

RECORDS DIVISION
VISCA



annual report

1974 - 1975

OFFICE OF THE PRESIDENT

FILE COPY

VISAYAS STATE COLLEGE OF AGRICULTURE
Paybay , Leyte Philippines

VISAYAS STATE COLLEGE OF AGRICULTURE
Baybay, Leyte

OFFICE OF THE PRESIDENT

January 15, 1976

Hon. Juan L. Manuel
Chairman, VISCA Board of Trustees and
Secretary of Education and Culture
M a n i l a

Sir:

I wish to submit to you and the members of the Board of Trustees of the Visayas State College of Agriculture the annual report of the College covering the period October, 16, 1974 to June 30, 1975.

Very truly yours,



F. A. BERNARDO
President

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Secretary of Education and Culture	
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Dean, UPLB College of Agriculture	
Hon. Fernando A. Bernardo	Member
President	
Visayas State College of Agriculture	

OFFICERS OF ADMINISTRATION

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Cesar C. Jesena, Jr., Ph. D.	Vice President Development and External Affairs
Manuel A. Ancheta, M. A.	Director, Student Affairs
Francisco G. Bascug, M. S.	Director, Business and Administrative Affairs
Samuel S. Go, Ph. D.	Director, Development Planning
Benjamin C. Mahilum, Ph. D.	Acting Director Coconut Research Center
Emiliana N. Bernardo, Ph. D.	Coordinator Student Research
Andres F. Duatin, BSAG, Ed.	Superintendent Physical Plant
Susano C. Faelnar, B.S.E.	College Secretary
Federico C. Monserate, BSAEd	Principal High School Department
Wilfredo C. Valenzona, LL.B.	Assistant for Administrative and Legal Affairs

CHAIRMAN AND OFFICERS-IN-CHARGE OF DEPARTMENTS

Agronomy and Soils	Benjamin C. Mahilum, Ph.D. Officer-in-Charge
An. Sci. and Veterinary Medicine	Oscar B. Posas, M. S. Officer-in-Charge
Crop Protection, Plant Breeding and Ag. Botany	Emiliana M. Bernardo, Ph.D. Officer-in-Charge
Agricultural Economics	Merelito P. Pascual, M.S. Chairman
Agricultural Chemistry	Linda S. de la Rosa, B.S.E. Officer-in-Charge
Agricultural Development Education	Samuel S. Go, Ph. D. Officer-in-Charge
Home Science	Paulita M. Mahilum, Ed. D. Chairman
Arts and Letters	Alicia S. Go, Ph. D. Chairman
Experimental High School	Federico C. Monserate, BSAg.Ed. Principal

I. I N T R O D U C T I O N

FISCAL year 1974-1975 marked the creation of the first chartered state college of agriculture in the Visayas. Through Presidential Decree No. 470, the erstwhile Visayas Agricultural College (VAC) under the now defunct Bureau of Vocational Education, was converted into the Visayas State College of Agriculture (ViSCA). A simultaneous change of leadership ensued. Consequently, new plans, programs and policies were formulated and judiciously woven into the existing school program.

ALTHOUGH the decree converting V.A.C. to ViSCA was signed by President Ferdinand E. Marcos on May 24, 1974, actual turn over of administrative responsibility took place on October 16, 1974. This report, therefore, highlights the important activities of the College from October 16, 1974 to June 30, 1975.

_____ o _____

II. A D M I N I S T R A T I O N

ViSCA's conversion into a state college and the Government's plan to develop this institution into ~~the~~ regional college of agriculture for the Visayas implies an expansion of its role and responsibility as a public educational institution. To be effective as a regional agricultural college, it must be more than a teacher training school. It must now undertake expanded programs in instruction to meet the agricultural manpower requirements of the region, and conduct vigorous research and extension programs in agricultural and rural development. These instructional, research and extension programs call for additional resources and supportive services.

To implement its plans and programs, the College has adopted a new organizational chart (see page 4) which was approved by the ViSCA Board of Trustees last November 7, 1975.

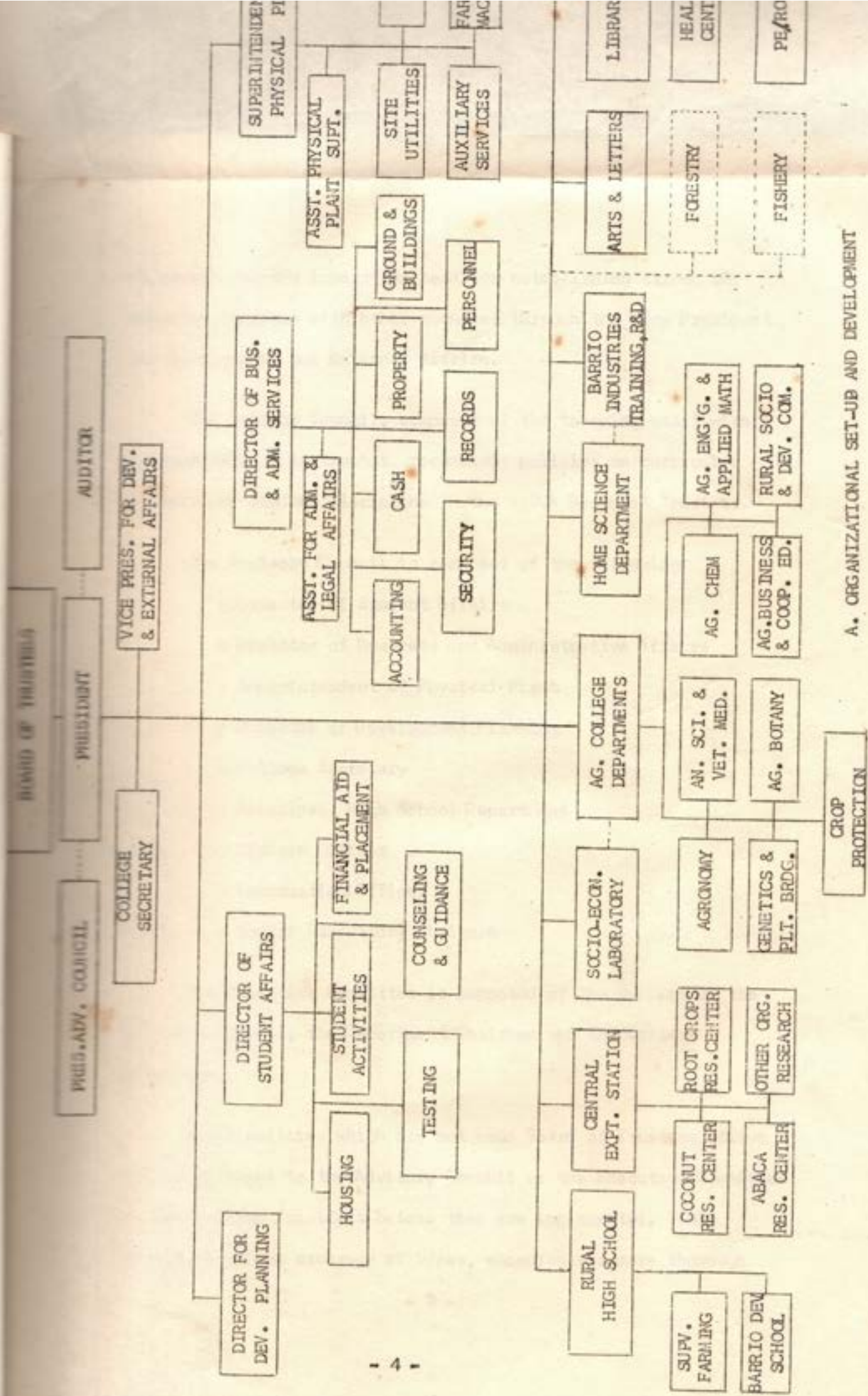
This organizational chart was designed following the guidelines for the reorganization of the College as approved by the Board of Trustees, one of which states:

