

Manpower and materials resources for bilingual education survey *

By Andrew Gonzalez, FSC

Department Order No. 9, s. 1973, dated March 16, 1973, states that "the National Board of Education supports the policy of developing a bilingual nation able to communicate in Pilipino as well as in English."

In a meeting of the National Board of Education on September 4, 1973, Bureau of Public Schools Director Liceria B. Soriano was designated chairman of a committee to prepare guidelines for the implementation of the National Board of Education policy on the use of Pilipino and English as media of instruction.¹

One of the first questions which the Soriano Committee had to answer was the precise meaning of "bilingualism" in President Marcos' earlier directive.²

For schooling purposes, the Committee adopted as a working definition the use of Pilipino and English as media of instruction from Grade 3 on, since the vernaculars are used in Grades 1 and 2 under current policy.³

With English already in use, considerations can then be narrowed down to the expanded use of Pilipino as a medium of instruction from Grade 3 on — including the secondary and tertiary levels.

It soon became evident to the Committee that if implementing guidelines were to be drawn up on a rational basis, the following questions had likewise to be answered:

- How widely used is Pilipino as a medium of instruction in various areas and regions?
- What kind of materials in Pilipino are available?
- How ready are our teachers to

begin using Pilipino as a medium of instruction?

- What manpower resources are available in retraining teachers to use Pilipino as a medium of instruction?
- What kind of a training program for teachers should be instituted to enable them to use Pilipino as a medium of instruction?

If the above questions were to be given empirical bases upon which to give an answer and eventually to make a decision and a timetable of implementation, a systematic survey of available resources (existing programs, materials and manpower) had to be carried out. For this purpose, a sub-committee chaired by Andrew Gonzalez, FSC and designated as the "Survey Committee on Bilingual Education" (hereinafter referred to as SCOB E) was commissioned to draft the instrument.⁴

From a survey in 1970 of 39 divisions in 25 cities including 7,230 government school teachers (see Bureau of Public Schools Bulletin No. 1, s. 1973, dated March 20, 1973, entitled "A Study of Teacher Preferences on the Use of Pilipino as a Medium of Instruction"), two problems were pointed out again and again as deterrent factors to the use of Pilipino as a medium of instruction: inadequate preparation of teachers and lack of instructional materials. Hence, SCOB E focused on these two resources in its inquiry.

Having drafted its instrument, SCOB E presented it to Director Soriano, who forthwith commissioned Melba Tugade,

Assistant Chief and Officer-in-Charge, Research, Evaluation and Guidance Division, Bureau of Public Schools, to administer the survey through the research, evaluation and guidance division supervisors.

Because of the urgent need to have the necessary research data in time for the opening of the school year 1974-1975, Director Soriano, made representations with the Philippine Public School Teachers Association (PPSTA) to reproduce and donate to the Department four of the five parts of the questionnaire, including the questionnaire for teachers, which necessitated a sampling of 20,000.

The questionnaires were prepared in time for the Bureau of Public Schools work-conference on research, evaluation and guidance attended by division supervisors in these areas, held at the Padre Gomez Elementary School, Manila, from February 4 to 15, 1974. Substantial savings in time and money for transportation expenses of researchers were thus effected when the research instruments (questionnaires) were distributed to the research supervisors on February 16, 1974.

In a Department Memorandum signed by Secretary Juan Manuel, the public schools Division Superintendent of Schools and Division Supervisor of Research, Evaluation and Guidance were designated Chairman and Co-Chairman, respectively, of the Survey on Bilingual Education to be undertaken in their school division. As such, they were designated to take charge of the conduct of the survey (sampling of possible respondents, distribution of questionnaires, explanation of their contents, collection of accomplished questionnaires) in public schools as well as in private schools. To expedite the survey, however, Private Schools Director Yballe issued a general letter to each private school area superintendent to take charge of the survey in all the schools under his or her jurisdiction.

First returns of the nationwide survey began coming in as of March 15, 1974; no returns were tabulated after May 31, 1974. Tabulation of the data and analysis were supervised by Melba Tugade, Andrew Gonzalez, FSC, and Leticia Postrado. Financing of the survey was made possible by the



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He obtained his PhD in linguistics from the University of California, Berkeley in 1970, his MA from the Catholic University of America in 1960 and his BA from St. Mary's College, Minnesota, *summa cum laude*.

