ANNUAL REPORT

V A C

1970-71

ANNUAL REPORT
VISAYAS AGRICULTURAL COLLEGE - 1970-1971

FELIX N. SALCEDO
NASDH

Bureau of Vocational Education
VISAYAS AGRICULTURAL COLLEGE
Baybay, Leyte

November 15, 1971

The Superintendent
Visayas Agricultural College
Baybay, Leyte

S i r :

I have the honor to submit this annual report for the college department for the school year 1970 - 1971.

Very truly yours,

FELIX N. SALCEDO
Nat'l. Agric'l. Sch. Dept. Head

TABLE OF CONTENTS

I- INTRODUCTION

A. Distinguising Features of the College and Its Program

The College department was established in July, 1952. It started with a two Year Course leading to the Title of Associate in Agricultural Education (AAE). Immediately after graduation in March, 1954 some continued with the Four-Year Course leading to the degree of Bachelor of Science in Agricultural Education (BSAE) in the same department. The same Four-Year Course continued to be offered since its establishment to date with little modifications and nobody knows when it will cease to be offered.

In july, 1959 another Four-Year Course, leading to the degree of Bachelor of Science in Agricultural Homemaking (BSAH) became a part of the Teacher Education Program. The same program existed during the period covered by this report with little changes in the whole program.

In both programs the offerings started without majors. One of the principal changes made in the program is to have majors. Those in the Four-Year Teacher Education Curriculum we for years now have the following areas of specialization: Agronomy, Animal Husbandry, Elementary Agriculture and Industrial Arts, Agricultural Engineering and Science. We also had majors in Mathematics and Sciences before but was discontinued.

On the other hand the Four-Year Course leading to the degree of Bachelor of Science in Agricultural Homemaking (BSAH) major areas such as Clothing and Textiles, Foods and Handicrafts became a feature

of the college offerings up to the present time.

Another Four-Year course leading to the degree of Bacheler of Science in Agriculture (BSA) started to be offered in 1966-1967. It offers areas of specialization like Agronomy, Animal Husbandry and Agricultural Engineering.

B. Objectives of the Year

1. To construct a one-room building with all its acessories in each of the following projects:
   a. Swine
   b. Ranch
   c. Poultry
   d. Farm Nursery
2. Transfer the Poultry Project to a new site away from residential houses.
3. Construct more cottages and more dormiteries for students
4. Construct more cottages for instructors
5. General refairs of students cottages and dormiteries
6. General refairs of cottages occupied by instructors and cottages occupied by employees.
7. General refairs of buildings used in istruction, research and extension.
8. Encorage instructors to have and develop exemplary personal and social qualities.
9. Ingrain in the instructors the truism that teaching by example is better than by precept.
10. Encourage instructors to become devoted to their duties.
11. Encourage instructors to grow professionally.
12. Encourage instructors to develop in themselves good public

relations.

13. Encourage instructors to believe in good teaching.

14. Encourage instructors to have a strong desire to do good teaching.

15. Encourage instructors to actually do good teaching.

16. Encourage instructors to think in terms of good teaching.

17. Encourage instructors to talk in terms of good teaching.

18. Encourage instructors to do in terms of good teaching.

19. Do better job of selecting students for enrolment.

20. Do more effective guidance and counseling work.

21. Do more effective follow-up and placement of graduates.

22. More effective research activities in terms of both quality and quantity of work done.

23. More effective extension service through better ways and increased interest.

24. More yield per unit area or per head.

25. More effective in-service training by more effective leadership role.

26. Secure more funds adequate to cover the cost of real college education.

27. Encourage instructors to do their best in anything they do.

C. Background on Enrolment

For First Semester

COURSE	Freshmen		Sophomores		Juniors		Seniors		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
BSAE	39	27	17	16	19	16	13	9	88	68
BSAH		45		30		30		11		96
BSA	124	33	38	13	20	9	7	1	189	56
SPECIAL									2	1
TOTAL	163	105	55	59	39	35	20	21	279	221

Note: The grand total is Five Hundred(500)

For Second Semester

COURSE	Freshmen		Sophomores		Juniors		Seniors		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
BSAE	27	19	16	13	23	24	16	13	82	69
BSAH		34		23		16		10		83
BSA	83	24	52	15	14	2	16	4	165	45
SPECIAL									1	0
TOTAL	110	77	68	51	37	42	32	27	248	197

Note: The grand total is Four Hundred Forty Five (445)

For the Whole Year (1st & 2nd Sem.)

COURSE	FRESHMEN		SOPHOMORES		JUNIORS		SENIORS		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
BSAE	66	46	33	29	42	40	29	22	170	137
BSAH		79		53		26		21		179
BSA	207	57	90	28	24	11	23	5	354	101
SPECIAL									3	1
TOTAL	273	182	123	110	66	77	52	48	527	418

Note: The grand total is Nine Hundred Forty Five (945)

An examination of the enrolment shows that there is a big decrease in the second semester compared to the first semester particularly with the freshmen. This may be explained by the fact many left college due to various reasons such as poor scholarship, poor health, lack of finandical support, and the desire to study another course.

The increases in enrolment in the second semester in the sophomores, Juniors, and Seniors may be due to the fact that many were irregular students due to failures in some subjects. Many were classified as freshmen during the first semester and reclassified as sophomores in the second semester. The same thing happened in the Juniors and Seniors.

The special students included in the report took either poultry or swine raising only or both. Special students do not earn units for the training they received. They were given certificates of proficiency upon completion of their training certifying that they had done satisfactory work in the short courses they were enrolled.

The enrolment for the whole year is just the combination of the first and second semester enrolments and therefore follows the same trends and may be attributed to the same reasons or causes. It may be mentioned here that the total enrolment for the period covered by this report is the biggest so far recorded in the College department since its establishment in 1952. Last years enrolment (1969-1970) was Seven Hundred Seventy-Six (776). This years enrolment is Nine Hundred Forty-Five (945) or One Hundred Sixty-Nine (169) more than

the previous year. This is largely due to more students coming to enroll in the Four-Year Course leading to the degree of Bachelor of Science in Agriculture (BSA).

For Summer, 1971

KIND	MALE	Female	TOTAL
Freshmen	45	41	86
Sophomores	36	38	74
Juniors	37	38	75
Seniors	11	12	23
New Comers	8	8	16
Professionals	6	10	16
Total	143	147	290

The total enrolment is 290 compared to 270 last summer. Of this number 258 were old students. Sixteen enrolled for the first time in VAC. Most of them happened to be fresh graduates from the high school department of VAC. Only 16 teachers enrolled this summer compared to 44 last summer. There were many teachers seeking admission last summer but they were looking for courses that can be credited for a masters' degree.

The increase in enrolment this year by 20 may be attributed to the fact that we offered Music courses 1, 2 and 3. Music is now a required course from the primary grades to the high school. The increase in enrolment in the summer of 1970 was 53 compared to only 20 in 1971. This may be explained by the fact that in 1970 FCIC did not offer summer classes due to poor enrolment. In 1971 FCIC offered

summer classes.

For those who graduated in 1971

COURSE	MALE	FEMALE	TOTAL
BSAE	13	8	21
BSAH	-	11	11
BSA	5	2	7
TOTAL	18	21	39

An examination of the table shows that only 39 graduated this year compared to 52 last year inspite for the fact that we graduated seven in BSA. There is a big decrease in the number of graduates especially in the Agricultural Homemaking Curriculum. There seems to be a tendency for students to shyaway from the girls' curriculum due to difficulties met in placing them in the occupation as teachers after graduation. Aside from that the class was really small when they were in the first year compared to other classes in the past.

1. Significant characteristics of the student population. Students are given all the freedom to enroll in any course provided they are qualified to be there. As usual nobody among the males would like to take the course in agricultural homemaking. There are more males than females enrolled and in both the first and second semesters.

There was demonstration among the students due to a case where one student was lodged in jail. Without a full knowledge of what really happened a group of students thinking there was injustice somewhere started to agitate for a student demonstration. The undersigned was not in the school when that happened. However, there was nothing done

by the demonstraters except to parade around the campus and some of the student leaders aired their grievance, that of putting ~~any~~ one of the students in jail. The undersigned was told that only about 20 percent of the students participated in the parade and with the predding of two American Peace Corp Volunteers. When the undersigned arrived at about 12:30 in the afternoon there was somebody still talking at the mike. I summoned all the student leaders and had a dialogue with them. In about twenty minutes talking to them and hearing from them everything was settled. They simply were ~~mis-informed~~ misinformed. They were misguided. They realized their errors and apelegized.

That was a good sign that our students are also awake and affected by what are happening abroad and in the Philippines. Demonstration here and there. Only they missed to follow the proper procedure of doing things and more than that as I said earlier, they were misguided misinformed.

2. Financing - This has always been the biggest trouble in the school - the lack of adequate funds. The appropriation for the year covered by this report was ₱547,000.00 broken down as follows; Government contribution ₱450,000.00; tuition fees - ₱40,000.00; Production income - ₱46,000.00; miscellaneous income - ₱11,000.00.

The college department has no separate budget of its own.

3. Accomodation and training facilities. VAC is considered one of the best if not the best among ~~shools~~ and colleges under the Bureau of Vocational Education. However, there is plenty of room for improvement that can be made still. At least for the present it appears that we have enough quarters for everyone.

The Practice House though still incomplete has been improved to augment what has been done in the kitchen; the Home Economics building for the high school department has been started but had to be stopped because of the lack of money. The foods laboratory has been completed and now occupied as the official residence of the new Superintendent.

4. The Staff - As in the past the department had to borrow a number of high school teachers to teach college courses. In addition we had a number of American Peace Crop Volunteers who taught English and Modern Mathematics. The American Peace ~~Crop~~ Corp Volunteers proved very helpful to the institution in many ways other than teaching college courses.

One reason there was shortage of instructors is because we had a number of our faculty on scholarship in the UPCA taking masters degree. That is the reason we now have a good number of the college staff with masters degrees.

All members of the faculty are degree holder. Five are holders of a masters degree; seven have finished all the academic requirements for a masters' degree; three will soon be sent to UPCA to start working for M.S.

II. ACCOMPLISHMENTS

A. Administrative - Supervisory Program

1. School Plant - The area planted to economic crops increased considerably compared to the previous year. This is especially true with rice, cocenut and vegetables. For rice alone no less than 10 to 15 hectares of open land were planted by most of the faculty and employees. This increased rice production and automatically the food supply in the campus. Vegetable supply likewise increased considerably because in addition to rice these with open land invariably planted vegetables also. It is regrettable that this was not done years ahead.

Some members of the faculty took over some of the Farm Groups. The original 30 Farm Groups only 20 groups were retained by the students farmers and the rest given to the Faculty and Employees. The reason behind this move was because of the nature of the curriculum. The student farmers did not have enough time to work on the original size of farms given to them. The student farmers had to be regrouped thereby increasing the number of students per group from 4 to 8.

In addition the planting of cocenuts was expanded. Hectares of land were planted to cocenut for the first time. While it will take many years to wait until the plants will begin to bear, every plant now growing is an improvement by itself of the School Plant.

2. Facilities - Because of the very tight financial situations supplies and materials were limited to office supplies and materials and these needed in starting the Home Economics building for the high school department and the ones used in the New Superintendent's Cottage.

It is rather unfortunate that when I took over the college was indebted no less than ₱6,000.00 for fuel (gasoline and diesel) and another ₱6,000.00 for medicines. Then there were other standing accounts which were paid for by the incumbent. There are amount equivalent to almost ₱8,000.00 had to be spent to fix the Beats Generater but failed: Hence, the incumbent had to buy 18 petromax for the use of the students' dormiteries and cottages and so with the Reading Room and the Library.

The college library has to following list of books, pamphlets, magazines, journals, periodicals and newspapers acquired from July 1, 1970 to June 30, 1971:

Books Acquired from May 1970 - May 1971

No. of Copies:	Title of Books	Auther
2	Useful Plants of the Phili. Vol. 3	Brown
1	Getting Agriculture Moving I Selected Readings to Accompany	Barton, R.
1	Getting Agriculture Moving II Selected Readings	Berton, R.
III	Getting Agriculture Moving	Mosher, T.
1	Getting Agriculture Moving Training Manual for Group Study	Mosher, T.
1	Getting Agriculture Moving Vol. I Selected Readings	Berton, R.
1	Curriculum Planning	Sayer, J.
2	Farm Management Manual	F.O.M.C.P.
1	Readers' Digest Condensed Book	Readers' Digest Association
1	The Development of Modern English	Robertson, I.

No. of Copies	Title of Books	Author
1	Reading for Understanding	MacNames, M.
1	Know Them Volume II & III	Valenzuela, W.
1	Rice Production Manual 1967	R.T.C.E.
1	A Writing Apprenticeship	Buttin, N.
1	American College Handbook	Buckler, W.
1	The Physical World	Brinkerhaff, R.
1	The Uses of Prose	Earnest, E.
1	American Education	Young, C. De
1	You and Science	Brandwein, P.
1	Good Reading	Maney, J. et al
3	The Story of Mankind	William, H.
1	My Second Travel Around the World	Sotto, V.
1	High School Life	Newgarten, B. et. al.
1	Good Reading for High Schools	Cross and others
1	The Adventures of Tom Sawyer	Mark Twain
1	The Reign of Greed	Dubyshire, C.
4	Ang Buhay na Pinagdaanan nina Don Juan Tiñoso and Prinsesa Proserpina	Villanueva, P.
2	A Republic is Born	Rep. of the Philippines
1	Diwang Ginto IV	Edroza, G.
1	Poultry Husbandry	Sumala
1	Guide to Correct English	Stratton, C.
1	The World of Words	Kottler, B.
1	International Library of Technology	Compiled

No. of Books	Title of Books	Author
1	The Little Shepherd of Kingdom Come	Fox, John
1	Basic Public Speaking	Saper, P.
2	Training the Voice for Speech	Dusen, R.
5	A Consice Guide to Composition	Brubacher, L.
2	Guide to American English	Myers, L.
1	Enjoying Literature Voices of America	Payne, L.
1	The Farmers& Encyclopedia	
25	Algebra, Modern Approach	Peters, M. & Schaz Lodge, H. et. al.
6	New ways in English	
1	High-Level Man Power Needs in Agriculture As Reported by Employees	Mauricio Lenor
1	Seminar Worship Proceedings	ACAP
1	Presidents' Review and Annual Report 1969	Rackefeller Foundation
1	Creating a Progressive Rural Structure to Serve a Modern Agriculture	Mosher, T.
2	The International Rice Research	IRRI
6	The Science and Practice of Swine Production	Eusebio, Jose
20	A Short Course in Organic Chemistry	Hart, et. al.
1	Fiber to Fabric	Potler, M. et. al.
5	Rice Production Manual 1970	UPCA & IRRI
10	Rice and People in 1970	Golay, F. et. al.
1	Rural Asia Marches Forward	Chang, Chi, W.
1	The Lincoln Library of Essential Information	Compiled

No. of Copies:	Title of Books	Author
2	The International Rice Research Institute 1969	IRRI
2	ACAP Sixth Annual Covention Proceddings	ACAP
1	Statistics, an Instinative Approach	Weinberg, H.
1	A First Course in the Study of Education	Highie, E.
1	Prosperity Without Inflation	Burns, A.
1	Economic Performance	Willard, H.
1	The International Bibliography of Rice Research	IRRI
1	Tentative Guide in Physical Education	B.V.E.

