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LOPEZ DE LEON, ISIDRA EDRALIN

HOME ECONOMICS CURRICULAR REFORMS IN THE PUBLIC
ELEMENTARY SCHOOLS IN THE PHILIPPINES 1900-1980

The University of North Carolina at Greensboro

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HOME ECONOMICS CURRICULAR REFORMS IN THE PUBLIC
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1900-1980

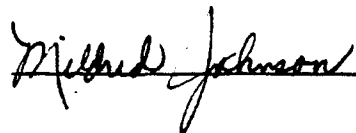
by

Isidra E. Lopez de Leon

A Dissertation submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

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Approved by



LOPEZ DE LEON, ISIDRA E. Home Economics Curricular Reforms in the Public Elementary Schools in the Philippines, 1900-1980. (1981)
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The purpose of this study was to trace the historical development of Home Economics taught in the public elementary schools in the Philippines from 1900 to 1980. Specifically, it sought to determine: (a) the general educational aims and policies that affected the elementary Home Economics instruction, (b) the reforms and changes made in the elementary Home Economics curriculum, and (c) the influence of the prevailing national political ideology and focus of governmental control in the elementary Home Economics curriculum.

Historical research methods were followed. Data were gathered from documents, curricula in Home Economics, directives to teachers, memoranda, bulletins, circulars, Annual Reports of the Director of Education, census reports, Survey Reports of Educational Commissions, Reports of the Philippine Commission, books, periodicals, theses, and dissertations. Information was critically examined, gathered, and organized.

The study indicated that the prevailing national political ideology during a particular historical period had a direct influence on the philosophy and aims of Philippine education. Consequently, it effected changes not only on the general educational system, but also on specific subjects included in the curriculum. In the Home Economics taught in the public elementary schools, it affected the objectives, time allotment, subject content, teaching procedures, instructional materials, and forms of evaluation.

Other findings showed that:

1. The Philippine educational system has supported the nation's commitment to a democratic form of government.
2. The nation's economic development appeared to be the most outstanding concern or focus of governmental control throughout the period under study.
3. The public educational system has continuously evolved, with pressures coming mainly from the influential writings of scholars and from critical institutions like the Department of Education or the Ministry of Education and Culture, including, but not limited, to the strong impact created by the changing political climate.
4. In formulating educational policies, elements from the different historical periods were selectively drawn. The elements of democracy, liberty and labor, together with religious faith reappeared in many official statements which had direct bearing on education.
5. The public elementary school system has undergone various changes since its organization; however, the fundamental aims and objectives have remained essentially the same: universal literacy, citizenship, and nationalism, character education, and development of vocational efficiency.
6. The goals and objectives of the elementary Home Economics curriculum introduced during the American Regime, had the most significant or far-reaching influence on the present curriculum. Despite the changes in terminology and program, the goal has remained basically the same: the development of the individual for better family and community living, and for national development.

7. The specific objectives of the elementary Home Economics instruction which were translated into tasks, were drawn from the general educational aims and policies that prevailed during certain historical periods. The general educational objectives that affected the elementary Home Economics curriculum the most were: (a) development of enlightened, patriotic, useful, and upright citizenry in a democratic society, (b) development of vocational efficiency, (c) maintenance of family solidarity and desirable Filipino family pattern, and (d) improvement of community life.

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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CHAPTER I
INTRODUCTION

Spain gained control of the Philippines during the 1550's and ruled the islands as a colony until 1890. That year, the United States took possession of the Philippines under the terms of the Treaty of Paris, the treaty that ended the Spanish-American War. Japan conquered the Philippines in 1942 during World War II. The United States gained control of the islands in 1945, and on July 4, 1946, the Philippines became an independent republic.

The impact of multifarious cultures is reflected in the Philippine society today. Each of the episodes in the country's historical development brought about a distinct governmental system, correspondingly, different economic goals and socio-cultural values. As a result, the educational goals, determined by the ideology and purposes of the sovereign power, changed from time to time.

The development of public elementary education in the Philippines has been influenced by Spain, the United States, and Japan. The monarchical system of Spain, the republican and democratic system of the United States, and the dictatorial system of Japan, in one way or another, not only affected the philosophies and aims of education during the time when the Philippines was a colony of these nations, but also to some degree, have influenced the development of the present school system. The political conditions during the transition periods, between liberation and independence have also made lasting impressions on the present educational system. Likewise, the present governmental control

has also effected change.

Often education has been subordinated to the requirements of society. Specifically, it has been seen as a means of sustaining and reinforcing, not only social and economic order, but political order as well. It is not only the overall pattern of what is studied that has been and continues to be shaped by ideological pressures and assumptions, but also the shape of individual areas of study and the manners in which they are taught.

Significance of the Study

There has not been a published systematic attempt to trace the reforms and changes made in the Home Economics curriculum of the public elementary schools in the Philippines during the historical periods from 1900 to 1980. Such a study would be beneficial to Filipinos and Americans alike in understanding the present Philippine public elementary educational system, particularly in Home Economics. Such a history would provide Filipino students, teachers and administrators some insight into the solution of present-day problems related to Home Economics instruction. Because of the close relationship between the Philippines and the United States, the educational developments in the Philippines could be of particular interest to American students, educators, and historians. A historical study of the developments in Home Economics could provide an added dimension to the educational and historical knowledge, particularly in the interaction of political elements and the Home Economics curriculum.

Statement of the Problem

The general purpose of this study was to trace the historical development of Home Economics taught in the public elementary schools in

the Philippines from 1900-1980. Specifically, it sought to determine:

1. The general educational aims and policies that affected elementary Home Economics instruction during the following historical periods:
 - a. The American Regime (1898-1935)
 - b. The Commonwealth Government (1936-1941)
 - c. The Japanese Occupation (1942-1945)
 - d. The Republic (1946-1972)
 - e. The New Society, under Martial Law (1972-Present)
2. The reforms and changes made in the Home Economics curriculum of the public elementary schools during each of the above historical periods.
3. The influence of the prevailing national political ideology or structure in the public elementary school Home Economics curriculum.

Definition of Terms

Home Economics generally refers to the field of education primarily concerned with strengthening home, family, and community living. As used in this study, the subject has been given different names at various stages of its development. During the early part of the American Regime, it was placed in the curriculum as part of Industrial Work. It was called "Housekeeping", "Domestic Science" (1906), "Housekeeping and Household Arts" (1910), "Cooking and Housekeeping" (1917). In 1927, the term "Home Economics" was officially used for the first time. During the Japanese Occupation, it came under the heading "Home and Community Membership." In 1955, the following definition was

agreed upon by the country's leading home economists:

"Home Economics is a field of education which is concerned with the development of home and family life in the Philippines, and the realization of satisfying personal, family and community goals. It deals with all phases of home living including feeding and clothing the family, the care and guidance of children, the management of family resources, personal development and family relationships, health and sanitation and home and community improvement. Home Economics is based on an understanding of the physical, psychological and socio-economic needs of the family in the Philippine cultural setting. In addition to its subject matter, it utilizes the findings of the natural and social sciences and of the arts which have a bearing on problems of home and family living."¹

In 1958, "Work Education" for girls in Grades V and VI was interpreted as Home Economics. In 1980, the subject was listed in the curriculum as "Homemaking and Family Living."

Curriculum reforms are the changes and modifications in the total program of studies that are organized and guided by the school. Referring specifically to Home Economics, the changes and modifications pertain to those experiences in personal, family and community living for which the school accepts responsibility. These include objectives, subject content, instructional materials, all the student's activities and the special services which are woven together and are interrelated.

Public Elementary Schools refer to the schools offering the primary and intermediate grades together which are financed by the national government and are supervised by the Bureau of Elementary Education, under the control of the Ministry of Education and Culture of the Philippines. The primary course consists of four years, and

¹Philippine FAO Committee on Home Economics, Home Economics Education in the Philippines (Manila: National Media Production Center, 1955), pp. 17-18.

the intermediate course consists of two years. These are the years of schooling which precede the secondary level.

Critical institution is an agency, department or organization responsible for the development and/or adoption of goals, objectives, policies and strategies pertaining to the educational system. In this regard, the Department of Education, now called the Ministry of Education and Culture, may be considered a critical institution.

Goals refer to broad categories of human experiences which are reflective of universal, national values. They reflect the ends of human culture, or more specifically, the ends of the educational system.

Objectives are less general, more immediate goals of an institution or a program geared toward the fulfillment of certain tasks. Objectives may be considered the means to arrive at educational goals.

Policies are decisions made on the basis of goals, objectives, and programs. Policies guide and regulate the behavior of programs and insure the meeting of the objectives. Policies are expressed through a Memorandum from a critical institution or through a decree.

Political Ideology refers to the set of beliefs that explains and justifies a preferred political order and offers strategies for achieving or maintaining that order.

Limitations of the Study

This study covered the period from about 1900 to 1980. The focus was on the Home Economics curriculum of the public elementary schools in the Philippines. It was limited to the public elementary schools for the following reasons:

1. The public elementary schools in the Philippines serve the greatest portion of the whole country's school population. In the early 1970's, over seven million students were enrolled in elementary schools. Of these, about 95% were in public schools.²
2. Elementary education is terminal for the majority of Filipino children. In 1974, of every 100 children who enrolled in Grade I, 56 completed Grade VI, 23 reached fourth-year high school, and 12 finished college.³ The elementary school has often been referred to as the "University of the Masses."⁴
3. The private schools usually follow the curriculum of the public schools. Since 1972, both public and private elementary schools have been under the jurisdiction of the Bureau of Elementary Education, Department of Education and Culture.⁵

Procedure and Sources of Data

Historical research methods were followed to establish facts concerning past developments in Home Economics in the public elementary

²Nena Vreeland et. al., Area Handbook for the Philippines, 2nd ed. (Washington, D.C.: Foreign Area Studies of the American University, 1976), p. 163.

³The Philippine Atlas, 1, s.v. "Educational Profile," (Manila: FAPE, 1975), p. 230.

⁴General Education Policies - A Report of the Board of National Education, 1955-1957. (Manila: Phoenix Press, 1958), p. 45.

⁵Presidential Decree No. 1, 1972, cited by Herman Gregorio and Cornelia Gregorio, Introduction to Education in Philippine Setting (Quezon City: R. P. Garcia Publishing, 1976), p. 62.

schools in the Philippines. Documentation was the chief source of information.

The primary sources investigated included the Philippine Constitution, United States and Philippine legal documents, curricula in Home Economics, directives to teachers, memoranda, bulletins, manuals, Annual Reports of the Director of Education, census Reports, Survey Reports of Educational Commissions, and Reports of the Philippine Commission. The secondary sources used were national history books, books on the educational system, encyclopedias, articles from periodicals, dissertations, and theses.

The treatment of the data was analytic and comparative. The description of the prevailing national political ideology and focus of governmental control was presented in chronological order. The educational aims and policies of the public elementary schools under a prevailing historical period as well as the reforms and changes made in the elementary Home Economics curriculum effected during the different historical periods were identified. Comparisons were made of the different periods stated.

Organization

The remainder of the study has been organized as follows: Chapter II includes some background information and discusses the educational developments during the pre-Spanish time, during the Spanish time, and under the Revolutionary government; Chapter III deals with the American Regime - the political ideology, the early American efforts to provide public elementary education, and the beginning and development of Home Economics as a subject in the public elementary school curriculum;

Chapter IV discusses the country's change in political status from that of a dependency to that of a commonwealth, the general educational reforms and the curricular changes in elementary Home Economics; Chapter V deals with the conditions during the Japanese Regime and the educational policies and curricular reforms in elementary Home Economics effected during that time; Chapter VI discusses the conditions, the focus of governmental control, the general educational aims and policies, and curricular reforms during the Republic and closes with the beginning of Martial Law, declared in 1972. Chapter VII discusses reforms under the present society and Chapter VIII provides a summary of the evidence, conclusions of the study, and a synthesis.

CHAPTER II
 PHILIPPINE EDUCATION DURING THE PRE-SPANISH PERIOD,
 DURING THE SPANISH REGIME AND UNDER
 THE REVOLUTIONARY GOVERNMENT

The history of public education in the Philippines can be understood best after considering its background in the early days of the Malayan culture and the three and a half centuries of Spanish occupation.

Elements of Early Filipino Culture

Long before the Spaniards arrived in 1521, the Philippines had been part of the Shri-Visaya and the Madjapahit, two great Malayan empires. Thus, the Filipinos acquired Malayan customs and traditions which combined with Hindu and Chinese into a pre-Spanish culture. This early culture had its own system of government, which had been handed down from generation to generation.⁶

Trade was going on between the early Filipinos and the traders from Japan, China, Arabia, Indo-China, India, Annam, and Laos.⁷ Industries such as weaving, fishing, and some sort of manufacturing were in existence. There was a system of property ownership. Oral literature, preserved and handed down from generation to generation, was in the form

⁶Otley Beyers, "The Philippines Before Magellan," Asia (October, 1921), n.p. as quoted by Maximo M. Kalan in The Development of Philippine Politics: 1872-1920 (Manila: Oriental Commercial Co., n.d.) p. 1.

⁷Arthur L. Carson, Higher Education in the Philippines (Washington: Government Printing Office, 1961), pp. 6-7.

of songs, proverbs, maxims, epics, religions, and criminological codes. Knowledge of engineering was evidenced in the constructed rice terraces.⁸ The Spaniards were surprised to find that the early Filipinos used cannons smelted in copper and fired with gunpowder. Evidently, the early Filipinos were no longer in the stone age; neither were they savages before 1521. "They were not in the stone age, like the American Indians, but had iron-pointed spears and arrows and smelted copper."⁹

Education During the Pre-Spanish Time

Early historians agree that a system of education existed before the Spanish conquest. When the first group of Spaniards arrived, they found that many Filipinos could read and write in their native alphabet. The early Filipinos used an alphabet of their own which was different from the Roman, the Arabic, the Chinese, or any other alphabet. It consisted of three vowels and twelve consonants.¹⁰

Father Chirino, who was among the first to study Filipino writing, stated that there was hardly a man, much less a woman living in the Manila Bay area who did not read and write in the letters of Manila.¹¹ Alzona was equally certain that the natives knew how to read and write in the native language. She wrote:

⁸Florencio P. Fresnoza and Canuto P. Casim, Essentials of Philippine Educational System (Manila: Abiva Publishing House Inc., 1964), pp. 4-5.

⁹Report of the Commissioner of Education for the Year 1897-1898, Vol. 1 (Washington: Government Printing Office, 1899), p. 970.

¹⁰Enfronio Alip, Philippine Civilization (Manila: University of Santo Tomas Press, 1936), p. 28.

¹¹Emma H. Blair and J. A. Robertson, The Philippine Islands, Vol. 12 (Cleveland: A. H. Clark Co., 1904), p. 248.

. . . In every settled town the Filipinos have their temples filled with collections of books. They were written in the native characters on palm leaves and bamboo pulps. The subjects were historical and legendary, folklore, tales, statutes, deeds of heroism, and poems.¹²

Fresnoza and Casim reported that there were no definite records regarding the types of schools, the subjects studied, and the methods of instruction used. It was believed that early education evolved from an informal, incidental, and undesigned form to an institutionalized system with the medicine men or native priests as the teachers.¹³

Catapang claimed that instruction was on an individual or tutorial basis and was provided by the parents. The fathers taught their vocations to their sons. The sons were also instructed in how to use bows, arrows, and spears. Domestic arts were taught by the mothers to their daughters so that they would become excellent housewives. Catapang concluded that the needs of early education did not go beyond the domestic needs.¹⁴

Isidro asserted that women in their homes were the first teachers and the first lessons were in reverence for the god Bathala, respect for customs and traditions, obedience to authority, love for parents and elders, loyalty to the family or clan, and bravery in the support of truth and right. In teaching ways to earn a living, fathers were the tutors of their sons who learned to be agriculturists well versed in

¹²Encarnacion Alzona, A History of Education in the Philippines (Manila: University of the Philippines Press, 1932), p. 10.

¹³Fresnoza and Casim, Essentials of Philippine Educational System, pp. 4-5.

¹⁴Vincent Catapang, The Development of the Present Status of Education in the Philippine Islands (Boston: Stratford Company, 1926), p. 2.

the cultivation of rice, sugar cane, coconuts, and bananas.¹⁵

Education During the Spanish Regime

The claiming of the Philippines for Spain in 1521 by Ferdinand Magellan marked the beginning of Filipino contact with the Western civilization, the rule that was to last for more than 350 years, the Christianization of the Filipinos, and the colonization of the archipelago.

For religious reasons the early Spanish missionaries did a thorough job of destroying all the repositories of native culture that they could lay their hands on. The rationalization of this vandalism was that, like all primitive cultures, it was essentially religious, and the ancient manuscript were consigned to the flames as the work of Satan.¹⁶

With the exception of the codes of Kalantiao and Maragtas, all written records were destroyed. These codes were the early Filipinos' laws.¹⁷

Education started with higher education for the chosen few who had already acquired a knowledge of the basic essentials in their homes. The authorities felt the need to train young men, particularly the sons or relatives of the Spaniards in the Islands for the service of the King and the church.¹⁸ This led to the establishment of institutions of higher learnings such as the College of San Jose, which was founded

¹⁵Antonio Isidro et. al., Compulsory Education in the Philippines (Paris: UNESCO, 1952), p. 11.

¹⁶Leon Ma Guerrero, "What are the Filipinos Like," The Philippine Quarterly, 1 (December, 1951): 6.

¹⁷Fresnoza and Casim, Essentials of the Philippine Educational System, p. 4.

¹⁸Blair and Robertson, Philippine Islands, Vol. 5, p. 114.

in 1585, and the College of Santo Tomas which was founded in 1611.¹⁹

Institutions of secondary character followed. Among the secondary schools established were the College of San Juan de Letran, founded in 1630, the Ateneo Municipal, and the theological seminaries in Vigan, Cebu, and Manila.²⁰

It was during the middle of the nineteenth century when an attempt to extend educational opportunities to the masses was made. The early schools were organized for the sole purpose of converting the natives to the Christian faith. Religion and parochial indoctrination were carried out in make-shift shelters or in improvised chapels that were constructed by the villagers.²¹ The missionary friars did the evangelical work not only because it was their job to "Christianize the heathen" but also under order from the Spanish sovereign "to teach the Spanish language and Christian doctrine, to build school houses and to compel the children to attend school."²²

A provision in the Spanish Constitution of 1812 made education compulsory in all Spanish overseas possessions. The minister of marine, commerce, and the colonies appointed a commission in 1839 to prepare a plan for a system of education in the Philippines, a move which was

¹⁹Report of the Philippine Commission to the President, 1899-1900, Vol. 1 (Washington, D.C.: Government Printing Office, 1900), p. 38.

²⁰Ibid.

²¹Thomas Stephen Walsh, "Present Status of Elementary Education in the Philippines" (Master's thesis, Catholic University of America, 1928), p. 6.

²²Victorio Acosta Velasco, "The Underlying Philosophy of Public Education in the Philippines" (Master's thesis, University of Washington, 1942), p. 6.

considered "the first practical step toward establishing primary instruction in the islands."²³

In December 1863, a Royal Decree creating a normal school for men and elementary schools throughout the Islands was issued. The decree provided that there should be for every town of 5,000 inhabitants one school for boys and one school for girls. The schools should teach the following subjects: Christian doctrine, principles of morality, sacred history, reading, writing, practical Spanish, Spanish grammar and orthography, arithmetic, geography and history of Spain, practical agriculture, rules of courtesy, and vocal music. The girls should take the same subjects but instead of Spanish history, geography, and practical agriculture, "employments suitable to their sex" such as needlework and music were taught. The language of instruction had to be Spanish.²⁴

The Normal School in the city of Manila opened on January 23, 1865. For many Filipinos it was difficult to go to Manila in order to study in the Normal School. As a consequence, the majority of those teachers in the provinces generally possessed little knowledge beyond the 3 R's and were steeped in the religious doctrine.²⁵

The parish priest had the most powerful position in the school system. He had the power to enforce the school laws, recommend the

²³Report of the Commissioner of Education for the Year 1902, Vol. 2 (Washington: Government Printing Office, 1901), p. 1628.

²⁴Alzona, History of Education in the Philippines, p. 28.

²⁵Benigno Aldana, "Developing a Defensible Financial Program for the Public Schools of the Philippines" (Ph.D. dissertation, University of California, 1956), p. 13.

appointment or supervision of teachers, determine whether a pupil should pay a tuition or not, and visit or inspect the schools anytime he wished. From the start the schools were entirely under the supervision of religious orders, and there was no organized department of public instruction. The work lacked system, wanted completeness, and in great part was dormant.²⁶

Education Under the Revolutionary Regime (1896-1898)

Historical background. Filipino resentment against the oppression and extortion of the Spaniards led to many revolts and uprisings. One successful rebellion was led by Emilio Aguinaldo in 1896. As a result, the Spanish governor general signed the Pact-of-Biak-na-bato, guaranteeing Spanish reforms. The Spanish-American War, however, superseded the domestic events. By the terms of the Treaty of Paris, Spain ceded the entire archipelago to the United States in return for \$20,000,000. The United States proclaimed the cession of the islands and the establishment of American military rule. The Filipinos refused to acknowledge American domination and insisted upon their right to constitute an independent republic. A revolutionary form of government was established. A constitution was formulated and a republican form of government with Aguinaldo as president was founded.²⁷

Education. The constitution, popularly called the Malolos constitution, provided for the separation of the church and state, thereby putting an end to church control over education. Education was

²⁶Report of the Commissioner of Education for the Year 1900-1901, Vol. 2 (Washington: Government Printing Office, 1902), p. 1318.

²⁷The Universal Standard Encyclopedia, 1958 ed., s.v. "Philippines."

entrusted to the Department of Police and Internal Order, Justice, Instruction, and Hygiene.²⁸

The government kept open all schools that were in operation during the last days of Spanish rule and directed all teachers to remain at their posts until further orders were issued. The primary curriculum which had been prescribed by the Royal Decree of 1863 was modified by eliminating religious instruction and by adding Philippine history, physical education, and citizenship training.²⁹ The revolutionary government, however, was not able to carry out its educational plans because of the triumph of American arms.

Summary

The native alphabet, ancient writings, and historical relics found by the first group of Spaniards who came to the Philippines in 1521, proved the existence of ancient Filipino culture and civilization. Historians believed that early education was informal, on a tutorial basis, and did not go beyond domestic needs.

Under Spain, the spread of Christianity and the conversion of the Filipino to the Catholic faith became the main objective of the educational activities. The missionaries and the religious orders established the first schools without systematic government supervision and control. Formal education received impetus with the opening of the University of Santo Tomas in 1611. Secondary schools were established

²⁸UNESCO-Philippine Educational Foundation, Fifty Years of Education for Freedom (Manila: National Printing Co., Inc., 1953), p. 71.

²⁹Blair and Robertson, Philippine Islands, Vol. 40, p. 184.

in 1630. A general system of primary instruction was started after the issuance of the Royal Decree of 1863. The Catholic church continued to control educational organization and administration, and religion remained the most important subject in the curriculum.

The Revolutionary government, established by Filipino nationalists in 1896, planned to prescribe a modified primary curriculum with Philippine history, physical education, and citizenship training added and religious instruction eliminated. This plan was never carried out because of the outbreak of the Spanish-American War.

CHAPTER III

THE AMERICAN REGIME (1898-1935)

Historical Background

The destruction of the American battleship Maine in the harbor of Havana, Cuba, by an external mine in February, 1898 precipitated a war between the United States and Spain. The first important battle of the war took place in the Philippines on May 1, 1898 when the American Navy defeated the Spanish fleet in the Manila Bay.³⁰ By August of the same year, the Americans had occupied Manila (capital of the Philippines) and a military government, with General Merritt as military governor, had been established.³¹

Out of a combination of economic, political, and strategic motives and the impact of the belief in "Manifest Destiny", United States Secretary of State John Hay informed the American Peace Commission in Paris on October 28, 1898, that Spain should relinquish the Philippines and cede them to the United States.³² The American decision to acquire the Philippines shattered the Filipino's faith and confidence in the intentions of the United States to recognize Philippine independence at

³⁰Josephine Budd Vaughan, The Land and People of the Philippines (Philadelphia: J. B. Lippincott Co., 1956), p. 34.

³¹Thomas A. Bailey, A Diplomatic History of the American People, 2nd ed. (New York: F. S. Crofts and Co., 1942), p. 519.

³²U.S. Department of State, Foreign Relations of the United States, 1898 (Washington: U.S. Government Printing Office, 1862), p. 937.

the end of the war. Sporadic warfare between the Filipinos and Americans continued until April 1902, when the last insurgent Filipino general surrendered.³³ American civil government replaced the military authority on July 4, 1902. William Taft became the first civil governor.³⁴

The Philosophy of Democracy in a New Setting

When the Treaty of Paris was signed in December, 1898, United States President McKinley emphasized:

The earnest and paramount aim of the military administration (should be) to win the confidence, respect, and affection of the inhabitants of the Philippines by assuring them in every possible way that full measure of individual rights and liberties which is the heritage of free peoples, and by proving to them that the mission of the United States is one of benevolent assimilation, substituting the mild sway of justice for arbitrary rule.³⁵

A proclamation was issued to the Filipino people that established military rule, and among other things assured them that the United States force had not come "to wage war upon them, nor upon any part or faction among them, but to protect them in their homes, in their employment, and in their personal and religious rights."³⁶ In President McKinley's message to the United States Congress in 1899, he said: "The Philippines

³³Gregorio Zaide, Philippine Political and Cultural History (Manila: Philippine Education Company, 1957), p. 212.

³⁴Ibid., pp. 235-236.

³⁵McKinley to Otis, December 21, 1898. United States Adjutant General's Office. Correspondence Relating to the War with Spain . . . from April 15, 1898 to July 30, 1902, II. (Washington, D.C.: U.S. Government Printing Office, 1902), p. 719.

³⁶Philippine Information Society, First series, (Boston: February 8, 1901), p. 26.

are ours, not to exploit, but to develop, to civilize, to educate, to train in the science of self-government."³⁷

In January, 1899, he appointed the First Philippine Commission, headed by Jacob Shurman, to study the general situation in the country and to recommend a policy to be pursued.³⁸ In his instruction to the Commission, the aim of the American Government was defined as: "the well being, the prosperity, and the happiness of the Philippine people and their elevation and advancement to a position among the most civilized peoples of the world."³⁹ Jacob Shurman interpreted the American policy to mean "ever increasing liberty and self-government. . . and it is the nature of such continuously expanding liberty to issue in independence."⁴⁰

To hasten the transfer of the government from the military to the civilian authorities, President McKinley appointed the Second Philippine Commission on March 16, 1900. The underlying principles which were to guide the Commission in the performance of their mandate were contained in the following portion of their instructions:

. . . In all forms of government and administrative provisions which they are authorized to prescribe, the commission should bear in mind that the government which they are establishing is designed, not for

³⁷United States Department of State House Documents, No. 511, 67th Congress, 4th Session. Washington: Government Printing Office, 1922, p. 42.

³⁸Charles B. Elliott, The Philippines to the End of the Military Regime (Indianapolis: The Bobbs-Merrill Company, 1916), p. 450.

³⁹Report of the United States Philippine Commission, 1900, Vol. I, pp. 3-4.

⁴⁰Jacob Gould Shurman, Philippine Affairs: A Retrospect and Outlook (New York: Charles Scribner's Sons, 1902), p. 42.

our satisfaction or for the expression of our theoretical views, but for the happiness, peace, and prosperity of the people of the Philippine Islands, and the measures adopted should be made to conform to their customs, their habits, and even their prejudices, to the fullest extent consistent with the accomplishment of the indispensable requisites of just and effective government.

At the same time the commission should bear in mind, and the people of the islands should be made plainly to understand, that there are certain great principles of government, which have been made the basis of our governmental system which we deem essential to the rule of law and the maintenance of individual freedom, and by us; that there are also certain practical rules of government which we have found to be essential to the preservation of those great principles of liberty and law, and that these principles and these rules of government must be established and maintained in their islands for the sake of their liberty and happiness.⁴¹

All American Presidents, from McKinley to F. D. Roosevelt, and all American Governors-General, from Taft to Murphy, declared in their official statements that independence would someday be granted to the Philippines. The same policy was adopted by the Congress of the United States from 1899 to 1934. Both major political parties in America, the Republican Party and the Democratic Party, favored Philippine independence with the only difference being that the former would grant it after a long preparation on the part of the Filipino people for self-government, while the latter was willing to give it immediately. In 1908, for instance, the Republican Party platform advocated the policy of "leading the inhabitants step by step to an ever-increasing measure of home rule," while the Democratic Party platform favored, "an immediate declaration of the nation's purpose to recognize the independence of the Philippine Islands."⁴²

⁴¹United States War Department. Annual Report for the Fiscal Year 1900. Vol. I: Report of the Secretary of War, Pt. I, (Washington, D.C.: U.S. Government Printing Office, 1900), p. 74.

