

Training of Military Personnel: Issues and Problems

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Given the expanded role of the military in civilian bureaucracy, there is a need to reexamine the structure and organization of professional military schooling and complementary civilian education in terms of (1) training objectives, (2) curriculum content, (3) teaching mix and (4) composition of faculty to determine whether these programs provide the necessary skills for administrative competence. It is also recommended that a complete and detailed training and development program audit be undertaken at least every two years.

Introduction

The armed forces today can be singled out as one of the most modernized public organizations. It represents the only effectively organized group capable of competing for political power, formulating public policy, and administering programs and projects for national development. Presently, the military establishment is actively engaged in peacekeeping activities which are basically public management in nature. The officer is not only a warrior but a public manager as well. Both roles require specific education and training, but the image of the officer as an administrator/manager has captured the interest and imagination of the public because of its novelty and its relatively recent origin, specifically during the martial law administration.

This paper attempts to look at how a military officer is educated and trained for public/development administration and management. Issues relevant to the system of education and training of military personnel are presented. A brief background provides the historical perspective on the subject. The paper seeks to determine whether the present educational and training system is producing the kind of officers needed for the 80s.

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Background

Traditionally, the Armed Forces of the Philippines has a threefold responsibility: first, to deter and combat any external threat to national security; second, to eliminate or control subversive and insurgent elements inspired by communist ideology; and third, to assist in maintaining peace and order.¹ While the first two are basically the responsibility of the military, the third is primarily a responsibility of the local and national police. Present governmental thrusts and programs, however, require that the military concern itself not only with the defense of the country from external and internal aggression, but with its active participation in the developmental efforts as well. This development traces its roots to Presidential Decree No. 1081 dated September 21, 1972 wherein martial law was imposed by then President Ferdinand E. Marcos. As Commander-in-Chief of the Armed Forces, he underscored the role of the military in nation-building when he said, "although it is proper that our soldiers must be prepared to perform their role in the military defense of the country, it is necessary that today, they must participate in the more immediate and vital defense of the nation against poverty, ignorance, deceit, and injustice."²

The Civic Action Program for the Armed Forces of the Philippines defines the role and the participation of the military in the overall effort to achieve national development. Specifically, the objectives of the military civic action are: "to assist or complement civilian agencies in the following activities: (1) infrastructure; (2) economic planning and program execution; (3) regional and industrial site planning and development; (4) community development, rural upliftment and land resettlement; (5) manpower training for industrial skills and anti-subversion education for rural population, and (6) repair/rebuild of vehicles, vessels, and aircraft."³ Military civic action was conceived of as a permanent function, with the funding for its activities to be programed on a continuing basis.

This mandate gave the necessary push for the military to increasingly assume the role of public administrator. Military officers were fielded to various positions in the civilian bureaucracy. Table 1 provides a partial list of military officers in the active service who were assigned to civilian agencies. The military professional's service did not end with his retirement from the force. He was also tapped for continued service in civilian agencies. Table 2 provides a partial list of retired military officers in civilian agencies. Likewise, civilian heads and key officers in the public and private sectors were commissioned into the various services and were made to undergo military training. The latter was intended to provide them the appropriate military orientation. The constitutional provision that all citizens may be required by law to render personal, *military*, or civil service supports this.⁴ This arrangement has also provided the mechanism for citizen participation in nation-building where the military and the civilian organize partnerships

Table 1. Partial List of Military Officers in the Active Service
Assigned in Civilian Agencies as of November 30, 1983

