

VISAYAS STATE COLLEGE OF AGRICULTURE
Baybay, Leyte



APPROVED
MINUTES OF THE 42nd (REGULAR) MEETING OF THE VISCA BOARD
OF TRUSTEES HELD ON SEPTEMBER 5, 1981, AT THE
VISCA BEACH HOUSE, BAYBAY, LEYTE

DECISIONS/AGREEMENTS MADE BY THE BOARD OF TRUSTEES

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Approving the appointments of the following staff members (Appendix F):
 1. Ms. Celsa C. Cocjin as Science Research Specialist at P14,532.00 p.a., effective July 27, 1981;
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MINUTES OF THE 42nd (REGULAR) MEETING OF THE VISCA BOARD
OF TRUSTEES HELD ON SEPTEMBER 5, 1981, AT THE
VISCA BEACH HOUSE, BAYBAY, LEYTE

Present:

Hon. Onofre D. Corpuz	Chairman	1
Minister		2
Ministry of Education and Culture		3
Hon. F. A. Bernardo	Vice Chairman	4
President		5
Visayas State College of Agriculture		6
Prof. Andres F. Duatin	Secretary	7
College Secretary		8
Visayas State College of Agriculture		9

Others Present:

Mr. John S. Imlan	Representative	10
PASUC Coordination Office		11
MEC, Metro Manila		12
Dr. Leonardo L. Manalo	Invited	13
Assistant to the College President		14
VisCA, Pasay City		15
Dr. Eliseo R. Ponce, VisCA	Invited	16
Dr. Vicente A. Quiton, VisCA	Invited	17
Dr. Lucelyn B. Ponce, VisCA	Invited	18
Mr. Oscar D. Monera, VisCA	Invited	19
Prof. Concepcion T. Monserate, VisCA	Invited	20
Ms. Lutgarda S. Palomar, VisCA	Invited	21

Absent:

Mr. Lindy Morrell (Excused)	Representative	22
Regional Director		23
NEDA, Region VIII		24

I. Preliminaries: 25

A. Approval of the Proposed Agenda: 26

The agenda were approved as presented. 27

B. Report of the College President: 28

1. Rescinding of building contract. The Eureka Cons- 29

truction Co. has long abandoned the construction of the Animal 30

Science and Home Science buildings. VisCA wants to take over 31

but it can not rescind the contract entered into by EDPITAF with 32

Eureka Construction Co.

2. ViSCA anniversary celebration. Dr. Dioscoro L. Umali, Assistant Director-General and Regional Representative for Asia and the Far East Region of the FAO, was the guest speaker during the ViSCA anniversary program last August 22, 1981, in the morning.

One important feature of the celebration was the inauguration of three new instructional buildings of the college: The Department of Plant Breeding and Ag Botany, the Department of Plant Protection, and the Departments of Ag. Economics and Ag Dev Education.

3. ViSCA radio station. The ViSCA radio station is being tested and may be operational in one month time. With a power of 5 kilowatts, radio broadcasts are expected to reach the provinces within regions VII AND VIII.

4. Massey University to assist ViSCA. Pres. Bernardo disclosed that the Massey University in New Zealand has expressed interest to assist ViSCA along the lines of curriculum development. A Massey University team will visit ViSCA in the first week of November to work with ViSCA staff in identifying priority needs where MU could help.

Ratification of the Minutes of the Previous Meeting:

The minutes of the 41st meeting of the Board were ratified, with the following correction:

Page 6, line 22--"RA" was changed to "LOI."

Matters Arising from the Approved Minutes:

A. Land Acquisition Problem

Asked by Min. Corpuz who was the "big haciendero" mentioned in the report, Pres. Bernardo said it is a certain Mr. Dominador Tan.

B. Revolving Fund

Min. Corpuz reminded Pres. Bernardo that the proceeds from the projects of the College may be used as revolving fund, as authorized under LOI 1026. "We need some more seed money so we asked the Budget Ministry to allow us to use part of our savings for income-generating projects," Pres. Bernardo explained.

For Approval/Confirmation/Ratification:

A. Administrative Matters: Concept Papers on --

1. Visayas State University (VSU). Presenting a concept paper on the kind of a university that this institution shall be, President Bernardo disclosed that VISCA is not ready to become one in the near future, but there are "compelling reasons why VISCA must be prepared to become a university within the near future;" hence, the concept paper, as basis for the preparation of a bill upon the approval of the Board, Pres. Bernardo told Min. Corpuz.

Min. Corpuz' appraisal of the status of VISCA jibes with Pres. Bernardo's in that the elevation of VISCA into a university within the next 3 or 4 years is considered premature.

After some discussions, particularly on the possible institutional components for the proposed university, the Board passed:

RESOLUTION NO. 49, s. 1981

Approving in principle and endorsing the preparation of a Bill converting the Visayas State College of Agriculture (VISCA) into the Visayas State University of Agriculture and Applied Sciences (VSU); although the Bill may be approved soon, its full operation as a university, however, shall take effect not earlier than 1985, to give time for the College to develop the various programs of the future university, as envisioned in the concept paper (Appendix A).

Approved

2. Social Research Center (SOREC) As requested by Min. Corpuz, Dr. Eliseo R. Ponce, the new VISCA Director of Extension, briefly summarized his concept of the proposed center for social research in small-farmer development (Appendix B).