List of Journals, Periodicals and Magazines

A. List of Journals:

1. Journal of Physical Education
2. Journal of Home Economics
3. Journal of Educational Research
4. Philippine Farmers' Journal
5. Philippine Vocational Journal
6. Philippine Economy and Industrial Journal
7. The Philippine Journal of Educational Research
8. Philippine Journal of Education
9. Farm Journal
10. Industrial Arts and Vocational Education
11. CLSU Scientific Journal
12. Agricultural and Industrial Journal

13. MIT Journal

14. Siliman Journal

3. List of Agricultural Periodicals

1. Poultry and Livestock

2. Agricultural and Industrial Journal

3. U.P. College of Agriculture Digest

4. Farmers' Digest

5. The Farm

6. Horticulture

7. Hoards Dairyman

8. Industrial Arts and Vocational Education

9. Poultry Digest

10. Philippine Agriculturist

11. Philippine Farms and Gardens

12. Philippine Sugar Quarterly

13. Philippine Entomologist

14. Philippine Tobacco Review

15. Popular Mechanics

16. Wored Farming

17. Successful Farming

18. Sugarcane Farmers' Bulletin

19. Industiral Philippines

20. Philippine Country Life

21. Better Poultry and Livestock

22. Bai Recorder

C. Other Periodicals

1. Esso Silangan
2. BPI Farm News
3. The Researcher
4. Siliman Journal
5. MIT Journal
6. Progressive Teacher
7. Scholastic Teacher
8. The Filipino Teacher

D. Home Economics Periodicals

1. Good Housekeeping
2. Better Homes and Gardens
3. Forecast for Home Economics
4. Philippine Crafstman

E. Newspapers

1. Philippine Herald
2. The Manila Chronicle
3. The Levte Forum
4. The Coop
5. School News Review
6. World Current Events
7. Manila Times
8. Reporter
9. Business Day
10. Current Event Digest

F. Pamphlets and Magazines

1. Action Now
2. Liwayway
3. Examiner
4. Nation
5. Free World
6. Weekly Womenta
7. Philippine Free Press
8. Pilipino
9. Graphic
10. Republic

Submitted by:

(SGD.) REBECCA B. NAPIERE
Acting Librarian

We were rather fortunate to have with us a number of Japanese Overseas Corp Volunteers (J.O.C.V.) during the period covered by this report. In fact said J.O.C.V.'s came as early as 1968. All facilities brought by them to VAC were all taken advantage of by the VAC populace. The college community and particularly the Farm Crops Projects would have suffered a lot from pests and diseases were it not for the facilities brought in by the Japanese. Also we could not have become witnesses to excellent vegetable growing as demonstrated again and again by a Japanese expert in gardening.

3. Placement of graduates - It is a fact that most of our graduates are teaching in the elementary schools. A good number of them are teaching in secondary schools and some in both elementary and secondary schools. While there is no complete study conducted regarding placement of class 1971 it is believed that most of them are now on the job of teaching either in the elementary or secondary schools. Some are in occupations allied to agriculture. VAC alone employed four of the recent graduates as follows: One in the name of Oscar Posas, a BSAE major in Animal Husbandry cum laude; another one in the name of Reynaldo Javier, a BSAE major in Agronomy, cum laude; one in the name of Librada Apas, a BSAE, animal husbandry major, a topnotcher in the competitive test for applicants for teaching positions among those who majored in animal husbandry. Mr. Posas is teaching animal husbandry an in charge of the ranch project; Mr. Javier is teaching agronomy and in charge of the Administration Lot raising rice; Miss Apas is teaching animal husbandry and in charge of the Swine Projec.

Mrs. Lilia U. Pallomena was employed for sometime in the Reading Room but recently resigned.

According to interviews the undersigned had with some of the members of class 1971 only very, very few of them are still unemployed. However, they were all promised to get teaching assignments after the coming election, come November 8, 1971. Most of them are taking the coming Civil Service Examination for teachers as evidenced by their coming to VAC to get their certificates of graduation, transcript of records and diploma.

4. Curriculum improvement - The procedures initiated by the their Superintendent Napoleon D. Dignadice now Assistant Director of the Bureau of Vocational Education was the guiding principle followed during the period covered by this report. The entire collegiate department was divided into six categories as follows (1) Agricultural Education Department, (2) Department of Humanities, (3) Department of Plant Sciences, (4) Department of Animal Science; (5) Department of Physical Sciences, and (6) Department of Home Economics. Each department has assigned chairman who takes care of all the instuctions in his department. Instructors' reports are submitted to their respective chairman and the different chairman furnishes the teacher Education Department Head, otherwise known as the Dean of Instruction, a copy of the report. Vigorious efforts were made to improve on all curricula. Weaknesses observed last year and during the year were attended to resulting to revisions of practices used or improvements.

5. Development or improvement of instructional materials - Every instructor was encouraged to improve his or her ways of doing

things. Proper selection of teaching content was given much more emphasis this year than previously thus making teaching and learning more functional, up to date and more effective. The use of visual aids was given more emphasis as well as the principle of Practice, Effect and Association were adhered to emphatically. A thorough knowledge of the learning process was driven deep into the heeds of all instructors together with its implications and applications to teachers.

6. In-service education - Professional meeting and conference were held whenever it was necessary. Conferences more either in group or singly depending upon the nature of the work to be taken up. Classroom visitations followed by conferneces were held occasionally. The plan to have at least two seminars a month was not fully carried out for reasons beyond our control.

A good number of our instructors took summer classes last summer. Some went on leave during the year to continue working for a graduate degree. Many attended, workshops, conferences, seminars and conventions which is one way or another must have helped them grow professionally.

Magiera, Constancio

On July 27-28, 1970 attended the meeting of the Crop Science Society of the Philippine held at the Department of Entomology, UPCA.

On July 29-31, 1970 attended the National Symposium on Toward Closing the Protein Gap in the Rural Areas, held at Social Security System Auditorium, Quezon City.

[illegible], Mario

[illegible]ttended the Seminar on UNESCO (PHIL.) on Teacher Education at the Marikina School of Arts and Trades from November 16-20, 1970.

[illegible]ghong, Magno Jr.

[illegible]ttended the Seminar Intensive In-Service Training Course in [illegible]econdary Vocational Agriculture held at Central Luzon State University from February 22 to March 13, 1971.

[illegible]lendo, Felix

[illegible]ttended the ACAP Executive Committee Meeting and the NFAC-ACAP Seminar held in UPCA and in Manila February 5-7, 1971.

[illegible]ttended the PAVES and PAVEP Convention in Iloilo City from [illegible]ember 7-9, 1970.

[illegible]ttended the Management Seminar at UPCA from September 17-18, [illegible].

[illegible]. Program in the direction of strengthening school community [illegible]operation - Employment of laborers, whenever needed; ~~immunizing~~ immunizing [illegible]ds and swine as well as carabaos and cattle; extending the services of breeding bears, selling seed palay; school vehicles including some tools and equipment; entertainments such as movies, literary musical programs; social hours; acquaintance programs and dance, [illegible]sentation programs and dance, Christmas Program and Dance, [illegible]'s Program and Dance, Valentine's Program and Dance, Juniors' [illegible] Prom and the Commencement Exercises and Graduation Ball. In addition we had the intramural meets for the high school and the [illegible] department and finally the LENVOSA athletic meet.

B. INSTRUCTION

1. Achievements of Students -

a. Related subjects - All courses have the so called course syllabi and of course the course objectives. The instructors tried their very best to teach the courses assigned to them always keeping in mind the attainment of the course objectives. I believed the students learned very much from their respective instructors. It is a fact of course that students differed in their ability to learn. Some learned plenty or very much in a short time while others learned much less or little within the same length of time. Many students failed and left college. Many were given a grade of incomplete (Inc.) This was found true in all the years, from the first year to the fourth year. Most of those who failed and graded incomplete (Inc.) belonged to the first year and especially those taking BSA.

English 101 (Communication Skills). The communication skills which were stressed were speaking and writing. Of course, reading and listening were not totally overlooked inasmuch as these four are all related skills. Gramatical principles were then applied in both oral and written English. The students were encouraged to speak good English. Their written exercises ranged from sentences to paragraphs and finally longer compositions. They were also given introductory knowledge in making a research paper.

Speech 1 is mainly spoken English. The class started with a pronunciation drill of a certain vowel or consonant sound. This was followed by an oral reading of a short paragraph or a poem. Most of

paragraphs read were agricultural in content. The main phases of oral discourse in which they had much practice were: conversation, interview and oral reporting followed by a sort of open forum.

English 201 (Effective Speech) The students were grounded in pronunciation and intonation. They were taught the principles of public speaking and the types of speches. The students developed confidence and poise in speaking before an audience.

English 301 (Technical Writing). The students performed several exercises wherein they applied the standard form and style of thesis writing with Campbell as the authority. They also had practice in paraphrasing and note taking. Many of the students met the term paper requirement.

English 4 (Agricultural Literature) Techniques in reading informative prose were taken up first before the students had lessons in Campbell's form and style of thesis writing. They were also made to distinguish between a library research paper from an experimental report. Most of the students met the term paper requirement of the course. The students learned to read agricultural literature to get the main idea, to note the details, to summarize, and to evaluate.

English 1 (College Composition) The students were able to use the parts of speech correctly in sentences. They developed interesting compositions orally and written. They had realized the usefulness of the library as a source of help, information and knowledge. They learned how to make an outline and the format of a term paper.

English 2 the students developed the different kinds of compo-

[illegible]; delivered oral compositions using standard English effec-[illegible]; improved sentences and organized paragraphs; submitted dif-[illegible] compositions in the form of scrap books at the end of the [illegible].

Philippine History and Institution I - Students gained know-[illegible] by actual participation in class discussion. They learned the [illegible] cultures of the Philippines, from Pre-Spanish period to [illegible] present; gained knowledge about the forms of government religion [illegible] social life of the different periods; and discussed new issues in [illegible] Philippines.

Western Thought I - The Students were made busy everyday doing [illegible] research work; learned the civilization of the Western from [illegible] to the modern period; learned and discussed the ideologies [illegible] the great men in the west, and their contributions to world civi-[illegible].

Eastern Thought I - The students learned what is learning its [illegible] bases, laws and transfer of learning, the methods and [illegible] involved and the internal and external factors affecting [illegible] of the child; also learned how emotions are developed, [illegible], values, the relation of emotion to parents, teachers, [illegible] education as a whole.

Humanities I - The students enjoyed this subject very much [illegible] it included singing, dancing, draving and interpretations [illegible] poets in the field of literature. In music the stu-[illegible] were called to sing one by one. Records were played for stu-[illegible] to hear and gave comments after the song. The students also

while the music was played. Each student drew a landscape as a requirement in painting.

In literature, the students gained experiences that gave them a deeper knowledge of themselves and the society in which they live, and of the ideals and standards woven into the life around them. It gave them a way of looking at man's past achievements. In short, literature made their lines fuller and nobler to become better members of the community.

Physics 1 (General Physics) Because of poor mathematical background the students had to be taught short exercises in algebra, trigonometry and advanced arithmetic. Using the available laboratory equipment and the improvised simple apparatus the following experiments were performed: Measurement of lengths, addition of vectors, force and acceleration, friction, simple machines, mechanical advantages of machines, elasticity of matter, Hooke's Law, density, specific gravity of solids and specific gravity of liquids.

Physics 2 (General Physics) Aside from the lectures given by the instructor the students performed the following experiments in spite of the limited equipment available: magnetic field, magnetic induction, the electromagnet, magnetic lines of force, lines of force around a conductor, electrical diagrams and symbols, series and parallel circuits, wire measurement, the dry cell, kilowatt-hour meter, the simple cell.

Physics 3 (Advanced Physics) Experiments were limited to the following due to the lack of equipment needed: Vernier and micrometer calipers, vectors: graphical and analytical, errors and significant

figures, rectangular weir, center of gravity, Impules and Momemtum, the steam engine.

Pilipino 1 and 2. Students were required to keep a vocabulary notebook where their common errors were written down and accordingly corrected. Such errors became the basis of drill lessons that followed. Special attention was given to functional grammar and correct usage. In the second half of the course the students were taught lesson planning in Pilipino and the good characteristics of a good Pilipino teacher. Conversations, story telling and news reporting were used as vehicles in teaching students functional grammar and correct usage in Pilipino.

Rizal 1, 2 and 3 - The life and services of Dr. Rizal for his country were emphasized in the study of his biography. His preparation for liberation and redemption, the significant incidents in his life which led to very significant decissions and actuations were given emphasis in the light of existing socio-political conditions. Students understood the principles for which Dr. Rizal lived and died. They likewise imbibed the ideals and nationalism based not only from Rizal himself but especially from his novels, Noli and Fili and to live a life Rizal did. Agricultural Botany 1 (Systematic Botany and Plant morphology) The Following Exercises and Projects were accomplished: The general structure of seed plants, the compound microscope, the plant cell, nuclear and cell division, solutions and cell membranes, the leaf, food synthesis and storage, leaf processes, stems, roots, flowers, fruits and seeds, inheritance, algae and fungi, mosses and liverworts, vascular plants, true stems, and gymnosperms.

In addition the following projects were submitted: Herbarium - [illegible] types and modified leaves (group work) - 16 albums; types and [illegible] roots (group work) 16 albums; types of branching and modi- [illegible] stems (group work) 16 mounted specimens. Agricultural Botany 2 [illegible] Physiology) Aside from the usual lecture and laboratory ex- [illegible] the students were exposed to actual plant processes. In the field they saw how and why the different jobs such as weeding, [illegible], etc., affected the physical and chemical changes. They [illegible] an experimental area for seed production of two promising [illegible] the IR-661-1-140-3-2 and BPI-1-21 an irradiated selection. They also laid out a simple applied research the FENSART (Farmers [illegible] Applied Research Trial).