<i>National Government Ministries/Agencies</i>	<i>Number</i>
Ministry of Transportation and Communication	3
Bureau of Land Transportation	1
Bureau of Post	4
Ministry of Energy	1
Ministry of Public Works and Highways	5
Ministry of Tourism	1
Ministry of Human Settlements	3
Ministry of Agriculture	2
Ministry of Natural Resources	5
Ministry of Muslim Affairs	2
Ministry of Finance	
Bureau of Customs	3
Bureau of Internal Revenue	1
<i>Government Corporations</i>	
Metropolitan Waterworks and Sewerage Systems	1
Metro Manila Transit Corporation	1
Philippine Ports Authority	2
Philippine Sugar Commission	3
Philippine Tourism Authority	1
National Housing Authority	2
National Electrification Administration	1
Southern Philippine Development Authority	3
Maritime Industry Authority	1
Philippine Coconut Authority	1
<i>Private Companies</i>	
Manila Electric Company	1
Philippine Long Distance Telephone Company	1
Bataan Shipyard Engineering Company	5
Philippine National Oil Company	4
Jacinto Group of Companies	1
Philippine Aerospace Development	3
LUSTEVECO	1
<i>State University/College</i>	
U.P. Department of Mathematics	1
U.P. College of Fisheries	2
<i>Others</i>	
Regional Autonomous Government	1
National Computer Center	1
Presidential Management Staff	1
Philippine Heart Center for Asia	2
Total	71

Table 2. Partial List of Retired Military Officers in Civilian Agencies
as of November 30, 1983

<i>National Government Ministries and Agencies</i>	<i>Number</i>
Ministry of Human Settlements	3
Ministry of Foreign Affairs	3
Bureau of Prisons	1
Philippine National Bank	1
Civil Aeronautics Administration	1
<i>Government Corporations</i>	
National Electrification Administration	1
National Power Corporation	1
Southern Philippine Development Authority	1
Philippine Tourism Authority	2
Philippine Ports Authority	1
Maritime Industry Authority	1
Construction Development Corporation of the Phils.	4
<i>Local Government</i>	
Mayor	1
<i>Private</i>	
Iligan Steel Mills	1
Engineering Equipment, Inc.	1
Total	23

for carrying on the affairs of the state. However, the fear of militarism in the country is allayed by the constitutional mandate that civilian authority is at all times supreme over the military.⁵

The Philippines renounces war as an instrument of national policy.⁶ Hence, in times of relative peace, the military is engaged in home defense and civic action activities. Thus, the ubiquitous military officer performs civilian functions — doing his share in nation-building, and attempting to approximate the role of the effective and efficient public administrator/manager.

It is obvious that the military officer needs training in public administration if he is to perform his role as a nation builder and statesman with credibility. Lieuwen observes that the officer's basic military training does not provide him with adequate skills for running a modern state. He notes further that the military profession is a poor venue for learning the art of governance.⁷ Lieuwen's sentiments are echoed by Bietz who underscored the need for the military professional to understand the theory and practice of public management in the context of the society which he serves without abdicating his role as "a true expert in the conduct of military

operations so that he has credibility in his deterrent role and the ability to win."⁸

The question that may be raised then is: How do we develop a military professional who is both an excellent warrior and an effective manager? The answer is through military education and training system and complementary civilian schooling.

Military Education and Training System

From different training institutions such as the Philippine Military Academy, the U.S. academies, the Reserve Officers' Training Corps (ROTC), etc., the average AFP officer is assigned to the Philippine Army (PA), Philippine Constabulary (PC), Philippine Air Force (PAF) and the Philippine Navy (PN) where he acquires the skill peculiar to that service. For instance at the Philippine Air Force Flying School (PAFFS), an officer gains the skill of flying a plane.

As he progresses up the career ladder, he is required to take basic and advanced courses compatible with his acquired skill. These courses, which are more of a military education rather than a skills training, are given at the different service schools, such as the Air Force Officers School (AFOS), the Constabulary Training Command (CTC), the Philippine Army Training Command (PATC), and the Naval Training Command (NTC). These service schools likewise provide skills training course ranging from flying to radio operation (including repair and maintenance), mechanics, supervision, logistics, and personnel management.