⁴²Cameron W. Forbes, The Philippine Islands, II (Boston: Houghton Mifflin Company, 1928), p. 369.

Early American Educational Effort

In the interest of pacification, the military government proceeded to establish and reopen schools. The establishment and reopening of schools were considered:

adjunct to military operations calculated to pacify the people and to procure and expedite the restoration of tranquility throughout the archipelago . . . school buildings thoroughly equipped with books, pictures, maps, globes, etc., . . . gave an influence not securable by force of arms.⁴³

In less than three weeks after the occupation of Manila, seven schools were reopened and a teacher of English was installed in each under the informal supervision of Father W. D. McKinnon, chaplain of the First California Volunteer Infantry.⁴⁴

General Otis, who succeeded General Merritt as military governor, was instrumental in the opening of more schools. Many American officers were appointed, among them chaplains, to act as superintendents of schools.⁴⁵

First Philippine Commission: The Shurman Commission. The commission issued eleven regulatory principles which were to govern the relationship between the Filipinos and the Americans. One of these principles, the tenth, had to do with elementary education. It was: "Effective provision will be made for the establishment of elementary schools in which the children of the people shall be educated."⁴⁶

⁴³Report of the Commissioner of Education, 1900-1901, p. 1322.

⁴⁴Fifteenth Annual Report of the Director of Education, (Manila: Bureau of Printing, 1915), p. 9.

⁴⁵Report of the Commissioner of Education, 1900-1901, p. 1323.

⁴⁶Philippine Information Society, First series, VII (Boston: February 25, 1901), p. 42.

Second Philippine Commission: The Taft Commission. The second Philippine Commission, headed by William Taft, was instructed by President McKinley to promote, extend, and improve the system of education already inaugurated by the military authorities.⁴⁷

Shortly after the arrival of the commission, on July 3, 1901, all of the civil affairs exercised by the military authorities were transferred to the commission which found that the existing conditions in the Philippines demanded a centralized system of education and careful supervision of public schools. One reason for the centralization of the system was the topographical and geographical situation in the islands.⁴⁸

Act No. 74, enacted by the First Philippine Commission on January 21, 1901, laid the foundation of the public school. By virtue of this act, the Department of Public Instruction for the Philippines was created.⁴⁹

Reiterating President McKinley's instruction, the commission stated the general aim of public instruction:

The education furnished must be of practical utilitarian character. What is attempted in the way of instruction must be done thoroughly, and the aim must be in particular, to see that children acquire in school, skill in using their hands and their heads in a way to earn a livelihood . . . The present educational system will be modernized and secularized and adopted to the needs of a people who hitherto have been deprived of the opportunities

⁴⁷Elliot, The Philippines to the End of the Commission Government, p. 489.

⁴⁸Ibid.

⁴⁹Report of the Commissioner of Education for the year 1900-1901, p. 1337.

of a national education.⁵⁰

Fred Atkinson, the first general superintendent of public schools under the Civil Government, expressed the early policy of the American system of education in the Philippines when he wrote:

The policy followed throughout is steady, slow going; careful, fundamental work, the fruits of which the future alone will bear; our hopes are centered in the new generation; no attempt has been made at display; nothing for which there was no need had been introduced in the system . . . The change from fee to free schools has been an important one and a prime factor in arousing the interest of the people in education . . . preparation both for the pursuit of practical life-sustaining occupation and for the best of past and present civilization in literature, culture, and art.⁵¹

One of the first moves to implement Act. No. 74 was to send for American teachers, so in August 1901, 600 American teachers arrived in Manila from the United States aboard the transport Thomas. Thereafter, the first American teachers were referred to as Thomasites.⁵²

Curricular Offerings of the Elementary School

The Primary Course. The early American schools that were established by the military regime did not prescribe a formal school curriculum until 1901. Circular No. 2, series 1901, which outlined a three-year tentative curriculum for the primary schools was issued by the Bureau of Education.

. . . The subjects were reading, writing, arithmetic, geography, history, physiology, music, drawing, physical education, manual

⁵⁰Report of the Philippine Commission, the Civil Governor, and the Heads of the Executive Departments of the Civil Government of the Philippine Islands, 1900-1903 (Washington: Government Printing Office, 1904), p. 122.

⁵¹Report of the Commissioner of Education for the Year 1900-1901, p. 1440.

⁵²Teodoro Agoncillo and Oscar M. Alfonso, History of the Filipino People, (Quezon City: Malaya Books, 1967), p. 330.

training, and nature study. The emphasis, however, was on the teaching of the English language. Since many of the pupils could read and write in the Spanish language and the native dialect, and could also manipulate figures, they were classified on the basis of their knowledge of subject matter.⁵³

The primary course for the school year 1904-1905 to 1906-1907 was prepared in such a way that there was a graded system of the course to be studied. The aim was defined as that of placing the element of an English education within the reach of children belonging to every social class in every municipality of the Philippines.⁵⁴ Below is an exposition made of the objectives of primary instruction:

We hope, and our work is based upon the hope, that primary schooling will make the future farmer of the Philippines a better farmer than his father; will make him anxious to own his own farm and to considerably extend the size and cultivable area of that farm; that he will have enough training to know and be able to appreciate improved methods of farming; that the amount of reading and cultivation which he has received, small though it may be, will inspire him to adopt a better standard of life, to build a better and durable house than the nipa structure in which the great mass of the people at present live. We hope that the arithmetical instruction which he receives, with its training in practical business method, will enable him to compute the value of his crop when he has harvested it and to secure therefore a fair price where he now receives an unfair one; and gradually lead the peasant population out of that condition of bonded indebtedness in which a large proportion is today sunken.⁵⁵

The primary course was extended to four years in 1907. Except for minor changes, the curriculum was designed as follows:

⁵³Fresnoza and Casim, Essentials of Philippine Educational System, p. 279.

⁵⁴Annual Report of the General Superintendent of Education (Manila: Bureau of Printing, 1904), p. 11.

⁵⁵Fifth Annual Report of the Director of Education (Manila: Bureau of Printing, 1905), p. 16.

. . . to meet the needs of the great mass of children in barrio schools whose school life will end with their graduation therefrom, and its aim was to prepare the pupil to become an intelligent, self-supporting citizen, with sufficient academic knowledge and training to enable him to efficiently transact his own business. It should make him more conversant with the general rights and privileges of a citizen and with the corresponding duties which citizenship involves. The completion of this course should fix in him the habit of work and cause him to realize that manual labor is eminently respectable and honorable. The emphasis of this course was frankly upon the commercial and industrial side, without detracting from the value to be placed upon English, Arithmetic, Geography, and other academic subjects.⁵⁶

The Intermediate Course. The intermediate course was first designed as separate and distinct from the primary course. The first intermediate schools were the reorganized high schools, which had been opened in 1904, without a definite course of studies or entrance requirements. It aimed to give the child an actually practical fitting for life, to equip him for new duties and responsibilities, and to cultivate in him qualities of unselfishness and honor.⁵⁷

During the period here under study, the aims of education were never in final form and never could be, as should be the case in any sound system of education. The keynote of primary education, however, was at all times the elimination of illiteracy, and that of the intermediate education was practical fitting for life. Chief changes, therefore, were always directed toward specifying somewhat more definitely the character of the industrial education to be undertaken.

⁵⁶Seventh Annual Report of the Director of Education (Manila: Bureau of Printing, 1907), p. 17.

⁵⁷Annual Report of the General Superintendent of Education, (Manila: 1904), p. 11.

The Beginning of Home Economics Curriculum

Industrial Education. The earliest curriculum included industrial work in the three years of the primary curriculum. Girls and boys received different kinds of manual training. The girls were trained in sewing and housekeeping and the boys in gardening, clay modeling, carving, or the like, whichever was suitable to the local conditions that prevailed in their division or province. The curriculum was:

confined to essentials and designed to give the student only such information as may be absolutely required to properly meet the exigencies of a work-a-day life should necessity oblige him to terminate his studies and begin an early struggle for existence.⁵⁸

In the intermediate grades, Housekeeping, which included the care of the house and surroundings, the use of disinfectants, deodorizers, household pests, and table setting and decoration, was taught in Grade IV. Cleanliness and health were emphasized. Plain sewing covered mostly the making of bed and table linen. Cooking in Grade V included the serving of meals. Preserving of fruits was taught when it was necessary. Plain sewing was a continuation of what was offered in Grade IV. Care of infants and of the sick and sewing, which included cutting and making of children's clothing were taught in Grade VI.⁵⁹ In 1906, Domestic Science, which included sewing, cooking, and general housekeeping and nursing, was among the Special Industrial Instruction for girls given.⁶⁰

⁵⁸Fifth Annual Report of the Philippine Commission, 1904 (Washington: Government Printing Office, 1905), p. 867.

⁵⁹"Instruction in Housekeeping," Circular 85, s. 1904. Bureau of Education, Manila.

⁶⁰Seventh Annual Report of the Director of Education (Manila: Bureau of Printing, 1907), p. 17.

On the value of industrial training, the Bureau of Education stated the following:

The value of industrial training lies in the cultivation of a habit of work, the removal of prejudice against all forms of manual labor, the development of manual dexterity and the mental awakening that accompanies it, and the introduction of new trades and industries as well as improvement of the old.⁶¹

Reforms and Changes in the Elementary Home Economics Curriculum.

The results of the study conducted by the Bureau of Education in 1907 on the industrial needs of the islands were incorporated into a revised course of study which added one year to the former primary course and outlined the industrial work proper to the primary grades. The time allotment given daily to industrial work was 40 minutes in Grades I and II, 60 minutes in Grades III, and 100 minutes in Grade IV.⁶² In the intermediate grades, the resulting revision of the courses was focused on the "preparation for life" aim of education - "the teaching of the child to know and do such things as will later be of practical value to him."⁶³

There was revision of the courses of study for the primary and intermediate grades in 1909. The time allotment was also reduced. Thirty minutes were allotted for Grade I in either handweaving of native fibers or gardening; thirty minutes daily for Grade II in any one of the following: handweaving, gardening, lace-making and embroidery, loom weaving, pottery,

⁶¹"Revised Course of Study for Primary Schools," Circular 51, s. 1907. Bureau of Education, Manila.

⁶²Seventh Annual Report of the Director of Education, 1907., p. 17.

⁶³Tenth Annual Report of the Director of Education (Manila: Bureau of Printing, 1910), p. 19.

or domestic science. The policy of the Bureau of Education was not so much to secure pedagogical results, as it was to make the relation between this instruction and everyday industrial life as immediate and evident as possible.⁶⁴

Six vocational courses were offered in the intermediate grades by 1910: the general course, the course in teaching, the course in farming, the course in tool-work, the course in housekeeping and household arts, and the course in business. The general course led its pupils directly and normally to the high school course, the trade course prepared the child to earn a living later as an artisan; the farming course engaged the pupil chiefly in garden and agricultural work; the teaching course provided training for primary school teaching; the business course gave preparation for office positions; and the course in housekeeping and household arts was offered to girls in the same schools where boys were taking trade courses. It included cooking and housekeeping, hygiene, and home sanitation, needlework, physiology, and homemaking.⁶⁵

The recognition of the importance of industrial work led to the preparation of a considerable number of bulletins and publications that contained industrial course outlines and teaching instructions. Among the means employed to improve and standardize industrial instruction were appointment of industrial supervisors and inspectors, granting of scholarships to prospective industrial arts teachers, reorganization of teaching

⁶⁴Ibid., pp. 24-28.

⁶⁵Bulletin No. 35, Bureau of Education, Manila, 1911.

training programs, and industrial exhibitions.⁶⁶

More specific additional activities were suggested in the instruction of Housekeeping and Household Arts in 1911. A recommendation that the teaching of common-sense hygiene, home sanitation, preparation of wholesome everyday food, manners, and practical sewing in the Primary grades be given by a Filipino teacher, and in the native dialect, if necessary, was made. The aim of sewing was not to obtain fine needlework but to cultivate the domestic instinct. Among the suggested activities for the intermediate grades, Grade VII included, were: practical, ornamental, and commercial sewing, various cooking processes, nutritive value of food, relation of food to susceptibility to disease, protection and prevention of diseases, and cooperation with the health authorities in the prevention.⁶⁷

The curriculum for the primary industrial work offered electives to boys and girls. Courses which were thought to be for girls were taken by the boys and vice-versa. In 1912, there were 1,118 boys enrolled in cooking, 4,315 in sanitation, 1,108 in sewing, and 991 in lace making. Handweaving and loom weaving were shared by boys and girls.⁶⁸

The intermediate courses in Housekeeping and Household Arts included Needlework, four double-periods a week; Cooking and

⁶⁶Twelfth Annual Report of the Director of Education (Manila: Bureau of Printing, 1912), p. 75.

⁶⁷Bulletin No. 35, Bureau of Education, Manila, 1911.

⁶⁸Twelfth Annual Report of the Director of Education (Manila: Bureau of Printing, 1912), p. 75.

Housekeeping, three double-periods a week for Grades V and VI and twice a week for Grade VII; and Hygiene and Home Sanitation, two single periods for Grades V and VI and three times a week for Grade VII.⁶⁹

By 1915, the commercial side of industrial training was emphasized. Students sold handicraft articles that had been made and garden products that had been raised.⁷⁰ The economic as well as the vocational aims of industrial instruction were stressed. The direct and indirect methods for achieving the economic aims of improving the conditions of the people and the bettering of their standards of living, were specified. The direct betterment courses were housekeeping, cooking, sewing, garment-making, loom weaving, wood work, bamboo-rattan furniture, and gardening. The indirect betterment courses, which were largely commercial, included needlework, with embroidery, lace, and crochet; handweaving, such as mats, hats, baskets, and slippers; loom weaving; carving; furniture-making; pottery and other special courses.⁷¹

The only change effected in 1916 was the reduction of the time given to industrial work in the primary grades by twenty minutes a day, and the assignment of this time to conversational English. Further simplification of the primary course was considered.⁷²

⁶⁹Thirteenth Annual Report of the Director of Education (Manila: Bureau of Printing, 1913).

⁷⁰Fifteenth Annual Report of the Director of Education (Manila: Bureau of Printing, 1915), pp. 79-80.

⁷¹Sixteenth Annual Report of the Director of Education (Manila: Bureau of Printing, 1916), p. 33.

⁷²Seventeenth Annual Report of the Director of Education (Manila: Bureau of Printing, 1917).

In 1917, Cooking and Housekeeping instruction was made as practical as possible by correlating it with the gardening campaign. It aimed at the improvement of the daily diet of the people, especially of the sick and the young children.⁷³

Cooking and Housekeeping was abolished for all primary schools in 1918. This change in policy was decided upon because of the decreasing age and size of primary pupils and the fact that most primary school graduates entered intermediate schools.⁷⁴

The emphasis on the commercial side of industrial training gave way to the pedagogical side which gained recognition as being of greater importance in 1919. Thus, habits of industry, greater sympathy for labor, neatness and the like, as elements of the new turn, found their outward expression in the following redefined objectives:

1. Inculcate in the minds of the pupil a sympathetic attitude toward labor
2. Encourage industrial habits
3. Teach the fundamentals of good craftsmanship
4. Teach trades by the use of which people may earn a livelihood after they leave school⁷⁵

The Bureau of Public Schools made attempts to make courses flexible and more diversified. New courses for primary grades were prepared because of younger children enrolled. The courses emphasized that the

⁷³Eighteenth Annual Report of the Director of Education (Manila: Bureau of Printing, 1918).

⁷⁴Ibid.

⁷⁵Nineteenth Annual Report of the Director of Education (Manila: Bureau of Printing, 1919), p. 53.

child rather than the subject be taught.⁷⁶

In the intermediate grades, the enrollment in the Housekeeping and Household Arts courses steadily increased. The aims of the course were to introduce modern methods of preparing food, to give a knowledge of food values, and to increase the variety and the quality of the dishes which made up the daily diet.⁷⁷

During the First World War, because of the market condition, commercial work in connection with the industrial courses was curtailed to a large extent, but the end of the war saw revival of commercial work. In 1920, Embroidery, which was made an elective from Grade III to Grade VII, became the chief commercial work of girls, particularly in the intermediate grades. Girls worked on samples until they were thought to be ready to do commercial work. They started on the elementary samples of fifteen exercises on simple embroidery. The advanced samples consisted of motifs from designs for handkerchiefs, chemises, gowns, and babies' garments. The third samples consisted of exercises in the mosaic work, filet drawn work, Italian cutwork, and needlepoint. When the girls became proficient, they were given work on a usable garment. Then, the Department of Public Schools furnished them with stamped materials to be embroidered and to be made into articles that were most in demand on the market.⁷⁸

⁷⁶Twentieth Annual Report of the Director of Education (Manila: Bureau of Printing, 1920).

⁷⁷Ibid.

⁷⁸Twenty-first Annual Report of the Director of Education (Manila: Bureau of Printing, 1921).

General Instruction 17, series 1924, annexed a new general intermediate course of study which insofar as the work of the girls was concerned:

combined the best features of the general course and of the housekeeping and household arts course, providing practical instruction for all girls with more emphasis on housekeeping, cooking, and home nursing than was offered by the former general course; and more emphasis on geography, history, and civics than was offered by the former housekeeping and household art course.⁷⁹

The schools continued to offer the same amount of industrial and agricultural training, but there were readjustments made in its aim and objectives. The objectives remained essentially prevocational, though. The following objectives in supervising industrial work in the elementary schools were issued in 1926:

1. adapting the work to the needs and conditions in the locality;
2. adapting the work to the abilities and interests of the pupils;
3. making the work as educational as possible;
4. adapting the work so that it will show results in the improvement of the life in the community; and
5. organizing the work so as to give it a pre-vocational character and thus help the thousands of pupils in the elementary schools in 'finding' themselves.⁸⁰

The abolition of the Sales Agency of the General Sales Department in 1926 resulted in a decrease in the attention formerly given to the commercial aspect of industrial work, but work

has been placed on that much higher, less mechanical, and more pedagogical plan which is so essential in order to effectively meet the continual changes in local educational and economic needs. There has been no reduction in the time allotted to

⁷⁹Twenty-fourth Annual Report of the Director of Education (Manila: Bureau of Printing, 1924).

⁸⁰Twenty-seventh Annual Report of the Director of Education (Manila: Bureau of Printing, 1927).

industrial and agricultural activities in the elementary schools. All pupils above the first grade, irrespective of age and sex, have to spend a certain part of the school day in some form of agricultural or industrial activity. The supervising personnel has given the same proportional care and attention to the preparation of plans in agricultural and industrial subjects as they have given to the academic.⁸¹

It was in 1927 that the instruction under study took a new name - Home Economics, as explained in the Director of Education's report:

In order to conform with more modern nomenclature and to raise the work in this course to a higher plane, it has been thought advisable to change its name from domestic science course to the secondary course in home economics.⁸²

There was progress in all Home Economics subjects in 1927. According to the Director of Education, this was due in large measure to:

1. the conference of all Home Economics supervisors in April;
2. appointment of additional supervisors;
3. administration of the standardized achievement test;
4. better organization of Home Economics classes during normal institute;
5. better standardization of equipment;
6. the obtaining of additional equipment in the General Office to carry on Home Economics activities;
7. addition of two trained officials to the Home Economics personnel of the General Office.⁸³

The Director added that "closer cooperation has been carried out between Home Economics teachers and garden teachers to teach girls the nutritive value of vegetables. Girls learned the fundamental principles of planning a simple diet and health habits. Score cards were devised."⁸⁴

⁸¹Ibid.

⁸²Twenty-seventh Annual Report of the Director of Education (Manila: Bureau of Printing, 1927), p. 67.

⁸³Twenty-eighth Annual Report of the Director of Education (Manila: Bureau of Printing, 1928).

⁸⁴Ibid.

With the reduction in the amount of commercial work done in the schools, there was a corresponding increase in agricultural-club work for the boys and girls and in the home-and-school gardening work for the boys. Less emphasis was given on purely mechanical instruction. More attention was given to nutrition. In the cooking classes, more attention was placed on the scientific reasons for different methods of procedure and to the economics of the home than on the acquisition of purely mechanical skill. The preservation of food, the discussion of food values, of well balanced diets, and the relation of the market, kitchen, and home surroundings to the health of the family were given special attention.⁸⁵

In 1928, eighty minutes a week were added to housekeeping and cooking in the second semester of the fifth grade. This additional time was taken from the allotment previously given to embroidery, lace-making, and crocheting.⁸⁶

For the 1930 school year, special emphasis was placed upon those courses which contribute to the improvement of family life and to the fabrication of articles which added to the beauty and comfort of the home and to the home surroundings. One of the aims specified was "to stimulate interest in local possibilities and to provide pupils with the necessary training for making useful things which are well constructed and which are pleasing in appearance."⁸⁷

⁸⁵Ibid.

⁸⁶"Changes in the Home Economics Program of the Fifth Grade," Circular No. 71, s. 1928. Manila: Bureau of Education, 1928.

⁸⁷Thirty-first Annual Report of the Director of Education (Manila: Bureau of Printing, 1931).

In 1931, there was a move to reorganize the courses of study with "a view toward meeting more specifically the abilities and interests of the elementary pupil of average age."⁸⁸

The study of clothing and textiles replaced the old sewing course in 1932. Less emphasis was placed on mechanical skills and greater emphasis was placed on the selection of materials, pleasing color combination, good lines, care of clothing, desirable standards regarding dress, and economy. Emphasis was also given to the occupational possibilities of sewing. Needlework was treated in much the same way as clothing and textiles; more attention was given to design, color, harmony, appropriate use, and occupational prospects.⁸⁹

Circular No. 15, s. 1934 abolished industrial work in Grade II. This was replaced by health education. In Grade III, this instruction was replaced by elementary science, and in Grade IV, by elementary science and gardening. In the intermediate grades all girls took Home Economics for 80 minutes, four days a week and drawing the remaining. Clothing and Textiles classes made cooking outfits, undergarments, dresses, layettes, and a number of optional pieces. Mending and remodeling were also studied.

In embroidery, the girls no longer made samples but worked directly on handkerchiefs, towels, pillowcases, and doilies. Food selection and diet and home nursing took the place of drawing in Grade VII.⁹⁰

⁸⁸Thirty-second Annual Report of the Director of Education (Manila: Bureau of Printing, 1932), p. 29.

⁸⁹Thirty-third Annual Report of the Director of Education (Manila: Bureau of Printing, 1933).

⁹⁰Thirty-fourth Annual Report of the Director of Education (Manila: Bureau of Printing, 1934).

Summary

As a result of the Spanish-American War of 1898, the Philippines became the possession of the United States.

United States President McKinley issued instructions that the political development of the Philippines was to be undertaken along democratic lines. The ends of government were to be the happiness of the Filipinos and the guarantee of their enjoyment of their basic human rights.

The American military regime established and reorganized schools for the interest of pacification. Two commissions were sent to the Philippines by United States President McKinley. The first one made a survey of the general conditions in the islands, and the second led to the establishment of the civil government.

By virtue of Act No. 74, enacted in 1901, the Department of Public Instruction was created. A centralized system of education was recommended. The Thomasites, teachers who came from the United States, laid the groundwork for the public elementary school system. English became the medium of instruction in the schools and the system was more or less patterned after that of the United States. The principal aim of the schools was to create literate, independent-thinking citizens.

In 1904, however, the emphasis was laid more upon the importance of the practical side of education. Industrial education, aimed at preparing children for earning a living, was stressed in the curriculum of the public schools. Domestic Science, which was called Housekeeping before 1906, was among the Special Industrial Instruction given for girls.

The first revised curriculum, issued on October 1910, outlined in detail the industrial work for each grade. Sewing, cooking, and house-keeping activities were included in the program. The term, "Domestic Science" was changed to "Housekeeping and Household Arts."

The next revised curriculum, issued on July 23, 1913, increased the amount of time devoted to the Industrial Instruction. Handweaving (including basket making, mat making, etc.), gardening, and housekeeping were the principal courses offered.

The commercial side of industrial training was emphasized in 1915. The economic, as well as the vocational aims of industrial instruction were stressed. Students sold handicraft articles they made.

Because of the decreasing age and size of primary pupils and the fact that most primary graduates entered intermediate grades, Cooking and Housekeeping was abolished for all primary schools in 1918.

The end of World War I (1914-1918) saw revival of commercial work. Embroidery became the chief commercial work for girls, particularly in the intermediate grades.

During the subsequent years, the objectives of industrial training remained essentially prevocational, despite readjustments in time allotment and subject content.

With the abolition of the Sales Agency of the General Sales Department in 1926, the attention formerly given to the commercial aspect of Industrial Instruction decreased.

The term "Home Economics" was used officially for the first time in 1927.

A significant change in the elementary curriculum concentrated on Home Economics for intermediate grades. In the early 1930's, the curriculum included areas in Foods (selection, planning, preparation, serving, and preservation of food), Clothing and Textiles (which replaced the Sewing Course), Needlework and Laces, Child Care and Guidance, Sanitation, and Home Nursing.

CHAPTER IV
THE COMMONWEALTH GOVERNMENT (1935-1941)

Historical Background

On March 24, 1934, the United States Congress passed the Tydings-McDuffie Act, also called the Philippine Independence Act. This law provided for a constitutional convention to draft a constitution for the Commonwealth. Two hundred two delegates drafted and approved a Philippine Constitution on February 8, 1935. On March 23, 1935, President Roosevelt certified that the constitution conformed with the provisions required in the Tydings-McDuffie Act. The Filipino people in a plebescite approved the constitution on May 14, 1935. On November 15, 1935, the Commonwealth of the Philippines was inaugurated.⁹¹

The Philippines became essentially a self-governing state except for external affairs and some aspects of law and order. The government was administered by an elected Filipino executive, Manuel L. Quezon. The Tydings-McDuffie Act specifically provided for complete independence after a ten-year interim period of Commonwealth status. It thereby provided for a reasonable period of politico-economic transition.⁹²

(The Commonwealth era was meant to be an interregnum of ten years, from 1935 to 1945, before the Americans were to return Philippine

⁹¹Constitution of the Philippines (Manila: Philippine Book Company, 1949), pp. 30-32 and Arthur L. Carson, Higher Education in the Philippines (Washington: Government Printing Office, 1961), pp. 11-12.

⁹²Alden Cutshall, The Philippines: Nation of Islands (Princeton, New Jersey: D. Van Nostrand Company, Ind., 1964), p. 15.

independence scheduled on July 4, 1946. This interregnum, however was interrupted when the Japanese occupied the Philippines from 1942 to 1945.)

Reorganization of the Government

Democracy remained as the national political ideology. It was expressed in the various parts of the Constitution: in the preamble, the declaration of principles, the bill of rights. It resided in the proclamation that the people desire to live under a regime of justice, liberty, and democracy and that sovereignty was in the people and all government authority emanated from them.⁹³

The president of the Commonwealth, Quezon, believed in representative democracy. He also believed in "our political independence, in the historic destiny of the Malayan race to which it was his pride publicly to proclaim that he belonged." His entire career was built on the ideal of nationalism.⁹⁴

Immediately after the birth of the Commonwealth, steps were taken by President Quezon to reorganize the government, based along the principles laid down by the Constitution. Under the aegis of his new ideology, "more government and less politics", a Government Survey Board was created to conduct a thorough study of all the branches of public service and to classify and standardize all government offices. Some old offices and bureaus were either abolished or merged, and new ones were created.⁹⁵

⁹³Constitution of the Philippines, (Manila: Bureau of Printing, 1935).

⁹⁴From a speech delivered by Claro Recto at the Philippine Columbian Club, on August 19, 1953. Quoted in Teodoro Agoncillo, History of the Filipino, p. 397.

⁹⁵Zaide, Philippine Political and Cultural History, p. 319.

Educational Plans and Policies

A reorientation of education plans and policies was made to conform to the ideals of the new regime. The educational objectives were set forth in the Philippine Constitution. Section 5 of Article XIV states: "All schools shall aim to develop moral character, personal discipline, civic conscience and vocational efficiency, and to teach the duties of citizenship."⁹⁶

In his speech of acceptance, President Quezon reaffirmed the above educational objectives:

I stand by the educational policy enunciated in the Constitution. The principle underlying this policy is the training for useful, well-disciplined, self-sacrificing citizenship that draws its breath of life from Filipino patriotism. Our system of education should be revised so as to accomplish that aim still more effectively. The state is in duty bound to maintain a complete and adequate system of public education, providing at least free public primary instruction and citizenship training to adult citizens.

My attention will be especially devoted to making it possible for every child to go to school. Adult citizenship training will be carried out in accordance with a broad and systematic plan . . . Our educational objective should fit with our economic policy. I am for greater emphasis on vocational and agricultural training in the intermediate and high schools, but the instruction should always be in keeping with the economic conditions of each region and of the country as a whole.⁹⁷

Nationalism became the keynote of educational policies. President Quezon's interpretation of the new education was that it was not just for training pupils to have a livelihood. It was to train them for better service to the nation. Specifically, it stated:

⁹⁶Constitution of the Philippines. (Manila: Bureau of Printing, 1935.)