The College should adopt a more dynamic and efficient administrative organization that befits a state college with a separate charter and Board of Trustees of its own. The organizational structure must be realistic and should be flexible enough to adjust to the future expansion of programs and activities and the increasing

responsibilities and complexities of the institution.

Thus, the organizational chart is tentative and evolving as ViSCA grows through the years.

There are a number of features that make the organizational structure strikingly different from the old one under the Bureau of Vocational Education. First, it departmentalizes the College to foster the development of important disciplines in agriculture. Second, it establishes the Central Experiment Station to encourage and promote agricultural research. Third, it gives identity to the Social Laboratory and Barrio Industries Laboratory as major efforts of the College in extension work. Fourth, it creates a department of Arts and Letters to emphasize training in communication skills and the human aspects of development in agriculture. Fifth, it gives due attention to student problems and activities through the special services of the Office of the Director of Student Affairs. Sixth, it organizes all business and administrative affairs under one command, that of the Director of Business and Administrative Affairs. Seventh, it establishes the Physical Plant Office which has to manage the anticipated massive facilities development program of the College with World Bank funding. Eighth, it stresses the need for academic, facilities and fiscal planning through the creation of the Office of the Director for Development Planning. And ninth,



A. ORGANIZATIONAL SET-UP AND DEVELOPMENT

it recognizes the imperative need for establishing strong and enduring linkages with other agencies through the Vice President for Development and External Affairs.

The College Council, composed of the teaching staff with a minimum rank of instructor, recommends policies on curricular matters and student discipline to the VISCA Board of Trustees.

The Advisory Council is composed of the following:

- o Director of Student Affairs
- o Director of Business and Administrative Affairs
- o Superintendent of Physical Plant
- o Director of Development Planning
- o College Secretary
- o Principal, High School Department
- o Liaison Officer
- o Information Officer
- o Social Laboratory Chairman

The Executive Committee is composed of the members of the Advisory Council, the Department Chairmen and the College Librarian.

Minor policies which may not need Board of Trustees action may be referred to the Advisory Council or the Executive Committee by the College President before they are implemented. This procedure allows exchange of ideas, encourages a more thorough

formulation and recasting of policies, and evolves day to day administrative-supervisory strategies.

B. PERSONNEL

Aware of the important role played by the personnel in the operation of an educational institution like VisCA, the administration launched an aggressive staff recruitment and development program during the year. Table 1 indicates that at the end of the fiscal year, 65 new members were added to the original 78. Educational backgrounds of the new staff members demonstrate the emphasis given to the employment of better trained applicants. Among the 65 new staff members 7 are Ph.D., 15 MS/MA and 34 B.S. degree holders. Preference was given to the employment of promising B.S. degree holders who have the capability to undertake graduate work.

Table 1. Number and Degrees of Staff Members, Fiscal Year 1974-75

D e g r e e	No. of Staff as of June 30, 1975	Increase Over 1973 - 1974
Ph. D. / Ed. D.	7	7
MS/MA/MAT	27	15
D.D.M./M.D./D.V.M.	3	1
B. S.	92	34
Undergraduate	14	8
TOTAL	143	65

Staff development is one of the priority projects of the College. Twelve faculty members were doing graduate work during the year. Table 2 gives the distribution of scholars according to fields of specialization. Out of the twelve scholars, three have earned degrees in MAT Physics, MA Ag. Engineering, and M.S. Animal Husbandry, respectively and are back to work.

Table 2. Staff Development Program

No.	Field of Study	Degree Sought	School Attended
1	Animal Husbandry	Ph. D.	UPLB
2	Animal Husbandry	M. S.	UPLB
1	MAT - Physics	MAT	MSAT
3	Agronomy	M. S.	UPLB
1	Plant Breeding	M. S.	UPLB
1	Home Economics	M. A.	Cebu Normal
2	Ag. Engineering	M. S.	UPLB
1	Plant Pathology	M. S.	UPLB
12	Total		

Table 3 reflects the staff distribution and corresponding qualifications by departments. Among the twelve departments involved with academic programs, the High School Department, Department of Home Science, Department of Arts and Letters, Department of Agronomy and Soils in that order rank high in number of staff. Other departments have stepped-up staff recruitment with a promising outlook of taking in more qualified men.

Table 3. Staff Distribution

Office or Department	No. of Under-Graduates	B.S.	DDM/ MD/ DVM	MS/MA	Ph.D.	Total
Office of the President	~	5	-	-	2	7
Office of the College Secretary	1	1	-	-	-	2
Office of Business & Administrative Affairs	5	7	-	1	-	13
Infirmary	1	-	2	-	-	3
Office of Student Affairs	1	-	-	2	-	3
Physical Plant Office	4	2	-	-	-	6
Library	-	2	-	-	-	2
Agronomy & Soils	-	7	-	-	1	8
An. Sci. & Vet. Med.	1	5	1	2	-	9
Plt. Breeding & Ag. Botany	-	1	-	1	-	2
Arts & Letters	-	4	-	5	1	10
Ag. Chemistry	-	2	-	2	-	4
Crop Protection	-	5	-	1	1	7
Ag. Dev. Ed.	-	1	-	5	1	7
Ag. Economics	-	2	-	3	-	5
Ag. Eng'g. and Applied Math	-	8	-	1	-	9
Home Science	-	10	-	2	1	13
Physical Education	-	1	-	-	-	1
High School	1	29	-	2	-	32
TOTAL	14	92	3	27	7	143

Table 4 summarizes ranks and degrees of staff by department. The information implies that incentives in position are extended to qualified staff members who possess the degree and specialization needed by the college. This has encouraged staff members to upgrade themselves academically and choose areas of study relevant to the programs at VISCA.