Separate training units directly under the AFP-GHQ provide various specialized and technical courses. These are the Home Defense Training Center, the Metropolitan Citizen Military Training Command, the AFP Medical Service School, the MRF Dental Service School and the Special Intelligence Training School.⁹

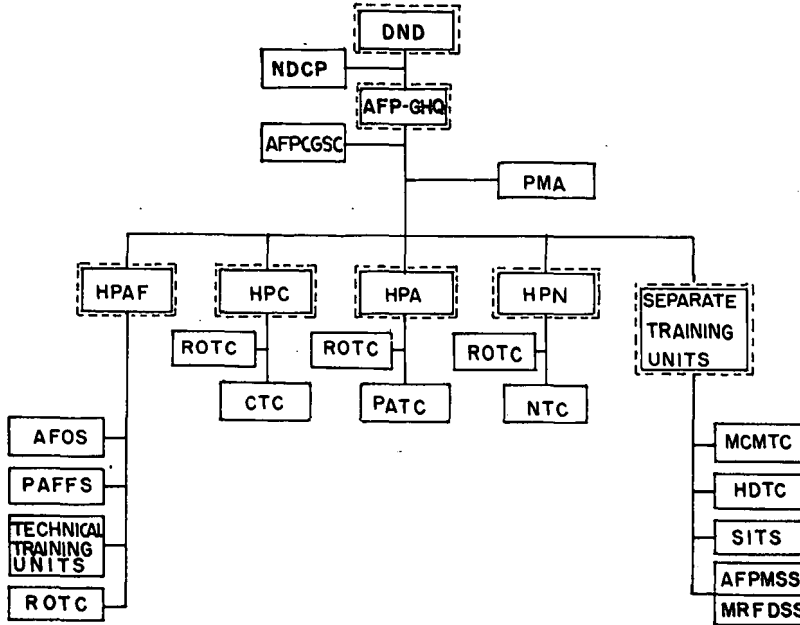
The military education and skills training of an officer may be obtained either locally or in foreign service schools. Through the Military Assistance Program (MAP), AFP officers are sent to different foreign service schools for on-the-job training.

Several civilian university courses are available to selected officers under Section 22-K of the National Defense Act. The Act allows for one-half of one percent of total officer strength to undertake civilian schooling. Officers are sent to civilian schools to specialize in technical courses like engineering, agriculture and business administration.

The Command and General Staff College is the school for senior military officers offering courses on military strategy and tactics.

The National Defense College of the Philippines is the highest educational institution in the defense setup, offering a masters degree in National Security Administration. Figure 1 provides the organizational structure of the Philippine military educational system.

Figure 1. ORGANIZATIONAL STRUCTURE OF THE PHILIPPINE MILITARY EDUCATIONAL SYSTEM.



Legend

- *MND — Ministry of National Defense
- *NDCP — National Defense College of the Philippines
- *AFP-GHQ — Armed Forces of the Philippines General Hqs.
- *AFPCGSC — Armed Forces of the Philippines Command and General Staff College
- *PMA — Philippine Military Academy
- *HPAF — Hqs. Philippine Air Force
- *HPC — Hqs. Philippine Constabulary
- *HPA — Hqs. Philippine Army
- *HPN — Hqs. Philippine Navy
- *ROTC — Reserve Officers' Training Corps
- *CTC — Constabulary Training Command
- *PATC — Philippine Army Training Command
- *NTC — Naval Training Command
- *AFOS — Air Force Officers' School
- *PAFFS — PAF Flying School
- *MCMTC — Metropolitan Citizen Military Training Command
- *HDTC — Home Defense Training Center
- *SITS — Special Intelligence Training School
- *AFPMSS — AFP Medical Service School
- *MERFDSS — MERF Dental Service School

Source: Jose G. Syjuco, *Military Education in the Philippines* (Quezon City: New Day Publishers, 1977), p. 3.

Managerial Education and Training of the AFP Officer

Given the increasing role of the military in the nation's development, certain sectors have perceived that "The Armed Forces of the Philippines. . . should have both the knowledge, skills, character, attitudes, broad mission in both national defense and national development. They are expected to be proficient in the unilateral, joint, and combined employment and support of military and para-military forces Such military leaders . . . therefore, should be knowledgeable in the vital aspects of these sectors as well as in the factors that make up the strength of its nation."¹⁰

In response to the immediate need to provide the military officer the skills for managerial effectiveness, the Armed Forces of the Philippines' Command and General Staff College sought the assistance of the College of Public Administration, University of the Philippines in 1972 in offering courses on management and public administration. The modules included the following sub-areas of study: communication and thinking, fundamentals of management, analytical reasoning and public administration.

