

Teacher Training Program

By Arcadio G. Matela

THE Central Luzon Agricultural College is the first state institution in the Philippines to offer a four-year curriculum for training teachers of vocational agriculture. Unlike other state colleges which has been created by congressional passage, CLAC gained its collegiate status as a result of a reorganization of the government. About seven years ago, in answer to a pressing educational need for professionally trained teachers of agriculture, as found by a Presidential Committee on the Reorganization of the Government, the former Central Luzon Agricultural School under the Bureau of Public Schools was elevated into an agricultural teacher-training college. CLAC, or Muñoz school as it was popularly known, became a college as a result of Executive Order No. 393 of the President of the Philippines dated December 31, 1950. With this Executive Order, the institution has been authorized to offer not only the four-year secondary agricultural courses, one-year, a four-year and a post-graduate course in agricultural education. This elevation into a college is doubly significant because at that time there was only one college of agriculture in a country primarily agricultural. The Executive Order made CLAC the second agricultural college in the country, a milestone in the educational system because years later CLAC was authorized to offer also agricultural engineering, home economics and other allied agricultural courses.

The conversion of CLAS has been hailed as deserved and logical. CLAS, which was established as a farm school in 1907 by Executive Order of the Governor General, was developed by 14 American and three Filipino superintendents into the best of its kind in the Philippines and reputedly in the world. It has earned the reputation of being a finishing school for farmers. It has been considered the mother of agricultural schools in the Philippines after which other agricultural schools have been patterned it has served as a testing ground for new agricultural education practices.

Indeed, the leadership of CLAS in agricultural education cannot be gainsaid. CLAS was the first to

offer farm mechanics course above the secondary level in 1935 to meet the growing demands for agricultural machinery or farm mechanics. In 1937, CLAS offered the first two-year special course for academic high school graduates who desire to become scientific farmers, in order to give an opportunity for academic graduates to reshape their lives by taking agriculture. Short special courses, sometimes in dialect, were opened as early as in 1945 to meet the needs of war veterans and other adults being rehabilitated for useful agricultural livelihood. CLAS has also been the first to offer the six-week professional vacation classes for vocational agricultural teachers in order to meet the in-service training needs of administrators and teachers in secondary and elementary agriculture who desires to grow professionally. On June 18, 1949, Republic Act No. 415 created teacher training departments in five schools, including CLAS. Before the implementation of this law, CLAS was converted into a college.

Such manifestations of leadership in agricultural education have made it logical to elevate CLAS into collegiate status when the need became urgent to produce more professionally trained teachers of agriculture to spur agricultural progress.

Although CLAS became a college on December 30, 1950, it was not until July 9, 1951 that the first year course in agricultural education was offered, with the release of appropriations for its initial operation. Since there was no existing agricultural education curriculum in the Philippines, the one drafted by the local committee was approved by the CLAC Board of Trustees.

In framing the collegiate agricultural education curriculum the following factors were considered: (a) the principles of curriculum-making, (b) the basic concepts of curriculum design, and (c) the needs of and conditions in the country. The CLAC curriculum as finally evolved considered these factors as well as a study of curricular offerings in agricultural education in 22 land grant colleges for whites in the United States.

In designing the agricultural education curriculum, the principles of curriculum-making have been taken into consideration. The first consideration is the meaning of curriculum which refer to "all the experiences by which the school seeks to achieve educational goals." It is a systematic group of courses or sequence of subjects required for graduation on certification in a major field of study; it is a body of prescribed educative experiences under school supervision, designed to provide an individual with the best possible training and experience to qualify him for a trade or profession. A curriculum, in order to be professional curriculum, is "a program of courses, sometimes extending over four or five years but often including one or two, designed to prepare specifically for the responsibilities of a particular profession."

Second, the basic concepts of curriculum design have been taken into account, namely: (a) the optimum development of students; (b) social competence or mastery of certain fields of subject matter which contribute to social competence and good adjustment; (c) pacing, or flexibility and variety in content and activities; and (d) continuity, or growth of ideas and the relationship between what happens today and that which is planned in the future.

Before the original curriculum was drafted, the needs of the country were studied. A count was made of the schools of the elementary level and high school level offering agricultural subjects as well as the number of teachers needed to teach the subject. A preliminary survey was made to determine the percentage of teachers educationally and professionally trained. Institutions offering agricultural education were asked as to in-service training and courses offered. This study of the country's need made it necessary to frame a two-year course as well as four-year course to immediately meet the country's need for teachers of elementary agriculture specially.

The CLAC program of teacher training in agriculture was evolved after a careful study of the subject areas offered in 22 separate land grant colleges for whites in the United States. Table I enumerates the United States colleges studied for their subject areas in comparison to CLAC's.