Agricultural Zoology 1 (General Zoology) Aside from the usual [illegible] in the classroom the following were accomplished: Drawn the [illegible], Euglena, Plasmodium Malaria, Paramecium, Grantia, Venus flower basket, bath sponge, hydra, jelly-fish, sea-Anemone, Planaria, [illegible], Tapeworm, Ascaris, Sandworm, Earthworm, Leech, Starfish, [illegible]-star, Clam, Squid and Octopus, Snails, Crayfish, Grasshopper, [illegible], Milleped, Centepede, Mudfish, Frog, House Lizard, Rooster, [illegible], and the different systems of the frog such as the External and [illegible] Anatomy, Tegumentary, Muscular, Digestine, Respiratory, [illegible], Urinogenital, Asterial, and Venus.

In addition the following Projects were submitted: Mounted [illegible] (Skeletal System)-132; Stuffed Animals (group work) - 2; and [illegible] specimens - 9.

Agricultural Chemistry 1 (General Chemistry-Inorganic) Lectures on the following areas were given to students: Foundations of Chemistry, Modern Atomic Theory and Atomic Structure, The Periodic Table, Gases (The Kinetic Theory), The Gas Laws, Problems on Gases, Chemical Bonds, Properties of Solids and Liquids as explained by the Kinetic Theory and Chemical Bonds, Chemical Reactions, and Stoichiometry.

The following laboratory experiments were done: Intensive and Extensive Properties of Matter, Properties of some Pure Materials, Differentiation of some kinds of mixtures, Differentiation between Pure Substances and Mixtures, Diffusion of Gases, Effect of Temperature on Volume of a gas, Effect of Pressure on Volume of a Gas, Comparison Boiling Points of Different Volumes of Water, Rates of Evaporation, The Pressure - Volume Relationship of a Gas, and the temperature - Volume Relationship of a Gas.

Agricultural Chemistry 2 - General Chemistry (Organic) The instructor lectured on the following topics: A review on Chemical Reactions, Solutions, Chemical Kinetics, Acids and Bases, Electrochemistry, Electrolysis and Electroplating, Qualitative aspects of Electroplating, Conversion of chemical energy to electrical energy, Atomic and Molecular Models, Common Organic Compounds, and Biochemistry.

In the laboratory phase the following were accomplished: Electrical conductivity of solutions, Electrolysis of Dilute Sulfuric Acid, Electrolysis of Sodium Chloride solution, Electrolysis of Copper Sulfate solution, Electroplating, tests for carbon and hydrogen, Fractional Distillation - A method of Purification of Organic Compounds, Experiments with Kerosene and Paraffin, Boiling Points of an

Organic Compound, Colortest for Proteins and Saponification.

Agricultural Chemistry 3. Qualitative Chemistry analysis. The instructor lectured on the following topics: Review an Elementary [illegible], Solutions. The theories of Ionization, Physical and Chemical Equilibrium, The Solubility Product Principle, Complex Ions, [illegible] and related topics, Redox Reactions, and the Colloidal State.

In the laboratory the following were accomplished: Preparation of Stock Solutions, Test for Carbonates, Action of Heat on Nitrates, The Barium Chloride test for Sulfates, Preliminary tests for Cations of Group I, Qualitative Analysis for Unknown No. 1 (The HCL Group), The Silver Nitrate test for Halides, Preliminary Analysis for Cations of Group II, Qualitative Analysis for Unknown No. 2, Preliminary Analysis for Cations of Group III, Qualitative Analysis for Unknown No. [illegible], Preliminary tests for the Anious, and Qualitative Analysis for Unknown No. 4 (Anious).

Agricultural Engineering 1 - Farm Shop Practice I. The principles underlying woodworking and farm carpentry were discussed. In spite of the lack of tools the class was able to do the following: Constructing benches and tables for the schools' classroom and dormitories. All the 40 benches and 15 long tables were made. The CSBO spent for all the supplies and materials needed in the project. The class made partial construction of the power house of the proposed multi-purpose hydroelectric power plant. They did some kind of ~~blacksmitting~~ blacksmithing and [illegible] of pipe work as well as plumbing activities. Thus leakages in the pipe joints from the source of water to the campus distribution lines were partly serviced by the class.

Agricultural Engineering 2 - Farm Machinery and Motors. The class got acquainted with machine accesories, simple machines and power transmission, types of nuts, screws, belts pins, gears, belt, pulleys, etc. that were found in the shop. They removed all the worn, oiled the accessories and made boxes for each kind. Got acquainted with tillage equipment, their parts and accesories. Serviced all the tillage equipment and used them to advantage whenever possible. Cleaned the canal guiding water to the reservoir thus increasing the volume of water turning the waterwheel for stripping abaca.

Agricultural Engineering 3 - Tillage and Machinery Management. Studied and operated hand tractor kubota 800 for a week. Plowed a farm field using a diesel tractor with either a moldboard plow or a disc plow attached. Also they studied and operated the Nibbi Bruno tractor. Part of their work in the laboratory was used in servicing, repairing and maintaining the farm machinery equipment of the college.

Agricultural Engineering 4 - Farm Shop Practice II. Aside from the usual lectures given to students Exercises on how to make a working drawing, determining bill of materials, board foot determination, different power tools, laying at a shop for efficiency, rout production, making fixtures, and how to repair a pipe line. The class repaired 3 faucets and one globe valve.

Agricultural Engineering 5 - Soil and Water Management and Conservation. The class did the following outstanding accomplishments: conducted a study on the different levels of different farm manures on the growth of pechay; conducted a topographic survey leading to determining the triangular field in front of the copra drier; determine

[illegible] factor, conducted differential leveling; profile leveling; [illegible] surveying and contouring; and cleaned 500 meters irrigation [illegible].

Agricultural Engineering 6 - Metal Work. Studied safety precau[illegible], selection and care of arc welding equipment, practiced welding [illegible], studied oxy-acytelene welder, and made one blower vane by [illegible].

Agricultural Engineering 7. Rural Electrification - Aside from the usual lectures given the class accomplished the following: Studeid the Baybay Electric Plant to find the total generating capacity in [illegible], the size of internal-combustion engines in horsepower, the [illegible] of electric generators in horsepower; the cost of the equipment, the kilowatt-hours generated per year, the kilowatt-hours sold per [illegible], the average kilowatt-hour consumption per hour of the day, the [illegible] of transmission lines per mile, and the cost of distribution lines per mile. In the same manner the class studied the Visayas Agricul[illegible] College Electric Power Plant and the Hydroelectric Power Plant with the objectives stated above in the study of the Baybay Electric Plant.

In addition the following were accomplished, made different wire [illegible] used in electrical installation, each student drew a plan of [illegible] farmstead locating the transformer poles, wires entrance [illegible], meter, and main distribution panel; constructed a dam for the [illegible]-kilowatt Hydroelectric power plant intended for the elec[illegible] of Sc. Pangasugan, Baybay, Leyte.

Agricultural Engineering 8. Advanced Tractor Operation and Management of Farm Machinery. The class cleared the area near the [illegible] which was filled with garbage and trashes thrown by irresponsible members of the community with the use of the Oliver - Crawler type tractor. Later on with the use of the diesel tractor Nibbi Bruno the class plowed and harrowed two corn fields intended for experimentation and another area intended for food production. In addition the class operated and repaired all the farm machineries placed in the Farm Machinery Department such as moldboard plow, disk plow, disk harrow, spike-tooth harrow, spring-tooth harrow, manuse spreaders, mowers, and hammer mill.

Agricultural Engineering 9. Irrigation and Drainage. Aside from the usual lectures which used to be given the following were accomplished: developed the ability to design irrigation canals, determination of infiltration rate, determination of water holding capacity, percolation rate of soil, and consumptive use of water.

Agricultural Engineering 11 - Farm Structures, Including Concrete. Developed abilities in the following: Computing board foot, surveying prices of common construction materials, making a plan for an ideal farmstead, making a plan of a typical farm house, tinting colors, estimating bill of materials, and determining the ingredients of concrete.

Agricultural Engineering 12 - Technical Sketching and Blue Prints Reading. The students produced their own set of drawing instruments such as drawing board, T-square 45° and 30°- 60° triangles, mechanical engineer scales of proportional feet and inches, drawing pencils, dra-

[illegible] to suit artgum, oil stone, etc. With these drawing materials they were able to finish 10 plates in technical sketching.

With respect to buleprints reading and with this knowledge of [illegible] of lines and orthographic projection (top, front, side view) the students were able to easily interpret a certain plan (in blueprint) given to each of them.

Agricultural Engineering 14. Farm Shop Practice IV. This course was not offered during the year because of lack of sufficient enrollment.

Agricultural Engineering 15. Seminar in Agricultural Engineering. The class met as regularly as it was possible to do so. The following seminar topics were discussed;

1. Report on wiring and installation of electric fence as used for rat control.
2. Report on a Modern Mechanical Weeders
3. Report on Important Saving Equipments in the Farm.
4. Irrigation and Drainage
5. Water Use and Management
6. Effects of Drying Air temperature and Storage on the Viability and Milling Recovery and Nutrient Content of Peta.
7. Rice Variety
8. Pesticide and Fertilizer Calculation
9. Land Preperation
10. Fertiliser and Its Usage
11. The Effect of Aeration on the Quality and Moisture Content

12. Causes of Internal Checking of Rough Rice During Drying

13. Research and Development in Farm Power and Machinery at UPCA.

14. Refrigerated Aid Drying of Grain in Storage.

Soils 1. Soil Science and Fertilizers - The students were taught the physical, chemical, and biological characteristics of soils, and their relation to agricultural crops; the principles of soil conservation and improvement of soil fertility. The lectures always preceded the laboratory phase of the work. At times the students were asked to recite or report on their readings from assigned laboratory work. The class was taken around for a field trip to see for themselves different kinds of soils and its effects on crop production; also to show them the very urgent need for soil conservation. Several exercises more performed to give them more knowledge about properties of soils and what man can do to improve them.

Soils 2. Advanced Soil Management - After the usual lectures the class accomplished the following in connection with their laboratory work: Collecting soil samples and placed them in bottles properly labeled, mechanical analysis of soils, determining fertilizer requirements of soils, home-mixing fertilizers, and formation of specific types of soil.

Practical Arts 1. Fundamental Handicraft - After the necessary orientation and lecture the students were made to accomplish the following bamboo crafts: handbags, ashtrays, and decorations. In addition the students were required to make toy dog, toy cat, toy horse, etc.

Practical Arts 2. Advanced Handicraft - Wood and Metal - After the needed lectures the students had their laboratory exercises. They were able to construct the following: Lawn Set, tables, cabinets, drawing tables and a lecture stand. Some of the materials used came from the scrap iron files of the school.

2. Vocational subjects -

Agronomy 1. Principles and Practices in Crops Production - After the needed orientations and lectures the students were exposed to actual garden work growing at least two kinds of vegetables successfully as follows: First Year B grew radish and pechay; First Year C - pechay and bush beans; First Year D - Long yard and string beans.

In addition to their own projects all the students (the students) took turns making observations and participating in the work being done by an expert Japanese gardener. Surely the students must have learned a lot from the (J.O.C.V.) Japanese Overseas Corp Volunteer.

Agronomy 2. Field Crops Production - The students were given enough lectures on the principles of rice production supplemented by laboratory or field work. Each student went through doing all the operations inherent to rice production. They planted two varieties in small areas and produced more than 400 kilograms of IR-22 an early and very promising seedboard variety. The seed produced was used by student farmers as a stock. The students also learned how to layout a simple applied research experiment like the Farmers Advanced Selection Research Trial (FASART) and how to collect data.

Agronomy 3. Horticulture Crops Production - Aside from the lectures given to them each student was given an area equivalent to 1 x 20

[illegible] was planted to different kinds of vegetables. In [illegible] of the semester the area was planted to sweet potato. [illegible] was to control the weeds while classes were out and to serve [illegible] of planting materials when classes resume after the [illegible].

Agronomy 4. Legumes, Roots and Forage Crops - Lectures were [illegible] on legumes, roots and forage crops. Each student [illegible] different legumes such as peanuts, soybeans, and the wonder [illegible]. The class produced about 2 gantas of mongo seeds which were [illegible] for next planting. Each student produced a few gantas of [illegible] from their respective plots.

Agronomy 5. Floriculture and Landscape Gardening - After the [illegible] lectures were given the students were assigned work to do. [illegible] class was divided into 4 groups one group was given area [illegible] to beautify or landscape. Another group produced 15 [illegible] of ornamental plants; another group propagated bougainvella [illegible] and still another group produced seeds of flowering [illegible] for distribution to college cottages and dormitories.

Agronomy 6. Pomology and Orchard Management - The instructor [illegible] his students all the lectures needed to make the students become [illegible] as to the Theories involved. In the laboratory the students [illegible] their time in marcotting, budding, grafting, layering, inarching, cutting, thinning, thinning, and pruning.

Agronomy 7. Plant Breeding and Propagation - (Plant Breeding and Propagation.) After discussing the principles involved in the [illegible], the class did breeding work in both self-pollinated and cross-

cultivated plants such as rice, beans, eggplant, tomato, okra and okra as well as corn and squash. The students used their laboratory time ~~in~~ raising the various crops for purposes of hibridization.

Agronomy 8. Advanced Vegetable Production. The class took care of the area between the Related Subjects building and the Science building. At first they planted the area to cabbage and fairly succeeded because of unfavorable weather. Next they planted pechay with plenty of forcing applied to it and they produced very remarkable results.

Agronomy 9. Fiber and Oil-Bearing Plants. This includes the study of coconut, abaca, buri, African Oil palm, Magney, Sisal, Ramie, etc. Lectures were given on the culture and plantation practices as well as the processing of their products. In the laboratory phase the students actually extructed fibers from abaca, buri, coconut, ramie. Likewise they extructed oil from coconut especially and a little of that from peanut, linga, etc.

Agronomy 10. Advanced Cereal Production. The class concentrated on the study of rice, corn and sorghum touching on the latest improved practices known to the instructor in all the jobs involved in their culture. The laboratory period was spent in clearing the experimental lots both upland and lowland.

Agronomy 11. Rubber, Coffee, Cacao, and Spices. Aside from the usual lectures on the culture of crops included in the course the students propagated cacao seedlings and used them in replanting the missing hills in the cacao plantation. They tapped the rubber

processed the latex collected and harvested coffee beans from the coffee trees belonging to the school and processed them ready for use. In addition they propagated the black pepper found in the campus by cutting.

Agronomy 12. Sugar Cane and Other Cash Crops.