The National Defense College, the highest educational institution in the Ministry of National Defense, revised its curriculum in 1975. The curriculum incorporates the best features of other war colleges abroad. At the same time, it is geared to Philippine conditions and developed for Filipino students by Filipino scholars.¹² The NDCP curriculum includes nine blocks of learning. These are: (1) *National Security Environment* studies the structures, processes, and dynamics of national security for the preservation of the state, the strengthening of government, political stability, national unity, social justice and economic progress; (2) *International Security Environment* covers a study of the global environment situations as it relates to national and international security; (3) *National Security Planning, Policy and Strategy* is concerned with the study of the basic considerations and elements of planning for the formulation of national security policy and strategy; (4) *Policy Analysis and Decision-Making for National Security* deals with basic concepts and methods applicable to the analysis of policy and decision-making for national security; (5) *Research Methodology* covers the research process from selection of problem to report writing; emphasizes the utilization of research findings and recommendations in decision-making and problem-solving; (6) *Conflict Resolution and Negotiation* surveys the nature, background, techniques and skills involved in conflict management and negotiation; (7) *Human Behavior in National Security* focuses on the analysis of human behavior in the political, economic, military and psychosocial structures of our society; (8) *Development Administration* focuses on the administrative principles and processes especially designed to effectively attain the goals and objectives of national development; (9) *Leadership and Professionalism* emphasizes advanced leadership, effective communication, and human relation principles, concepts, and theories, and their

implication to various organizational and societal environment to include a general inquiry on the Filipino ideology.

In 1978, the Air Force Officer School also formally adopted the module of public/development administration in its Squadron Officers Course. This was followed by the Constabulary Training Command two years after. The Management Module was incorporated in its Staff Course. Likewise, a Trainors Course was implemented for NTC in 1982 and a Logistics Management Course for AFOS from 1977-1980. All of these courses offered by the service schools were conducted in collaboration with the UP College of Public Administration.

Table 3. Managerial Education and Training in the Military

Training

University of the Philippines, College of Public Administration

<i>Collaborating Service School</i>	<i>Module/Course</i>	<i>No. of Classes</i>	<i>Years of Linkage</i>	<i>Total No. of Participants</i>
Air Force Officers School, PAF	Public Administration Module, Squadron Officers Course	7	1978-1981	315
Naval Staff School NTC, PN	Management Module, Naval Staff Course	6	1976-1983	140
PC Training Command	Public Administration Module, Advanced Officers Course	2	1980	90
Air Force Officers School, PAF	Logistics Management Course	3	1977-1980	96
Naval Staff School, NTC, PN	Training the Trainors Course	1	1982	29
Command and General Staff College, AFP	Public/Development Administration, Module Command and General Staff Course	about 16	1972-1983	about 763

Education – Masters Programs

- De La Salle University — Master in Public and Business Management
Master in Business Administration
- Ateneo University — Master in Business and Government Administration
Master in Business Administration
- National Defense College of the Philippines — Masters in National Security Administration (Policy Sciences & Research Modules handled by U.P. faculty)

The managerial training and education of military officers are, of course, not limited to the ones cited earlier but include other programs. Conducted especially for military officers and held in different Command facilities, some of these programs are the Master in Public and Business Management and the Master in Business Administration by De La Salle University and the Master in Business and Government Administration and the Master in Business Administration of Ateneo University. Table 3 provides for a listing of the modules/courses conducted by civilian educational institutions.

