

1) To determine the qualifications of, and to appoint all subordinate superintendents, teachers, and clerks.

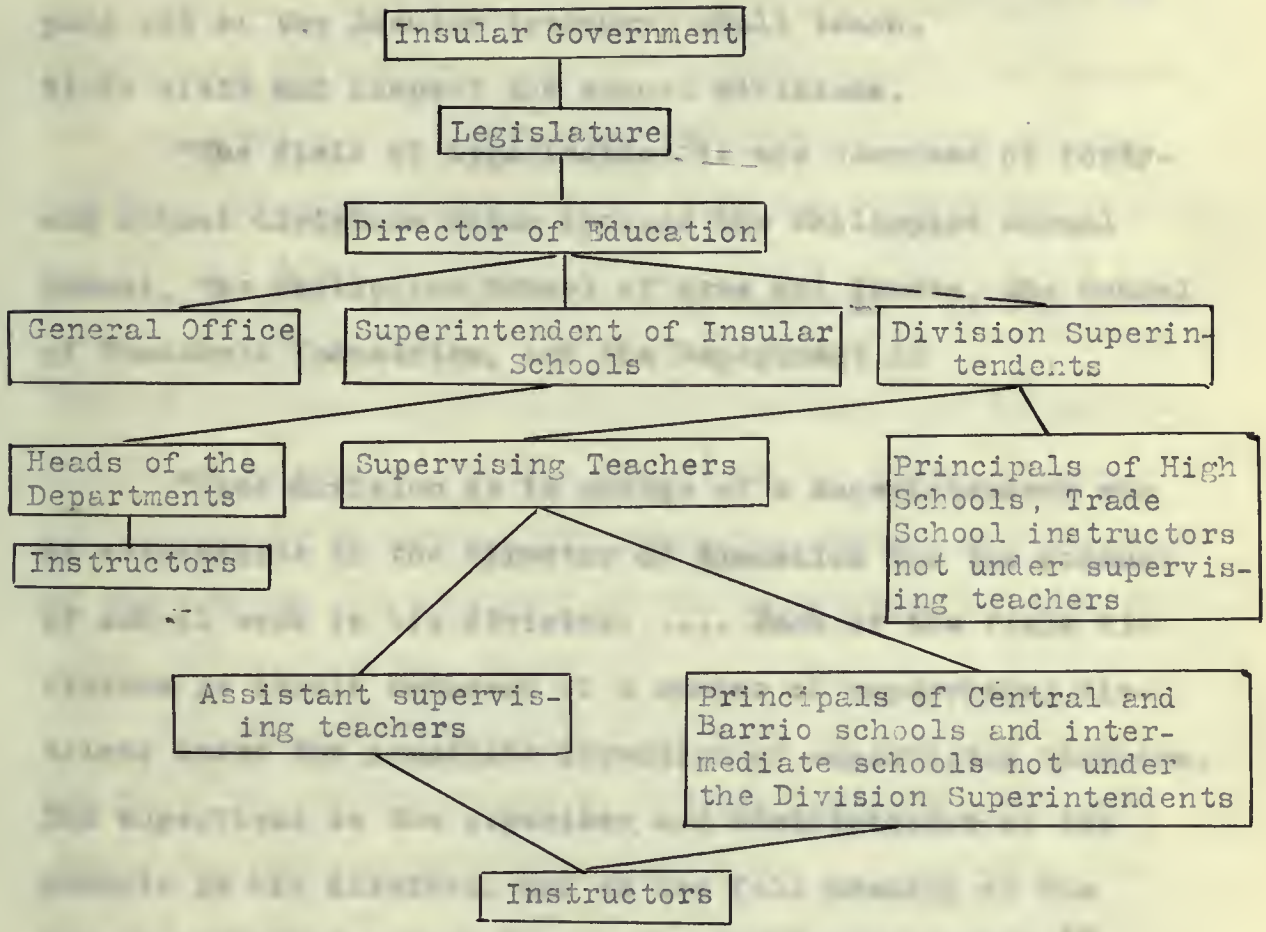
2) To prescribe their duties, and up to a certain limit their salaries.

3) To fix the curriculum for all grades.

4) To determine in what town the secondary schools shall be established.

5) To prescribe the plans for the construction of the school

Graphic Representation of the Organization of the Philippine Public School System.



houses to be built by the municipalities.

6) To make all contracts for school supplies.

7) To determine the towns in which English teachers, to be paid out of the Insular treasury, shall teach.

8) To visit and inspect the school divisions.

"The field of organization is now composed of forty-one school divisions which include the Philippine Normal School, the Philippine School of Arts and Trades, the School of Household Industries, and the Department of

"Each division is in charge of a superintendent who is responsible to the Director of Education for the conduct of school work in his division. .... Each of the field divisions is itself composed of a number of supervising districts under the immediate direction of supervising teachers. The supervisor is the organizer and administrator of the schools in his district, and in the full meaning of the term a teacher who also supervises the school work." [18]

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18. Bureau of Education Department of 1915 pp. 10-11

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The division superintendent, besides being a general administrator of the schools in his division, has also a direct charge of the high schools in his division, appoints teachers for the municipalities, determines school sites, prepares reports to the Director, keeps records, and determines the expenditure of the allottment for school buildings. He

powers to be held by the municipalities.

c) To make all amendments to school supplies.

7) To delegate the power to hold public elections, if so said can of the Tamils living, well known.

8) To draft and implement the school curriculum.

"The field of specialization is now well of fifty-one school divisions which include the Bibliography Annual School. The Philippine Annual of area and trends, the number of Euro-Asian Industries, and the Department of

Tamil Nadu is in search of a specialization and in the [illegible] in the Ministry of Education for the making of and or [illegible] in its division. ... Much of the [illegible] division is fairly advanced of a number of supervising [illegible] which under the immediate direction of supervising teachers. The supervisor is the [illegible] and administrator of the division in the district, and is the [illegible] member of the [illegible] a leader who also supervises the school work." 38

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38. Journal of Educational Development 21 1118 pp. 20-21

The division administrator, in carrying a general responsibility of the school districts. The role of these duties of the [illegible] in the division, includes [illegible] for the municipalities, [illegible] school sites, [illegible] in the District, [illegible], and [illegible] the requirements of the [illegible] school [illegible]. Th-

conducts teachers' institutes, and in fact does everything for his division as the Director does for the entire school system . In doing this vast work, the division superintendent is assisted by the principal of the high school, the supervisors of the school districts, the industrial supervisor, and by a local Municipal Board[19] composed of four or six mem-

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19. Brown, A.J. "New Era in the Philippines" p. 250

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bers in addition to the "presidente" or mayor of the municipality who is an ex officio member of the board. One-half of the members is elected by the municipal council and the rest of the members are appointed by the superintendent upon the recommendation of the teachers.

In table II on the following page is shown for a period of 10 years, the number of schools for each type, number of teachers, supervisors, and number of pupils by courses per teacher. The number of pupils per teacher is computed on the basis of the average daily attendance. In looking over this table, we can see that the number of supervisors has a tendency to increase, but at the same time the number of pupils, and the number of teachers is increasing for each type of school, and so if we may infer anything from this fact, we can say that an effort is being made to improve the system of supervision. If we look over the column which reads "number of children per teacher", we find the fact that there is a general tendency for a decrease in the number of pupils

[illegible] Dandekar' individuality, and is just also everything for the division in the [illegible] case for the modern school/ape-ban . In doing this just work, the division [illegible] is analysed by the principles of the Rajni school. An examination of the school principle, the [illegible] [illegible] and by a [illegible] [illegible] [illegible]

TABLE II

Table Showing Number of Teachers for each Type of School and Number of Pupils by Courses per Teacher Based on the Average Daily Attendance. Data Taken from the Reports of the Bureau of Education for the Same Years.

Years	Type of Schools			Av. No. Teachers for Each Type				No. Children per Tchr.		
	P	I	H.S.	P	I	H.S.	Ac., Ind.	P	I	H.S.
1911	4121	245	38	1.84	3.21	3.52	396	43.87	24.28	16.04
1912	3364	283	38	1.95	2.46	3.05	404	46.14	32.63	29.99
1913	2595	296	43	2.15	2.23	3.65	321	46.14	38.32	30.63
1914	3913	378	44	1.88	2.90	3.81	309	53.15	38.35	33.01
1915	3837	309	41	1.95	3.02	4.65	314	53.32	37.33	33.51
1916	4020	349	43	2.04	3.11	5.33	269	50.45	38.32	33.96
1917	4084	364	45	2.24	3.55	5.95	258	48.90	36.23	35.95
1918	3985	411	47	2.58	4.31	2.14	305	42.79	29.68	36.79
1919	4057	483	49	2.68	4.96	8.59	363	37.80	16.51	32.08
1920	5280	614	50	2.39	4.76	8.92	433	39.73	24.45	31.84

Explanation:

P-Primary;; I-Intermediate; H.S.-High School; Ac.,Ind.-Academic and Industrial

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1. See page 14.

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TABLE 12 [illegible]

Total Sample Number of Teachers for each type of School and Number of Pupils by Primary and Teacher Based on Daily Attendance. Data Taken from Records of the Bureau of Statistics for the Year [illegible].

Pupils	Type of Teacher											
	P	I	H.S.	I	J	S.S.	Ad.,Inc.	P	S	H.S.
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Explanation:

I-Primary; Intermediate; S.S.-High School; Ad.,Inc.-Academic and Commercial

1. See page 14.

per teacher in each course. This means that there is also a corresponding decrease of supervisory necessity. This cannot be taken, however, as the final index for an efficient supervision. Several factors must be taken into consideration before the degree of efficiency of the system of supervision can be determined. Among these factors the size of the supervisory field may be considered as one. A supervisor may be well trained and efficient in his work, but if he tries to cover a very wide area his work could not be effective. This condition is being effectively remedied in the school system in the Philippines. The superintendent of the division, being the central school authority in his division, usually sees that the number of supervisors is generally distributed to the district where they are most needed. The second factor which determines the degree of efficiency of the supervisor is his knowledge of the various phases of public school education and his ability to demonstrate and to explain the best method of teaching to the teachers under him. This matter obviously depends upon the training of the supervisor. In the Philippine educational system, to meet this problem, a "two year course for supervising teachers and principals is now being given in the Philippine Normal School."[20] The third

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20. Bureau of Education Report of 1919 p. 18.

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factor is the system of the supervisory scheme. That is, to

help and to facilitate the work of the supervisors, the teachers should be provided with some agencies for training themselves, such as reading courses, teachers' institutes and meetings. The Philippine supervisory scheme does not only provide these, but the Bureau itself annually sends deserving teachers[21] abroad or to the Normal School in Manila for further training in the supervisory field. In December 1920, 45 teachers were sent to the United States and 56 to the Normal School in Manila. All these facts seem to indicate,

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21. Bureau of Education Report of 1920 p. 27

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therefore, that even the supervisory system in the Philippine public schools is far from being efficient, and satisfactory, but the facts indicate that the Bureau is pursuing a definite program to meet the future needs.

PART IV

The Teaching Staff

One of the problems encountered by the army authorities in reopening the schools in the Philippines was the problem of teachers. Most of the Filipino teachers who were teaching schools were poorly trained, and most of the American teachers were discharged soldiers who also did not have the training as well as the proper education to fit them for the teacher's service. To meet this problem, the

help such to realize the work of the committees, the committees should be adequately paid without relying for getting immediates, such as public schools, industrial institutions and authors. The Philippine Commission should work for the year 1916, but the Personnel Bureau should begin working immediately. [1] Without an in the Federal Board is unable to handle the work relative to the rehabilitation task. In December 1920, the Bureau were part of the Public Works and it is the Federal Board to begin. All been trying hard to [illegible]

[illegible] p. 27

Therefore, that when the committees worked in the Philippine public schools in the time being efficient, the public training, but the time limited that the Board is working a definite program to meet the public needs.

CHAPTER IV

The Teaching Staff

One of the problems encountered in the work relative to rehabilitation was a result in the Philippines was the period of training. Most of the Filipino teachers was [illegible] [illegible] [illegible] [illegible]. Well-nigh of the Americans teachers were [illegible] [illegible] and also the [illegible] there the training in vain in the Philippines [illegible] [illegible] [illegible]

first Commission authorized the employing of teachers from the United States. The full number was never realized, but in 1901, 765 teachers arrived in the Philippines. More teachers came annually to take the places of those who resigned. These teachers rendered a great service for they did not only act as teachers in the class rooms, but they had charge also of the training of the native teachers under them. They did also other invaluable work[22] in the community

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22. Freers, W.B. "The Philippine Experience of American Teachers" pp. 97-121

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where they worked, for they sometimes acted as nurses in times of epidemic or as adviser in matters of municipal affairs. Their numbers, however, was destined to be less and less as the years passed on. The places are being gradually taken by the native teachers who are trained both in the home land and in the institutions of the United States for the teaching service. This fact is clearly shown in the following table which gives the number of American and Filipino teachers in the different grades by years, for a period of ten years from 1910 to 1920.

From this table we will notice that the number of Filipino teachers is increasing in all grades while the number of American theachers is decreasing in all grades except in the secondary schools which means that American teachers are more needed in this branch of the school system.

first Commission authorized the construction of Lincoln Park on the Outlook Estate. The 1911 Report was never realized, but in 1921, the Commission received its first appropriation. Over twenty-two years elapsed in the intervening years. Other Commissions considered a park covering the long and narrow area of the Lincoln Park Commission, but only a few of the members in the Glenn Park Commission, and a few of the members of the Commission on Parks and Playgrounds. They did also [illegible] "[illegible] in the community[illegible]

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[illegible] Zimmer, [illegible]. "The Political Dependence of American Theaters" pp. [illegible]

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where they worked, for they everywhere acted as voters in times of crisis or as members of municipal committees. Their [illegible], [illegible], was [illegible] to [illegible] and [illegible] on the [illegible] part of. The [illegible] [illegible] [illegible] for the [illegible] [illegible] who are [illegible] [illegible] in the [illegible] [illegible] that is the [illegible] of the Outlook Theater for the [illegible] [illegible]. This [illegible] is [illegible] [illegible] in the [illegible] [illegible] [illegible] the [illegible] of American and [illegible] [illegible] in the [illegible] [illegible] of [illegible], for a [illegible] of the [illegible] [illegible] [illegible].