Table 4. Departmental Distribution of Academic Staff by Rank and Degree

DEPARTMENT	R			A		K	D E G R E E			
	Prof.	Asso. Prof.	Asst. Prof.	Instruct- or	Asst. In- structor		Ph.D.	MS/ MA	DVM/ BS	TOTAL
Agron. and Soils	-	1	-	4	1		1	-	5	6
An. Sci. & Vet. Med.	-	-	1	5	-		-	2	4	6
Plant Breeding and										
Ag. Botany			-	2	-		-	1	1	2
Arts & Letters			5	4	-		1	5	4	10
Ag. Chemistry	-	1	1	3	-		-	2	2	4
Crop Protection	-	1	1	5	-		1	1	5	7
Ag. Development										
Education	-	1	5	1	-		1	5	1	7
Ag. Economics	-	-	3	1	-		-	3	1	4
Ag. Eng'g. and										
Applied Math.	-	-	-	9	-		-	1	8	9
Home Science	-	1	1	7	-		1	2	6	9
Physical Education	-	-	-	1	-		-	-	1	1
Office of Student										
Affairs	-	-	2	-	-		-	2	-	2
High School	-	-	-	31	1		-	2	30	32
TOTAL	0	5	19	73	2		5	26	68	99

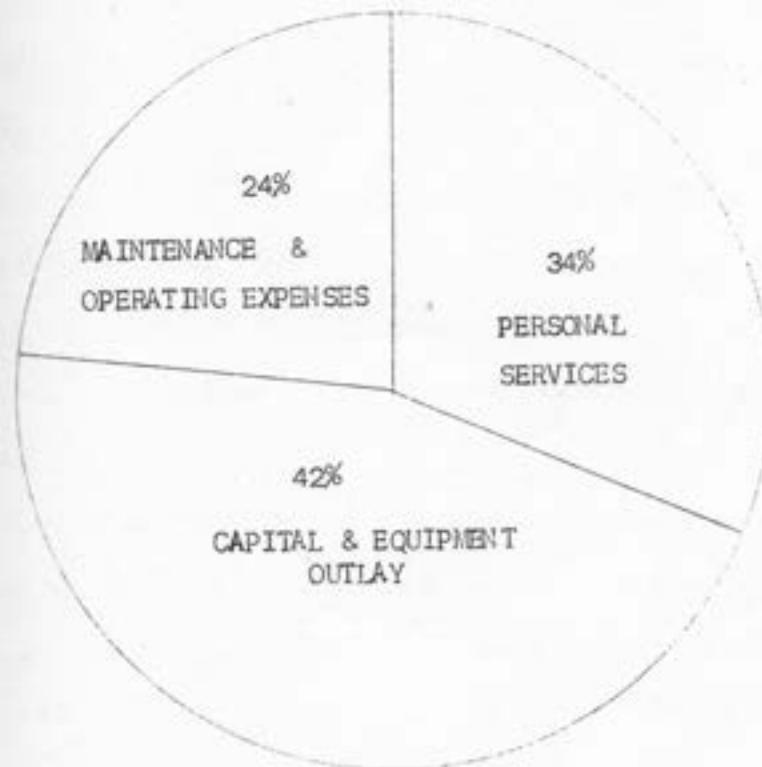
III. F I N A N C E S

A. N A T I O N A L A P P R O P R I A T I O N A N D I N C O M E



LOCAL INCOME includes tuition fees, project and other miscellaneous income while OTHER SOURCES include contributions and balance at the beginning of the period.

B. BUDGET



The total budget of ViSCA for fiscal year 1974 - 1975 was P2,696,340.01. As expected of a developing College, a bigger share of the budget was allotted to Capital and Equipment Outlay, since the College began its physical facilities improvement program. A good part of this amount went to the construction of dormitories, classrooms and offices.

IV. MAJOR ACCOMPLISHMENTS

A. ViSCA FIVE-YEAR DEVELOPMENT PROGRAM

I. ViSCA Development Goals and Plans for 1975-1980

ViSCA's general goal is to achieve excellence in education for regional agricultural and rural development. Considering its limited resources, it aims to sharpen its focus on impact programs and projects in instruction, research and the application of new knowledge for the well-being of the small Visayan farmers and rural communities. The following are the strategies to be adopted towards the realization of ViSCA's goals:

- . further development of institutional capability
- . adoption of a responsive and functional administration
- . massive scholarship and efficient recruitment program for the region
- . functional integration rather than structural orientation of departments and units
- . adoption of the systems approach in all problem-solving projects and programs, and
- . building of strong external linkages

II. Achieving Relevance through Innovative Curricular Programs and Non-Formal Education

A. The existing curricula are to be revised as follows:

- o B.S. Agricultural Development Education to train specialists in Agricultural Extension, Development

Communication and Agricultural Education

- o B. S. Agriculture to train researchers and agricultural entrepreneurs
- o B. S. Home Economics to train Home Management Extension specialists and Secondary School teachers

The courses to be instituted are the following:

- o B. S. Agricultural Engineering to fill the need for specialists in irrigation and drainage, development of farm structures, equipment and machinery adopted to humid tropics and other fields
- o Two-year technician training programs for crop production specialists, animal health and production specialists and barrio industrial technicians
- o A Ranger course to train forestry technicians
- o A five-year experimental rural high school program primarily for self-supporting students

B. In line with its strong emphasis on non-formal education and adaptive research, the College shall undertake these special projects:

- o Social Laboratory
- o Barrio Industries Laboratory
- o Rural Radio (College-on-the-Air) and Publication Office
- o Semi-commercial agricultural enterprises for training purposes

III. Research for Regional Agricultural and Rural Development

The Visayas State College of Agriculture is faced with the challenge of agricultural development which compels it to undertake research directed towards the development of new agricultural technology that transforms subsistence farming to modernized agriculture.

A. Research to Enrich Instruction and Extension

Instructors are enjoined to constantly undertake research work geared to solving the problems the farmer encounters in the field. The results of these studies are to be incorporated into their classroom instruction.

Extension workers, with the varied problems they encounter in the field, will likewise be benefited by these research findings.

B. Experiment Station Development and Research Management

ViSCA's 257.2-hectare experiment station was utilized, in the past, largely for production purposes. Now an autonomous state college of agriculture with a good chance of obtaining research support from PCAR and other agencies, ViSCA will undertake steps towards the station's development.

Research activities in the station shall be carried out by faculty, students,¹ and research assistants or research associates. Supervision and coordination of research activities shall be taken care of by the

Research Coordinator with an Experiment Station Superintendent under him to manage the experimental areas.

C. Research Centers at ViSCA

Three major research centers will be established at ViSCA, namely:

- . National Root Crops Research Center
- . Regional Coconut Research Center
- . Regional Abaca Research Center

IV. Experimental Rural High School

The Experimental Rural High School aims to serve as a demonstration and research laboratory to test new approaches in secondary agricultural education and to provide a systematic training laboratory for education students in agricultural development and home science. It aims to provide incentives and the means for molding progressive, talented barrio youths whose main ambition is either to work in the barrio or pursue a degree in agriculture.

