

EDUCATION IN THE PHILIPPINE ISLANDS.

LETTER

FROM

THE SECRETARY OF WAR,

TRANSMITTING,

IN RESPONSE TO RESOLUTION OF THE SENATE OF JANUARY 19, 1901, COPIES OF THE REPORTS OF GENERAL MAC ARTHUR, AND THE ACCOMPANYING REPORTS OF MILITARY OFFICERS PERFORMING EDUCATIONAL WORK, ON THE SUBJECT OF EDUCATION IN THE PHILIPPINE ISLANDS.

JANUARY 28, 1901.—Referred to the Committee on the Philippines and ordered to be printed.

WAR DEPARTMENT,
Washington, January 26, 1901.

SIR: In response to the resolution of the Senate, dated January 19, 1901, directing—

That the Secretary of War be directed to furnish the Senate with copies of the report of General MacArthur, and the accompanying reports of military officers performing educational work, on the subject of education in the Philippine Islands—I have the honor to invite attention to the information contained herein and to the accompanying papers referring to the subject.

The report of Maj. Gen. Arthur MacArthur on this subject is contained in part 10 of volume 1 of House Document No. 2 of the present session of Congress, and attention is respectfully invited to pages 36-39, 343-384, 407, 424, and 455-458 of the pamphlet, copy herewith inclosed.

The several reports of Maj. Gen. E. S. Otis relative to education and schools in the Philippine Islands may be found on page 152 of part 4, volume 1, House Document No. 2, Fifty-sixth Congress, first session, and part 4, volume 1, House Document No. 2, of the present session. Attention is also invited to pages 295-304 of the pamphlet edition of the latter report, herewith inclosed.

The report of the first Philippine commission on this subject appears on pages 17-42 of part 1 of Senate Document No. 138, Fifty-sixth Congress, first session, and the testimony taken by said commission

regarding the same appears in part 2 of said document, on pages 46, 143, 242-245, 249, 256-266, 278-290, 336, 412, 417, and 456.

The report of the present Philippine Commission, transmitted by cable of August 21, 1900, a copy of which is herewith inclosed, contains a reference to the matter on page 4 thereof. Their report of November 30, 1900, appears in full in the supplement to my annual report, transmitted by the President to Congress on the 25th instant, and contains much information regarding the educational needs of the Philippine Islands.

Very respectfully,

ELIHU ROOT,
Secretary of War.

The PRESIDENT PRO TEMPORE OF THE UNITED STATES SENATE.

EXTRACT FROM REPORT OF MAJ. GEN. E. S. OTIS, U. S. ARMY.

[Pages 295-304, pamphlet edition.]

On the subject of schools and educational institutions I remarked in my last annual report, in part, as follows:

In Manila and a few other cities where our troops are stationed to give inhabitants protection, schools have been established. Parents and children are eager for primary-school instruction and are very desirous to acquire a speaking knowledge of the English language. In the city of Manila more than 5,000 children are attending these schools, which are maintained at a cost of nearly 10,000 Mexican dollars a month. * * * The higher education which the islands have hitherto enjoyed, as well as that of a minor character, has been entirely under the control of the religious orders and has centered in Manila. The Dominican order, rich in landed estates acquired through a series of years, inaugurating its educational policy under royal assistance, money contribution, and decrees when the educational field was entirely in the possession of the clergy, and seizing on by degrees to the educational institutions and scientific schools organized by the Jesuits under royal protection and conducted with funds from individual testators after that order had been driven from the islands, built up the University of Manila and gradually incorporated in it these Jesuit foundations. Great effort was made to sever them from Dominican authority by recent Spanish statesmen of advanced ideas, but without success, and now the leading Filipinos demand that severance and a return to state supervision.

The Manila schools have constantly increased in number of attendants, which now approximates 6,000, and in a corresponding additional expenditure of the public moneys for their maintenance. The system of teaching, the school supplies, and accommodations have gradually improved, and the coming school year bids fair to accomplish gratifying results. As soon as new territory was acquired its inhabitants expressed the same desire for primary-school teaching as had been manifested in Manila, and they were accommodated in so far as our meager resources would permit, soldiers in some instances being temporarily detailed as instructors. The inhabitants were informed that they would be expected to furnish the necessary school building, and that books, writing paper, and kindred material in moderate quantities would be supplied by the Government authorities. On March 30, 1900, Capt. Albert Todd, of the Sixth Artillery, who had been acting as auditor of the islands, was relieved from that office by Mr. Walter G. Coleman, the appointee of the War Department, and was detailed to take temporary charge of public school instruction. In a report submitted May 2 he summarizes school work accomplished and in contemplation, from which we give extracts:

UNITED STATES MILITARY GOVERNMENT IN THE PHILIPPINES,
DEPARTMENT PUBLIC INSTRUCTION,
Manila, May 2, 1900.

The SECRETARY TO THE MILITARY GOVERNOR IN THE PHILIPPINES.

SIR: I have the honor to make the following report of the operations of this department since the date of its organization under General Orders, No. 41, office military governor, March 30, 1900:

Previous to that time such distribution of books as has been made was done under the direction of Mr. G. P. Anderson, superintendent of the schools in Manila. There had come into his possession a quantity of books, paper, chalk, etc., taken over from

the Spanish Government, and also certain amounts purchased in the United States and Manila, and a number of flags donated by Lafayette Post, Grand Army of the Republic, No. 140, Department of New York. From these he has made issue to the schools in Manila and to certain ones in the provinces. The inclosed paper marked "A" shows amounts received from various sources, amounts issued, and balance on hand May 1, 1900. The same paper shows books and other supplies ordered from the United States but not yet received. The books referred to in the inclosed letter from the secretary of insular affairs in Washington are a part of these orders.

Purchased in Manila	\$730.82
Purchased in United States, received	2,243.40
Ordered from United States, not received (estimated)	38,806.60
	41,780.82

or \$84,397.26 in Mexican.

In addition a request is this day submitted for approval of another order for supplies aggregating about \$1,650 Mexican. It is hoped that these various supplies will serve for the needs of the schools in the islands for about three months; and as to books, for a considerably longer period on the present basis of instruction. * * *

As intimated in the last paragraph, at first I think only reading, writing, and speaking English should be attempted, except in Manila and possibly in some few other places. I regard a ready acquaintance with the English tongue, to read, to write, to speak it, as of the first importance, and enough to demand for the present the entire efforts of our educational forces. Geography, history, arithmetic, not to mention what are called the higher branches, are the same in all languages, and it is not deemed expedient or necessary that special text-books for them should be prepared, either in Spanish or the various native dialects, or purchased in any large quantity. But suitable and adequate elementary dictionaries, primers, charts, and readers should be prepared as soon as possible. While in some cases it may be necessary to work through the medium of Spanish, in general it is believed English should be taught directly from the dialects, and the books should be written to that end. * * *

Action has already been taken by this office toward obtaining copies of all school laws, reports, etc., from the various States of the Union, and also samples of text-books and various school appliances. It is realized, of course, that as yet our Government is but at the threshold of public education in the Philippines, and I regard it best to accumulate expert opinions in order that well-digested and feasible plans may be devised. The supplies already ordered will begin the work, but the future will demand large outlays of money and the labor of experienced and competent educators.

Very respectfully,

ALBERT TODD,
Captain, Sixth Artillery, in Charge Department.

Regarding the character of the text-books in so far as special language is concerned, the wish of the people is contained in the reply of a representative Filipino, to whom I made the remark that it was doubtful if sufficient text-books in both Spanish and English could be secured: "Give the children the English books and they will learn English quicker." That course I am informed is pursued in Hong-kong and has been very successful. These simple methods of instruction, very hastily put in operation to answer the pressing importunities of native parents, have now been established in many of the islands. The system is crude, of course, but will give comparative satisfaction and compensating results until a better one can be inaugurated.

The demand of representative Filipinos that certain advanced educational institutions be taken from the control of the religious orders and returned to State supervision has been acted upon only in a single instance, and that action merely extended to the temporary closing of the medical college of San Jose, an institution founded by the Jesuits, operated by the Spanish Government after the expulsion of that order from the islands, and during late years attached to the University of Manila, which is claimed by the Dominicans as its sole property, with vested right of management. Pending deliberation on the subject of a reorganization in the management of the college, the authorities of

the university reopened it for instruction and received students, when the provost-marshall-general was directed to close it, take formal possession of and retain the same until matters in controversy could be determined. Correspondence between the military and ecclesiastical authorities followed, and was still being pursued when I left the islands.

The controversy broadened into an argument on the powers of the ecclesiastical orders to take part in what was considered the functions of civil government, and there gradually entered therein the question of the validity of certain transfers of real property by those orders to foreign syndicates; also the right to demand from the United States payment for church occupation by Spanish prisoners of war. In the Official Guide for the Philippines on the subject of Spanish governmental organization, the college of St. Joseph is entered as a pious establishment, under the heading of "Pious works," with these remarks:

Founded by the Society of Jesus. At present it is under the immediate dependency of the vice-royal patronate, which has an administrator. The direction is under the charge of the rector of the university. In it are established the branches of medicine and pharmacy of the university. It is a good establishment, with all the improvements required for the sciences there taught.

From the same authority we learn the following:

In accordance with article 89 of the constitution of the Spanish monarchy, the Philippine Islands, as well as the other foreign provinces, will be governed by special laws. By virtue of the constitution the supreme direction of all the affairs relative to the government and administration of the Philippine Archipelago is exercised by the King, with his council of ministers, the secretary in charge being the minister of colonies, who resolves by royal order all matters relative to the branches of grace and justice, politics, finance, government, and foment in which the sanction of the monarch is not necessary, advising, when he may judge proper, with the council of the Philippines, a body dependent from the ministry of colonies, etc. * * *

The government of the Philippine Archipelago is vested exclusively in the governor-general, who is the only and legitimate representative of the supreme power of the Government of the King of Spain in these islands, and as such is the superior chief in all pertaining to public administration, with the right as such of exercising superior inspection over the same and the courts of justice. * * * This high office * * * has annexed to it the office of vice-royal patron of the Indies * * * and president of all the corporations and societies that have an official character.

To assist the governor-general in his duties there were two advisory boards, namely, the board of authorities, instituted in 1850, and the council of administration, created in 1861 and reorganized under royal decree of May 13, 1893. Members of the board of authorities consisted of the governor-general of the islands as president, the archbishop of Manila, the officer second in command of the army in the Philippines, and the commandant-general of the navy, together with the officers conducting civil administration, the chief justice, and the attorney-general. The council of administration was composed of fifteen ex officio councilors, six delegate councilors, and four councilors of royal appointment. The first class consisted of the governor-general as president, the metropolitan archbishop, the officers exercising immediate command of the army and navy in the Philippines, the chief justice, the civil officers of administration, and the five superiors of the religious corporations which had charge of the five dioceses into which the Philippine Archipelago was divided, and the presidents of the Manila Chamber of Commerce and the Society of Friends.

The general departments of the Spanish Philippine government may be designated as political, ecclesiastical, judicial, military, and administrative. The ecclesiastical acted "subject to the prerogatives of the

royal patronship vested in the kings of Spain by virtue of divers bulls of the Roman pontiffs," which prerogatives were exercised in the Philippines by its governor-general as vice-royal patron; but the purely spiritual matters were supposed to be conducted by the regular and secular clergy. The ecclesiastical branch of the government had supervision of all religious and charitable corporations and institutions, and of all the funds by which they were maintained. These funds were administered by the "Direction and Administrative Boards of Pious Works." The first was presided over by the archbishop of Manila, and had the chief justice, the intendente general of internal revenue, and the attorney-general as members. It supervised the administrative board on all questions regarding expenditures and disposition of funds, the accounts of which the latter kept. This ecclesiastical department had charge of public instruction, which was divided into three classes: Superior, elementary, and primary. The first was said to be in charge of the University of Saint Thomas, the second of the municipal antheneum, of the normal school of masters, and of the college of Latinity incorporated into the university, and the third of the masters and mistresses of the towns of the archipelago. The normal school of masters and the municipal atheneum were under the charge of the Jesuits. In the first the title of master of primary instruction was acquired, which gave the right to teach in the primary schools of the island.

From the above it will be perceived that the representatives of the church took an active part in the administrative affairs of the islands, and the governor-general in matters which would be considered generally as purely ecclesiastical, for he had the right "to confer all ecclesiastical benefices upon parish rectors, missionaries, coadjutators, etc.; to inspect all religious corporations, brotherhoods, fraternities, and others which are regulated by the laws of the Indies." All these prerogatives, it was contended, inhered in his office by virtue of the power exercised as vice-royal patron of the church, which was conferred by the Vatican; that these powers had lapsed by death and had returned to the church; that the religious orders were duly incorporated and had the right to manage their properties and the colleges and schools which they had established. This old question of the source of power known as vice-royal patronage, which had been argued so long by Spanish statesmen—one party contending that it was a voluntary concession from the Pope, expressed in various bulls issued, the other that if in the nature of a concession it was an acknowledgment by the Pope of the rights of Spain because of conquest to manage its own Philippine affairs, hence was coupled with royal prerogative—was almost in danger of a revival. The claim of the Spanish archbishop and the religious orders that very many of the civil functions which the governor-general as representative in the islands of the sovereignty of Spain exercised were powers which belonged to him solely as patron of the church, and hence virtually as representative of the Pope, could not be admitted. His Grace Archbishop Chapelle, apostolic delegate to Cuba, Porto Rico, and the Philippines, shortly after his arrival in Manila from the United States, renewed the subject in a letter in which he advocated the necessity of returning the friars to their former parishes throughout the islands as soon as practicable in order to secure the pacification of the people.

To this letter reply was made on February 15, of which the following is a partial copy:

One other issue, although more germane to the subject-matter presented than those already referred to, is raised by your remark that it is not "the purpose of the American Government that its governor should take upon himself the ecclesiastical functions of the Spanish captains-general as vice-regal patron of the church." You mean, of course, that the United States military governor can not assume the title and functions of the former governors-general of Spain, whose title was that of "vice-royal patron of the Indies," and whose functions extended to a supervision of all matters of state connected with the islands, and included certain powers of appointment and control which were of an ecclesiastical character. As you are aware, there has always been a radical difference of opinion as to the sources of these supervisory powers. Spanish statesmen hold that they flowed naturally from the sovereignty of Spain, whose title to the Philippine Islands and whose right to exercise every right of sovereignty is based upon the acknowledged fact of discovery and conquest, which is conceded by the civilized world to furnish indisputable evidence of absolute ownership. The church contends that the supervisory charge over its affairs and the properties of the various religious orders here established, which the governor-general has exercised as vice-royal patron, is derived from the Vatican and was conferred upon the King as royal patron of the church by certain papal bulls, which simply are pontifical concessions unaccompanied by a continuing power, and that this view is acknowledged and confirmed in the concordat of 1753; that the Spanish monarch, in return for this extraordinary privilege conferred by the Vatican, was obliged to protect and support the church and compensate its clergy. This last-expressed opinion your grace appears to entertain, and you conclude that the King of Spain who enjoyed this privilege, which was personal in its nature, or rather belonged to the kingly person, is now dead to the Philippines, and that therefore the same has reverted to the donor; and you also conclude, as I believe, and with reason, that under the Constitution of the United States there can not exist any privity of relationship between that Government and the Holy See; hence the United States can not claim or exercise any privilege or prerogative (by whatever name it may be called and from whatever source derived) which is purely ecclesiastical in character.

In answer to these divergent opinions it may be said:

First. That the office of the governor-general of the Philippines no longer exists, and that the title of "vice-royal patron of the Indies" is relegated to the past. The military governor in the Philippines is merely the agent of the United States to take action under the instructions of the Executive head of that Government for the protection of its rights and the execution of its obligations.

Second. That whatever rights of public control were inherent in the Crown of Spain have descended to the United States by conquest and subsequent treaty stipulations.

Third. That the United States can exercise those rights in manner and form as did the King of Spain, except as prevented by its Constitution and laws.

Fourth. Under Spanish law as universally recognized, even by the Catholic Church, religious institutions could not be established without the authority of the Crown of Spain, and when so established there was reserved to the Crown the most complete and universal right of patronage, against which the law did not admit either custom or prescription.

Fifth. That under the Constitution of the United States the "Congress shall make no law respecting an establishment of religion or prohibit the free exercise thereof," and Congress has refrained from legislating upon purely church matters, and has never asserted that it has the power to interfere with religious communities in either appointment to ecclesiastical office or particular features of church government.

Sixth. The United States recognizes the right of religious communities, as associations or corporations, to hold and administer such properties, both real and personal, as may be necessary to accomplish the legitimate purposes for which they have been established, and all such properties are as much under the protection of the law and subject to judicial investigation as are those of associations or corporations of a purely civil character. In the case of these property holdings of the so-called religious orders in the Philippines, they are also protected by the eighth article of the late Paris treaty of peace, which declares that "the property or rights which by law belong to the peaceful possession of property of all kinds of * * * ecclesiastical or civil bodies" shall not be impaired.

Seventh. The property holdings of the religious corporations are believed to be to a considerable extent in the nature of trusts, really trust estates, the revenues of

which must be applied to particular uses, as for the support and education of the poor, or of certain specified classes of individuals, as well as for purposes and service strictly religious. All such trusts are denominated charities, and courts of civilized nations hold that the property involved is in a measure public property, applicable only to the specific purposes to which it is devoted, but within such limits is consecrated to the public use; and Chancellor Kent lays down the principle of law as follows: "In this country the legislature or government of the State, as *parens patriæ*, has the right to enforce all charities of a public nature by virtue of its general superintending authority over the public interests, when no other person is intrusted with it." The United States courts hold that the prerogative of *parens patriæ* is inherent in the supreme power of every State, whether lodged in royalty or legislature, and it can be exercised whenever the rightful or correct administration of trust properties is called in question.

Eighth. Conceding that the friar communities of the Philippines are entitled to administer the properties legally vested in them by Spanish law, whether absolutely or in trust, the nature, character, and investiture of all properties claimed by them, and from the possession of which they were driven by Spanish rebels, become matter for a legitimate official inquiry and determination. This preliminary inquiry, I believe, is the right and duty of the United States authorities to institute, and as the Government's agent in the Philippines I am not at liberty to perform any action which would interfere with those interests or obligations.

Your grace will perceive that in the above remarks, brief as they necessarily must be when conveyed in the shape of correspondence, it is acknowledged that the United States can not take action in appointment to ecclesiastical office, nor in religious reforms, observances, and purely church administration; that it can not exercise in any way the formerly existing powers (whether conveyed by the Holy See or inherent in royal prerogative it matters not) which devolved upon the King of Spain as royal patron of the Roman Catholic Church within his Indian possessions, but that of right and in consonance with duty it must exercise that general supervision, when its power is invoked, over the property holdings of religious as well as over those of civil associations and corporations, and especially over those properties which are governed by the principles of equity jurisprudence. In this announcement it is not conceded that even the churches and other religious edifices are the property of the friars, although in their possession, as it might be held, possibly, that some of them belong to provinces and municipalities of the islands, since they were constructed by means of the public civil funds collected as taxes to sustain the civil government which the King of Spain intended (as must be legally concluded in the absence of declaration of intention to the contrary) should inure to the use and benefit of the people. Any arising complication of this character might bring in question the titles of churches constructed on land claimed by the religious orders, much of which they can undoubtedly show that they own in fee simple through legitimate purchase. And a complication has arisen by the recently discovered transfer of some of these friar estates. In passing their title to large tracts of land, did they convey to the profane syndicate purchasers the sacred edifices constructed thereon? If friars owned these edifices they certainly passed with land conveyed, and in my examination of the title deed I failed to find reservation. These syndicates demand to be placed in possession of their purchased estates, and certainly we should protect the people in their legal rights and ascertain what they are before these demands are complied with. Religion and humanity compel it.

We come now directly to the real substance of the letter of your grace, which is that the friars must be placed at once in possession of their properties and parishes, not only as a legal right due them, but for controlling political reasons, since that is the sure and only course which can be followed to bring passification to the islands. Some of the legal objections to such a course are given above. That it would satisfy or pacify the inhabitants I am firmly of the opinion that it would not, and hence it loses its force as a political necessity. On the contrary, after a careful study of the nature and disposition of the people of the islands (and I have persistently interviewed leading men from all sections of the same at every opportunity during the last eighteen months of my stay here), I am positive that no act on the part of the United States Government would so excite, irritate, and cement them in rebellion as to place among them the members of four of the eight religious orders domiciled here. You allude to the temper of the Tagalos of southern Luzon, whom you are aware would not receive them. I speak for other portions of Luzon and the southern islands. Even now the people of Panay are engaged in circulating a petition praying that the friars be not permitted to return, and should they do so I am certain that their lives would not be secure. A like bitter sentiment prevails in Negros, and is perceived in Samar and extreme southeastern Luzon. We can not force the friars upon the people against their consent, and you, as a distinguished American citizen,

would not advocate such action. If I am mistaken in my impressions, the circulation of these religious men among the people dwelling beyond the confines of Manila would show my errors; but, having an interest for their personal safety, I could not encourage such a test. Since your arrival I have labored with Filipinos of education and prominence who profess Catholic doctrine and lead consistent lives to ascertain their views, informing them of my opinion that the reception by the people of those friars against whose reputation no moral taint is known appeared to be the best solution of the church difficulty which now confronts us and which I think to be serious, and they have invariably asserted that the Filipinos will not receive them. I would that I could entertain your views in the matter, that we might consistently act as you advise, but I am powerless to do so.

Your grace will pardon the length of this letter. Certain matters which you called up needed answer, and I have attempted reply. I am not versed in either the canon or civil law and of the statutory and common law of our country I know but little. My opinion on legal points, therefore, is not of value. I am fully convinced, however, that this question of friar property requires much investigation and careful determination before radical Government action is taken. I am not willing to inaugurate such action until instructed by superior authority as to its proper nature and extent.

With assurances of high esteem, believe me, your most obedient servant,

E. S. OTIS,

*Major-General, United States Volunteers,
United States Military Governor in the Philippines.*

Later, the College of San Jose and the phantom of vice-royal patronage again became the subject of official correspondence. Allusion to that and other matters which were related to church establishments and friar estates, in a friendly conversation to which little importance was attached at the time, appears to have given rise to the following communications:

MANILA, April 6, 1900.

Major-General OTIS,

Military Governor of the Philippines.

