CHARTING A NEW COURSE

SECOND ANNUAL REPORT
SCHOOL YEAR, 1971-1972

Mountain State Agricultural College
La Trinidad, Benguet
Philippines

BRUNO M. SANTOS
President

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MOUNTAIN STATE AGRICULTURAL COLLEGE

LA TRINIDAD, BENGUET B-210

PHILIPPINES

Republic of the Philippines
MOUNTAIN STATE AGRICULTURAL COLLEGE
La Trinidad, Benguet B-210
Philippines

July 24, 1972

His Excellency
President Ferdinand E. Marcos
Malacañang
M a n i l a

S i r :

Pursuant to Section 7 of Republic Act 5923, I have the honor to submit herewith the Second Annual Report of the Mountain State Agricultural College covering the school year 1971-1972, setting forth, among others, the condition, progress and needs thereof.

Very truly yours,

BRUNO M. SANTOS
President

PREFACE

This report is the SECOND ANNUAL REPORT of the Mountain State Agricultural College since its conversion into a state-chartered college.

It contains a summary description of the attempt of the College to measure up to the realization of the objectives and policies set by the Board of Trustees within the limits of its implementing budget.

The report serves as a framework for self-evaluation of all the activities of the MSAC academic and non-academic groups, and as a springboard for improving the programs toward greater achievements in the realization of educational objectives and the attainment of national goals.

The report reflects what the College was during the year. Through it, the College reiterates its commitment to the vocational education of the youth along lines relevant to the urgent needs of the developing agro-industrial economy.

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MOUNTAIN STATE AGRICULTURAL COLLEGE
La Trinidad, Benguet B-210
(As of January, 1971)

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CHARTER YEAR I (1970-1971) IN RETROSPECT

Mountain State Agricultural College as a chartered state educational institution started its first year of chartered life on April 20, 1970. Much of its early efforts were devoted to organizational and program planning. The main concern of the faculty and college administration during this initial year was to make the institution more responsive to the urgent needs of the country for socio-economic development. This concern called for a critical re-examination of the philosophical orientation of institutional and curricular objectives, revision and or innovation of curricular content, and the formulation of new strategies, procedures and practices designed to ensure the attainment of goals.

The blueprints for action were still incomplete at year's end but the institutional evaluation and the group processes resorted to in the formulation of plans imbued the college faculty and staff with a renewed sense of responsibility and dedication, and a new vision of the role and mission of the school.

The college personnel re-affirmed their belief in the idea that education is the country's primary tool for bringing about social progress and economic growth and

unconditionally committed the institution and themselves to the attainment of these goals with stress on their specific roles and functions in bringing about agro-industrial growth to the rural area — the home of neglected JUAN DELA CRUZ!

In committing themselves and the institution to these goals the faculty and employees were cognizant of the fact that agro-industrial growth in the rural areas, as an expected outcome of agricultural and industrial education, has yet to happen. This goal has eluded agricultural educators and economic development planners for the last 65 years!

Accordingly, while still operating within the boundaries of established educational policy, practices, and procedures, the college faculty felt strongly the futility of adhering to "tradition" and therefore boldly decided to venture out to search for more relevant and meaningful directions, course contents, and more appropriate methods. In this frame of mind did the faculty and employees close chapter I of MSAC's chartered life.

YEAR II: A NEW COURSE IS CHARTED

As year II began the college faculty and administration realized that the re-affirmation of belief and

commitment to national development goals would remain empty pretensions or, at best, lean statements of purposes and concern unless these are accompanied by more responsive programs which are realistically geared to the development needs and zeroed at specific targets within the larger concept of total agro-industrial growth.

In line with the above considerations, the College evolved and adopted the following policy concepts and operational guidelines:

1. MSAC is a service institution mandated to provide educational services to the youth and adults of the communities within its service area.

2. It is under obligation to the nation to provide quality education and, therefore, must strive for excellence in its products expressed and exemplified by quality graduates and quality occupational products (services and goods) contributed by the graduates before and after employment.

3. It adopts as its ultimate goal the actual employment of its graduates in the occupations

for which they have been trained.

4. In order to be effective and successful in its mission, the college faculty declares it a policy to continually make curricular adjustments in keeping with the country's needs for development, and to introduce innovations in its management practices of agricultural projects, and in its procedures and techniques of classroom and laboratory instruction so as to raise the competency level of graduates and maximize their occupational and economic impact on the developing socio-economy.

5. The final measure for the College's success or failure in its mission is the successful employment of its graduates in the productive agricultural occupations and other agriculturally related employment.