⁹⁷Messages of the President, Vol. 2, Part 1 (Manila: Bureau of Printing, 1937), p. 97.

We shall reform the system of public education so that it may be inspired by nationalistic ideals, and consecrated to the formation of the character of the citizens and to equipping them with social and vocational efficiency, thus training them for the service of the nation.⁹⁸

The keynote of this educational policy is patriotism; Its purpose is to build up an intelligent, efficient, virtuous, self-sacrificing, well disciplined, public spirited citizenship--the kind of citizenship that every democracy needs, especially a country like the Philippines which can boast of neither great wealth nor abundant power.⁹⁹

In 1936, the Philippine Legislature enacted a law which created the Institute of National Language. Its purpose was to implement the provision in the constitution with regard to the development and adoption of a common national language based on one of the existing native languages. The Institute recommended that Tagalog be used as the basis for the proposed national language. The recommendation was approved by President Quezon on December 30, 1937. Dictionaries and materials were ordered to be prepared by the same Institute.¹⁰⁰

In its desire to effectuate the constitutional mandate concerning free primary instruction, the National Assembly, upon the recommendation of the National Council of Education, passed Commonwealth Act No. 381 in 1938. The Act provided that public primary education should be supported by the national government, but that intermediate instruction should be supported by the municipality and cities. The municipality and cities

⁹⁸Ibid., p. 94.

⁹⁹Manuel L. Quezon, "Educational Policies Under the Constitution," Philippine Journal of Education, 27 (Manila: n.d.): 650.

¹⁰⁰Bureau of Public Schools, Service Manual (Manila: Bureau of Printing, 1959), p. 7.

were empowered to levy a school tax of not more than two pesos on every taxable person from the age of 18 to 60.¹⁰¹

Executive Order No. 109 in 1939 created the Joint Educational Survey Committee which was composed of the representatives of the executive and legislative branches of the government. Its purpose was to survey thoroughly the system, the existing educational methods, curricula, and facilities; to formulate plans and measures to enable the government to maintain a school system in accordance with the mandate of the constitution; and to recommend changes and modifications in the present school system of financing public education.¹⁰²

The results of the committee's work was the Commonwealth Act No. 586 or the Educational Act of 1940. This act provided the following objectives:

. . . (a) to simplify, shorten, and render more practical and economical both the primary and intermediate courses of instruction so as to place the same within the reach of the largest possible number of school children; (b) to afford every child of school age adequate facilities to commence and complete at least the primary course of instruction; (c) to give every child completing the primary course an adequate working knowledge of reading and writing, the fundamentals of arithmetic, geography, Philippine history and government, and character and civic training; and (d) to insure that all children attending the elementary schools shall remain literate and become useful, upright and patriotic citizens.¹⁰³

The act brought about the following changes in the educational system.

¹⁰¹Zaide, Philippine Political and Cultural History, p. 323.

¹⁰²Freznoza and Casim, Essentials of Philippine Educational System, p. 502.

¹⁰³Ibid., p. 551.

(a) the reduction of the elementary course from seven to six years, (b) the adoption of the double single-session which requires a teacher to teach two sets of pupils a day, (c) the raising of the entrance age of pupils to over seven years but not more than nine years, and (d) the fixing of the school year from July to April, instead of from June to March as in former years.¹⁰⁴

Character education and citizenship training were emphasized in the elementary curriculum. These were given increased time allotments per day.¹⁰⁵

The revised elementary school curriculum was implemented during the school year 1941-1942. Unfortunately, the Pacific War broke out in December, 1941.

Elementary Home Economics Curricular Reforms

In 1934, the primary and intermediate curricula were revised by the elimination of Industrial Arts and Home Economics in Grades II and III. Elementary Science was substituted for these subjects in Grade III, and Gardening and Elementary Science in Grade IV. Health Education was added as a subject in all grades below Grade VII. Character Education was given as a subject in all intermediate grades. In the primary grades, it was taught during the Opening Exercises. The setting aside of a definite period for Character Education, which was given more emphasis than Home Economics and Practical Arts was significant in view of the action of the Constitutional Convention in declaring that the inculcation of moral character be one of the major objectives of the Philippine public school system. Character Education in the past was included in the

¹⁰⁴Zaide. Philippine Political and Cultural History, p. 324.

¹⁰⁵Ibid., p. 323.

elementary curriculum under Good Manners and Right Conduct in connection with other subjects, but not as a distinctly separate subject.¹⁰⁶

The work of Home Economics in 1935 continued along the same general lines followed in previous years. Simple principles of selecting and preparing food were taught to Grade IV boys and girls as part of Elementary Gardening and Science. Sixty forty-minute lessons were provided in the course.¹⁰⁷

In the report submitted by the Quezon Educational Survey Committee, dated March 5, 1936, it was recommended among other things that the intermediate grades be made the "lower prevocational school," and the three-year high school which was to take the place of the four-year high school would be "the middle vocational school." The colleges and universities would be "the higher professional and technical schools." The emphasis was clearly in making the schools "producing institutions" in the shortest possible time. It was the committee's belief that the intermediate course should contain more practical arts than it did at that time.¹⁰⁸

In 1938, every girl in the intermediate grades was required to take Home Economics for 80 minutes daily. More than 100,000 intermediate

¹⁰⁶Thirty-fifth Annual Report of the Director of Education for the Calander Year 1934 (Manila: Bureau of Printing, 1934).

¹⁰⁷Ibid.

¹⁰⁸The report is in the form of a letter to the President of the Philippines, dated March 5, 1936. This reference is on p. 34 of the typed letter in possession of Dalmacio Martin. This report has never been published in full. This was cited by: Dalmacio Martin, "The Potentialities of the Cooperative Work-Experience Program for General Secondary Education in the Philippines." (Unpublished Ph.D. dissertation, The Ohio State University, 1954), p. 131.

girls in 1,323 schools received instruction in Home Economics. Since this number of girls represented a large proportion of the home, it was reported that the results of the homemaking instruction were far reaching.¹⁰⁹

Home visits, an accepted part of the duties of Home Economics teachers in the elementary and secondary schools, were continued. School work, which was related to home activities, carried knowledge and abilities gained in school directly into the home. It also provided a means for the acquisition of greater skill. Activities related to school learning included home gardening, improving home decoration and sanitation, care of younger children, food preparation and serving, and in those places where it was needed, food preservation.¹¹⁰

An effort was made to develop in the students a lasting interest in home activities, an understanding of their responsibility in the home group, and an appreciation of those intangible values which also contributed to the happiness and well-being of the family.¹¹¹

The Director of Education reported that in 1939, the elementary school projects, instead of being geared to the production of exportable handicrafts, were for the most part, related to the home life of the pupil. The aim was to teach as many skills as would make a person more useful as a member of the family and to stimulate one's interest in

¹⁰⁹Thirty-ninth Annual Report of the Director of Education for the Calendar Year 1938, (Manila: Bureau of Printing, 1939.

¹¹⁰Ibid.

¹¹¹Ibid.

recreational handicrafts which would contribute to a more fruitful realization of his leisure time.¹¹²

Among the general objectives listed for Embroidery and Other Fine Needlework (Tatting and Crochet) in the intermediate grades was to gain an interest in using some of the leisure hours to produce dainty pieces of handwork for personal or household use.¹¹³

The time allotment given for Home Economics in the Intermediate Curricula for 1938 was 400 minutes per week. In Grades V and VI, Home Economics and Drawing were given one rating only. The students took Home Economics four times a week and Drawing one day a week. Cooking and Housekeeping were given a fractional equivalent of $\frac{2}{5}$ in the rating; Clothing and Textiles, $\frac{1}{5}$; the other Home Economics subject or subjects, $\frac{1}{5}$; and Drawing, $\frac{1}{5}$. Clubwork for girls was allowed as a substitution for fine needlework, in which classes recited once a week. In Grade VII, students attended Home Economics five times a week. Cooking and Housekeeping, Food Selection and Diet, and Home Nursing were given a fractional equivalent of $\frac{3}{5}$ in the rating; Clothing and Textiles, $\frac{1}{5}$, and the other Home Economics subject or subjects, $\frac{1}{5}$.¹¹⁴ The same curriculum was followed in 1939 and in 1940.¹¹⁵

¹¹²Ibid.

¹¹³Bureau of Education, Tentative Objectives for the Study of Embroidery and Other Fine Needlework in the Intermediate Grades, (Manila: n.p., 1940) p. iii.

¹¹⁴Fortieth Annual Report of the Director of Education for the 1939 Fiscal Year, Jan. 1 to June 30, 1939 (Manila: Bureau of Printing, 1939).

¹¹⁵Forty-first Annual Report of the Director of Education, July 1, 1939 to June 30, 1940. (Manila: Commonwealth of the Philippines Printing, 1941).

The following general objectives for foods taught in Grades V and VI were specified as follows:

To gain an elementary understanding of the need and use of food in the body and such judgment and wholesome interest regarding the effects of food upon growth and health and happiness as result in improved food habits.

To develop manipulative abilities commensurate with age and interest.

To gain sufficient elementary knowledge of food values, of marketing, and of fundamental procedures in preparing and serving typical common foods so as to be able to select and purchase food fairly wisely, to prepare plain everyday food palatable and according to scientific methods, to combine food into a simple well-balanced meal, and to serve it acceptably.

To gain some appreciation of desirable standards in food preparation, - cleanliness, order, economy.

To develop some appreciation of simplicity and unpretentiousness in the matter of food; simple wholesome food, satisfying and palatable because correctly prepared; simple service, attractive and pleasing because of care and thought--these whether the family eats alone or entertains guests.

To gain an elementary appreciation of the desirability and possibility of improving the family food supply through cultivating home gardens and fruit trees, and raising poultry.

To develop some appreciation of the knowledge, effort, and money required to provide food for the family.¹¹⁶

The curriculum was revised in 1941. In the Revised Curriculum for the Intermediate Grades under the One-Teacher-One-Class Plan, 300 minutes per week were allotted to Home Economics instruction. The time was reduced from 400 minutes per week in previous years. It was noted that Character Education was allotted 35 minutes more than the years before, Health Education 15 minutes more and Elementary Science, with a time allotment of 75 minutes per week, was added to the elementary curriculum.

¹¹⁶Bureau of Education, Foods, Tentative Objectives in Elementary Home Economics, Grades V and VI, (Manila: n.p., 1940), p. 7.

Summary

The Tydings-McDuffie Act was passed by the U.S. Congress in March 1934. This act provided that the Philippines should become a commonwealth for a ten-year period, to be followed by complete independence on July 4, 1946.

After the adoption of the Constitution of the Philippines, the Commonwealth was formally established on November 15, 1935. Manuel Quezon was elected the first president of the Philippines.

Democratic precepts were contained in the Constitution. The educational objectives provided for the development of moral character, personal discipline, civic conscience, vocational efficiency, and citizenship training.

The elementary school curriculum was revised to conform with the mandate of the Constitution and the nationalistic ideals of the president. It was 'Filipinized' in outlook, objectives, and teaching materials. More subjects and materials about the Philippines were included to inculcate sound nationalism in children. Tagalog, one of the native dialects, was recommended to be used as a basis for the proposed national language.

The Educational Act of 1940 authorized the shortening of elementary curriculum from seven years to six and the holding of half-day sessions in the primary grades. This was done to insure all children of school age better opportunities for elementary education.

The Home Economics curriculum in the elementary grades continued along the same general lines followed in previous years. All the girls in the intermediate grades were required to attend Home Economics

instruction for 400 minutes per week during the school years 1938-1939 and 1939-1940. In 1941, however, the time allotment was reduced to 300 minutes per week. The increase of time allotted for Character Education caused the reduction of time allotted for Home Economics.

Civic and moral values of Home Economics were emphasized. Home visitation by Home Economics teachers was continued. Home Activities related to school learning included home gardening, improving home decoration and sanitation, care of younger children, and food production and serving. An appreciation of those intangible values which contributed to the well-being and happiness of the family was among the objectives sought.

CHAPTER V
THE JAPANESE OCCUPATION (1942-1945)

Historical Background

On the morning of December 8, 1941 (Manila time), shortly after the bombing of Pearl Harbor, the Japanese attacked the Philippines. A large-scale invasion began on December 10. Manila and the Cavite naval base were captured on January 2, 1942; Bataan fell on April 9, and Corregidor, on May 6. Thereafter, the Japanese Army occupied the Philippines.¹¹⁷

On October 20, 1944, American forces returned to the Philippines under General Douglas MacArthur, who had been American military commander in the islands before the Japanese attack. The Japanese surrendered on September 3, 1945. The Commonwealth government was restored and General MacArthur turned over to President Sergio Osmena full civil authority in all the Philippines.¹¹⁸ (The first president of the Commonwealth, Quezon, died in 1944.)

Government Administration and Propaganda

The Japanese military administration governed the Philippines through a Philippine Executive Commission. The Japanese authorities proclaimed that an independent state existed, but the work was

¹¹⁷Louis Morton, The Fall of the Philippines (Washington: Government Printing Office, 1953), p. 77.

¹¹⁸Robert Aura Smith, Philippine Freedom 1946-1958 (New York: Columbia University Press, 1958), pp. 112-113.

dominated and controlled by the Japanese administration.¹¹⁹

On July 31, 1942, Lieutenant-General Homma, Commander-in-Chief of the Imperial Japanese Forces, addressed himself to the Filipino people. The people were urged "to rejuvenate their Oriental culture to make them worthy of their place in the Greater East Asia Co-Prosperity Sphere and of their forthcoming independence."¹²⁰

The Japanese forces issued a proclamation which listed the number of offenses that were punishable by death. Another proclamation enjoined all civil officials to remain in their posts and carry on their duties as before. According to their propaganda, the Japanese were not at war with the Filipinos. They only wanted to drive the Americans out of the Philippines as the Americans had driven out the Spaniards.¹²¹

(2) The purpose of the Japanese expedition is nothing but to emancipate you from the oppressive domination of the U.S.A., letting you establish the Philippines for the Filipinos as a member of the Co-Prosperity Sphere in the Greater East Asia and making you enjoy your own prosperity and culture.

(3) The Authorities and the people of the Commonwealth should sever their relations with the U.S.A. and trust the just and fair administration of the Army.

(4) So far as the Military Administration permits, all the laws now in force in the Commonwealth, as well as executive and judicial institutions, shall continue to be effective for the time being as in the past. Therefore, all public officials shall remain in their present posts and carry on faithfully their duties as before.

¹¹⁹Fresnoza and Casim, Essentials of Philippine Educational System, p. 25.

¹²⁰Claro M. Recto, "The Resurgence of Filipino Culture," Philippine Review 1 (March 1942): 4-5.

¹²¹Bill Jason Priest, "Philippine Education in Transition 1941-1946" (Unpublished Ph.D. dissertation, University of California, 1947), pp. 267-268.

(5) The Army recognized the freedom of your religion and residence and has a share for your usual customs, so far as the Military Administration permits.¹²²

According to a former spokesman of the Japanese Foreign Trade Office, the idea of Co-Prosperity in East Asia carried no thought of domination. It envisaged universal concord on the basis of freedom, equality, and mutual respect.¹²³

Lieutenant-Colonel Katnya, Chief of the Hadoobu (Department of Information) advised the Filipinos to awaken to the profound truth that they form an important and organic unit of the Co-Prosperity Sphere and that every vestige of their past reliance on Occidental ideas and outlook on life be dissolved.¹²⁴

The Japanese failed to attract President Quezon of the Commonwealth to come out of hiding and cooperate with them, so Jorge Vargas, the mayor of Manila, was ordered to organize the Philippine Executive Commission. The function of the commission was to follow the orders of the Imperial Japanese Forces and to work toward the re-establishment of peace and order.¹²⁵

In October 1943, a puppet republic was inaugurated under Japanese sponsorship. Jose Laurel was appointed president. Ten ministries were formed out of the six commission departments and the ministries of Foreign Affairs, Home Affairs, and Economic Affairs

¹²²Ibid.

¹²³Benigno Aldana, "Developing a Defensible Financial Program for Public Schools of the Philippines" (Unpublished Ph.D dissertation, University of California, 1956), p. 22.

¹²⁴Recto, "The Resurgence of Filipino Culture."

¹²⁵Priest, "Philippine Education in Transition, 1941-1946", p. 270.

were created. The former Commission of Education, Health, and Public Welfare was split into two ministries: the Ministry of Education and Health and the Ministry of Labor and Public Welfare. An Executive Secretary under the Office of the President possessed the rank of Minister of State.¹²⁶

Renovation of Educational Aims and Policies

The Commander-in-Chief of the Imperial Forces of the Philippines was well aware of the importance of education in the new order that he was helping to establish in the Philippines. Among the earliest orders he sent to Vargas, chairman of the Executive Commission, was one which aimed to renovate education in the Philippines by means of the following basic principles:

1. To make the people understand the position of the Philippines as a member of the East Asia Co-Prosperity Sphere, the true meaning of the establishment of a New Order, and thus to promote friendly relations between Japan and the Philippines to the furthest extent.
2. To eradicate the old ideas of the reliance upon the western nations, especially upon the U.S.A. and Great Britain, and to foster a New Filipino culture based on the self-consciousness of the people as Orientals.
3. To endeavor to elevate the morals of the people, giving up over-emphasis on materialism.
4. To strive for the diffusion of the Japanese language in the Philippines and to terminate the use of English in due course.
5. To put importance to the diffusion of elementary education and to the promotion of vocational education, and
6. To inspire the people with the spirit of labor.¹²⁷

The Commissioner of Education, Health and Public Welfare was ordered by the Japanese Military Administration to take steps in the

¹²⁶Ibid., pp. 55 and 128.

¹²⁷Marcelino Foronda, Jr., Cultural Life in the Philippines During the Japanese Occupation, 1942-1945 (Manila: Philippine National Historical Society, 1975) pp. 10-11.

reopening of the schools. Instruction No. 2 dated February 19, 1942 ordered the following:

1. That all school authorities and pupils should fully understand the contents of the Basic Principles that was issued on February 17, 1942;
2. That the pupils should be taught in accordance with the provisions of the Basic Principles;
3. That old textbooks might be used until the Textbook Examining Committee had removed the unsuitable parts therein;
4. That government schools, especially the elementary schools, should be opened earlier than the private and public higher level of education.¹²⁸

Prior to the reopening of the schools in June 1942, the Japanese Military Administration in its Instruction No. 16, dated April 18, 1942, ordered Vargas to take necessary steps to survey books and other publications. Those books whose contents were within the following classification were to be confiscated:

1. Those that are written for anti-Japanese propaganda purposes;
2. Those that propagate democracy and aim at alienating axis power;
3. Those that repudiate war;
4. Those that are in contradiction with the fundamental principles of the Philippine educational renovation;
5. Those that are improper in the enforcement of military administration.¹²⁹

To comply with Instruction No. 16, the Textbook Examining Committee used the following criteria:

1. Parts to be eliminated from the textbooks:
 - (1) Subjects to explain mainly about things Anglo-American
 - (2) Matters to propagate or praise the idea of Anglo-American democracy or liberalism.
 - (3) Poems, pictures, or symbols which have close connection with Britain and America
 - (4) Sentences and pictures expressing anti-Asiatic opinions or sentiments

¹²⁸Priest, "Philippine Education in Transition, 1941-1946", p. 272.

¹²⁹Sister M. Caridad Barrion, "Elementary and Secondary Education in Philippine Private Schools During the Japanese Occupation 1942-1945" (Unpublished Master's Thesis, Creighton University, 1947), pp. 30-31.

2. Textbooks to be prohibited from being used:
 - (1) Textbooks of geography, history and culture of the United States and Great Britain
 - (2) Side readers or the like for the purpose of teaching English language, except main readers
 - (3) Textbooks which contain so many improper and unsuitable parts that they will become almost useless after being eliminated.¹³⁰

When schools were reopened in June 1942, the following provisions were issued by the Commissioner of Education, Health, and Public Welfare:

. . . all students who were members of senior classes at the commencement of hostilities in 1941 were to be given credit for completion of the 1941-1942 school year. Other students were to advance one grade, and the instruction in each grade was to cover the incomplete work of the preceding grade plus the regular work for 1942-1943. The 1942-1943 school year was to be divided into four terms of twelve weeks and was to run from July 1, 1942, to June 30, 1943, with one-week vacation between each quarter. The lengthened school year was expected to allow the teachers to make up for the academic deficiencies of the preceding school year.¹³¹

Toward the end of 1942 the Japanese asked that the textbook in Home Economics be examined. They were told that there were no basic textbooks in Home Economics courses, and that the course of study was to be examined instead. The result was Instruction No. 25 of the Japanese Military Administration, dated February 22, 1943 ordering the elimination of:

- A. "Commonwealth of the Philippine Department of Public Instruction, Bureau of Education" from the cover of title page;
- B. "The Children's Charter," President Hoover's White House Conference, from Child Care;

¹³⁰Priest, "Philippine Education in Transition, 1941-1946," p. 70.

¹³¹Ibid., p. 73.

C. Mention of the distance of five feet between mouths of sleeping U.S. soldiers.¹³²

When the puppet republic was established in 1943, the Constitution of the Second Philippine Republic was drafted upon orders of the Japanese authorities. The General Provisions of this constitution stated in Section 10 of Article IX were:

All educational institutions shall be under the supervision of and subject to regulation by the State. The government shall establish and maintain a complete and adequate system of national education, and shall provide at least free public elementary instruction and citizenship training to adult citizens. All schools shall aim to develop moral character, personal and collective discipline, civic conscience, and vocational skill, secure social efficiency, and teach the duties of citizenship. Optional religious instruction shall be maintained in the public schools as now authorized by law. The state shall create scholarships in arts, science, and letters for specially gifted citizens.¹³³

In his inaugural address Laurel specified the aims of the government on education when he said:

. . . In the up-building of the national character, the school, no less than the home and the church, should play an important, if not dominating role. Elementary instruction must not only be free and public but attendance at least in the primary grades must eventually be made compulsory. All students must be subjected to rigid discipline of a well-regulated schedule. The work of our schools should be regulated and supplemented by wholesome and substantial home life.¹³⁴

¹³²Philippine Executive Commission, II Official Gazette, (February, 1943), pp. 139-140.

¹³³Gregorio F. Zaide, Philippine Constitutional History and Constitutions of Modern Nations (Manila: The Modern Book Company, 1970), pp. 357-358.

¹³⁴Consuelo V. Fonacier (compiler), At the Helm of the Nation: Inaugural Addresses of the Presidents of the Philippine Republic and the Commonwealth (Manila: National Media Production Center, 1973), p. 24.

Laurel reiterated the importance of the role of the family in education when Executive Order No. 5 was issued on October 23, 1943:

. . . Our educational system must be renovated and due emphasis placed on the moral objectives laid down by the Constitution . . . The work of the schools should be correlated and supplemented by wholesome substantial home life. It is imperative that we forge and rivet the links of family solidarity.¹³⁵

Elementary Curriculum

The same subjects as the prewar curriculum were shown in curriculum of the primary grades as issued in Bureau of Education Circular No. 23, series 1941, dated June 23. One difference, however, was that the two-single-session plan or the double-single-session plan was used. This meant that one class of one grade met in the morning and another class of the same grade or of a different one met in the afternoon under the same teacher. The same prewar curriculum in the intermediate grade was issued except for the change to a teacher per intermediate class plan.¹³⁶

The trend of modifications of the subjects of the elementary grades from 1941 to 1944 is illustrated in Figure 1. The time allotment given to each reflects its importance in the minds of the authorities during that period.¹³⁷

Music was considered an important subject. Given 75 minutes per week in 1941, the time allotment was increased to 100 minutes in 1942-43.

¹³⁵Aldana, "Developing a Defensible Financial Program for the Public Schools of the Philippines," p. 25.

¹³⁶Barrion, "Elementary and Secondary Education in Philippine Private Schools During the Japanese Occupation, 1942-1945," pp. 67-68.

¹³⁷Ibid., p. 64.

Prescribed Japanese songs were taught. Before October 1943, the singing of the Philippine National Anthem and other patriotic songs was banned, but after that date the "independent" Philippines resumed the right to sing their songs. School buildings resounded with native music.

The time devoted to Arithmetic remained relatively steady, averaging 200 minutes a week. In 1944, however, it was reduced to 150 minutes for all grades.

The English subjects—language, spelling, reading, and phonics-- were the target of many revisions so far as time allotments were concerned. One hundred fifty minutes per week were allotted for this subject in 1941. In 1942, it was given 200 minutes per week. In 1943, the time was reduced to 150 minutes, and in 1944, to 75 minutes.

Home and Community Membership Activities, which included Home Economics and Industrial Arts were allotted 300 minutes per week in 1941, 150 minutes in 1942, 300 minutes in 1943, and 175 in 1944.

In 1942 and 1943 elementary science was retained only in grade IV and made a part of home membership activities. In 1944, it was required in grades III, IV, V, and VI.

Social Studies was abolished in the curriculum for the school year 1942-1943, because the subject included the teaching of world geography, Philippine history and government. All textbooks in geography, and history, and civics not only about the United States and Great Britain but also of the Philippines were prohibited.¹³⁸

¹³⁸Dalmacio Martin, "Education and Propaganda in the Philippines During the Japanese Occupation" (Unpublished Master's Thesis, Stanford University, 1953), p. 256.

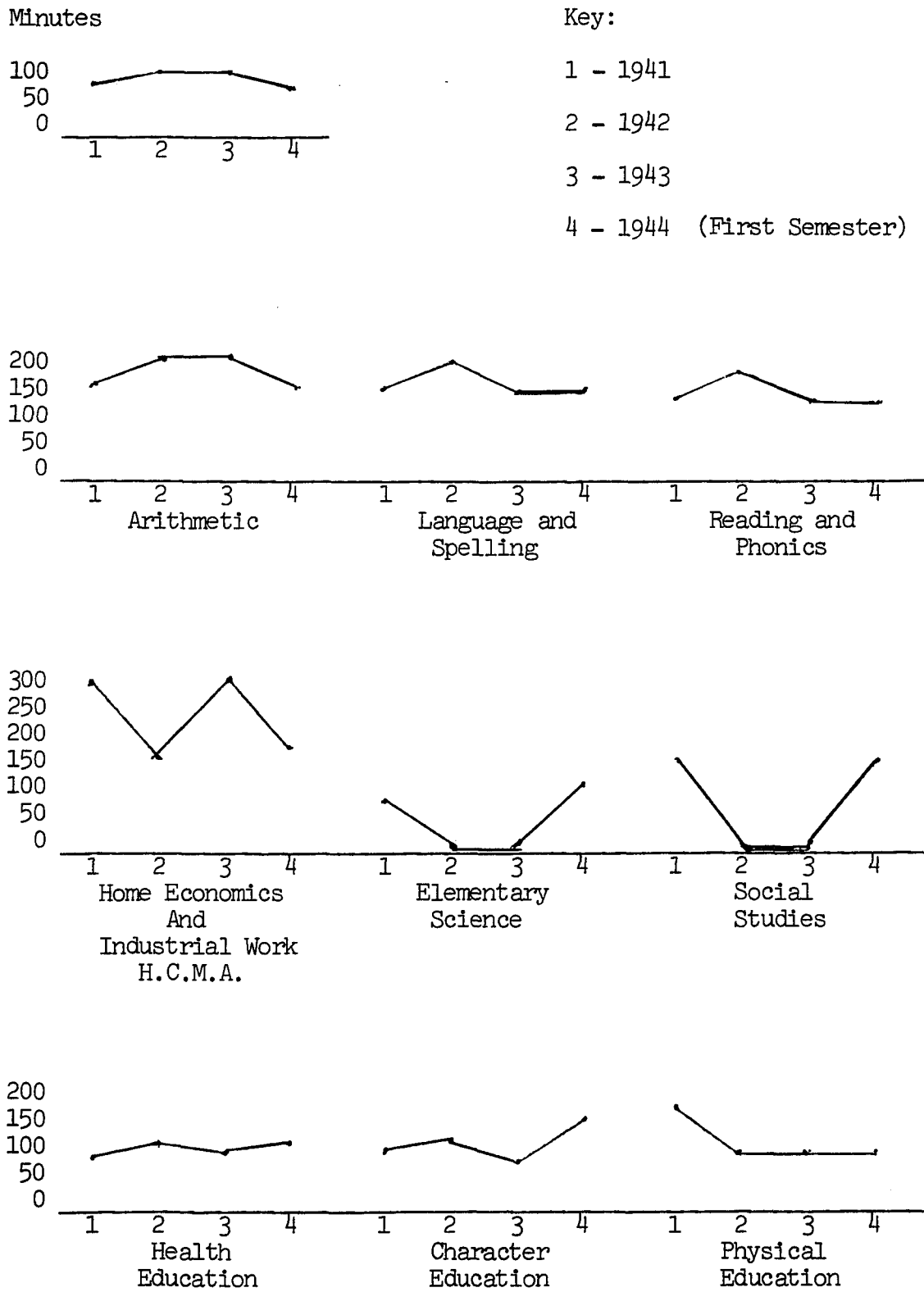


Fig. 1. Time allotments in minutes per week for each subject in Grade Five.