* A summary report

Educational Development Program Implementation Task Force (EDPITAF) under Waldo S. Perfecto and Fund for Assistance to Private Education (FAPE) under Abraham Felipe.

CONTENT ANALYSIS OF THE INSTRUMENTS

Survey form on existing bilingual programs in the government elementary schools of the Philippines

This instrument, intended for superintendents of the divisions, was intended to update and complete the data provided by the responses to the BPS General Letter No. 49, s. 1973, dated March 22, 1973, in which the number of classes using Pilipino as medium of instruction at various grade levels was reported. It will be recalled that Department Order No. 9, s. 1973, dated March 16, 1973, reiterated the policy on the vernacular (for the first two grades) and the use of English beginning in Grade 3, with the stipulation, however, that "the use of Pilipino as medium of instruction from Grade 3 up in certain subjects where learning may be facilitated by the use of the said language, may be allowed provided the following conditions are met: 1) the teacher has the competence to teach in Pilipino; 2) there are adequate teaching materials and; 3) there is readiness on the part of the pupils to learn in Pilipino."

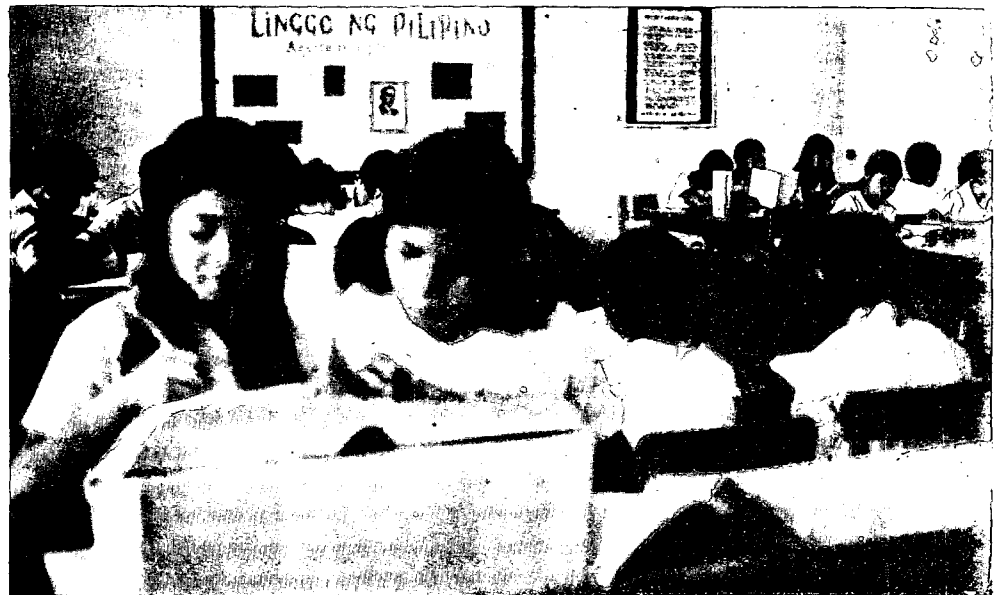
Included in the questionnaire were a listing of vernaculars used, the subjects taught in Pilipino by grade and by year, the availability of reading materials in Pilipino for these subjects, and whether or not testing was given in Pilipino.

For planning purposes, the National Board of Education had to be informed on the extent of the use of Pilipino, for which subjects and which grades and which divisions, to enable it to assess on-going practice and above all to arrive at various models for consideration.

Not included in the survey but worthy of consideration was a formal evaluation of these on-going programs which may be considered pilot programs and the experiences from which would provide us with guidelines when a nationwide policy was to be drafted and implemented.

Survey form on teaching materials in Pilipino (TMP)

This instrument, intended for supervisors of Pilipino at the elementary and secondary levels, was intended to provide a



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complete inventory of teaching materials in Pilipino for various content subjects and at various grade/year levels in published or unpublished form, at the local, divisional, and national levels, including number available (whether original or translation), number actually used, grades in which actually used — the information to be obtained was not only for basal textbooks but also for supplementary materials.

