THE DEVELOPMENT OF THE PHILIPPINE
PUBLIC SCHOOL SYSTEM

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INTRODUCTION

The civilization of India had extended to Malaysia, in the use of syllabic systems of writing, before the time of Spanish occupation. There forms of writing have been preserved by the Bisaya, Tagalog, Pampango, Pangasinan, and Ilokano.¹, ⁴

Mohammedanism had also entered the Southern islands, introducing a new source of civilization, in Arabic forms of writing, books of laws, genealogies and devotion, but the dominant influence in the civilization of the islands was destined to be European and Christian.², ⁴

Education development begins with the advent of the Spanish Conquerors and their religious companions. Urdeneta was appointed, by Spain, to take joint command with Legaspi of the fourth expedition to the Philippines in 1565. A few Augustinians accompanied the first conquerors. Companies of Franciscans, Jesuits, Dominicans and Recollects arrived from 1581 to 1606. These friars organized communities, civil and religious, learned the Malay dialects, reduced them to written form, introduced the Roman alphabet, established printing offices for the publication of catechisms, books of doctrine, grammars and vocabularies of native tongues.³

1. Crawford, History of India, 1, 291
2. Blair and Robertson, Vol. 45, 184, 186, 222; Monroe, Cyclopedia of Education, 674, 675
Native catechists were trained to read the history of the church that they might aid in teaching their own people.

No attempt was made to found schools of a more pretentious character until 1565, when Philip II ordered that a college be established, under the direction of the Jesuits, for the instruction of the Spanish children of Manila in morals and Latin. This school was not opened until 1595. The number of Spanish children was so small that the purpose of its foundation was soon so far broadened as to admit native children to the advantages extended to those of Spanish parentage. In 1675 the college was converted into a school of medicine and pharmacy.1

From 1611 to 1890, many colleges and schools of secondary instruction were established for the training of priests in Manila.

PUBLIC SCHOOLS ESTABLISHED

Until 1863, primary instruction was confined to the schools and colleges of Manila, no attempt being made to put rudimentary instruction within the reach of the great masses of the school population.2 At this time Spain recognizing the urgent necessity of giving greater educational opportunities to the people by royal decree made

1. LeRoy, the Philippines, 202–46
provision for the development of a proper system of primary instruction. The decree declared that the want of an organized system of instruction had not only prevented the acquisition of the Spanish language by the people, but had also perpetuated an ignorance which was a barrier both to their advancement and a proper appreciation of the intentions of the government. This decree directed the organization of a normal school in Manila and the creation of at least one primary school each for boys and girls in every pueblo in the islands.2.

Primary schools were placed under the inspection of a commission composed of the civil governor, the archbishop of Manila, and seven other members, chosen by the governor.1. The attendance of children between the ages of seven and thirteen was made compulsory. The course of study consisted of Christian doctrine, notions of morality, sacred history, reading, writing, Spanish, arithmetic, geography, Spanish history, agriculture, and vocal music.2. The scheme of primary instruction provided by Spain, was adequate for the purpose of furnishing a fairly good preliminary education, but the lack of proper administration by local authorities, lack of interest in primary studies not directly religious, small salaries of teachers, lack

1. Atkinson, Philippine Islands, 186-90
of capable teachers for the teaching of Spanish, the distance of barrios and villages from larger cities, where primary schools were usually located, and nine successive political changes in the government all united to bring about at least partial failure. In spite of these facts, the advance in primary instruction from 1863 to 1896 was notable. More than a thousand primary schools each for boys and girls had been established throughout the islands.1.

During the three hundred years of their domination, the Spaniards were unsuccessful in making their language the common language of the people. Spanish statistics show that at the close of Spanish rule in the islands, only about seven per cent of the people could speak Spanish.2. Such was the educational situation when in 1898, by the Treaty of Paris, the Philippines passed from the sovereignty of Spain to that of the United States.

1. Outlook, Vol. 66, 986-90
2. Worcester, The Philippines Past and Present,
   Vol. II, 503
UNITED STATES MILITARY RULE

Almost the first work undertaken by the military officers, in their exercise of civil authority, was that of re-establishing the schools, which the war had practically closed throughout the archipelago. This was in full accord with the policy of President McKinley, who said: "The Philippines are ours, not to exploit but to develop, to civilize, to educate, to train in the science of self-government. This is the path of duty which we must follow or be recreant to a mighty trust committed to us. The question is not will it pay, but rather will we do what is right." 1.