In consonance with the program recommendation of the Presidential Commission to Survey Philippine Education, and in the light of the changing demands of the times, ViSCA is proposing these problem-oriented life-centered five-year high school curricula:

- . Secondary Agricultural Science Curriculum
- . Vocational Agriculture Curriculum
- . Vocational Rural Homemaking Curriculum

ViSCA DEVELOPMENT PROGRAM TASK FORCE

Dr. Fernando A. Bernardo	- Chairman
Dr. Samuel S. Go	- Vice-Chairman
Prof. Manuel A. Ancheta	- Vice-Chairman

M e m b e r s

Prof. Francisco G. Bascug	Prof. Lydia A. Gloria
Dr. Emiliana N. Bernardo	Prof. Dolores A. Llano
Mr. Andres F. Duatin	Dr. Benjamin C. Mahilum
Engr. Margarito Escalante	Dr. Paulita M. Mahilum
Prof. Susano C. Faelnar	Prof. Nerelito P. Pascual
Dr. Wilfredo Floresca	Prof. Anunciacion M. Salcedo
	Prof. Raymundo Salcedo

Curriculum Committee

Research Committee

Dr. Emiliana N. Bernardo, Chairman	Dr. Benjamin C. Mahilum, Chairman
Dr. Paulita M. Mahilum, Member	Prof. Nerelito P. Pascual, Member
Dr. Wilfredo Floresca, "	Prof. Raymundo Salcedo, "
Prof. Nerelito Pascual, "	Mr. Sergio Abit, "
Prof. Raymundo Salcedo, "	Mr. Rebecca Santiago, "
Engr. Margarito Escalante, "	Prof. Anunciacion Salcedo, "
Miss Iluminada Abihay, "	Dr. Emiliana N. Bernardo, "
Prof. Susano C. Faelnar, "	Mr. Richard Agbisit, "

Committee on Technician Training and Non-Formal Education

Sub-Committee to Study the BSA Program

Prof. Nerelito Pascual, Chairman	Dr. Wilfredo Floresca, Chairman
Prof. Dolores A. Llano, Member	Prof. Lydia A. Gloria, Member
Prof. Anunciacion Salcedo, "	Engr. Margarito Escalante, "
Prof. Rogelio A. Jaime, "	Mr. Richard Agbisit, "
Prof. Sarah M. Ancheta, "	Mr. Constancio Napiere, "
Mr. Sergio Abit, "	Mr. Oscar Posas, "
Mr. Romulo Ramirez, "	Miss Iluminada Abihay, "

Miss Fe Mantua,	Member
Dr. Emiliana N. Bernardo,	"
Dr. Benjamin C. Mahilum,	"
Prof. Nerelito P. Pascual,	"
Mr. Teodulo Milleza,	"

Sub-Committee to Study the
B.S. Ag. Ed. Program

Prof. Raymundo Salcedo,	Chairman
Prof. Dolores Llano,	Member
Prof. Anunciacion Salcedo,	"
Prof. Nerelito Pascual,	"
Prof. Francisco G. Bascug,	Consultant
Prof. Manuel A. Ancheta,	"
Prof. Susano C. Faelnar,	"

Sub-Committee to Study the
B.S. Ag. Homemaking Program

Dr. Paulita M. Mahilum,	Chairman
Prof. Sarah M. Ancheta,	Member
Mrs. Concepcion Monserate,	"
Miss Lucila Ligason,	"
Mrs. Lilia Y. Duatin,	"
Miss Grace B. Alo,	"

Sub-Committee to Study the
B.S. Ag. Eng'g. Program

Engr. Margarito Escalante,	Chairman
Mr. Nonilon Bulilan,	Member
Mr. Andres F. Duatin,	"

Sub-Committee to Study the
Rural High School Program

Mr. Federico C. Monserate,	Chairman
Mr. Victorio Ternura,	Member
Mrs. Corazon de la Calzada,	"
Mrs. Avelina C. Floresca,	"
Mr. Zosimo de la Rosa,	"
Mr. Ildefonso Taganas,	"
Mr. Ruben B. Mercado,	"

B. PHYSICAL PLANT IMPROVEMENT

Since Capital Outlay is a major item of expenditure during the year, a list of important Physical Plant Improvement projects is included in this report.

1. Topographic survey of the ViSCA campus and research centers
2. Renovation of four student cottages into staff houses
3. Construction of four apartment units, four doors to a unit
4. Construction of one boys' dormitory
5. Renovation of Administration Building
6. Construction of an Agro-Met Building
7. Construction of classroom partitions in Arts and Letters and Agricultural Engineering Buildings
8. Renovation of the Agricultural Development Education and Agricultural Economics Offices
9. Construction of Offices for:
 - a. Crop Protection Department
 - b. Animal Science and Veterinary Medicine Department
 - c. Plant Breeding and Ag. Botany Department
 - d. Agricultural Chemistry Department
10. Devising and effecting of measures towards river control
11. Repair and maintenance of farm roads
12. Construction of a two-storey, four-room Homemaking Building

13. Renovation of Vocational-Agricultural Building for conversion into Science Building

C. STUDENT SERVICES

Headed by Director Manuel A. Ancheta, the Office of Student Affairs (OSA) was created to take charge of student services and provide a wholesome environment for the studentry.

After some crash planning, the director immediately organized a guidance program, implemented a scholarship program for both honor and poor but deserving students, provided orientation to entering freshmen, assisted in the placement of working students, coordinated student organizations, and handled a number of student problems. Although far from being optimally operative, the OSA even at its organizational stage, functions as liaison between the administration and the students. It has in blueprint a student union that should serve as the center of various student activities and services.

D. INSTRUCTION

Careful curricular evaluation and restructuring were instituted as the initial phase of a long-range program to improve and vitalize instruction. New courses were introduced in response to the demand for more agricultural researchers, entrepreneurs, managers, teachers, engineers, extension workers, development communication specialists and technicians. Definite plans were

mapped out and resulted in the offering of the following curricular programs:

1. Bachelor of Science in Agriculture
 - a. Agronomy and Soils
 - b. Animal Science and Veterinary Medicine
 - c. Crop Protection
 - d. Agricultural Economics
 - e. Agricultural Chemistry
 - f. Plant Breeding and Ag. Botany
2. Bachelor of Science in Development Education with concentration in:
 - a. Agricultural Extension
 - b. Development Communication
 - c. Agricultural Education
3. Agricultural Engineering
4. Bachelor of Science in Home Economics with majors in:
 - a. Home Management Extension
 - b. Home Economics Teaching
5. Bachelor of Science in Forestry
6. Agricultural Science High School
7. Technician Training

Graduates from these various curricula will partly fill the demand for better-trained manpower from private firms and government agencies. The Bachelor of Science in Agriculture curriculum is designed to produce researchers and farm managers; the

Bachelor of Science in Agricultural Development Education curriculum - Communication specialists, Agriculture teachers, and Extension workers; the Bachelor of Science in Agricultural Engineering curriculum - Agricultural engineers; the Bachelor of Science in Home Economics curriculum - Home Economics teachers and Home Economics Extension specialists; and the Science High School curriculum - High School graduates who are adequately prepared to pursue college work at ViSCA or any other agricultural college.