Sir: In the hope that before the arrival of the United States civil commission you may for your own sake modify some of the views which you expressed to me in our conversation yesterday, and to the end that I may state my position more clearly than I did, I beg to make the following remarks:

You told me that from the fact of the Spanish Government having contributed toward the erection of the cathedral of Manila one-third of its cost, you had been advised that said cathedral ought to be considered as Government property, although you agreed that it should be dedicated forever to the purposes of the Roman Catholic Church.

I answered that even if such contributions were as a matter of fact given, that money was as absolutely appropriated for that purpose as were the funds which the Spanish Government regularly contributed toward the maintenance of Catholic worship in these islands. That the Spanish Government under solemn conventions with the Holy See had the right to do so, no man who has studied Spanish law and political history will dream of denying. Moreover, the cathedral of Manila has been since its erection recognized by the Spanish Government as belonging absolutely to the Catholic Church, and the diocesan authorities as having from the time of its dedication full control over it as a building belonging to the archdiocese of Manila. I am bound to conclude that your legal advisers have been clearly mistaken in the opinion which they have given you.

With regard to your depriving the medical faculty of the University of Santo Tomás of the ancient and undisputed right to confer medical degrees, you, as military governor in these islands, could have done so only for the purpose of public safety and temporary expediency, as such measures are taken under martial law. You acknowledged to me that the final decision concerning the properties and administration of the medical faculty of said university could be rendered only by other Federal authorities.

Your refusal to allow at the present time the medical faculty of the university to give degrees in medicine and pharmacy, notwithstanding the earnest petitions of clever young men who have concluded with distinction their course of studies in that celebrated institution desiring to obtain university degrees, and being loyal to the American flag, supposes that your Government looks upon the exercise of such venerable and ancient vested rights, which in the past have been used so wisely, as

dangerous to public safety. That such a fear is groundless any man who knows the situation here in Manila will readily understand.

As you know, it was clearly understood at the time of capitulation that the then existing teaching institutions should not be disturbed or deprived of their rights. The various faculties of the University of Santo Tomás are thoroughly loyal to the American Government. You said nothing to me as to the standard of the course of studies pursued. It could be easily proven that the medical and pharmaceutical standards of examination are at least as high in the College of San José as those approved of by many of our American medical faculties. In saying this I know whereof I am writing; why then, should we buffet our friends and wink at the wicked machinations of our enemies?

I understood you, moreover, to say that the transfer of properties by religious corporations in 1898 were invalid and that you had therefore refused those transfers to be registered. It is clear that until the Paris treaty was ratified, the Philippine Islands were not under the sovereign jurisdiction of the United States, but under that of Spain, and therefore it is evident that up to that time transfer of property could be legally made under the sanction of Spanish law.

From the principle enunciated by you it would clearly follow that all transfers of property from the beginning of our war with Spain until the ratification of the treaty of Paris would also be null and void. I submit that this principle can not be held. It would be no valid answer to say that the titles which the friars held were clouded. So might other titles have been. The properties in question belonging to religious corporations should not be dealt with in a different manner from properties claimed by civil corporate bodies, for it is clearly stated in one of the clauses of the treaty of Paris that the properties of ecclesiastical corporations will be guaranteed by the United States Government in the same manner as the properties of any other corporate body. This is another clear and solemn declaration of our fundamental law which condemns all class legislation as entirely repugnant to a republican form of government.

It is an elementary principle that long undisturbed possession carries with it the presumption that the actual holder has a valid title. He can not be ousted unless his title is in the first place clearly proven invalid. To decide otherwise would be either confiscation or criminal usurpation, which, I am sure, the Federal judicial authorities will never countenance. I must avow that I am greatly surprised at the opinions given by your legal advisers. Some of them, no doubt, labor under the delusion that the old relation between church and state practically exists yet in these islands, and that an American governor may act in the quality of vice-royal patron of the church as the Spanish captain-generals did. Some other of your advisers seem to me to be animated with a narrow-minded spirit of hostility to the Catholic Church, whilst they should look at the question presented to them from a disinterested and American point of view.

As you seem to greatly disapprove the course of the newspaper *Libertas*, especially concerning the orders you have given about civil marriage, I shall make a thorough investigation of the matter; an ample apology will be made for anything that might have been said contrary to Catholic doctrine and to American interests. As self-defense is the first law of nature, you can not blame the organ of a religious corporation to defend the interests of said corporation when they are, as they have been for months past, unjustly, calumniously, and vilely attacked by a certain press here in Manila which is anything but friendly to us Americans. Moreover, non-Catholic ministers of the Gospel have most viciously attacked here in Manila the friars, and openly held up to ridicule the religion of the immense majority of the people of this archipelago.

Permit me, General, to avail myself of this occasion to thank you sincerely for the courtesy and kindness with which you have treated me personally since my arrival in Manila.

With sentiments of the highest regard and profoundest esteem, I remain,
Your obedient servant,

P. L. CHAPELLE,
Abp. N. O., Del. Ap.

OFFICE OF THE UNITED STATES MILITARY GOVERNOR
IN THE PHILIPPINE ISLANDS,
Manila, P. I., April 12, 1900.

Right Rev. P. L. CHAPELLE,

Archbishop of New Orleans, Delegate Apostolic to Cuba,

Porto Rico, and the Philippine Islands, Manila, P. I.

SIR: In reply to your letter of the 6th instant, permit me to state by way of introduction, that I have no legal advisers in the strict sense of the term and that my

views, which you request me to modify for my own sake before the arrival of the United States civil commission, are apparently misunderstood by you. Further, that as far as Government action is concerned, it is of little importance what the character of those views may be.

In the conversation which you mention and which followed the very friendly call with which your grace honored me, I alluded to the fact that the payment of rentals for certain church buildings occupied by the United States authorities had been directed, and remarked that I had received a heavy claim for rental arising from the occupancy of the Manila cathedral by the Spanish troops while prisoners of war. This I intimated was without validity, as those troops were occupying the cathedral as a "cuartel" before the surrender of the city, and under the terms of surrender the Spanish authorities stipulated that their troops should continue in the occupancy of their "cuartels" until final disposition was determined upon; that the Spanish Government had an undoubted right to continue in such occupancy without assistant or deterrent action on the part of the United States; that the Spanish Government had probably taken possession under an emergency; that it doubtless had the requisite authority to do so, independent of any very stern war necessity; that it had contributed largely to the erection of the edifice from the public civil funds, amounting to at least one-third of its cost. (It has since been ascertained that the general government and the municipality of Manila paid two-thirds of the cost of the edifice.) I believe that you agreed with me that the claim made against the United States Government had no legal basis.

The subject of the transfer of friar estates was then alluded to, and I remarked that there had been very large transfers since October, 1898, to which I understood you to say that these transfers had been the subject of action since 1890. I then remarked that certain deeds of transfer which I had seen, and the proceedings connected therewith, did not appear to satisfy the registry laws of the islands.

In regard to the Medical College of San Jose, I based the action taken by the United States authorities on facts which had been found, and said that all matters connected with the subject of friar estates must be passed upon by superior authority, and that any action which I might take would be of a temporary character.

The subject of newspaper controversy was introduced, I believe, by an allusion to the part recently taken by * * * and which I pronounced indiscreet, to which you assented. Your Grace informed me that a certain newspaper was about to or might soon indulge in a series of articles of a certain nature which you stated, when I virtually acknowledged that such articles would be defamatory and should not be published; and in the conversation which ensued I expressed the opinion that all newspapers gave trouble, even the paper published by the friars called the "Liberitas," which I had been officially informed had made a direct attack upon the validity of the marriage law recently promulgated.

The above, as I recollect, covers the substance of our conversation, except that I expressed the view that all moneys appropriated for the erection of the cathedral were given for certain purposes and uses, which should be executed.

In my communication of February 15 I gave my opinion quite fully upon the changed relation of church and state in these islands, brought about by their cession to the United States, and remarked that the latter would not claim or exercise any privilege or prerogative which was purely ecclesiastical in character, intimating, however, that it might have supervision over church properties and the administration of the same. That opinion has not been changed. Still, as I have already said, it is of slight importance what opinion I may hold upon these points. The new civil commission will soon arrive, and I presume that the consideration of all such questions has been delegated to it by the executive power of our Government.

In conclusion, your Grace will permit me to say that I considered our recent conversation unofficial, embracing a recital of recent events, with comments thereon, and an exchange of private impressions; hence I have attached no importance to it.

With assurances of highest esteem, believe me,

Most sincerely, yours,

E. S. OTIS,
Major-General, U. S. Volunteers, Military Governor.

The foregoing reply was very hastily written and did not discuss the newly asserted "venerable and ancient right" of the University of St. Thomas to conduct the affairs of the College of St. Joseph, hitherto invariably denied, since it is believed that the management of the college vests legally in civil government, which exercised it for many years after the expulsion of the Jesuits, when the property of that order became strictly colonial, and subsequently descended to the

United States by the terms of the Paris treaty. This was the contention of the large Filipino medical society, and was in consonance with the theory formerly entertained by Spanish statesmen. Nor was it deemed important to consider again "royal patronage," which by former unqualified admissions lost existence with the passing of Spanish sovereignty. The closing of the college to await the investigation, which the claim of interested representative Filipinos made necessary, did not deprive candidates for medical honors of the privileges they desired to obtain, as a medical board had been called which passed upon their professional qualifications, and through this those found qualified were admitted and licensed to assume the duties of physicians. I am clearly of the opinion that the property of the College of San Jose, real and personal, except such portion as may have been supplied by the Dominican order (the order with which royal assistance, public funds, and private bequests has developed the University of Santo Tomas), belongs to the United States Government. But owing to the many questions which arose to be decided in order to make the consummation of action in accordance with that opinion justifiable in the judgment of all parties claiming interest (questions, too, which will have weight in reaching conclusions as to the character of the legal status of friar estates in the Philippines, and must receive mature judicial determination), the contemplated proceeding of reorganizing the college under a strictly civil management has been held in abeyance.

In the communications which we have herein set out during this discussion of superior education, in which the College of San Jose figures largely, other matters arising from the relationship existing between the military government and church property have been introduced. More definite allusion will be made to them at once, the subject of superior teaching being dismissed with the remark that no definite action on the part of the military government has been taken with regard to it further than to reestablish the nautical school of the islands, to which reference will be made hereafter. The higher educational institutions of Manila, controlled by the friar orders, have been in active operation during the year, with the exception of the medical college of San Jose.

Classed among "pious establishments" under the ecclesiastical branch of the General Government was the corporation of "The Mount of Piety and Savings Bank of Manila." This institution had received large deposits, had contracted many loans, and was in fact a Government institution. The management prescribed by the Spanish Government had been continued, and rumors of illegal transactions were circulated. The inspector-general of the department and corps, Lieutenant-Colonel Miley, was directed to make a thorough investigation of its affairs, which he did, finding much material for adverse criticism. A letter of which the following is a copy was thereupon transmitted:

OFFICE OF THE UNITED STATES MILITARY GOVERNOR
IN THE PHILIPPINE ISLANDS,
Manila, December 30, 1899.

His Grace the ARCHBISHOP OF MANILA.

SIR: My attention has been repeatedly called to the management of certain charities located in Manila alleged to be public in their nature and all under the collective designation "obras pias." On pages 293-296 of the Official Guide of the Philippines, 1898, I find it stated that these charities are directed and administered by two boards denominated the directive and administrative boards of pious works. The attributes

of the former appear to extend to matters of general control and supervision, for which purpose it exercises inspection over the latter. You appear as president of the directive board, and associated with you as members are several prominent civil officials of the Government, including the intendente general, president supreme court, and the attorney-general. The administrative board was presided over by an associate justice of the supreme court, and had a recording secretary, an accountant, and an agent, all named by the governor-general upon the recommendation of the directive board; and it appears that said administrative board was required to submit statements of its administration every six months, one copy to the directive board and one to the governor-general.

To assist me to an understanding of the legal status which the institution known as the "obras pias" may have, and of the duties and obligations devolving upon the Government in respect to it, I have the honor to request that in your official capacity as president of the directive board you will cause to be furnished me (1) all laws, decrees, and orders in force pertaining to said institution; (2) the personnel of its directive and administrative boards at the time of United States occupation, to wit, August 13, 1898, and (3) their personnel as at present constituted, together with the changes that may have been made therein during the period of United States control, and the authority by which such changes were made.

It is desired that a list of the specific charities under the control and administration of these boards should also be submitted. If any are exclusively supported by alms or donations, that fact should be stated, and if any are possessed of resources, real or personal, or both, a list of the same is desired, with statement of the source from which derived, private or public. If there are other charities which, though similar to the above, are not included among the "obras pias," and whose administration has been heretofore, either in whole or in part, vested in the church, but under the supervision of the Government, I should be pleased to receive similar data from you respecting them.

I should also be much gratified if your grace could find it convenient to acquaint me, at an early date, with your views as to what the future management and control of these several charities should be under the new conditions.

Very respectfully,

E. S. OTIS,

Major-General, U. S. Volunteers, Military Governor.

Courteous response was made to this written request, and the affairs of the institution are still under consideration in connection with those of other incorporated entities designated "pious establishments" and managed for the most part by the organized clergy of the islands. Periodical official inspections of the accounts of the bank were instituted, and while it is believed a shortage in funds occurred during the early period of United States occupation, proper accountability is now being enforced.

In regard to church properties used for military purposes the following letters indicate the general action taken:

OFFICE OF THE UNITED STATES MILITARY GOVERNOR
IN THE PHILIPPINE ISLANDS,
Manila, P. I., February 14, 1900.

His Grace ARCHBISHOP CHAPELLE,
Apostolic Delegate, Islands of the Philippines.

DEAR SIR: I am in receipt of two communications containing requests preferred by his grace the archbishop of Manila submitted through you with remark; the one asking for the return to the church authorities of a convent at Malabon, I believe; the other asking that certain sacred articles belonging to the church and now held in possession by certain officers of the United States Army be turned over to the archbishop of Manila.

I was not aware that the action complained of at Malabon had been taken, and written directions to have the property returned to the party from whom taken will be issued at once. I believe there are certain articles belonging to the church in the possession of the commanding officer of the arsenal, who informed me of that fact a few days ago and who was directed to retain them in his keeping until proper disposition could be made. He will now be directed to turn them over to his grace the archbishop of Manila, as requested.

I am greatly annoyed that acts of this character should be committed, and have given repeated directions to officers to prohibit them. These instructions have been

regarded in general. At the south, especially at Taal and a few other cities, churches and convents were guarded, and soldiers not permitted to interfere. The commanding officer at Taal is now guarding the church there, anxious to turn it over to its proper representative. The commanding officer of another regiment placed one of his officers in arrest for attempting to enter a church, and retained him in captivity for some time, although he had not attempted to take possession of or remove any articles.

Of the churches and convents occupied in these islands by the United States troops, only four have been used from which insurgent soldiers have not been driven. The archbishop of Manila and his associates have on one or two occasions made tender of church and convent edifices for the United States troop occupancy in case they were desired for that purpose.

Very respectfully,

E. S. OTIS,

Major-General, U. S. Volunteers, U. S. Military Governor in the Philippines.

OFFICE OF THE UNITED STATES MILITARY GOVERNOR
IN THE PHILIPPINE ISLANDS,
Manila, P. I., March 17, 1900.

His Grace the Right Reverend Archbishop CHAPELLE,

Apostolic Delegate for Cuba, Porto Rico, and the Philippine Islands, Manila.

SIR: I have the honor to acknowledge the receipt of your communication of the 15th instant, in which you inform me that his grace the bishop of Cebu intends to visit his diocese very soon, stating your belief that he will be gladly received by the inhabitants of that island; and you suggest that the commanding officer of United States troops in that section be invited to extend to the bishop the courtesies due his position, remarking that attention bestowed would be highly appreciated by the recipient, the clergy, the people, and yourself.

You further invite my attention, first, to certain claims for rent believed to be due by the United States Government for its occupancy of the Malate Convent; second, to the allegations of the parish priest of the pueblo of Dolores, Tayabas province, charging the cruel killing of a boy and the robbing of the church there by United States troops on February 22 and 27 last past.

You also inclose with your communication the application of the right reverend bishop of Nueva Segovia for the payment of a rental for church buildings at Vigan, which he states are occupied by our military forces.

In reply thereto permit me to state that from information obtained I am of opinion that the right reverend bishop of Cebu will be favorably received by the people of the city of Cebu, and I desire to express my pleasure that he has determined to make his contemplated visit. I will communicate to the commanding officer of the troops there his intention and bespeak for him the courteous welcome he desires.

The payment of rental for the occupancy of the Malate Convent, which I directed to be adjusted some months ago, will be attended to at once.

The acts of wanton cruelty and robbery alleged to have been committed in the pueblo of Dolores will be thoroughly investigated.

The communication of the right reverend bishop of Nueva Segovia has been referred to the commanding general of the district of northwestern Luzon for report upon extent and character of occupancy by United States troops of church property at Vigan.

With assurances of high consideration and esteem, I remain,

Most sincerely, yours,

E. S. OTIS,

Major-General, U. S. Volunteers, U. S. Military Governor in the Philippines.

The transfer of real estate to which the religious orders claimed title and right of immediate possession to foreign business syndicates or corporations was attempted immediately upon United States occupation, and, judging from the dates of certain real-estate options or contracts, prior thereto.

The friar estate, consisting of nearly all land from the Laguna de Bay westward to the seacoast and from the shore of Manila Bay southward to the Cavite province southern line, containing some 12,000 or 14,000 acres of land and centering at the town of Imus, was passed to

a foreign syndicate, and the title deeds were transmitted by it to the Washington authorities for acknowledgment of validity of transfer, on the plea that the registry office of Cavite province had been destroyed by the insurgents and had not been reestablished, making registration under Spanish law impossible. The papers were sent to Manila for remark and were submitted to Chief Justice Arellano for opinion upon the question of right to register under the Spanish law. After an exhaustive review of that law, the chief justice rendered the opinion that the title deeds did not show compliance with the registry law and could not be registered; whereupon the papers were returned to Washington with the full copy of the opinion submitted.

**EXTRACT FROM REPORT OF FIRST PHILIPPINE COMMISSION,
VOLUME 1.**

[Senate Document No. 138, Fifty-sixth Congress, first session.]

PART III.—EDUCATION.

It is evident that the fitness of any people to maintain a popular form of government must be closely dependent upon the prevalence of knowledge and enlightenment among the masses. It is therefore of great importance that a clear understanding of the state of educational work in the Philippines should be reached, especially as there is much popular misapprehension on this subject.

The only educational advantages attainable by the common people of the archipelago are those afforded by the primary schools. The Spanish regulations provided that there should be one male and one female primary school-teacher for each 5,000 inhabitants, instruction being given separately to the two sexes.

This wretchedly inadequate provision was, as a matter of fact, never carried out, as will appear from the following table:

Table showing the relation between number of primary school-teachers and population in the several provinces, districts, and comandancias of the Philippine archipelago.

Name.	Population.	Teachers.		Number of each sex required by law.
		Male.	Female.	
Abra	49,700	11	11	10
Albay	148,425	17	25	30
Ambos Camarines	165,504	43	42	33
Amburayan	30,150	8	5	6
Apayao	16,000			3
Antique	114,483	19	20	22
Balabac	1,100			1
Baras	(?)			(?)
Basilan	12,000	1	1	2
Bataan	52,000	12	11	10
Batanes	9,475	7	7	2
Batangas	312,192	16	15	62
Benguet	15,932	4	3	3
Binatangan	5,000			1
Bohol	248,000	29	27	50
Bongao	217			1
Bonito	14,745	5	2	5
Bulacan	230,000	22	22	46
Burias	1,753	1	2	1
Butuan	16,246	3	3	3
Cabugaoan	(?)			(?)

Table showing the relation between number of primary school-teachers and population in the several provinces, districts, and comandancias of the Philippine archipelago—Cont'd.

Name.	Population.	Teachers.		Number of each sex required by law.
		Male.	Female.	
Cagayan	96,357	20	17	15
Calamianes	16,380	3	3	3
Cápiz	128,006	33	29	26
Catanduanes	35,633	8	7	7
Cavite	132,567	5	12	27
Cayaya	1,854			1
Cebu	504,076	48	43	101
Concepcion	19,602	10	10	4
Corregidor		1	1	1
Cottabato	575			
Dapitan	3,048	3	3	1
Davao	12,615	6	6	3
Illana	14,000	22	20	3
Ilocos Norte	(?)			(?)
Ilocos Sur	156,700	15	15	31
Iloilo	172,836	44	31	35
Infanta	472,798	38	38	95
Isabela de Luzon	10,100	2	1	2
Itaves	54,026	13	4	11
Laguna	15,208			3
Lanao	177,000	28	29	35
Lepanto	(?)			(?)
Levac	16,160	10	6	3
Leyte	(?)			(?)
Malabang	270,491	46	47	54
Manila	500,000	41	38	100
Masbate	19,517	10	10	4
Matti	16,180	7	7	3
Mindoro	172,711	13	8	35
Misamis	113,695	27	28	23
Morong	42,083	15	11	8
Negros (eastern)	94,782	23	23	19
Negros (western)	296,995	28	28	60
Nueva Ecija	155,000	24	17	31
Nueva Viscaya	17,039	8	8	3
Palawan	50,000	3	1	10
Pampanga	222,932	29	25	45
Pangasinan	30,400	29	29	61
Principe	11,000	3	2	2
Quiangan	29,800	1	1	6
Reina Regente	(?)			(?)
Romblon	38,000	12	13	7
Samar	200,753	38	40	40
Sarangani Bay and islands	(?)			(?)
Siassi	12,269			3
Sorsogon	98,650	13	15	20
Sulu	17,000	1	1	3
Surigao	95,222	29	30	19
Tarlac	115,000	16	14	23
Tataan	2,500			1
Tayabas	105,576	20	19	21
Tiagan	6,830	5	5	1
Tukuran	(?)			(?)
Union	105,135	13	13	21
Zambales	86,641	25	14	17
Zamboanga	21,364	5	5	4
Total	6,709,810	991	923	1,342

From these figures it appears that the number of teachers of each sex required by law for a population of 6,709,810 is 1,342, making a total of 2,684 teachers, whereas there are in reality but 991 male teachers and 923 female teachers, giving a total of 1,914. Disregarding the question of sex, we see that while there should be one teacher for each 2,500 inhabitants, there is in reality but one to each 3,500, even if we include only that portion of the population sufficiently civilized to be taken account of in the above enumeration. Taking the entire population at 8,000,000, we find that there is but one teacher to each 4,179 individuals.