Translating Objectives Along Policy Guidelines into Action Programs

As a first step in the attainment of objectives the following action programs were implemented effective the school year under review:

1. Agricultural projects (administration) of the

school are being expanded to semi-commercial and commercial scale in order to

(a) provide occupational agro-industrial realism to these projects and make them more convincing to students as models of profitable farming enterprises,

(b) enable students to gain training and experiences in realistic and profitable occupational situations, and

(c) generate more income for the school and enable it to assist graduates to get established in the agricultural occupations of their choice.

2. To provide more thorough training to secondary students, field instruction in agriculture has been divided into four levels:

(a) For first year — The field laboratory method is prescribed. A student is given a minimum area of 100 square meters to cultivate and plant to different crops. Here the student gets acquainted with and learns to culture different crops. He is introduced to different weeds, pests and diseases of plants, and is taught how to control them. Emphasis is on the cultural aspects rather than on economic as-

pects, with the idea of stressing how to grow a healthy plant.

(b) For second year — The directed field project. Students in the second year are given a minimum of 200 square meters to be planted to crops which the student and teacher, together, decide. The teacher guides the student in making his planting program, supervises him in the application of cultural practices, and helps him make accurate farm records.

(c) For third and fourth year — The supervised farming program. Students are given from 1000 to 2500 square meters of farm which they cultivate and plant to different crops with a minimum supervision from the teacher. Students are required to submit their farming program to their teacher before actually starting operation, and to consult with their teacher whenever they meet problems. At this level students have maximum opportunity to make their own decisions.

(d) Students interested in animal enterprises are given opportunity to work as apprentices at the animal projects of the College. A student

spends the equivalent of one grading period in any of the animal projects and earns ₱0.50 per hour of work rendered outside of school hours.

3. The teacher education curricula (BSAE and BSHT) have been innovated with the addition of enrichment courses to make them multi-responsive to the need of employer-schools in the mountain provinces and in other parts of the country. Both have been made five-year degree programs designed to qualify the graduates for employment both as elementary and high school teachers, as well as for any agricultural and home demonstration technician jobs in the APC, BPI, PACD, BAI, GMTEM, DBP, CB, NASDB, etc., and in private agricultural companies.

In positive response to the annual oversupply of teacher education graduate throughout the country, the College imposed upon itself a cut-back in the first year enrollments of the above two degree programs from 80 and 50 respectively to 50 and 40. This step widened the selectivity of the College and assured itself greater chances of attaining improved quality in its educational and occupational products.

4. Cognizant of the general observation that college education in the Philippines is not realistically geared to the nation's need for trained manpower for socio-economic development and aware of the criticism that graduates of agricultural schools and colleges are not seeking employment in the agricultural occupations as active or actual producers of agricultural commodities, the College opened, beginning the first semester of school year 1971-1972 a five-year technical agriculture program leading to the degree of Bachelor of Science in Agriculture (BSA).

   This curriculum is agri-business oriented and includes course subjects designed to provide extensive practice and experiences in agricultural production enterprises to students. Moreover, students will undergo problem-solving experiences both in research activities and in actual farm projects.

5. To provide refresher training and update the occupational and professional knowledges, skills and competencies of graduates of the college, graduate programs leading to the degrees of

Master of Science in agricultural education and agriculture were opened beginning the second semester of the school year under review. For lack of qualified instructors in home technology, the opening of the masteral program in this field has been postponed to a later date.

6. Research, Extension and Publication:

To support and complement the instructional program and to give functional meaning and substance to the "trilogy of functions" which the College is committed to carry out, the administration formally organized the Department of Experimental Station during the year under review. Five divisions make up this department, namely, (1) Production, (2) Research (3) Extension, (4) Publications, and (5) Placement.

The Production Division is in charge of all the commercial or semi-commercial production projects of the school.

The Research Division over-sees all the researches being undertaken by research personnel and faculty members of the College.

The Publication Division is responsible for documenting the products of researches and in publishing the same in bulletin form for circulation to the farmers and students. In addition, it produces in mimeographed form course syllabi and instruction manuals of different courses for use of students and teachers, and other printed information materials about the College.

The Extension Division conducts farmers' seminars, organize adult classes in agriculture off-campus, disseminate agricultural information, provides consultant advice and technical services to farmers, and provides management and resources guidance to farmers.