In these words President McKinley gave expression to the policy of the United States government toward the Philippine people. This platform could not be carried out without starting at the bottom with a system of primary education for the masses, unreachd by Spain.

Even during the insurrection against the United States, the plan of giving the Filipino children the advantage of free public schools was never abandoned but adhered to wherever conditions were at all favorable. 2.

Several of the district commanders appointed officers to act as superintendents. Soldiers were detailed for

1. Forbes, Lindsay, The Philippines, 203, 218, 220, 519-20

2. The Educational Review, 229, 227
teaching services and about one thousand schools were thus conducted by the army during the period of warfare.1

Only three hundred seventy-four of the municipalities were provided with buildings at the time of American occupation. In many cases, these buildings were durably constructed of stone, usually consisting of one or two large class rooms, the capacity ranging from forty to two hundred with several small rooms for the family of the teacher. Many of the buildings were destroyed during the insurrection and many others were occupied for military purposes, consequently few were available for schools in 1901.

The city of Manila was naturally the first place to receive attention. Three weeks after our army entered on August 13, 1898, seven schools were opened in Manila, under the supervision of Father W. D. McKinnon, Chaplain of the first California Regiment.2

In June 1899, Lieutenant Geo. P. Anderson was detailed as city superintendent of schools for Manila and Captain Albert Todd was appointed to act as superintendent of schools for the islands.

During the five months of Captain Todd's administration, a beginning was made in the establishment of schools and in supplying them with text books. Captain

1. The Outlook, 70: 83239
2. The Outlook, 73: 44648
Todd made no recommendations for radical changes in the existing schools but followed largely after the old Spanish system, realizing that what was being done was of small value, except as it showed the good will of our government, in continuing schools for the natives. 1.

The military governor, General Leonard Wood, urged the school work as a measure calculated to pacify the people and to procure and expedite the restoration of tranquility. 2.

At the close of his administration, Captain Todd recommended that a comprehensive modern school system, for the teaching of elementary English, be inaugurated at the earliest possible date; that attendance be made compulsory, wherever practicable; that as soon as a fair knowledge of English be acquired industrial schools for Manual training be established; that as far as practicable all schools under the government be conducted in the English language; that the use of Spanish or the dialects be used only for a period of transition; and that English teachers, well trained in primary instruction, be brought over from the United States in sufficient numbers, to take charge of the schools in the larger towns. 3. He also re-

commended that a normal school be established for natives; that some of the school houses be modern structures, plainly but well equipped; that schools supported by the government be absolutely divorced from the church; that attendance at private schools should not excuse the children from attendance at public schools; and that private schools be required to be equal, in character and general instruction to the public schools.

The military governor, General Leonard Wood, directed that a report be sent from each military district, to enable the officer in charge of public school work, to form an idea of the work to be done and the means available to do it.

The report included the following information: the number of schools, text books, teachers and buildings needed; recommendation for salaries of native teachers and any suggestions bearing on school work in general.

SCHOOLS UNDER PHILIPPINE COMMISSION.

These efforts opened the way for the change from military to civil service, May 5, 1900, and for the establishment of a system of public instruction by the

1. Report of War Department, 1917; Vol. 5, 100
2. Odyssey of the Philippine Commission, 132-35
Philippine Commission, which body appointed Dr. Fred W. Atkinson of Springfield, Mass., as general superintendent of education for the islands.  

After making a careful survey of the needs, and after finding an earnest desire on the part of the inhabitants to learn English, Dr. Atkinson made English the language of the schools. Lack of a common language had been one of the fruitful sources of trouble for Spain, since civilized Filipinos speak some twelve dialects. It was perfectly plain that a complete public school system could not be carried out, except with one of the great modern languages of civilization. English was already the trade language of the Orient.