Agronomy 13. Advanced Methods of Breeding Tropical Plants and Agronomy 14. (Courses not offered)

Agronomy 15. Seminar in Agronomy - The following topics were reported and discussed: Tips in Growing Grapes, Some Problems and Recommendations for Harvesting and Marketing Bananas, Scientific Management Makes Mango Orchard Productive, How to Use Soybeans from the Home Garden, Pineapple Production, Leaf Blight of Corn, A technique in Rapid Multiplication of Banana Planting Materials: How to Grow Sumbever Stembeans, Systematic vs Foliar Chemical Control of Rice ~~Stembeans~~, Cultural Practices for Profitable Rice Production, Response of Lowland Rice to Fertilization in the Philippines, Uses and Preparations of Breadfruit Fruit, Corn Production in the Philippines, The Profile and Characteristics of an ideal soil for Corn, Virus Disease of Rice, Commercial Uses of Corn, Vanilla Culture, Lodging in Rice, Crop Production Goals for Vocational Agriculture, and The Effect of Varying Amounts of Mixed Supenhuphate and Muriate of Potash Fertilizers on the Growth and Yield of Kenorales Peanut.

Animal Husbandry 1. Principles and Practices in Animal Husbandry. After the usual lectures relevant to the course were given the following laboratory work were accomplished: field trip to the animal projects of the school, worked in the different animal projects doing odd jobs

highly
are high relevant to the course, judging, marking and identifying farm animals, castrating and spaying hogs and record keeping.

Animal Husbandry 2. Swine Raising and Management. Aside from the usual lectures needed the students took turns in the management of the Piggery Project. In addition they performed the following operations: Castration - 191 pigs, spaying - 180 pigs.

Animal Husbandry 3. Poultry Raising and Management. In addition to the comprehensive lectures given to the students the class was required to perform the various jobs involved in poultry raising. The class caponized successfully 235 ~~corberels~~ cockerels.

Animal Husbandry 4. Animal Nutrition and Feeds and Feeding - Discussed the following topics which are relevant to the course: Importance of nutrition to animals, composition of plants and animals, digestion and absorption of food, methods of preparing feeds including silage and hay making, ~~colupounding~~ compounding ration, feed requirements for maintenance fattening and growth. As much as it was feasible the students did the work actually.

Animal Husbandry 5. Animal Diseases and Parasites and Their Control. In addition to the usual lectures due the students the class went to the barrios to immunize animals and birds, castrate and spayed hogs and carabaos, and also treated some diseases. They also immunized the chickens, hogs and cattle and carabaos of the school, and those of Biliran Rural High School ~~their~~ than now Biliran Agricultural College.

Animal Husbandry 6. Dairy Husbandry. The needed lectures were given relevant to the course. In the laboratory the whole project

[illegible] of activities. Cleaning the barn, fencing, milking, [illegible], feeding, pasture management, and above all the develop- [illegible] of the proper attitudes or love of dairy animals as well as re- [illegible].

[illegible] 7. Beef Cattle and Carabao Raising. Lectures [illegible] as planned. In addition the students were given one cara- [illegible] to break and to train for work. They also practiced throwing [illegible]. Whenever opportunities became available the students helped [illegible] cattle, treating wounds, ringing, ear notching, castrating, [illegible], and spraying to control ticks.

[illegible] 8. Animal Breeding and Artificial Insemination. [illegible] from the lectures given to the students on various topics rele- [illegible] in the course the students were introduced to the actual breeding [illegible] of the college and as much as possible practiced breeding in [illegible].

[illegible] 9. Advanced Swine Raising. Gave the students [illegible] necessary to give them the informations needed to make [illegible] knowledgable on the subject. In addition the students were re- [illegible] to prepare a prospectus for a commercial piggery farm. Like- [illegible] the students were asked to gather from various references avai- [illegible] in the Library 1000 approved practices in hog raising.

[illegible] 10. Advanced Poultry Raising. Discussed the [illegible] relevant to the course. In addition each student was [illegible] to submit 1000 approved practices in Poultry Production. [illegible] submitted were of course returned to the students later

Animal Husbandry 11. Processing and Handling Animal Products. [illegible] relevant to the course were given to students. In addition the students prepared 30 salted eggs, 15 pickled eggs, 3 chicken hams, 15 preserved eggs, 3 hams, 2 bacon, 20 pieces of sausage, and also cheese, butter, and ice cream making.

Animal Husbandry 12. Elementary Anatomy and Physiology of Farm Animals. Took up the study of different body processes or systems in addition dissected cats to study the anatomy and physiology of animals.

Animal Husbandry 15. Seminar in Animal Husbandry. A total of [illegible] were read and discussed. They are as follows: Effect of Feed Restriction on Layers, temperature Regulation for Birds, Effect of Temperature and Density on Broiler Performance, Caged-Reared Males Have More Body Fat, Dried Poultry Manure as Cattle Feed, Ulcerative and Necrotic Enteritis, Light on Eggs During Incubation Speeds Broiler Require Uniform Movement. Dead Hens Converted to By White Leghorn Layers Need No Added Manganese, Will It Litter? Fluctuating Protein Levels, Better Growth. If Learn to Drink First, Hen Age Higher Without Production Loss, Feeding for Growing Breeders, Added Salt in 9th Week Increases Weights, Protecting Hatching Egg Quality, Animal Production and Vaccines Sometimes Fail, and Interaction of Minerals and [illegible].

Agricultural Homemaking Education.

Agricultural Homemaking 101. Home and Community Health. After the

lectures were given the students did the following. Practical
- first aid treatment, bandaging and care of the sick as well
healthy. Surveyed three barrios with reference to sanitation
, toilets and facilities.

Agricultural Homemaking 102. Basic Textiles: After the ins-
gave the needed informations in the form of lectures the stu-
were asked to do the following in connection with the construc-
fabrics: Weaving, Knitting, Netting, Crocheting, Felting,
, Bonding, Laminating, and Lace Construction.

Agricultural Homemaking 103. Family Foods. Lectures were given
relative to the course and in the laboratory the following
plished:

1. Eggs and egg cookery (omelet, hard cooked, soft boiled, sponge and angel cake and meringue.
2. Meat Cookery (callos, steaks, humburger, and humba.
3. Fruits (fruit salads, fruit punch, and ambrosia
4. Vegetables (pinakbet, ~~sweet~~ sauted fruit and malungay, dining-ding, salads like different vegetable tops.
5. Milk products. (as a beverage, cheese, pastillas, and Yema.)
6. Batter and dough (doughnut, sweet rolls, kinds of cake with fat.
7. Nut and legumes (peanut butter).

Agricultural Homemaking 104. Handicrafts and Needlecrafts. In
the following were accomplished: 62 pieces of mounted
with colored mats and frames to match the color scheme; 42

pieces of bead rocklace, 42 pieces of seed necklace, 20 pairs of hand embroidered pillow cases, 22 pairs cushions in French needle embroidery, 4 pieces dresses in Yugoslavian embroidery, 1 set curtain in applique design, 1 set sala chair covers in applique, 6 bouquet made of stockings, 6 bouquet made of dyed feathers, 6 bouquet made of dyed abaca, 42 pieces overnight bags made of feeds' sacks, saguran and leatherette.

Agricultural Homemaking 201. Basic Clothing. The class after proper orientation and briefing buckled down to work. They were able to put out an average of 4 garments each for their required projects.

Agricultural Homemaking 202. Advanced Family Foods. The usual lectures were given to students. In addition the students were required to put into practice what they learned from the lectures as much as it was possible to do so. Hence the students did actual table setting activities and rendered types of table services and on various occasions.

Agricultural Homemaking 204. Home Nursing and Child Care. The class observed classes in the VAC Kindergarten School paying special attention to the physical, emotional, and social aspects of child development. In addition the class observed motor activities of infants ranging from 4 to 7 months old, recorded such observations and submitted to the instructor at the end of the semester.

Agricultural Homemaking 205. Loom Weaving - Simple and Fancy. Skills developed: planning, setting-up loom, warping and warp setting, Sleying, trying-in, making adjustments, tie-ups, treadling, weaving,

Agricultural Homemaking 402. Home Management. Aside from the lectures given to them the students made 6 dozens table napkins made from empty flour sacks, sewed the food production lot, made pergula for passion fruits, planted vegetables and pineapple around the practice house ground, made trellis for climbing vegetables, and landscaped a portion of the grounds surrounding the practice house. They also constructed drainer for dishes.

FOOD TECHNOLOGY

FT 101. Home and Community Food Preservation. Each major student was required to make 3 of each of the following products: Marmalade - santol-papaya 36 jars of half pint size bottle, guava- 36 jars same size bottle and pineapple-papaya 29 jars. Jelly - guava jelly - 24 jars of cafe puro, serali-santol jelly 24 jars, and santol-papaya 24 jars all of cafe puro. Jam-banana-20 jars half pint, santol-30jars, and pineapple 12 jars all of half pint. Fruit Preserve-Calamansi 12 jars, santol 24 jars breadfruit 12 jars, kaong 12 jars all half pint.

F.T. 102. Food Production Manufacture - The students were taught to make from coconut products - bukhayo, honey, brittle; from sugar cookery - kinds of candies; from rice and corn-palitao, maja blanco, bibinka; root crops - sugmani, rolls, fritters, etc.

F.T. 103. Experimental Cookery. The following experiments were conducted: The effect of temperature, enzymatic composition of food, to stability in color, texture and flavor; Effect of gluten content of different classes of flour to produce quality cakes, pastried and bread; to determine the temperature on the absorption capacity of oil

and fats; to determine the causes of crystallization of sugar in candy making; to know the chemical effect of acid salts in batter and dough; to know the effect of temperature in the prevention of tough and rubbery dough; and to know the effect of salt on the protein coagulation.

In addition the class experimented on the following, Sugar and sugar cookery - fudge, lollipops, divinities,, and bristler; Fats andails-cakes with fat, cougealing point of fat, mayonnaise; Fruit peetin - Balimbin pectin, papaya, and pineapple. Leavening agents - Testing the effectivity of the different leavening agents and sweet bread rolls; Batter and dough - cup cakes, doughnuts, muffins, and yeast bread; Milk and Milk Products - native cheese, and coagulation of milk protein; Egg and egg cookery - meringue, angel cake, sponge cake, omelet, boiled and scrambled; Meat cookery pot roast, meat patties, and steaks.

F.T. 104 - Food Economics. Aside from the lectures the students had a field trip to the different stores in the market to see facilities used, arrangements of displays, prices, etc.; made a family budget based on average family earning; inquired ways and means of promoting sales.

F.T. 105. Methods in Food Technology. Aside from the usual lectures the class made pickles and pickled relish. They also made eggs, bamboo shoots, papaya, pepper and carrot sweet-sour pickles. They also canned tomato, beans, carrot, pepper, and pineapple; guabano, guava papaya, balimbing, and santol juices. All in all the class of only 5 members made 150 jars (pint quantity) of these dif-

ferent products.

F.T. 106. Commercial Food Preservation. The class aside from their knowledges of the principles of food preservation accomplished the following; cured 6 pork cured ham, cured 60 links pork sausage, cured 6 ~~duck~~ duck ham, preserve fish by salting and drying, fermented three galons of coco vinegar; canned 36 jars (1 qrt) assorted vegetable and fruits, 36 jars (1 qrt.) fruits preserved, 6 jars (1 qrt.) canned fish 18 jars (1 pint) fish, 18 jars (1 pint) chicken and meat.

F.T. 107. Problems and Research in Food Technology. Each of the 5 members of the class conducted research (experimental) regarding food preservation and cookery. The research papers were submitted at the end of the semester.

F.T. 108. Readings on Food Technology - The students were assigned to conduct readings in the library or elsewhere to gather literature related to food technology. Good examples are discoveries on sources on nutritive foods from wild plants results of findings of research on food preparation and others. Findings were reported and discussed in the class.

H.C. 105. Toy Crafts. The students ~~grind~~ gained knowledges in toys suited to different ages of children, available materials from homemade toys, and techniques in toy making. The class ~~made~~ made 3 ukelele out of coco shells, 3 push carts, 7 stuffed animals and 3 rag dolls.

H.C. 106. Loom Weaving. Aside from the various knowledge given in the form of lectures relevant to the course, the following were accomplished: 4 1/2 yards Hablon in two colors, 5 yards Hablon in three colors with silver thread insertion and boucllette, 5 yards hablon with

silver and two to one Jusi tread and Bancelette, 1 yard Hablon with gold and two to one Jusi tread, 7 yards Hablon with gold thread, Buclette four to one Jusi and two to one cotton filling.

H.C. 107. Fancy Jewelry and Flower Craft - Aside from the lectures the following were accomplished 6 pairs of wall decoration of straw flowers, 3 mass arrangement of stocking flowers, 3 fans handpainted and appliqued, 9 necklaces made out of seeds, beads, stero foam; one folower arrangement made of cloth, 3 bracelets, and 3 flower arrangements made of crepe paper in cupped, serrated, curled petals.

H.C. 108. Organization, Production and Marketing. Aside from the theories involved in the course the following were accomplished; Compiled research articles on handicrafts as teaching aids for both elementary and high school levels, took charge of the Bulletin Board Display, and put up a diorama.

C.T. 106 Clothing Selection, Purchase and Care,

C.T. 107 Pattern Designing and Clothing Construction II,

C.T. 108 Family Clothing, and

C.T. 109 Shop Organization and Management

The three girls majoring in clothing accomplished the following:

Student	Garment Number Finished	Garment Value	Fees earned or Labor Cost
Balmores	41	P361.20	P 102.50
Labana	61	452.30	152.50
Nuñez	92	734.50	268.85

C.T. 101. Textile Design and Weaving. Aside from the lectures

given which were relevant to the course the students submitted a scrapbook which was required of them to do showing kinds of designs, kinds of prints, samples on kinds of weave on fabric, and designs on dresses with the use of textile crayola.

C.T. 102. Advanced Textiles. In addition to the various lectures and reviews given by the instructor, the students submitted a workbook required of them to do in order to learn what they were supposed to learn.

C.T. 104 Costume Design and

C.T. 105 Pattern Design and Clothing Construction I

Aside from the lectures given by the instructor the members of the class accomplished the following as major students:

Student	Garment Number Finished	Garment Value	Fees Earned or Labor Cost
Caintic	11	₱ 76.55	₱ 29.00
Damayo	10	75.10	32.00
Garzon	12	95.45	34.00
Impuesto	11	59.70	29.50
Lebajan	10	69.55	30.00
Tenebro	15	105.40	41.00
Urate	31	161.40	95.00

Agricultural Education 1. Educational Sociology. The instructor discourse on the nature and role of culture, personality variation and group influences, the Filipino Family, social class structures, collective behavior, religion and society, rural communities culture,

ethic factors in intergroup behavior, population distribution, social work, and agrarian conflicts as it affects education.

Agricultural Education 2. Educational Psychology. Taught students definitions of terms, understood the mechanism of behavior, knew the background processes, nature of intelligence and value in school work, factors affecting learning and an understanding of the laws of learning.

