

6. The process of doing community development work
A ruthless recording of the steps in the development of a project from the arrival of the barrio community development worker through the resistances and acceptances, the successes and failures, to the point of accomplishment would yield some exceptionally helpful information.

Summary

The Philippine Community Development Plan proceeds from the assumptions previously listed and incorporates some desirable features that take into consideration basic approaches to effective social change.

1. The plan uses basic of the social structure as its major units of operation, i.e., the barrio and the municipality.
2. The plan uses elected local leadership to sponsor innovations rather than depending solely upon promotion by external agents.
3. The plan recognizes the role of a general barrio worker as a facilitator and stimulator of change as distinct from the role of a technical specialist.
4. The plan approaches barrio problems from the integrated wholeness of life point of view.
5. The plan encourages the aided self-help approach to barrio improvement with its concomitant requirement of local determination of project priorities.
6. The plan provides for using coordinated teams of experts to capitalize on the accumulated knowledge and experience of the capital agencies.

There are two crucial points in the development of the plan that need immediate attention. The first is to obtain the necessary agency cooperation for the successful operation of the Municipal Community Development Councils. The second is to orient government personnel at national, provincial and municipal levels about the plan and where they fit in it. This is necessary if they are to overcome their present fears and assume their rightful importance in implementing the plan.

In the overall view community development in the Philippines is a gigantic experiment in changing the philosophy of the barrio citizen from one oriented around dependency upon others to one of self-reliance and community participation.

RURAL DEVELOPMENT AND THE PHILIPPINE COMMUNITY SCHOOL

By ISABELO TUPAS *

I. Introduction

While it may be stated that approximately seventy-five per cent of the Filipino people live in the rural areas, yet it can with perhaps equal validity be said that no portion of our population was in the past generally more overlooked, more neglected or even more exploited than our people in the rural communities of the Philippines. Aware of this low tide in the social condition of our rural people as early as ten years ago, and conversant with the truism that a democracy such as ours is only as strong as the weakest link in its constituent population, the Bureau of Public Schools in 1949 formally launched the Philippine Community School movement with its special emphasis on education and community improvement which now serves as the base of rural development.

II. The Philippine Community School

The community school is a school for the service of life. It is designed primarily as an instrument to facilitate social changes and help people adjust to them successfully. While it (a) promotes a balanced and harmonious development of school children to the end that they may grow up to become better citizens of their communities, in accordance with the Constitutional mandate, it (b) helps bring about community improvement through a program of community service and community education for adults and out-of-school youths in the community. This two-fold objective is currently being implemented through the use of indigenous materials and local sources, utilizing group dynamics and of the exploitation of self-help through the PTA's, and the *purok* organizations.

III. Results of the Community Improvement Program

Although the operation of the community school program of the Bureau of Public Schools embraces the entire public school system, its impact is mostly on life in the rural areas. During the last six years or so, the community school effort has been yielding significant results:

A. The Curriculum Offering and Other Contents of Instruction

1. The curriculum content of the community school utilizes local community resources, materials, and methods. For example, the vernacular is now being used by many divisions as a medium of the instruction in the lower primary grades. The "Laguna Approach" by which classes hold recitations in public places brings adults and children together in the study of community needs and problems through the vernacular for the improvement of community living.

* Chief, Instruction Division, Bureau of Public Schools.

2. The curriculum of the general high schools, emphasize the vocational aspects of instruction and utilizes community resources and materials in the process. Many high schools now take the lead in producing articles and commodities needed by the community, as well as spreading better know-how in producing these articles through their students and through community assemblies, *purok* organizations, and community fairs.

3. The curriculum of the agricultural schools of various types places emphasis on improved methods of agricultural production. This is done not only by developing in the students enrolled in such schools knowledges and skills and attitudes involved in modern farming but also by extending the benefits of scientific instruction and training to the farmers actually engaged in agricultural pursuits. In this way, these schools are helping in the improvement of the production of farm crops not only in quantity but also in quality and thus contribute materially to the program of rural development.

4. The Home Industries Division of the Bureau of Public Schools produced saguran, abaca burlap, brooms, blankets, towels, mosquito nets, wooden articles, etc. with a total value of P8,634.42 in order to fill orders by NAMARCO and other entities during the period from February 28 to June 15, 1956. The Home Industries Division has helped organize and establish the saguran industry in Bohol and Marinduque, and rendered assistance in bolstering up the production of Polanqui bags and basket in Bataan. It has helped establish a pilot plant for saguran weaving in Capiz and the hemp rug industry in Catanduanes and Albay.

5. The teacher education program has been geared to rural development through the enrichment of the curriculum content to include various phases of community education and through off-campus student teaching.

6. Adult education program has helped raise literacy to 63.87%, introduced vocational projects among activities of out-of-school youth and adults, and provided cultural recreation, etc.

B. Cooperation With Other Agencies

1. The community school in pursuing its program of community improvement cooperates with other government agencies and civic organizations, like the Agricultural Extension Division, the local branch of the Social Welfare Administration, Boy Scout and Girl Scout Organizations; Women's Club, 4-H Clubs, etc. But the Philippine Community School has to rely heavily on its own resources and initiative on its barrio teachers numbering 45,392 who render various services to the people and provides leadership in many rural activities.

