

Educational-Professional Potential of AFP Servicemen

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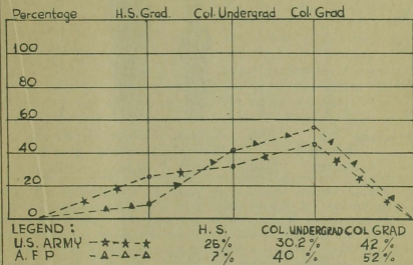


HIS article is an effort to show what has been achieved in the improvement of the educational and professional background of the servicemen in the AFP during this stage of its re-organization and re-training. With the passing of the Tenth milestone of our existence as an independent nation, it is well that we take an inventory of our accomplishments in all fields of endeavor no matter how modest the effort and the field so insignificant. In the task of nation building the success in the solution of the daily problems of our lives ultimately make up the total achievement of the entire nation. Even before the grant of Philippine Independence on 4 July 1946, the planners of the PA organization have included in its blueprint a new feature as the result of a new concept which has been one of the lessons learned during the two World Wars. Such a concept is the recognition of the value of education to the serviceman in the world struggle against communism and in the rise of modern technology in the science of warfare. The task of injecting this new concept in the military system has been entrusted

to the Troop Information and Education Division which has as one of its functions "the formulation of policies and operation of a service for the extension of educational opportunities to military personnel." This function has been assigned to the Non-Military Education Branch of the TI & ED. Realizing the seriousness of this new role that this Division is to play in the new task, an AFP Education Program has been setup.

In the preparation of this educational program three basic principles were considered. Firstly, the salutary effect of the program in the efficient performance of assigned jobs and its indirect practical value to the serviceman personally upon his return to civilian status. Secondly, the contribution of the educational activities in the maintenance of a high state of morale. The change of status from war to peace condition posed a problem in the maintenance of morale among the men. Soldiers doing the intelligent things they want to do and for a constructive end are likely to be more adaptable and better disciplined. Their "idle minds will not be the devil's workshop." Thirdly, the general

FIG. 1 Comparison of Educational Level of Officers of the U.S. Army (1953) and the AFP (1952)

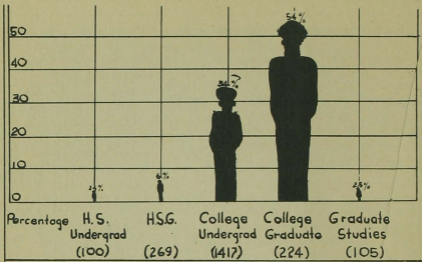


educational level of officers and men in the service. The value of education to the military man in this atomic age cannot be over emphasized. In an ideological warfare there is a serious need of men with well rounded education in all ranks because as a rule the broader background gives an individual a better understanding of the ideological issue involved. The changed method and dimension of warfare which utilizes the results of technological progress requires soldiers of higher intellectual and educational level capable of tackling the more complicated weapons and materiel.

The AFP Education Program is a program set apart from the purely military training program and aims

to provide opportunity for military personnel to pursue off-duty educational activities, including technical, cultural, vocational, and professional studies. This program is designed to attract enlistment of the more progressive and intelligent type of men and to encourage them to remain long in the service. Participation in this program is voluntary and open to all personnel regardless of their station. It makes use of available AFP facilities as well as civilian educational institutions: To implement this program at the secondary level of education, branches of the AFPSEM have been established in Camp Murphy, McKinley, Camp Diliman, Camp Olivas and Camp Vicente Lim. Officers and

FIG.2 Educational Level of Officers of the AFP in 1955



men desiring college education attend universities and colleges found in the neighborhood of their camps where they are extended special discounts and other privileges in recognition of their patriotic duties. It is a standing plan to establish AFP College in Camps when funds and facilities shall become available.