Agricultural Education 3. Principles and Practices in Vocational Education. The instructor lectured on the various topics relevant to the course. Differentiated Principles, laws, practices; the Philosophy of Vocational Education; the need for Vocational Education; the present set up of the Bureau of Vocational Education, The theories and Principles governing Agricultural, Trade and Industrial, fishery schools and State Colleges; The Laws about Vocational Education.

Agricultural Education 4. Tests and Measurement and Evaluation. Studied theories and principles involved in constructing tests both essay and objective; students constructed four kinds of tests following principles of test construction; classified, ranked and grouped scores and computed measures of central tendencies, etc.; given raw scores to classify, rank and group and computed measures of concentration and dispersion.

Agricultural Education 5. Principles and Methods of Teaching. The class was grounded on different methods and principles of teaching as well as the techniques of teaching. The laws of learing were greatly emphasized the learning process was likewise given extra emphasis. Class management as well as classroom procedures, evaluation of results of instruction were driven deep into the minds of students. Lesson planning

as an everyday work of the teacher, its importance to both the teacher and the learners was greatly emphasized. Proper use of visual aids in teaching as well as field management or shop management were given emphasis.

Agricultural Education 6. Observation and Participation in Teaching. The class was given actual experiences in classroom techniques, and in handling classes under the supervision of more experienced teachers in both agriculture and in related subjects. Due permissions were secured from the high school department Head and from the Gabas Elementary School Distric Supervisor for purposes of observing classes and possibly participated whenever feasible to do so.

Agricultural Education 7. Administration and Supervision of School and Students Farm Projects. Acquainted the students with the organizational set up of our BVE and then the set up of VAC. The students were taught how to supervise school projects as well as the students projects either in the school or in the home. The importance of having projects was greatly emphasized as well as record keeping relative to said projects.

Agricultural Education 8. Audio-Visual Aids in Teaching. The instructor developed in the students the proper knowledge, attitudes, and skills in the use of Audio-Visual Aids in Teaching. Also developed skills in the reproduction and or making of cheap materials out of local materials, and to develop skill in the operation of Audio-Visual Equipment.

Agricultural Education 10. Educational and Vocational Guidance. The students were given lectures on the principles and practices in educational guidance with special emphasis on vocational guidance. Pain-

ted out many problems affecting our schools today. Many graduates are unemployed or misemployed because of lack of vocational guidance. This is one of the great needs of our vocational schools today. Gave guidance to students.

Agricultural Education 11. Development of Elementary Curriculum. The instructor attempted very hard to toufch on the various aspects of growth in health, communication, group living, work education, normal spiritual values, recreational activities, economic security, world understanding, scientific thinking and aesthetic - creative education. Get acquainted with the present elementary school curriculum and some of the problems.

Agricultural Education 12. Student Teaching. The students were given student teaching manuals. The manual was then gone over in detail to acquaint the students with its contents. The duties of cooperating teachers, student teachers, cooperating school administrators, teacher trainer and others concerned are all spelled out in the manual As much as it was possible the student teachers were assigned in both the elementary - secondary agricultural schools and supervised well. The schools of agriculture in Biliran, Villaba, VAC, Bohol, and NONAS were used as cooperating schools the first half of the semester in student teaching.

Agricultural Education 13. Philippine Socio-economic History and Present Problems. The students gained knowledge of the social and economic development of the Philippines and the present problems of the country. The Spanish era, the American and Japanese eras as well as the present were studied, compared and summarized. The present uphea-

val of students activism as well as the Huk problems were brought into focus and what the government is doing to improve situations.

Agricultural Education 15. Seminar in Agricultural Education. The students were given the real opportunity to know the results of studies conducted locally on the following topics: A study of the student teachers evaluation of their cooperating teachers and cooperating schools. A study of student teachers difficulties based on reports made by cooperating teachers. A study of the causes of Low Grades in college and the subjects they consider most difficult to pass among the freshmen, Sophomores, and Juniors. Prefessionalizing the teaching profession.

In addition each student was required to go to the library to read abstract and submit to the instructor 5 ~~outsides~~ articles relative to teaching. This is in addition to the instructors talking to the class relevant to the course. The seminar lasted for 3 weeks which of course including all briefings relative to student teaching, what to do, what not to do, and (what not to do) what to bring home when they come back.

Agricultural Meteorology. The students were taught the general features of Philippine Weather, the air masses in the Philippines, the fronts in the Philippines, the principal types of typhoons in the Philippines, and their origins, and the types of climate in the Philippines. In the laboratory they took advantage of the Miniature Weather Bureau of VAC from December to March.

Spanish 1. Elementary Spanish. Explained lessons in Spanish so that the class could hear how Spanish words were pronounced. Talked to the class in Spanish on such topics as the weather, the health of some members of the class and other topics in which students were in-

terested. Translated words from Spanish to English and from English to Spanish. Compared English and English grammars to show semilarities and disimilarities.

Spanish 2. Elementary Spanish. Taught simple Spanish simple words and practiced correct pronunciation and proper acentuation. Applied simple sentence construction with emphasis on agreement. Used their limited knowledge in answering questions which eventually forced them to express their ideas in simple Spanish. Followed the vowel triangle in pronouncing Spanish words.

Spanish 3. Intermediate Spanish. Learned the proper use of the Spanish interogatives which helped them organize their ideas in the formulation of their answers. Taught students how to formulate questions in Spanish and the answers to the questions. Dealt heavily on the translation of Spanish to English and English to Spanish to give one a clear understanding of whether or not students understood the explanation relative to grammar and idioms of Spanish.

Spanish 4N. Literature in Spanish to include the brief biography of National Heroes as well as their works in prose and in poetry.

Entomology 1. Plant Pests and Their Control. Aside from the many drawings and lectures given to students relevant to the course the students were required to do the following; Collected - species of insects found in VAC. Collected - species of insents for study. Helped control rice bugs, rice stem borers, leaf hoppers, aphids, lice, flies, and mosquitoes. Hence the students learned not only the preparation of the insecticides and equipment needed but also the actual operation of the dusters and sprayers.

Plant Pathology 1. Plant Diseases and Their Control. Aside from the lectures given and drawings made the students were required to spend their laboratory hours in identifying the disease affecting our plants in VAC and the surrounding barrios. Not only to identify the disease by name but also identify the causal organism of the disease. Control measures were formulated and as much as possible applied control measures. Many faculty members and employees requested for help and the same were given if facilities especially the materials needed were available. The tungro disease of rice has become a very serious problem not only in VAC but also in the surrounding barrios and towns. In fact according to the newspapers and other media tungro disease of rice in nationwide and more than that has become an international problem in rice production.

2. Significat Instructional Activities of the Projects. The projects served as the training grounds for our students. Without the school projects instruction could have been very, very dry and very ineffective. Our students not only had the chance to see the school projects, they were afforded the real opportunity to try their hands in the projects which gave them the needed skills and attitudes so very necessary for them to have. Thanks for the excellent cooperation of the high school department in making the high school projects available for college students to learn. Evaluation of the effectiveness of instruction should have been impossible without the projects.

3. Carry-over of instruction in the home and community. Our students came from no less than a dozen provinces, hence a real follow-up of the practices learned in college could not be accertained

with high accuracy. At any rate we tried our best to make the very clear understanding of the Whats, Whens, Hows, Whys, etc. to be sure the students will practice what they learned in college.

For these who are just living not very far from college it was clearly evident that our students put into practice what they learned in school as shown by their food production projects, their yards and the yards of members of the faculty and employees of the school.

Of course, it cannot be denied that there is much more improvement that can be desired. Students nowadays are different from students a decade ago, teachers, instructors as well as school administrators now afe likewise different now than what they were a decade go. Everybody has to change for the better if schools have to succeed in its mission to educate people as it should.

C. SPECIALIZED SERVICES

1. Extension - The Animal Husbandry Extension Club otherwise known as the AHEC under the direct leadership of Dr. Wilfredo Floresca did the following:

Date	Activity
July 25	Elected new set of Officers
August 4	Club meeting to decide date of induction and the formulation of program of work or activities the rest of new members.
August 8	Induction program and dance
August 26	Obtained vaccines from the Provincial Veterinarian Tacloban City

August 30 : Immunized 4 carabaos in the Ranch Project against hemorrhagic speticemia and castrated one carabao (slit method)

September 5 : Examined 1 carabao injected with tetanus in Barrio Marcos. Recommended to inject a massive dose of tetanus antitoxin but the carabao died before the vaccine could be bought.

September 6 : Immunized 26 carabaos against hemorrhagic septisemia in Barrio Guadalupe.
Immunized also 11 carabaos of the school, including 2 of Mr. Faelnar's against hemorrhagic septicemia.

September 7 : Examined 1 sick sow in FCIC, Baybay, Leyte. Diagnosed as mastitis complicated with pneumonia. Injected 6 cc. of Liquamicin, I.M.

September 13: Immunized 31 carabaos against hemorrhagic sppticemia and ~~did~~ 15 pigs against hog cholera in Barrio Marcos.

September 20: Immunized 5 carabaos against hemorrhagic septicemia in Barrio Pangasugan.

September 30: Vaccinated 14 hogs against ~~bovine~~ swine plague in the VAC piggery project.

November 5 : Immunized 900 chickens against avian mixed bacteria (Roup), 300 against fowl cholera, 34 hogs against cholera in Biliran Rural High School then now Biliran Agricultural College.

November 24: Castrated a total of 105 pigs and spayed 102 pigs in connection with the swine husbandry class.

January 10 : Treated pigs of Mr. Lao, V. against colds.

April 21 : Castrated 7 pigs and spayed 3 pigs in the school.

April 24 : Caponized a total of 235 cockerels in connection with the Poultry Husbandry Class.

NOTE: It may be of value to mention here that were it not for the fact that transportation facilities were at times not available the AHEC could have rendered more service than it did.

Another organization known as Crop Science Extension Club was organized with Mr. Constancio Napiere as its Adviser: The constitution and by laws were formulated and ratified by the members. Without any formal induction ceremony the club functioned.

The Club put up a demonstration project in barrio Marcos, on the performance of Thirteen IR Selections. This was done at Moraza's Farm with Mr. Narciso Bandalan as the farmer cooperator. In addition some farmers were interviewed in the said barrio to find out their practices in the culture of rice, corn, and vegetables. The Club gave suggestions on how to do their work the scientific way.

2. Extension Education - In various instances some members of the staff were requested to give special lectures (on members of the staff were requested to give special lectures) on various topics as requested by scursionists not only of the students groups but also of teachers groups and sometimes a combination of the two. There were instances when truck loads of farmers would come to visit VAC and would request for lectures and demonstrations on some phases of instruction being done by the college.

There was a time when some of our instructors were invited to

participate in the closing guidance program of Bontoc Agro-Fishery School, Bontoc, Southern Leyte. I have reference to Dr. Wilfredo F. Floresca and Mrs. Concepcion T. Monserate. Then we have Mr. Sarah M. Ancheta who for a number of times had to be out to accept a speaking engagement in Family Planning.

3. Research - Here are some studies completed druing the year. A number of research manuscripts under the direct supervision of Mr. Constancio M. Napiere were submitted for file purposes. They are as follows:

1. Cabahit, Paulino T. 1971. A comparative study between broadcasted and drilled method of applying nitrogen fertilizers of different levels. (unpublished)

2. Caquilala, Candido R. 1971. The effect of different levels of nitrogen on the growth and yield of UPCA VAR2 (Wet Season 1970). Unpublished.

3. Mondal, Benjamin O. 1971. A study of the yield of IR-22 of the different methods of planting. (Unpublished)

4. Nuñez, Esmeraldo T. Jr. 1971. The effect of different sources and levels of nitrogen on the yield of IR 22. (Unpublished)

5. Salas, Eutiquio N. 1971. The effect of time of nitrogen application on the yield and growth of non-lodging and lodging lowland rice varieties. (Unpublished)

6. Salcedo, Felix N. 1971. A study of the influences of the Visayas Agricultural College to Barios Pangasugan, Bunga, and San Agustin relative to rice farming. (Unpublished)

7. Salcedo, Felix N. 1971. A study of the relative performances

of the LENVOSA Schools in Biology, Algebra, Pilipino 3, Chemistry, Physics and English 4. (Unpublished)

4. Guidance -

a. Assistance extended to students selection. The services of the radio station at Ormoc City was solicited to put into the air the announcements relative to courses offered, entrance requirments, dates for the written entrance test and personal interviews. The dates of registration were likewise announced repeatedly at least six times a day and for about one and one-half months.

Letters received inquiring about date of registration, courses offered, date of entrance test, etc. were all answered. Parents who came over to ask questions about college offerings, date of registration, etc. was given adequate information about entrance requirements.

b. Specific guidance services rendered to students for this particular purpose were carried out as follows: Students were guided where to go for their quarters, for dental and medical examination, for registration, personal interview or entrance examination. The first day of classes was devoted to real orientation work. Advisers were assigned to each class and section. Each class and section elected their own class and section officers. There were convocations in one of which the whole set of school rules and regulations were read to all the students. Proctors and matrons were assigned in their quaters.

Scholastic records of students were sent to their parents or guardians. Cases involving students misbehavior or serious illness were relayed to their parents or guardians. In some instances parents were invited to come for conferences regarding their children misbehavior or misconduct.

5. Supervised Farming - This is supposed to be an integral part of vocational agriculture instruction. However we have in the college department the so called Food Production wherein something like supervised farming practices are carried out.

Following is the report of food production work of some classes. Those under Mr. Abit (Freshmen) submitted this report

Crops grown - Pechay, beans and mungo.

Area planted in square meters - pechay 764; beans 517; mungo 25. Total area planted equals. 1,316 square meters.

Production in hills - pechay 2,782; beans in pods 33,980; mungo 2 liters. Total

Value of produce - pechay ₱393.75; beans - ₱229.20; mungo - ₱1.70. Total - ₱524.67

Those under Miss Lucila P. Ligason submitted this report for the first semester.

Number of students involved	15
Crop raised	Radish
Total Production	150 kilos
Total value of produce	₱45.00
Area planted	150 square meters

The same instructor reported the following as the class food production accomplishment for the second semester.