Examination of the above table further shows that in many instances the lack of teachers is greater in those provinces which are most thickly populated and whose people are most highly civilized.

In order to ascertain the exact nature of this deficiency, with a view to suggesting a suitable remedy for it, a second table has been prepared, giving in alphabetical order the pueblos or townships of the Philippines, with the number of inhabitants of each, when known, and the number of male and female teachers employed in the primary schools in the year 1898.

The province, district, or comandancia in which each township lies is also given.

While this list is primarily intended for use in the discussion of existing educational conditions, it will also be found of value to those who desire to learn the importance of any given town, or to ascertain where it is situated.

Capitals of provinces, districts, or comandancias are italicized.

Name.	Where situated.	Population.	Teachers.	
			Male.	Female.
Abra de Ilog	Mindoro	1,272		
Abucay	Bataan	7,185	1	1
Abulug	Cagayan	5,880	2	1
Abuyog	Leyte	9,112	1	1
Agno	Zambales	5,002	1	1
Agoa	Union	10,150	1	1
Aguilar	Pangasinan	4,412	1	1
Aguisan	Misamis	934	1	1
Agutaya	Calamianes	2,046	1	1
Ajuy	Concepción	1,000	2	2
Alaminos	Laguna	4,600	1	
Do.	Zambales	8,008	1	1
Alangalang	Leyte	8,602	1	1
Aláva	Pangasinan	6,100	1	1
<i>Albay</i>	Albay	34,000	1	2
Alberique	Davao		1	1
Albuera	Leyte	4,555	1	1
Alburquerque	Bohol	6,604	1	1
Alcalá	Cagayan	5,471	1	1
Do.	Pangasinan	8,624	1	1
Alcántara	Cebu	4,080	1	1
Alcoy	do	5,040		
Alegria	do	11,460	1	1
Alfonso	Cavite	7,660		
Alfonso XIII	Tayabas			
Aliaga	Nueva Ecija	17,000	1	1
Alimodian	Iloilo	11,837	1	
Almeria	Leyte	3,216	1	1
Aloquinsan	Cebu	3,993		
Aloran	Misamis	2,700	1	1
Alós	Zambales	894	1	
Alubijid	Misamis	6,716	1	1
Amadeo	Cavite	3,873		
Ambalan	Negros (Eastern)	5,500	1	1
Amulung	Cagayan		1	1
Ananao	Tiagan		1	1
Anao	Tarlac	7,000	1	1
Anao-aoa	Surigao	602		1
Anda	Bohol	4,036		1
Do.	Zambales	3,761	1	
Angadanan	Isabela de Luzon	2,739	1	1
Angat	Bulacan	8,050	1	1
Angelles	Pampanga	3,000	1	1
Angono	Morong	1,955	1	1
Anilao	Iloilo	2,699	1	1
Aniniy	Antique	4,802	1	1
Antequera	Bohol	5,842		1
Antipolo	Morong	3,500	1	1
Antique	Antique	1,236	1	1
Apalit	Pampanga	11,753	2	2
Apzári	Cagayan	11,262	1	1
Arapiles	Davao		1	
Arayat	Pampanga	14,014	1	1
Arévalo	Iloilo	3,594	1	1
Argao	Cebu	34,050	1	1
Argüelles	Negros (Western)	2,390	1	1

Name.	Where situated.	Population.	Teachers.	
			Male.	Female.
Aritao	Nueva Vizcaya	700	1	1
Aringay	Union	3,044	1	1
Asingan	Pangasinan	3,522	1	1
Astorga	Davao		1	1
Asturias	Cebu	6,000	1	1
Atimonan	Tayabas	10,000	1	1
Ayala	Zamboanga	1,900	1	1
Ayungon	Negros (Eastern)	1,107	1	1
Ayuquitan	do	3,171	1	1
Azagra	Romblon	3,980	1	1
Baa	Ambos Camarines	6,759	1	1
Babatungon	Leyte	2,213	1	1
Bacacay	Albay	10,547	1	1
Bacarra	Ilocos Norte	13,735	1	1
Baclayón	Bohol	8,048	1	1
Bacnótan	Union	6,555	1	1
Bacó	Mindora	440	1	1
Bacolod	Negros (Western)	6,268		
Bacolor	Pampanga	10,642	2	1
Bacon	Sorsogon	13,013	1	1
Bacong	Negros (Eastern)	8,371	1	1
Bacoor	Cavite	13,113	1	1
Bacuag	Surigao	569	1	1
Badajóz	Romblon	3,234	1	1
Badian	Cebu	9,409	1	1
Bagabag	Nueva Vizcaya	1,915	1	1
Bagac	Batáan	1,655	1	1
Bagamanoc	Catanduanes	1,209	1	1
Baganga	Matti	1,114	1	1
Bagó	Cebú	16,350	1	1
Do	Negros (Western)	7,092	1	1
Bais	Negros (Eastern)	9,304	1	1
Balanga	Batáan	9,000	1	1
Balangbang	Cebu	9,610	1	1
Balangiga	Samar	5,000	1	1
Balasan	Concepcion		1	1
Balaung	Union	12,242	1	1
Balayán	Batangas	24,747	1	1
Baleno	Masbate and Ticao	923	1	1
Baler	Príncipe	1,911	1	1
Balete	Cápiz	5,065	1	1
Balilitjan	Bohol	1,860	1	1
Balincaguin	Zambales	2,378	1	1
Balingasag	Misamis	11,491	1	1
Baliuag	Bulacan	14,122		
Balungao	Nueva Ecija	3,848		
Bambán	Tarlac	3,196	1	1
Bambang	Nueva Vizcaya	3,387	1	1
Banate	Iloilo	6,764	1	1
Banga	Cápiz	9,127	1	1
Bangar	Unión	9,000	1	1
Banguéd	Abra	13,417	1	1
Bani	Zambales	4,295	1	1
Bañolas	Davao		1	1
Bantay	Ilocos Sur	6,449	2	2
Bantayan	Cebu	10,016	1	1
Bantón	Romblon	3,449	2	2
Barás	Morong	1,217	1	1
Barasoain	Bulacán	9,675	1	1
Barbaza	Antique	3,231	1	1
Barcelona	Sorsogon	1,567	1	1
Baril	Cebu	20,914		
Barugo	Leyte	12,322	1	1
Basy	Samar	13,736	1	1
Basilan	Basilan	1,300	1	1
Basud	Ambos Camarines	1,874	1	1
Batan	Cápiz	12,908	1	1
Batangas	Batangas	39,358	1	2
Bato	Ambos Camarines	4,861	1	1
Do	Catanduanes		1	1
Do	Leyte	3,651	1	1
Batuuan	Bohol	1,270	1	1
Bauan	Batangas	39,659	1	1
Bauang	Union	7,701	1	1
Bauaue	Quiangan		1	1
Bay	Laguna	1,796	1	1
Bayambang	Pangasinan	8,505	1	1
Bayanan	Negros (Eastern)		1	1
Baybay	Leyte	17,367	1	1
Bayombong	Nueva Vizcaya	3,691	2	2
Betis	Pampanga	4,460	1	1
Bigáa	Bulacán	8,120	1	1
Biliran	Leyte	6,201	1	1
Binalbagan	Negros (Western)	5,135	1	1

Name.	Where situated.	Population.	Teachers.	
			Male.	Female.
Binalonan.	Pangasinan.	10,295	1	1
Bifiang.	Laguna.	19,786	1	1
Binangonan.	Morong.	7,624	1	1
<i>Binangonan de Lampon</i> .	Infanta.	7,557	1	1
Binmaley.	Pangasinan.	13,787	1	1
Bislig.	Surigao.	7,583	1	1
Boac.	Mindoro.	14,722	1	1
Bobon.	Samar.	4,830	1	1
Bocayae.	Bulacan.	10,345	1	1
Bolinao.	Zambales.	4,075	1	1
Boljoon.	Cebu.	7,413	1	1
Bongabon.	Mindoro.	271	1	1
Do.	Neuva Ecija.	3,848	1	1
Bombón.	Ambos Camarines.	2,656	1	1
Borbón.	Cebu.	2,805	1	1
Borongán.	Samar.	9,448	1	1
Bosoboso.	Morong.	855	1	1
Botolan.	Zambales.	4,566	1	1
Btac-nuevo.	Iloilo.	11,805	1	1
Btac-viejo.	do.	5,590	1	1
Búcay.	Abra.	2,461	1	1
Buenavista.	Iloilo.	3,497	1	1
Buguey.	Cagayan.	1,120	1	1
Buhi.	Ambos Camarines.	10,000	1	1
Bula.	do.	2,800	1	1
<i>Bulacán</i> .	Bulacán.	13,186	1	1
Bulalacao.	Mindoro.	516	1	1
Bulan.	Sorsogon.	11,000	1	1
Bugasón.	Antique.	14,104	1	1
Burauen.	Leyte.	21,290	1	1
Buruanga.	Cápiz.	3,967	1	1
Bustos.	Bulacán.	7,025	1	1
<i>Butucán</i> .	Butuan.	2,000	1	1
Do.	Surigao.	10,543	1	1
Bulusan.	Sorsogon.	5,230	1	1
Caba.	Union.	4,164	1	1
Cabagan Nuevo.	Isabela de Luzon.	6,240	1	1
Cabagan Viejo.	do.	3,633	1	1
Cabalán.	Leyte.	4,785	1	1
Cabanatuan.	Nueva Ecija.	12,000	1	1
Cabancalan.	Negros (Western).	7,636	1	1
Cabangan.	Zambales.	2,798	1	1
Cabatuan.	Iloilo.	18,177	1	1
Cabayán.	Benguet.	844	1	1
Cabiao.	Nueva Ecija.	7,924	1	1
Cabungao.	Ilocos Sur.	8,259	1	1
Cabuntog.	Surigao.	4,175	1	1
Cabuyao.	Laguna.	8,888	1	1
Cádiz Nuevo.	Negros (Western).	7,046	1	1
Cagancillo.	Antique.	3,000	1	1
<i>Cagayán de Misamis</i> .	Misamis.	9,405	1	1
Cagsauar Daraga.	Albay.	20,449	1	2
Cainta.	Morong.	2,275	1	1
Calabanga.	Ambos Camarines.	5,704	1	1
Calaca.	Batangas.	8,288	1	1
Calamba.	Laguna.	11,476	1	1
<i>Calapan</i> .	Mindoro.	5,585	1	1
Calape.	Bohol.	10,025	1	1
Calasgasan.	Ambos Camarines.	813	1	1
Calasiao.	Pangasinan.	13,753	1	1
Calatagan.	Batangas.	964	1	1
Calatrava.	Davao.	1	1	1
Do.	Negros (Western).	2,720	1	1
Calauan.	Laguna.	3,107	1	1
Calauang.	Tayabas.	2,813	1	1
Calbayog.	Samar.	30,250	1	1
Calbiga.	do.	4,292	1	1
Calinog.	Iloilo.	8,866	1	1
Calivo.	Cápiz.	10,815	1	1
Calolbón.	Catanduanes.	4,382	1	1
Caloocan.	Manila.	9,843	1	1
Calumpit.	Bulacan.	15,072	1	1
Caluya.	Mindoro.	509	1	1
Caibiran.	Leyte.	4,153	1	1
Cainta.	Morong.	2,275	1	1
Cajagnaan.	Leyte.	260	1	1
Cajidiocean.	Romblon.	3,636	1	1
Camalanigan.	Cagayan.	4,198	1	1
Camaligan.	Ambos Camarines.	5,049	1	1
Camalig.	Albay.	14,868	1	2
Camiling.	Tarlac.	23,410	2	1
Canaman.	Ambos Camarines.	5,959	1	1
Candaba.	Pampanga.	14,585	1	1
Candelaria.	Tayabas.	3,234	1	1

Name.	Where situated.	Population.	Teachers.	
			Male.	Female.
Candelaria	Zambales	2,865	1	
Candijay	Bohol	7,872		
Candon	Ilocos Sur	15,797	1	1
Canoan	Negros (Eastern)	9,380	1	1
Cantanauan	Tayabas	4,000	1	1
Cantilan	Surigao	10,026	1	1
Caoayan	Ilocos Sur	6,050	3	3
Capalonga	Ambos Camarines	1,692	1	1
Capangan	Benguet	858		
Capas	Tarlac	2,925	1	
Cápiz	Cápiz	13,676	1	1
Capul	Samar	2,295	1	
Caraga	Matti	8,690	1	1
Caramoan	Ambos Camarines	6,697	1	
Caramoran	Catanduanes	908	1	1
Cárcar	Cebu	30,300	1	1
Cardona	Morong	2,641	1	1
Carig	Isabela de Luzon	2,477	1	
Carigara	Leyte	13,732	1	1
Caritan	Antique	1,240	1	1
Carlés	Concepcion	10,300	1	1
Cármen	Cebu	6,673	1	
Do	Bohol	3,300	1	
Carmona	Cavite	3,959	1	1
Do	Davao		1	
Carrangian	Nueva Ecija	937	1	1
Carrascal	Surigao		1	
Casiguran	Príncipe	1,527	1	1
Do	Sorsogon	8,662	1	1
Castilla	do	2,353		1
Castillejos	Zambales	3,357	1	
Cataingan	Masbate		1	
Catarman	Misamis	4,874	1	1
Do	Samar	10,482	1	1
Catbalogan	Matti	6,459	1	1
Catéel	Bohol	3,500	1	1
Catigbán	Cebu	2,141	1	1
Catmón	Samar	6,098	1	1
Catubig	Negros (Western)	9,565	2	2
Cauayan	Isabela de Luzon	4,644	1	1
Do	Laguna	2,115	1	1
Cavinti	Cavite	5,515	1	1
Cavite	do	1,497	1	1
Cavite Viejo	Cebu	9,484		
Cebu	Davao	35,243	1	1
Cervera	Cagayan		1	
Clavería	Cebu	4,641	1	1
Compostela	Concepcion	4,393	1	1
Concepción	Tarlac	5,736	1	
Do	Tiagan	13,499	1	1
Do	Cebu	353	1	1
Consolación	Romblon	4,616	1	1
Corecua	Bohol	1,995	1	1
Corella	Cebu	4,215		
Córdoba	Iloilo	5,009	1	1
Do	Isabela de Luzon	2,744	1	1
Cordon	Bohol		1	
Cortés	Surigao	6,018	1	1
Do	Cottabato	1,861		
Cottabato	Cottabato	3,000	1	1
Cristina	Davao		1	
Cuartero	Cápiz	5,175	1	1
Cuenca	Batangas	6,735	1	1
Culasi	Antique	10,553	1	1
Culión	Calamianes	3,500	1	1
Cuyapó	Nueva Ecija	9,350	1	1
Cuyo	Calamianes	8,258	1	1
Daan-Bantayan	Cebu	8,530	1	
Daclán	Benguet	967	1	
Daet	Ambos Camarines	10,650	1	1
Dagami	Leyte	25,000	1	1
Dagupan	Pangasinan	16,000	1	1
Dalaguete	Cebu	21,323	1	1
Danao	do	15,483	1	1
Dancalan	Negros (Western)	1,445	1	1
Do	Antique	7,948	1	1
Dapá	Cápiz	8,787	1	1
Dapitan	Surigao	1,900		
Dapnan	Lanao	3,955	1	1
Danis	Matti	500	1	1
Dávao	Bohol	8,992	1	
Despujol	Davao	3,308	1	1
Diádi	Romblón		1	
	Nueva Viscaya	109		

Name.	Where situated.	Population.	Teachers.	
			Male.	Female.
Dimiao.....	Bohol.....	8,014	1	1
Dinagat.....	Surigao.....	5,264	1	1
Dinalupijan.....	Bataan.....	738	1	1
Dingle.....	Iloilo.....	11,000	1	1
Dingras.....	Ilocos Norte.....	12,600	1	1
Dipolog.....	Lanao.....	4,611	1	1
Dolores.....	Abra.....	2,970	1	1
Do.....	Tayabas.....	2,571	1	1
Donsol.....	Sorsogon.....	5,500	1	1
Dueñas.....	Iloilo.....	7,180	1	1
Duero.....	Bohol.....	7,143		1
Dulag.....	Leyte.....	10,113	1	1
Dumaguete.....	Negros (Eastern).....	13,613	1	1
Dumalag.....	Cápiz.....	8,000	1	1
Dumangas.....	Iloilo.....	14,114	1	1
Dumanjug.....	Cebu.....	13,171	1	1
Dumarán.....	Palawan.....			1
Dumarao.....	Cápiz.....	5,085	1	1
Dupax.....	Nueva Vizcaya.....	2,229	1	1
Echagüe.....	Isabela de Luzon.....	5,700		1
Egaña.....	Antique.....	1,995	1	1
El Pardo.....	Cebu.....	10,647	1	1
El Salvador.....	Misamis.....	2,845	1	1
Enrile.....	Cagayan.....	7,000	1	1
Escalante.....	Negros (Western).....	3,000	1	1
Estancia.....	Concepción.....		1	1
Floridablanca.....	Pampanga.....	7,654	1	1
Gaizna.....	Ambos Camarines.....	2,631	1	1
Galiano.....	Benguet.....	1,330	1	1
Gamú.....	Isabela de Luzon.....	6,101	1	1
Gándara.....	Samar.....	15,563		1
Gapán.....	Nueva Ecija.....	20,216	1	1
García Hernández.....	Bohol.....	5,064	1	1
Garellano.....	Davao.....		1	1
Gasan.....	Ilocos Sur.....	4,785		1
Gattaran.....	Cagayan.....	805	1	1
Gerona.....	Tarlac.....	9,261	1	1
Getafe.....	Bohol.....	3,397		1
Gigalquit.....	Surigao.....	7,116	1	1
Ginatilan.....	Cebu.....	12,144	1	1
Ginatuan.....	Surigao.....	2,277	1	1
Gingóog.....	Misamis.....	1,433	1	1
Gimigaran.....	Negros (Western).....	13,620	1	1
Goa.....	Ambos Camarines.....	7,748	1	1
Granada.....	Negros (Western).....	2,864	1	1
Guagua.....	Pampanga.....	10,722	1	1
Guabat.....	Sorsogon.....	13,359	1	1
Guernica.....	Davao.....			1
Guiguinto.....	Bulacan.....	5,115	1	1
Guijulugan.....	Negros (Eastern).....	7,006	1	1
Guijungau.....	Negros (Western).....		1	1
Gumaca.....	Tayabas.....	7,571	1	1
Guimbalaon.....	Negros (Western).....		1	1
Guinayangan.....	Tayabas.....	2,000	1	1
Guindulman.....	Bohol.....	8,063	1	1
Guinobatan.....	Albay.....	20,500	1	2
Guinsiliban.....	Misamis.....	1,875	1	1
Guisijan.....	Antique.....	6,247	1	1
Guiauan.....	Samar.....	11,311	1	1
Gusa.....	Misamis.....	790	1	1
Hagonoy.....	Bulacán.....	20,120	1	1
Hermosa.....	Bataan.....	2,649	1	1
Hernani.....	Samar.....	2,555	1	1
Hilongos.....	Leyte.....	13,813	1	1
Hindang.....	do.....	5,314	1	1
Himundayan.....	do.....	3,896	1	1
Hinunangan.....	do.....	7,899	1	1
Iba.....	Zambales.....	3,512	1	1
Ibaan.....	Batangas.....	8,900	1	1
Ibajay.....	Cápiz.....	11,351	1	1
Igbaras.....	Iloilo.....	12,140	1	1
Iguig.....	Cagayan.....	4,000	1	1
Ilagan.....	Isabela de Luzon.....	13,811	1	1
Ilaya.....	Lanao.....	1,099	1	1
Hagan.....	Misamis.....	6,020	1	1
Iling.....	Mindoro.....	427		1
Ilog.....	Negros (Western).....	6,070	1	1
Imus.....	Cavite.....	14,676		1
Inabanga.....	Bohol.....	9,957	1	1
Indan.....	Ambos Camarines.....	5,800	1	1
Do.....	Cavite.....	1,500		1
Infanta.....	Zambales.....	3,445	1	1
Inopacan.....	Leyte.....	4,239	1	1
Ipil.....	Bohol.....	1,745	1	

Name.	Where situated.	Population.	Teachers.	
			Male.	Female.
Iponan	Misamis	5,586		
Iriga	Ambos Camarines	17,094	1	1
Irirun	Mindoro	143		
Irosin	Sorsogon	5,224	1	1
Isabela	Negros (Western)	11,104	1	1
Isin	do	1,596	1	1
Ivisan	Cápiz	5,000	1	1
Jabonga	Surigao	1,644	1	1
Jagnaya	Cápiz	2,500	1	1
Jaen	Nueva Ecija	4,651	1	1
Jagna	Bohol	1,162	1	1
Jalajala	Morong	1,735	1	
Jamindang	Cápiz	5,000	1	
Jamiuay	Iloilo	28,738	1	1
Jaro	Leyte	12,475	1	1
Jasaa	Misamis	9,444	1	1
Jabon	Samar	3,579	1	1
Jimalalud	Negros (Eastern)	5,559	1	1
Jimamaylan	Negros (Western)	6,758	1	1
Jimenez	Misamis	8,707	1	1
Jimeno	Cápiz	3,278	1	
Joló	Sulu	1,500	1	1
Jovellar	Albay	5,279	1	1
Juban	Sorsogon	6,000	1	1
La Caridad	Cavite	1,258	1	1
La Carlota	Negros (Western)	12,384	1	1
La Granja	Samar	3,413	1	1
La Paz	Abra	2,869	1	1
Do.	Iloilo	3,641	1	1
Do.	Tarlac	2,805	1	1
<i>La Trinidad.</i>	Benguet	2,000		
Labo	Ambos Camarines	4,213	1	1
Lacy	Negros (eastern)	6,448	1	1
Lagauí	Quiangan			
Lagonoy	Ambos Camarines	8,500	1	1
Lagoblong	Misamis	1,834	1	1
Lagundi	Morong			
Lal-16	Cagayan	6,475	1	1
Lambunao	Iloilo	7,989	1	1
Lanan	Samar	4,779	1	1
Langaran	Misamis	11,779		
Lanuza	Surigao			
Laoag	Ilocos Norte	37,094	1	1
Laoang	Samar	8,129	1	1
Lapo	Ilocos Sur	6,000	1	1
Las Mercedes	Davao			
Do.	Zamboanga	2,372	1	1
Laspíñas	Manila	4,000	1	1
Lavezares	Samar	3,480	1	1
Leganés	Iloilo	2,875	1	1
Legaspi	Albay	6,017	1	1
Lemery	Batangas	2,890	1	
Do.	Concepcion	3,677	1	
León	Iloilo	13,950	1	1
Leyte	Leyte	6,719	1	1
Lezo	Cápiz	5,500	1	1
Lian	Batangas	5,889		
Liangá	Surigao	6,340	1	1
Libacao	Cápiz	3,914	1	
Libmanan	Ambos Camarines	14,512	2	2
Libog	Albay	6,569	1	1
Libon	do	4,125	1	1
Licab	Nueva Ecija			
Lila	Bohol	4,470	1	1
Lilo	Laguna	5,000	1	1
Liloan	Cebu	8,380	1	1
Do.	Leyte	3,982	1	1
Ligao	Albay	17,371	1	2
Langayen	Pangasinan	18,886	1	1
Linguig	Surigao	6,340	1	1
Lipa	Batangas	40,733	1	1
Loay	Bohol	7,169	1	1
Lobo	Batangas	6,472	1	
Loboe	Bohol	10,174	1	
Locutgan	Capiz	3,475	1	1
Loculan	Misamis	2,110	1	1
Longos	Laguna	1,413	1	1
Looc	Mindoro	1,204	1	
Do.	Romblon	4,500	1	
Loon	Bohol	15,365	1	1
López	Tayabas	6,412	1	1
Loreto	Surigao			
Los Baños	Laguna	2,756	1	1
Luban	Mindoro	6,541	1	