The Training Process: AFPCGSC Experience

From its beginnings in 1969 up to 1976, the curriculum of the CGSC was heavily army-oriented and foreign-based in content and methodology. In 1977, however, the CGSC staff went into an evaluation of its courses and operations. Among other things they asked, "What are they training officers for? How relevant are the courses offered in the CGSC to the needs of the AFP and the requirements of Philippine national security?" Answers to these questions led to the transition of the curriculum, reflecting what is now generally accepted as the needs and requirements of the present-day AFP.

Officers are being trained to cope with command and staff problems they will face in any conflict situation which will happen now and in the future. These conflict situations were identified as follows: (1) internal wars which include insurgency, rebellion, sedition, common crimes, syndicated crimes, and civil disobedience; (2) economic conflicts, e.g., 200-mile economic zone; (3) thermo-nuclear war involvement without invasion; and (4) invasion by predominantly superior military forces of major islands. Identifying the probability of these conflicts happening, the curriculum developed was one which was heavy on the high probability types of problems occurring and low on those with least probability of occurrence. A study of the nature, characteristics and dynamics of each of these conflicts was made to select the subjects that would be included in the broad curriculum framework. Public Administration, with emphasis on the barangays, was incorporated in the curriculum content, in terms of the study of the environment within which the military officer will operate.

The search for a truly relevant curriculum has not ended. There is a continuous assessment and re-assessment of the environment, the moods and perceptions of the military as well as the society at large, including international developments. Changes in these areas are reflected in the course of study.

The AFP Training Board

The AFP Training Board is the forum for discussion of all aspects of the training process including the problems encountered by its members. Composed of the Commandants of the different service schools, with the Commandant of the AFPCGSC as Chairman, the interservice composition of the Board affords the members opportunity for exchange of ideas and realignment of their respective courses/subjects. Utilized to the maximum, it could provide the means for a holistic approach to military education/training.

Issues and Problems

The structure and organization for professional military schooling and the complementary civilian graduate education can be described as firmly established. But a dynamic institution like the Armed Forces cannot afford to sit back and simply rest on its laurels. The challenge is for the development of the professional military officer who not only excels in combat but is also at the same time a good public administrator/manager. The issues and problems that need to be examined are the following:

- (1) What should be the objectives of these programs?
- (2) Are the programs based on valid assessment of needs?
- (3) Is the curriculum content still valid in the context of the more recent developments?
- (4) What is the desired teaching mix?
- (5) Who should handle the courses?
- (6) How valid are our evaluation/follow-up procedures?

Training Objectives

A primary question that needs to be addressed is a definition of training/education objectives in terms of the program outputs and results. While it is tentatively agreed that officers should be both warriors and managers, how valid is this assumption? One argument is that the basic role of the military is to fight, but in the context of the times and in the near future, the role of the army is . . . not to promote war but to preserve peace.¹³ What are the implications of this assumption on the career of the officer?

A study of how flag and general officers of the American Armed Forces became generals and flag officers provides some insights.¹⁴ The study describes a group of highly competent and selected individuals who got where they were because they did well the job they were called upon to do. They were not thinkers or innovators, but *doers*. They were generals

and flag officers not because they necessarily possessed the education, training, experience, and intellect to perform the tasks but more because they had the necessary education, training, experience, and intellect to successfully perform those tasks that they were called upon to perform in the past.

What are the attributes of an effective military professional manager of the 1980s? Is he the innovator or is he primarily the doer? A study of 12 brigadier generals and colonels who were assessed for managerial potential yielded data which showed that they could be categorized into three distinct and different managerial types.¹⁵

Type A was the *dependable, cautious, managerial* type. He had high level capabilities, was dedicated to mission accomplishment and dependable. He was, however, a low risk-taker, lacked innovativeness and lacked people orientation and effectiveness. Fifty percent or six of the 12 officers belonged to Type A.

Type B was the *outgoing managerial* type. His strength was his ability to get things done quickly and efficiently. His weakness lay in his frequent failure to perceive more deeply and comprehend the possibilities inherent in various leadership situations. Three of the twelve belonged to Type B.