To facilitate this rather detailed and involved questionnaire, lists of materials for which the Chief of the Pilipino Division has official records and has given official approval, were given in the questionnaire, with space provided for materials as yet not officially listed.

It was imperative that we obtain a complete inventory of current teaching materials if we were to begin on a nationwide teaching program using Pilipino as the medium of instruction.

Again, not included in the survey but likewise needing follow-up was an evaluation of these materials to gauge their suitability for our objectives.

Questionnaire for teachers on their ability to teach in Pilipino (ATP)

This questionnaire attempted to gather quantified information on manpower resources, the chief factor in the success of any instructional program involving a change of medium of instruction.

It was likewise the most difficult to gauge since the ones asked to evaluate their readiness to use Pilipino as a medium of instruction for the most part had not yet used Pilipino as a medium of instruction.

Moreover, to obtain objective empirical data, the best instrument would have been a test measuring ability to listen to, speak, read, and write Literary Pilipino at a level of mastery equal to the level of sophistication of the concepts and materials to be taught. Since for the most part, such conceptualization demanded an intellectualization and standardization of the language which as yet had not come to be, it was doubly difficult to do any kind of measuring beyond a minimum of communicative competence in Pilipino measuring not knowledge of *balarila* but, reading comprehension and ability to compose themes in Pilipino. However, even for this minimum requirement, we had no validated and standardized tests available.

For want of these objective data, we had to use a type of self-rating scale as well as measurable indices (far from being accurate) of actual internalization of knowledge, such as attendance at seminars and number of units earned in Pilipino.

With a 1974 population of close to 400,000, sampling would have been a problem. We targeted a sample of 20,000, using stratified sampling for each region, but we obtained final returns of 15,989 with all regions satisfactorily represented.

We asked for number of units earned in Pilipino (undergraduate and graduate), types of courses (literature, grammar and composition, linguistics), hours of in-service training (by description, dates, institutions), a self-rating (five-point scale) as to readiness to use Pilipino as a medium of instruction, for which grades/years and for which subjects, preference for teaching in Pilipino, willingness to undergo training in

teaching in Pilipino and in writing materials in Pilipino.

In this way, we thought we had quantified information on the magnitude of the re-training task that had to be embarked upon when we did make the switch from English to Pilipino.

The returns on the questionnaire should have been electronically data processed; resources did not permit computerization and hence we had to process the materials manually, which brought in an added time factor as well as greater possibility of human error in tabulating.

Questionnaire on available faculty to teach in Pilipino and to translate author books in Pilipino at the Tertiary (college/university) level (AFT)

For the massive and gigantic task of re-training our present group of teachers and giving our education students a new type of program, we need manpower resources at the tertiary level to conduct instruction in Pilipino, to translate scholarly works and college textbooks into Pilipino, and to author original works (especially textbooks) in Pilipino. We thought of narrowing down our population to the Tagalog-speaking regions since it would be in these regions where statistically the probability of locating this type of resource would be greater, but some regions registered some potential manpower resources that may also be tapped.

We addressed ourselves to Deans of Schools and Colleges to name those faculty members on their staff who have had the experience of using Pilipino as a medium of instruction at an advanced level, those in their opinion who were capable of this but who for some reason or other had not done so, and to name those staff members who

were proficient enough in Pilipino to translate scholarly works as well as to compose original works of a scholarly nature. Thus we would be able to build a data bank of manpower resources, staff whom we could call upon in the future for our retraining programs, our textbook writing programs, and as instructors for a newly oriented teacher-training program (pre-service).

Questionnaire on teacher training programs (TP)

The fifth and last questionnaire was addressed to Deans of Colleges or Schools of Education as well as Superintendents of Normal Schools to ask their opinions on the type of curriculum restructuring that would be necessary to train teachers for the system who would be able to use Pilipino as a medium of instruction, the types of courses to be given, rank ordering of priorities for materials preparation for these courses, and the opinion of these heads as to the timetable to be required for preparing teachers for this new system.