The institution of this program since 1947 has brought home into the consciousness of officers and men the advantages of obtaining a higher education as proven by the increasing number of attendance in civilian educational institutions outside those attending courses at army ex-

pense. For instance during the school year 1954-55 there were 716 officers and 4,553 EM attending off-duty classes throughout the country. This is an indication of the widespread interest in all ranks in educational self-improvement. As a result of this attitude it is gratifying to note the steady rise in the educational level of officers and men of the AFP. Examination of the following figures obtained in the surveys in 1949, 1952, and 1955 will prove this observation. These figures are based on the reports from all services and commands in the AFP including the PC.

Progress in the Educational Level of Officers in the AFP.

Educational Level	Percentage		
	1949	1952	1955
High School undergraduates	0	0	2.4
High School graduates	7	7	6
College undergraduates	44	40	34
College graduates	49	52	54
Graduate studies	—	1	2.5

It is worthy to note the steady decrease in the percentage of college undergraduate on one hand and the increase in the percentage of college graduates on the other. This is indeed a very healthy sign placing our AFP in a better light as compared with officers of the U.S. Army. In a study made of the educational level of officers reported by Col. A. D. Martson in his article entitled "Wartime Role for Colleges and Universities," it has been revealed that in the officer corps of the U.S. Army as of 27 March 1953, 25% were high school graduates, 30.2% were college undergraduates and 42% were college graduates. Compared with our figures in 1952 which is the nearest to 1953, it can readily be seen that our officers have decidedly higher percentage of college graduates than those of the U.S. Army. For a clearer comparison let us examine the following figures:

*Comparison of Education of Officers between
AFP and U.S. Army*

	AFP (52)	U.S. Army (53)
High School graduates	7 %	25 %
College undergraduates	40 %	30.2%
College graduates	52 %	42 %

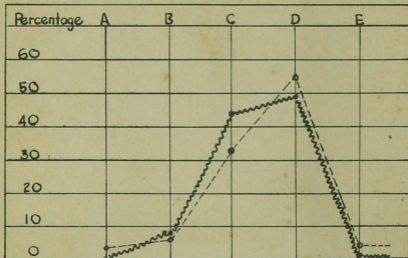
Similar progress in the educational level of the enlisted personnel has been attained during the same period as shown in the following figures:

Progress in the Educational Level of Officers in the AFP

<i>Educational Level</i>	<i>Percentage</i>		
	1949	1952	1955
No formal schooling	1	0	0
Primary grades	27	7	4
Intermediate	26	27	27
High School undergraduates	32	36	31
High School graduates	9	19	25
College undergraduates	3	10	11
College graduates	0	0	2

The percentage of EM within the primary grade level dropped from 27 in 1949 to 4 in 1955. This drop cannot be wholly attributed to the AFP Education program but to a more progressive policy of enlistment and re-enlistment. In the intermediate and high school undergraduate level there has been no appreciable change, but the improvement in the percentage of high school graduates is worthy of special notice. The rise from 9% in 1949 to 19% in 1952 and 25% in 1955 is an achievement to which the AFPSEM must have played an important contribution if we have to consider that from its foundation on 5 January

FIG.3 Comparison of Educational Level of AFP Officers in 1949 and 1955



LEGEND :

A - H.S. Undergrad
 B - H.S. Graduate
 C - COLLEGE Undergrad
 D - COLLEGE Graduate
 E - Graduate Studies

—— 1949 ---- 1955

—	2.4
7	6
44	34
49	54
0	2.5

1948 it has enrolled a total of 7,354 EM and dependents and graduated 1,196 EM and dependents until March 1956. The increase of the percentage of college undergraduates from 3% in 1949 to 10% in 1952 and 11% in 1955 indicates that the AFP is attracting more desirable types of men. College graduates in considerable number (2%) were in the enlisted ranks in 1955. This number is expected to swell in due time.

Much of this progress in the improvement in the educational level of army personnel may be attributed to several factors foremost of which is the

exercise of the proper type of leadership which encourages initiative, self-improvement, and rewards on efficiency and achievements. This type of leadership also attracts the enlistment of the more progressive and intelligent type of men. Another factor is the willingness of the men to undergo sacrifices for the sake of obtaining an education. Last, but not the least, is the readiness of various civilian educational institutions in cooperating with the armed forces in encouraging its men to advance educationally by extending generous concessions in the form of dis-