Type C was the *potentially creative managerial* type. These officers scored highest in measures of intelligence and creative ability and performed best in unstructured role and unclear situations. Their strength lay in situations where discovering the best way to proceed is a major part of the problem. The weakness of Type C manager lay in situations requiring moving ahead quickly along well-defined pathways without deviations. Three of the twelve fell into this category.

Type C easily stands out as the effective professional military manager of the 80s. As pointed out by De Guzman and Carbonell in a study of Filipino administrators, among the important attributes of the development-oriented administrators are innovativeness and willingness to take risks.¹⁶ A Type C manager who will function well in highly unpredictable local and international environment is definitely needed. But Type C, or the potentially creative manager, make up only one fourth of the group. What must be developed is a professional military officer who is able to act in the face of knowledge obsolescence, rapidly changing social pattern, increasingly sophisticated environment, and limited resources. A similar study could be made with Filipino subjects to validate the above findings.

Is there something that should be done to insure that the education, training, and experience of the professional military officer will develop the

necessary orientation and skills to function effectively in the 80s? Have we identified our training objectives properly?

The quality of education and training of the career official is a critical matter which demands constant monitoring and evaluation. Any educational process, any school should be periodically examined from the "depths of its assumptions to the tips of its pencils."¹⁷

Training Needs Assessment

No educational or training program can stand unchallenged if it were not based on detailed and objective analysis of needs of the client learners and the society/office where such programs are directed. The following questions therefore must be asked: Can we lay positive claim in this direction? What data should we use for identifying training needs? Who determines the training needs? Are they knowledgeable with job analysis procedures and other techniques of needs assessment? How are assessment data utilized in laying down course objectives and in the selection and sequence of courses? How useful are the assessment data in selecting instructional strategies and training aids? How is the assessment procedure validated?

It may be observed that the UP-assisted modules/courses conducted in the military were developed on the assumption that the request of the commandants/directors of such modules/courses were based on a valid assessment of training needs. This assumption was, however, challenged by an officer participant in one of these modules on management when he said: "What is the use of studying and discussing participative problem-solving and decision-making? These are not applicable to the military. All that we do is follow orders from higher authority."

Curriculum Content

The curriculum/course content should be based among others on a valid assessment of training needs which provide indications on training priorities. Because of the demand for competence in public/development administration, there is danger that the officers' course may become too broad and generalized and may fail to give sufficient emphasis to its primary purpose of training officers to become proficient in the military field. The question should be asked as to whether emphasis should be given to military arts, plus the recognition of diversity and the special socialization and disciplinary requirements of each service. Ralph notes that the expansion of professional education into new disciplines and concerns is a healthy sign. "What is not healthy is the pursuit of these disciplines and concerns outside or beyond their links to combat and combat preparation. Professional military education should first illuminate the centrality of combat then emphasize the linkage of subject matter to combat."¹⁸

Will the same observation also be true in Philippine context?

A small country like us has comparatively less concern for combat operations than other foreign giants like the United States, Russia, and China. As a developing country, the Philippines does not have the logistics of the big powers. It can, at most, effectively utilize indigenous/guerilla warfare technology in times of insurgency or military crises, as in the case of Vietnam. Therefore, the major concern should be home defense and civic action. The participation of military professionals in the development of administrative capability and competence fall under this umbrella. The curriculum content may justifiably emphasize development of administrative competence.

Another dimension of curriculum content that needs to be re-examined is in the area of civilian education. Does a military officer need a degree course in Management/Public/Business Administration? Is the two week module in advanced courses sufficient to meet his personal needs and that of the Armed Forces in general? The thesis that military officers need graduate education and training was tested in a study on the relationship between education and the officers' attitudes.¹⁹

Officers with graduate degrees tended to feel less strongly than officers without graduate degrees on statements about controversial current domestic, foreign and defense issues.

A number of other arguments for civilian graduate education may be raised. First, military professionals in essentially civilian professions must be exposed to the mainstream of intellectual activity in their profession. In other words, many tasks of the military are civilian in nature. Second, the affairs of military and civilian sectors are closely intertwined. Third, military officers must keep abreast of latest developments. One of the best ways of avoiding/coping with a job burn out is civilian graduate education. And, fourth, the military officer must have an appreciation of the humanities which can best be learned in a civilian school.