FINDINGS OF THE SURVEY

Existing bilingual programs in Philippine schools (EBP)

Respondents of the survey were 131 superintendents (89 or 67.94% from the Bureau of Public Schools, 10 or 7.63% from the Bureau of Private Schools, and 32 or 24.4% from the Bureau of Vocational Education). In the entire system, there is a total of 124 superintendents in the Bureau of Public Schools, 40 superintendents in the Private Schools, 77 superintendents in the Bureau of Vocational Education.

In the public schools, the vernaculars are used in Grades 1 and 2. Among the private schools, only Regions 7, 11, and 3 seem to use the vernaculars; among the vocational schools, only Region 8

seems to use the vernacular.

The vernaculars used are: Ilocano, Ibanag, Malaweg, Itawes, Pangasinan, Bicol, Hiligaynon, Cebuano, Samareño, Leyteño, Waray, and Chabacano. Cebuano is extensively used in Regions 7, 8, 9, 10, and 11.

The use of Pilipino for testing in subjects other than in Pilipino Wika is sporadic, especially at the secondary level. Many divisions give tests using Pilipino for different subjects in public Grades 1 and 2, mostly in Social Studies and Character Education.

There are few Pilipino reading materials available in public elementary schools for all subjects in Grades 1, 2 and 3, while there are generally no available books for Grades 4, 5, and 6. There are practically no available reading materials in Pilipino for any subject and year in public secondary schools and in vocational schools. In the private elementary and secondary schools, there are practically no books in almost all subjects. The number of available books in Pilipino in the eleven regions varies according to subject and grade. Surprisingly, Region 8 (Eastern Visayas) is the only region where teaching materials in Pilipino are available in all grades and subjects although few in number.

Teaching materials in Pilipino (TMP)

Data were supplied by 75 Pilipino Supervisors from 11 regions of the country (public elementary and secondary schools). There are a total of 116 Pilipino Supervisors in the system.

The survey reveals availability of a large number of instructional guides for all subjects.

From the student-book ratios, a fairly large number of basal books of Reading and Rizal in Pilipino are available for Grades 1 and 2; few books and supplementary materials are available for other subjects.

An almost 1:1 student-book ratio in Pilipino subject exists for Grades 1 and 5.

The number of persons per book differs by region in every subject and grade.

At the secondary level, there are practically no materials available other than Pilipino Subject books and some origin-



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al books in Character Education. There are a few supplementary materials in Pilipino for Social Studies, Science, Character Education, Mathematics, and Citizen Army Training.

Ability of teachers to teach in Pilipino (ATP)

Using a stratified sampling procedure (with random sampling for each sampling subset), with schools stratified as either central or barrio, mother high school or pilot barrio high school, urban and rural private school, a target sampling of 5% of the teacher population was aimed for. English and Pilipino subject teachers were excluded from the sample; hence, the respondents were content subject teachers.

Responses were obtained from 15,989 teachers from province, public and vocational schools representing 11 regions of the country with a combined number of 98 divisions. Southern Tagalog (Region 4), followed by Central Luzon (Region 3), had the biggest representation, 4,020 teachers or 25.14% and 3,186 or 19.93% respectively.

Of the total 15,989 teachers, 85.81% or 13,672 were females. In terms of teaching experience, 4,976 or 31.12% have had 5-9 years of experience; 3,146 or 19.68% have had 10-14 years. Less than a fifth (2,852 teachers or 17.84% have had less than five years of teaching experience. Most teachers in Philippine schools today fall within the 25-34 age bracket (7,291 or 45.60%). Only 1,159 or 7.25% are below 25 years of age.

7,311 or 45.73% of the respondents hold BSEE degrees and 2,909 or 18.19% have BSE degrees. Another 2,460 or 15.39% hold the BSE (inverted) degree, while 2,051 or 12.83% are ETC Graduates.

There are only 423 or 2.65% of the sample from all schools with a Master's degree.

Among the respondents, only 2.86% or 458 majored in Pilipino. 503 or 3.15% minored in Pilipino.

Marginal numbers in all school systems and at all levels have earned graduate units in Pilipino. 94.78% or 15,147 have had no graduate units in Pilipino at all. At the undergraduate level, 2,402 teachers or 6.09% have not taken any courses in Pilipino.