Name.	Where situated.	Population.	Teachers.	
			Male.	Female.
Lubao	Pampanga	21,175	1	-----
Lubungan	Lanao	5,157	1	1
Lubcan	Tayabas	12,755	1	1
Lucena	Iloilo	6,511	1	1
Do.	Tayabas	7,000	1	1
Luisiana	Laguna	3,802	1	1
Lumban	Laguna	4,293	1	1
Lupao	Nueva Ecija	608	1	1
Lupi	Ambos Camarines	765	-----	-----
Ma astim	Leyte	18,499	1	1
Maasin	Iloilo	9,674	1	1
Ma-ayon	Cápit.	-----	1	1
Mabalacat	Pampanga	10,600	1	1
Mabatán	Bataan	1,766	1	1
Mabatobato	Ambos Camarines	849	1	1
Macabebe	Pampanga	10,400	1	1
Macalelon	Tayabas	3,000	1	1
Macato	Cápit.	10,136	1	1
Macrohon	Leyte	5,780	-----	1
Madalag	Cápit.	2,684	1	1
Madridejos	Cebu	-----	-----	-----
Magalan	Pampanga	8,262	1	1
Magallanes	Romblon	1,055	1	1
Do.	Sorsogon	2,377	1	1
Magárao	Ambos Camarines	5,744	1	1
Magdalena	do	2,352	1	1
Magingal	Ilocos Sur	8,446	6	6
Magulang	Quiangan	-----	1	1
Mahinog	Misamis	4,687	1	1
Majayjay	Laguna	6,528	1	1
Malaboyoc	Cebu	13,113	-----	1
Malasiqui	Pangasinan	8,900	1	1
Malauag	Cagayan	3,819	1	-----
Malibago	Leyte	1,119	-----	1
Malibay	Manila	2,890	1	1
Malilipot	Albay	5,995	1	1
Malinao	do	10,296	1	1
Do.	Cápit.	7,571	-----	-----
Malitbog	Leyte	7,906	1	1
Malolos	Bulacan	14,599	1	1
Malupa	Antique	2,972	1	1
Mambajao	Misamis	18,000	1	1
Mambulao	Ambos Camarines	1,182	1	1
Mambusao	Cápit.	11,000	1	1
Mamburao	Mindoro	499	-----	-----
Manaoag	Pangasinan	17,500	1	1
Manapla	Negros (Western)	-----	1	1
Mandaue	Cebu	15,307	1	1
Mandurriao	Iloilo	6,749	1	1
Mangaldan	Pangasinan	16,143	1	1
Mangarin	Mindoro	2,289	-----	-----
Mangatarem	Pangasinan	10,146	1	1
Manguirin	Ambos Camarines	1,300	1	-----
Manila	Manila	350,000	13	12
Manito	Albay	1,515	1	1
Mansalay	Mindoro	379	-----	-----
Maragondón	Cavite	8,313	-----	-----
Maria	Negros (Eastern)	5,415	1	1
Maria Cristina	Misamis	140	1	1
Maribojoc	Bohol	10,852	1	1
Marilao	Bulacan	5,075	1	1
Maripipi	Leyte	1,998	1	1
Maríquina	Manila	10,313	1	1
Maríveles	Bataan	1,429	1	1
Masbate	Masbate	2,345	1	1
Masinloc	Zambales	2,945	1	1
Masol	do	2,404	1	1
Matolom	Leyte	6,146	1	1
Matina	Davao	-----	1	1
Matnog	Sorsogon	3,745	1	1
Matthi	Matti	600	1	1
Mauban	Tayabas	9,268	1	1
Manjuyod	Negros (Eastern)	7,486	1	1
Mavitac	Laguna	1,431	1	1
Maynit	Surigao	4,550	1	1
Medellín	Cebu	8,221	1	-----
Mendez Nuñez	Cavite	3,745	-----	-----
Mercedes	Samar	3,068	1	1
Mérida	Leyte	897	1	1
México	Pampanga	17,099	3	1
Meycauayan	Bulacan	8,119	1	1
Miagao	Iloilo	22,100	1	1
Milagros	Masbate	1,789	1	1
Milaor	Ambos Camarines	5,120	1	1

Name.	Where situated.	Population.	Teachers.	
			Male.	Female.
Mina	Iloilo	4,357	1	1
Minalabag	Ambos Camarines	3,869	1	1
Minalin	Pampanga	6,386	1	1
Minglanilla	Cebu	6,310	1	1
Minuluan	Negros (Western)	11,338	1	1
Misamis	Misamis	6,075	1	1
Moalboal	Cebu	9,509	1	1
Mobo	Masbate	1,896	1	1
Mogpog	Mindoro	5,214	1	1
Molo	Iloilo	9,547	1	1
Molugan	Misamis	1,044	1	1
Moncada	Tarlac	7,601	1	1
Mondragón	Samar		1	1
Montalban	Manila	3,055	1	1
Morella	Davao		1	1
Moriones	Tarlac	1,289	1	1
Morón	Bataan	2,622	1	1
Morong	Morong	9,430	1	1
Mulanay	Tayabas	325	1	1
Munguia	Bontoc		1	1
Muniflunpa	Manila	5,068	1	1
Murcia	Negros (Western)	8,000	1	1
Do	Tarlac		1	1
Naanan	Misamis	890	1	1
Nabua	Ambos Camarines	17,789	1	2
Naga	do		1	1
Do	Cebu	10,926	1	1
Nagaba	Iloilo	8,000	1	1
Nagcarlan	Laguna	12,976	1	1
Nagpartian	Ilocos Norte	1,985	1	1
Naguilian	Isabela de Luzon		1	1
Do	Union	10,405	1	1
Naic	Cavite	9,215		
Namacpacan	Union	8,630		
Nampicán	Nueva Ecija			
Narvacan	Ilocos Sur	3,241	1	1
Nassiping	Cagayan	16,500	8	1
Naujan	Mindoro	1,023	1	1
Naval	Leyte	8,312	1	1
Navas	Cápit	3,183	1	1
Nonoc	Surigao	5,257	1	1
Norzagaray	Bulacan	541	1	1
Novaliches	Manila	5,395		
Noveleta	Cavite	1,871	1	1
Nueva Cáceres	Cebu	2,804		
Nueva Coveta	Ilocos Sur	3,339	1	1
Nueva Valencia	Negros (Eastern)	789	1	1
Numancia	Cápit	6,316	1	1
Do	Surigao	6,123	1	1
Oas	Albay	4,111	1	1
Obando	Bulacan	10,357	1	2
Odiongan	Romblon	7,948	1	1
Olongapó	Zambales	5,924	1	2
Opol	Misamis		1	1
Opón	Cebu	11,506		1
Oquendo	Samar	5,200	1	1
Oslob	Cebu	6,013	1	1
Oran	Davao		1	1
Orani	Bataan	6,400	1	1
Oras	Samar	5,667	1	1
Orión	Bataan	10,373	1	1
Ormoc	Leyte	8,107	1	1
Oroquieta	Misamis	9,000	1	1
Oteiza	Surigao		1	1
Oton	Iloilo	13,363	1	1
Oyangurin	Davao		1	1
Pacte	Laguna	2,887	1	1
Pagbilao	Tayabas	5,756	1	1
Pagsanjan	Laguna	6,327	1	1
Pamplona	Cagayan	2,404	1	1
Palanan	Isabela de Luzon	1,137	1	1
Palanas	Masbate	2,749	1	1
Palapag	Samar	5,802		1
Palauig	Zambales	2,584	1	1
Palo	Leyte	17,736	1	1
Palompon	do	7,858	1	1
Paltóc	Tiagan	770	1	1
Paluan	Mindoro	1,561		1
Pambújan	Samar	7,423	1	1
Pamplona	Ambos Camarines	3,647	1	1
Panay	Cápit	15,484	1	1
Pandacan	Mainila	2,446	1	1
Pandan	Antique	13,737	1	1
Do	Catanduanes	2,143	1	1

Name.	Where situated.	Population.	Teachers.	
			Male.	Female.
Pañgil	Laguna	2,459	1	1
Panglao	Bohol	6,795	1	1
Paniqui	Tarlac	8,712	1	1
Panitan	Cápiz	10,020	1	1
Pantabangan	Nueva Ecija	1,513	1	1
Paoay	Ilocos Norte	11,848	1	1
Paombon	Bulacán	10,297	1	1
Paquil	Laguna	1,719	1	1
Paracale	Ambos Camarines	3,211	1	1
Paranaque	Manila	9,863	1	1
Paranas	Samar	7,366	1	1
Paric	do	3,469	1	1
Pasacao	Ambos Camarines	1,548	1	1
Pasig	Manila	22,000	4	3
Passi	Iloilo	13,802	1	1
Pastrana	Leyte		1	1
Pasuquin	Ilocos Norte	5,616	1	1
Patnongan	Antique	5,911	1	1
Pateros	Manila	2,842	1	1
Pavia	Iloilo	10,221	1	1
Payo	Catanduanes	2,800	1	1
Peñaranda	Nueva Ecija	7,700	1	1
Peña plata	Davao		1	1
Perez Dasmariñas	Cavite	4,696		1
Piat	Cagayan	2,716	1	1
Pidigan	Abra	2,142	1	1
Piddig	Ilocos Norte	10,841	1	1
Pila	Laguna	5,987	2	1
Pilar	Abra	4,107	1	1
Do.	Bataan	3,471	1	1
Do.	Gápiz	2,895	1	1
Do.	Cebu	4,268	1	1
Pilli	Sorsogon	5,458	1	1
Piliña	Ambos Camarines	3,635	1	1
Pinabagdao	Monong	2,000	1	1
Pinamálayan	Samar	1,975	1	1
Pinamungajan	Mindoro	292		1
Pineda	Cebu	5,378	1	1
Pitogo	Manila	9,825	2	1
Placer	Tayabas	3,011	1	1
Pola	Surigao		1	1
Polangui	Mindoro	572	1	1
Poillo	Albay	10,050	1	1
Polo	Infanta	1,400	1	1
Pollok	Bulacan	7,945	1	1
Pontedvedra	Cottabato	400	1	1
Do.	Cápiz	9,512	1	1
Porac	Negros (Western)	12,000	1	1
Poro	Pampanga	8,512	2	2
Pototan	Cebu	7,000	1	1
Pozorrubio	Iloilo	14,512		1
Puerto Galera	Pangasinan	9,947	1	1
Puerto Princesa	Mindoro	1,912		1
Pulilan	Palawan	1,589	1	1
Puncan	Bulacan	10,058	1	1
Pura	Nueva Ecija	501		1
Quimbal	Tarlac	5,255	1	1
Quinablangan	Iloilo	10,958	1	1
Quinapundan	Matti	299	1	1
Quinuguitan	Samar	2,000	1	1
Quinguia	Misamis	1,320	1	1
Quiot	Bulacan	8,854	1	1
Quipayo	Leyte	2,422	1	1
Ragay	Ambos Camarines	1,793	1	1
Reina Mercedes	do	2,300	1	1
Rivera de San Fernando	Isabela de Luzon	3,286	1	1
Rombon	Zambales		1	1
Ronda	Rombon	6,764	1	1
Roquetas	Manila	4,394	1	1
Rosales	Davao		1	1
Rosario	Nueva Ecija	11,519	1	1
Do.	Batangas	12,435	1	1
Do.	Cavite	6,385		1
Sablayan	Union	2,246	1	1
Sagay	Ilocos Sur	851		1
Sagñay	Misamis	5,066		1
Salasa	Ambos Camarines	3,985	1	1
Salay	Pangasinan	7,067	1	1
Salcedo	Misamis	1,816	1	1
Do.	Ilocos Sur	914	1	1
Samal	Samar	4,470	1	1
Sambaoan	Bataan	5,233	1	1
San Augustin	Cebu	10,422	1	1
	Masbate	1,129	1	1

Name.	Where situated.	Population.	Teachers.	
			Male.	Female.
San Antonio.....	Laguna.....	1,649	1	1
Do.....	Nueva Ecija.....	7,269	1	1
Do.....	Zambales.....	4,988	1	1
San Bartolome.....	Batanes.....	1,722	1	1
San Carlos.....	Pangasinan.....	13,934	1	1
San Carlos de Magatao.....	Batanes.....	1,229	1	1
San Clemente.....	Tarlac.....	1,875	1	1
San Dionisio.....	Concepcion.....	1,782	1	1
San Emilio.....	Tiagan.....	109	2	1
San Enrique.....	Iloilo.....	3,015	1	1
San Esteban.....	Negros (Western).....	3,607	1	1
San Fabián.....	Ilocos Sur.....	2,132	1	1
San Felipe.....	Pangasinan.....	9,018	1	1
San Felipe Nery.....	Zambales.....	4,265	1	1
San Fernando.....	Manila.....	5,465	2	1
Do.....	Ambos Camarines.....	3,271	1	1
San Fernando de Dilao.....	Cebu.....	12,155	1	1
San Fernando.....	Masbate.....	2,367	1	1
Do.....	Pampanga.....	12,266	2	2
Do.....	Union.....	12,892	1	1
San Francisco.....	Cavite.....	9,055	1	1
Do.....	Cebu.....	6,567	1	1
San Gregorio.....	Abra.....	1,429	1	1
San Ildefonso.....	Bulacan.....	6,601	1	1
Do.....	Ilocos Sur.....	2,033	1	1
San Isidro del Campo.....	Leyte.....	3,352	1	1
San Isidro.....	Nueva Ecija.....	7,056	1	1
Do.....	Pangasinan.....	2,531	1	1
Do.....	Zambales.....	2,863	1	1
San Jacinto.....	Masbate.....	2,459	1	1
Do.....	Pangasinan.....	5,059	1	1
San Joaquin.....	Iloilo.....	13,918	1	1
San José.....	Abra.....	1,285	1	1
Do.....	Ambos Camarines.....	9,000	1	1
Do.....	Batangas.....	10,000	1	1
Do.....	Bulacan.....	2,397	1	1
Do.....	Corregidor.....	514	1	1
Do.....	Davao.....	1	1	1
Do.....	Nueva Ecija.....	852	1	1
San Juan.....	Batangas.....	14,017	1	1
Do.....	Negros (Eastern).....	5,979	1	1
Do.....	Nueva Ecija.....	2,994	1	1
Do.....	Surigao.....	1	1	1
Do.....	Union.....	10,211	1	1
San José de Buenavista.....	Antique.....	5,621	1	1
San José de Casignan.....	Príncipe.....	267	1	1
San José de Ibana.....	Batanes.....	1,951	1	1
San José de Navotas.....	Manila.....	9,154	2	2
San Juan del Monte.....	do.....	2,011	1	1
San Julián.....	Samar.....	1	1	1
San Leonardo.....	Nueva Ecija.....	1	1	1
San Luis.....	Batangas.....	5,201	1	1
Do.....	Pampanga.....	10,298	1	1
San Manuel.....	Pangasinan.....	590	1	1
San Marcelino.....	Zambales.....	4,043	1	1
San Mateo.....	Manila.....	6,700	1	1
San Miguel.....	Ilocos Norte.....	9,015	1	1
Do.....	Iloilo.....	7,300	1	1
Do.....	Leyte.....	4,126	1	1
San Miguel de Mayumo.....	Pampanga.....	1,887	1	1
San Nicolás.....	Bulacan.....	20,460	1	1
Do.....	Ilocos Norte.....	9,578	1	1
Do.....	Cebu.....	17,800	1	1
San Narciso.....	Pangasinan.....	10,204	1	1
Do.....	Tayabas.....	1,087	1	1
San Pablo.....	Zambales.....	7,255	1	1
San Pascual.....	Laguna.....	19,537	1	1
San Pedro.....	Burias.....	1,601	1	2
San Pedro Macati.....	Antique.....	7,366	1	1
San Pedro Tunasan.....	Manila.....	3,921	2	2
San Quintín.....	Laguna.....	3,700	1	1
Do.....	Abra.....	725	1	1
San Rafael.....	Nueva Ecija.....	6,852	1	1
San Ramón.....	Bulacan.....	8,469	1	1
San Remigio.....	Antique.....	2,503	1	1
Do.....	Cebu.....	6,192	1	1
San Ricardo.....	Leyte.....	3,182	1	1
San Roque.....	Cavite.....	1	1	1
San Sebastián.....	Cebu.....	1	1	1
Do.....	Samar.....	839	1	1
San Simón.....	Pampanga.....	7,817	1	1
Sanchez Mira.....	Cagayan.....	1	1	1

Name.	Where situated.	Population.	Teachers.	
			Male.	Female.
Santa...	Ilocos Sur...	8,532	2	2
Santander...	Cebu...	4,686		
Santa Ana...	Manila...	2,194	1	1
Santiago...	Ilocos Sur...	4,087	1	1
Santa Ana...	Misamis...	881	1	1
Santor...	Nueva Ecija...	2,921	1	
Santa Ana...	Pampanga...	6,132	1	1
Santa Bárbara...	Iloilo...	13,000	1	1
Do.	Pangasinan...	7,595	1	
Santa Catalina...	Ilocos Sur...	5,100	1	1
Santa Cruz...	Cavite...	8,546		
Do.	Davao...		1	1
Do.	Laguna...	13,141	1	1
Do.	Ilocos Sur...	5,876	2	2
Do.	Zambales...	4,594	1	1
Santa Cruz de Mindoro...	Mindoro...	300		
Santa Cruz de Napo...	Ilocos Sur...	15,797	1	1
Santa Fé...	Cebu...	3,102	1	1
Do.	Romblon...		1	2
Santa Ignacia...	Tarlac...	1,374	1	1
Santa Isabel...	Bulacan...	8,125	1	1
Santa Lucia...	Ilocos Sur...	7,113	1	1
Santa Maria...	Bulacan...	10,508	1	
Do.	Laguna...	840	1	1
Do.	Ilocos Sur...	10,030	1	1
Do.	Isabela de Luzon...	2,607	1	1
Do.	Pangasinan...	3,939	1	1
Do.	Zamboanga...	2,200	1	1
Santa María de Mayan...	Batanes...	1,855	1	1
Santa Margarita...	Samar...		1	1
Santa Rita...	Pampanga...	7,359	1	1
Do.	Samar...	4,394	1	1
Santa Rosa...	Laguna...	9,434	1	1
Do.	Nueva Ecija...	4,324	1	
Santo Domingo...	Ilocos Sur...	8,931	1	1
Do.	Nueva Ecija...			
Santo Domingo de Basco...	Batanes...	2,981	1	1
Santo Niño...	Cagayan...	2,891		
Do.	Samar...		1	1
Santo Tomás...	Batangas...	10,769	1	1
Do.	Pampanga...	4,321	1	1
Do.	Union...	6,481	1	1
San Vicente...	Ambos Camarines...	1,325	1	1
Do.	Ilocos Sur...		1	1
San Vicente de Saptang...	Batanes...	1,753	1	1
Sápao...	Quiangan...			
Do.	Surigao...	1,300	1	1
Sapián...	Capiz...	4,863	1	1
Sara...	Concepcion...	10,950	1	1
Saravia...	Negros (Western)...	15,304	1	1
Sariaya...	Tayabas...	6,966	1	
Sebaste...	Antique...	3,676	1	1
Semirara...	Mindoro...	189		
Sevilla...	Bohol...	5,920	1	1
Do.	Ilocos Sur...	1,133	1	1
Sexmoan...	Pampanga...	7,969	1	1
Siaton...	Negros (Eastern)...	8,142	1	1
Sibay...	Mindoro...	252		
Sibonga...	Cebu...	23,455	1	1
Sibolam...	Antique...	11,675	1	1
Sibsubu...	Tiagan...			
Sibulan...	Negros (Eastern)...	6,346	1	1
Sierra Bullones...	Bohol...	2,119		
Sigaboy...	Malabang...	900	1	1
Sigma...	Antique...	1,660	1	1
Silan...	Cavite...	7,411		
Silay...	Negros (Western)...	14,537	1	1
Siniat...	Ilocos Sur...	7,936	1	1
Siniloan...	Laguna...	5,659	1	1
Sipocot...	Ambos Camarines...	1,066	1	1
Siquijor...	Negros (Eastern)...	11,788	1	1
Siroma...	Ambos Camarines...	679	1	
Sogod...	Cebu...	6,719	1	1
Do.	Leyte...	4,722	1	1
Solana...	Cagayan...	5,578	1	1
Solano...	Nueva Vizcaya...	4,190	1	1
Solsoma...	Ilocos Norte...	3,991	1	1
Sorsogón...	Sorsogon...	10,720	1	2
Sual...	Pangasinan...	2,636	1	1
Suay...	Negros (Western)...	2,972	1	1
Subaan...	Mindoro...	397	1	
Subic...	Zambales...	3,016	1	
Sulat...	Samar...	4,615	1	1
Sumag...	Negros (Western)...	4,332	1	1