The research and crop production projects of the College got fairly substantial push from different sources with donations or/grants in cash and in kind from the following:

1. President Manuel U. Agustines of Ramcar, Inc. - - - - - ₱10,000.00
2. Dow Chemical Pacific Limited - - - - - - - - - 1,100.00
3. Planters Products, 8 tons of fertilizers and other chemicals worth - - - - 2,400.00

4. UPCA - - - - - - - - - - - - - ₱1,400.00

5. Seeds and other propagules from various foreign sources worth - - - - - - - 350.00

6. IRRI - - - - - - - - - - - - - - 2,250.00

On-going research projects include:

1. Growing strawberries under plastic tunnel. The objective is to find out if strawberry plants protected against rain can be made to produce berries throughout the year.

2. Acclimatization and adaptability trials of 8 newly introduced varieties of strawberries obtained from California, U.S.A. through AID. These are grown under plastic tunnels also. At this writing the mother plants (imported stock) are now flowering and producing runners quite well under the plastic cover.

3. Research and experimental planting of asparagus has likewise been started during the second semester of the year under review. The seedlings are now ready for setting out in the field.

4. Chrysanthemum of various varieties and colors are also being tested for possible production as commercial cut flowers or potted flowering

ornamentals. More than 1000 of these are now in plastic pots and growing well in the glass houses of the floriculture project of the College.

5. Variety and adaptability test of newly imported varieties of cabbages, cucumbers, and squash are also in progress.

Completed researches include the following:

1. Cost of producing broilers in MSAC using different brands of commercial-mixed poultry feeds,
2. The effect of intercropping of legumes on the yield of sweet corn,
3. The comparative effectiveness of different brand names of insecticides in the control of Diamond Back Moth and other insects,
4. Preliminary studies on the production of seed potatoes,
5. The performance of new IRRI rice varieties under Benguet conditions,
6. Moisture absorption of vacuum-sealed vegetable seeds exposed to ordinary and airconditioned-dehumidified conditions,

7. Effect of repacking methods on the longevity of vegetable seeds,

8. Morphological bases of heat tolerance in cabbage, and

9. The index of motivation of the secondary third year students of the Mountain State Agricultural College.

Improvement of Facilities

Library Building:

Complementary to the effort to improve the quality of instruction and gear it to the employment situation, efforts were exerted to improve the various facilities for instruction. Most significant of these was the completion in December, 1971 of the two-storey concrete library and museum building. This building has a total floor area of 1500 square meters. Students and faculty members, thus, now have more space for library research and study. At the same time, the congestion in classroom space has been relieved by the availability for classroom use of the two-classrooms formerly occupied by the library.

In addition to the building itself, 25 new library tables that sit 8 students comfortably have been manu-

factured and are now in use. This additions increased the sitting-reading capacity of the library from 100 to 300 at a time. More tables and chairs have been ordered so that the entire library space will be fully utilized.

The book collection has been increased during the year under report from 3591 at the beginning of the school year to 5322 at the close of the year. The collection now consists of 2,323 different titles.

Of the additional books acquired 828 volumes were donated: (1) Asia Foundation, 579 volumes, (2) Jefferson Memorial Library, 47 volumes, (3) Dr. and Mrs. Toten through ACAP, 143 volumes, (4) Student Body Organizations and others, 143 volumes, and (5) Senator Benton of U.S., one set of Encyclopedia Britannica. Likewise, the future Farmers and Future Agricultural Homemakers of the Philippines organization of the College and some members of the faculty also donated some books not included in the above total.

Laboratory Facilities, Handtools and Equipment:

Only minimal quantity of laboratory equipment were added to the college stock of equipment during the year. This consisted mainly of handtools, sprayers, gas burners and cooking utensils. More are needed but funds are

inadequate.

Building Repairs and Construction of Toilets:

Minor repairs were done on all school buildings. All existing toilets of old buildings were renovated and put in working condition. Two new toilets for girl's and boys' consisting of a total of 10 seats were constructed as integral parts of the college building. In addition, running water, sink, and a four-seat toilet were added to the health clinic building which was without these facilities before.

The building program of the College calls for the construction of (1) Home Technology building, (2) Biological Sciences building (Botany, Pathology, Zoology, and Entomology, (3) Physical Science building (Math, Physics, and Chemistry), (4) Plant Science building, (Agronomy, Horticulture), (5) Animal Science building, (6) College Canteen, (7) Administration building, (8) Student Union building, and (9) two dormitories for boys and girls in the next five years.

In addition, 10 duplex housing units for faculty and employees are also programmed for construction during the same period if the public works funds requested for appropriation are granted and made available.