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70.98% or 11,350 teachers have taken no in-service training in Pilipino.

On their self-rated ability to teach in Pilipino and English:

Teachers from all systems perceive their ability to teach in English as 'good'.

Public elementary teachers from Central Luzon and Southern Tagalog are confident that they can teach elementary school subjects at any grade level well regardless of the language used. Southern Mindanao teachers consider themselves 'good' in teaching elementary subjects using Pilipino as the medium of instruction.

Ilocos, Cagayan Valley, Central and Eastern Visayas and Western and Northern Mindanao rate themselves 'fair' if Pilipino is the language of instruction in elementary subjects.

Grade 5 teachers from the Eastern Visayas say they have 'very little ability' to teach Mathematics, Social Studies and Science in Pilipino.

Bicol region teachers vary in their perceived ability to teach in Pilipino but agree that Character Education and Work Education are easy to teach in Pilipino.

At the secondary level, public secondary teachers from the Cagayan Valley, Visayas and Mindanao indicate 'very little ability' to teach secondary subjects in Pilipino. Ilocano teachers rated themselves 'fair'. Central Luzon and Tagalog teachers consider Social Science, Character Education, Philippine Community Life, World History as relatively easier to teach than Math and Science. Bicol teachers think that Character Education and Philippine Community Life are the only subjects they can teach well in Pilipino.

Among the private school teachers, elementary school teachers rate themselves 'fair' in their ability to teach elementary subjects in Pilipino except for the Ilocano teachers in rural schools, who show great self-confidence.

Private secondary teachers from all regions generally rate themselves 'fair' and with 'very little ability' to teach secondary subjects in Pilipino. Perceived to be most difficult to teach are Mathematics and Sciences; easier would be subjects such as Practical Arts, Home Economics, Health, and Youth Development Training.

Among the vocational school teachers, except for the teachers in the Tagalog-speaking areas, who show great self-confidence, and the Southern Mindanao respondents, who rate themselves 'fair', the rest perceive themselves as having 'no ability' or 'little ability' to teach vocational subjects in Pilipino, especially Mathematics and the Sciences.

Mathematics and Science are the subjects considered difficult to teach in Pilipino by all respondents regardless of region and type of schools.

On the perceived ability, therefore, there are significant differences according to region, subject, and grade among public elementary teachers and significant differences according to region and subject among public and private secondary teachers as well as private elementary teachers.

No significant correlation was discovered between public elementary teachers' perceived ability to teach all subjects in Pilipino (except Character Education) and MA units; between elementary teachers' ability to teach all sub-

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jects in Pilipino and number of courses in Pilipino taken; between public elementary teachers' ability to teach all subjects in Pilipino and length of in-service training; between private elementary and vocational school teachers' ability to teach all subjects in Pilipino and the three variables: MA units, number of courses taken, in-service training. However, a highly significant and positive correlation was discovered between public and private secondary teachers' ability to teach in Pilipino and MA units in Pilipino.

Teachers from all systems show a favorable attitude towards re-training, in the following rank ordering of favorable attitude: private elementary teachers, public elementary teachers, private secondary teachers, public secondary teachers, and vocational teachers.

Southern Mindanao and Bicol public elementary school teachers register the most favorable attitude (22:1 and 19:1) while Central and Eastern Visayas have a low favorable ratio of 6:1.

Ilocano public secondary school teachers showed the most favorable ratio (15:1), while Western and Central Visayas showed the least favorable ratio (2:1).

Private elementary teachers in the Ilocos and Cagayan Valley showed 100% positive attitude, while Western and Eastern Visayas showed low favorable ratios (5:1 and 4:1).

Private secondary teachers in the Ilocos Region showed the highest favorable ratio while the rest of the 11 regions showed relatively low favorable ratios.

The majority of the respondents would like to try using Pilipino while English, as presently used, would still be employed.

There are significant differences in the degree of preference for English or for Pilipino among teachers in each school system, grade level, and region. The Southern Tagalog respondents show an expected strong preference for Pilipino.

Except in the public elementary schools, where Pilipino is used more extensively, the trend is towards the use of Pilipino as auxiliary to English (approximately half of the time).