On January 21, 1902, the Philippine Commission passed the law which centralized the administration of all public schools in a Bureau of Education. This centralization was demanded by the peculiar conditions existing in the different islands. The Archipelago was separated into ten school divisions. Instruction was made free and secular. English was made the basis of instruction, religious instructions could be given on certain days, by priests or other qualified persons, but not by public school teachers. Dr. Atkinson was authorized to engage one

1. The Outlook, 66: 896-90
thousand teachers of English from the United States, at salaries ranging from $900.00 to $1500.00 per annum. The chief officer was designated the General Superintendent of Public Instruction, appointed by the Commission at a salary of $6,000.00 per annum. All schools of public or semi-public nature were placed under his control, for organizing a modern public school system, with ample and necessary powers, for the administration of his office. Normal, Agricultural and Manual Training schools were established and provision made for the employment of all necessary officers, teachers, buildings and supplies, $40,000.00 was provided for the construction and equipment of school buildings, and $220,000.00 for the purchase of text books. Finally, a superior advisory board of education was organized with the general superintendent as president. Four other members were appointed by the Philippine Commission. The duties of this board were to assist the general superintendent, by advice and information concerning educational needs and conditions of the islands, to make such investigations of the islands as the general superintendent might require, and to make recommendations to the Commission concerning needed amendments to school laws. A municipal council was pro-

1. Report of the War Department, 1901, Vol. 11:122, 124,127
vided, of four to six members, whose duties should, in a
measure, correspond to those of the local school board in
the United States. On January 24, 1901, an amendment
was enacted which increased the number of school divisions
from ten to eighteen, as the school affairs of more towns
required the attention of the division superintendent. 1

The appointment of a large number of school superin-
tendents and teachers, in the United States, presented
many difficulties. The department of public instruction
received and examined about eight thousand applications
for positions but only about five per cent of the appli-
cants were appointed. Those appointed were normal school
or college graduates, of successful teaching experience
in the United States. These teachers were appointed or
selected in two ways: either directly by the general
superintendent or by persons or institutions in the United
States authorized to select a definite number. 2 Some
mistakes were, inevitably, made in the selection of so
large a number of teachers, but as a body they proved
quite satisfactory. A number of appointments were made
from discharged soldiers, wives and relatives of officers
and civilians. The American teacher soon became a recog-
nized power in the islands, as he was the chief factor in

2. Report of War Dept. 1902, 270
the success of this great educational experiment. Nowhere, in the United States, were the qualifications for elementary teachers, any higher than those exacted by the department of public instruction in the Philippines. Teachers were sent, from the United States, with no knowledge of Spanish or the native dialects. They were set to work and soon demonstrated that to teach, in a language, unknown to pupils, was not an impossible task.

Object lessons, frequent repetition and constant use of English, gave to the children a working vocabulary and pupils afterward moved by pride, in the newly acquired knowledge, smoothed the path to free communication.

At the outset, those teachers who were sent to the more remote towns suffered hardships of isolation and long intervals between mails, but increases in salary, a strong desire on the part of the intelligent Filipinos to have their children educated and the aptitude of children to learn, generally, made the way for the American teacher easy.

The Philippine people, as a people, are tractable. Children of the poorest and more ignorant learn with ease.

1. Freer, The Philippine Experiences of an American Teacher, 97 - 167
2. LeRoy, Philippine Life in Town and Country, 217
3. The Outlook, 61: 107, 108
Parents have European rather than Oriental ideals. They are free from caste and unprogressive traditions and are good material for making a self-respecting, self-governing people. They are the only Orientals who have accepted Christianity, who, as a people, embraced it with real sincerity; who have no other ideals than those furnished by European models; or who aspire to civil liberty, as shown in the Western world.

The task confronting the American teachers was not only the personal instruction of children, but the training of native teachers, in American methods of teaching. Student or aspirant teachers became assistants and were trained, side by side, with classes in the primary schools first established by American teachers. For two and one-half hours, each afternoon, there was a practice class, in tow grades, taught by the normal students, under the observation of the American teacher. Little short of astonishing, was the success of the young Filipino teachers because of their ability to imitate, closely the methods used by American instructors. Aspirant classes made possible the establishment of organized primary schools, under the control of American teachers, with Filipino teachers in the lower grades. Many Filipino

teachers were appointed by municipal authorities, before the organization of public schools and some since, in violation of the provision placing their appointment in the hands of the division superintendent. 1.

The ultimate character of public instruction in the Philippines must depend upon the character of Filipino teachers. It was necessary, therefore, that some steps should be taken to inspire the Filipino with a sense of duty toward his work and a moral obligation in public work. During the year 1902, increased attention was given to plans for developing facilities for normal training in the Manila 2 normal school, organized by Dr. E. B. Bryon, who succeeded Dr. Fred Atkinson as general superintendent.