Personnel Policies, Recruitment and Development

The College Council recognizes that the realization of goals and the attainment of quality in the educational and occupational products of the school are dependent upon several factors. Most important of these factors are:

(1) Responsiveness of the curricular offerings to the development needs of the college's service area and to the nation as a whole.

(2) Appropriateness of methods, practices, and techniques of instruction, in relation to the objectives and goals.

(3) Adequacy of instructional facilities such as classroom, laboratory, shop and field equipment, tools, and supplies and materials.

(4) Adequacy of funds for operation and maintenance.

(5) Quality of students, and

(6) Quality of school personnel.

The College Council believes that the key factor is personnel.

Accordingly, it formulated and the Board of Trus-

tees approved two important policy documents during the school year under report:

(1) Faculty-Employee Merit Promotion Plan, and

(2) Personnel Recruitment and Development Program

Both are aimed at attaining (1) quality standards in all the areas of activities of the College, (2) excellence in the services rendered, (3) high morale of faculty and employees, and (4) quality educational and occupational products.

In pursuance of the policies defined in the above policy-papers, the administration raised the salaries of all personnel, promoted and gave academic ranks to deserving personnel, and put into effect a faculty development program designed to update and improve the professional competencies of teachers, and accelerated their acquisition of graduate degrees.

During the year under report nine (9) faculty members were recipients of various scholarships leading to a master's or doctorate degree. Several others attended conventions, conferences, seminars and workshops as delegates of the College.

The highlights of accomplishments and activities follow:

Physical Facilities

1. The water problem on the campus was finally solved. A water tank, a main line, and a submersible 20-horsepower deep well pump were installed during the first two months of the school year. By tne end of the first semester, distribution pipes were installed to the different school buildings, faculty residences, and student dormitories.

2. The new three-hundred-thousand-peso worth MSAC Library-Museum was completed and occupied towards the end of the first semester.

3. Construction of a 3-hectare fishery project to be jointly undertaken by MSAC and PFC was laid out by the College and the Philippine Fisheries Commission at the end of the school year. Work started include construction of dikes and buildings. All incomes from the project will accrue to the college.

Production

1. The production income of the College was ₱67,110.09 broken down as follows: vegetables and other farm crops, ₱40,055.26; animals, ₱25,296.03; canteen, ₱909.80; home-tech food preservation projects, ₱849.00.

Curricula

1. The four-year Bachelor of Science in Agricultural Education curriculum was lengthened to five years, thus qualifying the graduates of the different major areas to teach elementary and secondary agriculture and home economics, and to join the extension services of the government.

2. The course leading to the degree of Master of Science in Agricultural Education in the Graduate Studies Division was formally opened during the second semester.

3. A five-year technical curriculum leading to the degree of Bachelor of Science in Agriculture has been offered since the beginning of the school year.

4. Initial and final achievement tests designed to quantify what the faculty members had taught and what the students had learned were administered to students in the secondary and college divisions. The results of the tests were used as bases for consideration in the Faculty Merit Promotion Plan.

5. Statistics was taught to BSA students for the first time.

Research

1. DOW sponsored a one-thousand-peso worth of experiment on leaf miner attacking sweet peas at the Experimental Farm, starting March 29, 1972.

2. Experiments on possible varieties of super-sweet corn, cabbage, and strawberry to be introduced in the region were started late March at the MSAC Experimental Farm.

3. Eight foreign strawberry varieties were planted for runner multiplication and breeding.

4. Nine causal organisms of plant diseases were identified by microscopic examination of infected plant parts.

Extension

1. The personnel of the Experimental Station rendered extension service at Pico, Baguio, Halsema Mountain Highway, Buguias, and Mount Data.

Faculty

1. Nine instructors were recipients of scholarship grants at UP College of Agriculture, UP Diliman, and the Netherlands.

Students

1. A senior student was one of the fifteen nation-

al awardees of the Insular Life Youth Award in recognition of his contribution to community development.

Others

1. The College hosted: the 9th Annual Convention of the Association of Colleges of Agriculture in the Philippines, January 5-7, 1972; the ACAP Curriculum Seminar-Workshop, February 6-7, 1972; the Professional Respectability in Higher Education Seminar and Work Conference, March 3-4, 1972; the two-convention of the Confederation of Faculty Association of Chartered State Colleges and Universities of the Philippines, Inc., March 3-4, 1972; the State Colleges and Universities Athletics Association Meet, March 5-12, 1972; and the Asian Association of Agricultural Colleges and Universities Seminar, April 30 - May 2, 1972.