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There are a small number of teachers who consider themselves 'ready' or 'quite ready' to translate teaching materials into Pilipino — at all levels, for all subjects, and in all systems. However, very few feel themselves ready to compose original materials in Pilipino.

Available faculty to teach in Pilipino and to translate/author books in Pilipino at the college level (AFT)

236 Deans of Colleges and Universities and Department Chairmen from the different regions of the country participated in the survey, with Southern Tagalog having the biggest number of respondents (112 or 47.46%).

The total number of tertiary level institutions in the country, private and state, is 696.

The approximate total number of college-level teachers from which the respondents based their responses is 6,509.

There is an increasing trend of faculty members using Pilipino in Mathematics, Economics, Rizal, Psychology, Political Science, Business and Marketing over the three-year period (1971-1974).

Surprisingly, there are more teachers who have been and are using Pilipino as medium of instruction in subjects such as Mathematics and Physics at the tertiary level than in subjects such as Political Science and Behavioral Sciences, Arts, and others.

In the perception of department chairmen, the highest number of faculty members who have the ability and willingness to teach in Pilipino is found among history instructors, social science instructors and economics instructors in that order.

Very few faculty members were listed as having the ability and willingness to author books in Pilipino. A few more

may be found who have the willingness and the ability to translate works in Pilipino. Likewise very few are the number of faculty members listed who can do both: author original works and translate existing works.

The faculty members listed are for the most part from the Tagalog-speaking regions.

Teacher training programs (TP)

Respondents are 147 Deans of Colleges of Education and Superintendents of Normal Schools representing the eleven regions of the country, who were queried on their opinions concerning desirable modifications of teacher training programs for bilingual education. In the entire country, there are a total of 371 Deans of Colleges of Education and Superintendents of Normal Schools.⁵ Southern Tagalog had the biggest number of respondents (38 or 25.85%).

Changes suggested for the BSEEd curriculum (in rank order of frequency) are:

1. Proficiency test in Pilipino Language Arts before graduation
2. More units in Pilipino Literature
3. More units in Pilipino Grammar and Composition
4. More units in Pilipino Linguistics
5. Readings in major subjects in Pilipino
6. More units to be taught in Pilipino
7. Tests and exams in major subjects in Pilipino
8. For additional units, the most frequent number is 5—9, for each area (Literature, Grammar and Composition, Linguistics).

Other modifications are:

1. More oral conversations which are practical in nature
2. Practice teaching subjects other than Pilipino should be done in Pilipino.
3. Translation work
4. Proficiency test upon admission so that those proficient may skip basic courses
5. More functional approach to language teaching using dialogues, programs, and conversations
6. More teaching materials to be made available in Pilipino
7. Three units of public speaking in a speech clinic in Pilipino
8. Replace Spanish subjects by Pilipino

Changes suggested for the BSE curriculum (in rank order of frequency) are:

1. Proficiency test in Pilipino Language Arts before graduation
2. More units in Pilipino Grammar and Composition
3. More units in Pilipino linguistics
4. More units in Pilipino literature
5. Readings in major subjects in Pilipino

6. More subjects to be taught in Pilipino

Other modifications are:

1. More oral conversations which are practical in nature
2. Practice teaching subjects other than Pilipino to be done in Pilipino
3. One year internship
4. Replace Spanish units by Pilipino
5. Speech laboratory should be made available
6. More books and teaching materials in Pilipino
7. Technical writing and reporting in Pilipino including translation work
8. Seminar in Pilipino as a required course

There are regional variations on the rank ordering in frequency of these modifications.

The majority of respondents suggest 5-9 units to be added to the BSE curriculum in all three Pilipino course types (Literature, Grammar and Composition, and Linguistics).

A significant number, 91.84% or 135, favor organizing in-service training programs for teachers in the field to effect the transition in the medium of instruction. All but 10 respondents or 6.8% agree to the teachers' relearning the content in the major subjects in Pilipino with accompanying reading, reporting and writing exercises.

For intensive courses, the most frequent suggestion made is several summer sessions (42.54%) with one summer session and one full year coming next (26.86% and 21.64% respectively). The range of number of summer sessions is 2-6, with

2-4 the preference of the majority.