[illegible] this table [illegible] [illegible] that the number of [illegible] [illegible] is [illegible] [illegible] [illegible]

TABLE III[1]

American and Filipino: Relative Number of Teachers Engaged in Academic Work

Years	Primary		Intermediate		Secondary		Supervising	
	Am.	Fil.	Am.	Fil.	Am.	Fil.	Am.	Fil.
1911	21	525	295	366	118	15	249	148
1912	14	6549	258	497	109	7	283	150
1913	15	5585	166	494	153	4	206	115
1914	17	7362	143	663	156	12	178	131
1915	14	7495	104	832	177	17	139	175
1916	17	8214	100	986	175	56	127	202
1917	18	9498	67	142	206	62	113	208
1918	17	10273	53	1722	239	111	66	272
1919	22	10891	33	2363	246	175	51	286
1920	16	12598	24	2912	239	207	51	350

1. Data taken from Reports of Bureau of Education for the same years.

The apparent increase in the number of Filipinos in the supervisory work can be attributed to this fact. Filipinos who are trained in the normal schools in the Philippines and in the higher institutions in the United States are usually given the supervisory task, and do not stay in the regular class room work.

The question that naturally follows from this existing condition is the ability of the Filipino to teach. Table IV may throw light on this problem. The facts in this table indicate that a great majority of Filipino teachers have a very low scholastic attainment. More than 82 per cent of them are only high school students, and about 3 per cent have not even completed the intermediate grades. The tenden-

TABLE III[1]

Relations and Illiteracy Ability Tests of Textile Workers in Lawrence, 1926

Class	Illiteracy		Intelligent		Average		Superior	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

1. Data taken from Supplies of Women of [illegible] in [illegible] Mass Study.

The suggested explanation is not merely of relations as that the preliminary work can be adapted also. Also first, Italians who are trained in the second schools in the Italianteen and in the Italian institutions in the United States are usually after the superintendent work. And do not take at the English class work.

The question for a mechanic Italians from this work. ing condition is the ability of the Italian to speak. This if may lower limits as was shown. The Jews is not under indicate that a great majority of Italians Lawrence have a very low indicative attainment. Long time ago we had it here, but only high school students, and which I was not born and are mechanic. The Lawrence press. The Jewish

TABLE IV[1]

Scholastic Attainment of Filipino Teachers

Year	Intermediate	High School	H.S. Grad. or Col.Stud.	Normal or Col.Grad.	Holder of certificate
1911	71%	29%	None	None	None
1912	56%	42.67%	1.33%	None	None
1913	49.78%	46.64%	3.58%	None	None
1914	38.47%	57.67%	3.86%	None	None
1915	27.37%	67.50%	5.03%	None	None
1916	15.94%	77.84%	6.21%	None	None
1917	13.23%	76.89%	3.12%	3.50%	3.26%
1918	7.99%	78.78%	4.47%	3.87%	4.99%
1919	4.35%	80.14%	5.33%	4.56%	5.62%
1920	2.98%	42.38%	5.35%	4.63%	4.66%

1. The data is taken from the Bureau of Education Reports for the same years. The result in per cent is obtained by dividing the number of teachers of the same attainment by the total number of Filipino teachers employed during the calender year. By "attainment" here is meant the academic attainment or the grade which the individual has completed.

cy, however, shows clearly that the attainment of the Filipino teachers is gradually improving, a fact that is hopeful for the Philippine public school system. If we look back to table 3 however, we will notice that most of the Filipino teachers are engaged in teaching the primary and the intermediate grades, while the great majority of the teachers in the secondary schools are Americans.

It is apparent from these facts that the great need of the Philippine public schools is native teachers of much higher attainment and training, since the American teachers, with the exception of the teachers of English, will be re-

Table 37[1]

Comparative Enlargement of Utility Industry

Year	Employee Class	Class Index	E.G. Gen. to Ind. Ind.	Total as Ind. Ind.	Value of Securities
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

1. The data is taken from the Census of Transportation Industry for one whole year. The result is the last in industry or activity the number of members of the one area allocated to the total service of utility industry employed during the relevant year. By "table number" here is meant the [illegible] attachment or the [illegible] the functional has co-operated.

by, however, above quality that the relationship of the Utility industry is essentially [illegible], a fact that is more [illegible] the Philippine-public social system. If we look back to table [illegible] however, we will notice that most of the utility industry are managed in [illegible] the private or the government sector, with the great majority of the business is not monopolizing industry [illegible].

It is apparent from these facts that the great wind of the Philippine public-private is mainly [illegible] of such industry [illegible] and [illegible], since the [illegible] [illegible], with the exception of the [illegible] of [illegible], will be [illegible]

placed eventually by the Filipino teachers.

The Bureau of Education realizes this need, and various agencies[23] for training teachers are at present being

23. Bureau of Education Report for 1920 p. 24

conducted. Among these agencies are the College of Education in the University of the Philippines, the five Philippine normal schools, and the normal courses in the provincial secondary schools.

Besides these schools, there are other agencies which prepare the Filipino teachers for efficiency in their service. These are the vacation assemblies which are held in the summer camp at Baguio every summer; the summer schools which are held in a nu ber of school divisions every summer; the normal institutes which are held in nearly all the school divisions at the beginning of the school year; the model classes which are conducted in a number of municipalities; and the various reading courses and teachers' meetings. But one of the most important schemes which the Bureau has to help improve the professional ability of the Filipino teachers, is the sending of a group of Filipino teacher to the United States every year.

In connection with the training of teachers, is the problem of the teachers' salaries. At present, as is shown in table V, the teachers are too poorly paid. In 1920 the average monthly salary of the municipaliteachers was forty pesos

placed exactly on the fitting measure.

The Bureau of Standards replied: "We read, and understand [illegible] the [illegible] and are in [illegible] [illegible]

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12. Bureau of Standards Report for 1907, p. 18.

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expected. Among other things [illegible] the College of Engineering also in the University of the Philippines, the [illegible] Engineering Research Laboratory, and the Bureau of Science to be equipped with [illegible].

Despite these [illegible], there are other [illegible] which prevent the fitting laboratory from attaining its main purpose. They are the [illegible] [illegible] [illegible] in the [illegible] and some of [illegible] [illegible] [illegible]; the [illegible] are built in a region of almost [illegible] every [illegible]; the [illegible] institutions which are built to supply all the [illegible] activities in the [illegible] or the [illegible] [illegible]; [illegible] which are [illegible] in a [illegible] of [illegible]; and the [illegible] [illegible] [illegible] [illegible]. The use of the [illegible] [illegible] which [illegible] [illegible] to [illegible] the [illegible] [illegible] [illegible] [illegible] [illegible]. [illegible] [illegible] of a [illegible] of [illegible] [illegible] to [illegible] [illegible] [illegible] [illegible].

In accordance with the [illegible] of [illegible], in the [illegible] of the [illegible] [illegible]. [illegible] [illegible] [illegible] [illegible]

TABLE V[1]

Average Monthly Salaries of American and Filipino Teachers

Year	Average Salary Municipal Teacher in Pesos	Average Salary Insular Teacher in Pesos.	Average Salary American Teacher in Pesos
1911	17.68	37.46	215.29
1912	17.68	39.78	215.88
1913	21.25	45.33	230.72
1914	22.05	45.33	218.73
1915	22.05	54.12	219.58
1916	22.88	53.91	215.82
1917	23.98	52.99	208.41
1918	37.49	57.32	207.52
1919	37.49	70.79	258.57
1920	40.00	80.81	271.48

1. The data here is obtained by dividing the annual sum of the money paid for salaries by the number of teachers employed in that year. Thus the annual sum paid for the salaries of the insular teachers is divided by the total number of insular teachers employed. The Filipino teachers are divided into two groups. The insular teachers are teachers paid from the fund of the insular government, and the municipal teachers are paid by the municipality.

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or $20. The insular teacher received an average monthly salary of 80.81 pesos or $40.40 per month. The smallness of this salary can be fully comprehended if we look at table V[1].

The average salary of an American teacher is 271.48 pesos or $185.74, or more than four times the insular teacher's average monthly salary, and more than eight times that of the municipal teacher. This wide discrepancy in the teachers' salaries can be partly explained in terms of the relative attainment of the Filipino and American teachers, and the fact that the Philippine Government has to compete

TABLE 4

Average monthly salaries of teaching and filling [illegible]

Year	Average Salary Technical Institute in Tokyo	Average Salary Local Theatre in Tokyo.	Average Salary Building Trades in Tokyo
1911	[illegible]	[illegible]	[illegible]
1912	[illegible]	[illegible]	[illegible]
1913	[illegible]	[illegible]	[illegible]
1914	[illegible]	[illegible]	[illegible]
1915	[illegible]	[illegible]	[illegible]
1916	[illegible]	[illegible]	[illegible]
1917	[illegible]	[illegible]	[illegible]
1918	[illegible]	[illegible]	[illegible]
1919	[illegible]	[illegible]	[illegible]
1920	[illegible]	[illegible]	[illegible]

[illegible]

of 1920. The local theatre received an average monthly salary of [illegible] yenes or [illegible] per month. The employees of this salary can be fairly representative of the [illegible].

The average salary of an American teacher is [illegible] yenes or [illegible], or more than four times the Japanese teacher's average monthly salary, and more than eight times that of the municipal laborer. This wide discrepancy in the teachers' salaries can be partly explained in terms of the relatively [illegible] of the [illegible] and [illegible] and the fact that the [illegible] development has [illegible]

with the salaries offered to the American teacher in the United States. But in case of equal attainment the salaries of the American teacher and the Filipino teacher should be about the same. Sometimes some individuals claim that since the American teacher has to live in a higher standard of living, that therefore he has to be paid more than the Filipino teacher. This is a purely false assumption. The fact is that an average educated Filipino maintains just as high a standard of living as any average American family.

The fact, however, that the Philippine Government is willing to pay a high salary to the American teacher is indicative of the government's effort to give to the children better instruction, and a chance to learn the American ideal through these men and women.

As table V indicates, the monthly average salary of the teachers is gradually increasing from year to year. In the case of the Filipino teacher, however, the salary is still too small to enable him to support a family and stay in the service. It is apparent, therefore, that this is one of the weaknesses of the Philippine public schools. Most of the teachers do not remain permanently in the service, and usually leave at the time when experience and training would be greatly needed. When they leave, inexperienced individuals usually take their places and the training has to be done over again.

with the salaries offered in the employment bureaus in the United States. But in view of actual situations the relative of the American worker and the Filipino laborer should be about the same. Therefore some individuals claim that if the American laborer has to live in a higher standard of living, that territories he has to go to pay more than in Filipino laborer. This is a purely false assumption. The fact is that as means, educational facilities multiplied have so that a standard of living as our average American family.

The fact, however, that the Filipinos unemployed by willing to pay a high salary to the American laborer is indicative of the governmental action to give to the Filipino private industries, but a chance to learn the duties like at through lower pay and money.

As stated - indicated, the equally average salary of the laborer is insufficient information that pay is lower. In the case of the Filipino laborer, however, the salary is still too small to enable him to support a family and also in the service, it is apparent, therefore, that this is one of the weaknesses of the Filipino public schools. Some of the teachers do not render satisfactorily in the service, and usually leave at the time when negotiations and bargaining would be crucial matter. That may leave incompetent individuals usually take their place and the training has to be done over again.

Clearly, therefore, one of the needs of the Philippine educational system is a force of Filipino teachers of good training and higher scholastic attainment. Every year the Bureau suffers a great deal by losing some of the able teachers who accept positions in the other lines of work which pay better. The only remedy for this is to give them a much better salary or some inducement that will keep them in the public school service.

PART V

The Curriculum

The policy that has always been followed in making the curriculum of the Philippine public school system is well defined in the 1918 report of the Director of the Philippine Bureau of Education. From this report I quote in part the following: "Public schools fulfil their true duties only when they adapt themselves to the social needs of the time and of the place in which they are established. Hence it is fundamentally essential, in planning a system of schools or in establishing new schools, that a careful study be made of the social conditions of the community and of the ideals and the interests of the people concerned. A system of schools inaugurated without consideration of such conditions or perpetuated without careful study at frequent intervals, must prove inadequate to meet real educational needs." [24]

Clearly, therefore, one of the goals of the voluntary educational system is a raise of civilized behaviour of root training the higher scholastic standards. Every year the School matters a great deal by losing some of the also leaving the course problems in the water flows of work which may before. The only remedy for this is to give the a good behaviour policy or some leadership that will keep them in the public school society.

PART V

The Conclusion

The policy that has always been followed in making the curriculum at the Christchurch public school system is well defined in the first chapter of the December of the Christian Teaches of Education. Page this report I quote in part the following: "Public schools until which time Britain only after they adopt discovery in the social needs of the time and of the place in which they are established. Hence it is fundamentally essential. In planning a system of schools or in establishing new schools, that a careful study be made of the social conditions of the community and of the kinds and the interests of the people concerned. A system of schools constructed without careful study of local conditions or provided without careful study of learners interests, must

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24. Bureau of Education Report of 1918 p. 18

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In the effort to follow closely this policy of giving instruction to the children, educators in the Philippines have been studying the condition of the country for the last twenty-two years. Their aim is to found schools and to produce courses of study that will meet the needs of the people of the country.

In building the courses of study certain principles have been followed, and here I quote again from the 1918 report of the Director. "To-day", he says, "educational theory, based on physiological, psychological, and sociological studies of children, leads definitely to the conclusion that elementary education should be nearly uniform in character for all. .... By the time the period of adolescence is reached, the child will have been acquainted, in a general way, with the world's most important interests which will allow him to employ his powers more or less effectively. He will have been made conscious of the common forms of vocational activity, and he will have gotten a glimpse of the roads that lead toward these forms. The youth who has just entered the state of adolescence should not be forced into a life career nor should he be left to plan his life career alone and unguided."