2. A committee assigned to take charge of legal cases involving the college reservation ably represented the college interest. Dean Antonio Coronel of the Philippine Law School was retained as legal counsel of the College.

3. The organization set-up approved by the Board of Trustees on June 23, 1971 was implemented in the year under review.

CONDITIONS AND PROGRESS

TOTAL OBLIGATIONS

Budget. The budget of the College in the year under review amounted to ₱782,500.00 distributed as follows: contribution from the national government ₱630,000.00; collection from the payment of tuition fees and from various agricultural projects, ₱152,500.00.

The amount of ₱535,000.00 or 68.4% was spent for Personal Services; ₱167,500.00 or 21.4% for Maintenance and other Operating Expenses; ₱10,000.00 or 1.3% for Equipment Outlay; and ₱70,000.00 or 8.9% for Capital Outlay.

Hereunder is a statement showing the total obligations of the College during the fiscal year ending June 30, 1972:

Object Classifications	Total Appropriations	Total Estimated Obligations
I. Personal Services		
1. Salaries and Wages	₱535,000.00	₱535,000.00
2. Contributions for employees' retirement and life insurance premiums	29,870.00	29,870.00
II. Maintenance and Other Operating Expenses	167,500.00	167,500.00
1. Traveling Expenses	16,000.00	16,000.00
2. Communication Services	1,000.00	1,000.00

3. Repairs and Maintenance of National Government Facilities	8,000.00	8,000.00
4. Transportation Services	1,000.00	1,000.00
5. Other Services	20,000.00	20,000.00
6. Supplies and Materials	112,000.00	112,000.00
7. Pensions, retirement gratuities	9,500.00	9,500.00
III. Equipment	10,000.00	10,000.00
1. Equipment Outlay	10,000.00	10,000.00
Total Current Operating Expenditures	₱712,500.00	₱712,500.00
IV. Capital Outlay		
1. Land, Land Improvement	70,000.00	70,000.00
Total for Capital Outlay	₱70,000.00	₱70,000.00
Total for the Mountain State Agricultural College	₱782,500.00	₱782,500.00

PRODUCTION INCOME

The following figures show the production income in the year under review, compared with those of the preceding year:

1970-1971	-Comparison-	1971-1972
₱35,118.90	Vegetables	₱40,055.26
31,048.75	Animals	25,296.03
	Canteen	909.80
679.80	Home Tech	849.00
102.00	Farm Mechanics	
₱66,949.45	T o t a l s	₱67,110.09

The College barely exceeded the previous year's income but did not realize the seventy-thousand-peso

production income projected in the principal special budget submitted to the Board of Trustees for the year under review. This was due principally to a minor set back suffered by the poultry project.

PERSONNEL

The College had 105 personnel. Two former Mindanao Institute of Technology professors and seven substitute teachers joined the College, as three personnel resigned.

The Board of Trustees confirmed the reappointment of four personnel, approved the position reclassification of six personnel, and approved the promotion of 55 personnel.

From July 1, 1971 to April 30, 1972, the members of the faculty and the administrative staff were given two grade salary increases. The first salary increase was retroactive to July 1, 1971 and the second was granted on January 1, 1972.

FACULTY

The faculty consisted of 57 members, five of whom were in the graduate studies department, 26 in the college department, and 32 in the secondary department.

Ratio. The faculty-student ratio in the high school approximated 1:20; in the college department

1:20 during the first semester and 1:19 during the second semester and 1:5 during summer based on the total number of faculty and total enrollment.

Qualifications. Of the high school faculty, one was a master's degree holder and 31 bachelors degree holders; in the college department, 13 were bachelors degree holders, 11 masters degree holders, and one doctorate degree holder; in the graduate studies department, three were masters degree holders and two doctorate degree holders.

Eligibility. Although the College Charter does not require eligibility, 39 are civil service eligible.

Faculty Development Program. To upgrade and strengthen instruction unified with research and extension work, the administration succeeded in recommending the approval of scholarship grants of seven faculty members, broken down as follows:

Area		No.	Duration
MS in Agribusiness	ACAP	1	3 trimesters
Master in Agriculture	ACAP	2	2 years
MS in Nutrition	UP (PASUC)	1	3 semesters
MS in Math	UP (PASUC)	1	3 semesters
Ed. D. in Administration	ACAP	1	1 semester
Agronomy (Potato Seed Production	Colombo	1	3½ months

National Seminar, Workshops, Conventions Attended.