Name.	Where situated.	Population.	Teachers.	
			Male.	Female.
Surigao	Surigao	6,285	1	1
Taal	Batangas	33,378	1	1
Tabaco	Albay	17,436	1	2
Tabontabon	Leyte			
Taeloban	do	5,226	1	1
Taganaan	Surigao	1,562	1	1
Tagbiliran	Bohol	8,638	1	1
Tago	Surigao	1,909	1	1
Tagobon	Cebu	8,631	1	1
Tagoloan	Misamis	3,378	1	1
Tagudin	Ilocos Sur.	4,055	1	1
Taguig	Manila	9,662	1	1
Talacogon	Butuan			
Tambobon	Manila	25,000	2	2
Tamontaca	Cottabato	1,900	1	1
Tanauan	Batangas	20,036	1	1
Do	Leyte	18,509	1	1
Tanay	Morong	4,529	1	1
Tandag	Surigao	5,210	1	1
Tangalan	Cápiz	2,982	1	1
Tanjay	Negros (Eastern)	12,408	1	1
Tapaz	Capiz	2,892	1	1
Talacogon	Surigao	11,585	1	1
Talamban	Cebu	6,226	1	1
Talavera	Nueva Ecija	2,720	1	
Talibong	Bohol	7,321		
Talisay	Ambos Camarines	3,567	1	1
Do	Cebu	19,000	1	1
Talisayan	Misamis	1,684	1	1
Tarangman	Samar	3,950	1	1
Tarifa	Davao			
Tarlac	Tarlac	9,668	1	1
Tayabas	Tayabas	13,000	1	1
Tayasan	Negros (Eastern)	1,569	1	1
Taysan	Batangas	6,971	1	1
Taytay	Morong	6,800	1	1
Do	Palawan	2,331	1	
Tayug	Pangasinan	19,612	1	1
Tayum	Abra	3,436	1	1
Teresa	Morong	4,250	1	1
Ternate	Cavite	1,828		
Tetuán	Zamboanga	5,643	1	1
Tiaon	Tayabas	6,950	1	1
Tibiao	Antique	5,402	1	1
Tigao	Surigao	1,909		
Tigoan	Ambos Camarines	4,100	1	1
Tigbauan	Iloilo	9,109	1	1
Timamama	Surigao			
Tinambac	Ambos Camarines	2,497	1	1
Tiui	Albay	10,215	1	2
Toledo	Cebu	10,922	1	1
Tolón	Negros (Eastern)	1,514	1	1
Tolosa	Leyte	5,587	1	1
Do	Surigao			
Torrijos	Ilocos Sur.	3,119	1	
Tuao	Cagayan	4,986	1	1
Tubao	Union			
Tubay	Surigao	505	1	1
Tubig	Samar	3,878	1	1
Tubigon	Bohol	15,855	1	
Tublay	Benguet	996	1	1
Tubungan	Iloilo	368	1	1
Tuburan	Cebu	10,760	1	1
Tudela	do		1	1
Tuguegarao	Cagayan	16,826	1	
Tumatiini	Isabela de Luzon	4,814	1	1
Tuy	Batangas	10,150		
Ubay	Bohol	3,552	1	1
Ubong	Nueva Vizcaya	977	1	1
Umingan	Nueva Ecija	5,848	1	1
Unisan	Tayabas	3,155	1	1
Urbiztondo	Pangasinan	5,182	1	1
Urdaneta	do	16,588	1	1
Uson	Masbate	2,105	1	1
Valderrama	Antique	4,372	1	1
Valencia	Bohol	6,904	1	
Valladolid	Negros (Western)	14,000	1	1
Vera	Davao		1	1
Veruela	Butuan		1	1
Veruda	Surigao		1	1
Victoria	Tarlac	10,362	1	1
Viga	Catanduanes	2,896	1	1
Vigan	Ilocos Sur.	19,000	7	4
Villar	Bohol	6,665	1	1

Name.	Where situated.	Population.	Teachers.	
			Male.	Female.
Villaba	Leyte	3,257	1	1
Villa-Real	Samar	6,091	1	1
Villasisis	Pangasinan	11,968	1	1
Villavieja	Abra	859	1	1
Vintar	Ilocos Sur	11,803	1	1
Virac	Catanduanes	5,832	1	1
Zamboanga	Mindanao	21,300	1	1
Zamboanguito	Negros (Eastern)	5,603	1	1
Zaragoza	Nueva Ecija	5,250	3	3
Do	Zambales		1	1
Zarraga	Iloilo	5,208	1	1
Zumárraga	Samar	4,561	1	1

This table brings out clearly certain facts and shows just where the trouble lies. While most of the small towns have one teacher of each sex, in the larger towns and cities no adequate provision is made for the increased teaching force necessary; so that places of 30,000 or 40,000 inhabitants are often no better off as regards number of teachers than are other places in the same province of but 1,500 or 2,000 souls.

The hardship thus involved for children desiring a primary education will be better understood if one stops to consider the nature of the Philippine "pueblo," which is really a township, often containing within its limits a considerable number of distinct and important villages or towns, from the most important of which the township takes its name. The others, under distinct names, are known as "*barrios*," or wards. It is often quite impossible for small children to attend school at the particular town which gives its name to the township on account of their distance from it, and even where the distance is not great, unfavorable climatic conditions during the rainy season may subject them to great exposure.

It is of fundamental importance, then, that the number of primary schools be greatly increased at the earliest possible moment, and that the new schools be established with due regard to the distribution of population throughout the various townships, so that attendance upon them may not entail too great hardships.

The character and amount of the instruction which has heretofore been furnished is also worthy of careful consideration.

The regulations for primary schools were as follows:

Instruction in schools for natives shall for the present be reduced to elementary primary instruction and shall consist of—

1. Christian doctrine and principles of morality and sacred history suitable for children.
2. Reading.
3. Writing.
4. Practical instruction in Spanish, including grammar and orthography.
5. Principles of arithmetic, comprising the four rules for figures, common fractions, decimal fractions, and instruction in the metric system with its equivalents in ordinary weights and measures.
6. Instruction in general geography and Spanish history.
7. Instruction in practical agriculture as applied to the products of the country.
8. Rules of deportment.
9. Vocal music.

It will be noted that education in Christian doctrine is placed before reading and writing, and, if the natives are to be believed, in many of the more remote districts instruction began and ended with this subject and was imparted in the local native dialect at that. It is further

and persistently charged that the instruction in Spanish was in very many cases purely imaginary, because the local friars, who were formerly *ex officio* school inspectors, not only prohibited it, but took active measures to enforce their dictum. This was especially true in those towns where, on account of their remote situation, the provincial governor rarely intervened. We have been informed that in such regions even adults who had by one means or another acquired some knowledge of Spanish found it to their interest to confine themselves to the use of their native dialect.

Ability to read and write a little of the local native language was comparatively common.

Instruction in geography was extremely superficial. As a rule no maps or charts were available, and such information as was imparted orally was left to the memory of the pupil, unaided by any graphic method of presentation.

The only history ever taught was that of Spain, and that under conventional censorship. The history of other nations was a closed volume to the average Filipino. Vocal music was not taught, and the instruction in practical agriculture, where given, was a sorry farce.

The course as above outlined was that prescribed for boys. Girls were not given instruction in geography, history, or agriculture, but in place of these subjects were supposed to receive instruction "in employments suitable to their sex."

It should be understood that the criticisms which have been here made apply to the provincial schools. The primary instruction given at the Ateneo Municipal at Manila, under the direction of the Jesuits, fulfilled the requirements of the law, and in some particulars exceeded them.

The second article in the set of regulations above referred to reads as follows:

Primary instruction is obligatory for all natives. The fathers, tutors, or guardians of children shall send them to the public schools between the ages of 10 and 12 years, unless they prove that they give them sufficient instruction in their homes or in private schools. Those who do not obey this rule shall be admonished by the authorities, and compelled to do so by a fine of from one-half real to 2 reales (3 to 13 cents gold at the present rate of exchange!), *when there is a school in the town at such a distance that the children can conveniently attend*. The fathers and guardians of children may also send them to the schools between the ages of 6 and 14 years.

As already indicated, the provision that children shall be sent, *when there is a school which they can conveniently attend*, renders this requirement abortive. As a matter of fact, little or no attempt was made to enforce the rule, and there were plenty of cases in which schools had a scant dozen of scholars.

In some towns special buildings served as schoolhouses. At the best they were usually cheaply constructed and most inadequately equipped. Often a room in the house of the schoolmaster or mistress served in lieu of a schoolhouse, while the lack of text-books, blackboards, and even of writing materials, frequently made it necessary that much or all of the instruction should be oral.

It is true that very many of the civilized natives have never attended any school of any sort whatsoever; that a considerable additional number have attended school, but have learned only a few prayers and a little catechism in their native dialect—they may or may not be able to read and write their own language. It is further true that a small number have learned to read and write Spanish *mechanically*, with

little or no knowledge of the words which they form or pronounce. A very small number have learned to read and write it intelligently. Rudimentary arithmetic is quite commonly taught. The kind and amount of information imparted under the other heads have already been sufficiently discussed.

It is evident that a revision of the course of primary instruction is urgently needed; that suitable buildings should be constructed where they do not already exist, and that the necessary equipment for carrying on primary school work in accordance with modern methods should be provided.

Theoretically, the provincial schools remained open throughout the year; practically, they were often closed during the rainy season, during harvest time, or when the teacher happened to wish for a vacation.

Under the old régime masters and mistresses were classified according to the importance of the towns where they served. Their salaries were as follows:

Classification of teachers.	Monthly compensation (gold).	
	Men.	Women.
Highest grade (first class).....	\$20.00	\$12.50
Highest grade (second class).....	15.00	10.00
Intermediate grade	12.50	7.50
Lowest grade	10.00	6.00
Assistants	7.50	5.00

It is worth while to note in passing that of the 1,914 teachers employed in 1898 a very considerable number were "assistants," or, still worse, "temporary incumbents."

When the Spanish authorities of the University of Santo Tomas were interrogated by the commission as to why it was that a considerable number of persons who could not themselves understand a word of Spanish were allowed to hold positions as teachers in the public schools, they replied that it was because no one could be found in the towns in question who knew the language. This fact in itself is a sufficient commentary on the way in which the law as to the teaching of Spanish has been carried out, but it can not be doubted that the director of the Manila Normal School for Men hit upon one of the fundamental causes of the utterly inadequate preparation of a considerable proportion of the primary school-teachers when he remarked that *a man or a woman with sufficient education to fulfill the legal requirements of a position as master or mistress could not afford to practice the profession* when the compensation was so inadequate, as there were plenty of other ways in which the knowledge and training gained could be employed to greater advantage.

The normal school conducted by the Jesuits at Manila, which will be described later, has done good work in training teachers, but according to the testimony of its director the total number graduated since its foundation in 1863 has been only 1,900, of whom he feared but a small part had taught in the public schools, while many of those who had done so had thereby sacrificed their personal interests out of pure patriotism.

From these facts we conclude that additional provision should be made for the proper training of teachers, and that their salaries should

be placed at such figures as to afford at least a respectable livelihood for those to whom is intrusted the all-important task of educating the youth of the Philippines.

The schools of Manila were reopened early in September, 1898, by Chaplain W. D. McKinnon, acting under order of General Hughes. On July 1, Mr. George P. Anderson began work as superintendent of public instruction for the city. Under his administration the number of schools was increased to 39. At the end of the second week in July the enrollment of students was 3,721. By the end of the month it had reached 4,179. At the end of August it was 4,504, and the increase for the first two weeks in September, at the end of which time the commission left Manila, was proportionately greater than at any previous time. This, too, in spite of the fact that the months of July and August are, at Manila, the rainiest of the year.

The introduction of the teaching of English into these schools was received with great satisfaction by the natives. The young Filipinos display a considerable aptitude for learning new tongues, and it is believed that, if this policy is followed out, English can within a short time be made the official language of the archipelago. The commission strongly recommend that it be done.

The schools had also been opened in some of the towns near Manila, where municipal government had been established, at the time of our departure. Here, too, the introduction of English, wherever made, had been hailed with delight by the people, who could hardly believe that they were to be encouraged to learn the language of those in authority over them.

APPOINTMENT OF TEACHERS.

Positions for the four higher grades were filled by competitive examinations between holders of teachers' titles, but "assistants" were not required to have titles. The governor of each province was the inspector-general of all its schools. Formerly the friars were the local inspectors. The Maura law provided that the municipal captain should fill this post, but in practice this provision was not carried out.

SECONDARY EDUCATION.

The only official institution for secondary education in the Philippines was the College of San Juan de Letran, which was in charge of the Dominican Friars and was under the control of the university authorities.

Secondary education was also given in the Ateneo Municipal of Manila, by the Jesuit Fathers, and this institution was better and more modern in its methods than any other in the archipelago. But although the Jesuits provided the instruction, the Dominicans held the examinations. The Ateneo had a capable faculty of twenty-four instructors, and was supported by the municipality of Manila.

There were no other public schools for secondary education in any part of the Philippines. There were, however, so-called "private colleges," and "Latin schools." Of the former institutions those at Dagupan and Vigan were administered by Dominican Friars; those at Cebu, Jaro, and Nueva Cáceres by the Paulists. There was a sixth establishment of this sort at Guinobatan in charge of the Franciscans, and a seventh at Bacolod presided over by the Recoletos.

The private Latin schools were in charge of secular persons, who were, for the most part, Filipinos. There were some 25 of these schools in Manila, and 44 in other parts of the archipelago. The Dominican officials of Santo Tomas University exercised control over all of them, holding examinations when they chose to do so, and reckoning their pupils among those duly enrolled in their college of San Juan de Letran. They also absorbed the matriculation fees of the schools, but not those of the colleges. The character of the instruction in many of these private institutions, and the courses of study in all, left much to be desired.

Secondary education for girls was provided for by the schools of Santa Isabel, Concordia, Santa Rosa, and Looban, all in charge of Sisters of Charity. These Sisters also had schools at Jaro and Cebu. The Dominican Sisters had their college of Santa Catalina at Manila, and other schools at Lingayan, Vigan, and Tuguegarao.

It is imperatively necessary that the course of study prescribed for the secondary schools should be modernized, and that increased facilities should be furnished by the establishment of additional schools, which should be located with due regard to the distribution of population in the archipelago.

NORMAL SCHOOLS.

There are two normal schools in Manila, one for the education of male and the other for the education of female teachers. The former, the so-called "normal superior school," was established by royal decree in 1863, and its management intrusted to the Jesuit Fathers. Education in this school was of two grades, elementary and superior. The elementary course conferred the title "teacher of primary elementary instruction," and ran through three terms. A longer and more thorough course was required in order to obtain the title of "superior teacher." The title of "assistant teacher of primary instruction" could be obtained by passing special examinations, which were held four times a year.

In connection with the normal school there was a school of primary instruction, which was conducted by scholars in the advanced courses, under the direction of a professor, and they were thus given practical experience in the exercise of their future profession.

Candidates for admission to the normal school were required to be 13 years of age, and to prove the fact by certificate of baptism, or other equally valid document. It was also provided that they must be free from contagious disease and sufficiently vigorous to perform the tasks and duties of a school teacher. They were obliged to show that they were of good character by a certificate signed by the parish priest of the town from which they came. The further requirements were as follows: Ability to speak Spanish and to write ordinarily well; some knowledge of Spanish grammar, including regular verbs; some acquaintance with Christian doctrine; familiarity with the four fundamental rules of arithmetic.

No tuition was charged, the school being supported by the Government, but boarding scholars were obliged to pay for their maintenance. Among the latter class there were, for a time, 15 pensioners of the Government, who were paid a monthly allowance of \$10 each. Upon receiving their degrees they were under obligation to practice their

profession for a period of years. Unfortunately the Government did not long continue its policy of aiding worthy natives to fit themselves for teachers.

Other graduates were at liberty to follow their own inclinations after leaving the school, and, as already indicated, many of them felt that they could not afford to teach. In view of this fact, and of the additional fact that but 1,900 teachers have graduated from the normal school since its establishment, it may readily be seen that but a small proportion of the teachers employed in the year 1898 could have had a normal education.

This school is at present open, and the United States authorities have continued the support formerly furnished it by the Spanish Government, paying it \$8,880 (Mexican) annually.

Up to the year 1893 the title of "Elementary schoolmistress" was conferred by the director of civil administration at Manila upon graduates of the different "colleges" of the archipelago, after an examination before a board consisting of the civil governor, the rector of the cathedral, the director of the normal school, and the directress of the municipal school for girls, who was a Sister of Charity. Two additional members were elective and were chosen every second year. The examinations, which covered the prescribed courses of primary instruction, were not strict.

By virtue of a royal decree dated March 11, 1892, and put into force the following year, a superior normal school for schoolmistresses was finally established at Manila, in charge of the Augustine Nuns of the Ascension, who came from the Royal College of Santa Isabel, in Madrid. This school conferred the titles "Elementary mistress" and "Superior mistress." The "colleges" of Santa Isabel and Vigan also had the right to confer the normal titles, the privilege having been granted them by royal decree.

Since an increase in the number of public schools in the Philippines will require an increased number of teachers, and since the normal schools which have existed in the past have been unable to meet the requirements of the schools already established, it follows that greatly increased facilities for the education of teachers should be provided as soon as practicable.

Among the many preposterous statements which have appeared concerning the Philippines, perhaps the most ridiculous is that the percentage of illiteracy among the civilized natives is lower than among the inhabitants of Massachusetts. That this could not possibly be true will be apparent to anyone who will stop to consider that in the year 1898 there was in Massachusetts one teacher in the public schools to each 189 inhabitants, while in the Philippines there was but one to each 3,500 of the more civilized inhabitants, or one to each 4,179 individuals of the total population. It is further interesting to note that the average monthly salary paid to men in Massachusetts in 1898 was \$137.50 and that paid to women was \$51.44, while in the Philippines men received from \$7.50 to \$20 and women from \$5 to \$12.50. Few, indeed, of the teachers in the Philippine schools had done work equivalent to the entrance requirements for a Massachusetts high school. The amount expended in 1898 on the public schools by Massachusetts, with a population of 2,495,345, was \$8,292,320.12.

The commission has not been able to secure the Philippine figures for that year, but in 1888 the total amount expended on education,

exclusive of schools of agriculture, was \$124,963.70 (Mexican). Of this amount, \$86,450 was expended in Manila alone, *leaving but \$38,513.70 for all the provinces*. On the schools of agriculture and the experiment stations \$113,686.64 was expended, giving a grand total of \$238,650.34. In 1894 the grand total was \$404,731.50. The commission is unable to ascertain how this amount was distributed, but it is probably safe to assume that the proportions were about as in 1888.

HIGHER EDUCATION.

The only institutions for higher education in the Philippines have been the Royal and Pontifical University of Santo Tomas, and the Royal College of San José, which has for the past twenty-five years been under the direction of the university authorities.

Santo Tomas was founded as a college by the third archbishop of Manila between the years 1603 and 1610. On November 20, 1645, it was raised to the status of a university by papal bull. Meanwhile the Jesuit fathers had also established a university which had begun to confer degrees. Difficulties arose between the rival institutions, but they both continued to give degrees until the Jesuits were expelled from the colony in 1768. In 1785 Santo Tomas was styled a "royal university," and declared to rank with similar institutions in Spain.

In 1898 it was giving degrees in theology, canonical law, philosophy, and letters, jurisprudence, and physical and chemical science. While far below the standard of an English, German, or American university, especially in its scientific departments, it has nevertheless educated many men who have since become eminent in various walks of life. This is especially true of the graduates of its law department.

The College of San José was founded by the Jesuit fathers in 1601, and was for some time chiefly maintained by donations from the families of the scholars. Subsequently money and property were contributed by various persons toward its support. During a considerable period it received aid directly from the King of Spain. Its original object was to educate the sons of Spanish inhabitants "in virtue and letters."

In 1768 the Spanish Government, exercising its right of vice-royal patron, took the college from the hands of the Jesuits and eventually turned its administration over to a canon of the Manila Cathedral. Successive canons continued to administer its affairs under Government control until 1875. At this time an important decree was issued reorganizing education in the Philippines, wherein it was provided that the College of San José should give instruction in medicine and pharmacy. The Government placed the direction of the institution in the hands of the rector of Santo Tomas. From this time on San José has conferred degrees in medicine and pharmacy.

San José is richly endowed. As a detailed history of the institution and the many vicissitudes through which it has passed is given in the volume of testimony, it need not be further described here.

SCHOOL OF ARTS AND TRADES.

A school of arts and trades was created in the Philippines in March, 1891. By decree of November 4, 1893, it was empowered to confer the titles apprentice, mechanical engineer, electrician, master of works, and

mercantile "perito." That an institution of this sort might do excellent work in the Philippines is shown by the fact that in 1894 no less than 2,833 students matriculated, but owing to the failure to provide a suitable faculty and proper courses of instruction the school practically came to naught.

SCHOOL OF AGRICULTURE.

The Manila School of Agriculture was created by royal decree of November 29, 1887. Its objects were as follows:

The theoretical and practical education of skilled farmers; the education of overseers; the promotion of agricultural development in the Philippines by means of observation, experiment, and investigation.

Agricultural stations were established in Isabela de Luzon, Ilocos, Albay, Cebu, Iloilo, Leyte, Mindanao, and Sulu. Although, owing to various causes, this institution has not been a great success, there can be no doubt that a properly conducted agricultural college, with experiment stations scattered through the archipelago at suitable points, would be of the greatest value to the inhabitants, and would materially aid in increasing the wealth of the Philippines.

It should be remembered that many of the more important products to-day grown in the islands were not native, but have been introduced. In the province of Benguet a strictly temperate climate is found, while the low-lying islands of the Sulu Archipelago are distant but 6° from the equator. Taking into consideration the wonderful diversity of climatic conditions thus afforded, it can not be doubted that much remains to be done in the way of ascertaining what new and valuable crops can be profitably grown in the Philippines.

On the other hand, the methods at present employed by the practical agriculturists of the islands are for the most part extremely primitive, and their speedy improvement is a thing to be desired and provided for.

NAUTICAL SCHOOL.