As can be seen in Table 1, the weights of subject areas of 22 land grant colleges and those of CLAC may be summarized as follows:

	Average in 22 U.S. Colleges	CLAC
Technical agriculture	38.00%	38.03%
Science	23.60%	23.32%
Professional education	14.40%	22.09%
Humanities	9.00%	16.56%
Other required content and		

electives	15.00%	1*
Total	100.00%	100.00%

Technical instruction is provided for in the following agricultural subjects: fundamental in animal husbandry, principles of crop production, general horticulture, poultry husbandry, swine husbandry, vegetable gardening, farm shop practice, agronomy, principles of soil science, economic entomology, plane surveying, livestock feeds and feeding, cattle and carabao husbandry, horse and goat husbandry, genetics, diseases of plants, farm management, and farm machinery and farm motors. Of these subjects, an Associate in Agricultural Education student should take 32 units while a Bachelor of Science in Agricultural Education student should take 74 units. It is analyzed that with 74 units in technical agriculture a graduate can teach efficiently agronomy, horticulture, poultry, swine, farm mechanics, etc. in secondary rural and general high schools.

The subjects in professional education aim to enable the graduate to effectively impart information in agriculture. The subjects are: introduction to education, educational psychology, principles of vocational education, principles of guidance, test and measurements, administration and supervision of school and home gardening and agricultural clubs in elementary schools, administration and supervision of school and home projects in secondary schools, methods of teaching vocational agriculture, methods of teaching elementary agriculture, agricultural school administration and supervision, rural sociology and rural education, and observation and practice teaching. The students working for the Associate in Agricultural Education title are required to take 18 units and the students taking the Bachelor of Science in Agricultural Education degree, 33 units of these professional education.

The curriculum also includes general education in the development of communication skills, and in the acquisition of a rich cultural background. These subjects are: English communications, world literature, public speaking, scientific reporting, four Spanish courses, physics, chemistry, general botany, economic zoology, hygiene and physical education, making a total of 36 units for the Associate in Agricultural Education, and 52 units for the Bachelor of Science in Agricultural Education.

As can be seen in Table 2 and Figure 1, the curriculum in agricultural education has the following distribution of subjects:

Technical Agriculture — 62 units	38.02%
Agricultural Engineering	9 units

* 14 units of military science and physical education are required by law, and 30 units of practicum are required for graduation and maybe spent in elective work activities in agronomy, animal husbandry, farm mechanics, etc.

Agronomy	14 units	
Animal husbandry	19 units	
Farm Management	6 units	
Horticulture	8 units	
Other agricultural subjects	6 units	
Science — 38 units		23.32%
Physical Science	10 units	
Biological Science	13 units	
Social Science	12 units	
Mathematics	3 units	
Professional Education — 36 units		22.09%
Humanities — 27 units		16.56%
Grand Total — 163 units		100.00%

In addition to the above subjects, two-years military science and physical education are required. Also offered is an optional two-year advanced ROTC course beyond the basic two-year ROTC course.

A unique feature of the Central Luzon Agricultural College curriculum is the requirement of practicum. This requirement is different from laboratory work required in some science and agricultural subjects. Practicum is a special instruction requiring 10 hours a week, carrying five units of credit a semester. A total of 30 units, equivalent to six months, is required for graduation in the B.S.A.E. course. Practicum consists of actual work experience in shops, poultry production, pig raising, rice farming, vegetable growing, fruit growing, fishery, onion culture, and raising such field crops as sugar cane, corn, camote, etc. The ideas, theories, and principles learned in the classroom are put into practice in the field during the two-hour period for practicum. Learning by doing and the development of desirable skills are the results. The value and dignity of work is emphasized and the "white-collar" attitude is forestalled.

It may be observed that this requirement of practicum has offered opportunities for specialization. Although all students are required to rotate their practicum in order to enable them to teach agronomy, horticulture, swine, poultry, farm mechanics, etc., there are provisions for various practicum activities that can lead to specialization.

For instance, if the student's interests and abilities are in farm mechanics, the practicum electives are: (a) hand and power tools, (b) welding, (c) farm structures, (d) rural electrification, (e) soil and water, and (f) tractor operation.

In agronomy, the practicum elective assignments are: (a) landscape gardening, (b) field crops growing, (c) orcharding, (d) soils science, management and fertilization, (e) vegetable growing, (f) flower gardening, and (g) plant protection.

In animal husbandry the following practicum activities may be chosen: (a) poultry raising, (b)

meat preservation, (c) swine raising, (d) dairying, (e) forage, and (f) livestock.

It is also pertinent to mention here the requirement of practice teaching which forms an essential and important item in the program of teacher training in the Central Luzon Agricultural College. Beginning with the school year 1957-1958, the students are allotted eight weeks whole-day practice teaching in any agricultural, rural or an academic high school in Luzon with the cooperation of the Bureau of Public Schools. The schedule of subjects of students are so arranged as to enable the students to go out during their senior year for practice teaching in cooperating schools. By arrangement with the Bureau of Public Schools, selected teachers in the cooperating schools serve as critic teachers.