To further upgrade and strengthen instruction, instructors were sent to different national seminars, workshops, and conventions, as follows:

No.	Seminar, Workshop, or Convention	Date	Place
3	6th National Seminar on Linguistics	June 12-13, 1971	Baguio
15	Seminar on Educational Management & Evaluation	October 14-15, 1971	Baguio
4	Baguio City Schools Division Seminar in Social Studies	October 20-22, 1971	Baguio
1	1st Clothing & Textile Symposium-Workshop	October 21-23, 1971	UPCA, Laguna
1	Seminar-Workshop on Journalism of Secondary School Advisers	October 25-28, 1971	Manila
2	Regional FFP-FAHP Convention	February 1-5, 1972	Bayombong, Nueva Vizcaya
3	National Seminar-Workshop in Language Teaching	May 20, 1972	UP Diliman
1	Rural Bankers Annual Conference	May 4-6, 1972	Baguio
3	8th National Workshop-Seminar of Supervisors in Pilipino	May 2-5, 1972	Baguio

Speaking Engagements. Three personnel disseminated information about the following topics and maintained

good public image for the College through their speaking engagements as follows:

Speaker	Topic	Date	Place
The Head of the Experimental Division	Prolonging Viability of Seeds Through Packing	March, 1972	Central Luzon State University
The Head Professor of Agricultural Education Division	Financing Supervised Farming Programs	February 12, 1972	Nueva Vizcaya Agricultural College
	Multiple Cropping	March 8, 1971	Don Mariano Marcos Memorial College of Agriculture
	Agriculture as a Career	April 7, 1971	Alno Elementary School
	National Food Production Program	April 21, 1971	Langangilang Agricultural College
The President of MSAC	New Methods of Teaching Agriculture	February 25, 1971	C.L.S.U
	Kinks and Missing Links in Philippine Education	August, 1971	University of Baguio
	The Role of the Academic Community in Nation Building	February 4, 1972	Baguio Colleges Foundation
	Socio-Economic Development-- A Challenge to the Youth	April 14, 1972	Baguio Colleges Foundation

The Role of ACAP in the Development of Agriculture in the Philippines	April 26, 1972	UP, Los Baños 2nd Asian Seminar of Colleges & Universities
The Impact of Modernization and Technology in the Rural Areas	June 21, 1972	Baguio City (Student Assistance Program Seminar

STUDENTS

Enrollment. In the first semester, the College had an enrollment of 1148 in all courses, including the Secondary Agriculture and the Secondary Agriculture Homemaking courses; in the second semester, 1292; and in summer, 174.

The following table shows the enrollment by course:

Course	First Semester	Second Semester	Summer
Graduate Studies		13	28
Bachelor of Science in Agriculture	59	56	26
Bachelor of Science in Agricultural Education	180	167	50
Bachelor of Science in Agricultural Homemaking	214	191	70
Post-Secondary Farm Mechanics	13	13	
T O T A L - -	466	441	174

Secondary Agriculture and Agriculture Homemaking	682	652	
T O T A L - - -	1172	1099	174

Graduates. Of the total enrollment in College, 104 or 22% graduated. Of the 104 graduates, 46 or 44% were from the Bachelor of Science in Agricultural Education course; 45 or 43%, Bachelor of Science in Home Technology; and 13 or 13%, one-year Post-Secondary Farm Mechanics.

In high school, 52 students of the Agricultural Homemaking and 77 students from the Secondary Agriculture curriculum graduated.

Drop-outs. Of the 490 college students, 22 or 4½% dropped out due to financial handicap, poor scholarship, and lack of interest; 468 or 95½% remained to continue their studies.

Of the 682 secondary students, 30 or 4% dropped out due to financial handicaps and lack of interest.

Student Scholarships. The editors of The Mountain Breeze, the high school paper, and of The Mountain Collegian, the college paper, received the Presidential Scholarship Grant which entitled the grantees free tuition fees.

On April 7, 1972, the Board of Trustees approved the request for the exemption from paying the tuition fee for 25 regular members of the ROTC Band and 30 regular members of the MSAC Dance Troupe. By the end of school year, a committee was formed to screen deserving grantees from both organizations.

Achievements.

1. Thirty-two MSAC high school and college student volunteers were sent by the Department of Social Welfare to Kapatagan Area of strife-torn Lanao del Sur to teach Muslim youth and school drop-outs some aspects of vegetable raising and building of irrigation system from May 5 to June 15, 1972.