"In the elementary school", to quote further from this report, "the child needs and instinctively seeks some

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64. Jacques of Tonnelain Tracts of 1532 p. 16

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In his "Plan" to raise clearly this point of view introduction to the citizens, although in the fifteenth have been studying the condition of the country for the last twenty-two years. Their aim is to found societies and to prepare means of study that will meet the needs of the people or the country.

In building the ruinous of study societies (discipline have been followed, and here I quote again from the 15th report of the Director. "To-day", he says, "educational theory based on practical-tool, psychological, and sociological studies of children, leads particularly to the conclusion that elementary education cannot be wisely uniform in quantity for all. .... By the time the period of adolescence is reached, the child will have been discovered, in a general way, with the school's best practical interests which will place him to apply his powers most to their effectively. He will have been made conscious of the common tasks of vocational activity, and he will have gained a glimpse of the work that lies beyond these tasks. The youth who has just entered the world of adolescence should not be left "lost in his own alone and thought."

"In the elementary school", to quote further the data report, "the child should be intellectually good, some

older person to advise him, and to choose for him, a fixed and definite curriculum, is advisable and defensible. When the student becomes an adult with trained judgment, no one should presume to prescribe for him a definite course of procedure. But during the transitional period--the period between dependent childhood and independent maturity--there should be a gradual training in choice, a gradual relaxation of external authority and direction, and a gradual increase in the exercise of his own powers of formulating analysis, judgments, and volitions."

With this definite principle in mind, and with the knowledge of the general condition of the country and its people, three types of study have been evolved in the Philippine public schools--one for the elementary school pupil, one for the secondary school pupil, and one for the college or the university student.

In planning these three types of study, however, provision for gradual transition from one type to another has been introduced, and constant changes to meet the requirements have been made from year to year.

The whole field of study is divided into two groups--the elementary and the secondary groups.[25] The first group

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25. Bureau of Education Bull. No. 7

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is divided into two courses--the primary and the intermediate. The primary course is composed of the first three

other person to define him, and so deprive him of his free and definite existence. In everyday and commonplace, then the student becomes an adult with critical judgment, he may doubt whether it worthwhile for him a fulfillment course of psychology. But during the transitional period--the period between dependency childhood and independent maturity--this should be a gradual training in doubt, a gradual refusal of external authority and direction, and a gradual increase in the exercise of his own powers of formulating questions, judgments, and conclusions.[7]

With this definite principle in mind, one sees the shortcomings of the general curriculum of the university and its faculty. Some lower or upper level have been evolved in the English public schools--some for the elementary school pupil, and for the secondary school pupil, and such for the freshmen or the university students.

In planning some close lower of study, however, provision for gradual transition from one type to another has been neglected, and constant changes in such the requirements have been made that are so rapid.

The main fault of study is finished into the grammar-the elementary and the secondary grammar.[30] The first group

30. Bureau of Educational Exp. No. 7

is divided into the nursery--for reading and the interpretation. The primary course is composed of the first three

grades, and upon the satisfactory completion of this course the pupil is transfered to the intermediate course. In this second stage of the child's instruction, opportunity for various exposures to some particular line of training is provided. The course which is composed of three grades is so arranged that a pupil who chooses or enrolls in a definite vocational course, can have sufficient training after the completion of the course to prepare him for his life vocation. The graduate of the intermediate can go to the high school, and pursues the line of study which he has been following in the intermediate grade, or if he takes the vocational course, he can immediately transfer and pursue his study in the school of Arts and Trades in Manila or in the school of Agriculture in Los Banos. The teaching course was previously given in the intermediate grade, but with the cry for more highly trained teachers and with more material available for higher grades, the course has been recently eliminated.

The secondary course is given in the Provincial high schools and in the Insular schools of secondary character. The field of study is divided into a general course, a teaching or normal course, a commercial course, a trade course, and a course in surveying and a nautical course. These courses are given not only to prepare the students for advanced instruction in the technical schools, in colleges, and in

study. But upon the affirmative completion of this course the pupil is considered in the intermediate course. In this second stage of the child's development, supported by the textual departures by more particular lists of foreign is provided. The course which is composed of three classes is so arranged that a pupil who commences or resumes in a subsidiary vernacular, has been multi-lateral knowledge after the completion of the course to proceed all the "in life" vernacular. The students of the intermediate use pa ze ma pa-wakal, and possess the time of study which is has been prolonging in the extraordinary grade, at of the total six vernacular course. In our immediately respective and pupils are study in the school of Aska but Tjalma is which is in the school of instructive in the Tonga. The Qualifying course was previously given in the intermediate class, but also the six for more simply textual teachers and will more material available for study grade. The course has been recently diminished.

The secondary course is given in the Provincial High School in the Tonga School which of secondary instructor. The start of study is divided into a general course, a lecturing or general course, a commercial course, a trade course, and a course in university and a medical course. These courses are given not only to prepare the students for advanced instruction in the Secondary School, it further, but is

the University of the Philippines, but also to give them a certain amount of technical training to fit them for life.[26]

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26. Bureau of Education Bull. 26, p. 7

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Beginning with the intermediate grade, all promotion is based upon a general examination, which is given at the end of the school term, in all subjects.

An average of 75% is required to pass the course. Recently a satisfactory mark in English is required in the high school course before the student can be promoted. This recent ruling is rather remarkable in that it shows the trend of thought of the general Filipino public in regard to the making of English their common language.[27]

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27. Bureau of Education Report of 1920 pp. 18-20

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The accompanying chart shows the subjects taught in the three courses:

Primary course (Grades I, II, and III)[28]
- Language: (Spelling, reading, and writing.)
- Arithmetic: All combinations of number from 1 to 100.
- Geography: General information.
- Supplementary instruction in citizenship.
- Industrial work.

Intermediate course[29]
- Language and grammar: Element of grammar and composition, text book and supplementary readings.
- Arithmetic: Fundamentals of integers, compound and decimal fraction, and the metric system.
- Geography: Advanced geography.
- Science studies: Animal, and plant life, physiology, and hygiene.
- Government: Government of the Philippines with particular emphasis on municipal and provisional government.

the University of the Philippines, one also is give rise to a certain amount of additional problems to its food for life.[96]

96. Bureau of Education Cir. 16, p. 7

Realizing with the international peace, all provision is b-ved upon a general consciousness, which is given at the end of the school term, is all required.

An average of 75% is required to pass the course. Ac-acity a satisfactory mark in English is required in the high school course before the student can be promoted. This general ruling in regard expectancy is that if along the trend of thought of the general difficulties pupils is raised to the matter of English their school course is.[97]

97. Bureau of Education Report of 1920. pp. 32-33

The accompanying chart shows the subjects taught in the three courses:

Primary course (Grades I, II, and III)
Language: (Speaking, reading, and writing.)
Arithmetic: All multiplications of numbers from 1 to 100.
Geography: General information.
Supplementary instruction in citizenship.
Industrial work.

Intermediate course[98]
Language and literature: Drawing of grammar and compo-sition.
Arithmetic: Fractions or integers, compound and decimal fractions, and the metric system.
Geography: Advanced instruction.
History studies: Ancient, and Asian life, industries, and history.
Government: Government of the Philippines with ma-tional emphasis on industrial and civilized occupations.

Industrial work.

The secondary course[30]

Literature: Advanced grammar, prose and poetical selection, composition, rhetoric, study of drama, novel, and essay.

History: Ancient, mediaeval, American history, colonial history, and civics.

Mathematics: Algebra, plane and solid geometry, trigonometry, surveying.

Science: Botany, zoology, physical geography, geology, physics, chemistry, and agriculture.

Language: Latin, Spanish, French, and German.

Political economy, commercial law, elementary economics, bookkeeping, practice teaching, industrial subjects.

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28. Bureau of Education Bull. No. 7, p. 10-11
29. Ibid.
30. Bureau of Education Bull. No. 26, pp. 7-12

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Both in the intermediate and in the secondary schools the study is arranged by courses, as the general course, the teaching course, the trade course, the household art course, and the commercial course. Every student who enrolls in any one of these particular courses, has to follow the program prescribed for that course, and if any change is wanted by the student or if he wishes to transfer from one course to another he has to apply for the approval of the superintendent through the principal.

The question, of course, is whether such an arrangement of the program of studies does not interfere with the individual initiative in the selection of subjects which he wishes to take, and whether it is so arranged so that in case of transfer from one course to another the pupil will not

Industrial work.

The secondary course:[29]

Intermediate: General science, years and political activities, conditions, vocational, study of social level, and aims.

History: Industrial, commercial, economic life, relative importance, and aims.

Vocational: Airplane, clothes and social service, stenography, machine.

Lessons: Library, shelving, practical geometry, practice, drawing, drawing, and applications.

Language: Latin, French, German, and German.

Physical: Gymnasium, commercial law, elementary economics, industrial, practical medicine, industrial work.

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29. Journal of Education Bull. No. 7, p. 10-11
30. Ibid.
31. Screen of Education Bull. No. 24, pp. 7-12

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Both in the independents and in the secondary schools the study is arranged by courses, as the general course, the leading course, the trade course, the commercial and course, and the commercial course. Every student who enters is set in one of these particular courses, but in fact the course pursued has that course, and if any change is found by the student or by the school in structure then the course to another is then be equal for the equivalent of the equivalent and through the principal.

The question, of course, is whether such an arrangement of the curriculum or school does not interfere with the individual initiative in the selection of particular study in video in case, and without it is to be assumed so that is some of teachers that are course to educate the pupil will not

lose anything.

Personally I am inclined to think that this scheme of arranging the courses does not in any way interfere with the pupils initiative. In the first place the pupil has to enroll himself in some kind of course, and it would be much better for him to enroll in one of the courses that is definitely planned for him through his intermediate and high school years rather than to pick up at random any subject that he wishes to take. The scheme allows the student's initiative to function in the choice of a definite course that is well planned for him, and his future career. Again, as a general rule the children at this age are not careful of what they are going to study, They are, more or less, dependent upon the suggestion and guidance of their teachers, or their principal or some of their parents and friends who tell them that they are well fitted for this career rather than for that career. It would be much better, therefore, to have men who are trained and expert in these particular fields of study outlined in the course for them and give them the necessary guidance in the choice. As for the case of transfer which might be made after the pupil has already started the course, the program is so arranged that this could be done without much time lost

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31. Bureau of Education Bull. No. 26, pp. 7-11

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on the part of the student.

page 39

In table VI/the relative number of children enrolled

love adjusting.

Personally I am inclined to think that into spheres of strength the matrons have not in any way interfered so in the public initiative. In the times when the youth has so manifest humanity in some kind of contest, and it would be much better for him to submit to one of the concerns that is carefully planned for his benefit rather than to let it be entirely left to his own discretion. The author allows the woman's initiative in question in the choice of a definite course that is well planned, and his future career. Again, as a concerned girls the ability as this age are not aware of what they are going to study. They are, more or less, influenced upon by suggestions and patterns of their teachers, or their children or some of their parents and friends who tell them that they are well fitted for this career rather than for that career. It would be good idea, Dameters, to have one who are trained and expert in their particular fields of study available in the course for them and give them the necessary guidance in the choice. In for the sake of Demeter which also is more at- tar the youth has already studied the courses. The question is so obvious. That this could be done without much inter- ference on the part of the teachers.

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14. Dameter of Demeterian Hall. Op. cit. pp. 7-11

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In fact it was relative number of girls's enrolled

TABLE VI[1]

The Enrollment of Intermediate Pupils by Courses

Year	General	Teaching	Trade	Farming	Housekeeping and Household Arts
1911	16,806	731	1285	544	392
1912	13,855	3116	2082	1955	1403
1913	13,121	3706	2293	3287	2635
1914				1153	
1915	21,198	5328	2932	1163	608
1916	23,129	7412	3582	1380	5917
1917	36,826	7237	3510	1662	7585
1918	35,999	1861	300	1721	9449
1919	41,053	41	2607	1947	11,744
1920	52,971		2511	2068	15,550

1. Data taken from the Appendixes of the Bureau of Education Reports of the same years. In the year 1913 the data was not given, and the teaching course was taken out since 1919 from the curriculum of the intermediate grade.

by courses in the intermediate grade, for a period of ten years is shown. From this table we may infer that the general tendency to an increase in enrollment is toward the two courses, the general course and the course for household arts. The enrollment of the latter, however, is composed wholly of girls, while the enrollment of the former is composed of both sexes. The enrollment in both the trade and farming courses seems to remain constant while the enrollment in the teaching course reached its highest limit in the calendar year 1916 to 1917 and gradually dropped down until it had only an enrollment of 41 pupils in the calendar year 1918 to 1919. The reason for this is probably the fact that the teacher's profession is the lowest paid profession in the

Table 1[1]

The Benefits of Intervention Policy in Chemnes

Year	Demand	Inventory	Trade	Profits	Consumption and Investment in a
1913	14,814	[illegible]	[illegible]	[illegible]	[illegible]
1914	13,219	[illegible]	[illegible]	[illegible]	[illegible]
1915	12,319	[illegible]	[illegible]	[illegible]	[illegible]
1916				[illegible]	
1917	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1918	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1919	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1920	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1921	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1922	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1923	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1924	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

1. Data taken from the Ministry of the Treasury of Tanzania Chemnes of the same years. In the last five the data can not exist, and the Ministry Chemnes and Bank not active into the contribution of the international trade.

A number in the Investment in the, the 1 price of the years in years. Then this data as the little that the general economy in its industry in municipal in based on the income. The general years and the number for municipal area. The municipal of the industry, however, in economical world of this, with the municipal of the former in one year of this years. The municipal is not in the time the trade centre active to result connected with the municipal in the industry years reached the direct line in the calendar year 1919 in this and municipal change here will it has only an municipal of 41 years in the calendar year 1919 in 1921. The years for this in certainly the that been the increased profession in an income and professions in the

Philippines. And since the commercial field is offering a comparatively much better return, a great many of the pupils enrolled in the general course where they could study the subjects which are prerequisite to the commercial course offered in the high schools and in the colleges--a fact which is a clear warning to the Bureau of Education.

The graduates of the high schools can either go to the Insular technical schools and private colleges,[32] or en-

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32. In the Philippines there were in 1919, 157 private primary schools, 90 intermediate schools, 35 high schools, and 18 colleges recognized by the government.
Facts and Figures about the Philippines, p. 21

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ter the University of the Philippines which is giving courses in liberal arts, science, education, medicine and surgery, dentistry, pharmacy, agriculture, veterinary science, engineering, law, forestry, music, and fine arts.