The extension Director envisioned a center for social research that is geared towards the "development of strategies which are directed to growth . . . ", capable of pursuing the "search for . . . truth through balanced . . . social research program" designed to "offer enlightened advice to information users and decision-makers . . ."

In rationalizing his concept of a "small-farmer development," "social equity," and "removal of the socio-political structural constraints," as factors to reckon with in developing a social research center, Dr. Ponce mentioned of World Bank statements, apparently as baseline information, in his paper.

At this point, Min. Corpuz reacted rather disagreeably with Dr. Ponce's use of the World Bank evaluation of the Philippine economy relative to the utilization of the dollar loans in solving rural poverty as basis for the establishment of a social research center in the Visayas. By way of a reminder, Min. Corpuz said that "my caveat is for us to be careful in the use of global issues in our decision-making."

On the suggestion that "rural development must first strive for social equity," and "should strive for the removal of the socio-political structural constraints," the education minister maintained that "capability-building" should be the mission which is a better approach to the solution of the poverty problem. "We can not remove social constraints," Min Corpuz opined, "but we can develop the capability of person," he argued.

President Bernardo told the minister that the concept paper is a preliminary study and that Dr. Ponce will prepare the "full-blown program, taking into consideration all the suggestions," to be presented in the next meeting of the Board.

At this point, the Board passed:

RESOLUTION NO. 50, s. 1981

Approving in principle the establishment of a Social Research Center in Small-Farmer Development (SOREC), pending the presentation and approval of the proposal to include (a) the concern, (b) objectives, (c) work-program, and (d) organizational structure, to be presented to the Board in its next meeting (Appendix B).

Approved

3. Guidelines for Operation of the Pavilion Canteen and Recreation Center. The nine-point guidelines for the operation of the ViSCA Pavilion as a canteen and recreation center were presented (Appendix C) for Board action.

After clarifying question on the proposal to serve/sell beer, the Board passed:

RESOLUTION NO. 51, s. 1981

Approving the set of guidelines for the operation and maintenance of the ViSCA Pavilion Canteen and Recreation Center and authorizing the operation of the said center up to December 31, 1982, subject to revocation of the contract (that shall be entered into by ViSCA and the operator) in the event that the latter fails to comply with or enforce the provisions of the guidelines and the contract (Appendix C).

Approved

B. Academic Matters: Concept Papers on the Proposed --

1. Department of Rural Development Education

Dr. Vicente A. Quiton, ADE Head, presented a proposal to fuse the departments of Ag Dev Ed and the Home Science into the Department of

Rural Development Education. The provision includes the replacement of the existing BSADE and BSHE curricula with the Bachelor of Science in Rural Development Education (BSRDE), with major fields in (a) Teaching of Agronomy, (b) Teaching of Animal Husbandry, (c) Teaching of Home Economics, (d) Agricultural Extension, (e) Home Economics Extension, and (f) Elementary Education (Agriculture or Home Economics). The proposed BSRDE curriculum provides minors in the teaching of related subjects like Biology, Chemistry, and Economics.

The two main reasons given why these two departments are being fused are (1) the dwindling enrolment in the BSHE curriculum and (2) the placement problem of the BSADE graduates (Appendix D).

During the discussions that ensued, the name of the new department, the proposed curricular offerings and corresponding fields of concentrations were taken up; after which, the Board passed:

RESOLUTION NO. 52, s. 1981

Approving the fusion of the departments of Agricultural Development Education and the Home Science, to be named the Department of Rural Development Education, (Appendix D) and advising the proponents to restudy the unfamiliar name of the degree program. The Board felt that a more familiar name of a degree program like B.S. Agricultural Education is preferable.

Approved

2. Department of Agricultural Chemistry and Food Science (DACFS).

The proposal recommended the fusion of the Food Science Section of the Department of Home Science and the Department of Agricultural Chemistry into a new department to be called the Department of Agricultural Chemistry and Food Science (DACFS), (Appendix E). Convinced of the soundness/appropriateness of the proposal, the Board passed:

RESOLUTION NO. 53, s. 1981

Approving the fusion of the Department of Agricultural Chemistry and the Food Science Section of the Department of Home Science into a new department to be named the Department of Agricultural Chemistry and Food Science (DACFS), (Appendix D) provided that the faculty members concerned from the Food Science Section will be absorbed by the new department, this to take effect upon the submission and approval of detailed plans.

Approved

V. Personnel Matters:

A. Appointment of Personnel

The appointments include the (a) appointment of one (1) new staff member, (b) recommendation for permanent status of one (1) staff member, (c) designation of five (5) staff members to administrative positions, (d) designation of three (3) staff members as temporary graduate faculty members, and (e) reclassification of two (2) staff members for having finished their advanced studies (Appendix F).