Number of students involved	10
Crop raised	Peanut
Area planted	16 sq. m.
Total produce	6 1/3 kilos

Value of produce - - - - - - - - - - - - - ₱7.60

The III-A under the care of Mrs. Concepcion T. Monserate reported the following:

FOOD PRODUCTION
III-A

First Semester 1970-1971

Group to Prepare	Costomer	Articles Ordered	Occasion	Capital Cost	Selling Price	Profit	Remarks
I	VAC ROTC	Sandwich	ROTC PRG.	₱10.70	₱18.00	₱ 1.30	Paid
II	VAC ROTC	Doughnut	ROTC Prg.	8.40	12.00	3.60	paid
I	Canteen	Sandwich		Instruction	1.80	1.80	paid
I	Student	Doughnut			1.70	1.70	paid
III	Canteen	Binangkal	College canteen	₱ 1.75	3.60	1.95	paid
III	Student	jelly	None	5.20	10.00	4.80	paid
II	Mr. Flandez	Torta		Instructional	1.00	1.00	paid
II	Mr. Ando Kane	Birthday cake	Birtday	"	7.00	7.00	paid
III	VAC F&E Club	Barquillos	Party	₱12.90	17.25	4.30	paid
II	College canteen	Cakes	Canteen	Labo.		4.30	cash
III	Miss Bibiolata	Barquillos	Party	2.05	3.20	1.15	cash
II		Marmalade	None	5.65	11.00	5.35	cash
II		Jelly	None	8.60	11.90	3.60	cash
I		Pie	None	Labo.	1.00	1.00	cash
II		Siopao	None	Lab.	4.00	4.00	cash
III	During LENVOSA Meet	Snacks etc				₱ 8.30	paid
II	During LENVOSA	Snacks etc	Public			19.15	paid

Group to Prepare	Costomer	Articles	Occasion	Capital	Selling	Profit	Remarks
I	F & E	Barquillos	Party	₱ 2.60	₱ 3.90	₱ 1.30	paid
				Total		₱75.60	
Second Semester 1970-1971							
Class	H.S. Junior Class	Ice Cream	Jr.&Sr. Prom	₱98.00	₱140.00	₱40.00	paid

Remarks:

The total income was equally shared by the members of the class in the first semester.

In the second semester, the class donated rubber flower pots. The class put up an ice cream party and the extra amount was also shared by the members of the class.

The above record was kept by the class treasurer, including the money.

Submitted by:

(SGD.)CONCEPCION T. MONSERATE
Instructor

Significant Activities of the FFF and the FAHP. The Collegiate Chapter is composed of students taking BSAE and BSA. On the other hand the members of FAHP ate those taking BSAH. The two organization although separate and distinct from each other exhibited a very high degree of cooperation in practically all their activities. Both organizations tried hard to have its impact on the school community by following its program of work. The FAHP members planted bermuda grass under the coconut trees bordering the beach. They agreed to donate cement benches and picnic tables to be placed under the coconut trees. The money is there but the work has not been started so far. The body also approved to

buy stocks in the cooperative store. Likewise the FAHP members approved to withdraw its deposits from Mrs. Pascual and transfer it to the VACUU so it can earn interest.

Aside from their election of officers, induction and dance they also had movies and raffles. They had parties of their own from which the FAHP members enjoyed very much.

Following is the FAHP Financial Report during the first semester.

1. Sources of income:

Movie	₱272.00
Fines	31.20
Old money	160.90
TOTAL	₱464.10

2. Expenses:

Film	₱110.00
Generator	25.00
Mineographing paper	1.75
Stencil	.65
Cartolina	.30
Money given to Mr. Mercado	5.00
Money given to late Tanquezon	24.00
Money spent for typewriter repair	25.00
Money spent for the barpin	10.00
Total	₱ 201.80
Gross Income	₱464.10
Expenses	201.80

NOTE: The amount of Two Hundred Sixty Two Pesos (₱262.00) was deposited to Mrs. Fe C. Pascual.

FAHP Financial Report Second Semester

1. Sources of income:

Raffle draw	₱197.50
Old Money	.30
Fines	31.10
Money withdrawn from Mrs. Pascual	145.00
Total	₱373.90

2. Expenses of various nature:

during the semester	₱259.60
Net Income	₱ 114.30
Collection from fines	6.55
	₱ 120.85

First Semester money still in the hands of Mrs. Pascual - ₱277.60

Second Semester money in the treasurer's hands	120.85
Net Income for the year	₱ 398.45

7. Health Services - Medical and Dental. The medical service this year has not been as extensive as it used to be for the reason that the farmer incumbent left even before the beginning of the first semester. The present incumbent come in much later. To be exact she reported for duty on April 28, 1971.

The services of physicians from the Western Leyte Hospital were solicited to possibly solve VAC medical problems in the absence of one permanently assigned to VAC. Our dental surgeon tried her best to help solve difficulties met during the absence of a school physician. There were times when the services of two would be physician were taken advantage of. All they needed was to pass the Board Examination for Physicians. They were employed one at a time and they did remarkable job for several months on the labor payrol basis. Of course the more serious cases were sent to the Western Leyte Hospital for treatment.

III. PROBLEMS ENCOUNTERED AND EFFORTS MADE TO EFFECT PRACTICAL SOLUTIONS.

A. Administrative and Supervisory Problems.

1. Housing Facilities including repairs of cottages and dormitories of students - This a perennial problem in the school. More student cottages and dormitories should be built. If possible repairs should also be made of all cottages and dormitories for students and including school buildings and houses of personnel.

2. Textbooks and references- This is another perennial problem we have in the school. Textbooks and references are sadly lacking in number and in kind resulting to tremendous difficulties on the part of the students to prepare their lessons. This is especially true in English, Spanish, College Algebra, Zoology, Botany and Sociology.

3. Guidance and Counseling - This also sadly wanting for college students. There is in the high school department but its services is limited to the high school students. Breaches of discipline and order as well as failures in their studies may be minimized or reduced to a certain degree if there was somebody well qualified to discharge the duties of a guidance counselor.

4. Laboratory supplies, materials and equipment - There is a serious lack of laboratory supplies, materials and equipment not only in Chemistry, Physics, Botany, Zoology, Entomology, Plant Pathology, Engineering and Homemaking but also in Agronomy, Animal Husbandry, Bacteriology, Meteorology and others. Said lack of laboratory supplies, materials and equipment makes instruction, research and extension difficult and ineffective.

5. Instructors - The lack of instructors was felt for so many year in the past and even during the period covered by this report. Every year the college department had to borrow high school teachers to teach college courses in the absence of instructors. No doubt instruction, research and extension services of the department suffered to a certain extent.

6. Lighting - Long before the beginning of the school year covered by this report the Hydroelectric Plant of the college was already out of order. The same thing was true with the Deutz Generator. What was functioning was the small generator and could supply electric light only to one-half of the school campus. In about the end of July the only source of electric power also bagged down. The whole campus had no supply of electricity up to the end of the school year. This of course made life miserable and teaching and learning more difficult than before.

7. Funding - This used be a problem of great magnitude every year in this college. There was no enough money for the normal operation and maintenance of the college. Naturally its program of activities was hampered a great deal.

8. Previous years' accounts - The year started with standing accounts incurred by the previous year. An amount of no less than Six Thousand Pesos (P6,000.00) for medical supplies and another amounting to no less than Seven Thousand Pesos (P7,000.00) for gasoline, diesel and oil had to be paid from funds for 1970-1971. Then there were other standing accounts for books, travel and for equipment, etc.

9. Health services - This become a problem of significance every year. This problem became more serious this year on two counts. One is

the usual lack of funds to buy needed medical and dental supplies and materials for the use of the school population. Another is the fact that the School physician during the previous year resigned even before the beginning of the school year and her successor arrived on April 28, 1971. All classes were then out as the second semester was then over.

10. Classrooms and its accessories - The need for more classrooms together with its accessories was felt very seriously because we had more students and with three complete Four-Year College programs in operation. The need for more chairs was especially felt because the Bontoc Agro-Fishery School got one hundred chairs from VAC at the instance of the then Superintendent Napoleon D. Dignadice now Assistant Director of the Bureau of Vocational Education.

11. Students Attitudes - Students nowadays are very different from before when it comes to attitudes. Most of them were indifferent to school rules and regulations. They back the tendency to take things easy. They refused to follow orders at times. Disciplinary problems increased. Attendance in flag ceremonies, meetings, symposiums, convocations and social functions as well as in their classes were not as expected. There was a little demonstration when I was out involving barely 20 percent of the student body I was told. Immediately upon my arrival I had a dialogue with all the student leaders involved. In about twenty minutes everything was solved. The student leaders apologized for their mistakes.

12. JOCV facilities taken by PACD - All the tools and equipment owned by the Japanese Overseas Peace Corp except the powersprayer were taken by the PACD on the strength of a letter from the Japanese Embassy in Manila to the effect that said tools and equipment be turned over the

PACD first and after proper presentation the same will be returned to VAC. Efforts were made to hold those tools and equipment in VAC but failed. Manila Office was appraised of the turnover.

B. Efforts Made or Measures Taken to Effect Practical Solution -

1. Housing facilities including repairs of cottages and dormitories- Some faculty wives were encouraged to accept students not only to board with them but also to lodge with them. Likewise some members of the faculty and employees stayed outside the school campus and still others had to stay in student dormitoties serving as matrons or as assistant to the matron. Repairs of Students Cottages and dormitories were to a certain extent made including toilet facilities. It could not be pushed through far enough due to lack of funds.

2. Textbooks and references - Efforts were made to encourage students to buy their textbooks. Personally and officially the reporter appealed to the students in this regard. Their respective instructors likewise appealed to the students to buy their textbooks. Because of financial difficulties and considering the cost of textbooks practically nobody responded favorably. Whatever textbook and references the library had was used to the greatest advantage. The school librarian had to result to assigning references by shift. Barrowing was on the hour basis subject to renewal if nobody needed the book. Books were allowed to be brought provided taken at the close of the library service in the evening and provided further that the books had to be returned before the opening of the library the following morning. The library used to open at exactly 7:00 o'clock in the morning. Returning of overnighted books was attended to beginning 6:30 every morning except on Sundays and holidays

and when an inventory was being made. Fines were imposed per library regulations.

3. Guidance and Counseling - Strictly speaking there was nobody assigned to do this kind of job and therefore no guidance and counseling was done. However, there was plenty of guidance work done during the year. Everyday all instructors including the department head had to do guidance services as foster parents of our students. All sections and classes as well as all students organizations were assigned to instructors as advisers. All major students had their own advisers. Special convocations were held purposely to give guidance to students. Unfortunately some itinirant faculty members did things otherwise or miguided some students resulting to the little demonstration mentioned in this report earlier.

4. Laboratory facilities - In the case of Chemistry and Homemaking couses the laboratory fees were utilized in buying needed supplies and materials. Even this was not adequate to buy all the things needed. The needed equipment could not be secured for lack of funds. Refrigerators, sewing machines and ovens are very costly.

For other courses like Engineering, Physics, Botany, Zoology, Entomology and Plant Pathology efforts were made to borrow from the high school department for those that they have. For Engineering there is the great need for a Farm Level and Transit and these are very costly. For Botany, Zoology, Entomology and Plant Pathology, Bacteriology and Meteorology there is the need for more microscopes, camera lucida, and others relevant to the course or courses.

In the case of supplies and materials there were cases when students

had to buy their own because the school could not give them. For those the school could afford to supply the same were requisitioned and bought for the use of the students.

5. Instructors - Some teachers were barrowed from the high school department to teach Agronomy, Animal Husbandry, Agricultural Economics, and Agricultural Education. The presence of the American Peace Crop Volunteers was taken advantage of to teach some related subjects such as English, Modern Mathematics and Methods of teaching. In some instances the reporter had to handle one or two courses whenever it was necessary to do so.

6. Lighting - A big amount of money was spent to make the Deutz Generator function after a very vigorous campaign for funds. Actually no less than Eight Thousand Pesos (P6,000.00) were spent for buying spare parts. After operating for about three hours it bagged down again. Efforts were made to solicit funds. The helping hands of the Mayor of Baybay, Honorable Eriberto V. Loreto, and the Honorable Congressman Rodulfo Rivilla for the 4th District of Leyte, were solicited purposely for funds needed to supply electric light to the whole campus. Commitments were made but never been realized.

The Officer In Charge then took the initiative to use the welder. It supplied light for almost a month for the library and the Reading Room. That had to be stapped at the instance of Assistant Director Napoleon D. Dignadice. Eighteen petromax were then bought to light the students cottages and dormitories and so with the reading room and the library. The year ended under such attendant circumstances.

7. Funding - The salary savings were used to advantage to cover

salary differentials or salary increases according to law. The Fifty Thousand Pesos (₱50,000.00) from Alangalang Agro-Industrial School was budgeted to augment the funds for the school for the school year covered by this report. That helped a great deal in the normal operation and maintenance of the school.

All the project teachers were encouraged to increase their production to generate more income for the school. This is not only a very good principle to follow but also necessary for obvious reasons.

8. Previous Year's Accounts - The previous year's accounts were covered or settled using a portion of the year's appropriation.

9. Medical service - The services of two graduates in medicine were solicited one at a time. They were preparing for the board examinations, and while waiting for the date of the examination their services were solicited. Both came from the University of the Philippines.

The School dentist was requested to also cater her services to those needing medical treatment. Cases needing more or less special attention were sent to the Western Leyte Hospital at Baybay, Leyte for treatment.

10. Classrooms and its Accessories - There were classes which met in the high school buildings such as the Machinery Shop, the Nursery Building and a part of the Former Superintendents' cottage. The Home-making overhund as well as the Engineering Buildings overhung were likewise utilized for classroom purpose.

No less than One hundred sixty armed chairs were constructed by the Farm Shop Department some of which were given to the high school. Some blackboards were bought to augment what we had. More chairs and more blackboards are needed.

11. Students' Attitudes - One's attitudes play very important role in one's behavior. In fact attitude is considered the fountainhead of behavior. Once detected efforts were made to curtail or discourage improper attitudes of students. Convocations, conferences, meetings, and symposiums were resorted to in order to develop in the students the desirable attitudes. Guidance talks were given to help problem students realize their errors. Open forums were resorted to at times for the same end.

Attendance in all functions were checked religiously as in flag ceremonys convocations, meetings, symposiums, programs, classworks, etc. Unexcused absences exacted fines to those who were absent.

All breaches of discipline were reported, investigated and if found guilty were punished in accordance with the school rules and regulations. Some students had to be sent out of school for committing misbehaviors.

All instructors were enjoined to always reward good work of students and to always punish poor work. Students were given what they rightfully deserved in the form of grades, attention and guidance. There was social justice for all concerned. There was firmness in our decision to change students' attitudes to something that is wholesome and more acceptable to society. The doors were always kept open for those who refused to cooperate with the administrations' efforts to change their attitudes for the better.

The cooperation of all the students officers not only of the student Body Organization but also of all other students' organizations in VAC were solicited to help solve the problems arising from poor students' attitudes. The responses were good and changes took place for the better.