This subject was restored only after the "independence" of the Philippines. The pupils were required to know about the Co-Prosperity Sphere.

Both Health and Physical Education had respective places in the curriculum throughout the Japanese Occupation. These subjects were closely interwoven with the plan of making the Filipinos a strong people.

Character Education was among the required courses. It was raised to a preponderant position in 1944, when it was combined with the teaching of nationalism.

The curriculum for the school year 1942-1943 did not include the teaching of Nippongo or the Japanese language. The Japanese Military Administration released Instruction No. 126, dated November 24, 1942, which required that all public and private elementary schools should teach Nippongo from January, 1943. The provisions of the Instructions were as follows:

1. The Japanese language shall be taught in all school grades.
2. The Japanese language shall be taught every day and for the time being at the rate of not less than 100 minutes per week. It will not be permitted, however, to prolong the total teaching time allotted for all the courses.
3. The textbook to be used shall, for the time being, be 'Hansi Kotoba.'
4. In schools where it is not possible to procure the necessary instruction during the period governed by these instructions, some delay in the teaching of the Japanese language shall be allowed with the permission of the Japanese Military Administration. However, appropriated measures shall be taken as early as possible to rectify the situation.
5. In schools where the Japanese language is already being taught, the teaching shall be confined in accordance with these instructions.
6. The teaching of the Japanese language shall in principle, be carried out by the direct method. However, when owing to the limited capacity of the instructors. this is impracticable,

it will be permissible for the time being to use English or other languages as a means of supplementary explanation.¹³⁹

Curriculum Changes Related to Home Economics

In line with the sixth basic principle of education promulgated by the Imperial Japanese Forces,--that of "inspiring the people with the spirit to love labor"--, the Home Membership was introduced in 1942. This course replaced the terms Home Economics and Industrial Work in the curriculum. The major aim was to develop worthy members of Filipino homes, members who would promote an ever-improving Filipino way of life.

The general objectives were:

1. To become familiar through actual participation with the most effective methods of producing food and other products for home use and for the market (food production)
2. To develop an ability in the preparation, preservation, and serving of food (food preservation)
3. To take an active part in making the home and premises healthful and beautiful (home upkeep)
4. To be able to make, care for, and repair useful articles like ladles, tools and utensils needed in the homes (making of useful articles and their repair)
5. To develop ability in the making, care and mending of clothing (clothing)
6. To help care for other members of the family and household pets (caring for others)
7. To help the family in efficient buying and selling (buying and selling)¹⁴⁰

In January, 1943, the course was renamed Home and Community Membership. As the title implied, the activities included not only membership in the home, but in the community as well.¹⁴¹ Theoretically,

¹³⁹Priest, "Philippine Education in Transition, 1941-1946", p. 283.

¹⁴⁰Barrion, "Elementary and Secondary Education in Philippine Private Schools During the Japanese Occupation, 1942-1945," p. 116.

¹⁴¹Bureau of Private Education, Memorandum No. 2, s. 1943, Manila, January 12, 1943.

this course covered a very wide range of activities. The outline of the course for the intermediate grades included the study of health, cooking, clothing and textiles, industrial training--dressmaking, native cooking, catering, operating a beauty parlor, running a store, weaving, poultry-raising, bookbinding, and a long list of other industrial arts.

Home and Community Membership Activities in the elementary grades, however, were confined to the making of native articles. This was so because foreign materials were unavailable and even native ones were scarce and costly. Recipes followed in the cooking lessons included only those that used ingredients obtainable in the market. Wheat flour was absent in almost all homes, and therefore varied recipes were prepared in order to make use of cassava, rice, or corn flour. Soon cooking had to be reduced to a minimum and gradually it became an impossibility when scarcity of food and rigid rationing reached its worst.¹⁴²

Much ingenuity was exhibited in meeting the pupils' needs by making use of native materials. Rolls of buri and bundles of abaca found their way into the classrooms. The pupils made belts, slippers, bags, and other articles for their own use, and sometimes items were made for their mothers and other relatives. Boys made ladles, baskets, vases, and other household articles for their homes. In place of aluminum, coconut shells and clay were used in making cooking utensils.¹⁴³

¹⁴²Barrion, "Elementary and Secondary Education in Philippine Private Schools During the Japanese Occupation, 1942-1945," p. 117.

¹⁴³Ibid., p. 118.

The Food Production Campaign was launched in 1943 as a means of salvation from hunger. Teachers and pupils were asked for active participation and cooperation. Among the instructions from the Ministry of Education for "immediate compliance" were:

Adjustments in the school program should be made in all schools now holding Saturday classes so that these schools could run on a five-day-a-week program and Saturday morning could be devoted exclusively to food production activities.

Home gardening should be encouraged in all schools, especially in schools with limited sites and other facilities for food production activities. Home gardening under proper supervision may be taken by school boys and girls in lieu of school gardening.¹⁴⁴

The seatwork period of Home and Community Activities was abolished so that more time could be devoted to food production activities.¹⁴⁵

Pupils who did not have backyards for gardening were given preference in the cultivation of the school ground. Those who had plenty of land available for gardening and animal raising were told to engage in home projects. Students were also required to submit a report of the home project to the teacher. The report covered the following:

Home garden: location, dimensions, vegetables planted, time of planting and harvest, use made of crops -

Animal Project: location, kind, number, disposal of livestock¹⁴⁶

Every teacher in school was assigned to supervise the food production projects of students. The students received grades for their

¹⁴⁴Bureau of Education, Memorandum No. 1, s. 1944, Manila, January 12, 1944.

¹⁴⁵Priest, "Philippine Education in Transition, 1941-1946," p. 140.

¹⁴⁶Bureau of Education, Memorandum No. 30, s. 1943, Manila, November 12, 1943.

home projects equivalent to 1/4 of the grade in the vocational or home economics subjects. These grades appeared in the B.E. Forms 137 and 138.¹⁴⁷

By March, 1944, no credit could be given for Home and Community Membership, if the child did not do any food production work in his home. It meant that no promotion was possible without food production. Teachers spent after-class hours and Saturdays going to the homes of the pupils to inspect the home gardens and to grade them accordingly. The Bureau sent out supervisors to inspect the school and home gardens too. Gardening became the core of the curriculum during the last days of the Japanese Occupation.¹⁴⁸

Summary

Right after the fall of Manila in 1942, the Japanese Military Administration governed the nation through a Philippine Executive Commission. A puppet republic was established on October 15, 1943.

The administration and supervision of the school system was under the Minister of Education. It was highly centralized.

The Japanese educational policy was embodied in Military order No. 2., dated February 17, 1942. Its basic points were the propagation of Filipino culture, the dissemination of the principle of the Greater East Asia Co-Prosperity Sphere, the spiritual rejuvenation of the Filipinos, the teaching and propagation of Nippongo, the diffusion of

¹⁴⁷Ibid.

¹⁴⁸Barrion, "Elementary and Secondary Education in Philippine Private Schools During the Japanese Occupation, 1942-1945," pp. 124-125.

vocational and elementary education; and the promotion of love for labor. The motive behind this educational policy was to erase the Western cultural influences, particularly British and American, on Filipino life and culture.

Education was regimented in true totalitarian fashion. School books and other publications were examined and portions that were considered objectionable to the Japanese Military Administration were either covered up or destroyed. Anything that had something to do with democracy or with the United States and Great Britain was prohibited. The elementary school curricula were changed to include Japanese language and Japanese militaristic dogmas.

In 1942, Home Membership Activities was introduced in Grades I to VI. Its aim was to train boys and girls to share the responsibility of helping in the improvement of their home. The activities undertaken in this subject included areas of Home Economics and Industrial Arts.

In 1943, the subject was renamed Home and Community Membership Activities. It emphasized home and community participation. It was given the longest time allotment in the curriculum. The main focus was in food production campaign activities. School officials, teachers, and students were instructed not only to engage in gardening and other food-producing activities themselves, but neighbors and the people in their respective communities were also encouraged to help in the production of food.

CHAPTER VI
THE REPUBLIC (1946-1972)

Historical Background

The Pacific War was terminated on September 2, 1945. The formal ceremonies of Japan's surrender, marking the end of the Second World War, were held on board the USS Missouri at Tokyo Bay. General Douglas MacArthur, newly appointed Supreme Commander of the Allied Powers (SCAP) in Japan, presided over the historic ceremonies.¹⁴⁹

General Condition and Postwar School Problems. The war had paralyzed the educational system in the Philippines. About 80% of the school buildings, including the equipment, laboratories, and furniture had been destroyed.¹⁵⁰ Numberless books and instructional materials had been damaged or burned. The extent of loss or damage sustained by the public schools was estimated by the Property and School Plant Division of the Bureau of Public Schools at ₱126,000,000.¹⁵¹

Despite the difficulties and the havoc wrought by war, the Department of Public Instruction headed by Carlos P. Romulo, issued an order for the immediate reopening of classes in liberated areas.

¹⁴⁹William Manchester, American Caesar, Douglas MacArthur, 1880-1964 (New York: Dell Publishing Company Inc., 1978), pp. 527-528.

¹⁵⁰Manuel V. Gallego, "The Technique of Japanese Cultural Invasion," Philippine Journal of Education, November 1946, p. 94.

¹⁵¹Aldana, "Developing a Defensible Financial Program for the Public Schools," p. 25.

In accordance with the instructions of the President of the Philippines, Honorable Sergio Osmena, schools in all liberated areas shall open on Wednesday, November 8, 1944. Enrollment should take place on Monday and Tuesday preceding the opening of classes. Schools in municipalities liberated after the date mentioned above may open classes immediately, and the date of opening should be reported to the Office of the Division Superintendent of Schools.

The school curriculum in effect in December 1941 under the Commonwealth of the Philippines shall be followed. All orders and regulations promulgated by the Bureau of Education regarding employment of qualified teachers, size of classes, classroom programs, lesson plans, etc., shall be enforced.¹⁵²

The following article in Time clearly described the school situation after the end of the Japanese Occupation:

Few Philippine school buildings survived the years of war (and the best of those that were left had been taken over for Hospitals and by the Army). Some classrooms had neither desks nor chairs. Few pencils, little paper and no chalk was to be had. The books that remained were encrusted with the paste marks of Japanese censors. This was the Filipino education picture last week, as tens of thousands of children went back to school for the first time since the Jap occupation.

What the war has done to 40 years of patient educational progress was plain to see in battered Manila. Only 20 of the 48 big elementary schools could open. Their makeshift quarters accommodated only a third of the prewar enrollment (112,000).

Said the Commonwealth's Under-secretary of Instruction Florentino Cayco: 'It is a case of starting all over.'¹⁵³

From Commonwealth to Republic. President Sergio Osmena restored the Philippine Commonwealth government. The prewar bureaus and offices were re-established and new ones were created to meet the exigencies of the time. The Cabinet and Council of State were reorganized.¹⁵⁴

President Manuel Roxas who defeated President Osmena in the April 23, 1946 election was inaugurated as the last president of the Commonwealth on May 28, 1946. Right after his inauguration the groundwork

¹⁵²"Schools Reopen in the Philippines," Education for Victory 3 (February 1945):1.

¹⁵³"Back to School," Time, 46 (16 July 1945):84.

¹⁵⁴Zaide, Republic of the Philippines, p. 294.

was prepared for the advent of a free and independent Philippines-- the inauguration of the Republic of the Philippines.¹⁵⁵

On July 4, 1946, the Republic of the Philippines was inaugurated and the Philippine Independence was proclaimed. General MacArthur, who was one of the speakers, said:

Let history record this event in the sweep of democracy through the earth as foretelling the end of mastery over peoples by power of force alone - the end of empire as the political chain which binds the unwilling weak to the unyielding strong. Let it be recorded as one of the great turning points in the advance of civilization in the age-long struggle of war for liberty, for dignity, and for human betterment.¹⁵⁶

U.S. High Commissioner Paul V. McNutt read President Truman's proclamation announcing to the world the withdrawal of American sovereignty and the recognition of the independence of the Philippines. After reading the proclamation, he said: "A nation is born. Long live the Republic of the Philippines. May God bless and prosper the Filipino people, keep them safe and free."¹⁵⁷

After taking his oath of office, President Roxas delivered his address. "The Republic of the Philippines," he said "has now come into being, under a constitution providing a government which enthrones the will of the people and safeguards the rights of men."¹⁵⁸

¹⁵⁵Ibid., p. 295.

¹⁵⁶Republic of the Philippines, Official Gazette 42: (July 1946): 1629-1630.

¹⁵⁷Ibid., pp. 1631-1638.

¹⁵⁸Ibid., pp. 1639-1650.

Government Administration: Main Objectives and Policies

The Roxas Administration (1946-1948). When President Roxas was inaugurated as the last president of the Commonwealth, the main policies of his administration were delineated as follows:

1. closer ties with the United States
2. adherence to the United Nations Organization
3. reconstruction of the war-devastated economy
4. relief for the masses
5. social justice to the working class
6. maintenance of peace and order
7. preservation of the individual rights and liberties of the citizenry, and
8. honesty and efficiency in the government service¹⁵⁹

The Quirino Administration (1948-1953). President Elpidio Quirino, the second President of the Republic, continued Roxas' unexpired term (President Roxas died on April 16, 1948) and was elected on November 8, 1949 for a regular four-year presidential term. Upon assuming the reins of government, the two main objectives of his administration were announced: economic reconstruction of the nation and restoration of the faith and confidence of the people in the government.¹⁶⁰

The Magsaysay Administration (1953-1957). On December 30, 1953, President Ramon Magsaysay was inaugurated as the third President of the Republic. His "magnificent obsession" was the upliftment, happiness, and welfare of the common people.¹⁶¹ His administration was dedicated

¹⁵⁹Republic of the Philippines, Official Gazette 42 (June 1946): 980-989.

¹⁶⁰Zaide, Philippine Political and Cultural History, p. 371.

¹⁶¹Ibid., p. 376, citing State of the Nation Address delivered before a joint session of the Congress of the Philippines on January 23, 1956.

to a program of rural development. The old government policy of "land for the landless" was implemented.¹⁶² On March 16, 1957, President Magsaysay was killed in a plane crash.

The Garcia Administration (1957-1961). President Carlos P. Garcia succeeded President Magsaysay. President Magsaysay's fight against communism was continued. His proposed courses of action included:

1. self-sufficiency in foodstuff
2. fuller utilization and greater conservation of natural resources
3. appropriation for scientific research
4. stabilization of fiscal position
5. expansion of exports
6. redirection of available credit resources and reorganization of economic and banking bodies
7. more efficient utilization of foreign resources
8. encouragement and promotion of cottage industries
9. attraction of foreign investments, assistance and financing
10. price stability¹⁶³

He strengthened the Republic's participation in world affairs and promoted the revival of Filipino culture. He appealed for austerity and a "Filipino First" policy to help Filipino businessmen break the alien control on Philippine business.¹⁶⁴

The Macapagal Administration (1961-1965). President Diosdado Macapagal won the presidential election of November 11, 1961. In his inaugural address on December 30, 1961, he promised to accomplish the

¹⁶²Ibid.

¹⁶³Milton W. Meyer. A Diplomatic History of the Philippine Republic (Honolulu: University of Hawaii, 1965), pp. 247-260.

¹⁶⁴Zaide, Republic of the Philippines, p. 300.

following five missions in order to bring about a "New Era" in the Philippines:

1. solution of the problem of corruption
2. attainment of self-sufficiency in food
3. creation of conditions to increase the people's income
4. launching of a five-year socio-economic program to give prosperity to the country, and
5. moral regeneration of the nation¹⁶⁵

The Marcos Administration (1965-1972). As a result of the 1965 election, Ferdinand E. Marcos succeeded President Macapagal. On December 30, 1965, President Marcos assumed the leadership of the nation. In his first State of the Nation address he told Congress: "Our nation can be great only according to the scale of our own labors, our dedication, our self-abnegation."¹⁶⁶ Self-reliance and hard work to uplift the economic and social condition of the people, nationalism at home, greater independence in foreign policy--these became the goals of President Marcos.¹⁶⁷

In 1969, President Marcos was reelected to a second term. He became the first Filipino president to serve two terms.¹⁶⁸

General Educational Aims and Policies

The general aims of education were embodied in the Constitution. The provisions in the Constitutions of the Commonwealth and the Republic

¹⁶⁵Ibid.

¹⁶⁶Francisco S. Tatad. Marcos of the Philippines (Hongkong: Raya Books, 1978), p. 108.

¹⁶⁷Ibid.

¹⁶⁸Ibid.

were the same with reference to educational goals. The fundamental goals of education were stated in Article XIV, Section 5 as follows:

All educational institutions shall be under the supervision of and subject to regulation by the State. The government shall establish and maintain a complete and adequate system of public education, and shall provide at least free public primary instruction . . . All schools shall aim to develop moral character, personal discipline, civic conscience, and vocational efficiency, and to teach the duties of citizenship. Optional religious instruction shall be maintained in the public schools as now authorized by law. The State shall create scholarships in arts, science, and letters for specially gifted students.¹⁶⁹

New Educational Objectives. To evolve new educational objectives based on the effected social changes, the demands of the new political status, and other outside interests, The National Council of Education convened and decided on the following fundamental objectives of the Philippine Educational System:

1. To impress upon our people that they are citizens of a republic; to instill in them love and veneration for their country; and to train them to discharge willingly and faithfully their duties and obligations as citizens of an independent state;
2. To evolve a healthy, enlightened and morally upright citizenry imbued with an abiding faith in Divine Providence;
3. To inculcate in our people the deeds of democracy; to make them realize that the fundamental rights of man should be preserved at any cost if they are to attain self-fulfillment;
4. To develop in the people habits of industry, necessary skills, and knowledge which would enable them to earn an honest livelihood and contribute to the economic well-being of the country;
5. To train our men and women for family responsibilities and the obligations of the home;
6. To guide our people in the wise use of leisure so that it may contribute to their personal growth and promote the welfare of the community;
7. To impose in the individual desire and the willingness to help his community; to instill in him sympathy for understandings of, and good will toward his fellowmen;

¹⁶⁹Constitution of the Philippines (Manila: Philippine Book Company, 1949), p. 22.

8. To promote in our youth a way of life which embodies the best of our cultural heritage, enriched by the valuable experiences of other peoples;
9. To foster among our people appreciation of the arts, sciences, and letters so that their taste may be refined, their lives enriched, and their sympathies deepened;
10. To cultivate in our people a sympathetic understanding of other nations through a study of the contributions that these nations have made to civilization.¹⁷⁰

The Board of Consultants of the Joint Congressional Committee on Education formulated another set of objectives of education in 1948. These same objectives were adopted by the Congress of the Philippines on May 10, 1950, in its Concurrent Resolution No. 8; namely:

- a. To live a moral life guided by faith in God and love for fellow man.
- b. To love and serve the Republic of the Philippines willingly performing civic duties, intelligently exercising individual and collective rights, and faithfully practicing the ideals of democracy that should be preserved at any cost.
- c. To be able to read and listen understandingly, talk and write intelligently, and think and act wisely in solving the problems in daily life.
- d. To be efficient in earning an honest living and thereby contribute through productive labor and wise conservation of the nation's resources to the economic well-being of the Philippines.
- e. To maintain family unity, live a happy home life, and discharge efficiently responsibilities of the home.
- f. To carry on healthful living in a wholesome environment so as to be physically strong and mentally fit to meet the requirements of a useful life.
- g. To make the wise use of leisure time for self-improvement and for the service of the community.
- h. To appreciate the arts and letters and to attain self-fulfillment by enriching them with their own contributions; to apply science and add to the universal fund of knowledge so that life may be made rich and abundant.
- i. To carry on the Filipino way of life retaining the priceless heritage in our basic culture, especially the ethical virtues, while using to advantage the valuable experiences of the human race.

¹⁷⁰ National Council of Education, Minutes of the Sixth Regular Meeting, March 21, 1947 Manila: (Malacanang Annex, 1947).

- j. To understand other countries, develop goodwill toward their peoples, and promote the cause of world peace and security, and the ideal of world brotherhood.¹⁷¹

On June 16, 1954, the Board of National Education was created with the enactment of Republic Act No. 1124. The Board was charged with the duty of formulating general educational policies and directing the educational interests of the nation.¹⁷²

The Board of National Education restated the objectives of education. In 1957, the following condensed statements of the five objectives or basic policies were produced:

- a. To inculcate moral and spiritual values inspired by an abiding faith in God.
- b. To develop an enlightened, patriotic, useful, and upright citizenry in a democratic society.
- c. To instill habits of industry and thrift, and to prepare individuals to contribute to the economic development and wise conservation of the nation's natural resources.
- d. To maintain family solidarity, to improve community life, to perpetuate all that is desirable in our national heritage, and to serve the cause of world peace.
- e. To promote the sciences, arts, and letters for the enrichment of life and recognition of the dignity of the human person.¹⁷³

The above mentioned objectives were included in the Revised Educational Program of 1957 issued by the Department of Education to the Bureaus of Public and Private Schools. These were in effect until 1968.

In a general session in 1969, the Joint House of Congress approved Resolution No. 2. The aims of education were proclaimed thus:

¹⁷¹Bureau of Public Schools, Service Manual (Manila: Bureau of Public Schools, 1959), pp. 5-6.

¹⁷²Cresencio Peralta, Current Issues in Philippine Education (Manila: Silangan Publishing House, 1955), p. 190.

¹⁷³Department Order No. 1 1957, Office of the Secretary of Education, January 17, 1957. The order may be found in Fresnoza, Essentials of the Philippine Educational System, pp. 541-548.

Education shall aim to develop moral character, personal discipline, and civic conscience, and develop the attitudes among our youth and strengthen moral and ethical standards. It must also impart the standards, instill the attitudes and spread the values that are essential to rapid and sustained economic growth. The curriculum of public and private schools . . . will emphasize scientific and technical professions, managerial and vocational skills, the dignity of labor and standard of excellence.¹⁷⁴

Objectives of Elementary Education

On June 20, 1953, Republic Act No. 896 was enacted. It stated the main function of the elementary school: "to develop healthy citizens of good moral character, equipped with the knowledge, habits, and ideals needed for a happy and useful home and community life."¹⁷⁵

In the Revised Educational Program of 1957, the objectives of elementary education were stated as follows:

The elementary school should offer adequate education for our children to prepare them for democratic citizenship. It should give instruction in basic knowledge, develop basic skills and attitudes, and inculcate ideals necessary for the promotion of national solidarity, and for the development of an enlightened, patriotic, useful, and upright citizenry in a democracy. Giving emphasis to the culture, desirable traditions, and virtues of our people, it should prepare the child for effective participation in his community and for a better understanding of an expanding society.¹⁷⁶

Article II, section 2 of the Revised Philippine Educational Program stated that the curriculum of elementary education shall aim:

¹⁷⁴Herman Gregorio and Cornelia Gregorio, Introduction to Education in Philippine Setting (Quezon City: R. P. Garcia Publishing Company, 1976), p. 26.

¹⁷⁵Fresnoza and Casim, Essentials of Philippine Educational System p. 26.

¹⁷⁶Ibid., p. 579.

. . . to emphasize greater opportunities for the cultivation of unspecialized skills and of proper attitudes toward work through the training of children of suitable age in practical and useful occupations related to the needs and resources of the locality.¹⁷⁷

In 1970, the Board of National Education issued another Revised Elementary Education Program. Listed here are the objectives of elementary education, stated as follows:

Elementary education shall aim to develop the spiritual, moral, and physical capabilities of the child, provide him with experiences in the democratic way of life and inculcate ideals and attitudes necessary for enlightened, patriotic, upright, and useful citizenship.¹⁷⁸

Elementary Home Economics Instruction

Considering the hard economic situation right after the war, the clothing classes laid stress on the effective utilization of old garments. Old clothes were remodeled. Fashion shows were held in which girls displayed their works as part of their regular classroom work.¹⁷⁹

To carry the school into the home and to keep Home Economics of immediate practical value, home experiences or home practices of girls related directly to their school work were introduced. Under this activity, groups of Grades V and VI girls visited each other to see and evaluate a classmate's home project and then discussed them in class with the guidance of the Home Economics teacher.¹⁸⁰

¹⁷⁷Ibid., p. 580.

¹⁷⁸Philippine Board of National Education, The Revised Elementary Education Program, 1970 (Manila: n.p., 1970).

¹⁷⁹Forty-third Annual Report of the Director of Public Schools, 1947-1948 (Manila: Bureau of Printing, 1953).

¹⁸⁰Ibid.

During the 1947-1948 school year, careful attention was also given to the making of handicraft models. Considerable use was made of motifs from local arts, especially from the Moros and other non-Christian groups. The materials used were almost exclusively of local origin or manufacture.¹⁸¹

The Community School concept was introduced in the public schools during the school year 1948-1949. During this time, the policy of the government was to improve the living conditions in the rural areas and give greater attention to the common man. The Bureau of Public Schools released instruction on how to enrich and vitalize the curriculum for the improvement of community living.¹⁸²

. . . In the school year 1948-1949, we stepped out of the proverbial four walls of the classroom and identified ourselves with the community. This was somewhat a departure from the beaten path, but we went ahead because we were guided by the idea that education for what is real must reach and influence the people.¹⁸³

In line with the philosophy of the Community School program, the Home Economics curriculum in the elementary grades placed emphasis on greater carry-over of school ideals, knowledges, activities, and skills to the home. Students were encouraged to make projects that would be useful and that could be sold in the community.¹⁸⁴

¹⁸¹Ibid.

¹⁸²Bureau of Public Schools, Bulletin No. 9, s. 1951, Manila, May 3, 1951.

¹⁸³Venancio Trinidad, "Our Educational Program in Retrospect," The Filipino Teacher, Manila, July 1954, p. 83.

¹⁸⁴Forty-fifth Annual Report of the Director of Public Schools, 1951-1952 (Manila: Bureau of Printing, 1952).

The curriculum took cognizance not only of individual differences, individual abilities, and interest, but also of the resources and requirements of the community. During the 1951-1952 school year, demonstrations on proper selection and preparation of food were often held, conducted by students in Grades V and VI, under the supervision of the Home Economics teachers. Mothers in the community were invited to attend and participate in such demonstrations. Parents were also invited to see exhibits in clothing, handicrafts, child care and other areas, or sometimes to observe regular schoolwork.¹⁸⁵

The central theme of the report of the Bureau of Public Schools for the school year 1952-1953 was "Improving the Community School Program for Economic Development." In Home Economics, the report stated that home activities growing directly out of school learnings and projects provided additional practice and so saved precious time, added interest and skill to the work, and helped in carrying over the school into the community.¹⁸⁶

. . . From the various activities girls have gained in knowledge and in skills commensurate with their age. They have gained confidence in their ability to plan, prepare, and serve meals before the eyes of parents and other visitors. In such demonstrations, they have shown satisfactory table manners and table conversation. By taking part in community improvement, they have gained skill in wholesome social living. In schools, the children have been taught songs about the dignity of labor and love for work . . . with the use of the community school, there has come about greater opportunity for Home Economics to expand

¹⁸⁵Forty-seventh Annual Report of the Director of Public Schools, 1951-1952 (Manila: Bureau of Printing, 1952).

¹⁸⁶Forty-eighth Annual Report of the Director of Public Schools, 1952-1953 (Manila: Bureau of Printing, 1953).

and improve its community service.¹⁸⁷

As in the past, the main objective of Home Economics during the school year 1954-1955 was to improve home and family living. It aimed to develop the knowledge, skills, and attitudes necessary to keep the family well-nourished, properly clothed, and comfortably housed. Another aim was to foster wholesome, satisfying, and socially desirable relationships among members of the family, and between the family and community.¹⁸⁸

The Bureau of Public Schools continued to pursue and implement the Community School concept in 1955. There were attempts to modify the curricular pattern through the enrichment and the integration of related subject fields into larger blocks or areas. This modification was paralleled by an emphasis on changing the teaching procedure. The tendency was to move away from the traditional teacher-dominated situation, and instead to move toward democratic group thinking, group planning, group executing, and group evaluating, with the teacher providing leadership. The services of Home Economics in the community included lecture demonstrations in the schoolroom and in the community on food selection and preparation, including food during pregnancy, lactation, and infancy; fashion shows in which due attention was given to remodeled garments or to those made of old or inexpensive materials; special day programs; school exhibits showing toys and clothes; displays

¹⁸⁷Ibid.

