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ABSTRACT

It will be recalled that the purpose of this study was to determine the educational problems of the non-Christian of the Mountain Province and to identify the strength and weaknesses of present educational policies in that region. Such an approach would logically indicate the areas where reforms are needed as well as the curricular innovations which must be introduced if education is to yield the greatest possible benefits. The suggestions which are here offered have evolved from the survey. They are directed towards the implementation of programs of the "Community School," a new trend in education. For convenience, the suggestions are grouped under various headings.

A. The teaching of Cultural Subjects

1. In planning for the "Program of Education for Better Living in the Rural Areas," particularly for the Mountain Province, the direct approach for educating the community is recommended. In such an approach the school activities involve community problems. The community participates in the planning of school activities. In brief, the school becomes the center of school and community activities - all of which are directed toward improvement of the community. This method is a deviation from the traditional approach in which classroom instructions

do not emphasized the community needs. The curriculum is indirectly used as a means of educating the community.

2. The use of the direct approach would necessitate the reorientation of all the teachers in the Mountain Division on the new methods of teaching because the methods require a deviation from the traditional practice of teaching.
3. the teachers assigned in each community should compose a group and conduct local investigations for the purpose of discovering the good customs, mores, and taboos of the community. The teacher must know those phases of culture which must be discarded, those that can be redirected, and those that can be adopted as part of the teaching materials.
4. The Division Office must perform the function of coordinating the various results of investigation and of publishing them for the general information of teachers assigned in the Mountain Division.
5. The Distribution of teachers in the Division should be such that one-half of the teachers assigned in the municipality will be natives. While the rest may come from the lowland population. The program of integrating the non-Christian culture would be difficult without teachers who are familiar with the customs.
6. The teacher must emphasize the desirable aspects of native culture and subordinate unfamiliar and foreign practices.
7. In the preparation of local materials for incorporation in the courses of study, the biographies of local and successful men must be included in addition to those of the great Filipino leaders.

B. Vocational Education

1. In the teaching of handicraft arts, it is necessary to utilize the locally-made articles as a basis for project work. The purpose is to teach

the pupils how to improve the articles and equipment which they actually use in their homes.

2. In the teaching of gardening, there is a need for close cooperation between the Bureau of Plant Industry and the public schools. Training in seed selection, crop rotation, and the introduction of new varieties of farm crops should be one of the concerns of agricultural education in the communities. This would be difficult for the school authorities without the technical help of the Bureau of Plant Industry.
3. In the areas where rice growing or vegetable gardening are the chief industries of the people, the emphasis on agricultural education should be along those lines. The school should be more functional in the teachings by improving directly the primitive native ways of farming.
4. The Mountain National Agricultural School should offer training which fully meets the needs of the province. The school has already enriched its curriculum to fulfill the needs of the student and the province; however, there is still room for improvement.
 - It is necessary to emphasize the study and culture of fruit-growing. Fruit-growing is a promising industry which suits the hilly topography of the province, but is still largely undeveloped. After graduation the student can help to develop the industry to the point of profitable productivity by the application of scientific techniques.
 - There is a need for a placement program as a means for following up the graduates of the school by guiding them to acquire agricultural public land in unoccupied regions of Apayao and other places of the province.
 - There is a need for elevating the special secondary normal course to the college level in order that the teacher - graduates can satisfy the requirements of the Bureau of

Public Schools. Undoubtedly, the best teachers for the improvement of community living especially those in agricultural areas are those who have taken a combined course in agriculture and in teaching.

C. The Teaching of Sanitation

1. There is a need for closer cooperation between the schools and the agents of the Bureau of Health, and for the active participation of the community. Within the non-Christian communities, the work of the school must not be limited to the school children and the school compounds. The non-Christian children in some communities are filthy because they live in dirty homes or unwholesome surroundings.
2. The direct approach would be more effective than the use of the traditional curriculum as a means for improving the sanitary conditions of the community. Inspections of the homes of the pupils can easily be done by organizing the pupils into inspection teams.
3. The use of visual aids such as the microscope and educational films will help demonstrate to the people that the causes of disease are germs which can be seen to eliminate the belief that sickness is due to the spirit of the dead and of the mountains.

D. The Promotion of Literacy

1. The medium of instruction side by side with the English language in the primary grades should be the Ilocano dialect, because it is the dialect that is commonly understood and widely spoken by the native communities. The use of the Ilocano dialect would also make the social studies more functional. The pupils who can not go any further

than the primary grades would then be able to read with interest and facility the publications printed in the Ilocano dialects which are available.

2. The teaching of the national language should be introduced in the intermediate grades, after the fundamentals of reading and writing have been achieved.
3. In the formulation of the courses of study for the national language, there is a need for a separate primer intended for non-Tagalog speaking pupils like the non-Christian children who are learning the language for the first time.
4. The former compulsory education law should be revived to apply to the non-Christian tribes. There is no problem of pupil accommodation in the Mountain Division. It is therefore necessary to require every child to complete the primary or intermediate grades in all places where the grades are available. This would insure literacy among the majority of future citizens.

E. Administration and Supervision

Many of the recommendations already stated relate to the improvement of the administration and supervision of schools attended by native children. The following can be added:

1. The area of each supervisory district should be reduced. Should this be impossible then the elementary school principals in the central schools should be given supervisory powers within their respective areas.
2. The former practice of American Division Superintendents of schools of visiting all barrio schools of the province every year should be one of the duties of the official concerned. The practice would guide him in the formulation of school policies.

3. The incomplete primary and intermediate schools which can produce the minimum enrollment for an additional grade must be completed. This would solve the problems of distance from school, low percentage of attendance, overageness, low percentage of promotions, and the low percentage of holding power of the Mountain Division,

The suggestions offered are by no means complete. However, they can be the starting points for more detailed and extended programs for solving the educational problems of the Non-Christian tribes of the Mountain Province.

F. Suggested Problems for Further Investigation

The “Community School” (the present trend in education) demands investigations of community resources. Since this study did not cover all phases of educational problems in the Mountain Province, it is suggested that further investigation be undertaken by others on the following problems:

1. A critical analysis of folklore, legends, taboos, and similar customs of each tribe, and determining those materials which may be incorporated in the courses of study in school.
2. Intensive study of the history of each cultural age of the non-Christian tribes of the Mountain Province.
3. Intensive study of dominant economic and social institutions found in each tribe which influence the behavior of the people.
4. The economic status of the people. This is important in order to determine the capacity of the tribes to contribute to the support of the school.
5. A comparative evaluation of the results of instruction (achievement) in the elementary grades, between the City of Baguio (schools attended

by children of lowland population) and schools in the province attended by the children of the tribes.

6. A critical analysis of the results of teaching the national language. (The natives of the province did not have a knowledge of the language before it was offered in school).
7. A study of the influence of the Ilocano dialect on each tribal tongue. This would determine the practicability of adopting the Ilocano dialect in the primary grades.
8. A study to determine whether the courses in Industrial Arts offered in each cultural area fit the needs of their daily handicraft activities.
9. A study of failures and retardation among the elementary school children from the point of view of parents, teachers and pupils.
10. Job analysis in the Mountain Province. This would be an attempt to determine possible occupations offering opportunities for young people.
11. Other allied problems.