Lastly, one of the most important parts of the Philippine public school system is its system of physical education. The system of physical training has developed from a mere random play outside the class room in the early beginning of the present school system into one of the most important integral parts of the public school curriculum. From the fourth grade of the elementary schools through the high school, every pupil is required to have at least a 75 per cent rating in physical education before he can be or she can be, promoted. This does not mean, however, that the pupil

Philippines. One sees the commercial Plaza is offering a [illegible] and bridge prizes, a great deal of the people worship in the general store more than really study the [illegible] which are necessary to the commercial school [illegible] of the [illegible] not in the Philippines. This work is a minor factor in the decrease of [illegible].

The graduates of the Public schools can either go to the Normal Institute [illegible] and [illegible] [illegible]. [illegible] [illegible] [illegible]

must develop technical skill. This is not the direct aim.[33]

33. Bureau of Education Report of 1920, pp. 40-42

of physical training as it is conceived inthe Philippines, but rather to develop and to remedy the defects of the body of all the pupils through a well regulated system of both indoor and largely outdoor exercise where everybody participates.

To make this program of physical training effective, play ground instructors are being especially trained to take charge of the play ground movement which is being rapidly introduced throughout the entire islands. Out of these group exercises girls and boys who show special fete in physical ability are selected to compete in the interscholastic and interprovincial athletics which are held every year in the provinces and in Manila. In addition to these various contests the "Philippine Interscholastic Association" competes with the various athletic associations of the far Eastern countries.[34]

34. Bureau of Education Reports of 1920, p. 42

PART VI

School Buildings and Grounds

One of the problems that was encountered in the early

work during nonsleep will. This is not the sleep man.

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59. Dennis of Rhodia (Report of 1969), pp. 6-12

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of physical training so it is necessary first distinguish, yet gather to describe and to record the patterns of the body of all the people because a well maintain sports of such labour and finally further developing more practical activities.

To make this a program of physical training activities, also should investigate the relationship between to have ability of the plan issued government which is being mostly interested businessmen, the media leaders, (so or those groups activities with and keep the about special life in physical activity. It should be consider in the environmentalists and interpretations activities which are held every year in the workhouse and in health. In addition to these national commitments the "Malaysian Environmentally Association" organizes also the various activity presentations of the for Western countries.[59]

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59. Dennis of Rhodia Towards of 1969, p. 22

Sabah Activities and Grounds

One of the problems that are encountered in the early

reorganization of schools was the problem of school buildings. The first school houses were the old schools or some old Spanish chapels that were used as barracks. In some cases, classes were held in the open air under some shades of trees.[35]

35. Bureau of Education Bull. 37, p. 12

The school authorities immediately saw the problem and the policy to encourage the building of permanent building, was early launched. The Insular government passed legislation after legislation appropriating thousands of pesos (one peso equals fifty cents in American money) for the building fund. In 1906, 350,000 pesos was appropriated for the erection of the intermediate and the high school buildings, and in the next year a sum of 650,000 pesos was added to this amount. In this same year a very notable event in the history of the Philippine public school system occurred. The Insular government appropriated 1,000,000 pesos[36] for the erec-

36. Ibid. pp. 13-14

tion of barrio schools. All together with the other smaller bills the amount reached 4,149,000 pesos or $2,075,500 in 1911.

In planning for the building of school houses it was necessary to use the type of buildings that is simple but at the same time will give maximum efficiency. The materials

[illegible]-
[illegible]. The [illegible] [illegible] [illegible] [illegible] of [illegible]
old [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]. In [illegible] re-
[illegible], [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible].[13]

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13. [illegible] of [illegible] [illegible], [illegible], p. [illegible]

The [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
and [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible], [illegible] [illegible] [illegible]. The [illegible] [illegible] [illegible] [illegible]
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should be also of the type that would withstand the Philippine weather. In pursuance of this policy, the following points are considered as guides to the building program:

The preparation of a set of standard plans which provide for a "unit"[37] system of construction.

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37. By "unit" is meant that the first unit of the building may be built, and in case the community grows, another unit may be added to it without injury to the original structure.

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The selection of suitable sites

A preparation for a creditable and a decent standard for temporary buildings.

A plan for the proper care and maintenance of school houses and grounds.

A plan for equipping the school building with the necessary furniture and appliances of simple but substantial character.

In order for the municipality to obtain the insular building fund, the municipal council should apply for it. The application[38] should state, and this should be certified

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38. Bureau of Education Bull. No. 3, pp. 30-32 School Buildings and Grounds

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by the division superintendent, the number of attendance which must remain not below forty pupils, the amount of local fund that is available for the building, and the site of the proposed building. This application is submitted through

should be also of the type that would minimize the minimize-
size'tendency. In summary of this policy, the following points
are considered as guides to the building process:

The establishment of a set of standards that would pro-
vide for a "unit" system of construction.[22]

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22. By "unit" is meant the small unit of the tot which may be built, and in case the community grows, another unit may be added to it without injury to the original structure.

The selection of multi-site sites

A framework for a practicable and flexible plan

for housing utilization.

A plan for the proper care and maintenance of social

types and groups.

A plan for supplying the needed facilities with the necessary functions and equipment at minimum cost consistent with adequate.

In order for the municipality to obtain the housing building funds, the municipal council should meet the ex-
the municipalities[23] admin rents, and this should be certified

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23. Terms of Operation Bull. No. 2, pp. 22-23. Housing Authorities and Towns

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by the division superintendent, the member of authorities which may remain as also Fair people. The amount of ter-
est that may be assigned for the building, and the site of the proposed building. The institution is multiple through

the Provincial Board to the Director by the division superintendent. When the allottment is received, construction must begin after a reasonable period of time or the allottment will be cancelled. The construction of this kind of building is undertaken by the Bureau of Public Works, and under the inspection of the Director through the Building Division.

When this system of allottment was introduced, a great deal of local stimulus was created. Each municipality desired to get its part and every effort was made to raise its portion of the quota.

The sources from which the municipality gets its funds are the following:

One per cent of the assessed valuation of land, buildings, and improvements; one-half of all the proceeds of the internal revenue tax; donations and voluntary contributions.

As a general rule the people in the community have been very generous in their contribution to this fund, and so this last item often amounts to a considerable sum. With the fund derived from these three sources, the municipal council, which has charge of the expenditure of the general municipal school building fund,often adds to this fund any surplus amount from the general fund. When the necessary fund is already realized, the expenditures of the sum allotted is placed under the discretion of the division superintendent providing, however, that he does not go beyond the estimated

sum.

With this method of financing the creation of school buildings the present number of permanent buildings was made possible. In many cases some municipalities are too poor to provide enough money to build a decent school building. But with the aid of the Insular government, the educational financial burden between the different municipalities is not only equalized, but the stimulus which makes every community do its part to the utmost is also introduced.

In table VII the number of all types of buildings is shown for a period of six years, The facts show that the number of permanent buildings has increased from 723 in 1915 to 1,046 in 1920, and the number of class rooms from 3782 to 5594. These facts are significant if we consider that of the total 3,017 temporaty buildings, there are only 6,147 class rooms. If one can infer from this number, it means that the temporary buildings will gradually disappear and all the schools will be housed in the standard school buildings. The table shows also the fact that the insular government is increasing annually its financial support for the building program, and its investment per pupil attending school.

With the problem of building permanent school buildings, came the problem of selecting the school sites. To meet this problem the following plan[39] was adopted.

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TABLE VII[1]

Showing Different Types of School Buildings, Number of Rooms, Total Cost and Cost per Pupil Attending Daily.

Year	Permanent		Mixed Material		Temporary		Total Bldgs.	Total Rooms	Total Expense	Cost per Pupil
	Bldg.	Room	Bldg.	Room	Bldg.	Room				
1915	723	3782	383	855	955	1379	2061	6016	9,409,300.70	15.41
1916	757	4048	654	1388	969	1460	2380	6896	10,945,091.94	17.36
1917	840	4465	617	1448	1174	1912	2701	7825	11,017,911.28	16.30
1918	875	4564	741	1814	1429	2377	3035	8861	13,141,820.06	19.57
1919	919	4985	816	2029	1697	2981	3432	9995	14,301,250.27	20.98
1920	1046	5594	966	2393	2051	3754	4063	11741	17,018,171.86	21.50

1. Data taken from Reports of Bureau of Education for the same years.

Table XII[1]

Showing Different Types of School Buildings, Number of Rooms, Total Cost and Cost per Pupil Attending Daily.

Year	Permanent		Frame		Temporary		Total Rooms	Total Cost	Cost per Pupil
	Total Rooms	Total Cost	Total Rooms	Total Cost	Total Rooms	Total Cost			
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

1. Data taken from Records of Department of Education for 5th Ward District.

39. Bureau of Education Bull. No. 37, pp. 21-23

The site should provide space large enough for buildings, and play grounds, for baseball and other games, and for a school garden.

Ten thousand square meters for a central school; and five thousand square meters for a barrio school.

The site should afford access and privacy.

Usually the municipalities or the provincial government set aside lands belonging to them. In some cases, the site is donated by some private individuals, and in case no such site is available from the public land, the municipality or the provincial government purchases land that is suited for a school site.

Table VIII shows the total number of school sites, the area in square meters, and the estimated value by years for a period of six years from 1915 to 1920 inclusive.

TABLE VIII[1]

Number, Value and Area of School Sites

Year	No. of Sites	Area in Square Meters	Estimated Value Pesos
1915	2174	20,055,452	2,301,934.05
1916	2623	22,378,309	2,501,744.00
1917	2824	35,386,170	3,242,855.00
1918	3198	38,509,339	3,585,786.00
1919	3647	72,767,802	4,103,595.11
1920	4041	87,873,891	4,710,625.84

1. Data taken from Bureau of Education Reports of same years

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30. Report of Commission, Ibid., op. cit., pp. 21-22

The site should provide ample room around for walks, and play grounds. The buildings are white stone, and for a school period.

The Commission recommends that a modified method: the time treatment system method for a basic school.

The site should extend beyond the priority.

Tracing the relationships in the educational curriculum and with basic labor relations to some. In some cases, the site is planned by with private initiative, and in some as such site is established from the public land. The availability of the privately planned development produces land that is suited for a school site.

Table VIII shows the total number of school sites, the area in square meters, and the assessed value by years for a period of six years from 1971 to 1980 inclusive.

Table VIII[1]

Number, Value and Area of School Sites

Year	No. of Sites	Area in Square Meters	Assessed Value Dollars
1971	1174	31,121,492	2,313,976.10
1972	[illegible]	32,[illegible]	2,[illegible]
1973	[illegible]	33,[illegible]	[illegible]
1974	[illegible]	34,[illegible]	[illegible]
1975	[illegible]	35,[illegible]	[illegible]
1976	[illegible]	36,[illegible]	[illegible]
1980	[illegible]	[illegible]	[illegible]

1. Data taken from Bureau of Education Inventory of Sites Years

The facts show a remarkable increase in the number of school sites from 2,174 in 1915 to 4,041 in 1920, a gain of 1,867 in school sites and 67,818,430 square meters in the a area. This is significant, because it shows that an effort is being made both by the Insular and the local governments in providing adequate lands available for the school grounds. Incidentally, the apparent increase shows that the municipalities are doing their best to furnish school sites in order to get the building allottment from the Insular government.

With the building program came the problem of furnishing the building. The school officials realized that one of the previous serious defects in the selection of school furniture was that the furniture was selected without regard to its adaptability to the individual need. Previously, durability had been the only basis of selection. The school officers realized the effect of this problem upon the health and efficiency of the pupil, and so in selecting the kinds and types of furniture for school use, a set of graded standards[40] was adopted. The desk, for instance, should be constructed

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40. Bureau of Education Bull. No. 37, p. 38

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for two pupils. It should be one meter in length and thirty-five centimeters in width, with about four per cent slope. It should have a shelf for holding books, and a groove for the pencil, and the height should be graded so as to meet the pupil's need. As for blackboards, hyoplates are preferred.

The force which a municipality's government is the means of raising sites. Thus 1,177 in 1913 to 4,048 in 1920, a sale of 1,847 in school sites and 47,814,400 square metres in the area. This is significant, because it shows that an effort is being made both by the Municipal and the local governments to provide adequate land available for the school grounds. Incidentally, the expected increase shows that the municipalities are doing their best to furnish school sites in order to get the building allowance from the Ontario government.

Fig. the building inspector gave the problem of furnishing the building. The usual difficulties resulted due to the location existing factors in the selection of school sites was that the inspection was applied without regard to its adaptability to the individual need. Generally, usability has been the only basis of selection. The school officers position the object of this position upon the health and efficiency of the pupil, and so in selecting the kind and type of furniture for school use, a set of graded standards[69] the school. The desk, for instance, should be constructed

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69. Report of Inspector Hall, Op. Cit., p. 39

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for the pupils. It should be constructed in length and width than preliminary to which, also there are some other factors. It should have a level for writing tablet, and a groove for the pencil, and the height should be graded so as to meet the physical need. As it is, the furniture, generally, is inadequate.

The cleanliness of the whole building is in charge of a janitor, but the principal and the supervising teachers are held responsible for the general cleanliness of the building and its premises. As a rule the building is generally clean. The pupils are severely reprimanded if they are caught marking the walls and furniture, or scattering papers on the floors and around the premises of the school buildings. This matter of school cleanliness and respect of property is generally helped by the pupils themselves who usually take the affair in their own hands through their school organizations.

We may infer from these facts that the Philippine public school system, through its officers, is gradually and effectively meeting its building problem, and the tendency is to replace all the old temporary buildings with permanent standard buildings, modernly furnished and hygienically maintained.