¹⁸⁸Fiftieth Annual Report of the Director of Public Schools, 1954-1955 (Manila: Bureau of Printing, 1955).

of handicraft articles made of local materials, and the like. The UNICEF milk feeding program and actual work of reconstituting and feeding were done by Home Economics classes.¹⁸⁹

In 1955, the Philippine FAO Committee on Home Economics specified the objectives of Home Economics in the elementary schools, particularly the fifth and sixth grades, as follows:

1. To help pupils develop a greater appreciation of their home and family through sharing home responsibilities.
2. To help pupils acquire knowledge, skills, and attitude in such home making activities as:
 - a. the selection, construction, and care of simple clothing for the family,
 - b. the planning, preparation, and serving of every day family meals,
 - c. the cleaning, managing and care of the home, its furnishings, and equipment,
 - d. the application of principles of color and design and appreciation of beauty in everyday life.
3. To help pupils develop those personal qualities which are necessary for harmonious relationships with members of the family and others outside the home. These qualities include:
 - a. an attitude of cooperation
 - b. respect for the rights of others
 - c. ability to try to solve personal problems
 - d. some ability to appraise oneself and one's work
4. To develop desirable habits, that will contribute to health, personal growth, family living, school, and community goal.¹⁹⁰

The Revised Philippine Educational Program enclosed with Circular No. 3, series of 1957, listed the elementary school subjects in six areas. One of the areas listed was Work Education. Its main aim was to develop among the school children good habits of work, wholesome attitudes toward work, and a consciousness of their future role in the economic development of the community. The activities of the school

¹⁸⁹Ibid.

¹⁹⁰Philippine FAO Committee on Home Economics. Home Economics in the Philippines, pp. 18-19.

children in Work Education revolved around the following objectives:

1. To give the child an opportunity to express his ideas through the medium of fundamental arts and crafts based on his life experiences and community activities;
2. To provide the child with manipulative experiences designed for creative leisure-time expression;
3. To acquaint the child with a variety of construction materials, especially in the locality and to develop skills in the use of common tools and simple machines;
4. To create an interest in, and appreciation of industrial life, and of community life as a whole; and
5. To develop worthy family membership.¹⁹¹

Work Education was allotted forty minutes in Grades I and II, sixty minutes in Grades III and IV, and eighty minutes in Grades V and VI. The activities in Grades I to IV for girls involved home experiences which helped develop cooperation, love for the home, and appreciation for the dignity of labor. For girls in Grades V and VI, Work Education was interpreted as Home Economics.¹⁹² It included those phases of work in agriculture, home making and family living, industrial arts, and retail trade and other activities designed to develop knowledge, attitude, proper work habits and skills, and wise utilization of resources.¹⁹³

On November 28, 1958, the Bureau of Public Schools issued Memorandum No. 142. In order to implement the Home Economics program according to the Revised Philippine Educational Program, superintendents of schools were instructed as follows:

¹⁹¹Department of Education. A Work Education Manual (Manila: Bureau of Printing, 1962) p. xi.

¹⁹²Ibid.

¹⁹³General Education Policies, A Report of the Board of National Education, 1955-1957 (Manila: Phoenix Press, 1958), p. 513.

In order to help promote the improvements of home and family life, the Home Economics program for the intermediate grades and high schools should enhance the growth of the pupils and students by providing such activities and experiences as will enrich their lives and prepare them for effective home membership and thereby enable them to meet more adequately the various problems of family.

The Home Economics program should be built around activities which are integral parts of home and family life. It encompasses many aspects and problems of everyday living which are closely interrelated, such as foods and nutrition; child care and guidance; textiles and clothing; grooming; arts and crafts; housing and home furnishing; home nursing and first aid; and personal and family relationships.

The curriculum should provide opportunities for the pupils to learn and apply the principles of democratic living by creating instructions in which they can work together in groups for their common welfare as well as for their individual personal development.¹⁹⁴

Inclosed with the Memorandum was a copy of the "Scope and Sequence Chart in Home Economics" shown in Table I. A copy of the Outline of Teaching Units in Home Economics was also inclosed.¹⁹⁵ The focus for a family-centered program in Home Economics, during the school year 1960-1961, had emphasis on:

1. The development and demonstration of effective methods of teaching and learning as well as effective means of carrying over instruction and learning to the home.
2. The development of better methods of managing the school lunch program and other school and home projects undertaken by the girls.
3. The improvement and expansion of physical facilities of the Home Economics department; better kitchen planning and arrangement and proper care and effective use of dollar commodities in ICA aided schools.
4. The practice of cleanliness in all Home Economics areas: housing; foods; clothing; grooming; child care; crafts--

¹⁹⁴"Implementing the Home Economics Program According to the Revised Philippine Educational Program," Memorandum No. 142, s. 1958.

¹⁹⁵For a complete copy of this matter, see Appendix F.

TABLE I
SCOPE AND SEQUENCE CHART IN HOME ECONOMICS
(For Grades V and VI)

	U N I T S	
	Grade V	Grade VI
Housing and Home Furnishing	My School Home and My Duty to It 3	Making My Home Comfortable and Attractive 3
Foods	My Recess Lunch 2	
	Our Breakfast 8	Our Noonday Meal 8
and		The Meal My Family and I Enjoy Together 1
Nutrition		Looking Forward to Christmas 2
Clothing	Learning to Sew 5	
	Improving My Appearance 2	The Mirror Tells 1
and		Sew and Save 4
Textiles	Let Us Sew Again 3	Make It Yourself 4

TABLE I Continued

Area	Grade V	Grade VI
Child Development	Fun With Younger Brothers and Sisters 1	Sharing in the Care of Younger Brothers and Sisters 1
Family		When There Is Illness in the Family 1
Living		Getting Along with My Family and Friends 1
Handicrafts	Learning to Embroider 5	Enjoying Embroidery 4
	Crocheting 3	Tatting Can Be Fun 2
	What I Can Do With Local Materials 4	More Use of Local Materials 3
		Looking Ahead 1

Note: Figures indicate number of weeks

Inclosure No. 1 to Memorandum No. 142, s. 1958. Bureau of Public Schools, Manila.

with a view of developing habits of cleanliness among students.¹⁹⁶

The Bureau of Public Schools issued Circular No. 19, series 1961, officially changing Work Education for girls in Grades V and VI to Home Economics. The circular stated that since the nomenclature Work Education did not cover all phases of Home Economics for girls in Grades V and VI, and because Home Economics was an important subject for girls, the aforesaid name was changed to Home Economics. This circular took effect beginning the school year 1961-1962.¹⁹⁷

The books used in Home Economics were mostly written by Americans and based on the American way of life. To make the teaching more functional, primarily taking into account the Filipino culture, the Bureau of Public Schools started a textbook-writing project in Home Economics during the school year 1962-1963. This project was aided by the International Cooperation Administration and the National Economic Council (ICA-NEC). The draft of eleven chapters for Grade V was completed. A Teacher's Manual was also prepared to accompany it.¹⁹⁸

Applied Nutrition education was given great emphasis in the teaching of Home Economics. With the assistance of CARE and other agencies, the free School Lunch project was started in Cebu. The three aspects of the program--clinical, food production, and

¹⁹⁶Fifty-sixth Annual Report of the Director of Public Schools, 1960-1961 (Manila: Bureau of Printing, 1962).

¹⁹⁷"Changing Work Education for Girls in Grades V and VI to Home Economics," Circular No. 19, s. 1961, Bureau of Public Schools, Manila.

¹⁹⁸Fifty-eighth Annual Report of the Director of Public Schools, 1962-1963 (Manila: Bureau of Printing, 1963).

organization, management, and evaluation—were handled by the Health and Education Services, the Agricultural Education, and the Home Economics division.¹⁹⁹

In 1966, Bulletin No. 19 was issued by the Bureau of Public Schools stating justification for the teaching of Home Economics for boys and Elementary Agriculture and Industrial Arts for girls. It stated:

To enable young boys and girls to become effective and successful family members, the school should provide educational experiences geared toward this goal. Courses in Home Economics should provide opportunities for boys to learn their duties and responsibilities as worthy home members. The girls on their part should learn how to produce food and of simple construction and manipulative work. The school should therefore offer them courses in Elementary Agriculture and Industrial Arts.²⁰⁰

That same year, Tentative Teaching Guides for Elementary Home Economics, Grade V and Grade VI were issued to all public elementary schools by the Bureau of Public Schools. The "Scope and Sequence Chart in Home Economics for Grades V and VI", inclosure No. 1 to Memorandum No. 142, series 1958, does not include any unit on Family Living. The new Tentative Teaching Guide added teaching units under the area on Family Living in Grade V.

Statistics show that a great number of children, both boys and girls, drop out of school even before they finish the elementary grades. Under such circumstances, it is believed that the inclusion of a unit in Family Living in Grade V is in order. The school should provide for early training of the girls toward becoming good family members before they leave its portal. Girls

¹⁹⁹Ibid.

²⁰⁰"Home Economics for Boys and Elementary Agriculture and Industrial Arts for Girls," Bulletin No. 19, s. 1966. Bureau of Public Schools, Manila.

in the fifth grade are deemed to be at the right state wherein the development of desirable habits, skills, attitude, understanding and appreciation toward self, family and family living would be started with effective result. In view of this, "Understanding Myself and My Family," as a unit in Family Living for Grade V should be included.²⁰¹

A revision of the Home Economics Curriculum for Grade V through second year high school was announced on May 25, 1967. Memorandum No. 51, series 1967, was sent out by the Bureau of Public Schools to all public school superintendents. This Memorandum superseded Memorandum No. 142, series 1958, "Implementing the Home Economics Program according to the Revised Philippine Educational Program."

The revision was based on the curriculum materials developed by teachers, supervisors and other school officials, and lay persons in past national work-conferences, as well as on courses of study, objectives, teaching guides, and outlines issued by this office.

Units which are no longer practical and functional have been omitted. The titles of certain units have been reworded to catch the interest of girls of various levels, although their contents are basically the same.²⁰²

Inclosed with the Memorandum was a copy of the Revised Scope and Sequence Chart in Home Economics shown in Table II. The chart was designed to apprise teachers of the new offerings and points of emphasis for each grade or year level.

In 1970, the Board of National Education recommended elimination of Work Education as a formal subject in Grades I and II inasmuch as

²⁰¹Bureau of Public Schools, The Tentative Teaching Guide for Elementary Home Economics, Grade V. (Manila: Bureau of Public Schools, 1966), p. 16. (Mimeographed.)

²⁰²"Revision of the Home Economics Curriculum for Grade Five Through Second Year," Memorandum No. 51, s. 1967. (Manila: Bureau of Public Schools, 1967).

TABLE II
 REVISED SCOPE AND SEQUENCE CHART IN HOME ECONOMICS
 (For Grades V and VI)

Area	U N I T S	
	Grade V	Grade VI
Housing and Home Furnishing	The Home 3	Making the Home Comfortable and Attractive 3
Foods and Nutrition	Recess Lunch 2	Family Lunch or Supper 8
	Breakfast 6	Foods for Future Use 2
Clothing and Textiles	Looking Forward to Christmas 2	
	The Mirror Tells 2	Improving Personal Appearance 2
Handicrafts	Learning to Sew 5	Sewing Can Be Profitable 4
	Let Us Sew Again 3	
Handicrafts	Learning to Embroider 5	Enjoying Embroidery 4
	Learning to Crochet 3	Making More Use of Local Materials
	What Can Be Done With Local Materials 4	

TABLE II - Continued

Area	Grade V	Grade VI
Child	Fun With Younger Brothers and Sisters 2	Sharing In the Care of Younger Brothers and Sisters 3
Development	Knowing Oneself and One's Family 2	When There Is Illness in the Family 2
		Getting Along With Family and Friends 2

Note: Figures indicate number of weeks

Inclosure to Memorandum No. 51, s. 1967. Bureau of Public Schools, Manila.

crafts was included under Arts in these grades. That Work Education as a separate area begin in Grade III was also recommended. The Practical Arts program listed in the Revised Elementary Education Program included Homemaking Arts, (no longer Home Economics), Agricultural Arts, Industrial Arts, Business and Distributive Arts, and Fishery Arts. Its aim was to develop trainability through occupation orientation, understanding good work habits and ways of getting along with people in the occupation.²⁰³

During the 1971-1972 school year, the "new directions" in Home Economics emphasized the need for a program which was placed sequentially along a spiral pattern where there was continuous broadening and deepening of knowledge, acquisition of skills, and development of values as the pupil moves forward to new learning on higher levels. Thus, the basic concepts on family living learned in Grade V were enriched and broadened in scope in Grade VI. While the focus in Grade V was on the individual, the spiral pattern was widened in Grade VI to include the family and the inter-relationships among its members.²⁰⁴

The Scope and Sequence in Home Economics was revised as shown in Table III.

Summary

Efforts at reconstruction, rehabilitation, and development--economically and politically--characterized the period between 1946

²⁰³Philippine Board of National Education, Revised Elementary Education Program, 1970.

²⁰⁴Bureau of Public Schools, A Teaching Guide in Home Economics, Grades V and VI (Manila: Home Economics Division, Bureau of Public Schools, 1972), p. i. (Mimeographed.)

TABLE III
SCOPE AND SEQUENCE IN HOME ECONOMICS
(For Grades V and VI)

Major Concepts	CONCEPTUAL THEMES	
	Grade V	Grade VI
Home Management and Family Economics	Knowing Oneself and One's Family 4	Living Harmoniously With One's Family 4
Food and Nutrition	You and Your Food: Snack 10	You and Your Food: Family Meals 10
Clothing and Grooming	Looking One's Best 10	Helping With the Clothing Needs of the Family 10
Housing	Sharing in Home Improvement 8	Assuming Responsibility in Making the Home Livable 8

Total: 36 weeks

Note: Figures indicate number of weeks

Ibid., p. 1.

and 1972. The establishment of the Republic and the emergence from the status of a colony to that of an independent nation required reorientation and reorganization in the educational system as well. The prewar school programs and policies underwent many changes to meet the needs of the conditions that existed then. Progress was made in broadening the objectives of elementary schools and placing more emphasis upon democratic living in the classroom. The policy of expansion, to bring about the benefits of education to the greatest number possible, was fully implemented. Lawmakers enacted Republic Act No. 896, known as the Elementary Education Act of 1953, which took a step ahead regarding compulsory education by making it mandatory for parents to keep their children in school until the completion of an elementary education. This law also reiterated the functions of the elementary schools as envisaged in the 1935 Constitution: to develop healthy citizens of good moral character, equipped with the knowledge, habits, and ideals needed for a happy and useful home and community life.

For more effective training in citizenship, nationalism, and moral character education, the schools embarked into the so-called Community School projects, beginning the school year 1948-1949. Pupils, teachers, parents and citizens were given opportunities to participate and to feel the responsibilities of making their communities better and happier places in which to live. Schools provided work experiences in the grades as an initial phase of economic education and productivity. This was also in line with the government goals and policies on economic reconstruction, self-sufficiency, and self-reliance.

As in the past, the main objective of Home Economics, that of improving home and family living, remained the same. With the introduction of the Community School program, however, greater emphasis was placed on carry-over of school ideals, knowledge, activities, and skills to the home and the community. The curriculum took cognizance not only of individual differences, individual abilities, and interest, but also of the resources and requirements of the community.

In 1955, the objectives of Home Economics in the elementary schools, the fifth and sixth grades particularly, were specified by the Philippine FAO Committee. It included the development of (a) greater appreciation of home and family life, (b) skills and attitudes on different home making activities, (c) qualities necessary for harmonious relationship with others, and (d) desirable habits that will contribute to health, personal growth, family living, school, and community goals.

Home Economics was placed under the broad category of Work Education in 1957. In 1961, however, having realized that the nomenclature Work Education did not cover all phases of Home Economics, the Bureau of Public Schools officially changed Work Education for girls in Grades V and VI to Home Economics.

Revisions of the curriculum were made in 1958, in 1967, and again in 1971. Revisions were made to make the Home Economics curriculum more practical and more functional, taking into consideration the main objectives and policies of the national government.

CHAPTER VII

THE "NEW SOCIETY" UNDER MARTIAL LAW
(1972-1980)The Creation of a "New Society"

On September 21, 1972, President Ferdinand E. Marcos proclaimed a state of martial law throughout the country. He issued Presidential Decree 1081 stating that the declaration of Martial Law was necessitated by the existence of 'lawless elements' undertaking and waging an armed insurrection and rebellion, threatening to overthrow the duly constituted government of the Republic. Sabotage, subversion, corruption, violence, and anarchy had become so widespread that it was necessary to call on the military to maintain peace and order.²⁰⁵

With the imposition of the Martial Law, the government set out reforms and introduced a new social order. The work of social transformation began with the search for an ideology which made the rebellion of the poor the basis of a new society.

. . . We know that the poor will commit themselves to ideology which they believe to be in consonance with their aspirations. They are willing to accept the burdens of making a new society, for it is going to be their society.

An ideology for the new society must, therefore, base itself on one ruling principle: that the interests, objectives, and needs of the poorest of the working people must take precedence over those of the rest. It has been suggested that this will require the structure of a democratic politics, or the process of genuine development will tend to go awry. National development means the participation of the poor, but such participation can only be expected if the

²⁰⁵Ferdinand E. Marcos, Notes on the New Society of the Philippines (Manila: Marcos Foundation, 1973), pp. 127-143.

ideology offered to them - the new society envisioned - pledges and fulfills our authentic transformation of the social order.²⁰⁶

General orders and decrees were issued to carry out the programs of the government in accordance with the spirit and aim of the Presidential Decree 1081. A "New Society" was proposed by President Marcos, to be implemented by a new style of government, constitutional authoritarianism.²⁰⁷ Constitutional authoritarianism was described as a form of rule that was less totalitarian than democratic since the ultimate aim of the martial law regime was to be "the reinstatement of individual and national freedom."²⁰⁸

. . . As far as it is able to, the Government will discipline and punish its own, along with the criminal elements. By accepting this limitation, we serve notice that although ours is a constitutional authoritarian regime, it is not totalitarian, for it will not encroach upon the private lives of all our citizens. In this space of freedom, the citizen may behave as he pleases in the pursuit of his private happiness: He may order or disrupt his life according to his discipline or lack of it. But once he misuses his space of freedom by forcing it into the public realm, he will risk a revolution that may well impose on him a totalitarian regime.²⁰⁹

A new constitution was ratified and put into effect in January 1973, replacing the 1935 Constitution. The governmental structure underwent reorganization. The 1973 Constitution, in breaking with a

²⁰⁶Ibid., pp. 52-53.

²⁰⁷David A. Rosenberg, ed., Marcos and Martial Law in the Philippines. (New York: Cornell University Press, 1978), p. 13.

²⁰⁸Nena Vreelard et al., Area Handbook for the Philippines, 2nd ed. (Washington, D.C.: Foreign Area Studies of The American University, 1976), p. 191.

²⁰⁹Marcos, Notes on the New Society, p. 76.

quarter-century of tradition, provided for a parliamentary rather than a presidential form of government.²¹⁰

The political ideals of the New Society centered on national discipline, civil and social equality, solidarity and cooperation, sacrifice, austerity, hard work, and faith in national reformation. It also stressed participation in the "barangays", the Citizens Assemblies organized in various barrios (the smallest political unit in the Philippines).²¹¹

Major Educational Reforms

President Marcos stressed the necessity of changing the educational system. In his January, 1972 State of the Nation Address, he said:

. . . Our educational system must, therefore, undergo a change in its goals, content methods, and structure to become relevant to changed and changing society. Education must be transformed to that it can become an instrument for the economic and social transformation of the nation.²¹²

Administrative Structure. After the declaration of Martial Law, a decree was issued aimed at reforming the structure of the educational system. Presidential Decree No. 1 ordered the reorganization of the government structure and functions, and with it the Department of Education and Culture to stress its role in economic and cultural development. The Bureau of Public Schools, Bureau of Private Schools, and Bureau of Vocational

²¹⁰Vreeland et al., Philippine Area Handbook, p. 191.

²¹¹Marcos, Notes on the New Society, pp. 55-96.

²¹²The Philippine Atlas, I, s.v. "Educational Profile," (Manila: FAPE, 1975), p. 231.

Education were abolished. The functions of the three bureaus were transferred to the newly created Bureau of Elementary Education, the Bureau of Secondary Education, and the Bureau of Higher Education. To insure uniform standards of instruction at each level of education, both public and private institutions were placed under one bureau for their control and operation.²¹³

The same decree changed the name of the Board of National Education to the National Board of Education. The National Board of Education became the educational planning body of the land and was charged with the responsibility of formulating general educational objectives and policies and adopting long-range educational plans.²¹⁴

Efforts were made to decentralize the Department of Education and Culture. (It should be recalled that a centralized system of national education was introduced during the American colonial administration and had been in effect since then.) Under the Integration Reorganization Plan of 1972, the whole country was divided into eleven regions. Each region was placed under the direct control and supervision of a Regional Director, and an Assistant Director. The Regional Director and the Assistant Director are both appointed by the President of the Philippines through the recommendation of the Secretary (now called the Minister) of Education and Culture. The Regional Office is responsible for the general supervision, direction, evaluation, and coordination of the operations and

²¹³Presidential Decree No. 1, quoted in Herman Gregorio and Cornelia Gregorio, Introduction to Education in Philippine Setting, (Quezon City: R. P. Garcia Publishing, 1976), p. 62.

²¹⁴Ibid.

activities of the Department of Education and Culture within the region.²¹⁵

General Educational Goals and Policies. Under the new Constitution ratified in January 1973, the aims of education were contained in Section 8 of Article XV. It stated:

All educational institutions shall aim to inculcate love of country, teach the duties of citizenship, and develop moral character, personal discipline, and scientific, technological, and vocational efficiency.²¹⁶

The Presidential Commission to Survey Philippine Education (PCSPE) recommended that national goals be determined first, followed by the statement of the responsibility of schools in the attainment of these goals. Accordingly, Presidential Decree No. 6-A, also known as Educational Development Decree of 1972 was issued, formulating a ten-year development plan for education. Section 2 of this Decree, declared that it was the policy of the government to insure, within the context of a free and democratic system, maximum contribution of the educational system to the attainment of the following national development goals:

- a. To achieve and maintain an accelerating rate of economic development and social progress;
- b. To assure the maximum participation of all the people in the attainment and enjoyment of the benefits of such growth; and
- c. To strengthen national consciousness and promote desirable cultural values in the changing world.²¹⁷

²¹⁵Gregorio and Gregorio, Introduction to Education in Philippine Setting, p. 66.

²¹⁶The Philippine 1973 Constitution (Quezon City: New Day Publisher, 1973), p. 172.

²¹⁷Presidential Decree No. 6-A (Known as Education Decree of 1972), quoted in Gregorio and Gregorio, Introduction to Education in Philippine Setting, p. 28.

To this end, Section 3 of the Presidential Decree No. 6-A stated that the educational system shall aim to:

- a. Improve curricular program and quality of instruction of all levels by way of upgrading physical facilities, adoption of cost-saving instructional technology, and training and re-training of teachers and administrators;
- b. Upgrade academic standards through accreditation schemes, admission testing and guidance counseling;
- c. Democratize access to educational opportunities through the provision of financial assistance to deserving students, skill training programs for out-of-school youths and continuing education programs for non-literate adults;
- d. Re-structure higher education to become more responsive to the national development needs through a planned system of incentives and assistance to both public and private colleges and universities and synchronize curricular programs, staffing patterns and institutional development activities;
- e. Expand existing programs and establish new ones designed to train middle-level technical and agricultural manpower;
- f. Institute reforms in the educational financial system to facilitate the shift of funding responsibility for elementary and secondary education from the national to the local government, thereby increasing government participation in higher education.²¹⁸

Likewise, Department Order No. 16, series of 1972, was issued to enjoin school authorities to adopt a work-oriented curriculum. Suggestions were made to develop the curriculum through curriculum enrichment, implementation of theory and practice schemes, and the adoption of the core curriculum, especially the elementary grades. Both academic and experience work were to be integrated.²¹⁹

The Department of Education and Culture issued Department Order No. 6, series of 1973, redirecting the curriculum so that more stress would be placed on the development of moral values--particularly, discipline,

²¹⁸Ibid., pp. 28-29.

²¹⁹Ibid.

honesty, social responsibility, thrift, hard work, and obedience--and urging that every learning situation should stress moral and ethical values. The duties and responsibilities of citizenship were to be emphasized. To place importance on the development of character, the 1973 Constitution made it a natural right and duty of parents to develop moral character in children.²²⁰

Objectives of Elementary Education. To comply with the recommendation of the Presidential Commission to survey Philippine Education that the educational system must undergo a change in its goals, structure, and methods in order to be relevant to the changing society, the Department of Education and Culture launched a long-range and diversified program intended to make education more relevant and responsible to the national efforts on development. One of the first efforts toward this at the elementary level was the collection of data that could serve as the basis for national planning in education, curriculum development and improvement, and the allocation of resources for education through the Survey of the Outcomes of Elementary Education (SOUTELE).²²¹

The SOUTELE Report came out in June 1976. One of the recommendations of this report was a re-examination of the elementary school

²²⁰Philippines, Department of Education and Culture, Department Order No. 6, s. 1973, cited by Narciso Albarracin, "Seventy-five years of Contemporary Education," Fookien Times Yearbook 1976 (Manila: Fookien Times Yearbook Publishing, 1976), p. 297.

²²¹Bureau of Elementary Education, Regional Memorandum 133, s. 1978 (Manila).

curriculum and the preparation of a realistic and viable learning continuum which would indicate the knowledge, skills, and attitudes the child was expected to learn at certain levels of his schooling.²²²

The following objectives of the elementary education were outlined in the Revised Philippine Elementary Education Program issued in 1977. (They were adopted from the 1970 Revised Elementary Education Program):

Elementary education shall aim to develop the spiritual, moral and physical capabilities of the child, provide him with experiences in the democratic way of life, and inculcate ideals and attitudes necessary for enlightened, patriotic, upright and useful citizenship -

1. the inculcation of spiritual and civic values and the development of a good Filipino based on an abiding faith in God and genuine love of country;
2. the training of the young citizen in his rights, duties and responsibilities in a progressive and productive home and community life;
3. the development of basic understanding about Philippine culture, the desirable traditions and virtues of our people as essential requisites in attaining national consciousness and solidarity;
4. the teaching of basic health knowledge and the formation of desirable health habits and practices;
5. the development of functional literacy in the vernacular, in Pilipino and in English as basic tools for further learning; and
6. the acquisition of fundamental knowledge, attitudes, habits, and skills in science, social studies, mathematics, arts and work education and their intelligent application in appropriate life situations.²²³

Elementary Economics Curricular Reforms

The Teaching Guides in Home Economics for Grades V and VI, issued in 1972 by the Home Economics Division of the Bureau of Public Schools

²²²Ibid.

²²³Ibid., pp. 3-4.

remained in use. These guides were developed along a new conceptual framework. There were innovative features such as the format, the adoption of newer strategies in teaching, sequential learning, identification of significant concepts which are essential to the formulation of generalizations, evaluation as an integral part of the pupils' daily learning experiences, provision for home practices, directed home experience and work-oriented projects. The General Objectives were stated as follows:

For Grade V--

Since the "new directives" of home economics in our schools are directed towards the development of the individual and the improvement of family membership so that the family can achieve its goals and contribute to the welfare of the community and the nation as a whole. Grade V pupils should develop certain competencies that are fundamental to effective living.

It is therefore, envisioned that at the end of Grade V the pupil should be able to:

- know oneself and one's family in order to promote wholesome family living.
- achieve personal goals through proper management of one's resources.
- plan, prepare, and serve nutritious snacks.
- look one's best through good grooming and wearing well-made clothes.
- make simple garments for oneself.
- share in housekeeping activities to keep the home clean, safe, healthful, and attractive.
- make simple home decorations and clothing accessories.
- help produce food at home.
- realize that common and cheap foods are among the best sources of the essential food nutrients.
- appreciate one's role in promoting wholesome family living.
- appreciate the value of eating nutritious snacks.
- enjoy eating new foods which are cheap and nutritious.
- enjoy being well-groomed and appropriately dressed at all times.
- appreciate a livable home.
- appreciate the small family concept in achieving quality life for the individual and the family.²²⁴

²²⁴Bureau of Public Schools, A Teaching Guide in Home Economics, Grade V, p. i.