The great need for properly trained Filipino teachers led to the enactment of law by the Philippine Commission which made continuous provision for the education of one hundred Filipinos 3 in the various colleges in the United States each year. This privilege was extended upon condition that, upon the completion of the four years, students would take the competitive examination for civil service and upon appointment, would serve under

1. Report of War Dept. 1903, Vol. 8:64
3. Forbes, Lindsay, The Philippines, 519, 520
the government for at least the length of time spent at its expense in the United States. 1.

An important step, in the development of the system of public instruction in the Philippines, was the establishment and organization of provincial schools of secondary instruction. The law authorizing such schools was enacted March 7, 1902. Prior to this date, the Bureau of Education had been chiefly concerned with the organization of primary schools. Many of the more advanced pupils in these schools, began to entertain serious doubts regarding possibilities of continuing studies in English, some thinking it advisable to resume the study of Spanish in order to enter Spanish schools of secondary instruction. It was advisable, therefore, to meet as early as possible the strong demand in the provinces for schools admitting children upon the completion of the primary course. Thus the general plan of the system of public instruction began to assume real form. The law enacted March 7, 1902, provided that in the course of time, primary schools should exist under municipal authority, high instruction and special schools, under insular authority. 2

1. Report of War Dept., 1903, 100; 1910, 28
In order to stimulate the sense of municipal and provincial responsibility American teachers were furnished wherever suitable accommodations were provided. Local pride was aroused to the extent that very little of the $40,000.00 provided by the Commission for buildings was used.

Another step tending toward local initiative in school affairs was taken in the organization of local school boards. Members were selected by American teachers and recommended to the division superintendent, who appointed one-half of the members of the board. The customary absolutism of the municipal president over the people was thus curtailed. 1.

CHOLERA EPIDEMIC

During the year 1902, the work of organization and extension of public schools in the Philippines met with many difficulties and hindrances, for the most part, fundamental in character. Asiatic cholera, with all its attendant horrors, visited the Archipelago so that thousands of people perished of this dread disease. The Carabao, which is to the Filipino, all that the horse, the cow and the ox are to agriculture, in the United States, was almost exterminated by the scourge of rinderpest so that the problem of transportation was made doubly serious.

To these great public calamities with their unfavorable effect upon educational work, was added the necessity for the suspension of the land tax throughout the islands and the curtailment of expense, on the part of the insular government. This enabled the government to reimburse the municipalities only 50% of the land tax, so that it was a question of merely maintaining existing facilities while in some instances it was necessary to close down a number of barrio schools for lack of funds. This ruling by the Philippine Commission had a very demoralizing effect upon the entire force of American teachers, the majority of whom were of more than average education and ability, having gone to the Philippines, expecting promotion and increase in salary as the reward of merit and experience in the service. The closing of schools, already in a flourishing condition, caused the faith of the natives in the educational intentions of our government to be greatly shaken.

After the return of Governor Taft from the United States, an amendment to the school law was enacted by the Commission authorizing the general superintendent to maintain the number of American school teachers to one thousand, and to provide for the promotion of worthy

teachers. In order to bring educational affairs in all parts of the islands more directly under the general superintendent and to provide for a more efficient management in each province, the Archipelago was separated into thirty-six school divisions, coinciding with the provinces. ¹ At this time thirty-eight provincial high schools were in operation in thirty-five provinces, three technical schools, twelve intermediate schools and two thousand two hundred thirty-three primary schools permanently established in six hundred twenty-nine of the six hundred sixty municipalities. ²

The corps of student teachers had furnished a force of native municipal teachers consisting of two thousand one hundred thirty-eight men and one thousand fifty-seven women. ³ Had the attendance remained the same, these student teachers, added to the corps of American teachers, would have been adequate to meet the demand but the attendance increased from two hundred thousand to two hundred sixty-four thousand. Consequently, the Bureau of Education was obliged to depend upon the aspirant teachers in order to carry on the work with satisfactory results.⁴

1. Report of War Dept., 1902, 270-271
There was no change in the plan of organization, except in the direction of development and perfection, after 1902.