A nautical school existed in Manila for the education of "Pilots of merchant marine." The theoretical courses given extended over a period of three years, and were accompanied by practical instruction in navigation. The character of the work done is said to have been very good. This school, which was closed for a time during the war, has been reopened under an American naval officer.

SCHOOL OF PAINTING AND SCULPTURE.

The reorganization of this school, formerly called the Academy of Drawing, dates from the year 1892. The attendance upon it since its reorganization has been from 200 to 300, and in spite of the inferior character of the instruction given, the fact has been demonstrated that some of the Filipinos have artistic ability of no mean order.

THEOLOGICAL SEMINARIES.

The seminaries which existed in the Philippines for the purpose of preparing the youth of the country to take orders were as follows: One at Manila, in charge of the Jesuit Fathers, and a second in charge

of the congregation of San Vincente de Paul; seminaries at Cebu, Neuva Cáceres, and Jaro, under the direction of the same order, and one at Vigan in charge of the Augustinians. These seminaries taught the studies of the secondary course, and in addition metaphysics, moral theology, liturgy, rubrics, Gregorian chanting, dogmatic theology, and theological topics. The two subjects last mentioned were not obligatory.

MILITARY ACADEMY.

A military academy existed at Manila for the education of the sons of army men residing in the colony, as well as for soldiers and non-commissioned officers who desired to fit themselves for promotion. Its graduates were eligible candidates for admission to the general military academy of Spain at Toledo. The instruction given seems to have been superior to that afforded in many of the institutions previously described, and the examinations were comparatively strict. The annual attendance was approximately a hundred.

This completes the list of important educational institutions which formerly existed in the Philippines.

CAPACITY OF THE NATIVE.

Considerable difference of opinion apparently exists among Philippine educators on this point. The Dominicans assured us that the native was dull in learning languages, while the Jesuits considered him quick, especially in early youth. All were agreed that mathematics were hard for him, but that he made a good mechanic.

He possesses remarkable patience and great manual dexterity. He is a natural musician, and, with his imaginative character, has a liking for art, but he has thus far shown himself to be an imitator rather than a creator. The few men who have proved exceptions to this rule are said to have been mestizos, or people of mixed blood.

The University of Santo Tomas has graduated a number of men who have become very able lawyers. Several Filipinos have shown good ability as chemists, and at least one was in a fair way to become a distinguished botanist when his career was cut short by death.

In the old days it was not altogether safe for a native to avail himself fully of the educational facilities theoretically afforded him at the institutions within the archipelago, and if he went abroad to pursue his studies he was a marked man after his return. This fact was strikingly illustrated in the case of Dr. Rizal, who was eventually executed without just cause. His fate has been shared by many other prominent Filipinos in the past.

CONCLUSIONS.

In view of the facts above set forth, it must be admitted that the average native has never as yet had a fair opportunity to show what he can do. The attainments of some of his fellows who have had exceptional advantages have been such as to dispose the commission to credit him with ability of no mean order. He is at all events keenly alive to the drawbacks under which he has thus far labored and strongly desirous of securing better educational advantages.

In the opinion of the commission, the government established in the islands should promptly provide for the fulfillment of this reasonable

and most praiseworthy desire by the establishment of an adequate system of secularized and free public schools.

To this end the present number of primary schools should be increased as rapidly as possible until it meets the needs of the population. The course of study given should be revised and suitable buildings and equipment provided.

The standard set for teachers should be gradually raised, and additional facilities should be provided for their education.

Their compensation should be sufficient to enable them to live comfortably.

Instruction in the English language should be introduced as speedily as practicable into the primary schools.

Secondary education should be taken in hand, the course of study thoroughly revised, and a moderate number of new schools established at suitable points throughout the archipelago.

The establishment of good agricultural and manual-training schools is especially recommended, as it is believed that such institutions are peculiarly suited to the present needs of the people.

Thorough supervision of the schools of the archipelago should be provided for under a secretary or commissioner of education.

It is evident that if these recommendations are carried out they will involve the annual expenditure of a sum greatly in excess of that which has thus far been devoted to meeting the educational needs of the Philippine Islands; and suitable measures should be taken for the raising of the necessary amount by taxation. The commission takes pleasure in recording the fact that it was everywhere and at all times assured, both by friendly Filipinos and by insurgent representatives, that the people of the islands would cheerfully bear almost any burden of taxation having for its object the provision of funds for a good public-school system. It is our opinion that there is no other object on which liberal expenditure could be made with such certainty of good returns.

Those who desire to pursue the subject of education further are referred to the testimony of George P. Anderson, superintendent of public instruction in Manila; Father Santiago Paya, rector of the University of Santo Tomas; Father Miguel Taderva, S. J., director of the Ateneo Municipal; Father Pedro Torra, S. J., principal of the Normal School for Men, and to that of Señores Filipe Calderon and Mariano Sivencio del Rosario. The testimony of these gentlemen, and the documents and papers which accompany it, all of which will be found in the third volume of this report, give statistical information of a varied character concerning the various institutions hereinbefore described.

**EXTRACT FROM WAR DEPARTMENT TELEGRAM OF AUGUST 17,
1900.**

Calls from all parts of the islands for public schools, school supplies, and English teachers are greater than commission can provide until comprehensive school system is organized. Night schools for teaching English to adults are being established in response to popular demand. Native children show aptitude in learning English. Spanish is spoken by a small fraction of the people, and in a few years the medium of communication in courts, public offices, and between different tribes will be English.

EXTRACTS FROM ANNUAL REPORT OF MAJ. GEN. ARTHUR MACARTHUR, U. S. VOLUNTEERS.

[Pages 36-39.]

Extract from Appendix A A, Report of the Military Secretary.

DEPARTMENT OF PUBLIC INSTRUCTION.

Great activity is observable in all garrisoned towns in the establishment of schools of primary instruction. The results attained are measurably due to the initiative of local commanding officers, but are to be mainly credited to the people themselves, among whom the desire for educational facilities is everywhere general and unmistakable, and who have expended considerable sums of money for such purposes, collected through the medium of municipal taxation and private subscription. Reports of district commanders indicate that about 100,000 children have been in attendance upon schools so established and maintained during the past year.

While it was early recognized that the establishment of a system of public instruction, to be fostered and largely supported by the central government, was of the very first importance, the prosecution of such work upon a comprehensive scale has been of necessity deferred to the military operations, upon whose successful issue its future and systematic development are so largely dependent.

The office of superintendent of public instruction was not created until March 30, 1900, upon which date Capt. Albert Todd, Sixth United States Artillery, was detailed to the discharge of the duties incident thereto. The work of this office has been limited to supplying books and various other school supplies, of which \$104,251.87 worth have been purchased from public civil funds and a great part thereof distributed throughout the islands.

In establishing a system of education in the islands a radical departure from the system with which the people have been accustomed in the past will be necessary. In the meager primary and elementary education, beyond which but few of the inhabitants ever progressed, the work of instruction does not seem to have been regarded as a function of the general government, but was left largely to the municipalities, and here it was carried on under the direction and control of the church, and whatever was accomplished depended upon the intelligence and energy of the local church officials, adequate governmental supervision being practically unexercised.

In many localities the tranquillity and order essential to the successful conduct of schools have not as yet been attained. Until the work of pacification is more advanced it will not be practicable, it is thought, to take up the subject in that energetic and comprehensive way which the situation would otherwise demand and justify; nor is the diversion of the large portion of the revenues of the Government necessary for the successful conduct of the schools possible so long as war conditions, requiring the expenditure of large sums for the prosecution of military operations, continue.

The testimony of all officers who have been charged with making special inquiry into educational conditions and the attitude of the people toward the question of the schools is concurrent and convincing that with improved conditions the inhabitants will eagerly avail themselves of the advantages which the schools to be created under Ameri-

can auspices will afford, and it is believed that with the acquisition of a knowledge of the English language and the resulting appreciation of our institutions and purposes the development and assimilation of the Filipino people will be greatly advanced.

In the city of Manila there were maintained for the year ending June 30, 1900, 39 schools, with an attendance of 5,000 scholars and a teaching force of 149, of whom 24 were teachers of English.

This does not take into consideration the nautical school, which was reopened on December 15, 1899, in accordance with General Orders, No. 55, series of 1899, office of the military governor in the Philippines, by the terms of which the superintendent is an officer of the United States Navy, under the immediate direction of the military governor. Lieut. Commander V. C. Cottman, United States Navy, was designated as the first superintendent, being relieved at the expiration of his cruise, on December 23, 1899, by Lieut. George F. Cooper, United States Navy, who is still in charge.

The course of instruction extends over three years, and none can be admitted except residents of the Philippine Islands between 14 and 18 years of age with the requisite physical and mental qualifications, a fair knowledge of English being required of candidates after June 1, 1901.

The methods observed in the school conform as nearly as possible to those of the United States Naval Academy, and, in addition to the theoretical instruction, the pupils are frequently drilled in the handling of ropes and sails and in the sailing of a boat which was placed at the disposal of the school by the commander in chief of the naval force.

The course is so designed that a student will immediately upon graduation be competent to take position as an officer upon any of the vessels plying in these waters, and, if necessary, to intelligently assume the management of such. The direct benefits which will accrue in the development of the islands in thus equipping a body of trained officers for the many vessels required in the coastwise trade alone will warrant, it is believed, the expenditures required for the maintenance of the school.

It is recommended that the efficiency of the school be further increased by the purchase of a small vessel, of not exceeding 300 tons burden and equipped with auxiliary steam power, as is requested in the report of the superintendent, to serve as a school ship, by means of which the practical training and experience at sea can be best acquired.

[Pages 343-384.]

APPENDIX P P.

U. S. MILITARY GOVERNMENT IN THE PHILIPPINES,
DEPARTMENT OF PUBLIC INSTRUCTION,
Manila, P. I., August 17, 1900.

The SECRETARY TO THE MILITARY GOVERNOR IN THE PHILIPPINES.

SIR: I have the honor to submit the following report of the operations of the department of public instruction for the fiscal year ending June 30, 1900:

The department was established on March 30, 1900, by order of the military governor—copy inclosed, marked "A."

Previous to that time Mr. G. P. Anderson, superintendent of the Manila schools, had, in addition to his other duties, distributed to certain places outside of Manila schoolbooks and stationery. During the time that I have had charge of the office this distribution has been continued.

The supplies have been obtained in two ways—by purchase and by taking over from the Spanish Government a stock of books and stationery which had been prepared for use of the public schools under the said Government.

The latter supplies were generally of inferior character, the textbooks being mainly pamphlets, poorly printed and capable of imparting but meager knowledge. Moreover, much of this instruction was on religious subjects, embodying the tenets of the Roman Catholic Church. However, certain of these books have been sent out as being better than nothing, and also familiar to native teachers. The supplies purchased were brought from the United States, the first consignments having been received before I took charge of the office. Table inclosed, marked "B," shows the number of various articles of the Spanish stock; also the number of the articles ordered from the United States, with the numbers received. Table "C," inclosed, gives details of the distribution of these supplies. This table includes distributions made by Mr. Anderson, as well as those under my direction, and is complete up to date of this report. In the month of April the circular—copy inclosed, marked "D"—was sent out from the office of the military governor, the draft for the same having been made in this office. Replies have been received from nearly all parts of the Archipelago and extracts are inclosed, marked "E." These reports show, generally it is true, but it is believed fairly, the present state of the public schools of the islands. These extracts I have made quite voluminous, believing that they constitute the chief value of this report. Answers to the question concerning quantities of books, etc., needed have been omitted. Many things asked for were those used by Spanish Government, now either not available or not deemed worthy of distribution. Report of Manila schools is not given, as this will doubtless be made by Mr. Anderson, the present superintendent.

On April 30 circular letters were sent to the leading publishing and manufacturing firms in the United States engaged in preparation of books and supplies for schools, and to these circulars many responses have already been received.

Circular letters were sent at the same time to all of the superintendents of public instruction in the different States, and to the superintendents in all of the principal cities in the United States. To this circular prompt and generous answers have been received, and there is now on file in the department a mass of reports, forms, school laws, etc., which will be of great value in development of a school system in these islands.

The Lafayette Post of the G. A. R. of New York sent out a very generous donation of flags for use in the public schools. Most of these were distributed by Mr. Anderson, but a portion were sent out by me. By authority of the military governor 300 additional flags have been purchased from the quartermaster's department and are now being distributed.

The above has been the principal work of the office. As my tenure of the office is but temporary, I make no recommendations for radical changes in the present schools. I recognize, however, the fact that

much that is now being done, following largely after the old Spanish system, is of small intrinsic utility, and is chiefly valuable as it shows the good will of our Government in establishing or continuing schools for the natives.

Were I to continue to have charge of this work I should in this report go into detail in recommendations for future work, but under the existing circumstances shall limit myself to repeating what I have said in a report recently made in response to an inquiry made by the Philippine Commission through the office of the military governor:

1. That a comprehensive modern school system, for the teaching of elementary English, be inaugurated at the earliest possible moment, and that attendance be made compulsory wherever practicable.
2. That industrial schools for manual training be established as soon as a fair knowledge of English has been acquired.
3. That all the schools under Government control be conducted in the English language so far as in any way practicable, and that the use of Spanish or the dialects be only for a period of transition.
4. That English teachers well trained in primary instruction be brought over from the United States in sufficient numbers to take charge of the schools in larger towns at least.
5. That a well-equipped normal school be established for instructing natives to become teachers of English.
6. That in the larger towns a portion at least of the schoolhouses be modern structures, plainly but well and properly equipped.
7. That the schools supported by the Government be absolutely divorced from the church. If the natives desire schools in which religious instruction is to be given, that they furnish the entire support for same from private resources, but that attendance at these latter schools shall not excuse the children from attendance at the public schools, where English is taught. In addition, the parochial church schools, if such are maintained, shall be required to be equal in character of general instruction to the public schools.

I am well aware that some of these recommendations imply the expenditure of considerable sums of public money, but I can think of no expenditure which will have greater influence in developing peace and progress in these islands than public schools. Except the establishment of good communications, either by rail or wagon roads, I know of no public work so important.

The acquirement of the English tongue—to speak, read, and write it—will prevent distrusts and misunderstandings, which must ever exist where the rulers and the ruled have diverse speech.

It is appreciated that the question of training natives of this generation to become proficient teachers of English is one that can only be solved by experience; but the experiment is worth trying. That for many years they would be efficient teachers in the American sense of the word is not to be expected, but I believe that they will learn to be assistants at least. We can not hope to be able to supply all schools with American teachers on account of the great expense involved, but must rely, in part, on native teachers. If these native teachers were assured of an increase in salary as their capabilities for teaching English increased, I believe that a considerable number would, at no distant date, become reasonably good instructors.

Very respectfully,

ALBERT TODD,
Captain, Sixth Artillery, in Charge Department.

EXHIBIT A.

OFFICE UNITED STATES MILITARY GOVERNOR
IN THE PHILIPPINE ISLANDS,
Manila, P. I., March 30, 1900.

GENERAL ORDERS, }
No. 41 }

[Extract.]

II. Capt. Albert Todd, Sixth United States Artillery, is hereby placed in temporary charge of the public-school instruction of the Philippine Islands. He will report to the military governor for instructions.

By command of Major-General Otis.

M. BARBER,
Assistant Adjutant-General.

A true extract copy.

ALBERT TODD,
Captain Sixth Artillery.

EXHIBIT B.

[Department of public instruction.]

Supplies received from various sources.

Articles.	Ordered from United States.	Ordered not re- ceived.	Received from United States.	Received from Spanish Govern- ment.	Total re- ceived.
Spanish arithmetics				1,714	1,714
Charts, sets				240	240
Divino Pastors				17,320	17,320
Higienica				3,140	3,140
Manual de Infancia				7,485	7,485
Sistema Metrica				8,326	8,326
Chalk, boxes				2,598	2,598
Ink powder, boxes				4,130	4,130
Pens, gross				1,255	1,255
Penholders				24,985	24,985
Writing paper, packages				3,807	3,807
Multiplication charts				115	115
Arithmetic tables				7,000	7,000
Lecciones de Lenguaje	24,583	2,583	22,000		22,000
Lyte's English	2,000		2,000		2,000
Baldwin's First Reader	53,500		53,500		53,500
Baldwin's Second Reader	7,000	7,000			
Spanish readers	5,500		5,500		5,500
Blank paper, packages				2,000	2,000
United States History, Spanish	13,500		13,500		13,500
Wentworth's Spanish Arithmetic	15,000		15,000		15,000
Frye's Spanish Geography	18,500	10,000	3,500		3,500
Slates	24,000	17,520	6,480		6,480
Pencils, lead	57,600	48,384	9,216		9,216
Pencils, slate	60,000	20,000	40,000		40,000
Copy books	108,000	48,000	60,000		60,000
Tracing books	12,000	12,000			
Charts, Carnefix	500	500			
Charts, McGuffey's	500	500			
Chart primers	36,000	36,000			
Drawing books	60,000	60,000			
Drawing cards	12,000	12,000			
Blotting paper, quires	50	50			
Erasers, blackboard	1,200	1,200			
Penholders	14,400	14,400			
Pens	72,000	72,000			
Liquid slating, gallons	60	60			
Ink, pints	600	600			
Flags, storm	300				300
Flag halyards	300				300
Cuaderno de Lectura				75,000	75,000
Catechisms				22,000	22,000
Manual de Infancia				4,648	4,648

EXHIBIT C.

[Superintendent of public instruction.]

Distribution of school books and supplies.

Departments.	North- ern Luzon.	South- ern Luzon.	Visayas.	Minda- nao and Jolo.	City of Manila.	Total.
Arithmetics, Spanish.....	3,481	441	55	400	2,523	6,900
Arithmetic tables.....	1,632	623	1,400	366	.....	4,021
Chalk, boxes.....	557	209	268	139	62	1,235
Charts, multiplication.....	36	8	20	7	.....	71
Copy books, American.....	9,349	960	7,492	1,096	4,000	22,897
Copy paper, Spanish, packages.....	998	451	158	1,081	73	2,761
Divino Pastor.....	7,561	1,903	2,760	1,052	1,670	14,946
Geographies, Spanish.....	316	134	288	45	2,000	2,783
Ink powder, packages.....	1,094	1,232	185	706	405	3,622
Lecciones de Lenguaje.....	4,062	1,249	267	154	2,647	8,379
Metrica Sistema.....	2,237	781	1,600	650	34	5,302
Paper, blank, packages.....	1,045	478	561	223	573	2,880
Pens, gross.....	598	206	71	83	267	1,225
Penholders.....	9,280	3,146	2,240	3,025	5,930	23,621
Pencils, lead.....	2,520	816	1,728	624	1,488	7,176
Pencils, slate.....	3,700	800	5,000	1,200	2,200	12,900
Readers, English First.....	8,821	1,951	7,197	1,142	4,146	23,257
Slates.....	1,219	717	1,240	310	1,028	4,514
Flags, storm ¹	97	36	80	36	.....	249
Flag halyards ¹	97	36	80	36	.....	249
Spanish readers.....	549	453	.....	.....	3,635	4,637
Hygienes.....	2,043	298	300	300	53	2,994
Lyte's English.....	17	38	.....	100	1,645	1,800
Cuaderno de Lectura.....	1,671	500	.....	.....	.....	2,171

¹ Includes part of those sent by Superintendent Anderson.

EXHIBIT D.

OFFICE UNITED STATES MILITARY GOVERNOR
IN THE PHILIPPINE ISLANDS,
Manila, P. I., April 20, 1900.

The COMMANDING GENERAL.

SIR: The military governor directs that in order to enable the officer in charge of public-school instruction to form an idea of the work to be done and the means available to do it, a report will be sent from each military district embracing the following information:

1. How many different schools are established or is it desirable to establish this year?
2. How many pupils (about) will be in attendance?
3. What text-books and stationery are needed, and in what quantities? That is, in addition to amounts already supplied.
4. What teachers are needed that can not be supplied in the district?
5. Is it desirable to have instruction in Spanish as well as in English; also what instruction in the native dialects, if any, is desirable?
6. Are there any buildings available as schoolhouses?
7. If native teachers are employed, what is a fair compensation, taking into account salaries for other occupations in the district?
8. What can the people of the district do for themselves? In what way do they need assistance from the military government?
9. Give any suggestions or recommendations that in any way bear on the subject, even if only partially germane to the matter.

* * * * *

The officer in charge of the work for the islands has but an imperfect knowledge of the situation, and must depend on these reports very largely to guide him in his plans, and estimate of expenditures. Formal and exhaustive reports are not expected or desired at this time. The work must be largely tentative, and a moderate amount of information, fairly accurate but promptly given, will conduce best to the desired ends.

Very respectfully,

HENRY A. GREENE,
Captain, Twentieth Infantry, Aid-de-Camp, Assistant Secretary.

A true copy.

ALBERT TODD,

Captain, Sixth Artillery.

EXHIBIT E.

Extracts from reports rendered in compliance with circular letter from office military governor. (See Inclosure D.)

DEPARTMENT NORTHERN LUZON.

First district.—Report rendered by Brig. Gen. S. B. M. Young, U. S. A., commanding.

* * * * *

1. Two hundred and three schools are established and running. This includes public, semipublic, and private schools. * * * It is impossible to give an exact division, as the majority of the schools change their classification from time to time. It is desirable to establish this year two schools, to serve as models, in each town with a municipal government, and four schools in the larger towns. This would require the establishment of 192 free schools.

2. On May 31 there were 10,714 children attending schools, * * * 44,716 of school age. In the course of the year 25,074 will probably attend school if good schools are established.

* * * * *

3. (Gives quantities of books and stationery required; not considered necessary to enumerate here.)

4. There are needed 75 teachers of English, one for each town, and about 25 licensed native teachers, in addition to one practical teacher as superintendent of schools and an assistant in four provinces, five in all. The native teachers do not understand, and can not teach without the aid of Spanish or Ilocano the simplest things. An attempt to abolish Spanish would result in a prejudice against the schools.

6. The majority of the towns have school buildings, public or private. In many instances the teacher lives in the schoolhouse. * * * This system is prejudicial. At least two well-constructed, airy school buildings should be built in each town at once, making about 150 buildings.

* * * * *

7. Native teachers are not paid sufficiently, and the amount received is very uncertain, and they are frequently not paid. They should be paid according to their work, * * * by grading them to the classification of the town under General Orders 40, Office Military Governor, 1900. Native male teachers in towns of the first class should receive 35 pesos per month; second class, 30; third class, 25, and fourth class, 20. Teachers in barrios, rancherias, etc., same as teachers fourth class. Female teachers to receive 5 pesos less per month in each class.