PART VII

School Enrollment and Attendance

In the early organization of the present public school system in the Philippines, compulsory attendance[41] was re-

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41. Senate Documents, 56th Congress, 2nd session, Vol. 11, p. 42 et.seq. Also Brown, Arthur Judson "New Era in the Philippines" pp. 251-256

- -

commended, but no compulsory attendance law has ever been es-

The classicism of the State building is in [illegible] of a [illegible], but the [illegible] and the [illegible] [illegible] [illegible]

tablished. The reason for this is that there is no need for such a law, for the Filipino parents as a general rule will do every honest thing in their power to send their children to school, and the problem therefore lies not in making the Filipino children attend school, but in providing an adequate number of schools throughout the archipelago. To meet this problem the Insular government has evolved the idea of allotting a certain sum of money to the building fund of each municipality, as has already been stated in part five of this chapter.

In table VIII, I have shown the average monthly enrollment by grades and by sexes, the total average monthly enrollment and the per cent of the total number of girls enrolled. The data show, as illustrated in graphs II, III, IV, and V on pages 55 to 59, the apparent increase of enrollment from the school year 1910 to 1911 to 1919 to 1920, and the increasing nu ber of girls in proportion to the number of boys.

If we look at the graphs II, III, IV, and V, it is interesting to note that the enrollment falls down during the school year 1912-1913. If we look back to graph I in part II of this chapter we will notice that for the same year the number of schools has also decreased, and probably this is the reason for this apparent decrease. The fact that the fall in the enrollment is only in the primary grades (graph II) seems to establish this assumption. Furthermore, the school year 1912 to 1913 was the year when more perma-

[illegible]

[illegible]

[illegible]

TABLE VIII

A Table of Enrollment by Grade and by Sexes, and the Per Cent of the Total Number of Girls Enrolled by Year.

Year	Primary		Intermediate		Secondary		Total	% Girls
	Male	Female	Male	Female	Male	Female		
1911	278,909	181,117	16,778	4922	2513	450	484,689	38.06
1912	243,550	156,717	19,528	5896	3130	559	429,380	38.00
1913	194,512	121,551	21,840	6798	4005	748	349,454	36.95
1914	292,277	193,655	28,764	9393	5746	1,104	530,939	38.46
1915	297,829	196,431	33,689	12,031	6998	1,353	548,321	38.26
1916	327,688	213,521	39,069	14,509	8832	1,868	605,487	37.96
1917	323,835	214,505	42,851	17,762	10,961	2,638	612,552	38.30
1918	319,744	218,263	45,784	20,537	11,974	3,394	619,699	39.08
1919	355,984	256,519	53,855	27,480	11,588	3,888	709,314	40.58
1920	434,163	322,663	65,662	34,938	12,623	4,732	874,781	41.41

nent schools buildings were opened, and since these schools were located mostly in the center of the towns, it was evident that many of the children of the remote districts did not have the opportunity to attend school.

We notice from table X that the percentage of attendance based on the monthly enrollment is generally over 90 per cent, which means that the most of the pupils enrolled are retained in the schools throughout the year. In graph VI we notice that the number of pupils promoted from year to year increases, while the per cent of the failures and of those who dropped out decreases. This in part is an index of the better instruction. But if we examine table X, however, we will notice that the per cent of pupils attending the public schools daily, if computed on the basis of the total number

TABLE VIII

A TABLE OF BUILDINGS BY GENDER AND BY TERMS, AND BY THE LAYS OF THE FIELD DURING A STATE BUILDING IN 1800.

Year	Gender						Total	% State
	Male		Female		Male	Female		
	0-10	Terms	Male	Female	Male	Female		
1911	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1912	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1913	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1914	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1915	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1916	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1917	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1918	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1919	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1920	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible] buildings were opened, and since these [illegible] were located mainly in the centre of the town. It was evident that only of the children of the female students did not have the opportunity to attend school.

In Table Four table 2 that the percentage of children based on the majority [illegible] in [illegible] over at [illegible] ter ent. While [illegible] that the [illegible] of the [illegible] the [illegible] in the [illegible] throughout the [illegible]. It [illegible] it [illegible] that the [illegible] of [illegible] [illegible] [illegible]

of children of school age, is very low.

It is obvious, therefore, that while the public schools are able to keep almost all the pupils enrolled daily in the schools, a great majority or about two-thirds of the children are not in the public schools. This means that the public school system has not as yet satisfactorily served the community, and before it ever accomplishes its purpose, the system must reach almost all, if not entirely all, the children of school age.

page 60

As we may notice in graph VII/the number of school population attending schools daily is rather irregular from year to year, but the tendency shows progress in increase in the number of children that is being gradually reached by the public schools, as the number of school buildings increases.

Another item that we will notice in table X is the small percentage of the attendance in the secondary schools, which indicates that the degree of the scholastic attainment of the general population is rather low. Again, we will notice that the percentage that boys were of girls is low, and this means that the majority of the girls are either not attending schools or they go to the private schools. The facts in table VIII and table X, however, show that the percentage of girls is increasing from year to year and that in 1920, 41% of the total average monthly enrollment in the public schools was girls, and 37% of the

of children of school age, in very low.

It is obvious, therefore, that while the public schools are able to keep almost all the people educated fairly in the schools, a great majority of those children of the children are not in the public schools. This means that public school system has not yet satisfactorily served the community, and before it will be so the facilities for the higher grades must be greatly increased, at least as much as the facilities for primary education.

As we may notice in table II the number of school population increased rapidly in the above interval two year by year, but the tendency above progress is increase in the number of children that is rather gradually reduced by the public schools, as the number of school facilities increases.

Another item that we will notice in table I is the small percentage of the population in the school, it is. which indicates that the issue of the compulsory attendance of the school population is rather low. Again, we will notice also the percentage that have been of girls in the school, the table shows that the majority of the girls are either in the higher schools or they go to the private schools. The table in table III and table X, however, show that the percentage of girls is increasing from year to year. And in 1920, all of the total school population attendance in the public schools was girls, the 3% of the

As we may notice in table II the number of school population increased rapidly in the above interval two year by year, but the tendency above progress is increase in the number of children that is rather gradually reduced by the public schools, as the number of school facilities increases.

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public schools was girls, and 37% as over and against the 17% in 1911, of the enrollment in the secondary schools, was girls.

In determining the effort of the country in educating its people, we must take into consideration the service of the private schools inasmuch as they play an important part in educating the people. In the Philippines there were in 1919,[42] 300 of these schools with an enrollment of 38,544

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42. Facts and Figures about the Philippines p. 21

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pupils. These schools were recognized by the government and they were composed of 157 primary schools, 90 intermediate schools, 35 high schools, and 18 colleges.

All these facts tend to show that there is a decided progress in the Philippine school system, and that it will be only a question of years when the public schools will reach a great majority of the children. What the Philippines need is the building of more schools, and the a compulsory attendance law. It is true that the parents and the children themselves go to school without being told to do so. Still, such a law may be needed often to reach the children who by reason of the economic and the industrial necessity will no longer find it possible to go to school.

public schools was 10%, and 37% do more than graduate to-
day in 1911, if the enrollment in the secondary schools,
was 12%.

In determining the effect of the schools in molding
the people, we must take into consideration the service of
the private schools. Important as they play a dominant part
in educating the people. In the Philippines there are in
1918, 302 of these schools with an enrollment of 30,241

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12. Facts and figures about the Philippines p. 83

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pupils. These schools were inspected by the government and
they were composed of 127 primary schools, 20 intermediate
schools, 55 high schools, and 12 colleges.

All these facts tend to show that there is a decided
progress in the Philippine school system, and that it will
be only a question of years when the public schools will
reach a great majority of the children. That the Philippines
need be the building of more schools, and the a compulsory
attendance law. It is true that the private and parochial
schoolhouses or be school without either told to us so. Still,
such a law may be special effort to reach the children who in
reason of the remoteness and the intervening mountains will be
larger that it possible to go to school.

TABLE IX

Percentages of the Total Average School Attendance and the Attendance by Grades

Year	High School Attendance	Intermediate Attendance	Primary Attendance	Total Attendance
1911	95	91	79	80
1912	97	93	83	83
1913	97	94	87	87
1914	97	94	87	88
1915	96	94	89	90
1916	96	94	90	90
1917	96	94	90	91
1918	96	94	91	92
1919	92	91	88	88
1920	95	93	91	91

TABLE IX

Percentages of the Total Average School Attendance and Its Attendance by Grades

Year	High School Attendance	Intermediate Attendance	Primary Attendance	Total Attendance
1971	90	93	95	93
1972	97	95	95	95
1973	97	94	97	97
1974	97	94	97	[illegible]
1975	[illegible]	94	[illegible]	[illegible]
1976	94	94	97	[illegible]
1977	[illegible]	94	[illegible]	[illegible]
1978	94	94	95	[illegible]
1979	97	94	[illegible]	[illegible]
1980	97	94	96	[illegible]
1981	93	93	93	93

TABLE X

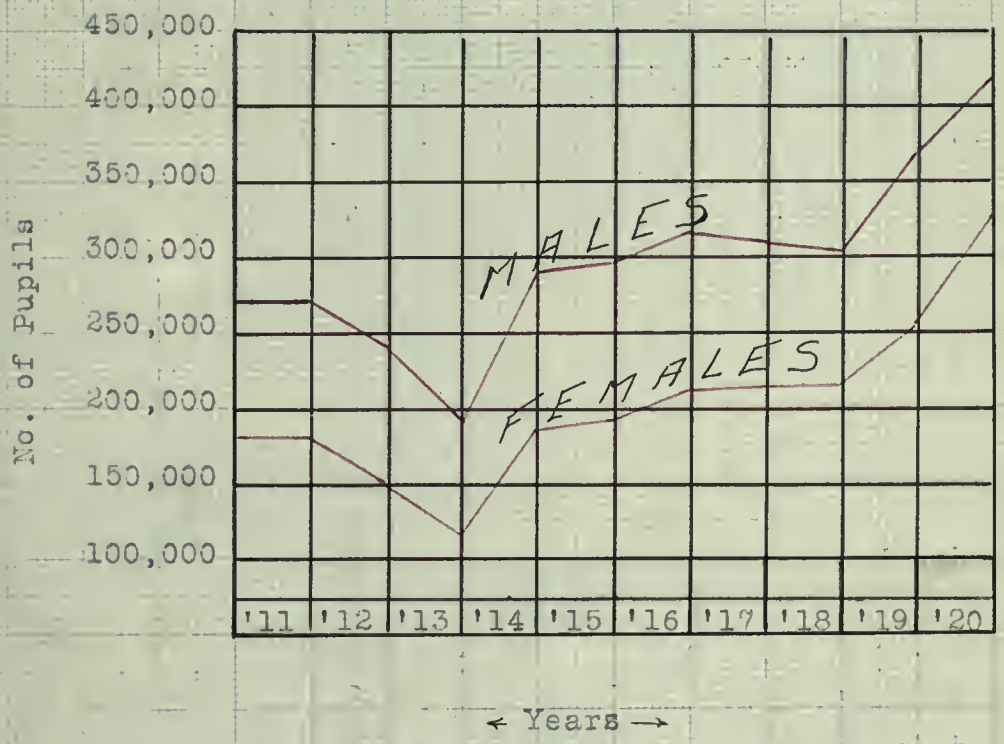
Number of Children of School Age (6-17 years), the per cent Attending School Daily, Average Days Attended by Each Child of School Age, per cent of High School Attendance Was of Total Attendance and per cent of Boys were of Girls in High Schools.

Year	School Population[1]	% of Population Attending School Daily[2]	Average No. Days Attended by each Child of School Age[3]	% H.School Attendance was of Total Attendance[4]	% that Boys Were of Girls in the High Schools[5]
1911	1,445,400	27.95	24.46	2.72	17.49
1912	1,472,400	25.85	24.62	3.16	17.86
1913	1,499,500	27.06	23.87	3.88	18.57
1914	1,527,100	28.70	25.11	4.32	19.21
1915	1,655,200	27.89	24.40	4.34	19.33
1916	1,583,900	29.75	25.03	5.00	21.15
1917	1,611,600	30.82	26.27	5.62	24.06
1918	1,639,800	31.25	27.34	7.12	28.34
1919	1,658,500	30.08	26.32	8.09	33.35
1920	1,668,466	37.06	32.43	6.92	37.48

1. Bureau of Commerce and Industry, Statistical Bull. No. 2, p. 25
2. School population divided by average daily attendance
3. Aggregate days attended divided by total school population and divided by 2
4. High school attendance divided by total attendance
5. Number of girls in high school divided by number of boys