This well-balanced instructional program will be fully implemented within the next five years with financial assistance from the Philippine Government and the World Bank.

To strengthen its curricular implementing arm, the College has made plans to improve its library facilities, student and faculty housing, water and lighting system, classroom and laboratory facilities; to acquire additional instructional supplies and equipment; to establish research stations; and to reinforce the supportive and the teaching staff. Details of ViSCA's overall development plans in instruction are projected in Volume II - "For the Small Visayan Farmers."

VITAL INFORMATION ON VASCA ENROLLMENT, GRADUATES AND DROPOUTS

Table 5. Summary of College Enrollment by Curriculum, 1970-71 to 1974-75

C O U R S E	1970-71		1971-72		1972-73		1973-74		1974-75	
	Semester 1st	Semester 2nd	Semester 1st	Semester 2nd	Semester 1st	Semester 2nd	Semester 1st	Semester 2nd	Semester 1st	Semester 2nd
B. S. Agriculture	245	210	251	221	237	200	445	391	522	484
B. S. Agricultural Education	156	151	175	163	153	139	284	244	352	307
B. S. Agricultural Homemaking	96	83	92	89	102	90	106	89	83	82
Special Students	3	1	-	4	-	-	-	-	15	2
T O T A L	500	445	518	477	492	429	835	724	972	875

Table 5 shows a rapid increase in BSA enrollment from 1972-73 to 1974-75; BSAEd follows with a slight increase, while a continued decline is shown by BSAH. Several factors have been considered as possible explanations for these trends including defective curricula, decreasing demand for teachers in agricultural education and agricultural homemaking, and increasing demand for technical agriculturists.

Table 6. Summary of College Graduates by Curriculum, 1970-71 to 1974-75

C O U R S E	1970-71		1971-72		1972-73		1973-74		1974-75	
	Semester 1st	Semester 2nd	Semester 1st	Semester 2nd	Semester 1st	Semester 2nd	Semester 1st	Semester 2nd	Semester 1st	Semester 2nd
B. S. Agriculture	-	7	8	4	-	30	4	20	2	11
B. S. Agricultural Education	2	20	13	24	-	22	13	23	10	14
B. S. Agricultural Homemaking	3	8	3	12	-	13	5	15	1	6
T O T A L	5	35	24	40	-	65	22	58	13	31

In Table 6 an interesting gradual increase in the number of ViSCA graduates is shown between school years 1970-71 and 1973-74. A big (45%) decrease is, however, registered for 1974-75. This decrease could be explained by the same factors which contributed to the decrease in the previous years' enrolments. Another factor that may be cited is that a number of BSA students who have already completed their course work are still completing their theses.

Table 7. Student Dropout Rates at VISCA, 1972-73 to 1974-75

C O U R S E	1972 - 1973			1973 - 1974			1974 - 1975		
	Enrol- ment	DO	DQ%	Enrol- ment	DO	DQ%	Enrol- ment	DO	DQ%
B. S. Agriculture	237	35	14%	445	48	11%	522	35	7%
B. S. Agricultural Education	153	11	7%	284	26	9%	352	35	10%
B. S. Agricultural Homemaking	102	9	8%	106	12	11%	83	1	1%
Special Students	"	"	"	"	"	"	15	13	86%
T O T A L	492	55	11%	835	86	10%	973	84	8%

Table 7 shows the student drop-out rate at VISCA, based on the last three school years, as approximately 10 per cent. Stricter admission requirements - the NCEE as well as the local entrance requirements - are expected to bring the drop-out rate down.

V. R E S E A R C H

Positive steps towards strengthening the research capability of the College have been taken. Research station development has been started. Research areas have been identified and initial phases of their development have been undertaken while the construction of the Agro-Met station is in full swing.

Recruitment of promising staff members is in progress. This being complemented with a more aggressive staff development program to allow more staff members to undergo graduate studies. Improvement of the research capability of the staff is one of the major objectives of VisCA's staff development program.

To attain this objective, the College has instituted its own Staff Fellowship Program. This is supplemented by scholarship grants offered by SEARCA, NEDA, UPLB, PCAR and other organizations and government agencies sponsoring scholarship grantees. Furthermore, a technical assistance program has been submitted to the Ford Foundation and the World Bank.

Staff members have been encouraged to submit research proposals and undertake researches in their respective fields of specialization. Actual teaching load is reduced to the minimum for staff members undertaking approved research projects.

The motivating factors in VisCA's strong emphasis on research are the identification of the College by PCAR as the National Research Center for Root Crops and Regional Center for

Abaca and Coconut, not to mention the highly favorable economic returns that one gets for his investment in research. Undoubtedly, research results will strengthen the instructional and extension programs of the College.

STUDENT RESEARCHES WITHIN FISCAL YEAR 1974 - 1975

I. Department of Animal Science and Veterinary Medicine

A. Broilers

- o Feed Efficiency of Broilers Debeaked at Various Ages.
- o Comparative Performance of Two Breeds of Broiler Chickens Under VISCA Conditions.
- o Feeding and Economic Values of Home-Mixed and Commercial Broiler Ration.

B. Native Chickens

- o The Effect of Sex on the Dressing Percentage and Meat Out Yields of Native Chickens.

C. Ducks

- o Feed Efficiency of Ducks on Ration Supplemented with Various Levels of Water-Treated Ipil-ipil Leaf.

D. Swine

- o The Effect of Age on the Rate of Healing in Pre-Scrotal Method of Castration.

II. Department of Engineering

- o The Effect of Different Depths of Water Table on the Yield of BNAS 51.

III. Department of Agronomy and Soils

A. Root Crops

- o The Effects of Varying Number of Stems per Hill on the Yield of Cassava.
- o Influence of Conventional and Hedgerow Planting on the Yield of Two Cultivars of Cassava.
- o The Effects of Different Levels of 15-15-15 Fertilizer on the Yield of Cassava.
- o Yield Performance of Three Cultivars of Cassava.
- o Comparative Yields and Agronomic Characteristics of Seven Cultivars of Sweet Potato Under ViSCA Conditions.
- o The Economics of Fertilizing Sweet Potato (DNAS-51) Under Coconuts

B. Coconuts

- o Precocity Study on the Germination of Coconuts.

C. Legumes

- o The Effects of Leguminous Intercrops (Peanut, Bush Beans, Mungo and Soybean) on the Yield of Cassava.
- o The Effects of Monthly Planting on the Growth and Yield of Three Soybean Varieties.
- o Varietal Performance of Peanuts Under ViSCA Conditions.
- o The Effects of Ca, Mo, Bo, and Zn on the Growth and Yield of Soybeans.