* * * * *

8. Efficient schools can not be maintained without Government aid in any except the larger towns. All schools should be maintained by the Government, at least for several years. In general, this should be done on account of the poverty of the people and their lack of a full appreciation of the benefit of an education. It is deemed important that the Government assume the expense of the education of the people in order that it may have full control of that which is taught and the methods of education as a political measure.

* * * * *

9. In some towns considerable interest is taken in the subject of education; in others very little is taken. The influences at work in forming public opinion are hard to discover.

In Vigan, which is the best built and probably the richest town in northwest Luzon, and which is the seat of a bishopric and formerly had a college for men and a seminary for girls, little interest is taken in public education.

In Narvacan the people are greatly interested in the matter. The president of the town stated he could raise, by voluntary contribution, a fund of 19,000 pesos to erect school buildings and equip them if the Americans would agree to administer the funds. He did not consider it advisable to let his own people handle the money.

The case of Narvacan is rare, and it is doubtful if the president could carry out his boast. Most of the towns are too poor to contribute any substantial amount.

The country is taxed to death, but all taxes go to the General Government in Manila. The tax on land values, which is the principal source of revenue to municipalities in the United States, brings in no income whatever, and until the whole system of taxation is readjusted most municipalities will continue to be too poor to do much for schools. Some of the officers to whom have been intrusted the details of supervising the work of the schools have been zealous in their efforts, but have been seriously

handicapped for lack of funds. It is impossible to purchase a schoolbook of any kind in northwest Luzon. Owing to the great scarcity of books, which, it seems, has always been the case, wall charts are generally used by those teachers who have them, and they seem to answer very well.

As there is not a teacher who understands English, instruction for the present must be imparted in either the Spanish language or Ilocano dialect, Tagalo not being used in these provinces.

If the instruction is imparted in Spanish, that language will be gradually dropped as the teachers and scholars learn English, but if the instruction is imparted in Ilocano, it being the native dialect and the language of the children in their homes, it will serve to assist in perpetuating that dialect, which is not considered advisable. It is not to be hoped that more than a small percentage of grown natives will ever acquire a knowledge of English, therefore it is deemed advisable to have all books printed in Spanish and English.

No report has yet been received from Benguet, as that province is principally inhabited by Igorrotes and Tinguanes. The school population is not large.

Third district.—Report rendered by Brig. Gen. J. F. Bell, United States Volunteers, commanding:

“I. Established, 280; to be established, 233.

“II. About 34,130.

“III. * * *

“IV. Teachers can be had to teach Spanish and native dialects; teachers of English are needed in all towns.

“V. The better class of educated people who speak Spanish would like their children taught that as well as English. The great mass of the people—the common, uneducated class—don’t care anything about it. If there are parents who desire their children taught Spanish, as a matter of cultivation, they should, on a principle nearly universal in America, be required to have it done at their own expense. If all are taught English only, they will know as much as will ever be necessary to them. It might be well to teach Spanish in high schools, as is done in America. All the people would like their children taught their own dialect, I presume, as a matter of sentiment. It is a practically unnecessary accomplishment, as scarcely any literature exists in those dialects and any communication by writing or printing will be better for the Government if done in English. They will learn the spoken language at home. The sooner this ceases entirely, as has come to pass in Zamboanga, the better. It was accomplished there by teaching Spanish only in the schools. The same thing could be accomplished throughout the islands by teaching English only.

“It might not be the best policy to adopt so radical a measure at once, but if the natives were left the privilege of conducting their own free schools, in which to teach what they pleased, as at present, and the Government established and conducted in each town a good free school, costing the natives nothing, affording ample facilities for the accommodation of all, and in which teaching was done in English only, the native schools would in time pass out of existence and English become the dialect of the islands. The native dialects used in schools in this district are Tagalog, Pampanga, Pangasinan, Ilocano, and Zambal.

“VI. For permanent schools, no; nearly all schools now established are held in private buildings; what few regular school buildings are in existence are reported as totally inadequate for the needs of the towns and are mostly in bad repair. At present the people are mostly too poor to put school buildings in thorough repair at their own expense.

“VII. Twenty or thirty-five pesos per month. It used to be far less, but all prices have risen and good teachers could not be got for less.

“VIII. If native language only is taught in schools, as at present, the people need little or no help; if, however, English and Spanish is to be taught, the unanimous recommendation of commanders of subdistricts is that the Government, for this year at least, furnish and pay the teachers, furnish all supplies, such as books and stationery, until a system of taxation is created which will take this expense off the Government. Buildings should be erected by the Government. Grown people are very desirous of learning English in nearly all the towns, and are able and willing to pay the teachers furnished by the Government. By and by competent soldier teachers can doubtless be found, who, for small extra pay, could do very good primary work and teach English to grown people.

“IX. The people are eager to learn English, and regard Spanish as a help to that end. The schools must receive outside help to be of any use. At present they simply make a showing and serve to keep children out of mischief, only teaching them a few calisthenics and to chant a few prayers in native dialects.

"Many of the teachers know nothing but their native dialect. A superintendent of schools is needed in every town. At the present time most of the people are too poor to buy books or school supplies, such as paper, pens, pencils, slates, etc., or to pay teachers, and it is recommended that the Government furnish all necessary books and supplies this year free.

"The study of the English language should be begun in all towns without delay; the Government should provide teachers, and pay their salaries this year, at least. Books, slates, and pencils should be supplied in liberal quantities to each town as soon as possible at the expense of the Government, as the people will be unable to help themselves until after next harvest of crops."

Fifth district.—Brig. Gen. F. D. Grant, United States Volunteers, commanding, reports by various officers as follows:

Russell C. Langdon, first lieutenant, Third Artillery, Bulacan, P. I.:

"1. One public school for boys and one public school for girls are in operation now. Besides these there are small private schools, consisting of a few pupils each, all over the pueblo. The number of these is not definitely known, but I should say it is approximately 30. It would seem desirable to establish one school for boys and also one for girls (both of them free public schools) in each of the fifteen barrios of the pueblo. But at present the financial condition of the municipality will not admit of more than two teachers employed by the town. One of these has the boys' school and the other (a woman) has charge of the girls' school.

"2. Should schools be established in each barrio, probably about 1,600 pupils of both sexes would attend them. At the present time, owing to the scattered location of the several barrios, comparatively few children attend them (the two public schools maintained by the town).

* * * * *

"4. Teachers of English can not be supplied in this locality, but probably plenty of teachers that do not have a knowledge of English could be supplied from the town itself. As shown in my answer to question No. 1, there are quite a number of people already doing work here in the line of private teaching.

"5. I do not deem it desirable to have instruction in Spanish nor in the native dialect of the locality (Tagalog). While the teaching of English will be slow work at first and will meet with many obstacles (notably the lack of sufficient teachers and textbooks), it will be the necessary first step in the solution of the great problem, and will nevertheless have a positive effect upon the people. For the other pupils who have already mastered Spanish sufficiently for the purpose, the use of mathematical books written in Spanish might be continued to avoid loss of time.

"6. No buildings are at present available that are really suitable, but if money is allowed for it private dwellings sufficient for the purpose might be rented. During the Spanish régime there was a large stone building erected for a public school, but it was destroyed during the hostilities between the Filipinos and Spaniards. At present the two public schools are held in little churches ('visitas'). The small private schools are held in private native dwelling houses.

"7. Twenty dollars (Mexican) is the salary now being paid by the town to the teacher of the boys' public school and \$15 (Mexican) to the teacher of the girls' public school. I understand that probably \$40 (Mexican) or more would have to be paid for teachers of English procured from Manila.

"8. The people do all they can for themselves by the schools maintained at present. Assistance from the military government would be most welcome in the matter of increasing the number of schools, providing more suitable buildings, and employing teachers of English. The municipality is at present very poor as regards its own treasury, owing to the fact that practically only people who are either poor or in very moderate circumstances are now here. I am unable to account for the large number of private schools. These schools seem to be generally the informal gathering of a few pupils, in each case, for instruction during a portion of the day, under some one of sufficient education, who earns some little extra money in this way.

"9. It would seem to me that the problem of the amalgamation of the natives of the islands as American citizens can best be solved by promptly and properly taking hold of the work of educating the young; and it also seems to me that the problem of education can be solved by making English the only language taught in the schools. After close observation of the children of this town and elsewhere around here, I am of the opinion that the Tagalog children between the ages of 6 and 16 are very bright and apt at acquiring languages, even though their intellectual faculties may become comparatively inferior as they become adults."

Ruter W. Springer, chaplain, United States Army, Angeles, P. I.:

"1. *Schools running.*—Angeles, 1 running, 1 more will probably be started; Mabalacat, 1; Magalang, 2; Mexico, 1; Santa Ana, 1; Bacolor, 1; Santa Rita, 1; Guagua, 1

(boys') running, also 1 for girls soon to be reopened; Sexmoan, 3, one of these being a kind of high school; Lubao, 2; Guagua is also planning to open a kind of high school soon. These "high schools" are more properly "business schools," the English language being a prominent feature. They are, I understand, to be open to all.

"2. Number of pupils probably present, 1,000. Additional number of pupils that may be in attendance, 530.

"In many cities the girls' schools are at present closed. Many are preparing soon to reopen. The estimated prospective attendance is very conservative, considering the interest in a better (and English) education shown almost everywhere.

* * * * *

"4. There seems to be an abundance of natives who desire to teach. If English teachers are to be had, they would be very acceptable. I fear that none of these places could at present pay living wages—the most of them could pay part.

"5. *The language of instruction.*—I have canvassed this question quite thoroughly, and now have but one opinion.

"(a) It would be impossible to get out some forty different sets of text-books, in the as many different Filipino languages. The native dialects must therefore be abandoned as a basis of instruction.

"(b) Only a small portion of the native population understand much Spanish; and there seems to be no good reason why that language should be made by use the basis of instruction, and so "boosted" into a prominence which, after centuries, it has been unable to attain of itself, and when our own language is better, is the one desired by the natives, and opens up to them at once the best text-books (and the cheapest) in the world. But the transition must not be made too suddenly. Spanish will probably have to be used at first to some extent to keep the schools running and as an intermediary.

"(c) I find a great trend toward the English language all through Pampanga Province. At Mabalacat the quite ancient schoolmaster is plodding away with a Spanish-English grammar, and surprised me with his progress. Guagua holds ten English grammars as a nucleus of education. Sexmoan has, and Guagua will soon have, a "business school" where whoever will (as I understand) may study English, etc. Many of the natives can already talk very good English, and are spending every leisure moment in its study. The stream has strongly set in this direction. The current is plainly seen by all, and very soon it will be a torrent. At present Spanish is a necessary intermediary to the study of English, but I have joined with a most intelligent and highly educated native to write a Pampanga-English and English-Pampanga grammar, which we are pushing as fast as possible, and hope soon to have it available for use. It is being especially adapted for public-school use, and I doubt not will meet with the approval of the superintendent of public-school instruction.

"At present the instruction in the pueblos is in Spanish. In the barrios it is in Pampanga dialect. The English will have to permeate gradually through the pueblos to the barrio schools.

"I would recommend for the cities under my supervision, at least, American text-books altogether within the year, and as soon as possible. The changes can be made as fast as the books can be supplied, and I will give the matter my personal attention. It would be very satisfactory and pleasing to the natives.

"6. *School buildings.*—Every pueblo has available buildings or rooms. Angeles owns a school building and a teacher's house, where my school is held.

* * * * *

"9. *Suggestions.*—The schools heretofore have all been parochial schools, in which morals (a branch of religion) was taught. In changing to our American free-school system the greatest care should, I sincerely feel, be exercised that, while no peculiar religious teaching is given, the children all be taught, as heretofore, to reverence God, to obey their parents and teachers, to lead pure and moral lives, etc. I mean that this should be taught out of a book. Until such a book be provided the children should, by all means, be kept at their catechisms and their old teachers be retained.

"In the report the pueblo or city schools only have been taken into account, but many of the pueblos have barrio or suburban schools in a flourishing condition, notably Guagua and Lubao. In these, reading and writing, possibly arithmetic, and catechism are taught in the native language only. I believe that means can be found for bringing all of these children into the city schools. If this should become a migration, we would be blessed with an epidemic of school children entirely beyond the possibility of the people themselves handling."

SECOND DISTRICT, DEPARTMENT OF SOUTHERN LUZON.

Reports by Col. William E. Birkhimer, Twenty-eighth Infantry, U. S. Volunteers, commanding at Calamba, P. I., and other officers:

"1. There are now established in this district 22 schools in the various towns and barrios occupied by our troops, and it is desired to inaugurate at present 232.

"2. It is estimated that at first 5,125 pupils will attend. This matter, it is expected, will be largely increased.

* * * * *

"4. About 30 native teachers must be supplied; i. e., they must be brought in the place where needed; the community can not furnish them. At the schools in the larger towns 75 teachers of the English language would be required; it would be risky to send the English instructors (if Americans) now into the barrios where our arms could not protect them. Allowing no more than one English teacher to a school, that would leave 175 schools under native instructors alone. As the rebellion is suppressed, or native teachers acquire a better knowledge of the English language, instruction therein will gradually become universal.

"5. It is not desirable to have instruction in Spanish. We do not want to instruct in any language except English if we can avoid it. That is the new language of this country; it is the language we want by every means to push to the front. In Porto Rico all pleadings in the court are now in English, and all arguments of Porto Rican cases before the United States Supreme Court. It is true that Spanish will, for a long time, be an important language here, but there is sufficient knowledge of it extant and common property, as it were, to serve all necessary purposes. It is different from the dialects. All other things being equal, it were well to ignore these in the schools. But circumstances are such that we have instruction in dialects at first, in the great majority of cases, or have no schools. This is especially the case in barrios far from protection of our troops, where English teachers can not now go. Again, all these dialects are American to the extent that the United States flag covers the district where they are spoken; the people who speak them are, as against the outside world, under the protection of that flag. They are not foreign in the sense that the Spanish is foreign, and hence, in instructing the children in dialects, there is nothing being taught them that to their receptive minds derogates from the dignity, superiority, and ultimate binding force of the English language.

"6. In nearly every place schoolhouses either now exist or can easily be procured. In some places people would gladly construct them.

"7. The compensation should be in cities, 30 pesos per month for each male teacher, 20 for female; smaller towns, 25 and 15, respectively. These are fair averages.

"8. The people should be compelled to do all they can. We can easily spoil them by paternalism. The larger places, all except the poorer, should pay their own teachers and furnish also schoolhouses, desks, benches, etc. Let the Government furnish at first books and stationery.

"9. Good native superintendents would be useful as inspectors. If some liberal-minded priests on the Cardinal Gibbons order can be employed, I think they could do us an immensity of good; men who think that loyalty to government is compatible with loyalty to church. A good primer could be gotten by translating the American primer into dialects. Do not take soldiers for school-teachers. We need every soldier in this district not necessarily employed in other military duties to handle the musket against the armed enemy infesting the bushes, and which armed enemy we must subdue and eradicate before any school system can be a success, because civil government, whose handmaid the system is, can not, except in name, otherwise be established. Let this school system, as quickly as it can wisely be done, pass under control of civil as distinguished from military functionaries."

THIRD DISTRICT, DEPARTMENT OF SOUTHERN LUZON.

Reports by Brig. Gen. J. M. Bell, U. S. Volunteers, military governor, third district, Department Southern Luzon, Nueva Caceres, P. I., and Lieut. W. E. MacKinlay:

"I concur in the report of Lieutenant MacKinlay and recommend that, in addition to the present industrial taxes provided for, a land tax to be established so that the rich landowners, who now, under the present system, pay practically nothing, shall be made to bear their share of the burden of educating the children. It is safe to estimate that as soon as English schools are established throughout the provinces, the total cost of schools, salaries of teachers, incidental expenses, construction of schoolhouses, etc., will not be less than 100,000 pesos annually. The schoolhouses, where there are any, are small, poorly constructed, and usually damp and unhealthy.

As a temporary makeshift and until the public finances of the provinces will warrant the building of permanent structures on modern sanitary plans, I recommend that nipa shelters be provided. These can be cheaply constructed on public grounds by the use of native labor. Schools were ordered to be opened on July 2, and the number in operation will be reported as soon as possible."

Lieut. William E. W. MacKinlay, Forty-fifth Infantry, U. S. Volunteers, Nueva Caceres, P. I.:

"On June 20 I sent a copy of the annexed circular to each of the local presidentes of the 22 pueblos which have been reorganized under your direction, and to it I have received several gratifying responses. I have no doubt that by the 15th of the month the schools will be in operation in each of these towns.

"As under the present system each town has two schools, one for boys and another for girls, there will be in operation 44 schools, and possibly a few more. Under the Spanish and Philippine régimes there were four classes, first termino, second termino, ascenso, and entrada. At present your order recognizes but two classes, ascenso and entrada, the latter being the lowest class and embracing all but three of the schools in the provinces. Should all schools be opened, there would be 90 to 95, with an aggregate attendance of about 9,500 pupils. As the population of the province is about 180,000, and one-fifth of these may be counted as of school age, there are about 36,000 of that age here.

"It is recommended that a uniform system of text-books be established, as the present ones are old, out of date, and written from a Spanish view of education. About 5,000 text-books of each kind needed would suffice for the immediate present.

"All native teachers can be supplied from local talent, but English teachers who understand a little Spanish are urgently needed and in demand, both men and women. It is possible that soldiers can be found competent to teach English in boys' schools, but at least eight to ten women teachers are required. The towns in the provinces were formerly divided for some administrative purpose into eight districts, six of which were in South Camarines and two in North. They were divided so as to include towns easy of access, and at present the English teachers could devote the time to giving each school a start in English in turn, at the same time acting as inspectors.

"For the present Spanish will have to be the medium of teaching, but later English can replace it. The native dialect of this province, Bicol, is much cruder than Tagalog, and can only serve as a supplementary tongue in education. A primer and elementary grammar in this language and English would be of great use, and quite easily compiled.

"Some towns have school buildings of their own, while others are rented. Owing to the many changes caused by war in this province, it is impossible to give exact statistics at present upon this point. It may be said, however, that all are utterly different from the American idea of a schoolhouse, and are generally occupied without regard to light, convenience, or sanitation. The great personal cleanliness of the people alone renders them habitable.

"As to native teachers, no others are available here. They are as well instructed as can be expected from the system they learn under, and are, as a rule, intelligent and anxious to advance. The pay in this province has been fixed at 20 pesos per month for "entrada" teachers and 25 pesos for "ascenso." This is a slight advance over the salaries paid before for such services, and takes into consideration the heavy advance of prices in living. Annexed is an estimate of salaries required should all of the schools in the province be reopened. About half of this amount will be required for those now authorized.

"The people can do little for themselves, and nearly all funds will be needed from provincial or superior resources. A land tax is needed. As this system is not at present used, all rich landowners and cattle raisers pay nothing to the support of the Government, while upon the poor and the moderately rich and the storekeepers falls the bulk of the taxation. If a land tax to support the schools was levied, it would not only bring in a large revenue, but would educate the children and bring the mass of the people to realize that under American rule all men are equal before the law.

"Adult schools somewhat on the plan of university extension to teach English under Government supervision, but as pay schools, would, no doubt, be largely attended, and would give the mass of the people some faint idea of America, such as now they are unable to grasp.

"As to Albay, Sorsogon, and Catanduanes, the conditions there have been such as to preclude progress in establishing schools. In these three localities there were 88 schools, of which 79 were entrada. As the total population is about 290,000, the school facilities there were much behind the Camarines. The island of Burias also had 4 schools, all entrada. Its population is about 1,500.

“Estimate for salaries and contingent expenses of the public schools of Ambos Camarines for the school year from July 1, 1900, to July 1, 1901 (nine months’ schooling).

“Northern Camarines:		
“1 ascenso, at \$25 per month	.....	\$25
“17 entrada, at \$20 per month	.....	340
“Southern Camarines:		
“2 ascenso, at \$25 per month	.....	50
“71 entrada, at \$20 per month	.....	1,420
“Per month	.....	1,835
“Salaries, per school year of nine months	.....	16,515
“Contingent expenses per annum	.....	4,500
“Total expense	.....	21,015

“This does not include salaries of teachers of English, house rent for teachers (now supplied by municipality), or for any additional number of teachers. The very small salaries and expenses of educating heretofore, being about one-sixth of the amount paid in America for the same purposes, show the great and widely spread ignorance of the people.

“Another evil heretofore existing, which will now be remedied, is the fact that the children of the ‘visitas’ or remote barrios have never before been admitted to the privileges of the schools.”

Second district.—Report by Col. E. J. McClernd, commanding Forty-fourth Infantry, and Chaplain J. H. Sutherland, Cebu, Cebu.

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“In the early stages of the assistance to be given by the general government of the islands it is thought a few prominent towns only should be considered, and the benefits extended as experience is gained, where close supervision can be exercised. The following towns are so selected, viz: Bogo, Danao, Cebu, Naga, Carcar, Argao, Dumanjung, and Balamban, on the island of Cebu, and Tagbilaran, Bohol. There are in attendance in the schools of these places about 3,000 children, thought to be about one-fifth of the total number of a suitable age to attend in the said towns. In all except Cebu there are two schools, one for each sex, the girls’ slightly predominating in numbers. In Cebu there are seven, besides a Catholic seminary for girls and the college for young men. It is recommended that two more public schools be established in Cebu. One English teacher should be sent here for each town, except Cebu, where five can be used to advantage, and Argao, where there should be two.

“The usual salaries range for male teachers from 10 to 20 pesos per month, a few getting 40 and some only 5. Female teachers receive from $2\frac{1}{2}$ to 20 pesos per month. It is recommended there be three classes of salaries established—25, 30, and 40 pesos per month, with two teachers at Cebu at 75 pesos and one at Argao at 50 pesos. The salaries for the English teachers to be sent here to be fixed in Manila.

“In Danao, Naga, Carcar, Dumanjung, and Tagbilaran 2 additional native teachers are needed in each; in Cebu, 9, and Argao, 4.

“Because of the nonknowledge of English, limited instruction in Spanish will be necessary for the present. This instruction should decrease as rapidly as circumstances will permit.

“Each town owns or rents school buildings, which are generally inferior and overcrowded.