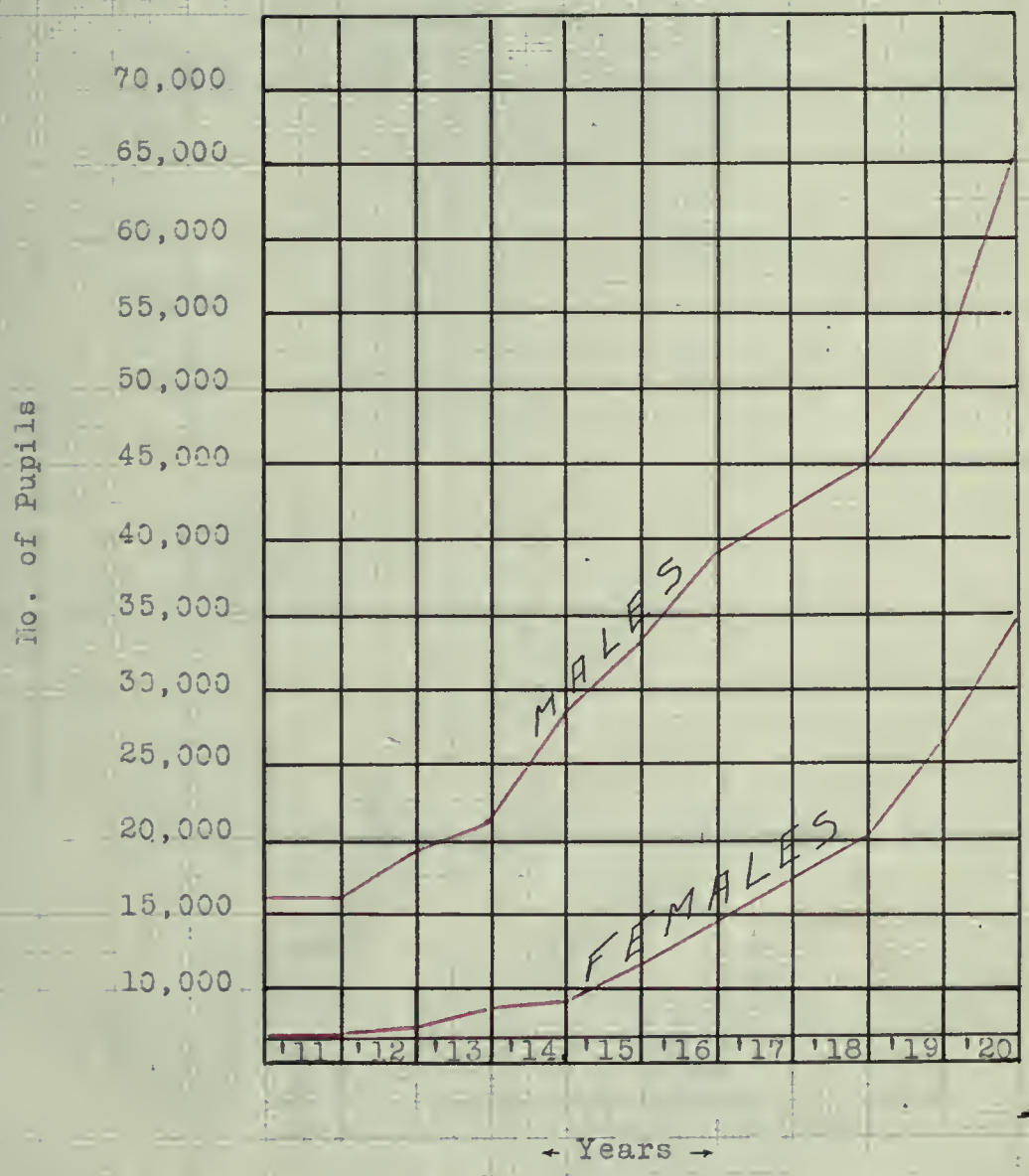
GRAPH II

Number of Pupils Enrolled by Sexes
in the Primary Grades



GRAPH III

Number of Pupils Enrolled by Sexes
in the Intermediate Grades



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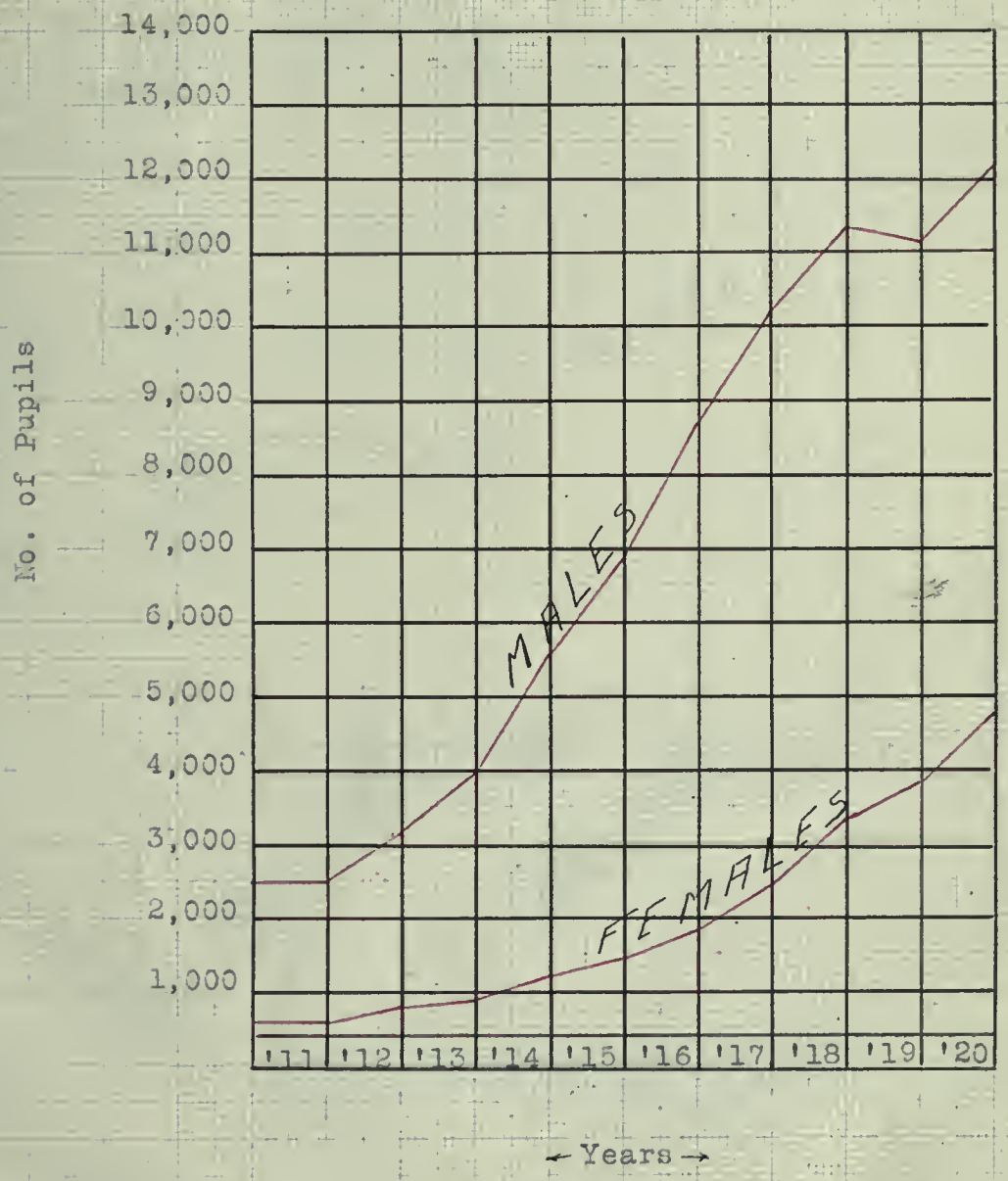
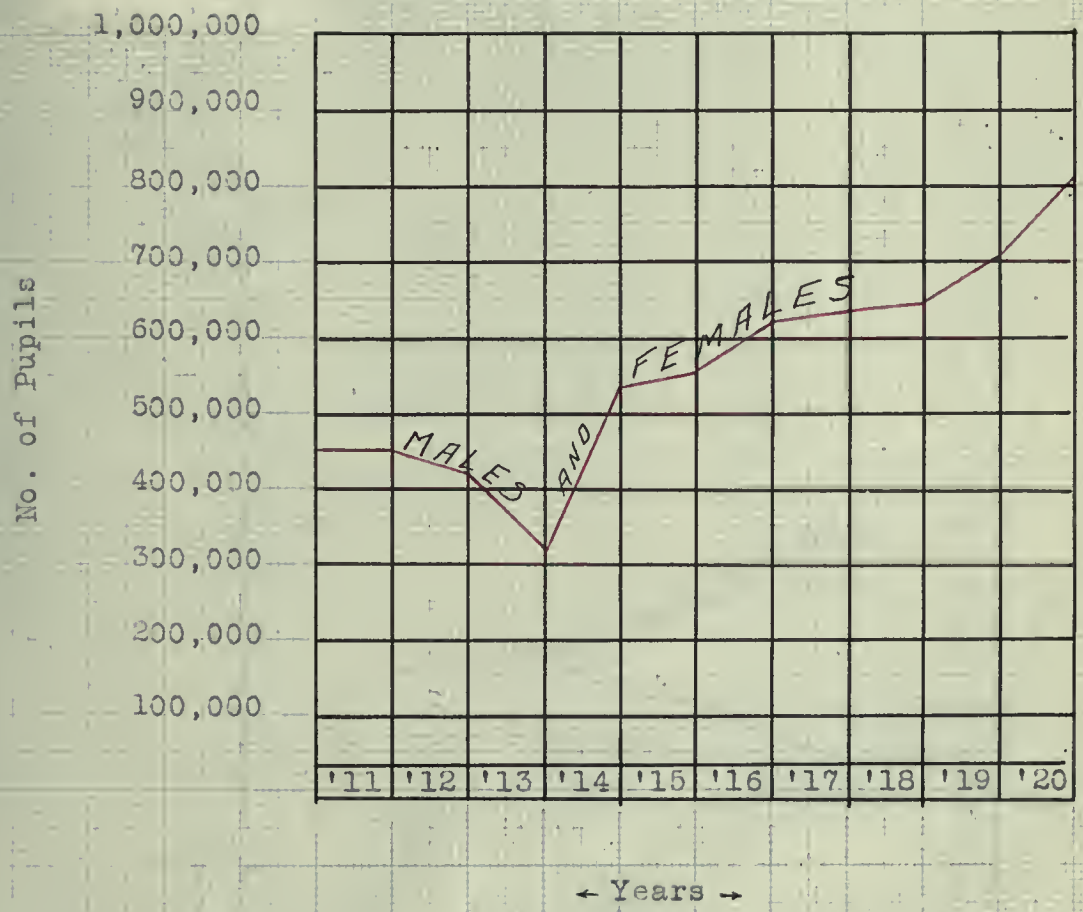
GRAPH IV

Number of Pupils Enrolled by Sexes
in the Secondary Grades



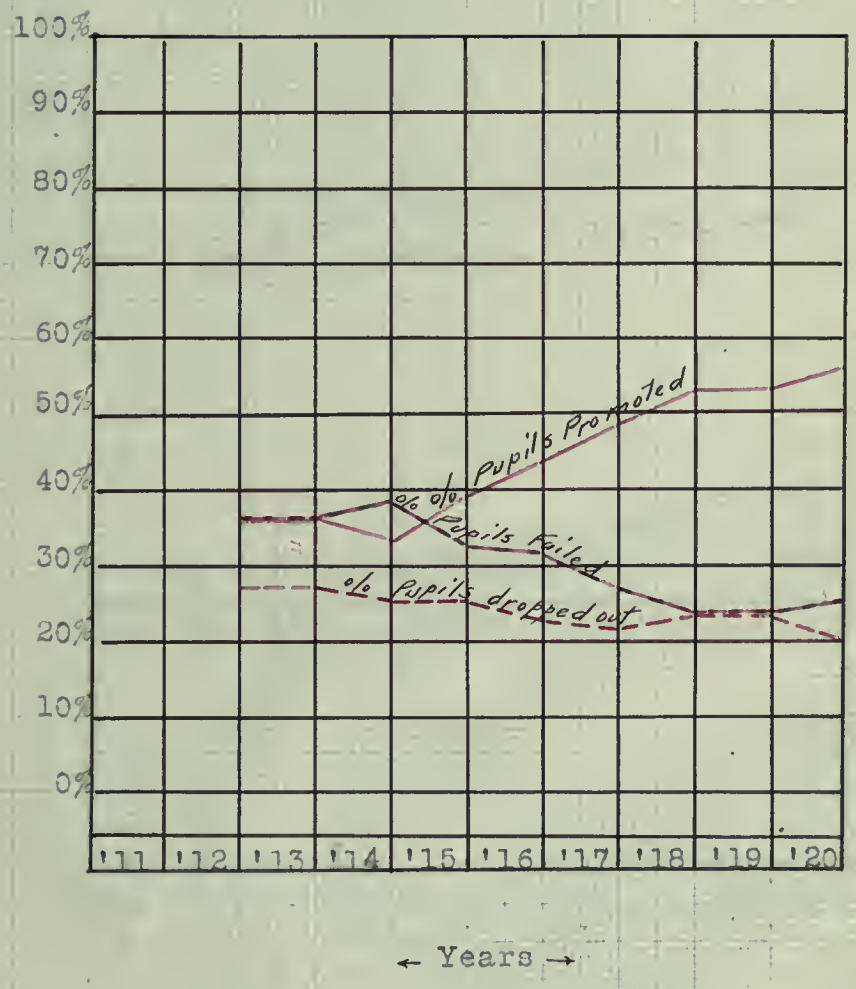
GRAPH V

Total Number of Children Enrolled in All Grades by Years



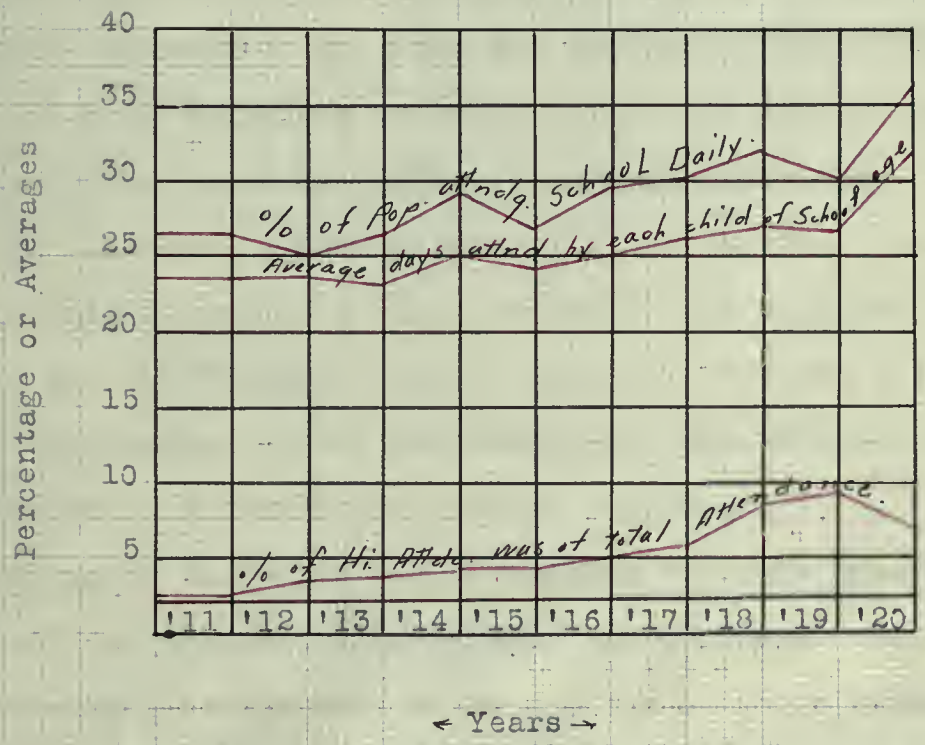
GRAPH VI

Relative Percentage of Pupils Promoted, Failed, and Dropped Out of School by by Year



GRAPH VII

Per Cent of Population Attending School Daily and Average Days Attended by Each Child of School Age, Per Cent High-School Attendance Was of Total Attendance. (See table X)



PART VIII

The School Finances

The Philippine public school system is entirely supported by the people through a well regulated taxation.[43]

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43. Bureau of Commerce and Industry, Statistical Bull. No. 8 pp. 173-178 (1918)

- -

The money for school purposes comes from three sources: from the Insular appropriation, from the provincial and municipal funds, and from voluntary contribution in the form of cash donations, free labor and gifts of land and buildings.