For Grade VI-

- understand the roles of the different members of the family in promoting harmonious relationships.
- understand how one can help achieve family goals through proper management of available resources.
- recognize the need to plan, prepare, and serve family meals properly.
- realize that wearing appropriate clothing improves the grooming of family members.
- understand that the livability of the home depends on the efforts exerted by all family members to make it so.
- utilize available resources wisely to achieve family goals.
- plan, prepare, and serve nutritious and adequate meals properly for the family.
- engage in selective food production activities.
- make simple garments and clothing accessories for oneself and for other members of the family.
- apply art principles to make the home attractive and livable.
- appreciate the small family concept in achieving quality life for the individual and the family.
- derive satisfaction from the application of management skills in the achievement of family goals.
- enjoy wearing well-made and well-fitted clothes.
- willingly practice desirable food habits and health practices for the general well-being of the family.
- enjoy living in a clean, safe, attractive and livable home.
- show interest in acquiring proficiency in homemaking skill.²²⁵

A Course Guide in Population Education integrated in Home Economics was also used. Key concepts on population education covering the three major areas namely, Demography, Home and Family Life, and Ecology were formulated and placed at the grade level where they could be effectively introduced. The Foreword of the Course Guide stated:

Since Home Economics as an area deals mostly on Home and Family life, the concept formulated under this topic gives emphasis on the psycho-social aspects of human sexuality and the reproduction process. Likewise the impact of family size on the quality of life in the family and its effect on the various aspects of development of individual members were stressed. The population dynamics and the ecological impact of the rapid population growth were viewed as they effect the food, housing, clothing, educational and health

²²⁵Bureau of Public Schools, A Teaching Guide in Home Economics, Grade VI, p. i.

needs of the families in the community and the country as a whole.²²⁶

In 1976, a new Teaching Guide on Population Education for Home Economics, Grades V and VI, was issued by the Population Education Program of the Department of Education and Culture. This guide was in Tagalog, the native language. The focus was on Human Sexuality.²²⁷

In 1977, a tryout copy of "The Elementary Learning Continuum" was developed by the Bureau of Elementary Education. This was issued to all elementary schools and was used during the school year 1978-1979. Those areas and topics related to Home Economics were listed under Homemaking and Family Living. The same areas as those listed in the 1972 Teaching Guides in Home Economics for Grades V and VI were included: Family Living, Home Management and Family Economics, Food and Nutrition, Clothing and Grooming, and Housing and Home Furnishings. The two main parts were basic objectives and optional objectives. Unlike those Teaching Guides issued before, this learning Continuum did not include suggested teaching-learning experiences and instructional materials. The basic objectives listed were basically the same as those listed in the 1972 Teaching Guides, but were arranged in such a way that it allowed integration of any additional or optional objective at any given point of the Continuum after its nature and level of difficulty were determined.

²²⁶Bureau of Public Schools, Course Guide in Population Education integrated in Home Economics (Manila: J. Zamora Elementary School, 1972), p. I.

²²⁷Department of Education and Culture, Patnubay ng Guro sa Edukasyong Pampopulasyon Para Sa Sining Pantahanan (Teaching Guide in Population Education for Home Economics) (Manila: Population Education Program, 1976).

Some additional objectives noted were:

For Grade V: Practices thrift and economy in the use of resources; utilizing available local materials, scraps and throw away materials for home projects.

For Grade VI: Preserves food for future use; relates how food preservation affects the family and community economy.

For Grades V and VI: Recognizes the possible occupations in the community derived from training or orientation in clothing construction.²²⁸

Department Memorandum No. 128, series 1978, was issued on April 24, 1978 for the purpose of strengthening the Future Homemakers of the Philippines (FHP) Organization. The Future Homemakers of the Philippines was introduced as a Home Economics related, extracurricular activity in 1955. Everyone concerned and involved in the program was enjoined to initiate leadership in organizing and reorganizing school chapters.

. . . Cognizant of the vital role of youth in nation building and of the valuable contributions that the Future Homemakers of the Philippines has made to desirable family living, the Department of Education and Culture enjoins all public schools with existing chapters to revitalize them in order to make all the goals and activities of the organization relevant to those activities of the new order in our country today.

. . . The Future Homemakers of the Philippines program could better the quality of human life; provide students with meaningful and varied life experiences, made them committed and involved in relevant activities and thereby, achieve some measures of self-actualization.

. . . Private and public schools which are without the organization are enjoined to establish chapters so as to give all students equal opportunities for involvement in good family living and nation building.²²⁹

²²⁸Ministry of Education and Culture, The Elementary Learning Continuum (Manila: Bureau of Elementary Education, 1977), pp. 297-303-; 310-316.

²²⁹Ministry of Education and Culture, Department Memorandum No. 128, s. 1978, Manila, April 24, 1978.

As of 1980, the Elementary Learning Continuum issued in 1977 by the Ministry of Education and Culture was still being used as a tentative teaching guide. Efforts were made to revise, modify, and translate the teaching guides from English to Pilipino, the national language. Additional instructional materials written in Pilipino were developed. In line with the recommendation of the National Board of Education, the following were integrated and given increased emphasis in the curriculum: Character Education, Nutrition Education, Population Education, Consumer Education, and Youth Civics Projects. The time allotment given to the subject was 300 minutes per week.²³⁰

Summary

In September 1972, President Marcos declared Martial Law and proclaimed his intention of establishing a New Society by effecting reforms throughout the country. Although personal freedom, individualism, and private initiative were accepted as important hallmarks of a free society, the need for discipline and order were also impressed upon the people under what was called constitutional authoritarianism. A new constitution was ratified and the form of government was changed from presidential to parliamentary.

President Marcos ordered the reorganization of the structure and function of the Department of Education, renamed Department of Education and Culture. Under the new structure, jurisdiction was divided on the basis of separate bureaus for elementary, secondary, and higher education.

²³⁰This was according to Home Economics teachers in Laguna, Philippines, in the form of personal letters to the writer.

The general aims of education as stated in the 1973 Constitution were: to inculcate love of country, to teach the duties of citizenship, to develop moral character, personal discipline, and scientific, technological, and vocational efficiency.

The government formulated a ten-year development plan for education enacted as the Educational Development Decree of 1972. The decree specified the broad national goals toward which the educational system was expected to contribute.

The objectives for elementary education were adopted from the 1970 Revised Elementary Education Program.

To meet the aims of the New Society, the elementary Home Economics curriculum included integration of Population Education and increased emphasis on Consumer Education, Nutrition Education, and youth civic action projects. A learning continuum was developed by the Bureau of Elementary Education. This served as the guide in the instruction of Homemaking and Family Living, the term used in place of Home Economics.

CHAPTER VIII
SUMMARY, CONCLUSIONS, AND SYNTHESIS

Summary

Philippine education has passed through various stages of development. The public educational system has been reorganized and restructured several times in order to meet the challenge of changed and changing circumstances. Eight decades after the establishment of public education by America, the system is still undergoing renovation.

1. The pre-Spanish Filipinos had no formal system of education but they were civilized. Writers attested to the literacy of the people in their own system of writing. Not only writing, numbers, and reading were taught, but also such subjects as morality, religion, farming, cooking, and the art of warfare. Parents served as teachers for their children in their own homes.

2. Spain's early educational efforts were religious in aim and content. When schools were established in 1863, subjects like Reading, Writing, Arithmetic, History, Geography, Music, and the Spanish language were taught in addition to the Christian doctrine. Needlework for girls was also offered. Only the upper class, not the masses, generally benefited from formal education.

3. The Revolutionary period was brief, but it was significant. Attempts were made to modify the curriculum by eliminating religious instruction in school and by placing stress on nationalism.

4. America inculcated democratic principles and ways of life. Through popular education, America sought to teach the Filipinos the elements of citizenship and the fundamental of the vocation under a democratic form of government. A centralized system of public education was introduced in the primary level. When the civil government was inaugurated, Educational Act. No. 74 was passed establishing The Bureau of Education under the Department of Public Instruction. This Bureau of Education continued to have charge of the Philippine public schools below the university level up to 1972. Education during the American regime generally aimed at developing the Filipinos into a self-governing people. The aims were summarized as follows: to provide training for self-government and to provide a common language—English. At the elementary level, Industrial Instruction was given great emphasis.

5. The Commonwealth period provided a definite orientation for Philippine education. The 1935 Constitution specified the aims of education as development of moral character, personal discipline, civic conscience, vocational efficiency, and citizenship training. A provision for compulsory primary instruction was embodied in the Educational Act of 1940.

6. The basic educational policy during the Japanese Occupation centered around cooperation of the members of the East Asia Co-Prosperity Sphere with Japan in her effort to prosecute the war. While the subjects in the elementary school curriculum remained practically the same as those offered before the war, the contents were chosen to retain only those elements consistent with Japan's aims.

7. Under the Republic, schools continued to implement the aims of education provided by the 1935 Constitution. The aims were interpreted in terms of specific objectives by the former National Council of Education. Revisions of the educational system were made. Reforms were designed to provide Philippine education which was nationalistic, integrated, and democracy-inspired.

8. The emergence of a new society under Martial Law in 1972 and the reforms in various aspects of nation building brought about changes in the educational system. The 1973 Constitution restated the aims of education. The Department of Education was decentralized. The educational system was designated the institution primarily responsible for instruction in the ideology and skills necessary for the New Society. The professed goal was promoting economic development and social progress as well as maximizing participation by all of society in the benefits of this growth and progress.

Conclusions

1. The Philippine educational system has supported the nation's commitment to a democratic form of government.

2. The nation's economic development appeared to be the most outstanding concern or focus of governmental control throughout the period under study.

3. The public educational system has continuously evolved, with pressures coming mainly from the influential writings of scholars and from critical institutions like the Department of Education or the Ministry of Education and Culture, including, but not limited to, the strong impact created by the changing political climate.

4. In formulating educational policies, elements from the different historical periods were selectively drawn. The elements of democracy, liberty, and labor, together with religious faith reappeared in many official statements which had direct bearing on education.

5. The public elementary school system has undergone various changes since its organization; however, the fundamental aims and objectives have remained essentially the same: universal literacy, citizenship and nationalism, character education, and development of vocational efficiency.

6. The goals and objectives of the elementary Home Economics curriculum introduced during the American Regime have the most significant or far-reaching influence on the present curriculum. Despite the changes in terminology and program, the goal has remained basically the same: the development of the individual for better family and community living, and for national development.

7. The specific objectives of the elementary Home Economics instruction which were translated into tasks, were drawn from the general educational aims and policies prevailing during certain historical periods. The general educational objectives that affected the elementary Home Economics curriculum the most were:

- (a) development of enlightened, patriotic, useful, and upright citizenry in a democratic society;
- (b) development of vocational efficiency;
- (c) maintenance of family solidarity and desirable Filipino family pattern;
- (d) improvement of community life.

Synthesis

Home Economics has been an integral part of the elementary curriculum since the beginning of the Philippine public school system. The Home Economics curriculum developed through a gradual process of adaptation, with constant adjustment to educational relevance and needs as its keynote. Adjustment went on keeping pace with the changes in the country's political status and national development goals. The political ideology as well as the focus of governmental control that prevailed during a particular historical period affected general educational aims and policies. Both effected Home Economics curricular reforms in the public elementary schools.

Historical Period: American Regime

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
<u>Democracy</u> Focus: The well-being, prosperity and happiness of the people and their elevation and advancement to a position among the most	Perpetuation and promotion of the ideals of democracy Elimination of illiteracy.	1905. The curriculum was confined to essentials and was designed "to give the students only such information as may be absolutely required to properly meet the exigencies of a work-a-day-life."

American Regime (continued)

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
civilized people of the world.	Preparation both for the pursuit of practical life-sustaining occupation and the best of past and present civilization, in literature, culture, and art.	<p>"Housekeeping" included cooking and plain sewing.</p> <p>1909. The revision of the courses was focused on "the preparation for life" aim of education the teaching of the child to know and do such things as will later be of practical value to him.</p>
Preparation of the	To fit the people for the duties of citizen-	<p>"Domestic Science" included sewing, cooking, housekeeping activities; but the emphasis was given to the making of handicrafts, largely lace and embroidery.</p> <p>1911. "Housekeeping and Household Arts" in</p>

American Regime (continued)

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
Filipinos for self-government.	ship and for the ordinary avocations of a civilized community.	<p>Grade VII was enriched with the inclusion of practical ornamental, and commercial sewing, various cooking processes, nutritive value of food to susceptibility to disease, and cooperation with the health authorities in the prevention of diseases.</p> <p>1912. Electives were offered to boys.</p> <p>1915. The methods by which the economic aim, that of improving the conditions of the people and their standard of living were specified. The commercial side of the course was emphasized.</p>

American Regime (continued)

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
		<p>1919. Redefined Objectives:</p> <ul style="list-style-type: none"> (a) Inculcate sympathetic attitude toward labor (b) Encourage industrial habits (c) Teach the fundamentals of good craftsmanship (d) Teach trades <p>1924. A new general intermediate course of study provided more emphasis on housekeeping, cooking, and home nursing than the former general course; and more emphasis on geography, history, and civics than was offered by the former housekeeping and household art course.</p>

American Regime (continued)

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
		<p>1926. Readjustments were made in aims and objectives. They adapted the work</p> <p>(a) to the needs and condition of the locality</p> <p>(b) to the abilities and interests of the pupils</p> <p>(c) so that it would show results in the improvement of life in the community</p> <p>(d) so as to give it a pre-vocational character and thus help the pupils in "finding themselves."</p>

Commonwealth Period (continued)

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
	(c) vocational efficiency	<p>Economics, from 400 to 300 minutes per week.</p> <p>A recommendation was made by the Quezon Educational Survey Committee that the intermediate grades be made the "lower pre-vocational school."</p> <p>School projects in Home Economics, instead of just being geared to the production of exportable handicraft were related to the home life of the students.</p> <p>Aim: To teach them as many skills as would make them more useful members of their families.</p>

Historical Period: Japanese Occupation

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
<u>Totalitarian</u>	<p>Propagation of Filipino culture</p> <p>Eradication of old ideas of reliance upon the Western nations, especially upon the United States and Great Britain.</p> <p>Diffusion of elementary education and promotion of vocational education.</p> <p>Promotion of love of</p>	<p>1942. "Home Membership Activities" took the place of Home Economics. Materials used for projects were limited to native ones.</p> <p>Use of American textbooks were prohibited. In the Home Economics Course of Study, the "Children's Charter," U.S. President Hoover's White House Conference for Child Care was among other parts eliminated.</p> <p>1943. Food production campaign activities became the main focus of "Home and Community Membership Activities."</p> <p>Food production work</p>

Japanese Occupation (continued)

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
	labor	<p>was compulsory.</p> <p>Without doing home projects like gardening, and animal raising, no promotion was possible for a child. "Home and Community Membership Activities" was given the longest time allotment in the curriculum.</p>

Historical Period: Republic

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
<p><u>Democracy</u></p> <p>Focus during the: Roxas Administration (1946-1948)</p>	<p>Development of:</p> <p>(a) vocational efficiency</p>	<p>1947. In the intermediate grades, clothing classes laid stress on</p>

Republic (continued)

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
<p>(a) Reconstruction of the war-devastated economy</p> <p>(b) social justice</p>	<p>(b) civic conscience</p> <p>(c) moral character</p> <p>(d) duties of citizenship</p>	<p>the effective utilization of old garments.</p> <p>Old clothes were remodeled.</p> <p>1948. Considerable use of local materials for projects. Motifs for handicraft models included those from local arts, especially from the Moros and other non-Christian groups.</p>
<p>Quirino Administration (1948-1953)</p> <p>(a) economic reconstruction</p> <p>(b) improvement of living conditions in the rural area.</p>	<p>Development of knowledge and skills which would enable students to:</p> <p>(a) be efficient in earning an honest living and thereby contribute through productive labor and wise conservation of the</p>	<p>(The Community School concept was introduced in the public schools during the school year 1948-1949.)</p> <p>Handicrafts was stressed. Students were encouraged to make projects that would be useful and</p>

Republic (continued)

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
	<p>nation's resources to the economic well-being of the Philippines</p> <p>(b) maintain family unity, live a happy home life, and discharge efficiently responsibilities of the home</p> <p>(c) carry on healthful living in a wholesome environment so as to be physically strong and mentally fit to meet the requirements of a useful life</p> <p>(d) make wise use of leisure time for self-improvement and for the</p>	<p>could be sold in the community.</p> <p>The curriculum took cognizance of resources and requirements of the community.</p> <p>Expansion of the Home Economics program to improve its community service:</p> <p>Emphasis was on greater carry-over of school ideals, knowledges, activities, and skills to the home.</p> <p>Parent involvement was encouraged. Mothers in the community were invited to attend and participate in such demonstrations as proper</p>

Republic (continued)

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
<p>Magsaysay Administration (1953-1957)</p> <p>(a) Upliftment and welfare of the common man</p> <p>(b) Development of the rural area.</p>	<p>service of the community.</p> <p>Objectives of Elementary education according to Republic Act No. 896, 1953:</p> <p>Development of healthy citizens of good moral character, equipped with the knowledge, habits, and ideals needed for a happy and useful home and community life.</p> <p>1956 Elementary Curriculum Aim:</p> <p>Equip the children</p>	<p>selection and preparation of food.</p> <p>Parents were invited to see exhibits in clothing and handicrafts, child care, and other areas of Home Economics.</p> <p>Expressed main objective of the Home Economics education in the elementary level:</p> <p>(a) To develop the knowledge, skills, and attitudes necessary to keep the family well-nourished, properly clothed, and comfortably housed.</p> <p>(b) To foster wholesome, satisfying, and socially desirable relationships</p>

Republic (continued)

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
	<p>with fundamental skills, habits, knowledge, and ideals that are generally regarded as essential for the unification and integration of the members of a democratic society, and for the effective participation in the activities of that society.</p>	<p>among members of the family, and between the family and community.</p> <p>On teaching procedures, the emphasis was placed on group dynamics, a move away from the traditional teacher-dominated learning situation.</p> <p>Continued implementation of the community school concept through:</p> <p>(a) lecture-demonstration in the schoolroom and in the community on food selection and preparation</p> <p>(b) fashion shows in which due attention was given to remodeled garments or on those made of old</p>

Republic (continued)

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
<p>Garcia Administration (1957-1961)</p> <p>(a) attainment of self-sufficiency in foodstuff</p> <p>(b) fuller utilization and greater conservation of natural resources.</p>	<p>To instill habits of industry and thrift, and to prepare individuals to contribute to the economic development and wise conservation of the nation's natural resources.</p> <p>To maintain family solidarity,</p>	<p>or inexpensive materials</p> <p>(c) school exhibits showing toys, clothes, handicraft articles made of local materials.</p> <p>UNICEF milk feeding program and actual work of reconstituting and feeding became part of the students' learning experiences.</p> <p>1957. The Revised Philippine Educational Program listed the elementary subjects into six areas. One of the areas was Work Education. For girls in Grades V and VI Work Education was interpreted to refer to Home Economics. Included phases of work in:</p>

Republic (continued)

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
(c) encouragement and promotion of cottage industries.	to improve community life; to perpetuate all that is desirable in our national heritage, and to serve the cause of world peace.	(a) Agriculture (b) Homemaking and Family Living (c) Industrial Arts (d) Retail Trade (e) and other activities designed to develop knowledge, attitude, proper work habits and skills, and wise utilization of resources.
Macapagal Administration (1961-1965) (a) attainment of self-sufficiency in food (b) creation of conditions to increase people's	To provide greater opportunities for the cultivation of unspecialized skills and of proper attitudes toward work through the training of children of suitable age in practical and useful occupations related to the needs and	1962. The free school lunch project was started. In line with this, Nutrition Education was given emphasis. Aspects of the Applied Nutrition Program included clinical, food production, and organization, management, and evaluation. (These were

Republic (continued)

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
<p>income</p> <p>(c) moral regeneration of the nation.</p>	<p>resources of the locality.</p>	<p>handled by the Health and Education Services, the Agricultural Education and the Home Economics divisions.)</p>
<p>Marcos Administration (1965-1972)</p> <p>(a) Upliftment of economic and social condition</p>	<p>To spread the values that are essential to rapid and sustained economic growth.</p> <p>To emphasize vocational skills and the dignity</p>	<p>1966. "Home Economics for boys and Elementary Agriculture and Industrial Arts for girls" was implemented. Courses in Home Economics provided</p>

Republic (continued)

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
<p>of all the people</p> <p>(b) Nationalism at home.</p>	<p>of labor.</p> <p>1970. To develop the moral and physical capabilities of the child.</p> <p>To provide experiences in the democratic way of life.</p> <p>To inculcate ideals and attitudes necessary for enlightened, patriotic, upright, and useful citizenship.</p>	<p>opportunities for boys to learn their duties and responsibilities as worthy home members.</p> <p>The girls were provided opportunities to learn how to produce food and do simple construction and manipulative work.</p> <p>A teaching unit entitled, "Understanding Myself and My Family," was added to the Fifth Grade curriculum.</p>

Historical Period: New Society, Under Martial Law

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
<p>Constitutional Authoritarianism</p> <p>Focus:</p> <p>(a) national discipline</p> <p>(b) civil and social equality</p> <p>(c) solidarity and cooperation</p> <p>(d) sacrifice</p> <p>(e) austerity</p> <p>(f) hard work</p> <p>(g) faith in national reformation.</p>	<p>Development of patriotism and nationalism. Development of moral character; personal discipline; scientific, technological and vocational efficiency.</p> <p>Training of the young citizens in his right, duties, and responsibilities in a progressive and productive home and community life.</p> <p>Teaching of basic health knowledge and the formation of desirable health habits</p>	<p>Emphasis was directed toward the development of the individual and the improvement of family membership so that the family can achieve its goals and contribute to the welfare of the community and the nation as a whole. (For specific competence, see pages 102-104.)</p> <p>Revitalization of the Future Homemakers of the Philippine Organization.</p> <p>The Youth Civic Action Project was initiated.</p> <p>Population Education was integrated in Home Economics.</p>

New Society (continued)

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
	<p>and practices.</p> <p>Development of functional literacy in the vernacular, in Pilipino, and in English as basic tools for further learning.</p> <p>Acquisition of fundamental knowledge, attitudes, habits, and skills in work education, and their intelligent application to appropriate life situations.</p>	<p>Nutrition Education was given increased emphasis.</p> <p>Instructional materials related to Home Economics were written in Pilipino. One example was the teaching guide in Population Education developed in 1976.</p> <p>Adoption of a work-oriented curriculum. The "Elementary Learning Continuum" was developed. This served as the guide in formulating objectives for Homemaking and Family Living.</p> <p>Additional specific objectives noted:</p>

New Society (continued)

Political Ideology	General Educational Aims and Policies that Affected Elementary Home Economics Instruction	Home Economics Curricular Reforms Effected by the Political Ideology
		<p>(a) Practice of thrift and economy in the use of resources.</p> <p>(b) Recognition of the possible occupation in the community derived from training or orientation in clothing construction.</p> <p>Increased emphasis on Consumer Education.</p>

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APPENDIX A

GENERAL PRIMARY AND INTERMEDIATE
COURSES OF STUDY/CURRICULA

PRIMARY AND INTERMEDIATE COURSES OF STUDY: 1912

Primary Course of Study: 1912

Grade I (4½ hours)	Grade II (5 hours)	Grade III (5 hours)	Grade IV (5 hours)
Chart, chart primer, first year book (30 min. daily) Language: Conversation (30 min. daily) Numbers: Combinations to 10 (30 min. daily) Sewing & Weaving (60 min. daily) Music: (20 min. daily) Study Period Writing: no copy book. (20 min. daily) Spelling & Phonics: (20 min. daily) Recreation: games & plays (40 min. daily)	Reading: First reader (30 min. daily) Language (30 min. daily) Arithmetic (30 min. daily) Industrial Work (60 min. daily) Music (20 min. daily) Study Period Writing: movement exercises (20 min. daily) Spelling & Phonics: (20 min. daily) Recreation: (40 min. daily)	Reading: Second reader (30 min. daily) Language (30 min. daily) Arithmetic (30 min. daily) Minor Industries (80 min. daily) Music (20 min. daily) Home Geography: three periods a week. Free-hand drawing: two periods a week Writing: words & sentences (20 min. daily) Spelling & Phonics: (20 min. daily) Games & Exercises: (40 min. daily)	Reading & Spelling: Third reader (30 min. daily) Language (30 min. daily) Arithmetic: (30 min. daily) Minor Industries (90 min. daily) Music: three days a week. Civics: ^a two days a week. Hygiene & Sanitation: ^a two days a week. (20 min. daily) Geography: text in this year only (30 min. daily) Writing: three days. Drawing: two days. Study Period Athletics: (30 min. daily or equivalent)

SOURCE: Thirteenth Annual Report of the Director of Education (Manila: Bureau of Printing, 1913), p. 19.

^aHygiene & Sanitation, first semester; Civics, second semester.

Intermediate Courses: 1912

(Minimum time, 5 hrs. & 40 min.;
two sessions required in all cases)

General Course

Grade V	Grade VI	Grade VII
Grammar Reading, Spelling & Composition Study Period Arithmetic Music, half period daily. Writing, half period daily Study Period Drawing: Boys & Girls once a week. Industrial Work, four times a week: Boys, basketry & handweaving; girls, housekeeping	Grammar Reading, Spelling & Comp- ositions Study Period Arithmetic Geography Study Period Drawing: boys and girls once a week. Industrial Work; four time a week: boys, gardening; girls, housekeeping	Grammar Reading, Spelling, & Composition Study Period Arithmetic History & Government Study Period Drawing: boys, two double periods a week; girls, one double period a week. Industrial Work: boys, woodworking three times a week; girls, housekeeping four times a week.

Course for Teaching

Grade V	Grade VI	Grade VIII
Grammar Reading, Spelling & Composition Study Period Arithmetic Music, half period; Writing, half period Study Period Drawing & Industrial Work	Grammar Reading, Spelling and Comp- osition Study Period Arithmetic Geography Study Period Drawing & Industrial Work	Grammar Reading, Spelling, & Composition Study Period Arithmetic Physiology & Hygiene & Sanitation History & Government School methods & management, three single periods a week Practice teaching daily

SOURCE: Thirteenth Annual Report of the Director of Education
(Manila: Bureau of Printing, 1913), p. 20.

Intermediate Courses: 1912 (continued)

Course in Housekeeping and Household Arts

Grade V	Grade VI	Grade VII
Grammar Reading, Spelling, & Composition Study Period Arithmetic Drawing, once a week; Needlework, four times a week. (double periods) Cooking & house- keeping, three times a week; Hy- giene & Home sani- tation, two single periods, Ethics, two single periods	Grammar Reading, Spelling, & Composition Study Period Arithmetic Drawing, once a week; Needlework, four times a week. (double periods) Cooking & housekeep- ing, three times a week; Hygiene & sanitation, two single periods; Ethics, two single periods	Grammar Reading, Spelling, & Composition Study Period Hygiene & sanitation, three times a week Arithmetic, twice a week; Drawing; once a week; Cooking & housekeeping, twice a week Needlework, four times a week; Ethics, one double period a week.

Trade Course

Grade V	Grade VI	Grade VII
Grammar Reading, Spelling & Composition Arithmetic Drawing, one Double period daily Shopwork, one double period daily Study Period	Grammar Reading, Spelling & Composition Arithmetic Drawing, three double periods a week; Study, two double periods Shopwork, three con- secutive periods daily	Grammar Reading, Spelling, & Composition Arithmetic, twice a week; Drawing, twice a week; Estimating, once a week Shopwork, three con- secutive periods daily

SOURCE: Thirteenth Annual Report of the Director of Education
 (Manila: Bureau of Printing, 1913), p. 21.

Intermediate Courses: 1912 (continued)

Course in Farming

Grade V	Grade VI	Grade VII
Reading, Spelling, & Composition Arithmetic Agriculture Study Period Farmwork. Carpentry & repair work on rainy days or when necessary	Reading, Spelling, & Composition Arithmetic Agriculture Study Period Farmwork. Carpentry & repair work on rainy days or when necessary	Reading, Spelling, & Composition Arithmetic, twice a week Agriculture, three times a week Study Period Farmwork, three periods daily. Theory of Agriculture & laboratory work on rainy days

Course for Business

Grade V	Grade VI	Grade VII
Grammar Reading & Composition Arithmetic Geography Spelling & dictation Penmanship & plain lettering Typewriting	Grammar Reading & Composition Arithmetic Geography Spelling & dictation Bookkeeping Typewriting	Reading & Composition Arithmetic Geography Business correspondence Bookkeeping Typewriting History & Government

SOURCE: Thirteenth Annual Report of the Director of Education
(Manila: Bureau of Printing, 1913), p. 21.

PRIMARY AND INTERMEDIATE COURSE OF STUDY: 1924

Primary Course of Study: 1924

Grade I	Grade II	Grade III	Grade IV
Language, conversational English, good manners & right conduct, & civics, hygiene, & sanitation (525) ^a	(350) ^a	(350) ^a	(350) ^a
Reading (300)	300	200	200
Phonics (50)	50	50	50
Number Work (150)	150	200	200
Writing (100)	Spelling (50)	Spelling (50)	Spelling (50)
Music (100)	Writing (75)	Writing (75)	Writing (75)
Drawing (75)	Music (125)	Music (100)	Music (100)
Physical Education (125) ^b	Drawing (75)	Drawing (75)	Drawing (75)
	Physical Education (125) ^b	Home Geography (150)	Geography (175)
	Industrial Work	Physical Education (125) ^b	Physical Education (125) ^b
	Boys: hand-weaving, or basket making, gardening, or club work (200)	Industrial Work	Industrial Work
	Girls: sewing, or club work (200)	Boys: making of mats, handbags, etc., or hatmaking, or basket making, or gardening, or club work (250)	Boys: macrame, or making mats, handbags, etc., or hatmaking or advanced basketry, or slipper making, or carving, or woodworking, or making of brushes & brooms or gardening, or pottery making or club work (300)
		Girls: sewing three times a week (150) & embroidery, or lace making, or crocheting, or hat making, or club work two times a week (100)	Girls: sewing two times a week (120) & embroidery, or lace making, tatting,

Primary Course of Study: 1924 (continued)

Grade I	Grade II	Grade III	Grade IV
			crocheting, or hatmaking, or club work thrice a week (180)

SOURCE: Twenty-Fifth Annual Report of the Director of Education
(Manila: Bureau of Printing, 1913), p. 62.