During 1903 and 1904, improved conditions, with the return of tranquility to nearly all the provinces and the abatement of cholera and smallpox, caused interest in education to become so intense and the demands for more schools so insistent, that a rapid building up of school work was made possible. The school system took permanent shape under the direction of David P. Barrows, as general superintendent. Dr. Barrows summarized the purposes of the American educational system as follows:

"To place primary instruction within the reach of every child in the Christian of the Archipelago: to organize all parts of every Christian province into school districts in charge of competent supervising teachers, who shall see that uniform school organization is carried out, which shall embrace every municipality and eventually every municipality in every large barrio; to train a sufficient number of Filipino men and women as teachers, and to perfect the service of the Filipino teacher so that there will be open before him a dignified, properly

1. LeRoy, Philippine Life in Town and Country, 202-246

Le Roy, Philippine Life in Town and Country, 202-246
compensated profession, instruction and widening experience; to organize in every large municipality or group of municipalities, an intermediate school for the continuance of the fundamental educational work of the primary course and to give every boy and girl in attendance that industrial training in tool-shop, garden, and home so manifestly needed by the population, in addition to the intermediate schools, which form preparatory departments of each provincial school; to establish in every province a high school with the five departments enumerated by law, preparing the young people of the islands for useful work or for entrance into a college or university of American type; to further develop, along the excellent lines which they are now pursuing, the three technical schools established by the insular government at Manila, the Philippine Normal School, the Philippine School of Arts and Trades, and the Philippine Nautical School; to prepare the way thus, by the thorough establishment of a system of primary and secondary instruction in the islands for the establishment of the Philippine University."


COURSES OF STUDY

The primary course of three years consists of reading, writing, arithmetic, geography, music, drawing, physical training for all children, tool and gardening work for boys, sewing and housekeeping for girls. The intermediate three year course consists of the following: First year, grammar and composition, selected reading, integers and fractions, world geography for all children, agriculture for boys, sewing and housekeeping for girls. Second year: language and grammar, arithmetic, Philippine history, geography, science, agriculture or cultivation of Philippine plants, housekeeping, cooking and serving meals. Third year: grammar, arithmetic, reading of epic tales, stories of history, physiology, anatomy, hygiene, study of epidemic and tropical diseases, carpentry and iron work, housekeeping, care of sick, music and drawing. Finally, classes are organized for the study of municipal and provincial Codes, instructions of the President of the United States, acts of Congress regarding the existing form of government for the islands. Papers are read on the government of the United States,

Worcester, Philippines Past and Present, Vol. 2:
518-25

Report of the Department of Interior, 1915,
Vol. 3:289
American politics, parliamentary law and government of colonies by European States.

The course of study for high schools consists of four years' work as follows: Literature, four years; history, four years; science, four years; teacher's course of two years; a course in commerce, four years; geography, arts and crafts, two years; agriculture, three years; optional courses in Latin, Spanish or French, one year.

The Philippine Normal School course consists of the following work: English, arithmetic, geography, drawing, music, United States history, physiology and hygiene, algebra, general history, botany, physics and professional training as teachers.

The course of study for the Philippine School of Arts and Trades consists of four years' work in English, geography, history, arithmetic, bookkeeping, algebra, plane geometry, optional study in architecture, blacksmithing, carpentry, cabinet making, mechanics, plumbing, steam engineering, stenography, typewriting or telegraphy.


NON-CHRISTIAN TRIBES

The presence of a large number of Igorrotes, among the interior mountains of northern Luzon, made it impossible for the government to ignore the problem of their education. They did not appear to want either our religion or our clothes. By their physical development and marvelous endurance they put to shame the weak, thin and indolent dwellers of the lowlands, perform tasks without an overseer, are much more honest than many of the more civilized tribes. The only education required by them, at the hands of the government, was that which would enable them to make the most of the circumstances in which they lived and to perform labor necessary to their rude state of living. They needed to be taught to be better masons, carpenters, gardeners, farmers, skillful makers of articles used by them, and enough knowledge of cultivated language to deal with the civilized people surrounding them.

Schools were established in Ifugao, Bontoc and Benguet, under the provincial governors. The governors acted as division superintendents of their provinces.

Prior to 1908, no attempts were made to reach, by any educational process, the feeble, declining tribes of Negritos, who led the wandering life of wild men, in the mountains and some of the provinces. They were few in number, and very near the bottom of the social scale. Being unable to establish permanent abiding places, they were therefore, ignored in the system of education, furnished for the other peoples of the islands, until more favorable conditions existed. During 1908, schools were opened for the Negritos in Bukao river valley, province of Zamboles, Tarlock river valley, province of Pampanga and in Ambos.