- o The Effects of Different Rates of Flowering Hormone (Agro Wonder Grow) Applications on the Yield of Two Cultivars of Peanuts.
- o The Effects of Varying Rates of P and K on the Yield of CES 101 Peanut Under Coconuts.
- o The Effects of Different Levels of Complete Fertilizer on the Growth and Yield of Soybean Under Coconuts.
- o The Effects of Rate of Foliar Application of Liquid Fertilizer on the Growth and Yield of Soybeans Under Coconuts and in the Open.
- o The Effects of Plant Population Density on the Growth and Yield of Soybean Grown Under the Coconut and in the Open.
- o The Influence of Growth Factors on Flowering and Seed Yield of Soybean Grown in the Open and Under the Coconuts.

D. Cereals

- o Comparative Yields of Conventional and Hedgerow Planting of Corn.
- o The Effects of Seeding Rate on the Growth and Yield of Directly Seeded Rice.
- o A Comparative Study of the Effects of Liquid Applied on the Leaves and Granular Fertilizers and a Combination of the Two on the Growth and Yield of IR - 26.

- o The Response of Pop Corn and Sweet Corn to Varying Amounts of Complete (14-14-14) and Liquid (12-6-6) Fertilizers.
- o A Study on Varying Levels of 15-15-15 Fertilizer on the Performance of Broom Sorghum in ViSCA.
- o Trial Planting of Pearl Millet Under the Coconuts and in the Open with Varying Amounts of N P and K.

E. Vegetables

- o Comparative Yield Performance of Four Improved Varieties of Tomato Under ViSCA Conditions.
- o A Comparative Study on the Use of Slips and Seedlings on the Growth and Yield of Cabbage.

F. Abaca

- o A Study of Some Physical Properties of the Abaca Stalk Effecting Fiber Yield.
- o The Effects of Delayed Stripping on the Ease of Extraction Recovery and Quality of Abaca Fiber.
- o The Effects of Varying Depths of Planting on the Suckering Capacity of Abaca.
- o The Effects of Varying Amounts of KCL on the Early Growth Stages of Abaca.

G. Sugar Cane

- o The Effects of Varying Periods of Storing Cuttings on the Germination and Growth of Sugar Cane.
- o Fertilizer Trials on Promising Varieties of Sugar Cane at ViSCA.

VI. E X T E N S I O N P R O G R A M

A. Cooperative Development Seminar - Phase I

In compliance with Presidential Decree No. 175, "Strengthening the Cooperative Movement," the Department of Local Governments and Community Development conducted a seminar from March 25 to March 27, 1974. DLGCD Circular 73-74 requires all members of credit unions to undergo a pre-membership education seminar on Samahang Nayon. The topics covered were:

⑥ March 25, 1974

- o Organization of DLGCD
- o Agrarian Reform and Cooperatives
- o Beginning, Nature and Philosophy of Cooperative Organization

⑥ March 26, 1974

- o Cooperative Principles and Practices
- o Samahang Nayon I
- o Samahang Nayon II
- o Samahang Nayon III

⑥ March 27, 1974

- o Samahang Nayon IV
- o Success Factors

The trainees of this seminar were the members of the Visayas Agricultural College Cooperative Union (VACCU).

B. Echo Seminar on Classroom Testing

An echo seminar on Classroom Testing was conducted from August 22 to 29, 1974 to disseminate to the secondary school teachers the latest developments and trends in classroom testing and their implications to the teaching-learning process. Twenty-two high school teachers participated in the seminar. The subject matters covered were:

- o The Role of Objectives in Teaching-Learning
- o Types of Educational Outcomes
- o The Table of Specification
- o Different Techniques of Testing
- o Use of Educational Objectives in Test Item Construction
- o Using Tests for Improving Learning
- o Construction of Test Items
- o Ways of Improving the Test Item

C. National Manpower Training Program

A number of Baybay farmers availed themselves of the week-end courses which were part of the National Manpower Training Program. These courses stretched over two six-month periods: September, 1973 to February, 1974 and June to November, 1974.

o September 1, 1973 to February 28, 1974

<u>COURSES</u>	<u>NO. OF TRAINEES</u>
o Swine Production	32
o Poultry Production	31
o Cereal Production	30
o Vegetables and Root Crops	26
o Clothing and Food Processing	33

© June 1, 1974 to November 30, 1974

<u>COURSES</u>	<u>NO. OF TRAINEES</u>
o Swine Production	30
o Poultry Production	39
o Cereal Production	39
o Vegetables and Root Crops	20
o Food Processing	20

VII. LINKAGES WITH OTHER AGENCIES

<u>PROJECT/PROGRAM</u>	<u>COOPERATING ENTITIES</u>	<u>NATURE OF COOPERATION</u>
o Rice Research	IRRI	- VISCA is the IRRI testing center for new rice varieties in the region.
o Socio-Economic Research	PCAR	- Funding for researches
o Scholarships	PCAR	- Sponsorship of grantees
o Coconut Research	PCA	- Research coordination
o Agro-Meteorological Research	PCAR, PAGASA	- Funding for researches
o Agricultural Extension Training	BAEx, BPI, NFAC	- Use of facilities
o Animal Science Information Programs	BAI	- Exchange of information materials
o Practical Arts Training Institute	EDPITAF, DEC Regional Office	- Funding of training programs for Practical Arts teachers
o Irrigation	NIA	- Funding for equipment
o Over-all Coordination	NEIDA	- Policy making

VIII. C O N C L U S I O N

AS EXPECTED from a newly-created state college, a number of problems had to be grappled with and resolved. These problems are inherent in the formulation of new goals and objectives, development of new programs and projects, expansion of the College's service area and the corresponding increase in responsibility dimensions. To change the administrative strategy in a college from a centralized and bureaucratic system to a decentralized, fast-moving and dynamic set-up was not an easy job. However, the transition and adjustment period was made less painful and chaotic through a combination of steadfastness and firmness of purpose and through the wholehearted assistance of local and national leaders. The all-out cooperation of the faculty as well as administrative staff cannot be overlooked during this critical period in the building of a Regional Agricultural College.