On motion duly seconded, the Board passed:

RESOLUTION NO. 54, s. 1981

Approving the appointments of the following staff members (Appendix F):

1. Ms. Celsa C. Cocjin as Science Research Specialist at ₱14,532.00 p.a., effective July 27, 1981;
2. Ms. Catalina M. Pascual as permanent Junior Librarian effective September 1, 1981;
3. Prof. Federico G. Villamayor, Jr. Asst. Dir. & Officer-in-Charge of PRCRIC with monthly honorarium of ₱450.00, effective May 1, 1981;
4. Dr. Bernabe B. Cocjin as Head of the Dept. of An Sci and Vet Med with monthly honorarium of ₱250.00, effective August 1, 1981;
5. Dr. Florencio A. Saladaga as Head of the Dept. of Plant Breeding and Ag Botany with monthly honorarium of ₱250.00, effective July 1, 1981;
6. Dr. Eliseo R. Ponce as Director of Extension with monthly honorarium of ₱300.00 effective September 1, 1981;
7. Mr. Dominador S. Ugsang as Chief of Security Force with monthly honorarium of ₱250.00, effective July 20, 1981;

8. Dr. Fe S. Saladaga as temporary graduate faculty member effective July 6, 1981; 1
9. Ms. Rose Marie T. Rosario as temporary graduate faculty member effective July 6, 1981; 2
10. Mr. Vermando M. Aquino as temporary graduate faculty member effective July 6, 1981; 3
11. Dr. Jose Sal Tan, reclassified from Instructor IV to Asso. Prof. I; and 4
12. Dr. Nerelito P. Pascual, reclassified from Asst. Prof. III to Asso. Prof. I. 5

The foregoing proposed appointments had been passed upon and recommended by the Selection/Promotion Board. 6

Approved 7

B. Proposed Increase in Allowance of Angus MacDonald 8

A proposal was presented recommending the increase of the monthly allowance of Mr. Angus MacDonald, a British Volunteer teaching VISCA students in animal science courses, from ₱960.00 to ₱1,056.00 per month effective March 1, 1981 (Appendix G). 9

On motion duly seconded, the Board passed: 10

RESOLUTION NO. 55, s. 1981 11

Approving the increase of the monthly allowance of Mr. Angus John MacDonald, a British volunteer teaching VISCA students in animal science courses, from ₱960.00 to ₱1,056.00 per month, effective March 1, 1981, (Appendix G) subject to availability of funds and the usual auditing rules and regulations. 12

Approved 13

Other Matters: 14

A. Representation Expenses for the VISCA Superintendent of Physical Plant 15

It was recommended that Engr. Manuel C. Capacio, Superintendent of Physical Plant, due to the nature of his work, be given representation expenses at ₱500.00 per month, non-commutable, effective August 1, 1981. 16

On motion duly seconded, the Board passed: 17


RESOLUTION NO. 56, s. 1981

Approving the recommendation to give Engr. Manuel C. Capacio, VISCA Superintendent of Physical Plant, representation expenses at ₱500.00 per month, non-commutable, effective August 1, 1981, chargeable to the administrative cost of capital outlay and subject to COA rules and regulations.

Approved

There being no other matter to discuss, Min. Corpuz, the Chairman, adjourned the meeting at 10:10 a.m.

Certified True and Correct:


ANDRES F. DUATIN
Secretary

Attested:

(SGD.) HON. O. D. CORPUZ
Chairman

Approved as corrected:

November 4, 1981

CONCEPT OF A STATE UNIVERSITY OF AGRICULTURE
AND APPLIED SCIENCES

After seven years of vigorous growth and development, ViSCA is now recognized as one of the best agricultural colleges in the country, undoubtedly the best in the Visayas and Mindanao. Its persistent thrust in agricultural and rural development is now beginning to pay off in terms of benefits to the Visayas, and the College hopes to continue its major thrusts in agriculture and rural development during the next two decades.

ViSCA is an infant educational institution compared to UP, PNC or other mature universities in the country. It may not be ready to become a full-fledged university by any acceptable standard within the near future. However, there are compelling reasons why ViSCA must be prepared to become a university even prematurely. These are:

1. It is the wish of the Governor of Leyte to convert ViSCA into a university within the near future. Other influential political leaders also want to share in the credit of sponsoring a bill to elevate ViSCA to a university status. ViSCA might be converted into a kind of university that will not serve the needs of the region well if ViSCA will continue to remain passive to the political desires of local leaders. It is therefore important that ViSCA should react positively and formulate the kind of university it prefers to be.
2. As a college, ViSCA is unstable and vulnerable to local politics. It is true that the present Governor of Leyte is protective of ViSCA and respectful of ViSCA's academic freedom, but this is a temporary situation. Leyte might have a governor in the future who would not be as understanding and appreciative of the makings and need for autonomy of a true university. The early conversion of ViSCA into a university will make it stronger and less vulnerable to local politics, particularly if it becomes a zonal university that is accountable not only to one region, but to at least two regions - Regions VII and VIII.

3. There is no guarantee that the major thrust of ViSCA in agriculture and rural development will not change too soon if its present president, for one reason or another, ceases to be at the helm of ViSCA. If his successor happens to have a different orientation, ViSCA might be converted into a comprehensive university which might lose its sharp focus on agriculture and allied fields.
4. ViSCA is still in its formative stage. It would be an opportune time for its Board of Trustees at present to take positive steps to ensure the development of a unique university model for agricultural and rural development. Postponement of this decision might make it more difficult in the future - when ViSCA has become more rigid in its structure - to effect desirable changes, particularly in the area of staff and facilities development.