The Moros, on the other hand, could not be wisely left out of consideration. Like the Igorrotes, they manifested little desire to place themselves under the civilizing influences of the government. Their religion and knowledge of ancestors seemed to satisfy them. Two schools were established, one in Zamboanga, and another in the island of Jolo.

A Moro province was established by the Philippine Commission and Dr. N. M. Saleeby, a man well acquainted with Moro people and language, was appointed superin-

1. Report of the War Department, 1905, Vol. 14 87

tendent of the school system in that jurisdiction.¹

DIRECTOR OF EDUCATION

During the year, 1905, a large part of the time was devoted to building up primary instruction and in extending it to the barrios, in which native teachers were employed. For the purpose of giving proper supervision to the work of Filipino teachers and to make as much use as possible of the limited force of American teachers, the school divisions were sub-divided into four hundred seventeen school districts. To each district was given a supervising teacher. Four hundred eighty-five were supervised by American teachers, and thirty-two by native teachers.²

By law enacted October 5, 1906, a change was made in the title of general superintendent to Director of Education. This law authorized the Director of Education to increase or decrease the existing school divisions, whenever in his judgment, the public interests so required.³

The most important change in school law was that of October 20, 1906, releasing the division superintendents

2. Report of War Dept., 1907, Vol. 10, 1
as members of provincial boards that they might give their entire time to educational work. The position of provincial supervisor was abolished, giving these duties to the division superintendent. A division superintendent was given to Mindoro, Palawan, Benguet, Iepanto and Bontoc, thus relieving the provincial governors of educational duties. The law provided for the commitment of juvenile offenders to educational institutions instead of to public prison on jail. Due to the financial condition of the insular government no provision was made for a reform school. The archbishop of Manila established an industrial school in connection with San Jose, taking over the guarding, care and education of juvenile offenders. Bilibid prison was turned over to the control of the department of public instruction in order to equalize the functions of secretaries.

Report of the War Department, 1906, Vol. 10:
95, 96
INDUSTRIAL EDUCATION

Filipino people are a sentimental, almost poetical people. The Bureau of Education has emphasized the severely practical in the development of its industrial work organized and carried out under the administration of Newton W. Gilbert as secretary of public instruction. Industrial education was extended throughout the islands, to all the grades of the primary course both for boys and girls. Conditions at this time urged the maintenance of the most extensive industrial school system which the finances of the government would permit. Filipino boys have shown great aptitude and ability in acquiring this knowledge. The work includes weaving, hatmaking, drawing, elementary agriculture, wood-working, elementary pottery and masonry, rope-making, cordage, broom and brushes for boys, and weaving, sewing, cooking, dyeing, bleaching, hat-making and pottery for girls. This work was promoted, organized and supervised in four divisions as follows: Minor industries, gardening, and

field agriculture, trade and manual training work; housekeeping and household arts, hand weaving of fibers, such as abaca, maquay, cotton, pina, buri, balangot and ticog. These fibers are obtained with little labor and expense. From them baskets, hats, mats, slippers, book covers, satchels, hand bags, trays, hammocks, picture frames, curtains, cushions and other useful articles are made. Housebuilding was added to the course and pupils construct bungalows at the cost of 3000 pesos. Lace making and embroidery were added as optional courses. So important has this line of work become that it has been necessary to maintain in the general office an industrial information department under the supervision of a division chief, who employs a botanist, designer, four native craftsmen, and a force of traveling supervisors who inspect trade schools, gardens, building sites and the general work done throughout the school system. During the year 1919 nearly 16,000 garments for European refugee children were made in sewing classes of the public schools, material being furnished by the Junior Red Cross fund. Hats to the value of 1,470,026 pesos were made and exported. The

Report of the War Department, 1911, Vol. 4:4748; Vol. 3:1917, 88
demand for these in the United States, far exceeds the supply. In 1915, the third Philippine Legislature passed an act, which gave the Director of Education authority to market industrial products, to establish centers where groups of workers could be assembled for the production of handicraft articles and to exercise through the division superintendent administrative control over provincial industrial departments, in accordance with law. By the end of 1916, sixteen provinces had established provincial sales departments. These provinces had appropriated 25,700 pesos for the purpose of carrying on the business of the new provincial industrial departments. One hundred twenty-three household centers, with three thousand seven hundred sixty-two workers had been established in twenty provinces. These centers were conducted by graduates of the Household Industries, an institution established in 1912, for the purpose of giving training in embroidery, to women who would, in turn establish household centers and who would promise to supervise the work and market the products. Having fulfilled its purpose in training household center leaders, the school of Household Industries was closed in 1916 and the work was given over to the Sales Department of

the Bureau of Education. The General Sales Department is a branch of the Industrial Division of the General office, which also directs the educational phase of industrial work.