87.07% of the respondents or 128 agree that teachers should be certified before teaching in Pilipino. The most frequent bases cited are a combination of formal course work and a proficiency test.

Content for formal course work should include (rank ordered in frequency): Pilipino Grammar and Composition, Pilipino Literature, Internship in Pilipino as Medium of Instruction, Translation, Materials Preparation, Content Courses in Major Subjects using Pilipino as Medium. There are regional variations in the rank ordering. The most frequent suggested number of units for each category is 5-9 units except for Translation and Materials Preparation where the most frequently suggested number is 0-4 units.

51.02% or 50 respondents consider one semester of internship enough. The range is from 5-8 weeks to 52 weeks.

Rank ordered for priorities in materials preparation in Pilipino to be used in teacher training programs are the following: Social Studies, Humanities (Literature), Work Education/Vocational, Character Education, Science, Mathematics, Music and Arts, PE and Health. There are regional variations in this rank ordering.

The length of time for implementation suggested to start the bilingual education program is 3-5 years for the elementary school (44.22% or 65 respondents) and for the secondary schools (44.22% or 65 respondents); other answers show a range of 1-2 to 12 and above.

FOOTNOTES:

¹The Committee, constituted by Dr. Soriano, was designated as the "Committee to Prepare Guidelines for the Implementation of the NBE Policy on the Use of Pilipino and English as Media of Instruction" (hereinafter referred to as the Soriano Committee) and was composed of the following: Dr. Liceria Brillantes Soriano, Dr. Bonifacio P. Sibayan, Dr. Andrew Gonzalez, FSC, Dr. Nelia Casambre, Dr. Fe Otones, Dr. Genevieve E. Matute, Miss Adelaida Paterno, Miss Beatrice Low, Mrs. Catalina Velasquez-Ty, Mrs. Fermina G. Gatal, Mrs. Dolores T. Dungo, Mrs. Ester Tuy, Miss Lorenza Abellera, Dr. Melba Tugade, Dr. Fe Dacanay, and Dr. Rufino Alejandro.

²"Maliwanag na itinatadhanang magkaroon ng dalawang wikang opisyal: Pilipino at Ingles . . . Samakatuwid, nakatalaga ang ating pamahalaan sa patakaran ng pagkakaroon ng dalawang wika: Pilipino at Ingles . . . Kaya, lalong dapat linawin

ng Pambansang Lupon sa Edukasyon at ng Kagawaran ng Edukasyon at Kultura ang pagpapatupad sa patakarang ito: Pilipino para sa ating pambansang pangangailangan, bilang bukod ng pagkakaisa at tatak ng ating kaangkinang pambansa; at Ingles, para sa ating pakikipagtalasang pandaigdig." (Mula sa talumpati ng Pangulo sa pampinid na palatuntunan ng Ika-9 na Pambansang Gawing-Kapulungan sa Pilipino na idinaos sa MSAT, Marikina, Rizal, noong Mayo 7-11, 1973).

"I am pleased with the decision of the National Board of Education passed just seven days ago. This concerns the bilingual use of Pilipino and English as media of instruction, aside from being separate subjects from elementary grades up. This decision, in fact, is in accordance with my wish I made in a statement before the supervisors and teachers of the national language in their conference last May. We might wish it were Pilipino alone but practical considerations demand that we should also train our youth in English for other particular needs I hope those concerned

will formulate the necessary guidelines for the implementation of the way policy. This step, I wish to stress, is one of the reforms being undertaken by the Administration."

(Translation of the President's speech at the opening program of the National Language Week held at the MLQU University, August 13, 1973).

³Department Order No. 1, s. 1957, Revised Philippine Education Program.

⁴The members of SCOB, in addition to the chairman, were as follows: Fe T. Otones, Vice-Chairman; Fe R. Dacanay, Secretary; Esperanza Gonzales, Ester Tuy.

⁵In the Directory of Authorized Private Schools and Courses for the school year 1970-71, as of July 6, 1970, 254 private colleges offering the Education program are listed. Subsequently, a supplement to the 1970-71 report added another 113 to the list. There are in addition 4 government Normal Schools. The total number (as of 1971-1972) from the statistics available thus far, therefore, is 371.