Proposed University Model

It is proposed that ViSCA be converted into the Visayas State University of Agriculture and Applied Sciences (VSU) with the following features:

1. Following the TPAC recommendation, the VSU shall be the zonal university in the Visayas.
2. Initially, it should be a single-campus university to give it a chance to strengthen its base first without spreading thinly its resources to other campuses. However, if prospects for substantive support is bright, it is proposed that two other campuses be added to VSU and be developed - one in Cebu and another in Eastern Samar.
3. The main university campus at Baybay shall consist of the following:
 - a. School of Agriculture
 - b. School of Forestry
 - c. School of Fishery
 - d. School of Agricultural Engineering and Applied Mathematics

- e. School of Agricultural Chemistry and Food Technology
- f. School of Economics and Resource Management
- g. School of Education and Social Science
- h. School of Development Communication
- i. Graduate School

The campus in Cebu can be developed in the fields of agribusiness, horticulture (fruits, vegetables and ornamentals), landscape gardening and agroreforestation, while the one in Eastern Samar, in the fields of crops, livestock, forest resource management and social science.

- 4. One of the unique features of the VSU is that it will not have a separate college of arts and science in view of the following reasons:
 - a. A CAS tends to grow too fast in terms of enrolment because all the G.E. courses are offered in this unit. Usually, CAS teachers are overloaded with teaching and have little time to do research. Classes are usually too big. As a consequence, personalized attention is not given to students. Students in large CAS are usually left floating and neglected.
 - b. Where all the G.E. courses are concentrated in a CAS, the students are not able to develop beneficial contact with professors in the professional schools during their first two years, and vice versa. Professors in other colleges have little opportunity to be in contact with, to inspire and to attract students to their profession. The situation will be different if the G.E. courses are distributed in appropriate colleges. For instance, mathematics and statistics may be taught in the school of agricultural engineering, zoology and botany may be taught in the school of agriculture, basic chemistry courses may be taught in the school of agricultural chemistry and food technology, etc.

- c. In a university with a CAS the basic sciences are separated from the applied sciences. This has its disadvantages. Professors in a CAS teaching the basic courses tend to become too theoretical and irrelevant. It would be better if they rub elbows with those in the applied sciences. This can be done if the professional schools are charged with the responsibility of teaching basic courses, too. In fact, if the best professors in professional schools are made to give the lectures in basic courses, they could more easily relate theory to actual life situations and even inspire students in their class.
- d. A CAS has less power to attract funds from external sources and the staff of CAS are often envious of those in agriculture, engineering, etc. who have less teaching load and plenty of grants-in-aid. If G.E. courses are distributed to professional schools, grants-in-aids funds from external sources may be obtained more easily to improve the facilities even for basic courses. Even those teaching basic courses may have a share in research funds if their basic research projects are under the umbrella of an applied research program.

Claims have been made that in this proposal where there shall be no CAS, the basic sciences will be weak and would not be able to provide a strong foundation for the applied sciences. This is not true. In the U.P. College of Agriculture, before it was converted into UPLB, the basic sciences were in the applied departments. Under this arrangement, the basic sciences in UPCA became very strong and competitive with those in UP Diliman.

- 5. The VSU shall have a graduate school, but considering that graduate programs tend to weaken undergraduate programs, care must be exercised in opening graduate courses.

Governance of the University

The VSU shall be under a Board of Regents, consisting of:

- | | |
|--|-----------------|
| The Minister of Education and Culture | - Chairman |
| The Minister of Agriculture | - Vice Chairman |
| Director-General of NEDA | - Member |
| Minister of the Budget | - Member |
| University President | - Member |
| Minister of Natural Resources | - Member |
| One prominent citizen each for Regions VII and VIII to be appointed by the President | - Member |

ESTABLISHING A CENTER FOR SOCIAL RESEARCH
IN SMALL-FARMER DEVELOPMENT

I. The Problem

Like a number of other developing nations, the growing social unrest among the peasantry in the Philippines in spite of economic growth demonstrates one important fact: Increased per capita income alone does not guarantee the existence of a socially and politically stable nation. This observation has helped focus attention to the social nature of the problems of small-farmer development. More important, it has turned the attention to the "development of strategies which are directed to growth as well as growth itself." While increased agricultural productivity is a desirable goal in small-farmer development, it is not the most important one. Small-farmer development and, more broadly, rural development must first strive for social equity while aiming for increased human productivity. It should strive for the removal of the socio-political structural constraints that prevent the small-farmers from efficiently using technology to increase productivity.

The formulation of social solutions to the problems of rural development is not, however, easy. It requires adequate knowledge on the culture and value system of the rural population. More important, it requires a good understanding of the social and political processes of the country and the dynamics of social change. The failure of rural development planners to understand these important prerequisites had led to the introduction of several small-farmer development strategies that have not only failed but have, in fact, aggravated the problem of social equity. In the process, the government has spent billions of pesos without achieving significant improvement on the life of the rural poor. Thus, the World Bank in its most recent evaluation of the Philippines has raised serious questions whether the

billions of dollars it has loaned to the country are making a dent on the national problem of rural poverty.

The Visayas State College of Agriculture, as a major research and higher institution of learning in the Visayas region is concerned with the problems of rural development. It has identified the small Visayan farmers and fishermen as its target clientele for its development thrust. Its present research effort, however, are biased toward agricultural technology. While it has considerable investment in the study of agricultural technical problems, its investment for the scientific investigation of the social problems of small-farmer development has been less than satisfactory. Social research has been a minor part in its total research effort. This condition, if allowed to continue, is inimical to the mission of the college as a purveyor of truth and as an instrument for the achievement of the egalitarian ideals of a free and democratic society. For the college to offer enlightened advice to information users and decision makers, it needs to pursue the search for all "truths" through balanced technical and social research programs. Conscious of this critical gap in its research function, the college is proposing for increased emphasis on social research in small-farmer development.