AGRICULTURAL SCHOOLS

During 1915, complete resources were devoted to establishing agricultural schools. Development of a training school for teachers was undertaken at the Central Luzon Agricultural School. After one years' training students do actual work on the large farms in their course of study. During 1919, school men were sent to agricultural colleges, two to the United States and twenty-one to the Central Luzon Agricultural School. The agricultural education program has expanded far beyond the financial support which it receives. A proposed agricultural-education bill is before the legislature at the present time, which if it becomes a law, will provide for the most urgent needs as it will provide for ample instruction in agriculture in all grades, making education in practical farm work possible. This bill would amend section 2111 of the code and provide for the maintenance of agricultural schools. The greatest drew-

Report of the Interior Department, 1919, 82.
back has been the lack of industrial and agricultural teachers, both American and native. Students graduating were required to serve a certain number of years as instructors.

ATHLETICS

Increased attention has been given to Athletics or group games, originally begun in games played between soldiers. When athletic sports reached the point of competition between towns and provinces, great enthusiasm was aroused among the people. A far Eastern Olympiad has been held in Manila each year, in February, when teams from China, Japan, and the Philippines have taken part. Filipinos have been victorious in every contest, except baseball.2

A new course of study is planned for physical training, consisting of outlines in daily health and sanitary inspections of pupils, classrooms, and buildings, by classroom teachers, in every public school. There are outlines in relief exercises, marching, calisthenics, dancing, impromptu games, group athletics, and military drills. Five Filipino men are supported


by the government for special training in physical education in the United States. 1.

By act 1415 of the Philippine Commission the Philippine Medical school was created. Its control was lodged in a board consisting of the secretary of public instruction as chairman and three other members, the secretary of the Interior, a member of the Commission and one other, named by the governor general and the Faculty Dean. 2 Certain free scholarships were authorized for the Medical School April 25, 1907, which were obtained by competitive examination. Graduates were allowed to practice medicine and surgery in the islands without examination. In connection with this school free clinics were established. From 1907 on no more students were sent to the United States to study medicine.


Report of the War Department, Vol. 10: 95, 96 1906
Report of the War Department, Vol. 11:75
Report of the War Department, Vol. 11:80, 83
THE PHILIPPINE UNIVERSITY

In 1908, plans were considered for the incorporation of the Philippine University, to be established in Manila. Act 1870 of the Philippine Commission authorized the governor general to establish, in the city of Manila or, at a point most convenient, the University of the Philippines. It provided a board of regents to establish the usual Liberal Arts colleges among which should be the existing Philippine Medical school. It provided one hundred thousand dollars, available for this purpose. Many requests came from China and other countries for admission of foreign students. In view of the complete organizations of the University, with all its colleges, the policy of sending Filipino students to the United States in large numbers for undergraduate work, was discontinued. Only graduate students were sent to the United States and Europe for two years' additional study. The profession of nursing became established when the Philippine General Hospital opened a nurses' training school, under the immediate control of the chief nurse, who took over the training of students supported by the government, both men and women, instructed by teachers of the University faculty.

Report of the Interior Department, 1907, 206
Tropical health and medicine were given special attention. During 1919 provision was made for the services of one school nurse for each of the provinces in addition to the services of the regular provincial and municipal nurses who work in the school.

BUILDINGS

The question of furnishing proper and permanent accommodations for school children continued to demand serious attention of the Bureau of Education. Buildings put up by Americans are of two kinds: Those built of stone or concrete, hard wood and iron roofing and those built of light material, frame with nipa roof and sides, with floors of bamboo. Twenty-five or thirty buildings have been put up in municipalities each year. Nine hundred were built of light material. Most of the latter were in part, erected through funds coming from the distribution of rice purchased with congressional relief funds and turned over to the Bureau of Education for building school houses. Construction, which is always a slow process in the islands, was greatly retarded by the difficulty of securing sites with registered titles. In all, two thousand six hundred ninety-six buildings have been erected since the creation of the Bureau of Education.