Civilian education and training allows the military officer opportunity to maintain contacts with the larger society thereby insuring that the values he holds are congruent with those of other members of society.

Teaching Mix

The teaching mix in the public/development administration module is based on the assumption that a basic 2-week course in public administration/management²⁰ would be needed by all middle grade officers (captain to major) performing line functions, inasmuch as they provide the actual linkages with other government agencies in terms of their liaison assignments and

supervising functions. The middle grade officers performing staff functions would likewise benefit from the same course to improve their understanding of the public administrative system.

Given the same middle grade officers, and considering the different technical requirements of the service, an officer from the army or the constabulary would require further intensive public administration/management training. Due to the size and the nature of their functions, they are in close and frequent interaction with other government agencies and the citizenry. Further studies are necessary to establish the best teaching mix.

Faculty

Competent staff and faculty are essential to an effective training and development organization. They should have a broad knowledge not only of the service but also of various subjects, possess in-depth knowledge of the jobs for which they conduct training and offer high level professional judgment and abilities.

Who should be the faculty/teaching staff? The fast turnover of officer on tour of duty as faculty poses a problem of effectiveness and continuity of instruction. It is proposed that the service schools retain educators who shall be permanently assigned to the school. These educators shall be permanent commissioned officers, officers holding graduate degrees and/or specialized training on four-year assignment or civilian scholars. It is further proposed that appropriate recognition and incentives be given to officers on tour of duty as faculty in order to reduce the turnover rate.

On the question of generalist versus specialist faculty orientation, the demand for the services of the latter seems to be on the rise but there is going to be a long-term demand for generalists who may also be specialists of sorts. This observation points in turn to the need for continuing faculty development and upgrading.

Evaluation and Follow-up

A complete and detailed training and development (education) audit need to be undertaken at least every two years. The audit would involve an objective appraisal of the financial, administrative, and training operations by each school/training group. The audit looks into the outlook and directions, and changes in methodology. Specifically, the evaluation should examine the current status of training in terms of projected requirements, objectives, and policies. The evaluation should also look into every aspect of education/training to insure that certain criteria, policies, and procedures exist in these areas: (1) faculty, (2) facilities, (3) instructional systems, (4) selection and assignment of trainees, (5) training objectives, (6) trainees'

motivated conditions and study of attrition, (7) prerequisite training, (8) content, emphases, and sequence, (9) instructional methods, techniques, and strategies, (10) evaluation of trainee achievement, (11) training evaluation and follow-up.

On the matter of confidentiality of evaluation reports, what safeguards have been instituted? Are the evaluators fully qualified to undertake the task? Should evaluation reports be made public? How are these reports to be used?

The issues and problems raised above are simply ticklers designed to call attention to some facets of managerial training and education of military officers. The list is not an exhaustive one and should not prevent an investigator from pursuing the subject further. The College of Public Administration plays a lead role in calling attention to the need to re-examine the type of education and training of military officers.

The College of Public Administration, at the risk of being accused as collaborators of the military establishment, pursues a catalyst function not only in providing civilian graduate education but also in assisting in the training of officers in such fields as public/development administration management, logistics management, training of trainers, policy science, and research, to name a few. It recognizes that the military is a critical link in the development of administrative capability now that the country is in a rapid swing towards development. The College takes advantage of the opportunity to influence all sectors of the country in promoting efficient, effective, and responsive governmental management, and the military is not an exception. Among the civilian education and training institutions, the College of Public Administration, University of the Philippines stands out as having established close liaison with the military establishment. The University is committed to the values of academic freedom, encouragement of innovation, and intellectual equality. The ambience of academic freedom makes the University a fitting forum for discussion of issues and concerns, thus enabling participants to gain wider perspectives and deeper insights. The liberal orientation in the University fosters creativity and innovative thinking. Likewise, the right of every individual to intellectual equality and integrity is respected. The University offers the ideal setting for the full expression of ideas and views.