II. Alternative Solutions

1. Increase the resources for social research in every social science department

Advantages

- Motivates staff to devote more time for social research.
- Strengthens the social research capability of the departments involved.
- Creates social research activity.

Disadvantages

- Problems investigated tend to be narrow, along departmental expertise.
- Social research efforts tend to be fragmented.
- Research may still be viewed as a secondary function by teaching staff.

2. Establish a social research center, similar to the Philippine Root Crops Research and Training Center and the Coconut Research Center, for the intensive investigation of social problems in small-farmer development.

Advantages

- Promotes inter- and multidisciplinary investigation of social problems thus permitting an in-depth study of more complex problems.
- Permits a more intensive, sustained investigation of social problems in small-farmer and rural development.
- Allows the development among the staff important expertise in social research outside of those immediately needed in instruction.
- Gives prominence to the importance of social research and, thus, enhance the ability of the college to obtain external funding and to disseminate effectively the information generated.

Disadvantages

- May compete with the different departments in getting external funding support.
- May stifle department creativity in pursuing social research studies.

III. Recommendations

As seen from the above listing of advantages and disadvantages of the two proposals, the logical choice is the establishment of a social research center in small-farmer development. The center is envisioned to possess the following missions:

1. To generate knowledge through social research in small-farmers and rural development with specific focus on the Visayas region;
2. To disseminate information generated through the center's research efforts;

3. To help install programs and services in small-farmer development among different requesting government and private agencies in the region; and
4. To provide technical assistance to different private and public agencies and to conduct training in the areas of social research, social program evaluation, social program planning, policy studies, and role of women in development.

The center will utilize the expertise of every social science department in the college. Toward this end, a mechanism of interdepartmental linkages will be organized so that faculty members with needed expertise can serve as affiliate or part-time researchers of the center. Thus, the center maintains only a minimum number of full-time research staff. With this procedure, the center serves as a catalyst for increased, more coordinated research activity in the total college without stifling the creativity of the different social science departments. Besides, it becomes a mechanism for bridging research and instruction.

At present, the Office of the Director of Extension has small groups engaged in social research. The researchers of these groups will be transferred to the center, and they will form part of its full-time research staff. Together with the current available faculty members from the social science department, these persons serve as the initial research personnel of the center. Staff with critical research expertise not currently available in the college will be recruited.

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GUIDELINES FOR THE OPERATION OF THE PAVILION
CANTEEN AND RECREATION CENTER

1. The ViSCA Educational Foundation, Inc. shall be directly responsible for the management of the Pavilion Canteen and Recreation Center.
2. Although the Pavilion Canteen and Recreation Center may allow outsiders to use the area, College staff and student organizations have the priority in using the place.
3. Recreational activities in the Pavilion Canteen and Recreation Center shall be held in an appropriate time so as not to create disturbance to the residents of the nearby student dormitories and the Beach House. Snacks, when needed, shall be ordered from the Pavilion Canteen. Arrangements for this purpose shall be made with the Pavilion Canteen and Recreation Center manager.
4. The maintenance of cleanliness and the general upkeep of the Pavilion Canteen and Recreation Center is the responsibility of the Foundation. However, the Physical Plant Office shall continue to maintain the lawn and surrounding areas.
5. Repairs of leased facilities shall be the responsibility of the College.
6. Snacks and beverages shall be the main items sold at the Pavilion Canteen and Recreation Center. However, it can also serve meals and other food items based on orders.
7. The Foundation shall pay the College two hundred pesos (P200.00) a month for the use of the Pavilion Canteen and Recreation Center.
8. Cost of food served to College guests is directly deductible from the monthly rental.
9. The management shall see to it that no customer shall be served more than one regular bottle of beer in any one occasion.

A CONCEPT PAPER ON:
THE INTEGRATION OF THE TEACHER-EDUCATION
AND EXTENSIONIST-TRAINING PROGRAMS OF THE
DEPARTMENT OF AGRICULTURAL DEVELOPMENT EDUCATION
AND THE DEPARTMENT OF HOME SCIENCE

I. Statement of the Problem

At present, there are two departments of the Visayas State College of Agriculture that are offering degree programs intended to prepare students for teaching and extension work. The Department of Agricultural Development Education offers the BS Agricultural Development Education program with majors in agricultural education, agricultural extension, and development communications; while the Department of Home Science offers the BS Home Economics program with majors in Elementary Education, Secondary Education, Extension, and Food Science. Although one deals with agriculture and the other with home science, both degree programs are geared towards the development of appropriate social technology for agricultural and rural development.

A number of problems have been identified recently which may require curricular and organizational changes and integration. First, the enrolment of the BSHE curriculum has been dwindling during the past five years. Second, under the existing BSADE curriculum, the graduates are encountering difficulties in employment because of the preference of prospective employers, such as agricultural school administrators, for teachers with well-defined technical subject matter concentration, and who are also versatile to teach other related courses when necessary. A recent survey conducted by the ADE Department revealed that agricultural schools prefer to hire BS Ag. Ed. degree holders with majors in the teaching of Agronomy,

Animal Husbandry, etc., and with minor fields.

The third major problem is the apparent proliferation of closely related courses in teacher education and extension in both departments, resulting in less efficient utilization of faculty/staff time and expertise. For instance, both departments are separately offering courses in Principles of Education, Methods of Teaching, Student Teaching, Observation and Participation in Teaching, Extension Teaching, and Extension Program Planning and Implementation.