Actually there was no cause to be worried about the situation. There were only a few students, say about four students who seemed to want to have their own way right or wrong. That was never mentioned by anyone. The students concerned even called for a dialogue and were made to choose between cooperation with the administration or leave the school. The students chase to stay and changed their former attitudes of indifference to one of cooperation.

12. JOCV Facilities - VAC owned sprayers were intensively used to advantage. Some of the old sprayers otherwise useful were repaired and made to function. The duster was likewise used intensively whenever necessary.

The JOCV facilities which were taken by the PACD were followed up. No less than the Director of the agency promised that the facilities taken from VAC will be returned. Further follow up failed to get the facilities back because then the one in charge of the bodega where the equipment were kept happened to be out.

IV. PLANS FOR THE SUCCEEDING YEAR

1. To help in any way possible to make VAC a chartered college to facilitate the granting of the projected World Bank Loan.
2. To secure more funds from the Philippine Government for the maintenante, operation and promotion of the Visayas Agricultural College in its functions relative to instruction, research, and extension.
3. To formulate and carry out vigorous plans for more selective admission of students and new members of the faculty to be sure we have in our college the so called quality students and quality faculty members.
4. To motivate all concerned to become more dedicated and devoted, public servants to show to all and sundry that the teacher Education Program deserves the full attention, support and cooperation of the people and the Congress of the Philippines.
5. To continue recommending some members of the staff for the faculty development program of the college to bolster the faculty and students moral and enhance the production of quality graduates.
6. To intensify the holding of faculty seminars, workshops, conferences and meetings to keep them abreast with new developments regardning innovations in instruction, research, and extention.
7. To develop in the students and faculty a high degree of the desirable attitudes so very necessary for everybody to have as it serves as the fountainhead for behavior. This is very basic and should be given special attention especially now that activism is a very common occurence. Blind leadership and blind fallowership should be discouraged at any cost.

8. To feel more concerned about placement of our graduates so that they can make use of their knowledges, skills, and abilities in promoting national progress. Graduates should accordingly be utilized otherwise they are useless.

9. To make a survey of the manpower needs of the respective communities, towns and provinces where the schools are located or established and teach those courses to supply those needs for national development. If this can be done with accuracy there will be less waste of money, time, and effort. Employment of graduates will be assured.

10. Laboratory fees for courses should be spent for said courses as much as possible and in all courses. This should not only be true with homemaking courses. This should also find application in chemistry, Botany, Zoology, Entomology, Pathology, Engineering, etc.

11. Better equipment should be bought to facilitate putting the school grounds in good shape. Plenty of students time and effort are being utilized in ground improvement. A good power lawnmowe should be purchased by the college and an operator be assigned to take good care of it. Instruction will then be strengthened as it should have been decades ago especially in Physical Education which very often than not was used in ground improvement. Sometimes all classes and for one or two days were dismissed for the same objective. I am not telling that those were ^wok necessary. What I am telling is if a powerlawnmower can be purchased, then with only one man the whole campus can be easily taken care of and with a better quality of work done. Students time can therefore be directed to the more desirable intended learnings for them to learn.

12. To secure more textbooks, references, chairs, tables, blackboards, supplies and materials as well as equipment needed in the different course offerings. More classrooms should be made available for instructional purposes. A big lecture hall that can accommodate 300 students should be built.

The idea is to put together all students taking the same course with lecture and laboratory. Because of the absence of a big lecture hall the Botany, Chemistry, Zoology, etc. instructors lecture on the same subject as many times as there are sections. This is not only objectionable in point of time, effort, and money but also the performances of the instructors will surely vary from time to time thereby constituting a very important variable affecting the achievements of students.

V. RECOMMENDATIONS

1. More funds should be appropriated to this college for the proper implementation of its program of instruction, research, and extension. An appropriation amounting to no less than One Million Pesos (₱1,000,000) should be earmarked for VAC annually.
2. Vigorious efforts should be exerted by authorities concerned to make VAC a Chartered College. This is I understand a prerequisite to the granting of the projected World Bank Loan amounting to no less than Twelve Million Pesos (₱12,000,000) including the counterpart fund coming from the Philippine Government.
3. Everybody concerned should know his or her responsibilities and discharge the same to the best of his or her abilities.
4. Everybody concerned should think, talk, and do excellent jobs for the benefit not only of the students and the faculty as well as the facilitative staff but also of the whole vocational education program in its efforts to help in the much needed national development.
5. The Bureau of Vocational Education should not be blamed for failures if there are any in the BVE because as had been repeatedly said the philosophy and objectives of education in our country had not been clear and definite as it should be to serve as effective guidelines in the intelligent performance of our duties. No reliable yardstick can be applied to check or find out how well or how poor the Bureau of Vocational Education did because everything was not definite or clear to start with. Honestly, I believe, the BVE has done a very good job. The Teacher Education Department since its founding in

July 1952 to June 1971 turned out into the world 856 graduates. Actually no less than 90 percent of the graduates are employed as teachers and many of them are classified presently as quality school administrators. As far as the writer is concerned he is not aware of anybody among those employed as doing poor work. About 3 percent of the graduates are engaged in occupations related to teaching agriculture or homemaking, one percent engaged in something not related to agriculture or homemaking, about 3 percent are studying and about 4 percent unknown.

If there is anybody to blame, I believe, the framers of our constitution, the curriculum planners or curriculum makers, and the Congress of the Philippines should be the one and not the BVE. It is possible the BVE erred to some extent or a little for some reasons beyond its capacity to avoid. Considering what the BVE has done for the good of our country and people, I believe the BVE deserves a high degree of commendation.

6. The delegates to the Constitutional Convention should work hard to make our educational system better than the present by making our educational Philosophies and Educational objectives clear, definite, specific relevant and attainable so that evaluation will be easy and reliable and that implementation will be possible with the least effort, time and money.

7. All efforts should be exerted towards the retention of the Bureau of Vocational Education so that it can continue to function for the good of our country and people, lest whatever good it has started will all go to waste because of neglect. Very honestly, I firmly believe, that vocational education is the key to our national progress. Vocational education can function better as a separate Bureau than if it is otherwise.

Anything believed will serve the purpose better than the present set up should be studied very thoroughly to be sure it does not misfire.

8. Innovations should be encouraged. After a very thorough study of whatever change is contemplated and finally found better than present practices should be accpeted. Activism greared to proper development or progress should not be curtailed if ever it comes. Violence should not be allowed at all. Social justice should be one of the main objectives of our educational system.

9. A sophisticated analysis of the actual needs of industry in the provinces or regions where the vocational-technical schools are established should be undertaken. Definite job requirements in certain identifiable occupations should likewise be undertaken if only to make our curricular offerings meaningful and relevant in meeting manpower requirements. Of course, it may not be possible at all to meet the needs of all specific industrial or occupational requirements within the area under study. The school, however, should as much as possible make the necessary adjustments by gearing its teaching contents to the actual needs or by making teaching and learning relevant to national development.

10. Vigorious efforts should be exerted towards developing among our students the proper attitude towards the work they are supposed to do in order to learn. Paying fines is not enough. Students who insist to go wrong or violate rules and regulations should be sent out of school. Such students will only waste our time their time too.

11. In the making of the school budget for the following year all department heads should make the necessary recommendations regarding the needs of their departments. Before that, however, it is presumed

that each department head must have met with his department staff to get from each of them their needs for the coming year.

12. While it is good to pursue a program of faculty development it is necessary to also be sure that the local program of instruction, research and extension is not sacrificed to such an extent that students became short changed and the other members of the faculty become over-loaded. Overloading is one of the causes of poor instruction or poor performance on the part of the instructor and poor learning on the part of the students.

APPENDIX - A

THE EFFECT OF TIME OF NITROGEN APPLICATION ONE THE YIELD AND GROWTH OF NON-LODGING AND LODGING LOWLAND RICE VARIETIES

EUTIQUIO N. SALAS

ABSTRACT

Two varieties Peta Lodging and IR-22 were used in the experiment. The rate of fertilization was 90 kg. N per hectare. Fertilizer was applied at various splits. The experiment was made possible to find out the effect of timing on nitrogen application.

The grain yield was highly significant between the varieties but the time of application gave insignificant result among the different splits of applying nitrogenous fertilizer. However, split application having basal and one day after transplanting for the first application and second at panicle initiation showed better results on the yield of IR-22. The grain yield of Peta was very poor compared with IR-22 due to the lodging effect. Some of the tillers and grains were rotten before reaching maturity.

The productive tillers of Peta were lower compared with those of IR-22. Statistical analysis showed significant differences between variety at 5 per cent level. Early nitrogen application in IR-22 induce the production of more tillers but the differences among treatments were insignificant.

Those treatments having basal and one day after transplanting for the first application were taller than those of the treatments

having late application. Statistical analysis showed that the plant height at maturity between varieties and the different times of applying nitrogenious fertilizer was highly significant.

APPENDIX - C

A COMPARATIVE STUDY BETWEEN BROADCASTED AND DRILLED METHOD OF APPLYING NITROGEN FERTILIZER AT DIFFERENT LEVELS

PAULINO T. CABAHIT

ABSTRACT

IR22, is new improved rice variety was used in the study. There were two methods of fertilizer application used (drilled and broadcasted) at the rate of 30, 60, 90, and 120 kilograms N per hectare. This study was made possible to find out which of the methods tried suited under VAC condition and which of the levels gave a profitable return.

The plants which were applied with fertilizer were found to have darker leaves, vigorous and taller compared to the controlled on unfertilized plants. Analysis of variance showed that there were no significant differences between the two methods of application (drilled and broadcasted) on the yield. However, results on the different levels were highly significant, but in their interaction between placements and levels the results were insignificant.

On both productive tillers and plant height statistical analysis revealed that between placement there was no significant differences. However, the number of productive tillers as well as the the plant hieght was highly influence by the levels of nitrogen. A highly significant differences were obtained between levels, but in their interaction between placemnnt and levels the results were significant.

In the comparison between placements on the economic side levels

90 and 60 in placement two (P2) gave the maximum return.

Results showed that fertilizer application tends to lengthen the vegetative stage of the plant. It was observed that controlled or unfertilized plants initiated, flowered and matured earlier than those plants applied with fertilizer. A consistent delay was observed as the amount of fertilizer went higher. Plants treated with 120 kilograms N per hectare were the last one to initiated, flower and mature than those with the lower levels. This shows that higher amount of nitrogen fertilizer induces the plants to mature later than those with lower levels.

APPENDIX - D

THE EFFECT OF DIFFERENT LEVELS OF NITROGEN ON THE GROWTH AND YIELD OF UPCA VAR 2 (WET SEASON 1970)

CANDIDO R. CAQUILALA

ABSTRACT

This work was conducted from September to December 1970 at the Visayas Agricultural College Experimental Station, Visayas Agricultural College, Baybay, Leyte with the following objectives: to know what particular rate of nitrogen fertilizer ammonium sulfate is the most economical on the growth and yield of UPCA VAR 2, to determine at what stage will corn have a rapid growth, and to know whether this variety can be profitably grown in this province.

Six treatments of different levels of ammonium sulfate were used: Control (T_1), 20 (T_2), 40 (T_3), 60 (T_4), 80 (T_5), and 100 (T_6) kilograms nitrogen per hectare.

Results of the work showed that the increased amount of nitrogen fertilizer application, there was a corresponding increase in the rate of growth, height, lenght of ear, and eventually in yield.

Treatment 6 that was applied 100 kilograms nitrogen fertilizer per hectare showed the best, possessed a normal deep green color and general healthy appearance and gave the highest average yield per hectare followed by Treatment 5, 4, 3, and 2 in descending order. Control plot where not fertilizer was applied gave the lowest average yield.

APPENDIX - E

THE EFFECT OF DIFFERENT SOURCES AND LEVELS OF NITROGEN ON THE YIELD OF IR22

ESMERALDO T. NUÑEZ, JR.

ABSTRACT

IR22, new improved rice variety was grown in 1970 wet season at the Visayas Agricultural College Experimental Station. The purpose of which was to know the effect of the different sources and levels of nitrogen on the yield of rice.

Plants applied with fertilizer were taller, vigorous and had darker green leaves.

Results showed that sources of nitrogen did not significantly influence the yield, number of productive tillers and plant height at maturity. However, it was found out that levels of nitrogen showed a significant variation. The plants applied with 120 kilograms nitrogen per hectare out yielded the rest of the levels of nitrogen, but was insignificant over the plants applied with 90 kilograms nitrogen per hectare.

The controlled plants initiate panicle earlier than the fertilized plants at any level. The plants applied with 120 kilograms nitrogen per hectare was the last one to initiate panicle in both sources of nitrogen.

Flowering of the plant was effected by the application of fertilizer. The controlled plants flowered earlier than the rest of the treatments. The number of days from sowing to maturity was also influenced

by the levels of nitrogen in both sources.

The percentage lodging was attributed to the different levels of nitrogen. Application of nitrogen tend to make the plants susceptible to lodging.

APPENDIX - F

A STUDY OF THE INFLUENCES OF THE VISAYAS AGRICULTURAL COLLEGE TO BARRIOS PANGASUGAN, BUNGA AND SAN AGUSTIN RELATIVE TO RICE FARMING

FELIX N. SALCEDO

A. Summary:

Based on the data secured relative to this study and on their interpretations by the investigator the following summary in presented;

1. This is a study of the influences of the Visayas Agricultural College to barrios Pangasugan, Bunga and San Agustin in connection with rice farming.

2. Because of the very limited library facilities the investigator failed to cite literature on the subject. This is something original at VAC. It is possible that in some schools and colleges in the country studies similar to this have been conducted in the past but the results are never published.

3. All the rice farmers in barrios Pangasugan, Bunga and San Agustin composed the subject of this study. Pangasugan is represented by 45, Bunga 20 and San Agustin 55. The total number of farmers included in this study in 120.

4. The method used in gathering data needed in this study is the interview-questionnaire method.

5. The occupations of father are as follows: In Pangasugan-farming 42; Carpenter 3; Bunga - Farming 20; San Agustin - 54 farming and 1 soldier. This gives a total of 116 farming, 3 carpenter and 1 Soldier.

6. The occupations of mothers are 119 or 99.2 per cent are house-

keepers and equivalent to 0.8 per cent farming.

7. When it comes to civil status, one hundred twenty equivalent to 100.0 per cent were married, nobody single and nobody a widower.

8. Except Pangasugan all farmers in Bunga and San Agustin have children. The ranges in the number of children are: Pangasugan from 0 to 13; Bunga - 1 to 11; and San Agustin - 1 to 14.

9. There were 239 children in Pangasugan, 105 in Bunga and 339 in San Agustin. This gives an average of 5.31, 5.25, and 6.13 children per farmer in Pangasugan, Bunga and San Agustin respectively. The total number of children in all the barrios covered by this study is 683. This gives an average of 5.69 children per rice farmer.