2. The president of the Student Supreme Council attended the 10th YMCA Rizal Foundation Youth Leadership Training Institute held at Cagayan de Oro, Misamis Oriental, last May 22 to June 20, 1972.

3. Two students attended the first workshop-seminar leadership training sponsored by the Student Assistance Committee last December 26 to 30, 1971 at Teachers Camp, Baguio City.

4. Six students attended the Regional FFP-FAHP

Convention held at Nueva Vizcaya on February 1-5, 1972.

5. Two staff members of The Mountain Breeze attended the 1972 National Secondary Schools Press Conference held at Surigao City on March 7-11, 1972. It was here where the high school paper was adjudged the second best school paper of the year, the highest honor ever received by an agricultural school high school paper.

6. One student was sent as a scholar to the 9th Rizal Youth Leadership Training Institute at Iloilo City March 1-7, 1972.

7. During the Achievement Day Program on April 14, 1972, four most productive student farmers in each curricular year of the secondary division received cash awards of ₱25.00 each donated by Vice Mayor Robert Tindaan of Buguias, Benguet.

ACCOMPLISHMENTS

Office of the President. Noteworthy accomplishments were done in the field of public relations, and in the legal cases involving the college reservation.

Through the public relations officer, the processing of the papers of recipients of scholarship grants was expedited. Also facilitated was the receipt from various donors of donations for researches and experiments to be conducted in the College.

Since no legal officer has been appointed to take charge of the legal cases involving the college reservation, the members are the administrative officer and a laborer. The members ably represented the college interest in six court cases.

Department of Student Affairs. New avenues were opened for student leaders to develop their leadership and deeper insights in the affairs of the school, the community, and the nation as a whole. These opportunities ranged from symposia, conferences, conventions, work camps, and organized leadership training programs on the local level through the regional to the national level.

Department of Instruction. In line with the MSAC organization structure, goal and policy guidelines is-

sued by the President of the College, this department work out a system of implementing programs and projects in cooperation with other departments.

It worked for the implementation of the following: (1) faculty recruitment score card, (2) supplementary guidelines for the technical agriculture division, (3) requirements of faculty members to update and submit their syllabi, (4) preparation of classroom and laboratory action program, (5) determination of college teaching loads, (6) direction and control of on-campus and off-campus student teaching, (7) a new marking system, (8) inherent co-curricular assignments in the college divisions, and (9) a plan of implementing the BSA, BSAE, BSHT, and one-year post-secondary Farm Mechanics curricula to make them more relevant and responsive to the current needs of society.

Department of Graduate Studies. Pursuant to Section 2 of R. A. 5923 and Resolution No. 77, s. 1971 of the Board of Trustees, and in response to the need for advanced studies in agricultural education and homemaking at the graduate level, the College announced December 6, 1971 the establishment and opening of the MSAC master's program headed by the President of the College.

After the prospectus for the initial opening of the graduate studies program during the second semester was completed, courses were offered to 13 working graduate students.

During summer 1972, 28 graduate students — 23 males and 5 females from different agricultural schools and colleges in Northern Luzon enrolled.

Agricultural Education Division. An updated curriculum responsive to the development needs of the country was set up to meet the community needs for vocational agriculture and home technology graduates with adequate farm, home and technical know-how.

Enrollment in this division increased with the addition of new courses in the different major areas like agronomy, animal husbandry, and agricultural engineering.

The Bachelor of Science in Agricultural Education curriculum was enriched with courses that qualify the graduates to teach not only in secondary agricultural schools but also in the elementary schools as elementary agriculture (garden), elementary home economics, and industrial arts teachers, and to qualify them to work as extension workers in the Agricultural Productiv-

ity Commission, Presidential Arm on Community Development, Land Reform Program and other allied agencies governmental and private.

There were 93 students who underwent eight-week off-campus teaching in the different agricultural schools and colleges. With the exception of Pampanga Agricultural College and Mindoro National Agricultural School, all the cooperating schools and colleges were visited by the Supervisor of Student Teaching twice during the second semester.

Technical Agriculture Division. Utilizing all available resources to the maximum, the division carried on instruction largely by the demonstration-performance method wherein knowledges and information were translated into skills.