II. Alternative Solutions to Problems Identified

In order to boost the low enrolment in the BSHE program, the Home Science Department instituted the Food Science major field. Despite this move, however, the enrolment did not increase significantly because male students who may be interested in food technology do not want to graduate under the BSHE program because, in our culture, home economics is generally considered as a course for women and not for men.

To attract more students, including the males, to the Food Science program, ViSCA is planning to offer a distinct degree program in Food Science instead of maintaining it as a major field under the Home Science Department.

To solve the problem of the Department of Agricultural Development Education on the placement of its graduates, an alternative solution is to offer the B.S. Agricultural Education curriculum with a major in teaching technical agriculture (such as Agronomy or Animal Husbandry), and a minor in the teaching of related subjects like Biology, Chemistry and Economics. This will assure prospective employers of the technical competence of the graduates, and of their versatility to teach other

courses, if necessary, thus increasing their employability.

The problem of proliferation of education and extension courses may be avoided if the departments of Agricultural Development Education and of Home Science will find ways and means to coordinate and cooperate in the planning and implementation of their respective course offerings.

III. Recommendations .

In order to deal effectively with the aforementioned problems, it is recommended that the curricular offerings in teacher education and extension of the departments of Agricultural Development Education and of Home Science be under one degree program to be called the BS in Rural Development Education (BSRDE) Program. The term "rural development education" provides focus on ViSCA's thrust on the development of the small visayan farmer and his family and covers both agricultural and home economics education/extension.

The BSRDE program shall have the following major fields:

- * Major in the Teaching of Agronomy
- * Major in the Teaching of Animal Husbandry
- * Major in the Teaching of Home Economics
- * Major in Agricultural Extension
- * Major in Home Economics Extension

The first three majors in teaching (Agronomy, Animal Husbandry and Home Economics) shall be geared primarily towards secondary education. However, the proposed curriculum also provides for a

major in Elementary Education specifically tailored for the teaching of either agriculture or home economics in the elementary school.

The curriculum shall also allow the student to minor in any of the fields indicated above or in the teaching of a related subject (such as Biology, Chemistry, Physics, Economics, English and Pilipino). The student may be allowed to have a double major if he so desires. This provision for a minor field will increase the students' employability in schools where agriculture or home economics teachers may be assigned to handle related subjects due to faculty shortage.

In order to attain a more efficient utilization and coordination of faculty time and expertise and to avoid unnecessary proliferation and overlapping of course offerings between the two departments, it is recommended that an organizational merger be made between the Department of Agricultural Development Education and the Department of Home Science. The merger shall specifically include the Agricultural Education section and the Agricultural Extension section of the Department of Agricultural Development Education, on the one hand; and the Elementary Education, Secondary Education, and Extension sections of the Department of Home Science, on the other. The Development Communications and the Food Science sections, which are not directly concerned with teacher education and extensionist training, shall evolve their separate degree programs and shall therefore be excluded from the merger.^{1/}

^{1/} Separate proposals are being prepared for the separation of Development Communications as a department, and the integration of Food Science and Agricultural Chemistry.

The name of the merged department shall be the Department of Rural Development Education. In the broad context, the term "Education" includes both formal education (schooling) and non-formal education (extension). Thus, this new name will appropriately cover agricultural education/extension and home economics education/extension, and shall focus on ViSCA's thrust on rural development.

The organizational structure of the proposed Department of Rural Development Education is shown in Fig. 1. There shall be three sections, each headed by a section head, namely: (1) the Agricultural Education Section; (2) the Home Economics Education Section; and (3) the Extension Education Section.

Under the proposed organizational structure and the integrated BSRDE curriculum, proliferation and duplication of course offerings can be avoided and sharing of faculty expertise and facilities between the two departments can be done more effectively. Students shall also have more range and flexibility in the choice of their major and minor fields thus increasing their chances for employment.