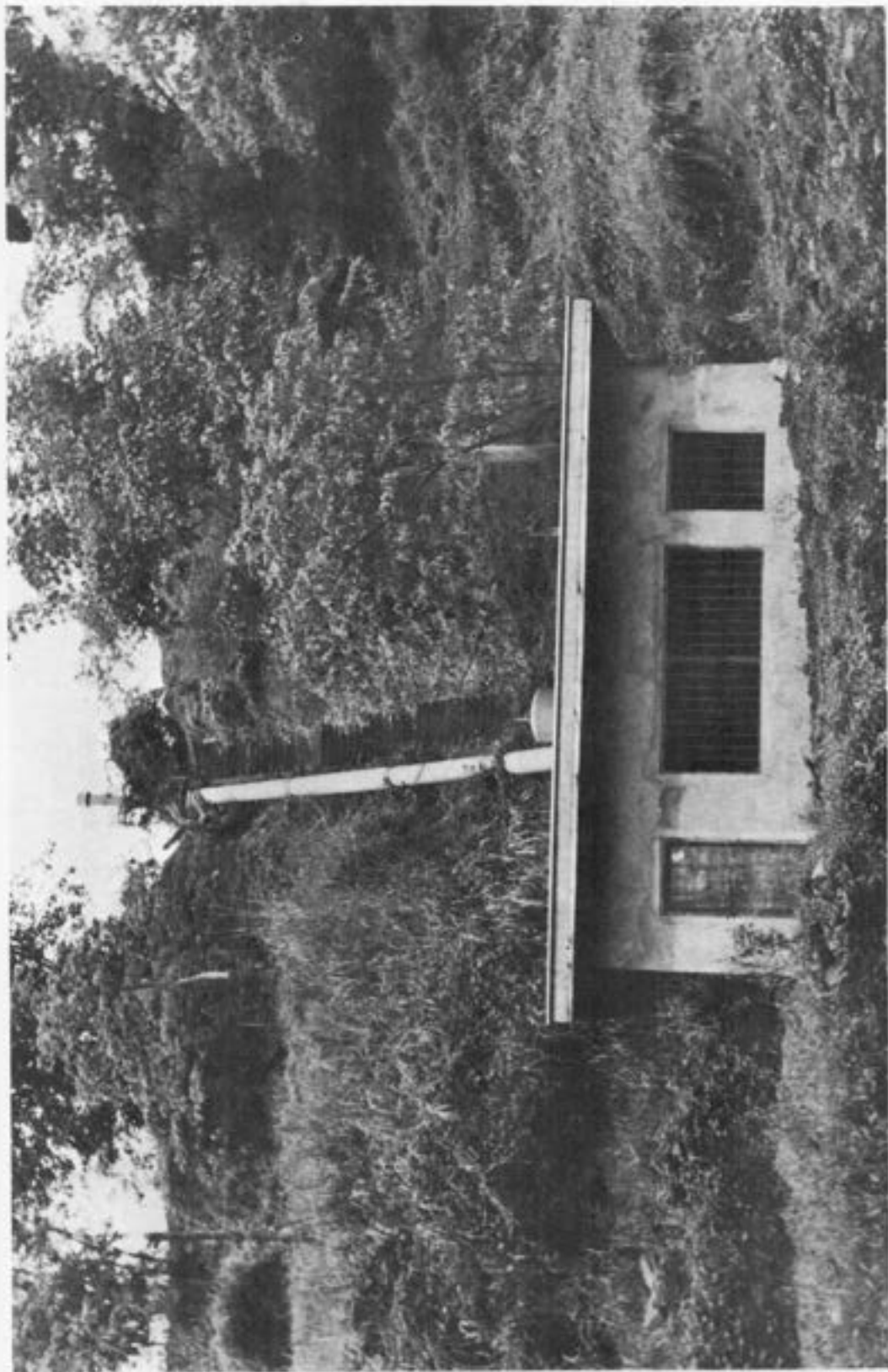
PICTORIAL HIGHLIGHTS
OF THE
YEAR IN REVIEW



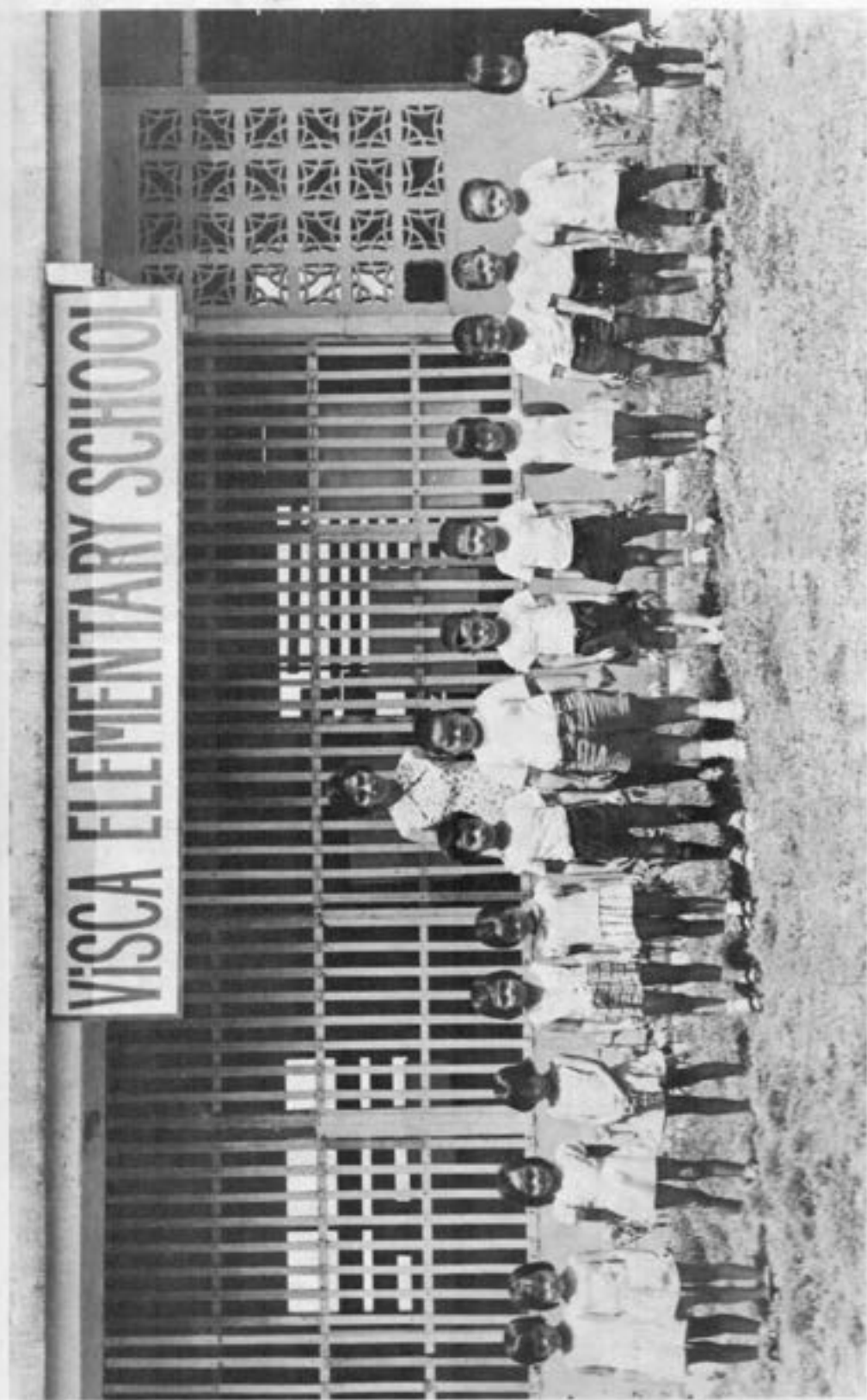
The Eastern Visayas Agricultural Meteorological Research Center was completed through the generous assistance of PAGASA which provided the expensive equipment and of PCAR which shouldered half of the cost of building construction.