NOTE: The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

^aOpening exercises are included with language, conversational English, good manners and right conduct, civics, hygiene, and sanitation, since this period is devoted to instruction in conduct, civics, and health.

^bExclusive of the fifteen-minute recess period given to group games and spontaneous plays.

Intermediate Courses of Study: 1924

Grade V	Grade VI	Grade VII
Opening Ex. (50)	50	50
Reading (200)	200	200
Language (200)	200	200
Spelling (50)	50	50
Conversational English twice a week (40); good manners & right conduct & civics, hygiene, & sanitation three times a week (60)	60	Conversational English twice a week (40); good manners & right conduct three times a week (60)
Arithmetic (200)	200	Arithmetic (200)
Geography (200)	200	Physiology, hygiene, & sanitation (200)
Writing (100)	100	Philippine history & government (200)
Drawing once a week (80)	80	Drawing, for boys only, twice a week (160) ^a
Music (100)	100	Industrial Work

Intermediate Courses of Study: 1924 (continued)

Grade V	Grade VI	Grade VII
Industrial Work Boys: making of mats, handbags, etc., or hatmaking, or basket making, or slipper making, or woodworking, or furniture making, or gardening, or club work four times a week (320) Girls: cooking & household (80); & sewing (80); & embroidery, or lace making, or crocheting, or club work four times a week (160) Phy. Ed. (200)	Industrial Work Boys: gardening or club work four times a week (320) Girls: cooking & housekeeping (160); sewing (80); & embroidery, or lace making or crocheting, or club work four times a week (80) Physical Ed. (200)	Boys: woodworking or furniture making 3 times a week (240); or gardening, or club work (80) Physical Ed. (200)

SOURCE: Twenty-Fifth Annual Report of the Director of Education (Manila: Bureau of Printing, 1913), p. 62.

NOTE: The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

^aSeventh-grade boys taking gardening or industrial work other than woodworking have gardening or industrial work five times a week and no drawing.

Intermediate Courses of Study: 1924 (continued)

The Trade Course

Grade V	Grade VI	Grade VII
Reading (200)	200	200
Language (200)	200	200
Spelling (50)	50	50
Phonics (50)		50
Conversational English twice a week (40); good manners & right conduct, & civics, hygiene & sanitation three times a week (60)	60	Conversational English twice a week (40); good manners & right conduct 3 times a week (60)
Arithmetic (200)	200	Arithmetic twice a week (160)
Drawing (400)	Drawing three times a week (240)	Drawing twice a week (160)
Shopwork: woodworking or ironworking (400)	Shopwork: woodworking (600)	Estimating once a week (80)
		Shopwork: woodworking or ironworking (600)

The Farming Course

Grade V	Grade VI	Grade VII
Reading (200)	200	200
Language (200)	200	200
Spelling (50)	50	50
Phonics (50)	50	50
Conversational English twice a week (40); good manners & right conduct & civics, hygiene, & sanitation 3 times a wk. (60)	60	Conversational English twice a week (40); good manners & right conduct 3 times a week (60)
Arithmetic (200)	200	200
Agriculture (200)	200	200
Farm Work (minimum 600)	600	600

The Farming Course (continued)

Grade V	Grade VI	Grade VII
Drawing, carpentry, ironworking, & repair work on rainy days or when necessary.	Drawing, carpentry, ironworking, & repair work on rainy days or when necessary	Drawing, carpentry, ironworking, & repair work on rainy days or when necessary

SOURCE: Twenty-Fifth Annual Report of the Director of Education (Manila: Bureau of Printing, 1925), p. 63-64.

NOTE: The figures in parentheses indicate the number of minutes a week, the number of recitations being five unless otherwise stated.

PRIMARY AND INTERMEDIATE COURSE OF STUDY: 1926

Primary Course of Study: 1926

Grade I	Grade II	Grade III	Grade IV
Language, conversational English, good manners & right conduct, & civics, hygiene, & sanitation (525) ^a Reading (375) ^b Phonics (50) Number Work (150) Writing (100) Music (100) Physical Educ. (125) ^c	(350) ^a Reading (400) ^b Phonics (50) Arithmetic (150) Spelling (50) Writing (75) Music (125) Physical Educ. (125) ^c Industrial Work: Boys: hand-weaving, or basket making, or gardening, or club work (175) Girls: sewing, or club work (175)	(350) ^a Reading (350) ^b Phonics (50) Arithmetic (200) Spelling (50) Writing (75) Music (100) Home Geography (150) Physical Educ. (125) ^c Industrial Work ^d Boys: making of mats, handbags, etc., or hat making, or basket making, or gardening, or club work twice a week (70)	(375) ^a Reading (350) ^b Phonics (50) Arithmetic (200) Spelling (50) Writing (75) Music (100) Geography (175) Physical Educ. (125) ^c Industrial Work ^d Boys: macrame, or making of mats, handbags, etc., or hat making, or advanced basketry, or slipper making, or carving, or woodworking, or making of brushes & brooms, or gardening, or pottery making, or club work (225) Girls: sewing twice a wk. (90) & embroidery, or lace making, tatting, crocheting, or hat making, or club work 3 times a wk. (135)

SOURCE: Twenty-Seventh Annual Report of the Director of Education (Manila: Bureau of Printing, 1927), p. 102.

Primary Course of Study: 1926 (continued)

^aOpening exercises included with language, etc.

^b75 minutes previously devoted to drawing, now added to reading. In June, 1927----drawing again where trained teachers are available. Time allotment for grades I-III will be 15 minutes; for grade IV, 20 minutes.

^cExclusive of 15 minute recess pd. given to group games and spontaneous play.

^dTime allotments indicated represent a deduction of 25, 75, and 95 minutes as authorized by General Instructions No. 14, series 1925, for II, III, IV, respectively.

Intermediate Courses of Study: 1926

General Course

Grade V	Grade VI	Grade VII
Opening exercises (50)	Opening exercises (50)	Opening exercises (50)
Reading (200)	Reading (200)	Reading (200)
Language (200)	Language (200)	Language (200)
Spelling (50)	Spelling (50)	Spelling (50)
Phonics (50)	Phonics (50)	Phonics (50)
Conversational Eng. twice a wk. (40); good manners & right conduct & civics, hygiene, & sanitation 3 times a wk. (60)	Same	Conversational Eng. twice a week (40); good manners & right conduct three times a week (60)
Arithmetic (200)	Arithmetic (200)	Arithmetic (200)
Geography (200)	Geography (200)	Physiology, hygiene, & sanitation (200)
Writing (100)	Writing (100)	Philippine history & government (200)
Drawing once a week (80)	Drawing once a week (80)	Drawing, for boys only, twice a week (160) ^a
Music (100)	Music (100)	Industrial Work:
Industrial Work: Boys: making of mats, handbags, etc., or hatmaking, or basketry, or slipper making, or woodworking, or	Industrial Work: Boys: gardening, or club work 4 times a week (320) Girls: cooking & housekeeping	Boys: woodworking, or furniture making 3 times a week (240); or gardening, or club work (400) Girls: cooking &

General Course (continued)

Grade V	Grade VI	Grade VII
furniture making, or gardening, or club work 4 times a week (320) Girls: cooking & housekeeping once a week (80); sewing once a wk. (80) & embroidery, or lace making, or crocheting, or club work twice a week (160) Physical Ed. (200)	twice a week (160); sewing once a wk. (80); & embroidery, or lace making, or crocheting, or club work once a week (80) Physical Education (200)	housekeeping (80); home nursing (80); food selection & diet (80); & embroidery, or lace making, or crocheting, or loom weaving, or club work (80) Physical Education (200)

SOURCE: Twenty-Seventh Annual Report of the Director of Education (Manila: Bureau of Printing, 1927), p. 103.

^aWhere specific authority has been granted for 7th grade boys to take gardening or other industrial work in lieu of woodworking, they should have this gardening or other industrial work authorized five times a week and no drawing.

Intermediate Courses of Study: 1926 (continued)

Trade Course

Grade V	Grade VI	Grade VII
Reading (200)	Reading (200)	(200)
Language (200)	(200)	(200)
Spelling (50)	(50)	(50)
Phonics (50)	(50)	(50)
Conversational Eng. twice a week (40), good manners & right conduct & civics, hygiene, & sanitation 3 times a week (60)	Same	Phil. history & govern- ment (100)
Drawing (400)	thrice a week (240)	Arithmetic twice a week (160)
Shopwork: woodwork- ing or ironworking (400)	(600)	Drawing twice a week (160)
Arithmetic	(200)	Estimating once a week (80)
		(600)

Farming Course

Grade V	Grade VI	Grade VII
Reading (200)	(200)	(200)
Language (200)	(200)	(200)
Spelling (50)	(50)	(50)
Phonics (50)	(50)	(50)
Conversational Eng. twice a week (40) good manners & right conduct & civics, hygiene, & sanitation thrice a week (60)	Same	Philippine history & government (100)
Arithmetic (200)	(200)	Arithmetic (200)
Agriculture (200)	Same	Agriculture (200)
Farm Work (Minimum 600)	Same	Farm work - Same
Drawing, carpentry, ironworking, & re- pair work on rainy or when necessary	Same	Same

SOURCE: Twenty-Seventh Annual Report of the Director of Education
(Manila: Bureau of Printing, 1927), p. 103-104.

PRIMARY AND INTERMEDIATE CURRICULA: 1932

Primary Curriculum

Grade I	Grade II	Grade III	Grade IV
Language, Conversational English, good manners & right conduct, Civics hygiene, & sanitation (450) ^a Reading (400) Phonics (50) Number Work (150) Drawing (75) Writing (75) Music (100) Physical Education (125) ^b	Language, Conversational English, good manners & right conduct, Civics, hygiene, & sanitation (325) ^a Reading (400) Phonics (50) Arithmetic (150) Spelling (75) Drawing (75) Writing (75) Music (150) Physical Education (125) ^b Industrial Education ^c , handweaving, or making of native baskets, or gardening, or club work (75) Home Economics: sewing, or club work (175)	Language, Conversational English, good manners, & right conduct Civics, hygiene, & sanitation (325) ^a Reading (350) Phonics (50) Arithmetic (200) Spelling (75) Drawing (75) Writing (75) Music (100) Home Geography (150) Physical education (125) ^b Industrial Education ^c . Making of mats, handbags, or hat making, or making of native baskets, or gardening, or club work (175) Home Economics: sewing 3 times a week (105), embroidery or lace, making, or crocheting, or hat making, or club work twice a week (70)	Language, Conversational Eng., gd. conduct, Civics, hygiene & sanitation, (250) Reading (350) Phonics (50) Arithmetic (200) Spelling (50) Drawing (100) Writing (75) Music (100) Geography (175) Phys. Ed. (125) ^b Industrial Ed. ^c Macrame, or making of mats, handbags, etc., hat making, or carving, wd. wrking. or making of brushes, & brooms, or gardening, or pottery making, or club work (225) Home Economics: sewing twice a wk. (90) embroidery or lacing, or tatting, or crocheting, or hat making, or club work three times a week (135)

SOURCE: Thirty-second Annual Report of the Director of Education (Manila: Bureau of Printing, 1932), p. 83.

NOTE: The figures in parenthesis indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

Intermediate General

Grade V	Grade VI	Grade VII
<p>Opening Exercise (50) Reading (200) Language (200) Spelling (50) Phonics (50) Conversational English twice a week (40) Good manners, and right conduct, Civics hygiene, & sanitation three times a week (60) Arithmetic (200) Geography (200) Writing (100) Free hand or mechanical drawing once a week (80)^a Music (100) Industrial Education making of mats, hand- bags, etc., or hat making, or basket making, or slipper making, or wood work- ing or furniture mak- ing or gardening, club work four times a week (320) Home Economics: Cook- ing, housekeeping, 1st semester, once a week (80) 2nd semester twice a week (160) embroidery or lace making, or cro- cheting or club work 1st semester, twice a week (160) 2nd semes- ter once a week (80) Physical Ed. (200)</p>	<p>Opening Exercise (60) Reading (200) Language (200) Spelling (50) Phonics (50) Conversational English twice a week (40) Good manners, and right conduct, Civics, hygiene sanitation, three times a week (60) Arithmetic (200) Geography (200) Writing (100) Free hand or mechanical drawing once a wk. (80)^a Music (100) Industrial Education, gardening or club work, four times a week (320) Home Economics: Cooking and housekeeping, twice a week (160) Sewing once a week (80) Em- broidery or lace making or crocheting or club work, once a week (80) Physical Education (200)</p>	<p>Opening Exercise (50) Reading (200) Language (200) Spelling (50) Phonics (50) Conversational English twice a week (40) Good manners, and right conduct, three times a week (60) Arithmetic (200) Physiology, hygiene, and sanitation (200) Philippine History and Government (200) Industrial Education shop work & mechani- cal drawing (400) Home Economics: cooking & housekeeping (80) and embroidery, or lace making, or crocheting or loom weaving, or club work (80) Physical Education (200)</p>

SOURCE: Director of Education, Philippine Islands, Annual Report, 1931, (Manila: Bureau of Printing, 1932), p. 84.

PRIMARY AND INTERMEDIATE CURRICULA: 1940

Primary Curriculum: 1940

Grade I			Grade II		
Subjects ^a	No. of Min. a Week	Wght. in Gen. Ave.	Subjects ^a	No. of Min. a Week	Wght. in Gen. Ave.
Open. Ex.	50		Open. Ex.	50	
Arithmetic	150	1	Arithmetic	200	1
Char. Ed. & Cit. Training (twice a wk.)	40	1	Char. Ed. & Cit. Training (twice a wk.)	40	1
Drawing	75	1	Drawing	75	1
Health Ed. (thrice a wk.)	60	1	Health Ed. (thrice a wk.)	60	1
Language	300	1	Lang. & Spell.	425	1
Music	100		Music	100	1
Phys. Ed. ^c	175	1	Phys. Ed. ^c	175	1
Read. & Pho. ^d	450	1	Read. & Pho. ^d	450	1
Writing	75	1	Writing	75	1
TOTAL:	1,475	9	TOTAL:	1,650	9
Grade III			Grade IV		
Open. Ex.	50		Open. Ex.	50	1
Arithmetic	200	1	Arithmetic	200	1
Char. Ed. & Cit. Training (twice a wk.)	40	1	Char. Ed. & Cit. Training (twice a wk.)	40	1
Drawing	75	1	Drawing & Music ^e	100	1
Elem. Science	125	1	Gardening & Elem. Sc. ^f	175	1
Health Ed. (thrice a wk.)	60	1	Health Ed. (thrice a wk.)	60	1
Home Geog.	150	1	Lang. & Spl. ^b	250	1
Lang. & Spl. ^b	275	1	Prep. Mil. Tr. & Phys. Ed. ^c	275	1
Music	100	1	Read. & Pho. ^d	350	1
Phys. Ed. ^c	175	1	Social Studies	200	1
Read. & Pho.	350	1	Writing	100	1
Writing	75	1	TOTAL:	1,800	10
TOTAL:	1,675	11			

SOURCE: Forty-First Annual Report of the Director of Education
(Manila: Bureau of Printing, 1941), p. 39.

Primary Curriculum: 1940 (continued)

^aThe number of recitation a week is five unless otherwise stated.

^bSpelling is given 75 minutes in grades I and II; 50 minutes in Grade V.

^cOf the 175 minutes, recess is given 75 minutes. For boys 10 years or above, preparatory military training and physical education are given 200 minutes a week or 40 minutes a day. Grade IV boys and girls less than 10, follow the grade III time allotment.

^dPhonics is given 50 minutes a week.

^eDrawing is given two days; music, three days.

^fOnly one rating is given for gardening and elementary science which are considered as one subject.

Intermediate Curriculum: 1940

Grade V		
Subjects ^a	No. of Min./Week	Wght. in Gen. Ave.
Opening Exercises	50	
Arithmetic	200	1
Character Education and Citizenship Training (twice a week)	40	1
Health Education (thrice a week)	60	1
Home Economics for girls (4 times a week) and Drawing ^b (once a week)		
Industrial Arts Instruction for boys or Club Work ^c (4 times a week) and Drawing ^b (once a week)	400	1
Language & Spelling	250	1
Music & Writing	200	1
Preparatory Military Training & Phys. Ed. ^e	325	1
Reading & Phonics ^f	250	1
Social Studies ^g	200	1
Total	1,975	9
Grade VI		
Opening Exercises	50	
Arithmetic	200	1
Character Education and Citizenship Training (twice a week)	40	1
Health Education (three times a week)	60	1
Home Economics for girls (4 times a week) and Drawing ^b (once a week)		
Gardening and Club Work ^c for boys (4 times a week) and Drawing ^b (once a wk.)	400	1
Language and Spelling	250	1
Music and Writing	200	1
Preparatory Military Training & Phys. Ed. ^e	325	1
Reading & Phonics ^f	250	1
Social Studies ^h	200	1
Total	1,975	9

SOURCE: Forty-First Annual Report of the Director of Education
(Manila: Bureau of Printing, 1941), p. 39.

NOTE: The above is the general curriculum. In addition, an
agricultural curriculum is offered in 44 intermediate schools.

Intermediate Curriculum: 1940 (continued)

^aThe number of recitations a week is five unless otherwise stated.

^bGiven one rating only. In Home Economics and Drawing, cooking and housekeeping are given a fractional equivalent of $\frac{2}{5}$ in the rating; clothing and textiles, $\frac{1}{5}$; the other Home Economics subject or subjects, $\frac{1}{5}$; and Drawing, $\frac{1}{5}$.

^cClub work for girls may be substituted for fine needlework, in which classes recite once a week.

^dSpelling is given 50 minutes a week.

^eOf the total time for Preparatory Military Training and Physical Education, recess is given 75 minutes a week.

^fPhonics is given 50 minutes a week.

^gUntil a course of study in Social Studies is prepared, this subject will comprise largely the geography of the Philippines and neighboring countries.

^hUntil a course of study is prepared, this subject will comprise largely world geography.

Intermediate Curriculum: 1940 (continued)

Grade VII		
Subjects ^a	No. of Min./Week	Wght. in Gen. Ave.
Opening Exercises	50	
Arithmetic	200	1
Character Education and Citizenship Training	100	1
Health Education	200	1
Home Economics ^b for girls		
Industrial Arts Instruction ^c or Club Work for boys	400	1
Language and Spelling ^d	250	1
Philippine History and Government	200	1
Preparatory Military Training and Physical Education ^e	325	1
Reading and Phonics ^f	250	1
Total	1,975	8

SOURCE: Forty-first Annual Report of the Director of Education
(Manila: Bureau of Printing, 1941), pp. 39-40.

^aThe number of recitations a week is five unless otherwise stated.

^bIn Home Economics, cooking and housekeeping, food selection and diet, and home nursing are given a fractional equivalent of $\frac{3}{5}$ in the rating; clothing and textiles, $\frac{1}{5}$; and the other Home Economics subject or subjects, $\frac{1}{5}$.

^cShopwork and Mechanical Drawing are given one rating only.

^dSpelling is given 50 minutes a week.

^eOf the total time for Preparatory Military Training and Physical Education, recess is given 75 minutes a week.

REVISED CURRICULA FOR THE PRIMARY AND

INTERMEDIATE GRADES: 1941

Revised Curriculum for Primary Grades Under Two-Single-Session Plan^a

Subjects	Time Allotment Per Week in			
	I	II	III	IV
Opening Exercises	..	..	25	25
Arithmetic	..	..	100	100
Arithmetic (3) Social Studies (2)	75	75	..	..
Art Education (2) Music (3)	75 ^b	75 ^b	75 ^b	75 ^b
Character Education (2) Health Education (3)	100 ^b	100 ^b	100 ^b	100 ^b
Language and Spelling	150	125	100 ^c	100 ^c
Reading and Phonics	175 ^d	175 ^d	100 ^c _d	100 ^c _d
Physical Education Gardening and Elementary Science	..	..	..	100
Recess	50	50	50	50
Social Studies	..	..	100	125
Writing	50	75	75	50
Total	675 min.	675 min.	725 min.	825 min.

SOURCE: Bureau of Education, Circular No. 23, s. 1941, Manila, June 23, 1941.

^aTwo single sessions every day; that is, one class of one grade in the morning and another class of the same or a different grade in the afternoon, under the same teacher. There is no unsupervised seatwork.

^bIn the second semester, reverse the time allotment.

^cOne period a week is devoted to the teaching of the vernacular.

^dPhysical Education, 20 minutes a day, will be conducted by other teachers, if not possible, by the teacher himself on Saturday mornings. Boys ten years of age or over will take pre-military training 20 minutes a day, two times a week.

Revised Curriculum for the Intermediate Grades
Under the One-Teacher-One Class-Plan: 1941

Subjects	Time Allotment Per Week in	
	V	VI
Music and Opening Exercises	75	75
Arithmetic	150	150
Character Education	75	75
Elementary Science	75	..
Health Education	75	150
Home Economics and Industrial Arts	300	300
Language and Spelling ^a	150	150
Physical Education	200	200
Reading and Phonics ^b	150	150
Social Studies	150 ^c	150 ^d
Total	1400 min.	1400 min.

SOURCE: Bureau of Education, Circular No. 23 s. 1941, Manila
June 23, 1941.

^aSpelling taught incidentally.

^bPhonics taught incidentally.

^cWorld Geography covering important foreign countries with which
the Philippines has commercial relations will be given.

^dPhilippine History and Government will be taken up.

TIME ALLOTMENTS FOR THE ELEMENTARY GRADES: 1942-1943

Subjects	Time Allotment Per Week in					
	I	II	III	IV	V	VI
Arithmetic	200	200	200	200	200	200
Writing (3) ^a and Music (2) ^a	200	200	200	200		
Music	...	...	...	...	100	100
Character Education and Citizenship Training (2) ^a						
Health Education (3) ^a	100	100	100	100	100	100
Language and Spelling ^b	400	400	200 ^c	200 ^c	200 ^c	200 ^c
Physical Education	100	100	100	100	100	100
Home Membership Activities	125	125	125	125 ^d	150	150
Reading and Phonics	400	200	200 ^e	200 ^e	200 ^e	200 ^e
Recess	50	50	50	50	50	50
Total	1575	1375	1175	1175	1100	1100
	min.	min.	min.	min.	min.	min.

SOURCE: Inclosure to Bureau of Private Education, Memorandum No. 3, s. 1942, Manila, June 11, 1942.

^aReverse the time allotment at the beginning of the second semester.

^bNo Spelling in Grade I. Spelling taught incidentally in Grades V and VI.

^cOne period a week is devoted to Writing in the vernacular in Grades III and IV. Two periods a week to be devoted to the teaching of the National Language, if teachers are available, in Grades V and VI.

^dElementary Science included.

^eOne period a week is devoted to Reading in the vernacular in Grades III and IV. Phonics taught incidentally in Grades V and VI.

TIME ALLOTMENTS FOR THE ELEMENTARY GRADES
Revised June: 1943

Subjects	Time Allotments Per Week in					
	I	II	III	IV	V	VI
Arithmetic	150	150	200	200	200	200
Japanese Language	100	100	100	100	100	100
Character Education and Citizenship Training (2) ^a and Health Education (3) ^a	100	100	100	100	75	75
Writing (3) ^a and Music (2) ^a	100	100	100	100	...	...
Music	...	...	...	...	100	100
Language and Spelling ^b	150	150	150	150	150	150
Reading and Phonics ^c	150	150	150	150	150	150
Tagalog ^d	...	...	100	100	100	100
Home and Community Membership	175	175	175	175 ^e	300	300
Physical Education	100	100	100	100	100	100
Recess	50	50	50	50	50	50
Total	1075 min.	1075 min.	1225 min.	1225 min.	1325 min.	1325 min.

SOURCE: Inclosure to Bureau of Private Education, Memorandum No. 18 s. 1943, Manila, June 28, 1943.

^aReverse the time allotment at the beginning of the second semester in the Intermediate Grades and at the beginning of the third term in the Primary Grades.

^bNo Spelling in Grade I. Spelling taught incidentally in Grades V and VI.

^cPhonics taught incidentally in Grades V and VI.

^dThree periods a week are devoted to Reading in Tagalog and two periods a week to Writing in Tagalog.

^eElementary Science included.

REVISED ELEMENTARY CURRICULUM: JULY, 1944

Subjects ^a	Time Allotment Per Week in					
	I	II	III	IV	V	VI
Character and Nationalism and Social Studies ^b	100	100	100	100	150	150
Arithmetic	150	150	150	150	150	150
Filipino Language ^c	100	100	150	150	150	150
Language and Reading ^d	100	100	150	150	150	150
Home and Community Membership ^e	175	175	175	175	175	175
Nippongo	...	...	...	...	150	150
Elementary Science	...	...	100	100	100	100
Writing	75	75	...	...	...	...
Writing; Music; Drawing ^f	...	...	75	75	...	...
Music; Drawing ^g	75	75	...	...	75	75
Recess	50	50	50	50	50	50
Health and Physical Education	100	100	100	100	100	100

SOURCE: Inclosure A, Ministry of Education, Ministry Circular No. 2, s. 1944, Manila, July 18, 1944.

^aIn every subject the teacher should be alert to take advantage of opportunities which may contribute to the development of character and nationalism.

^bIn Grades I and II the course will be mainly character and nationalism; in Grade III it will include, in addition, Home Geography or the study of immediate environment to which at least two periods a week may be devoted; in Grade IV it will include geography of the Philippines and easy material in Philippine history and Civics, which may be given approximately three periods a week; in Grade V it will include geography of the Orient and the world at large to which approximately three periods a week may be devoted; and in Grade VI it will include Philippine history and Civics, also for approximately three periods a week.

^cIn Grade I the Filipino language is the medium of instruction and the 100 minutes of Filipino language shall be omitted. The time thus saved should be applied to Language and Reading. Where it is not possible to use the Filipino language as the medium of instruction because of special conditions obtaining, the time allotment as indicated for Filipino language shall be observed.

^dLanguage and Reading will be allotted the same length of time. The two-to-three ratio in the first semester shall be reversed during the second semester

REVISED ELEMENTARY CURRICULUM: 1944 (continued)

^eAs much as possible of the half day during which the pupils are not in their classes should be devoted to Home and Community Membership, particularly food production.

^fIn Grades III and IV Writing shall be given two days a week, Music two days, and Drawing one day.

^gIn Grades I and II Music and Drawing will be allotted the same length of time, the two-to-three ratio in the first semester to be reversed in the second semester. In Grades V and VI Music shall be given four days a week and Drawing one day a week.

^hHealth and Physical Education will be allotted the same length of time. The two-to-three ratio in the first semester shall be reversed during the second semester.

APPENDIX B
GENERAL OBJECTIVES FOR FOODS

GENERAL OBJECTIVES FOR FOODS, GRADES V AND VI

To gain an elementary understanding of the need and use of food in the body, and such judgment and wholesome interest regarding the effects of food upon growth, health, and happiness as result in improved food habits.

To develop manipulative abilities commensurate with age and interest.

To gain sufficient elementary knowledge of food values, marketing, and fundamental procedures in preparing and serving typical common foods so as to be able to select and purchase food wisely, to prepare plain everyday food palatably and according to scientific methods, to combine food into a simple well-balanced meal, and to serve it acceptably.

To gain some appreciation of desirable standards in food preparation - cleanliness, order, economy.

To develop some appreciation of simplicity and unpretentiousness in the matter of food; simple wholesome food, satisfying and palatable because correctly prepared; simple service, attractive and pleasing because of care and thought - these whether the family eats alone or entertains guests.

To gain some appreciation of good table manners and of cheerful worthwhile table conversation - these also whether the family eats alone or entertains guests.

To gain an elementary appreciation of the desirability and possibility of improving the family food supply through cultivating home gardens and fruit trees, and by raising poultry.

To develop some appreciation of the knowledge, effort, and money required to provide food for the family.

SOURCE: Taken from Foods, Tentative Objectives in Elementary Home Economics, Grades V and VI (Manila: Bureau of Education, 1940), p. 7.

APPENDIX C

GENERAL OBJECTIVES FOR CLOTHING AND TEXTILES
COURSE OF STUDY IN CLOTHING AND TEXTILES

GENERAL OBJECTIVES OF
CLOTHING AND TEXTILES FOR GRADES V AND VI

To develop elementary knowledge of the selection of clothing and clothing materials as to quality, color, design, appropriateness; of the construction of simple everyday garments; and of the simple care of clothing.