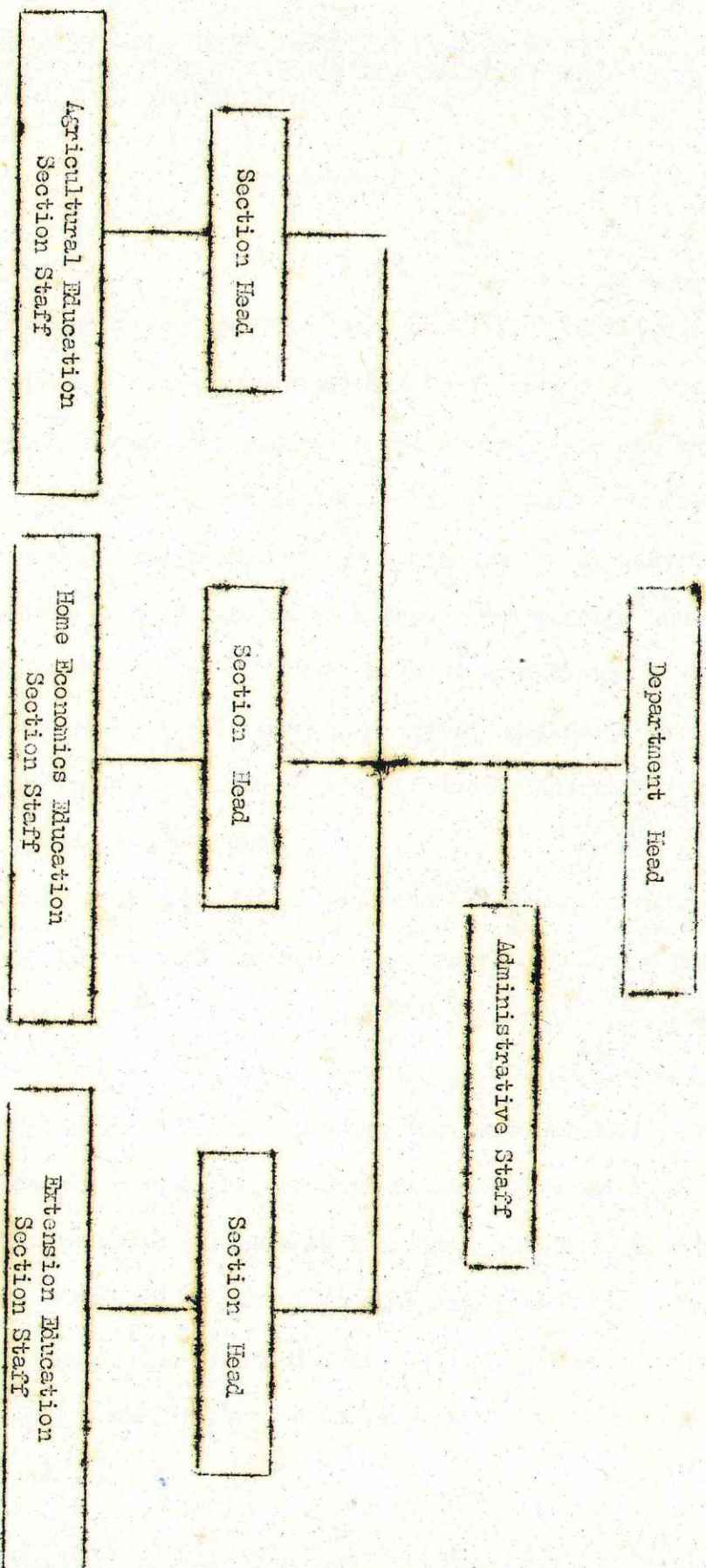


Fig. 1. - Proposed Organizational Structure of the
Department of Rural Development Education

THE FUSION OF THE FOOD SCIENCE SECTION OF THE
DEPARTMENT OF HOME SCIENCE AND THE DEPARTMENT
OF AGRICULTURAL CHEMISTRY

A CONCEPT PAPER

1. The Problem

The ever increasing population and uneven food distribution necessitate full utilization of available food resources. There is then an immediate demand for graduates who can generate the required technology in food science and to develop cheap sources of food, improve food quality and harness the widestrange of fabricated food and food analogues. Food science as a degree program is, however, not offered in the Visayas. The lack of food scientists in the region is reflected by the difficulty of hiring qualified researchers in the food processing projects in the different departments and research centers in the College.

The Department of Home Science and the Department of Agricultural Chemistry pooled their resources and tried offering a degree program of BS in Home Economics, major in Food Science. However, the program was not succesful in attracting enough students as reflected by the low enrollment. This was because the students feel that they cannot get adequate foundation subjects in chemistry and food science because the curriculum requires them a minimum number of Home Economics subjects. Hence, they feel that they cannot compete with the BS Food Science graduates of other Colleges. There is, therefore, a need to develop a strong curriculum leading to the degree of Bachelor of Food Science.

In the research aspect, several of the applied researches proposed in the Department of Agricultural Chemistry (DAC) deal with food processing, storage, utilization and nutrition. These are subjects in Food Science but employ a considerable background in basic and applied chemistry. The limited equipment and technical staff in the Department of Home Science (DHS) limit the areas of research on these subjects that can be undertaken by that department.

These, therefore, are the problems of both the Department of Home Science and the Department of Agricultural Chemistry.

2. Alternative Solutions

2.1 To fuse the Food Science section of the DHS and the Department of Agricultural Chemistry and name the new joint department as DEPARTMENT OF AGRICULTURAL CHEMISTRY AND FOOD SCIENCE --- The details of this proposal are described separately under the Recommendation.

2.2 To establish a separate Department of Food Science capable of offering the Bachelor of Food Science curriculum --- To do this would require the immediate acquisition of several pieces of equipment, intensive staff recruitment, and immediate restructuring of the staff development program of the College to give maximum opportunity for those who will specialize in this discipline. There might then be some duplication of equipment and technical training among the staff members of the proposed Food Science Department and the DAC. Therefore, it is harder to implement due to financial constraint.

2.3 To strengthen the Department of Home Science and offer the Bachelor of Food Science curriculum --- Since the present DHS has very limited facilities and technical staff, this will encounter similar problems indicated in alternative solution no. 2. While this may still be implemented under the present DHS-DAC joint program, it is conceivable that, due to the increasing commitment of the Ag. Chemistry staff to their own department, these staff members and the equipment might not always be made available to the DHS. Furthermore, a degree program under the Home Science Department has been observed not to be attractive to male students.

Due to some differences in the technical emphasis between home science and food science, both of which still need intensive development, there is a tendency that one is sacrificed for the good of the other. This is more probable in the allocation of budget for equipment or the distribution of slots for scholarships.