2. But, the contribution of the Bureau of Public Schools that holds the most promise and significance for the development of local autonomy and democracy in the rural areas lies in its leadership training program. This program envisages and so provides for the continuous training of leaders among teachers and lay people who take the lead in community improvement projects. In 1955-1956, the Adult Education Division of the Bureau of Public Schools held 766 seminars on the rural level, which were attended by 56,817 teachers and lay people.

C. A Word of Appraisal

The program of the Philippine Community Schools bids fair to remain as a decisive factor in the effort to upgrade rural community life. This conviction springs from a knowledge of the Public Schools system itself that its active agencies—Schools and teachers—are found in almost every barrio of the Philippines; and with the cooperation of 18,200 PTA's and 45,130 functioning *purok* organizations, the community schools serve as the base of community development in the Philippines.

D. The Results of Philippine Community School Efforts in Figures

The following figures show the measure of accomplishment of the Bureau of Public Schools has contributed to the Rural Community Development Effort of the Government to date:

1. For Barrio School Children—	
a. Number of Barrio Schools—as of November, 1955	
(1) Barrio Elementary Schools	23,123
(2) Agricultural Schools in Rural Areas	42
b. Number of Barrio School Teachers	
	45,392
2. For Barrio Adults and Out-of-School Youths—	
a. Literacy Program	
(1) Number of persons made literates, 1954-1955 ...	77,530
(2) Leadership Training Seminars (Rural Levels)	
For 1955-1956	
1) Number of Seminars held	783
2) Number of Participants	56,817
(3) Home Industries Training Programs	
(a) Total number of teachers trained	
in 1954-1955	3,452
in 1955-1956	1,886
(b) Total number of lay people trained	
in 1954-1955	2,329
in 1955-1956	1,459
(c) Grand total number of teachers and lay people trained by the Home Industries Division ..	
	9,126
3. For Rural Communities as a Whole—	
a. Economic Improvement	
No. of poultry projects	376,044
No. of goat and sheep raising projects	70,649
No. of piggery projects	326,072
No. of fruit tree growing projects	495,608
No. of vegetable garden projects	813,921
No. of pigeon raising projects	5,903
No. of other economic activities	676,250

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b. Health and Home Life—

No. of homes with provision for proper garbage disposal	199,484
No. of homes with toilets	891,676
No. of homes with proper drainage	826,308
No. of demonstrations on child and maternity care ..	9,824
No. of food demonstrations	66,484
No. of community first-aid clinics	6,513
No. of other health activities	543,696

4. Cultural Improvement—

No. of community literary-musical programs held	828,103
No. of homes with sala, bedrooms, dining rooms, etc.	940,022
No. of educational film showings held	14,456
No. of functioning reading or community centers organized	8,863
No. of museums organized	633
No. of native dances recorded	460
No. of native songs recorded	14,857
No. of other cultural activities	384

5. Citizenship—

No. of community assemblies held	43,516
No. of functioning <i>Puroks</i>	45,130

SOME PROBLEMS IN THE IMPLEMENTATION
OF THE COMMUNITY SCHOOL PROGRAM

ALBINA Z. MANLUCU

As an introduction of this paper before the discussion of the problems of community schools, it is felt that a definition and statement of the objectives of the community school are in order. Different educators and authors have given various definitions and objectives:

In the Philippines, former Secretary of Education Cecilio Putong states: "A community school is a school identified with, and intimately related to the life of the community in which it is located, not by virtue of the mere fact of geographical location, but because of its real and actual function of ministering to the needs of the people it serves, and it is a community school, not because it is a school in a community but because it is a school of, by, and for the community."

McCharen's book "Improving the Quality of Living," defines the community school as "one whose program is designed for useful and effective learning on the part of the children and one which helps to improve the quality of living in the community. One which serves the total population of the community and seeks to evolve the purposes out of the interests and needs of the people living in the community."

The UNESCO Consultative Educational Mission defines in terms of the task of the school in developing children, youth and adults into more useful members of society through continuous participation in the study of the needs of the community.

Other authors define community school in terms of the activities that it encompasses. The community school should actively serve the locality through direct attacks upon some of its pressing problems and assume a major responsibility for the developments of the life and institutions within its area.

With all these ideals and concepts of the community school, there follows the problem of how to implement its objectives.

The first problem of the community school is how to make the community know the purpose of the school. Most people believe that the purpose of the school is to help the children learn from books, a procedure that goes on only in schoolrooms. They see no necessity or opportunity for relating what goes on in the school with what happens outside of it, and they prefer to leave everything to the teacher. They feel that they have no business with the school unless the school asks for some help, such as making repairs, putting up out-houses or fences and contributing material, money, labor, etc. They believe that the school is for the children and the teacher alone. This is so because the average parent does not speak the language used as the medium of instruction in the school. Parents do not understand what the children learn in school; so they are not interested in the work of the child.

Interest in the community school program could be encouraged by making the people see the school work of the children as related to their