In agronomy, 80-90 pears were marcotted in preparation for the next school year's planting; six compost piles were made; strawberries for runner multiplication were planted; and the following experiments were conducted:

1. Yield trial of ten sweet potato varieties
2. Culture of carrot under plastic tunnels during the rainy season
3. Legume-cereal rotation (MSAC-IRRI)

4. Effect of the time of application of chicken dung on the growth and yield of potato
5. Monthly planting of four potato varieties
6. Upland rice variety trial (MSAC-IRRI)
7. Yield trial of four foreign tomato varieties

In animal husbandry, sweet corn was planted on a one-hectare area at the swine project, and the following experiments were conducted:

1. Feeding efficiency of four commercial broiler feeds
2. Variety trial of sorghum

In farm mechanics, 10 toilets were constructed for College Related Subjects building and four for the College Clinic; 67 watering cans (Benguet type), 53 wooden planes, 53 marking gauges, 53 chalk lines and 53 mallets were made; and the distribution pipes to the different buildings on the campus were installed.

Home Technology Division. The administration increased the teaching force of the division from three to five, one coming from the secondary division and the other from the Mindanao Institute of Technology. One instructor went on study leave and is expected to be back after the completion of her master's degree. At

present, two instructors have their master's degree while the other three are working on their theses.

The clothing instructor who is also a foods instructor repaired seven sewing machines upon her own initiative. Her institutional management class managed a canteen once a week during the second semester, and made a net gain of ₱400.00 which was used to buy the needed equipment for the foods laboratory.

The food processing instructor produced 42 bottles of guava jelly, 38 bottles of sweet mixed pickles, and 1,502 bottles of strawberry jam which were all sold with a total net gain of ₱849.76.

The research instructor guided her class in conducting individual researches on the following:

1. Utilization of squash into candy
2. Utilization of guava into chutney
3. Utilization of banana Tumok into chips

The college Future Agricultural Homemakers of the Philippines organization was able to raise an amount sufficient to buy the following: one corn mill, three pieces of thick aluminum basins (large size), and three pieces of thick aluminum basins (medium size).

On the other hand, the College Home Tech Club raised an amount of ₱97.10 by having a rummage sale and by sewing jute bags which they sold during the ACAP Convention.

SUGGESTIONS AND RECOMMENDATIONS

More money should be appropriated by the national government to enable the College:

1. To augment the existing laboratory apparatuses, office equipment, farm equipment; construct built-in cabinets in the classrooms; provide farm tools, farm capitals, teachers' tables, armchairs; and improve students and employees housing facilities to meet the needs of the changing times.

2. To construct more rooms for the college classes and at least two big buildings to house the technical agriculture and home technology classes to solve the expanding room needs of the College. In the meantime, night classes should be scheduled.

3. To make the graduate program grow in response to the clamor of those who are now in the public or private service. There is obviously a need to hhvemore training and library facilities and teachers. A new building to house the graduate work program is also needed.

4. To construct storage house for farm tools, farm supplies and materials and a packing house for college

products for the markets.

5. To construct Student Union Building so that all student organizations could be housed and their recreational activities properly supervised.

6. To employ another librarian and library assistants to enable the system to function properly.

7. To appoint dental aide to assist the dentist so that each student can at least visit and be served by the clinic twice a year; to purchase a dental engine with a spotlight and other dental accessories.

8. To increase the number of watchmen or security guards to provide adequate protection and security to school personnel and property.

9. To purchase other essential equipment needed in instruction and production.

PROJECTIONS

1. A four-year manpower training program directly linked to the school program will be set up the moment the College gets its budget share from the National Manpower Youth Council through ACAP. To create an immediate impact, full-time manpower instructors, shall give systematic instruction based on practical farm problems and activities and on approved farm practices to full-time farmers using the barrio by barrio approach. If support from the NMYC is discontinued after the four-year period stipulated in the ACAP-NMYC agreement, the College will carry on the program to be known as Young and Adult Farmer Training Program.

2. The Agribusiness program will be started second semester of school year 1972-1973. The program is commercial-production oriented; students will undergo two years of actual farm business experience.

3. The College envisions an expanded research program; it will participate in joint research ventures with other Philippine and foreign agricultural colleges or entities. It is expected that the experiments conducted in the College shall be duplicated for verification in other parts of the Philippines and other coun-

tries, and that the results will bring benefits to farmers throughout the country and Asia.

4. The funds of the College gets from private individuals and from the Manpower Training Council will be used to expand the various projects of the College. The projects will stimulate business enterprises outside.

5. The College has started a five-year plan to make the library well-stocked with up-to-date technical and agricultural books.

6. As stipulated in Section 2 of the College Charter, the College will soon offer a graduate course leading to the degree of Master of Science in Home Technology and a graduate course leading to the degree of Master of Science in Agriculture.