10. There were 28 farmers who had nobody to count on as a source of help on the farm. While 3 farmers from Pangasugan had no children at all the others have their children too young to be of real help to do farm work at the time of the survey.

11. Pangasugan had 119 children capable of helping do rice farming, 60 in Bunga and 198 in San Agustin. This gives an average of 2.64, 3.00 and 3.60 for Pangasugan, Bunga and San Agustin respectively. The General average for all barrios is 3.34 children per farmer.

12. Only 10 farmers have experiences as rice farmers ranging from 1 - 3 years; 28 from 1 - 6 years and only 32 below 10 years. Eighty-eight farmers equivalent to 73.33 per cent have experiences ranging from 10 to more than 50 years.

13. The sizes of farms ranges from 1/8 - 1/4 to 3-1/10 - 4 hectares. Pangasugan and San Agustin have ranges 1/8 - 1/4 to 3-1/10 - 4 hectares while Bunga had 1/8 - 1/4 to 5/8 - 1 hectare.

14. One hundred twenty farmers equivalent to 100.0 per cent acknowledged having received from VAC improved rice farming practices.

15. The improved rice farming practices adopted from VAC are as follows arranged from highest to lowest: weeding using rotary weeders, harvesting, transplanting seedling as to age, preparing land thoroughly including dyking, applying commercial fertilizers, distancing, three croppings a year, using high yielding variety, controlling diseases, managing the water, controlling pests, raising seedlings, selecting and storing seed, drying, treating the seed, applying compost and composting, and applying manure.

16. The farmers reported eleven different ways by which they learned about improved rice farming practices in VAC. Arranged from highest to lowest they are as follows: I used to be visited by VAC students; I often go to VAC; I used to be visited by some VAC teachers and employees; I have a VAC student staying with me; I was formerly a manpower trainee in VAC; I have children who are VAC graduates; I am a VAC graduate; and I married a former student of VAC.

17. Pangasugan rice farmers started adopting improved rice farming practices in 1941-1945, Bunga in 1951 - 1955 and San Agustin in 1936 - 1940. Adoption was greatest in 1961 - 1965 followed by 1951 - 1955. Ranking third was in 1966 - 1970 and fourth in 1956 - 1960.

18. The school was established in 1924 and adoption of improved rice farming practices did not take place in Pangasugan not until 17 to 22 years later, Bunga 27 to 32 years later and San Agustin 12 to 16 years later. Whether these figures will hold true in connection with barrios Guadalupe, Gabas and Kilim remains to be seen. Pangasugan, Bunga

and San Agustin are North of VAC while Guadalupe, Gabas and Kilim are South of VAC. All barrios are traversed by highway from Baybay, Leyte to Ormoc City.

19. Late adoption of improved rice farming practices may be due to various reasons as follows: The American administrators were too strict. No outsider could come inside the campus and reservation of the school and no student nor faculty or employee was allowed to go outside. This shut off possible communications or dialogue - between insiders and outsiders. Research and extension services were unknown and not until the Filipino administrators took over that situations became normal resulting to the school's playing its role as it should in the communities it is destined to serve. There was no school organ which could have functioned as a disseminator of information for public good.

20. The average yield in cavans per hectare was 31.9 for Pangasugan, 31.1 for Bunga and 29.8 for San Agustin. The general average for all farmers in the three barrios is 30.9 cavan per hectare. This was before adoption of improved rice farming practices from VAC.

21. The average yield in cavans per hectare was 64.5 for Pangasugan, 41.4 for Bunga and 57.5 for San Agustin. The general average was 54.5 cavans per hectare with the use of improved rice farming practices from VAC. There is an increase in production per hectare by 23.6 cavans equivalent to 76.4 per cent.

22. Pangasugan increased in production per hectare by 32.6 cavans equivalent to 100.3 per cent, Bunga increased by 10.3 cavans equivalent to 32.6 per cent, San Agustin increased by 27.6 cavans equivalent to 92.6 per cent. There are still low, very low. VAC is averaging 95 cavans

per hectare with the student farmers and 147.22 cavans per hectare by the faculty and employees. Productions as high as 200 to 300 cavans per hectare in many places in the country are now on record. Mr. Manuel Cala of San Agustin, an alummus of VAC was once a prize winner in the National Rice Production Contest for producing more than 200 cavans per hectare.

23. Only 91 farmers equivalent to 75.8 per cent included in this study felt satisfied with the results and 29 equivalent to 24.2 per cent felt otherwise. Considering their previous productions per hectare as only 30.9 cavans they really have a reason to feel satisfied. It is however gratifying that many of them are not satisfied because that is really low, very low.

24. The average cost of increased production in Pangasugan is ₱64.00, Bunga ₱33.70, and San Agustin ₱61.00. There seems to exist some kind of positive correlation between increased production and cost. The more the input the more the output. This is of course true up to a certain limit and not always. That limit is still very, very far. The average production so far attained by the farmers included in this study is indeed very, low still.

25. The six improved rice farming practice the farmers believed contributed most to their success in farming arranged from highest to lowest are the following: Applying commercial fertilizers, controlling pests, clean culture or weeding, distancing, preparing the land thoroughly including dyking and using high yielding variety.

26. The improvements made on the farms resulting from increased production income from highest to lowest are: buying commercial ferti-

lizers, constructing irrigation canals, hiring more helpers, buying a plow, buying a harrow, opening more lands for rice farming, building irrigation dam, buying a carabao, buying a piece of land and hiring a blower.

27. Increased production income produced beneficial effects to the farmers' families as follows: better food, better health, better clothes, better education, better recreation, better peace of mind, better and more friends, better equipment, better house or home, better animals and more money for the children in the form of allowances.

28. Because of increased production income the communities where the farmers live received the following benefits arranged from highest to lowest: barrio fiesta more lively, people engaged in productive labor, people happy and contented, more food for the people, better peace and order prevails, more children can go to school, practically no more rampant stealing, better buying power by the people, improved water supply, reading center, health center, recreational center, and school building including sanitation were improved.

B. Conclusion:

The data gathered in this study are products of painstaking deliberations between student leaders and the rice farmers involved in this study. The resulting figures have been interpreted by the investigator as accurately as he can, so that the same figures can well become a basis for one's judgment as to the influences of the Visayas Agricultural College in relation to rice farming in the barrios of Pangasugan, Bunga and San Agustin which are located North of VAC and traversed by the highway from Baybay, Leyte to Ormoc City. Whether the findings will hold also

the findings will hold also true to barrios South of VAC like Guadalupe, Gabas and Kilim remains to be seen.

C. Recommendations:

1. To further improve the farmers capabilities as producers of rice and other farm crops and including livestock more effort should be exerted by the farmers to really believe in the leadership of the Visayas Agricultural College as the real source of reliable information regarding crop and livestock production.

2. That farmers should have a very strong desire to really adopt improved farming practices in VAC regarding crop and livestock production.

3. That farmers should not be satisfied in just believing and desiring to adopt improved farming practices in VAC. They should actually follow the leadership VAC is doing relative to crop and animal production.

4. Farmers should be ambitious enough to improve their lot; do away with their superstitious beliefs which of course have no scientific backing whatsoever.

5. All phases of instruction, research and extension as a triology of functions of the college should be strengthene if the college has to be of great service to our country and people. The country should continue moving forward towards real economic developemnt. There should be change not only in the practices used relative to crop and animal production but also in the thinking, attitude and ability of ourfarmers towards many things else for the good of all concerned.

6. More and better ways of extension services should reach the farmers and others who may profit from what it can offer should be put to

action. The offering of short courses should be popularized. Field days maybe declared whenever necessary for various purposes including the altraction of more people to come to VAC for obvious reasons.

7. The so called family planning should reach our farming population so thay they can avail thenselves of the benefits it can offer. Maybe that is one of the things VAC can take up with the farmers on Farmers' Days under the suspices of VAC.

8. A similar study should be conducted in connection with barrios Guadalupe, Gabas and Kilim to find the influences of VAC as a scientific institution of agriculture. These barrios are located South of VAC and traversed by highway.

V- LITERATURE CITED

As already explained earlier the investigator failed to come across literature on the subject. It is very probable that similar studies must have been conducted in other schools. Such studies may not have been written and published. VAC library has nothing to offer along this line. This conclusion is arrived at after a long and tedious search for literature on the subject.

APPENDIX - G

A STUDY OF THE ~~RELATIVE THES ONE~~ Achievements
OF THE LENVOSA SCHOOLS IN BIOLOGY, ALGEBRA, PILIPINO 3,
CHEMISTRY, PHYSICS AND ENGLISH 4

FELIX N. SALCEDO

RANKING LIST OF EACH SUBJECT FOR ALL SCHOOLS

Applied Physics	Mean	Rank	S. Deviation	Remarks
LNAC	23.21	1st	3.77	Bontoc Agricultural &
VAC	21.93	2nd	4.61	Fishery School is excluded due to very low attendance.
BSF	20.41	3rd	5.06	
HNVHS	20.31	4th	4.78	
PIT	20.15	5th	3.57	Sogod National Trade School
BAC	19.59	6th	3.66	participated in Algebra &
MNCS	19.24	7th	4.44	Applied Biology only.
NSF	18.68	8th	3.59	
CSF	16.55	9th	3.36	
Algebra				
NSF	22.67	1st	4.94	
HNVSH	22.05	2nd	4.44	
PIT	20.55	3rd	5.46	
CSF	19.58	4th	5.24	
BSF	19.24	5th	5.17	
LNAC	17.88	6th	5.06	
VAC	16.79	7th	5.01	
BAC	16.63	8th	4.35	
MNCS	16.61	9th	5.06	
SNTS	14.31	10th	4.25	
Pilipino				
CSF	28.27	1st	5.38	
PIT	26.43	2nd	3.56	
VAC	23.69	3rd	4.84	
BSF	23.31	4th	5.18	
MNCS	23.11	5th	5.61	
NSF	22.57	6th	4.46	
LNAC	21.45	7th	6.06	
HNVHS	21.04	8th	4.66	
BAC	18.13	9th	4.48	
Applied Biology				
PIT	29.80	1st	4.24	
HNVHS	25.42	2nd	4.50	
VAC	24.66	3rd	8.17	
NSF	23.94	4th	4.32	
MNCS	22.19	5th	5.85	

(Cont'd.)

CSF	21.68	6th	6.00	Bontoc Agric'l & Fishery
BSF	20.28	7th	5.70	School is excluded due to
LNAC	20.28	8th	5.70	very low attendance.
SNTS	16.62	9th	3.80	Sogod National Trade School
BAC	16.44	10th	4.68	participated only in Applied
Chemistry				Biology and Algebra
HNVHS	24.07	1st	4.55	
BSF	23.87	2nd	4.95	
LNAC	23.41	3rd	4.18	
PIT	23.24	4th	4.17	
NSF	22.92	5th	4.61	
CSF	21.83	6th	3.69	
VAC	21.00	7th	4.21	
BAC	18.18	8th	4.08	
MNCS	17.57	9th	3.28	
English 4				
VAC	69.75	1st	11.20	English 4 consists of 100
PIT	69.42	2nd	9.20	items and 50 items for all
BSF	49.09	3rd	11.15	other subjects.
CSF	43.92	4th	10.20	
LNAC	40.94	5th	9.28	
HNVHS	40.79	6th	7.95	
MNCS	37.61	7th	8.72	
NSF	35.11	8th	2.79	
BAC	34.79	9th	6.29	

Names of Sch.				
VAC				
English 4	69.75	1st	11.20	Bontoc Agricultural and Fishery
Applied Biology	24.68	2nd	8.82	School is excluded due to very
Pilipino 3	23.69	3rd	4.84	low percentage of attendance.
Applied Physics	21.93	4th	4.61	
Chemistry	21.00	5th	4.21	English 4 consists 100 items
Algebra	16.79	6th	5.01	and 50 items for all other sub-
				jects.
SNTS				
Applied Biology	16.62	1st	3.80	Participated in two subjects
Algebra	14.31	2nd	4.25	only. (SNTS)
BAC				
English 4	34.79	1st	6.29	
Applied Physics	19.59	2nd	3.66	
Chemistry	18.18	3rd	4.08	
Pilipino 3	18.13	4th	4.48	
Algebra	16.63	5th	4.35	
Applied Biology	16.44	6th	4.08	
HNVHS				
English 4	40.79	1st	7.95	
Applied Biology	25.42	2nd	4.50	
Chemistry	24.07	3rd	4.55	
Algebra	22.05	4th	4.44	
Pilipino 3	21.04	5th	4.66	
Applied Physics	20.31	6th	4.78	

RANKING LIST OF ALL SUBJECTS BY SCHOOL

Names of Schools	Mean	Rank	S. Deviation	Remarks
PIT	31.02	1st	17.52	Bontoc Agric'l & Fishery
VAC	27.11	2 nd	17.04	School is excluded due to
HNVHS	25.57	3rd	9.22	low percentage of atten-
CSF	24.96	4th	10.85	dance
NSF	24.80	5th	7.75	
BSF	24.64	6th	11.29	SNTS participated in Applied
LNAC	24.29	7th	9.93	Biology & Algebra only.
MNCS	22.89	8th	8.69	
BAC	19.52	9th	7.60	
SNTS	15.45	10th	4.19	

RANKING LIST FOR EACH SUBJECT FOR ALL SCHOOLS

Subjects	Mean	Rank	S. Deviation	Remarks
English 4	46.97	1st	15.82	English 4 consists 100 items
Pilipino 3	22.85	2nd	5.69	and 50 items for all other
Applied Biology	22.42	3rd	7.00	subjects.
Chemistry	21.69	4th	5.01	
Applied Physics	20.84	5th	4.53	
Algebra	18.65	6th	5.34	

MEAN, MEDIAN & STANDARD DEVIATION FOR ALL SUBJECTS FOR ALL SCHOOLS

Mean	Median	S. Deviation	Remarks
24.92	22.26	12.24	BAFS & SNTS excluded.

NOTE:

LNAC - Leyte National Agricultural College

VAC - Visayas Agricultural College

BSF - Bato School of Fisheries

HNVAS- Hilongos National Vocational High School

PIT - Palompon Institute of Technology

CSF - Carigara School of Fisheries

BAC - Biliran Agricultural College

MNCS - Maripipi National Ceramics School

NSF - Naval School of Fisheries

SNTS - Sogod National Trade School.

Recommending Approval:

(SGD) FELIX N. SALCEDO
Chairman, Achievement Test Committee
& Head, Teacher Education Dept.

Approved;

(SGD.) RAFAEL G. MACAHILIG
Superintendent