Report of War Dept. 1903, 2-26
THE THIRTY MILLION PESO ACT

One of the outstanding features during 1919 was the passage of the Thirty Million-Peso Act which provided 735,000 pesos for primary school work. This allowed the opening of one hundred thirty-six new primary schools and the employment of two thousand nine-hundred sixty-three additional elementary teachers.

EXPERIMENTAL SCHOOLS

Plans have been made to open a school where the problem-project method of teaching and the socialized recitations are to be instituted under specially trained teachers. Problems and plans for the public schools will be worked out in this school, before being incorporated in the general course of study.

CONCLUSION

Since the establishment of the Bureau of Education twenty years ago, a great public school system has been developed and made permanent. This achievement was made possible only through persistent struggles against adverse conditions. It has been an understanding of incomparable magnitude for the Archipelago with its twenty-one Negrito tribes, its sixteen Indonesian tribes and its forty-seven Malay tribes, differing greatly not
only in degree of civilization but in language, disposition, customs, and laws presented many difficulties to the establishment and administration of a modern scientific school system. The policy of making English the basis of all primary instruction has been thoroughly accomplished. The school system today extends to the remotest barrios. It is organized and equipped for effective work and ready to carry out promptly and effectively the policies determined upon by the central office.

In every line of school work substantial progress has been made. There has been remarkable improvement in academic instruction through the use of general intelligence tests. Through the public schools the percentage of illiteracy in the islands was lowered from seventy per cent in 1905, to thirty per cent in 1919.

The standard of living has been greatly improved through education in sanitation, hygiene, nursing, and in the study of tropical diseases. Mortality has thus been reduced to a minimum. The country has prospered economically through industrial education, farming and manual training.

The Philippine University furnishes a center of higher learning for the Far East. China, Japan, India and Australia are requesting entrance of students each year.
A renewed spirit of patriotism with a general growth of enthusiasm in pupils and school men alike is having a great effect upon the country, socially, economically and politically. The public school system, long thought of as an experiment and frequently ridiculed by those who did not understand its mission has proved here as in other countries, the main hope of democracy. It is assimilating all sorts of individuals, living under all sorts of conditions and converting them into good citizens. The educational policy of the United States in dealing with the Filipino people is without a parallel in history. Herein lies the hope of the Philippines. Democratic self-government is impossible until education has fully accomplished its work in making a self-reliant citizenship of the younger generations through the public schools. The expenditure of time and money has been justified not only from the standpoint of education but of history as well.
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<th>Per cent of Attendance</th>
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<td>Percent of Attendance</td>
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647,320  89 total
### Mindanao and Sulu

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88 total
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<th>Value Products</th>
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<tr>
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<td>Bunawan</td>
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### APPENDIX C

**Settlement Farm Schools 1919**

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<p>| Total          | 13,307            | 92,848.87 total   |</p>
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| Total                   | 2,405      | 47,661.57 total   |
### APPENDIX E

Industrial Production of Schools 1919

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<th>Divisions</th>
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<th>Lace</th>
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## Industrial Production of Schools 1919

### Output

<table>
<thead>
<tr>
<th>Divisions</th>
<th>Embroidery</th>
<th>Lace</th>
<th>Basketry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misamis</td>
<td>P 311.64</td>
<td>P 155.37</td>
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</tr>
<tr>
<td>Mountain</td>
<td>185.28</td>
<td>427.34</td>
<td>332.53</td>
</tr>
<tr>
<td>Nueva Ecija</td>
<td>998.71</td>
<td>333.08</td>
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<tr>
<td>Nueva Vizcaya</td>
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<td>Occidental Negros</td>
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<td>Oriental Negros</td>
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<td>Palawan</td>
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<td>Pampanga</td>
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<td>Pangasinan</td>
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<td>2,014.59</td>
<td>3,369.70</td>
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<tr>
<td>Rizal</td>
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<td>Romblon</td>
<td>458.00</td>
<td>1,775.77</td>
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<td>Samar</td>
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<td>Trade School</td>
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<tr>
<td>Agusan</td>
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</tbody>
</table>
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<thead>
<tr>
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<th>Basketry</th>
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</thead>
<tbody>
<tr>
<td>Bukidnon</td>
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50,603.52 25,686.90 46,787.50 total