To realize that inexpensive clothing may at the same time be attractive and satisfactory if the fundamental principles of selection, construction, and care are applied.

To gain elementary ability to judge the quality of her finished work and that of classmates.

To develop a growing interest in reading books, newspaper and magazine articles on textiles, needlework, and clothing.

To gain interest in applying in everyday life that which has been learned at school in the study of Clothing and Textiles and thus to bring about continued improvement in the matter of desirable standards in dress and personal appearance.

To learn to use and care for a sewing machine and other sewing equipment, patterns, and reference materials.

To gain understanding of the need for observing health practices when sewing.

To gain appreciation of courteous, intelligent shopping.

To gain appreciation of unselfishness, cooperation, honesty, punctuality, thrift and other character traits.

To gain an understanding of occupational possibilities of sewing.

SOURCE: A Course of Study in Clothing and Textiles for Grades V and VI (Manila: Bureau of Public Schools, 1948), p. viii.

COURSE OF STUDY IN CLOTHING AND TEXTILES

SUGGESTED TIME ALLOTMENTS

Grade V	Number of Days
Preliminary survey of the source	1
The kitchen work outfit	20
Selecting and purchasing the cloth	2
Cutting out the different pieces	2
Using and caring for the sewing machine	2
Health practices when sewing	1-2
Learning to make and judge a holder, towel, headband, apron	12-13
Care of her clothes and person that helps a girl look her best	5
How to make undergarments: how to select ready-made ones	12
Selecting material suitable for undergarments	1-2
Learning to make and judge a slip	8-9
Learning to select ready-made undergarments	1
General Summary of accomplishments: preview of Grade VI	2
Total	40

COURSE OF STUDY IN CLOTHING AND TEXTILES

SUGGESTED TIME ALLOTMENTS

Grade VI	Number of Days
Preliminary survey of the course	1
Clothes and personal appearance	5
Caring for clothes	2-3
Ways of improving personal appearance	2
A fashion show	2
The nightgown	8
Selecting and buying the cloth	1
Making the garment	6
Judging the finished garment	1
Undergarments	8
Selecting and buying the cloth	1
Making the garment	6
Judging the finished garment	1
A school dress	14
Selecting the cloth and the style	1- 2
Cutting out and making the dress	11-12
Judging the dress	1
Summary and education guidance	2
Total	40

SOURCE: A Course of Study in Clothing and Textiles for Grades V and VI (Manila: Bureau of Public Schools, 1948), p. vii.

APPENDIX D

TENTATIVE OUTLINE IN HANDICRAFTS

TENTATIVE OUTLINE IN HANDICRAFTS, GRADES V AND VI

Grade V

Unit I. Simple Embroidery. (7 lessons)

- A. Preliminary survey of the work to be done in the fifth grade handicrafts course.
- B. To gain some appreciation as to why it is desirable for all girls to learn how to embroider.
- C. To learn how to embroider handkerchief No. 1 or No. 2 from series 1 of the Handkerchief Series (or to do equivalent embroidery.)
 1. To learn to select suitable cloth for an embroidered handkerchief.
 2. To learn something about the kind and amount of thread needed to embroider a handkerchief.
 3. To know the best size and kind of needle for the thread and material to be used (shape of eye - long or round; length of needle.)
 4. To learn to stamp the handkerchief.
 5. To learn to make:
 - a. the hem.
 - b. the corner of the handkerchief.
 - c. the running stitch.
 - d. the outline stitch.
 - e. the darning stitch.
 - f. the satin stitch.
 6. To learn to judge the finished handkerchief.
 7. To learn something about carrying a handkerchief.
 8. To be able to spell, pronounce, and use correctly all the new words or expressions pertaining to the work to be done. (These words or expressions should be learned not all at once, but as the necessity for their use arises throughout the course.)
 9. To learn health precautions that should be observed always when embroidering and to acquire the habit of practicing them unflinchingly, not only in Grade V but throughout life.

TENTATIVE OUTLINE IN HANDICRAFTS, GRADES V AND VI
(continued)

Unit II. Simple Embroidery with More Advanced Problems. (6 lessons)

- A. To learn to embroider handkerchief No. 3 from Series I of the Handkerchief Series or any equivalent embroidery. (Use white thread or the tint of any one color.)
 - 1. Apply knowledge previously gained to:
 - a. select suitable cloth and thread.
 - b. stamp the handkerchief.
 - c. make the hem, outline stitch, satin stitch, and darning stitch.
- B. To learn to make:
 - 1. The seed stitch.
 - 2. The backstitch or simulated hemstitching.
- C. Apply knowledge previously gained to judge the finished handkerchief.

Unit III. Colored Embroidery. (7 lessons)

- A. To learn to use colored thread to embroider a simple design on any piece of household linen such as doily, centerpiece, pillow slip, runners or napkins.
 - 1. To learn:
 - a. to know when colors are monochromatic, analogous, complementary. (use color wheel.)
 - b. to recognize at least three values of violet, blue, green, yellow, orange, red.
 - c. how to work out a pleasing color harmony with crayola, or colored thread or any colored fiber in the notebook, and to apply it effectively on the handkerchief. (Stamp the design in the notebook and work out the harmony there first.)
 - (1) To realize that two or three values of a color may be used together effectively.
 - d. to select several skeins of colored thread:
 - (1) of one color but of several values.
 - (2) of analogous colors.
 - (3) of complimentary colors.
 - e. the necessity for selecting fast colors for any colored article that must be laundered.
 - f. how to tell when the colors of embroidery thread are fast.

TENTATIVE OUTLINE IN HANDICRAFTS, GRADES V AND VI
(continued)

2. To apply knowledge previously gained:
 - a. to select the right kind and amount of cloth.
 - b. to make successfully:

the outline stitch	the seed stitch
the darning stitch	the satin stitch
the running stitch	the backstitch
3. Judge the finished articles as to:
 - a. workmanship.
 - b. color combination.

Unit IV. Tatting. (7 lessons)

- A. To gain appreciation of the place of tatting as a dainty trimming.
- B. To learn to tat a simple design suitable for a handkerchief or any household linen.
- C
 1. To know how to select a good tatting shuttle.
 2. To know the kinds of thread suitable for making tatting.
 3. To be able to determine the length of the place of tatting that will be needed for the article.
- C. To be able to judge the quality of the finished tatting.
- D. To learn to attach the tatting to the edge of an article.
- E. To be able to judge the quality of the finished work (of attaching the tatting to an edge.)
- F. To gain an idea of the money value of tatting.
- G. To know the precautions that must be observed when laundering an article with tatting on it.
- H. To appreciate the advantages for a girl to know how to make tatting and to use it appropriately.

Unit V. Application of knowledge previously gained in the selection of appropriate article, design, color combination and appropriate stitches. The following activities are suggested: (as much as possible, the choice of the projects to be undertaken should be based on the availability of the raw materials within the locality.) (12 lessons)

TENTATIVE OUTLINE IN HANDICRAFTS, GRADES V AND VI
(continued)

- A. Make fans out of:
- | | |
|---------------|-------------------|
| Bamboo strips | Rice straw |
| Moras | Nipa |
| Ticug | Anahaw |
| Caregemoy | Raffia |
| Pendan | Braided abaca |
| Banana stalk | Corn husk twisted |

For procedure in making fan, see Teaching Aids and Devices.

- B. Make lunch basket or sewing box with simple woven-in design:
- | | |
|-----------|--------------|
| Buri | Raffia |
| Panden | Sabutan |
| Caragomey | Bamboo strip |
- C. Place mats with simple border designs cut of:
- | | |
|---------|-----------|
| Buri | Caragomey |
| Sabutan | Panden |

Unit VI. Occupational Possibilities of Handicrafts. Summary of the Year's Work. (1 lesson)

Grade VI

Unit I. (7 lessons) Greater ability in applying embroidery stitches learned in Grade V. New embroidery stitches. Greater appreciation of appropriate uses of embroidery.

- A. Preliminary survey of the work to be done in the sixth grade handicraft course.
- B. To learn to make handkerchief No. 3, Series II of the Handkerchief Series or equivalent embroidery. (use colored thread or white.)
1. To learn to make:
 - a. the slip stitch.
 - b. French stem stitch.
 - c. single hemstitching.
 2. To apply knowledge previously gained to judge the finished handkerchief.

Unit II. Colored Embroidery. (8 lessons)

TENTATIVE OUTLINE IN HANDICRAFTS, GRADES V AND VI
(continued)

- A. To understand why it is difficult to combine colors effectively and tastefully.
- B. To know when color is complementary; analogous.
- C. To understand that a very effective color combination may be obtained by:
 - 1. Using one color in its different values and its complement in a very small amount.
 - 2. Using two analogous colors and the complement of one.
 - 3. Using two or three values of the same colors.
- D. To apply knowledge gained in Grade V to use colored thread to embroider pillow slips, cushion covers, doily tray clothes, a simple monogram or design on a nightgown.
- E. Judge the finished article.

Unit III. Further application of knowledge previously gained in the selection of appropriate article, design, color combination and appropriate stitches in the making of one of the suggested activities. (In case of the fast moving group two or more articles may be made.) (7 lessons)

Small hand purse out of sabutan, raffia, buri, caragomey with color problem. Luncheon set from ticug or other materials, pinokpok in which there is a color problem. Schoolbag or handbag out of sebutan, buri caragomey embroidered with colored abaca fiber.

Billfolds with embroidered initial or monogram, place mat out of pinokpok. abaca, sinamay or raffia embroidered with abaca fibers or applique. Wall hanging out of sebutan, raffia or sinamay embroidered with colored abaca fiber.

Unit IV. Crochet. (10 lessons)

- A. To gain some appreciation of crochet as a trimming.
- B. To be able to appreciate where the use of crochet as a trimming is desirable and appropriate and where it may not be.

TENTATIVE OUTLINE IN HANDICRAFTS, GRADES V AND VI

(continued)

-
-
- C. To be able to select a sample narrow design of crochet appropriate for some particular purpose as for the edge of a handkerchief, tea or luncheon napkins, fancy towel, pillow slip, etc. (Suggestions are that selection be made from Bureau of Education crochet designs 6102, 6109, 61117, 61118, 6146, 6148.)
 - D. To be able to estimate the amount of lace needed for the purpose.
 - E. To learn something about crochet thread and crochet hooks.
 - F. To learn to make the crochet stitches required for the design selected.
 - G. To know the necessity for keeping the thread and lace clean and how to do it.
 - H. To learn to sew a crocheted edge on the edge of an article.
 - 1. To be able to tell which is the right side of the lace.
 - 2. To understand why the lace should first be pinned in place.
 - 3. To understand why it's to be held very slightly full.
 - 4. To understand why the overhanding stitches used to attach the lace to the edge should be loosely made.
 - 5. To understand why the corners of the lace should have enough fullness to allow it to lie flat.
 - 6. To understand how lace may be crocheted directly onto an edge.
 - a. to understand the disadvantages of making lace this way.
 - I. To be able to judge the quality of the lace made.
 - J. To be able to form some idea of the money value of crocheted articles.
 - K. To know precautions that should be observed when articles with crocheted lace attached are laundered and reasons for them.
 - L. To develop a growing interest in learning to make designs of crochet lace and in using lace appropriately.

TENTATIVE OUTLINE IN HANDICRAFTS, GRADES V AND VI
(continued)

M. To gain an understanding of the occupational possibilities of crocheting.

Unit V. Weaving. Shopping bags, party bags, out of sabutan, abatez, pinokpok, twisted corn husk, coconut midrib, cogon, ticug, caramgomoy, pandan, and ilocano cloth. Place mats, hot dish mats and rugs out of: braided jute cloth, braided abaca, scraps of cloth. Slippers, natural or colored from abaca fiber of banana fiber salacots out of buri, enshaw, ticug or raffia, nipa. (8 lessons)

Unit VI. Occupational possibilities of handicrafts. A greater realization and appreciation of the abilities that have been developed during the year. (1 lesson)

SOURCE: Related and Applied Arts (Manila: 1952 Home Economics Summer Workshop, Department of Education), pp. 11-15.

APPENDIX E

BULLETINS

Republic of the Philippines
Department of Instruction
BUREAU OF EDUCATION
Manila

December 26, 1946

B U L L E T I N
No. 10, s. 1946

PUPIL REFERENCE BOOKS FOR GRADES V AND VI
HOME ECONOMICS CLASSES

To Division Superintendents:

The inclosed list of approved pupil reference books for Grades V and VI home economics classes is hereby provided for guidance in preparing requisitions for such references. This list is not complete because it is not yet possible to secure copies of all books that we desire to examine. Most of the prices indicated are pre-war quotations and may be higher now.

This list supersedes all previous lists for the same type of references. A complete list will be issued later.

ESTEBAN R. ABADA
Director of Education

I53074

Incl.:

As stated

Reference:

N o n e

Allotment: 1-2--(C. 35-38)

To be indicated in the Perpetual Index under the following subjects:

BOOKS

Course of Study, HOME ECONOMICS

Republic of the Philippines
Department of Education
BUREAU OF PUBLIC SCHOOLS
Manila

August 18, 1966

BULLETIN
No. 19, s. 1966

HOME ECONOMICS FOR BOYS AND ELEMENTARY AGRICULTURE
AND INDUSTRIAL ARTS FOR GIRLS

To Superintendents:

One of the responsibilities of education is to help individuals become effective members of the home and the community. Home Economics lends itself to the fulfillment of this responsibility because it is rich in opportunities for directly improving personal, family, home, and community living.

Today, educators and parents realize that homemaking is a joint enterprise of all members of the family. In a democratic society, each member of the family plays a responsible part in the performance of daily chores in the home and in its management, as well as in the establishment of harmonious relationship of the home with the community. It is no longer the sole responsibility of the wife to take care of the home and the husband to earn to support the family. Each member of the family shares in all these activities.

To enable young boys and girls to become effective and successful family members, the schools should provide educational experiences geared toward this goal. Courses in Home Economics should provide opportunities for boys to learn their duties and responsibilities as worthy home members. The girls on their part should learn how to produce food and do simple construction and manipulative work. The schools should therefore offer them courses in Elementary Agriculture and Industrial Arts.

It may be mentioned in this connection that attempts have been made in certain school divisions to implement a program in which certain aspects of homemaking are taught to the boys. It is desired that a similar program be implemented in other divisions during this school year, 1966-1967.

Inclosed with this Bulletin are suggested approaches to such a program, teaching units in Home Economics for boys, and activities in Elementary Agriculture and Industrial Arts for girls. The topics and activities are merely suggestive and the teachers should feel free to

make modifications. Local teaching guides may be prepared by the teachers to suit prevailing customs, needs, and conditions in the community.

Teachers as well as principals and supervisors are requested to send to this Office at the end of the school year their comments on the program and suggestions to make it more effective.

VITALIANO BERNARDINO
Director of Public Schools

Incls.:

As stated

References:

Memorandums: Nos. 142, s. 1953 and 35, s. 1962

Allotment: 1-2--(C. 35-38)

To be indicated in the Perpetual Index under
the following subjects:

Course of Study, AGRICULTURE & FARMING
" " " , HOME ECONOMICS
" " " , INDUSTRIAL
PROGRAM, SCHOOL

(Inclosure to Bulletin No. 10, s. 1946)	<u>Selling price</u> ¹
<u>Broadcasting Health.</u>	
J. Mace Andress and I. H. Goldberger. Ginn and Co.	2.70
<u>Composition and Nutritive Values of Philippine Food Materials</u> ² .	
Isabelo Concepcion, M. D. (2 to 5 in a school)	1.00
<u>Encyclopedia of Needlework</u> ³ .	
Teresa de Dillmont. (1 copy in a school)	
Comptoir Alsacien de Broderie, MulHouse, France.	
<u>Food Facts for Every Day.</u>	
Florence E. Winchell. J. B. Lippincott Co.	2.16
<u>Foods for Home and School.</u>	
Carlotta Greer. Allyn and Bacon.	4.50
<u>Keeping Well.</u>	
John Fowlkes, Lora Z. Jackson, and Arnold S. Jackson.	
John C. Winston Co.	2.16
<u>New Elementary Home Economics.</u>	
Mary Lockwood Matthews. Little, Brown and Co.	4.20
<u>Our Clothing.</u>	
Laura Baxter, Margaret M. Justin, and Lucile O. Rust.	
J. B. Lippincott Co.	3.00
<u>Our Food.</u>	
Laura Baxter, Margaret M. Justin, and Lucile O. Rust.	
J. B. Lippincott Co.	3.00
<u>Our Home and Family.</u>	
Laura Baxter, Margaret M. Justin, and Lucile O. Rust.	
J. B. Lippincott Co.	3.00
<u>Philippine Health Reader</u> ⁴ .	
Mariano C. Icasiano. Macaraig Publishing Co., Manila.	
<u>Road to Health</u> ⁴ .	
Mariano C. Icasiano. Macaraig Publishing Co., Manila.	
<u>The Mode in Dress and Home.</u>	
Dulcie Godlove Donovan. Allyn and Bacon	3.50

¹Prices include mailing costs.

²This pamphlet is published by the author, and sold by him only.

³Pre-war price: \$3.00; present price not available.

⁴Pre-war price: \$1.70; present price not available.

APPENDIX F
MEMORANDUM NO. 142

Republic of the Philippines
Department of Education
BUREAU OF PUBLIC SCHOOLS
Manila

November 28, 1958

MEMORANDUM
No. 142, s. 1958

IMPLEMENTING THE HOME ECONOMICS PROGRAM
ACCORDING TO THE REVISED PHILIPPINE
EDUCATIONAL PROGRAM*

To Superintendents:

1. Since family life is so intimately interwoven with community life, that both are dependent upon and influence each other, it follows that the development of individuals and communities depends, to a large degree, upon the quality of the home. In order to help promote the improvement of home and family life, the home economics program for the intermediate and high schools should enhance the growth of the pupils and students by providing such activities and experiences as will enrich their lives and prepare them for effective home membership, and thereby enable them to meet more adequately the various problems of family living.
2. The home economics program in every school should be built around activities which are integral parts of home and family life. Family situations in homelike environment should be created in order to provide the pupils and students with opportunities to participate in activities designed to promote their physical, emotional, mental, spiritual, social, and economic well-being. This family-centered home economics program encompasses many aspects and problems of everyday living which are closely interrelated, such as foods and nutrition, child care and guidance, textiles and clothing, grooming, arts and crafts, housing and home furnishing, home nursing and first aid, and personal and family relationships. This program will afford many an opportunity for the pupils and students to face such problems and to participate in the group process of resolving them and coming to a group decision.

*Work Education for girls in Grades V and VI and Work Experience for girls in the general secondary curriculum in the Revised Philippine Educational Program refer to home economics. All girls in Grades V and VI, and First and Second Years are required to take home economics daily for two periods.

Work Education activities in Grades I to IV for girls involve home experiences which will help develop cooperation, love for the home, and appreciation for the dignity of labor.

3. The curriculum of a family-centered home economic program should be developed in harmony with home and community conditions and should be based upon the needs, interests, and maturity of the children. It should provide opportunities for the pupils to learn and apply the principles of democratic living by creating situations in which they can work together in groups for their common welfare as well as for their individual personal development. Furthermore, all the experiences included in the curriculum, whether occurring in the classroom, home, or community, should be well integrated if they are to contribute to the maximum development of the children as well as to satisfactory home and family living.

4. Inclosed herewith is a copy of Scope and Sequence Chart in Home Economics, as well as a copy of the Outline of Teaching Units in Home Economics, for a family centered program in home economics from Grade V through to the Second Year. It is based on curriculum materials developed by teachers, supervisors, school officials, and lay persons in past workshops as well as on courses of study, objectives, guides, and outlines issued by this Office. The chart and the outline are designed to familiarize teachers with the offerings and the points of emphasis for each grade or year level. With these as a guide, teachers will not overlook basic learning and, at the same time, not give too much emphasis on one aspect of the program at a particular level, nor make unnecessary repetitions. With instruction thus classified and graded, the girls will be more aware of progress. What is more, school administrators will have an overview of the entire home economics program which would be of great help to them in their over-all supervision.

5. The teacher using the chart should plan with her class, with other teachers, and with school officials and, if possible, with parents, the organization of the units to be taught. Such planning should include objectives; initial, developmental, and culminating activities; teaching-learning aids; and evaluation methods. She should feel free to use any method or technique to achieve her objectives. However, she should provide opportunities for the use of cooperative procedures, especially in the planning of learning experiences.

6. The different units need not be followed to the letter. The sequence for developing them is left to the discretion of the teachers. However, local conditions should be considered, to a certain extent, in determining the sequence. Furthermore, certain units should precede other units. For instance, in Grade V, Learning to Sew, a unit which involves the making of a kitchen work outfit, should precede a unit involving food preparation or the unit Let Us Sew Again.

7. In order that the laboratory facilities may be used to the maximum advantage, arrangement should be made so that classes do not develop units in the same area simultaneously. This arrangement should be observed, especially when there are two or more home economic teachers in one school.

8. The suggested time allotment given is not a hard and fast one; it merely serves as a guide for teachers in the proper allocation of their time period.

9. In the college preparatory courses for Third and Fourth Years, home economics subjects are offered as electives. General Letter No. 143, dated August 15, 1958, gives these electives for the Fourth Year. Where Third Year students have time for an elective, either Child Care and Guidance or Nutrition is suggested.
10. In the vocational-technical course for the Third and Fourth Year, specialized home economics subjects are offered. The girls are required to specialize in one of the subject areas. (See inclosed Home Economics Offerings in the Vocational-Technical Courses for Third and Fourth Years.)
11. The girls are required to take the specialized home economics course daily for three periods during the first three semesters and for four periods daily during the last semester. In the Third Year they are required to take Child Care and Guidance one period daily for one semester and Nutrition one period daily for the other semester. In the Fourth Year, Family Living one period daily for one semester is required. (See inclosed Secondary Home Economics Program under the 2-2 Plan.)
12. It is requested that each elementary and secondary home economics teacher be furnished a copy of this Memorandum. It is likewise requested that teachers, as well as principals and supervisors, send to this Office their comments and suggestions for improving the teaching units.
13. Additional information on the implementation of the home economics program under the 2-2 Plan, including outlines of the specialized home economics courses, will be issued to the field in due time.

Acting Director of Public Schools

Incls.:

As stated

References:

Circular: No. 3, s. 1957

General Letter: (No. 143, dated August 15, 1958)

Allotment: 1-2-3-4--(C. 35-38)

To be indicated in the Perpetual Index under the following subjects:

Course of Study, ELEMENTARY
 " " " , HOME EC.
 " " " , MISC.

Course of Study, NUTRITION
 " " " , SECONDARY
 " " " , VOCATIONAL
 PROGRAM, SCHOOL

(Inclosure No. 2 to Memorandum No. 142, s. 1958)

OUTLINE OF TEACHING UNITS IN HOME ECONOMICS
(For Grades V and VI, and First and Second Years)

Grade V

My School Home and My Duty to It

Learning the parts of the home economics building and performing such duties as:

1. Sweeping and polishing the floor.
2. Washing dishes and other kitchen equipment.
3. Having a place for everything and everything in its place.
4. Watering plants, pulling weeds, and picking up trash in the yard.

My Recess Lunch

1. Why recess lunch.
2. Selecting recess lunch as to food value, cost, handling.
3. Serving recess lunch foods.
4. Developing desirable health habits.

Learning to Sew

1. Establishing desirable habits of work.
2. Using and caring for individual sewing kit and sewing machine.
3. Learning basic construction procedures by making a kitchen work outfit such as deciding on the amount of material needed, using a pattern, making simple construction stitches and processes, fitting the apron.
4. Observing health habits and safety sewing practices.

Our Breakfast

1. The need for breakfast.
2. Uses of foods in the body.
3. Foods suitable for breakfast.

4. Planning, preparing, serving, and eating a breakfast.
 - Breakfast pattern
 - Preparing a market list
 - Marketing - food selection, courtesies
 - Preparing foods suitable for breakfast
 - Use and care of kitchen tools and equipment
 - Learning to use a recipe
 - Developing correct work and health habits
 - Observing safety measures
 - Setting the table for breakfast
 - Table manners
5. Clearing the table, washing dishes, and putting things away.
6. Laundering kitchen linen.

Learning to Embroider

1. Uses of embroidery.
2. Tools and materials.
3. Making the first article
 - Selection of the design (s. I, No. 1 or equivalent)
 - Deciding on the article, design, and material
 - Observing work and health habits and safety rules
 - Making the stitches - whipped running, stem, darning, satin
 - Making the hems and corners - using the hemming stitch
4. Making the second article (s. I, No. 2 or No. 3 or equivalent and additional stitches, such as divided satin stitch, seed stitch, slip stitch)
 - Selecting the design and article
 - Study of color - related color harmonies
5. Selection of designs and using colors
 - Color facts
 - Related color harmonies - monochromatic and analogous
6. Care and laundering of embroidered articles

Fun with Younger Brothers and Sisters

1. Choosing suitable play activities - toys, games, music, and creative materials.
2. Telling children or reading to them suitable stories for their enjoyment.
3. Guiding children's play.

Improving My Appearance

1. Observing personal cleanliness
2. Keeping clothes clean, neat, and in good repair

Crocheting

1. Uses of crochet.
2. Tools and materials
Observing safety rules
3. Selection of designs (simple edgings or equivalent.)
Crocheting an edging
Making simple stitches - chain, slip, single, double,
and treble crochet
Interpreting and following directions
4. Attaching the lace onto an article
5. Care and laundering of crocheted articles

Let Us Sew Again

1. Using a plan of work for better results in sewing
2. Improving sewing skill by making an undergarment (panties)
using additional construction stitches and processes.

What I Can Do with Local Materials

1. Available local materials used in handicrafts
2. Simple articles using available local materials:
Doilies, runners, place mats - braiding or soft strip weaving
3. Selection of article to be made
4. Making the article
Study of proportion, size and shape, and color

Grade VI

Making My Home Comfortable and Attractive

Assuming some responsibility in:

1. Caring for different rooms in the house so as to keep them clean,
orderly, attractive, comfortable, and convenient.

2. Raising potted plants.
3. Beautifying the grounds.

Our Noonday Meal

1. The need for a noonday meal.
2. Planning, preparing, and serving a luncheon.

Kinds of foods needed
 Basic Six Food Groups
 Planning luncheon menus
 Preparing recipes suitable for luncheon
 Increasing skill in the use and care of equipment and tools
 Economical use of time and energy
 Setting the table for luncheon
 Table manners

The Mirror Tells

1. Developing sound health habits.
2. Being well groomed every day.
3. Keeping clothes well-cared for.

Sew and Save

1. Progressing in learning to sew by making a slip and a nightgown.
2. Learning to do simple remodelling.
3. Selecting ready-made garments.

Enjoying Embroidery

1. Planning the work.
 - Selection of design (s. II or equivalent in making stitches previously learned)
 - Developing more skill and learning to make new stitches, such as hemstitching, Philippine ladderwork, French stem, long and short satin
 - Color study - contrasting color harmonies
 - Value gained in embroidery

Sharing in the Care of Younger Brothers and Sisters

1. Close supervision and attention to keep them safe.
2. Feeding them with the right foods.

3. Dressing them with the proper clothing.
4. Letting them have adequate rest and sleep.
5. Helping them when doing their toileting.
6. Planning ways of entertaining a convalescing child.

Looking Forward to Christmas

1. Preparing and serving native delicacies.
2. Preparing candies.
 Making Christmas wrappers
 Wrapping gifts

Tatting Can Be Fun

1. Selection and care of equipment: thread and shuttle.
2. Interpreting and following tatting directions.
3. Making simple tatted edgings.
4. Attaching the tatted lace onto an edge.
5. Care and laundering of tatted articles.

Getting Along with My Family and Friends

1. Benefits and satisfactions gained from family living.
2. Ways of showing appreciation to parents and elders.
3. Useful things that one can do for the different members of the family.
4. Sharing in family planning.
5. Sharing in the work at home.
6. Developing personal habits that promote successful family life.
7. Ways of having fun in the family.
8. Some special family occasions: how these help to make the family happy.
9. Making wise use of leisure time at home.

Making More Use of Local Materials

1. Making fans, place mats, doilies, centerpieces, baskets, clutch bags, wall hangings.
2. Use and care of raw materials and finished articles.

When There is Illness in the Family

Showing sympathy to one in pain by:

1. Carrying trays, bringing in fresh water, or fruit juice.
2. Fluffing pillows, adjusting light and air.
3. Handling medicines and other things needed by the patient.
4. Being around so as to be handy to run on errands when necessary.

The Meal My Family and I Enjoy Together

1. Similarities and differences between noonday and evening meals.
2. Planning, preparing, and serving an evening meal.

Make It Yourself

Increasing the ability to sew by making a school dress. Selecting color, fabric, style, etc.

Looking Ahead

1. Values gained through elementary home economics.
2. Deciding on the secondary curriculum to pursue.
3. Deciding on how to be of greatest help to the family if unable to continue study.