Conclusion

The expanded role played by the military in civilian bureaucracy requires that the officer must not only remain a good warrior but also excel in public administration and management. The many attempts to respond to this challenge can be seen in the various curricular offerings of the military and civilian schools. The College of Public Administration takes the privilege

of sending out the clear message for the need to determine whether the education and training system is producing the kind of officer needed in the 1980s.

Endnotes

¹Cited in Lourdes O. Cruzate, "The Military Officer as a Public Administrator," Conference Brief, Squadron Officers' Course (Public Administration Module), September 1-12, 1980.

²Cruzate, "The Increasing Participation of the Military in Civilian Bureaucracy." Individual Assignment/Conference Brief, PC Officers Advanced Course (Development Administration Module), October 13-24, 1980.

³Four Year Economic Program for the Philippines (Manila: September 1966), p. 71. Cited in Quintin R. De Borja, Armando N. Gatmaitan and Gregorio C. De Castro, "Notes on the Role of the Military in Socio-Economic Development," *Philippine Journal of Public Administration*, Vol. XII, No. 3 (July 1968), p. 266.

⁴*Constitution of the Philippines*, Article 2, Section 2 of the 1973 Constitution and Article 2, Section 4 of the 1986 Constitution. Underscoring supplied.

⁵*Ibid.*, Section 8 of the 1973 Constitution and Section 3 of the 1986 Constitution.

⁶*Ibid.*, Section 3 of the 1973 Constitution and Section 4 of the 1986 Constitution.

⁷To quote Edwin Lieuwen, "Militarism and Politics in Latin America" in John B. Johnson, *The Role of the Military in Underdeveloped Countries*, (Princeton: Princeton University Press, 1962), pp. 152-153: "The fact is that military training does little to equip an officer with the skills necessary for running a modern state. Because his professional career isolated him from the main currents of society, his understanding of national problems is apt to be defective. And as technical advances make military affairs more complicated and as new economic tasks and social responsibility has a similar effect on the tasks of civil administration, it becomes each day too difficult for the soldier to be a statesman."

⁸Donald F. Bletz, "The Modern Major General Vintage 1980," *International Studies*, Occasional Paper No. 9, International Studies Association, University Center for International Studies, University of Pittsburg, Pennsylvania.

⁹Jose G. Syjuco, *Military Education in the Philippines* (Quezon City: New Day Publishers, 1977), p. 4.

¹⁰*Ibid.*, pp. 56-67.

¹¹*Ibid.*, pp. 75.

¹²Franklin Davis, Jr., "The Dilemma of the Senior Service Colleges — A Commentary," paper presented to the panel on 'Civilian Education for the Military Officer,' ISA Convention, Washington, DC, 1975.

¹³Maureen Mylander, *The Generals* (New York: The Dial Press, 1974), *passim*.

¹⁴Douglas S. Holmes. "A Report on an Evaluation of Twelve Brigadier General Designates," Center for Creative Leadership, Greensboro, North Carolina.

¹⁵*Ibid.*,

¹⁶Raul P. de Guzman and Ma. Aurora A. Carbonell, "Development-Orientedness of Filipino Administrators," NSDB-UP Integrated Research Program, University of the Philippines, Quezon City.

¹⁷John E. Ralph, "Professional Identity in a Plural World: The Focus of Junior Officer Education in the United States Air Force," *International Studies*, Occasional Paper No. 9, p. 103.

¹⁸*Ibid.*, p. 105.

¹⁹Raoul Alcala, "Education and Officer Attitudes," U.S. Army Research Institute for the Behavioral and Social Sciences, 1976.

²⁰A management course/module would include basic concepts and theories of management; the managerial functions and techniques with special emphasis on human relations/behavior; approaches/trends in management. The public administration course/module would include an overview of public administration; the goals, strategies and processes of development administration; the governmental machinery for national development; the role and function of the military in the process of development; and the new patterns in public administration.