Cutting of the ceremonial ribbon during the inauguration of the AgroMet station. Shown in the picture are Dr. Joseph C. Madamba, Director General of PCAR and Mrs. Aida Jose, Chief of the AgroMet Division of PAGASA, assisting Dr. Emiliana N. Bernardo.



The VISCA hydroelectric powerhouse has a 2.5 KVA generator. Studies are being made by College engineers to improve this cheap source of electric power.



The ViSCA Educational Foundation, Inc. opened an elementary school to serve the ViSCA employees.



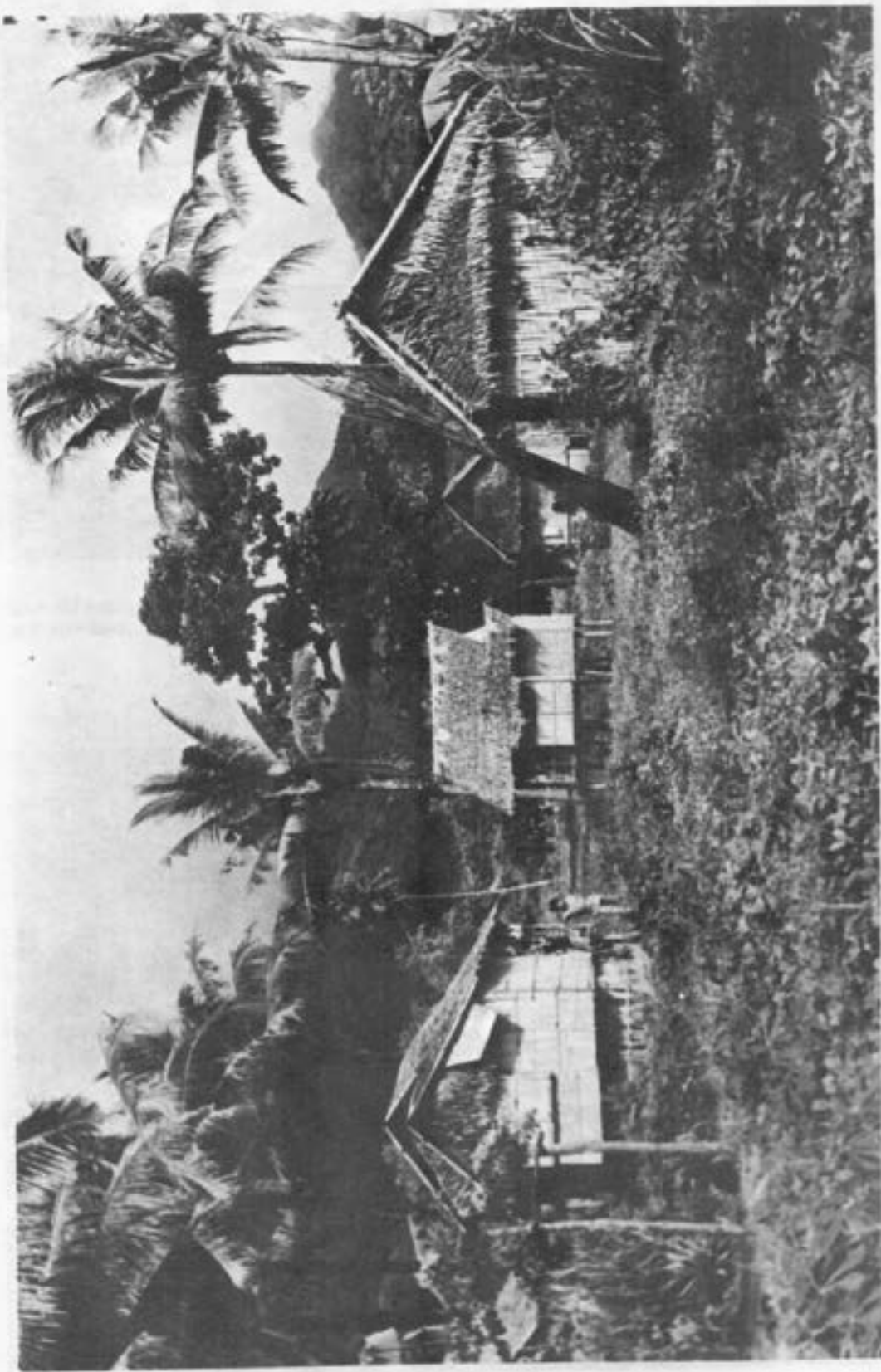
High school students still occupying a very old, dilapidated dormitory are waiting for the construction of a new and more livable dorm.



Dormitory rooms such as this are used as bedrooms, kitchens and dining rooms at the same time. There is overcrowding in all dormitories. More dorms must be constructed.



Temporary shelters such as this were constructed to meet the growing need for more classrooms.



Student farmers constructed their nipa huts near the farms they till.



Four old cottages along the seashore were renovated to provide accommodations for four newly recruited key staff members.



Fourteen 4-door apartment units are under construction to alleviate the acute shortage of staff houses. Meanwhile, all new faculty recruits are provided accommodations in the guest house, dormitories and academic buildings.



A wide variety of insects from the hills and mountains of Leyte makes instruction in entomology more relevant and interesting to students of crop protection.



The Department of Home Science under the leadership of its chairman, Dr. Paulita M. Mahilum, conducted for the barrio people a training project in hand bag making. This effort is part of the Barrio Industries Laboratory of the department.



Site development has been going on to expand the area of the Regional Coconut Research Center.



The Regional Coconut Research Center under the leadership of its acting director, Dr. Benjamin C. Mahilum, is starting a coconut breeding program. Dwarf varieties are being grown for cross hybridization with superior tall pollen parents.



An experiment on intercropping coconut with gabi is being undertaken to explore effective ways of utilizing the extensive coconut areas in Eastern Visayas.



Experiments on intercropping cassava with legumes such as mungo, peanuts and soybeans go on as part of the research program in the National Root Crop Research Center.



Production of heat-tolerant cabbage. This new variety is revolutionizing cabbage production in the lowlands where cabbage could not be successfully grown before.



The National Root Crop Research Center grows a collection of Colocasia (gabi) from Eastern and Central Visayas.



On-the-spot farmer instructions are given by the staff members of the VISCA Social Laboratory.



Heavy equipment acquired from the Bureau of Public Highways are being used for constructing roads leading to the site for the new dormitories and the Arts and Letters Building.



ViSCA's modest piggery is due for expansion to meet the increasing demand for weanlings in Leyte.



The dairy project supplies milk to the College constituents and serves the instructional requirements in animal husbandry and veterinary medicine.



The old VISCA waterwheel is being restored to run the abaca stripping machine and to generate electricity.



The Calbiga-a river has been straightened to minimize destruction of experimental fields during floods.