Since the agricultural education course has been offered in 1951, CLAC has turned out two (2) graduates in Master of Science in Agricultural Education, 127 graduates in Bachelor of Science in Agricultural Education and 648 Associate in Agricultural Education. The following table gives the breakdown of the graduates of CLAC since 1953:

NUMBER OF GRADUATES BY CURRICULUM

Collegiate Courses	'47	'48	'49	'50	'51	'52	'53	'54	'55	'56	'57	Total
A.A.E.	..	..	..	..	..	..	95	135	151	142	125	648
B.S.A.E.	..	..	..	..	..	..	..	..	26	33	68	127
M.S.A.E.	..	..	..	..	..	..	..	..	..	2	0	2
Farm Mechanics	33	30	34	53	52	41	51	54	67	85	60	560
Special Courses	..	..	..	..	29	37	27	20	23	46	67	249
TOTALS	33	30	34	53	81	78	173	209	267	308	320	1,586

The present curriculum is not intended to be permanent. To make it dynamic and workable, every effort has been exerted to make the curriculum meet the needs of the times. Workshops such as the first national workshop in agricultural education held in CLAC as well as frequent conferences and seminars underscore certain needs and problems in agricultural education which CLAC is taking into consideration. I have been fortunate to be chairman of a national committee that studied the problems of agricultural education in the Philippines. The other members of the committee were: Prof. Francisco Sacay, College of Agriculture, University of the Philippines, Mr. Demetrio M. Andres, Chief, Instruction Division, Bureau of Public Schools, Mr. Pantaleon Dumlao, Supervisor, Bureau of Private Schools, and Mr. Hilario J. Santos, Acting Chief, Vocational Education Division, Bureau of public schools.

As a result of such committee work, workshops, and conferences, CLAC decided to offer courses in extension service methods, cooperatives, seed certification, farm mechanics teaching, etc. as needed by the country. These subjects are offered by experts invited to teach these courses during summer. Guest lecturers come from the Bureau of Public Schools, Bu-

reau of Agricultural Extension, Bureau of Plant Industry, and Agricultural Credit and Cooperative Financing Administration.

Any change in the present teacher program of CLAC will take into consideration the recommendations of the three-man Stanford University Team working to improve agricultural instruction in CLAC. The three-year contract of the Philippine Department of Education and Stanford University is expected to produce results soon.

Doubtless, there are problems to be threshed out

by all teacher training institutions. Coordination of activities and/or curricular offerings as well as setting of standards are among the problems that have to be tackled.

The future of our country is indeed bright. With the full cooperation of all officials, agricultural educators and government agencies, agricultural education programs will succeed in producing youth that will contribute their potentialities for the agricultural welfare of the country. CLAC is doing its part. It will continue to do everything in its power, as in the past, to do so.

Life of an Indian Primary School Teacher

By D. H. Sahasrabudde

A dedicated life

AS I think of the subject of this article, a thin tall figure with wrinkles on the face and the forehead and with a white Kahdi cap on the head rises before me. He was a primary school teacher who, on the verge of retirement, had come to see me just to express his satisfaction with the education which his son had received in the school of which I happened to be the headmaster. He had served 28 years of his life as a primary school teacher and was then drawing a salary of Rs. 38/per month. In spite of financial hardships, which worried him all his life, his face wore a look of self-satisfaction and indicated that he had made a good job of his life.

His problem

Naturally during the conversation that ensued, I enquired of him as to why was it that he was not continuing for another two years, when he would attain the scheduled age for retirement. He replied, that circumstances had changed and he had not as much freedom as he enjoyed previously and the chances of getting his self respect hurt were steadily increasing. This he said, was because of unnecessary and undue interference in the work of the Head of the school, by members of the Local Body under which he was serving.

At once a picture and a problem

This in short, is at once the picture of an average primary school teacher in India and the chief problem which confronts him.

Rs.38/per month after 28 years of service! Shocking indeed but none the less true.

Average Teacher: A Local Body Employee

Elementary education is the charge of Local Bodies in India and therefore 90% of the primary school teachers in India are Local Body employees. Hence the life of a Local Body primary teacher represents the life of an average Indian primary school teacher.

Proverbial Poverty

The poverty of the Indian primary school teacher has become proverbial. He is paid anything between Rs.20/ to Rs.40/per month and the rate of annual increment is Rs.1/ which is very often not given to him because of financial stringency of the Local Body. Our Indian primary school teacher, by tradition and training, is taught to live within his means, howsoever slender they may be. Therefore he never felt the pangs of poverty so strongly till very recently when prices of all commodities shot up 200% or more.

Still a life of honour

Financially, the thing which all his life worries him most is the irregular payment of his already meagre salary. He cannot balance his budget from the date he receives his salary to that uncertain date when he may get it the next time. Morally he suffers all the more. He cannot walk through the market street freely lest somebody would halt him for the bill which is overdue. The Indian primary teacher in spite of his poverty calmly struggles to live a life of honour but the irregular receipt of his salary breaks