3. Recommendation

The Food Science section of the Department of Home Science should be fused with the Department of Agricultural Chemistry. This is believed to be the most reasonable solution based on the following justifications:

3.1 The DAC has existing facilities for instruction and research in the chemical aspect of food science. This could complement those few that are already available in the DHS. This would further save time and reduce the cost of acquiring similar equipment for another department. Only additional facilities for food processing and storage need to be acquired.

3.2 Of the existing staff in the DAC, one is a holder of a degree of MS in Food Science (major in Food Processing) and three others are holders of MS degree with minors in either Food Science or Food Chemistry. In addition to that, the others who have training in biochemistry, organic chemistry, analytical chemistry, and physical chemistry have a lot to contribute in the instruction and research in the field of food science.

3.3 There will be enhanced cooperation and complementation in research and instruction considering that chemistry is complementary to food science. Food science is, in most part, applied chemistry. Furthermore, it will minimize possible duplication of related projects and programs, the coordination of which is already effected at the department level.

3.4 There will be a coordinated staff development program. Under the joint department, the Ag. Chemistry staff can already teach and do research in the chemical aspect in food science while the existing staff members in the Food Science section of the DHS may be sent for further specialization Food Science such as food processing and storage.

4. Conclusion

In view of the shortcomings of the BS in Home Economics (major in Food Science) curriculum and the necessity to offer the Bachelor of Food Science curriculum, it is strongly believed by the staff members of the departments involved that the best solution is to fuse the Food Science section of the Home Science Department and the Department of Agricultural Chemistry. Under the joint department, both the Bachelor

of Food Science and the BS in Agricultural Chemistry degree program can be implemented sooner and at a significantly lower cost.

This concept paper is proposed and submitted by the undersigned to the President of ViSCA, through the College Secretary, on this first day of September 1981.

(SGD.) Ms. LUTGARDA S. PALOMAR
Dept. of Home Science

(SGD.) Mr. OSCAR D. MONERA
Dept. of Ag. Chemistry

Appointments of College Personnel for ConfirmationA. RecruitmentRegional Coconut Research Center

1. Ms. Celsa C. Cocjin
BS in Agriculture (Soils)
UPLB 1966
Age: 39 yrs. old

Science Research Specialist
Salary: ₱14,532.00 p.a.
Effectivity: July 27, 1981
Status: Temporary

B. Permanent Status

1. Ms. Catalina M. Pascual
BSAH, BSE w/15 units in
Library Science
No. of years in present
position - 2 years
Civil Service Eligibility:
Career Service (Prof.)
Performance Rating:
Very Satisfactory

Junior Librarian
Effectivity: Sept. 1, 1981

C. Designations

1. Villamayor, Federico G. Jr.
MS in Agronomy
UPLB 1976

Asst. Director & Officer in
Charge Philippine Root Crop
& Training Center
Honorarium: ₱450.00 per month
Effectivity: May 1, 1981

2. Cocjin, Bernabe B.
Ph.D. in Animal Science
UPLB 1975

Head
Dept. of Animal Science &
Veterinary Medicine
Honorarium: ₱250.00 per month
Effectivity: August 1, 1981

3. Saladaga, Florencio A.
Ph.D. in Horticulture
Louisiana State Univ. 1980

Head
Dept. of Plant Breeding &
Agricultural Botany
Honorarium: ₱250.00 per month
Effectivity: July 1, 1981

4. Ponce, Eliseo R.
Ph.D. in Ag. Education
(Ag. Extension)
Ohio State Univ. 1981

Director of Extension
Honorarium ₱300.00 per month
Effectivity: Sept. 1, 1981

5. Ugsang, Dominador S.
BSE in English
UP 1966

Chief Security Force
Security Services
Honorarium: ₱250.00 per month
Effectivity: July 20, 1981

D. Graduate Faculty Members

1. Dr. Fe S. Saladaga
Ph.D. in Ag. Education
Louisiana State University

Status: Temporary
Effectivity: July 6, 1981

2. Ms. Rose Marie T. Rosario
MS in Entomology
UP at Los Banos

Status: Temporary
Effectivity: July 6, 1981

3. Mr. Vermando M. Aguino
MS in Plant Pathology
UP at Los Banos

Status: Temporary
Effectivity: July 6, 1981

E. Reclassification of Academic Staff

<u>Name</u>	<u>Highest Degree</u>	<u>Points Earned</u>	<u>Equivalent Rank</u>	<u>Present Rank</u>
1. Jose Sal Tan	Ph.D. in Development Communication	59.45	Asso. Prof. I	Instructor IV
2. Nerelito P. Pascual	Ph.D. in Agric. Economics	57.46	Asso. Prof. I	Asst. Prof. III

REQUEST TO INCREASE ALLOWANCE OF
MR. ANGUS JOHN MacDONALD

Mr. Angus John MacDonald is a British volunteer teaching animal science courses in the Department of Animal Science in this College since October 1979. The College is paying him a monthly allowance of ₦960.00 in lieu of a regular salary. For the duration of his stay, this is all the amount he could get for his subsistence.

Since his remuneration is an allowance and not in terms of salary, he was not included in the 10% increase given to regular government employees last March 1981 under NCC # 16. It is therefore, recommended that the monthly allowance of Mr. MacDonald be increased from ₦960.00 to ₦1,056.00 per month effective March 1, 1981. The proposed increase is equivalent to ten percent (10%) over his present allowance subject to availability of funds and the usual accounting and auditing rules and regulations.