The Insular government pays all the expenses for the general administration of public schools, the salaries of the American and the Filipino Insular teachers, and the entire cost of the Insular school buildings, and also the greater part of the cost of the municipal school buildings.

In order to obtain the allottment from the Insular government for the school buildings, the municipal council has to send an application for it through the division superintendent with a copy and statement certified by the superintendent, stating that the average daily attendance in their municipal school does not fall below forty, the amount of money available for the school building in the municipal fund, and the description of the site where the school will be built.

Table XI indicates the sources and the amount of money

[illegible] VIII

The Social Dimension

[illegible] the [illegible] [illegible] [illegible]

in Philippine currency expended annually for school purposes.

TABLE XI[1]

The Sources and the Amount of Money in Pesos Expended Annually for School Purposes:

Year	Insular	Provincial	Municipal	Voluntary Contribution	Total
1911	3721966.49	209286.64	2156460.12	No data	6447713.25
1912	4254522.34	277272.43	2211091.36	6007.30	6748893.40
1913	4460970.95	386421.10	2455660.18	198544.46	7411496.69
1914	4589733.99	472538.29	2303304.34	344432.68	7710009.30
1915	4905296.16	443166.96	2164813.69	374982.31	7888259.12
1916	4707715.98	463843.76	2394787.79	349743.10	7916090.63
1917	5176786.48	431018.20	3614513.70	478802.61	9601123.93
1918	6067277.33	715614.63	4098806.01	617399.77	11499099.74
1919	10086449.92	468024.58	3715552.05	682549.58	15584422.14
1920	12802247.83	468124.58	3715552.05	799537.84	17785462.30

1. One peso equals fifty cents in United States currency. Data used here is taken from reports of the Director of Education for the same years.

It is apparent from this table that the annual expenditure for school purposes of both the Insular and local governments is increasing. It is important to note the attitude of the people toward the public schools as is indicated by the amount of contribution which rose from 6,007.30 pesos in 1912 to 799,537.84 pesos in 1920. This apparent increase in the expenditures for school purposes is well illustrated in graph VIII. In comparing, however, the expenditures of the Insular government with its total annual expenditures for the years 1915 to 1920 inclusive, I found the interesting facts as shown in table XII.

From this table we will notice that the amount of the

in Philippine currency expressed annually in several categories.

TABLE II[1]

The figures and the amount of money in pesos expended annually for second [illegible]:

Year	Tuition	Textbooks	Medical	Commodity Subsidies	Total
1911	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1912	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1913	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1914	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1915	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1916	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1917	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1918	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1919	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1920	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

1. The [illegible] fifty years in [illegible] [illegible] [illegible]

GRAPH VIII

Total and the Relative Amount of Money Expended Annually for School Purposes by the Insular and Provincial and Municipal Governments:

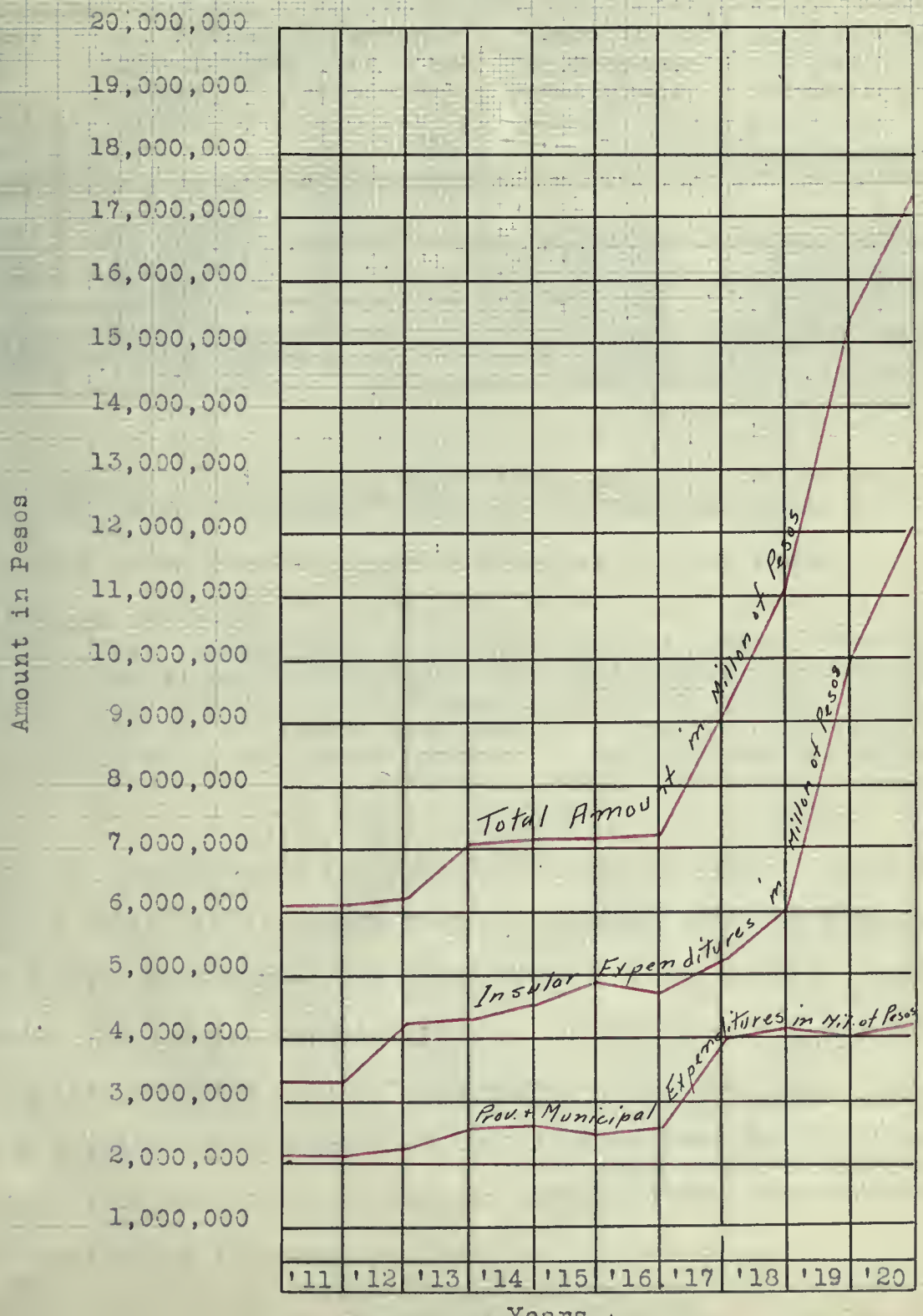

TABLE XII

The Total Annual Expenditures of the Insular Government and the Per Cent Expended for School Purposes:

Year	Total Insular[1] Expenditures in Pesos	Amounts in % expended for schools	Expenditures[3] for Economic Development	Expenditures for Education
1915	38,097,201	12	10,849,043	4,905,296
1916	40,906,813	11	14,459,203	4,707,716
1917	45,408,717	11	14,426,761	5,176,786
1918	57,496,043	11	21,349,776	6,067,277
1919	86,942,586	14	34,609,992	10,086,449
1920	114,420,460 [2]	11	No data	--------

1. Commerce and Industry, Statistical Bull. No. 8, p. 174, 1918; also Philippine Resources and Opportunities, p. 19

2. Data taken from Statesman's Yearbook p. 649 (1921)

3. Supra, Note 1.
Includes expenditures on conservation of natural resources, development of commerce and agriculture, regulation of public utilities, Philippine publicity, development of arts and sciences, operation of commercial and industrial units, corporate investment, and advances to railway companies.

insular expenditures for school purposes is almost constant for a period of six years when such expenditures is compared with its total annual expenses. We will note, however, that in 1919, the Insular expenditures for education were high, being fourteen per cent of its total expenses for that year, but this was probably due to the fact that in this year the first amount from the 3,919,000 Insular appropriations for general education was expended.

Table III

The total annual expenditures of the Indian Territory and the Dawes Commission for school purposes:

Year	Total Indian Appropriations in Dollars	Appropriations for Schools in % of annual appropriations	Appropriations for Dawes Commission	Appropriations for Allotting
1900	[illegible]	[illegible]	[illegible]	[illegible]
1901	[illegible]	[illegible]	[illegible]	[illegible]
1902	[illegible]	[illegible]	[illegible]	[illegible]
1903	[illegible]	[illegible]	[illegible]	[illegible]
1904	[illegible]	[illegible]	[illegible]	[illegible]
1905	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

Another interesting fact from the data given in table XII is that the expenses for education is the second largest item for which the Insular money is expended. This fact fairly indicates the position of the Bureau of Education in the Insular government in the point of finance.

As far as the Insular support for the maintenance of the public schools, it is evident from these facts that the government has been always liberal. The problem, however, lies in the instability of the local funds for the school support. From table XI and in graph VIII, we will notice that the provincial and the municipal school expenditures in 1919 were 247,000,05 pesos less than that in 1918. This decrease has to be covered by the Insular government, and the problem, therefore, is to insure the stability of the local school fund in order that the Insular fund can be saved from such fluctuation and prevent the addition of the further financial burden to the already considerable financial burden which the government usually assumed. Furthermore, inasmuch as the Insular fund can be otherwise devoted to the further extension of popular education by strictly devoting it to the needs of the poorer communities, it should be only fair that every province and every municipality should be expected to raise a certain quota in proportion to its local wealth before such aid from the Insular government should be given. This problem can be met in several ways. Certain legislation that may either increase the tax on real estate from one per cent

to two or three per cent, the increase of poll tax, or the establishment of fixed local funds from the amount of the gross revenues accruing annually to the provincial governments.

Thus far the facts indicate that the annual expenditure for school purposes of both the Insular and the local governments has increased considerably from 1910 to 1920. The next table will indicate the annual progress of the Philippine public schools on the basis of wealth behind each child attending school daily, invested in the instruction and in the permanent improvement.

TABLE XIII [1]

Average Annual Cost per Child Attending Daily in Terms of the Following:

Year	Cost per Pupil in Permanent Improvements	Average Annual Expenditures per Child Attending.	Average Annual Expenditure per Child of School Age	Expenditure per Teacher for Salaries
1911	No data	18.12	5.06	35.84
1912	No data	20.50	5.30	44.28
1913	13.22	17.29	4.66	43.13
1914	12.44	16.95	4.87	38.25
1915	15.41	17.85	4.98	39.20
1916	17.36	16.80	5.00	35.45
1917	16.30	18.67	5.75	34.50
1918	19.57	22.05	6.89	44.82
1919	20.98	31.04	9.34	46.92
1920	21.50	28.76	10.65	52.44

1. Ayres' Index Number for State School System pp. 18-19

to the [illegible] own. The increase of [illegible] tax, or the establishment of [illegible] taxes [illegible] or [illegible] other [illegible] [illegible] is the [illegible] [illegible] [illegible].

Thus for the [illegible] [illegible] the annual [illegible] [illegible] the [illegible] [illegible] of [illegible] [illegible] the [illegible] [illegible] [illegible]

In general we may infer from these facts that although there is an apparent variation every year, still there is a tendency to increase in the cost per pupil. The variation is due to the difference in the amount of money which the Insular government appropriates for instruction and for permanent improvements, and in the case of the teacher's salary the variation is due to the increase or decrease in number of Filipino teachers who receive a much lower average salary than the American teachers as I have shown in table V, part IV of this chapter.

This apparent increase, however, will not be of significance unless we have an idea of the wealth that is behind the child who is attending the school daily. According to the Report of the Bureau of Commerce and Industry,[44] the value of

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44. Bureau of Commerce and Industry, Statistical Bull. No. 8 p. 180

- -

taxable real estate property in 1918 was 755,028,060 pesos which means that for each child in school in that year there were 1,448.14 pesos behind him. As it is reported in Ayres' "Index Number for State School System" (page 39) Porto Rico's per capita wealth in 1919 was $200 or 400 pesos. This was on the basis of the entire population, and the per capita wealth of the Philippines on the basis of the entire population in 1918 was 72.95 pesos. This means that Porto Rico has more than three times as much wealth at the back of each pupil as the

Philippines have, and yet Porto Rico spent less than twice as much as the Philippines spent for each pupil of school age, and for each pupil attending school daily. This does not mean however, that the Philippine government should feel satisfied for this reason. As I have shown, the real wealth behind each pupil attending school is 1448.14 pesos, and therefore, on the basis of the present school attendance, the government has not yet felt the burden of taxation for the school support.

CHAPTER III

Progress of the Philippine School System by Years in Terms of Ayres' Index Number for State School System.

By way of summarizing the findings in chapter II, we found that the Philippines have a progressive public school system liberally supported by the government, and that this system is centrally controlled and that at present, the weakness of the system lies in the great majority of its teachers of low scholastic attainment, and in the fact that as yet it is only serving one-third of the entire population of school age. To meet this problem, I suggested the passing of a compulsory attendance law; the raising of taxes for the support of schools; more adequate agencies for the training of teachers; and the employment of more teachers of good training and of high scholastic attainment and at an increased salary.

The question now that will present itself is just how far has the Philippine public school system progressed in comparison with the progress of the public school system in the other countries. For this purpose, I have here prepared a table)No. 14) based on Ayres' "Index Number for State School Systems",[1] which shows the degree of progress of the Philippine

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1. Ayres, Leonard An Index Number for State School Systems

school system when compared with the State school system in the United States, and with the public school system of Porto Rico.

