

Romero on Education

Secretary of Education Jose E. Romero, in a speech at the Scottish Rite Luncheon on Nov. 11, 1959, decried the lack of funds for his department, referring to it as a deterrent in his program for the improvement of the educational system in the country. He informed his audience, however, that compared to other countries with more population and bigger resources, the Philippines has done quite well. As a product of the Philippine public school system himself, Secretary Romero pointed out that even with its weaknesses, the educational system of the country is on the progress road, not ideal by any means, but still progressing even in a slow but firm manner.

Among the points of weaknesses which Secretary Romero noted in his surprise visits to schools are the following: 1) inefficiency in instruction, 2) lack of discipline by and among teachers, 3) inadequate buildings and playgrounds, and 4) poor preparation on the part of teachers. Moreover, the Secretary opined that basic in the solution of all the foregoing problems is money which he hopes to get in increased congressional appropriation when the congress meets. With increased funds, he hopes to correct the weaknesses he cited.

Secretary Romero is of the belief that when more people pay taxes due from them, the government can have more income and more can be appropriated for education which uses up 28% of the national income. He cited that only 10% of the people pay their

residence tax, 50% pay their real estate taxes, and 10% of those who are expected pay income tax. As a prod for the payment of these taxes, he will suggest to the authorities that before a child is enrolled, the parents should be required to show proof of payment of taxes due from them.

Among the angles of improvement which Secretary Romero will effect are: in-service training for teachers, restoration of the seventh grade in the elementary schools, dismissal of poorly trained and immoral teachers, construction and improvement of school plants which are examples for the communities.



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