The Philippine public school system was organized and patterned on the county system of the several states of the United States, and for this reason, the comparison is feasible, and justifiable. There is one great difficulty, however, that should be solved before the comparison could be made. This is the problem of the different value between the United States and the Philippine currency. A Philippine peso is worth only fifty cents in United States money, and therefore, if the Philippine money is reduced to the actual money value of the United States money, it would result in a very low index for the Philippine school system.

This seems to me not fair to the Philippine public school system, because we are measuring here the school system in terms of the effort that is behind each school system. And inasmuch as the Philippine peso would buy as much in the Philippines as a United States dollar would buy in the United States, as the comparative cost of the commodities in both countries indicates.[2]

2. Bureau of Commerce and Industry, Statistical Bull. p. 214-5

For this reason I therefore decided to compare the index numbers of the school system of both countries and with Porto Rico, without reducing the Philippine peso into its actual money value in terms of the United States dollar.

The items which Ayres used in making his index number of the state school system are ten in number, and they are as

follows: [2]

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2. Ayres, Leonard Index Number for State School System pp. 16-19
- -

1) The per cent of school population attending school daily. This is entered in the index in per cent and it is obtained by dividing the total average daily attendance by the number of children of school age.

2) Average days attended by each child of school age. This is also entered in per cent. It is one-half of the number found by dividing the aggregate days of attendance by the number of children of school age.

3) Average number of days school were kept open. This is entered as one-half of the actual number of days that the school is kept open during the entire school year.

4) Per cent that high school attendance was of total attendance. This is entered as three times the percentage that the high school pupils are of all pupils attending.

5) Per cent that boys were of girls in the schools or vice versa. It depends upon which of the two sexes has a majority in the high school enrollment. It is obtained by dividing the lesser number by the larger number.

6) Average annual expenditure per child attending. Thus in preparing the index for the Philippine schools this is entered in pesos and it is the result of dividing the total annual expenditures for school purposes by the average daily at-

tendance.

7) Average annual expenditure per child of school age. This is also entered in pesos and it is obtained by dividing the total annual expenditure by the number of children of school age.

8) Average annual expenditure per teacher employed. This is entered also in pesos, and it is obtained by dividing the total annual expenses by the total number of teachers employed and by 24. The result thus obtained is equal to one-half of the monthly expenditure per teacher.

9) Expenditure per pupil for purposes other than teachers' salaries. This is entered in pesos and it is obtained by dividing the total expenses less the amount paid for teachers' salaries, by the average daily attendance.

10) Expenditure per teacher for salaries. This is also entered in pesos and it is obtained by dividing total expenditures for teachers' salaries by the number of teachers employed, and by 12, thus giving the result as the average monthly salary per teacher.

This scheme is claimed to be a well established statistical device for measuring changes in wholesale and retail prices and the rate of wages over a long period of time.[3]

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3. Ibid. p. 12

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Ayres selected these ten sets of educational data because they are more or less fair measures of efficiency of any school

[illegible]

[illegible]

[illegible]

system, and because each of them can be readily stated in percentage terms. Increase in them means improved educational conditions and decrease means poor conditions.

Working on the basis of this scheme, therefore, I obtained the following result as shown in the following table.

We will note from this table and from graph IX following that the annual index of the Philippine public school system is showing progress. It is important to note, however, that there has been irregularity in the progress of the school system in the previous years. For instance, in the school year 1911 the index number of the school system was 26.38. In 1912 this had increased to 29.53 and then it decreases again to 27.07 in 1916. From this year on the annual index of the Philippine school system has reached to 36.75 in 1920. This is a point which is worth cosideration. The Philippine public school system has progressed, but the progress has not been regular from year to year. But this irregularity, however, is due to the various factors which have already been discussed elsewhere.

For the purpose of comparison, and to find out just where the Philippine public school system stands when it is compared with the public school system of Porto Rico, I have in table XV thrown together the components and index numbers of both thePhilippine public school system and the public school system of Porto Rico.

We will notice from this table that the Philippines lead in all the ten items except in item five which is the

TABLE XIV

Components and Index Number of the Philippine School System 1911 to 1920

Year	In Percentages						In Pesos				Average
	1	2	3	4	5	6	7	8	9	10	Index No.
1911	27.95	24.46	87.50	2.72	17.49	18.12	5.06	30.09	14.66	35.84	26.38
1912	25.85	24.62	87.50	3.16	17.86	20.50	5.30	45.28	20.96	44.28	29.53
1913	27.06	23.67	87.50	3.88	18.57	17.29	4.66	40.78	16.30	43.13	28.28
1914	28.70	25.11	87.50	4.32	19.21	16.95	4.87	34.06	14.87	38.25	27.38
1915	27.89	24.40	87.50	4.34	19.33	17.85	4.98	33.60	14.88	39.20	27.40
1916	29.75	26.03	87.50	5.00	21.15	16.80	5.00	30.19	13.87	35.48	27.07
1917	30.82	26.97	87.50	5.62	24.06	18.67	5.75	32.78	17.69	34.53	28.43
1918	31.25	27.34	87.50	7.12	28.34	22.05	6.89	36.50	17.05	44.82	30.88
1919	30.08	26.32	87.50	8.09	33.55	31.04	9.34	44.99	29.71	46.92	34.75
1920	37.06	32.43	87.50	6.92	37.48	28.76	10.65	42.16	28.82	52.44	36.75

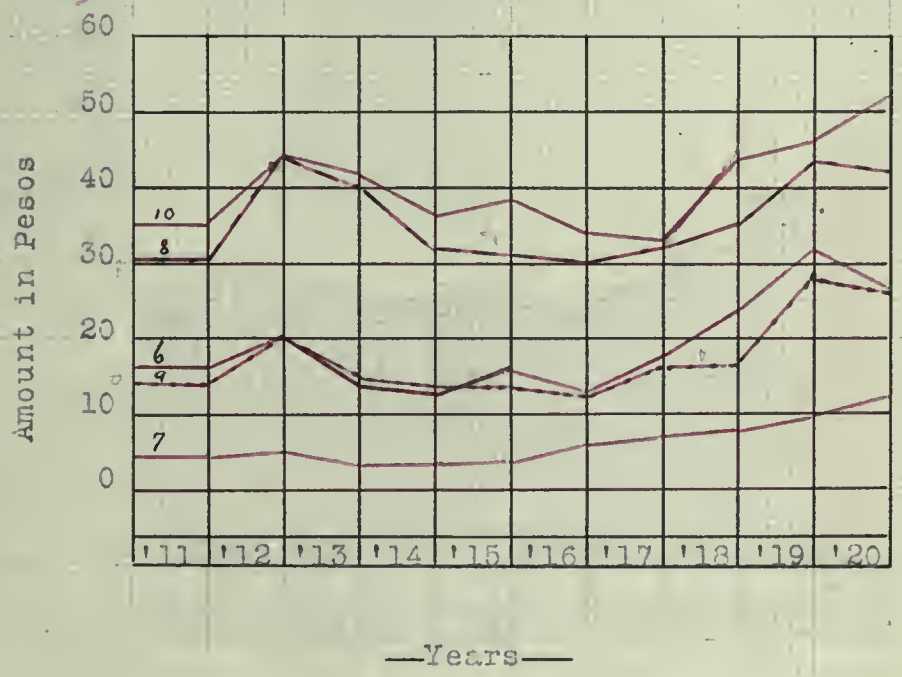
Note: Numbers 1 to 10 inclusive correspond to the ten items discussed above

TABLE: [illegible] IN INDUSTRY [illegible] IN THE [illegible] QUARTERLY [illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

GRAPH IX

Graphical Representation of the Average Annual Expenditure per Child Attending School Daily; per Child of School Age; per Teacher Employed; Expenditure per Pupil for Purposes OtherThan Teachers' Salaries, and per Pupil for Salaries.



Note: (6) Average annual expenditure per child attending daily.
(7) Average annual expenditure per child of school age.
(8) Average annual expenditure per teacher employed.
(9) Expenditure per pupil for purposes other than teachers' salari
(10) Expenditure per teacher for salaries.
(See table XIV).

Graphical Representation of the Progress of the Philippine School System in Terms of the Annual Index.

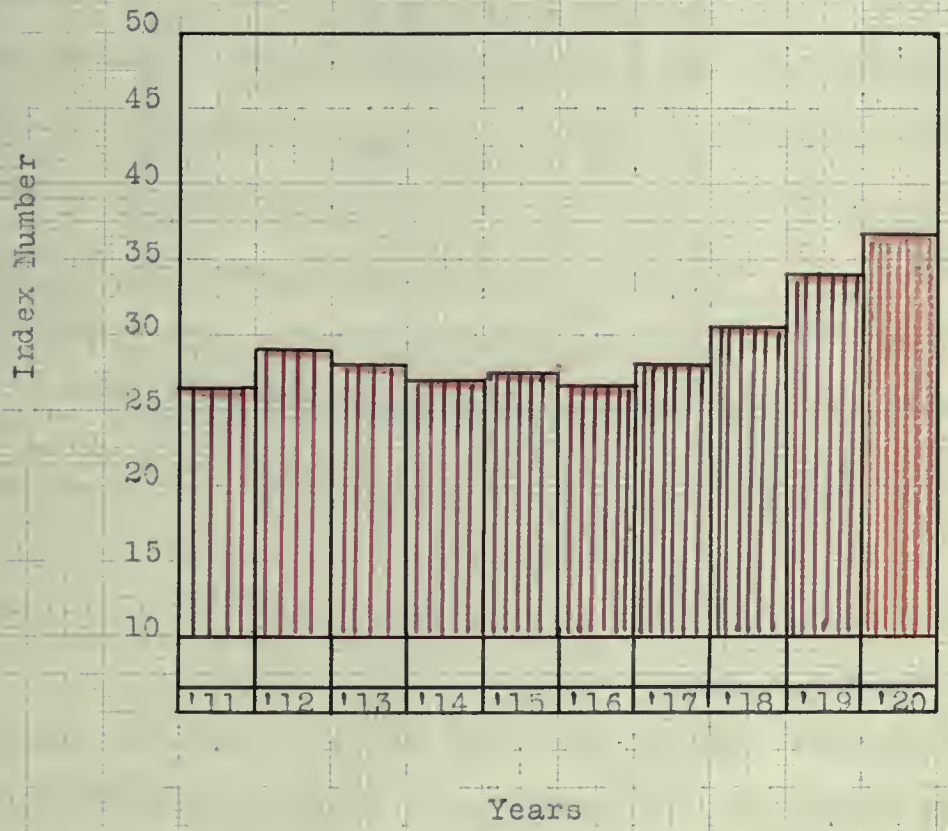


TABLE XV

Components and Index Numbers of the Philippine Public Schools and the Public School System of Porto Rico for the Year 1918.

Items	P. R.[1]	P. I.
1. Per cent of school population attending school daily	24.74	30.08
2. Average days attended by each child of school age	21.65	26.32
3. Average number of days schools were kept open	87.50	87.50
4. Per cent that high school attendance was of total attendance	7.25	8.09
5. Per cent that boys were of girls in high schools	95.22	33.55
6. Average expenditure per child in average attendance	21.85	31.04
7. Average expenditure per child of school age	5.41	9.34
8. Average expenditure per teacher employed	35.24	44.99
9. Expenditure per pupil for purposes other than teachers' salaries	18.71	29.21
10. Expenditure per teacher employed for salaries	40.31	44.28
The Index Number (1918)	35.75	34.44

1. Data for Porto Rico is taken from Leonard P. Ayres' "An Index Number for State School Systems" p. 37

percentage that boys were of girls in the high schools. In part VIII of chapter II, I stated that the per capita wealth of the Philippines in 1918 was 72.95 pesos while the per capita wealth of Porto Rico was $200, and the per capita wealth of the poorest state in the United States was about $800[4] and yet in

4. Ayres, L.P. "An Index Number for State School Systems" p. 39

terms of effort behind the public schools, the Philippines lead

seven of the states in the United States and are next to Porto Rico, as the following table may indicate.

TABLE XVI

Index Numbers of States Including Porto Rico and the Philippines in 1918.

		Kansas	55
Montana	76	Canal Zone	55
California	71	South Dakota	55
Arizona	66	New Hampshire	54
New Jersey	66	New Mexico	53
District of Columbia	64	Vermont	52
Washington	64	Wisconsin	51
Iowa	62	Missouri	50
Utah	61	Maine	47
Massachusetts	61	Oklahoma	44
Michigan	60	Maryland	43
Connecticut	60	Delaware	42
Ohio	60	Texas	41
New York	59	Florida	38
Colorado	59	West Virginia	38
North Dakota	59	Virginia	35
Nevada	59	Tennessee	35
Indiana	59	Kentucky	35
Idaho	59	Porto Rico	35
Minnesota	58	Philippines	34
Oregon	58	Louisiana	34
Pennsylvania	58	Georgia	33
Nebraska	57	North Carolina	31
Hawaii	57	Alabama	31
Illinois	57	Arkansas	30
Wyoming	57	Mississippi	30
Rhode Island	56	South Carolina	29

Note: Data used in this table except that of the Philippines was taken from Leonard P. Ayres' Index Number p. 53

If the Philippine peso is reduced into its money value in terms of American currency, the index number for the Philippine public school system is reduced from 34.44 to 26.50, and

[illegible] the [illegible] of [illegible] and are used in [illegible] [illegible] in the following order [illegible].

TABLE [illegible]

[illegible] of [illegible] [illegible] [illegible]

this would place the Philippines three points below the state of South Carolina which had the lowest index number in 1918. As I have shown before, however, to reduce the Philippine peso to the United States dollar is not fair to the Philippines when it comes to measuring the relative effort that is put by each of the countries behind their respective school systems. For this reason therefore, 34.44 is the actual index number for the Philippine public schools.

In the light of all these facts one can fairly assume that the Philippine public school is not behind when it is compared with the state public school systems in the United States, and that the government has done and is doing its best to support the system. The public school system has just begun its work, and so far it has reached only about one-third of the children of school age. It has already done wonderful and commendable service to the Filipino masses. But it needs however, well trained and adequately paid men in the service, and when this is realized, one can only speculate as to the future service of this most important institution in the making of the Filipino people.

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