“It is estimated that, exclusive of Cebu, the following sums will be required from the treasury of the islands:

	Mexican.
For native teachers, per month	\$500
For rent of school buildings, per month	250
Total per month	750”

Attention is invited to the letter of Chaplain Sutherland herewith. The chaplain has given much attention to the schools here, and it is believed the 5,000 pesos he recommends to be expended on the schools in this city during the next year, in addition to what the city government contributes, can be used to great advantage. I do not agree with him about establishing eight new schools in the city. The importance of greater thoroughness is the great lesson to be dwelt upon for the present, and in so large an increase as he recommends it is feared this subject would be lost sight of.

Thus for the two islands 14,000 pesos are requested for the year commencing July 1 next. This city has furnished in revenue from customs duties since March, 1899, 800,792 pesos, and in this month alone to date 68,946 pesos. No part of this large sum has been expended here except for the benefit of the army. If it be intended to give help for the schools it should come promptly. Generosity in this direction will have an excellent political effect and materially aid in establishing towns under American orders and laws.

The salaries of the English teachers (twelve) are not included in the 14,000 pesos mentioned above. There is great eagerness on the part of the natives to learn English, and it is hoped this enthusiasm will not be permitted to die out because of the want of financial help. The country is poor and gives all it is able to contribute.

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Chaplain J. H. Sutherland, United States Army, Cebu, Cebu.

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“1. Following the questions in the order given and find that there are at present in the city of Cebu 7 schools.

“2. There will probably be 2,000 scholars.

* * * * *

“4. It will probably be necessary to bring from elsewhere three or four teachers; the remainder can be secured here.

“5. The text-book for learning English, which has already been ordered from the department of public instruction, Manila, is written in Spanish, and is therefore a Spanish grammar as well as English, and will serve for all the instruction necessary in Spanish.

“There is great need of a small, well-prepared, and well-printed book, corresponding to our first reader, for the study of Visayan only. What books the children do use here are very poorly suited to the purpose.

“6. I am informed by the presidente that he will be able to rent suitable rooms for the new schools when needed.

“7. Native teachers in Cebu receive the following wages: Male teachers, first class, 40 pesos per month; second class, 30 pesos. The female teachers are divided into three classes, also, at the rates of 20, 15, and 10 pesos.

“I would recommend that the salaries be advanced to 50, 40, and 30 pesos, according to ability of the teachers and character of the school.

“The salaries heretofore paid, I am told, are proportionate to other paid labor, and are probably enough for all that is accomplished, but nothing is accomplished.

“The first thing necessary to wake these schools up is to pay the teachers a salary that emphasizes the importance of their positions.

“8. The city is supporting its present number of schools, but would have to ask for assistance for payment of the new teachers, and especially in event of increase of salaries.

“To carry out any satisfactory plan I think 5,000 pesos should be given the city.

“The public schools of Cebu ought to be made a model for the whole island, and for other islands adjoining, whose people are constantly coming and going.

“With free text-books and 5,000 pesos I believe wonders could be worked in this city.

“There are nearly 5,000 children of school age in this city, and there are less than 500 children in school. I presume it is fair to infer that the same is true of the island in general.”

Third district.—Report rendered by Brig. Gen. J. F. Smith, U. S. Volunteers, commanding, Bacolod, Negros.

* * * * *

“1. That the superintendent of public instruction reports that schools have been established in 59 pueblos of the island.

“2. It is expected that not less than 5,000 pupils will be in attendance during the coming year.

* * * * *

“4. At least 6 teachers of English are urgently needed here.

“5. In my opinion both English and Spanish should be taught in the schools, more time being given to the English; instruction in the native dialects is a waste of time to the more advanced pupils, and even then it is of doubtful expediency. There is such a number of dialects that profound knowledge of one is of but little value even for the purpose of intercommunication.

“6. The various pueblos have provided schoolhouses of one kind or another which, if not eminently adapted for the purpose, will meet present requirements.

"7. If native or Spanish teachers are employed I am of the opinion that the best talent procurable of that kind should be secured, and that good salaries should be paid. I think the salaries paid in the United States, if paid here in Mexican, would obtain teachers of the requisite mental caliber and predispositions. In Negros the following scale of wages for teachers has been provisionally adopted:

	Mexican.
Teachers of English and professors of the first class	\$60.00
Teachers of Spanish and professors of the first class	60.00
Professors of the second class	45.00
Professors of the third class	30.00
Assistant teachers	15.00
Assistant teachers capable of instructing also in English are entitled to receive \$65 a month.	

"8. The provisional civil government of the district has appropriated the sum of \$10,000 for the purchase of materials and books necessary for the initiation of a system of public education. As this sum will not be available until the collection of the "cedulas personales," or poll tax, it would not be considered insulting if Negros were allowed to purchase its school supplies on a credit, say, of one year.

"9. Education in the islands, to my idea, ought to be free so far as cost is involved, and compulsory so far as attendance is concerned. That is to say, education of the children should cost the parent nothing, but his children should be compelled to attend either the public or some approved private school. Education to be of any value in securing the advancement of the Filipino race must be brought within the reach of the laboring classes and the poor. The wage-earning Filipino and the Filipino who lives from day to day on nature's bounty can not afford to pay anything for instruction. His capacity is limited to procuring food and a little scant clothing for his children. An education which costs him something is a luxury beyond his reach. In fact, it would almost ruin a man in comfortable circumstances to educate the average Filipino family.

"In my opinion, schools corresponding to our primary and grammar schools should be established in every pueblo. Teachers for such establishments should be selected only from those shown by examinations to be qualified, and reexamination of all instructors should be required every year. There should be a visiting committee in every town, appointed by the superintendent of instruction on the recommendation of the local officials, and charged with the duty of immediate supervision of the pueblo schools and the obligation of reporting to the superintendent monthly their status and the advancement of the pupils. The entire system should be under the control of a general superintendent, aided by insular or provincial assistants. Radical changes in methods of instruction should not be suddenly made; first, because there is not sufficient personnel available to successfully make them; and, second, because the people to be benefited are not prepared to cast aside in a moment the customs and modes sanctioned by fifty years of use. In other words, I think a perfected system of modern education can not be established at a stroke, but must be gradually accomplished.

"Of course many reforms can be made now, but neither an entirely new curriculum nor an entirely new system can be substituted 'cuanto antes.'

"In Negros, in many of the towns, soldiers, on the request of the superintendent of public instruction, have been detailed as instructors in English. Some of them succeed fairly well, but to make substantial advancement teachers of experience are required. For the present, however, the soldier instructor is able to satisfy some of the craving for knowledge and is a potent factor in bringing the lower classes, by means of the children, into more cordial relations with Americans.

"In addition to the requisition of the secretary of public instruction, I send his report of schools established and teachers examined, together with such 'actas or recuerdos' of the advisory council as affects the subject of education, etc."

Fourth district.—Report by Col. E. Rice, Twenty-sixth Infantry, U. S. Volunteers, commanding, Jaro.

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"1. There are now established in the island of Panay 210 schools, and these are located as follows: * * *

"2. There are 10,803 pupils in attendance, but the number of children of school age in these towns is over 24,361, so that undoubtedly the attendance will largely increase when the people become impressed with the fact that education is not only necessary, but even compulsory.

* * * * *

"4. Apparently there are sufficient teachers of all subjects, save that of English, that is sufficient for the rudimentary education, which up to this time has been here

deemed all-sufficient. A higher grade of teachers, however, should be required later on. Only those who have been educated or possess diplomas should be employed as teachers.

"5. The pupils in the schools are eager to learn English, and their general education would probably be retarded if Spanish were dropped entirely. It is believed that Spanish and English should be taught, and none of the native dialects. The children will learn the latter undoubtedly in their home life and intercourse; but inasmuch as they have no literature, little or nothing will be lost if they, in the course of time, entirely disappear.

"6. As a general rule buildings are available for provisional schools. Convents have generally been used heretofore, but it is not believed that a continuance of this custom should be encouraged.

"7. Teachers are now paid on an average 14 pesos per month, and a fair compensation is about 30 pesos.

"8. The people, generally, can support schools, but, save among a very limited few, have very little idea of what education consists, and no idea as to the adoption of methods to obtain it. After their long experience with ways that are dark and devious, well-built and well-equipped schools will be a benison to them. Appropriation for schools is recommended in order to place them in certain places where conditions prevailing will not admit of schools being established by local authorities therein.

"By objective lessons the pupils will easily be taught, and what they learn their parents will learn through them. Pictures of all kinds and illustrated books will not only educate them through the eyes, but will bring a realizing sense of the potentialities of the United States.

"Model school buildings thoroughly equipped with books, pictures, maps, globes, etc., which have so long been denied to the Filipinos, will have an influence not measurable by force of arms.

"It is not believed that the erection of nipa houses for schools should be encouraged, but that, on the contrary, the school buildings should be models, both interior and exterior—the stamp of Americanism on each town."

DEPARTMENT OF MINDANAO AND JOLO, BRIGADIER-GENERAL W. A. KOBBE, COMMANDING.

REPORT BY DEPARTMENT COMMANDER.

In reply to communications of April 20 and June 14, directing reports on schools from each military district to be forwarded, I have the honor to inclose herewith those from this department.

I regret that the reports from the first district are incomplete. Those which are missing will be forwarded as soon as received.

Together with the reports there is inclosed a synopsis of them for greater convenience of reference, as also some notes on the Spanish system of schools in Mindanao and Jolo, prepared by Mr. Isaac Russell, clerk in this office.

In considering the reports it will be convenient to eliminate the Sulu Archipelago; for there the schools will be confined for the present to those of Jolo, while at Siassi and Bongao "several blackboards and an exorbitant amount of chalk," to quote the report of Capt. S. A. Cloman, are about everything that at present are necessary. I may add that blackboards and plenty of chalk, including colored crayons, should be furnished everywhere, and that in fact the whole system of education should begin for this department with something like kindergarten methods, notwithstanding the demand for text-books on advanced subjects.

No Spanish or native dialects should be taught or used excepting as media of communication. The children are eager to learn English, learn it rapidly, and I believe that nearly everywhere good teachers (of English) may be found among the enlisted men. These should be paid extra-duty pay for their work.

Religious instruction should be given by the parish priest daily, or less often, if for no other reason than that parents will otherwise object to the attendance of their children.

NOTES ON SCHOOLS IN MINDANAO AND JOLO.

THE SPANISH SYSTEM (FROM SPANISH AUTHORITY).

During the period from 1862, when the first attempt at organizing a school system was begun, to 1895, when the revolution in Luzon caused the withdrawal of most of the Spanish troops from Mindanao, 176 schoolhouses were built in Mindanao. None were erected in the Sulu Archipelago. The mission work in Mindanao was under charge of the Society of Jesus entirely, and the priests of that order were in charge of school affairs. The schools were distributed as follows:

	Boys.	Girls.		Boys.	Girls.
Cagayan de Misamis (old province)	35	37	Surigao Province	29	29
Province of Cottabato	3	3	Zamboanga	7	7
Province of Davao	6	5	Isabela de Basilan	1	1
District of Dapitan	6	6	Total.....	87	88

Total, 175.

All were "schools of entrance" (de entrada) for children 6 years old or more, not having had any previous instruction. One teacher was allowed for 80 students and an assistant for each 70 additional. The teachers were graduates of the Superior Normal School of Manila, and received 30 pesos per month, with permission to charge 3 pesos per month extra from children who could pay. Poor children came free; attendance was compulsory. The parish priest was inspector of schools for the village where he resided, and he gave the examinations, quizzes in religion, and awarded rewards and demerits at the end of each term. The teachers reported to him. Each village is entitled to two schools, one for boys and one for girls; for each 5,000 one school is added for each sex.

Books.—The Catecismo of Astete was used, copy cards as guides to correct writing and charts for spelling; the Divino Pastor for reading and other subjects; there was prepared a large book embracing them all called "Manual de la Infancia."

Advanced schools.—In villages of 10,000 or more inhabitants a school of "ascenso" or a "higher" school was established for graduates of the primary schools. There were established of these: In Zamboanga, 1; in Cagayan de Misamis, 2; in Surigao, 1.

Students who successfully passed this school were sent to Manila and given a three years' normal course at the Superior Normal School there; graduating, they were given teachers' positions in the provinces they came from.

This system in its practical working might be compared to American systems of one hundred years ago, the teacher doing too much and the pupil too little. In spelling he calls out the word, and they repeat after him. The blackboard is very small, and the teacher is the only one that uses it. In reading the teacher reads a line and the children repeat it in chorus. Under the eye of the priest, the religious portion was too much developed, and teachers now employed still make religion and prayer the center of the course, barely touching other subjects.

Besides the changing of the course in the substitution of American primers for Spanish, etc., blackboard space should be provided for the children and desks so arranged that a teacher may call upon a pupil for individual recitation. At present they all sit on long benches and recite in chorus, the section being heard standing and making such a din that the others can do little more than to listen to them.

Reports from Dapitan have mentioned the visiting of villages where the schools were running under the native local government. If desired, the names of all villages where schools were established can be furnished.

In Dapitan district there are 6 villages with schools.

In Cagayan de Misamis there are 37 villages.

In Surigao there are 30 villages.

As no village has more than one school for each sex, they must have all been less than 5,000 in population, and such villages would not have over 100 children to each school, both sexes.

FIRST DISTRICT, COL. E. A. GOODWIN, FORTIETH INFANTRY, COMMANDING.

[Memorandum by adjutant-general, Department of Mindanao and Jolo, and report by Major McNamee.]

1. The school question is not yet in hand on the north coast. Spanish records show there are 65 schoolhouses in the various villages of this district, the property of the government. The people are peaceably inclined and anxious to learn. In some villages American scouting parties have found schools in session, taught by natives.

2. The number of pupils can not be correctly estimated at present, but it will be very large. At least 2,000 will be ready for immediate instruction.

* * * * *

4. For the present teachers can be supplied from provinces.

5. Not known definitely.

6. Schoolhouses are available.

7. Native teachers would accept 10 pesos per month.

8. Books and stationery would have to be furnished from other than local funds.

9. This subject is capable of much greater development in this district. For the present needs a supply of pencils, stationery, arithmetics, "Divino Pastor," and elementary English readers might be sent to each of the five garrisoned towns, sufficient for 400 pupils in each town.

Maj. M. M. McNamee, Fortieth Infantry, U. S. Volunteers, Misamis, Mindanao, P. I.:

"There are two schools conducted here at present, one for boys and one for girls. There are about 200 girl pupils and 150 boys; that is, there are that number of children that can be instructed. The principal men of the town state that they would prefer to have English taught. At present the Visayan only and a little Spanish is attempted. There are very few text-books even in these languages, and instruction is mostly oral, the teachers—one man, salary 8 pesos per month, and one woman, salary 6 pesos per month—teaching in their own houses, no school buildings being available.

"The people of the pueblo seem desirous of having good schools and would gladly accept aid from the Government in that direction. As to buildings for school purposes, the town could furnish logs for foundations and nipa roofing, and erect the same. The aid that, therefore, is most needed is lumber for the floors and siding, doors and windows, nails, etc. It is suggested that if sufficient of this material was furnished for two school buildings of moderate size, together with inside furniture, such as blackboards, benches, desks, etc., and as many text-books for teaching English as can be supplied, also two English teachers, schools on this basis could be established here."

SECOND DISTRICT, LIEUT. COL. LLOYD M. BRETT, THIRTY-FIRST INFANTRY, COMMANDING.

[Memorandum by adjutant-general Department of Mindanao and Jolo, and reports by various officers.]

1. There are now 24 separate schools in the district, and before the end of the year it is desirable to establish 11 more.

2. There are now in attendance 1,956 children of both sexes; this number could be increased to 3,300 within a year.

* * * * *

4. Eight teachers of English are needed and one who can speak Moro and English.

5. No instruction is desirable in any of the native dialects. In Zamboanga Province Spanish is desirable for classes studying the more advanced courses. In other places English alone should be taught.

6. Twenty-eight buildings are available; 7 will have to be built, but material is at hand at little cost.

7. For teachers, 30 pesos per month; for assistants, 12 pesos.

8. The people are not in a condition to furnish revenue for schools. For several years they have been in a starving condition, and governmental aid is necessary at least for a year. In some locations the pay of the teachers might be raised, but books and stationery must be furnished free.

Lieut. Col. L. M. Brett, Thirty-first Infantry, U. S. Volunteers, Zamboanga, P. I.:

1. There are now established 16 schools in all, 8 for boys and 8 for girls. In addition 4 Filipino and 1 Moro school is needed, making a total of 21 schools for the province of Zamboanga.

2. In attendance now, 1,260; matriculated or entered on rolls, 1,786; estimated with 5 five additional schools, 2,466.

* * * * *

4. Only the teachers in English and the teacher or teachers for the Moro school. In English the teachers are necessary and they can not be procured here. In the Moro school contemplated a teacher is necessary who understands English and Moro. A man suitable for this school can probably be secured at Sandakan, North Borneo. Such a teacher can not be found here.

5. Spanish and English only. No instruction in native dialects desirable excepting in one school, where the Moro language will have to be used as a media to English.

6. Yes; with the following exceptions: Zamboanga, no building for girls' school, which is now being held at the convent; San Jose, barrio Santa Maria, boys' school being held in the church; girls' school is rented at the rate of \$5 Mexican per month. In the event of the Moro school being started, a suitable building would have to be erected.

7. In the principal towns \$30 Mexican per month. In the barrios \$12 per month.

8. At present people of the provinces are too poor to do anything for themselves in the way of schools. They will need help from the public civil funds until January 1, 1901, at any rate.

9. A few suitable teachers of English would be a decided advantage, as the people and children show a great desire to learn English, and have already picked up a number of words, such as salutations, etc. The people in the province of Zamboanga, comprising as it does nine or ten towns besides numerous barrios, are different from the Filipinos in the other islands and even from those in parts of this island. They have had long and friendly relations with the Spaniards, speaking the Spanish language, and have, to a certain extent, their manners and customs, and I think would shortly accustom themselves to our customs and language if proper facilities were given them. In the matter of the Moros, there are a number of thousands in their own town, adjacent to this post. They have had no schooling whatever, and to commence in any language they would have to start from the very beginning. This start could be made in English as well as in any other language, and one or two suitable teachers understanding their language as well as English could in a short time do much toward giving them a knowledge of English. At present they know only their own language and a little Spanish, but they, as well as the Zamboangians, evince a great quickness for learning English. The Moro school is entirely experimental, but it is an experiment that may give us allies in the future who will do much for us in maintaining the peace and quiet in this part of the island that now exists.

Capt. J. P. Spurr, Thirty-first Infantry, U. S. Volunteers, Cottabato, Mindanao, P. I.:

"There are at present established at this post two schools, one for boys and the other for girls, both sufficiently large to supply all needs. The attendance at present is boys, 24; girls, 26. The text-books now in use are the Baldwin's readers, first year, and Lyte's Elementary English. A very simple geography could be used to advantage, but a better knowledge of English must first be obtained before a deeper study can be taught. No stationery has ever been received here (this post), and all supplies of this kind has been purchased from the public funds of the city. The necessary teachers are supplied from the enlisted men of the post. English is the only language in which it is desirable to have instruction. All the pupils speak Spanish. At present two buildings are being used for school purposes, and there are many available if the necessity arises. No native teachers are employed. The inhabitants of this district consist of Moros, Tirurays, Filipinos, and Chinese. The Moros are Mohammedans, and their children do not attend school. The datto of each tribe attends to the welfare of his people. They raise rice and catch fish, their principal food. The Chinese conduct all business and own all stores. The few Filipinos are at present employed by the Government. The Tirurays are a tribe something like the Moros, but are Christians. They were converted years ago by the Jesuit priests. They are about as low in the scale of intellect as it is possible for a human being to be. Before the arrival of the American forces the Jesuit priests looked after the welfare of this tribe. They have been starving for years, and at present are incapacitated for work on account of weakness from long fasting. They have not even sufficient intelligence to plant and raise rice in sufficient quantities to supply their needs. The commanding officer of this post is at present doing all within his power to feed them, but the Government must send rice in large quantities to be distributed gratis if they are kept alive."

Capt. Lucius C. Bennett, Thirty-first Infantry, U. S. Volunteers, Parang-Parang, Mindanao, P. I.:

"There has been established at this post one school, there being in attendance 15 pupils.

"From observation I do not think that it is desirable to have instruction in Spanish, as in my opinion the result will be obtained and each of two objects accomplished by having all instruction in English. The instructor here is an enlisted man detailed for the purpose, he being conversant with Spanish, but instruction is as much as possible in English. One teacher only is needed, but at this time there is no person in this vicinity capable of filling the position. In case of the employment of a native teacher, I believe that from 15 to 20 pesos per month would be a fair and liberal compensation. At present the church is being used as a school building, but if necessary there are other buildings which, with a few repairs, can be used.

"The people in and near this spot depended formerly for livelihood upon agriculture and employment by the Spanish Government, and during the time between the departure of the Spanish garrison and arrival of American troops, and owing to the unsettled state of affairs, they were unable to cultivate their fields, and as a result are now dependent entirely upon the wages earned by daily labor. They are being given employment here by the quartermaster and provost-marshal whenever such work as they can perform is necessary."

Capt. John A. Wagner, Thirty-first Infantry, Baganga, Mindanao, P. I.:

"1. There are 2 private schools in this district, 1 at Dapnan and 1 at Catel, conducted by native teachers, but on account of books and the inability of most natives to pay

for schooling, only about 15 per cent of the school population is in attendance. I will suggest that schools be established as soon as possible in Baganga, which has a school population of 218; Baculin, 68; Dapnan, 87; and Catel, with several smaller villages within 5 miles' radius, 443. This school population is taken from the census of March, 1900, of ages from 7 to 14 years, the sex being almost equally divided, but it is likely the male attendance will be 15 per cent greater.

(The above is Nos. 1 and 2.)

* * * * *

"4. Two teachers are needed, that can not be obtained here, for Baganga and Catel, to instruct in English. Other towns can be supplied by natives, who can teach Spanish.

"5. At present Spanish is sufficient at all places except Baganga and Catel, which should have English. All towns, however, are exceedingly anxious for teachers of English, but are, I suppose, too small to be furnished at present. Native language is not desired.

"6. Catel has a suitable building. This place has a frame with a good iron roof, the floors and the walls of the building having been torn away. Could be repaired at a possible cost of \$100 Mexican. All the small towns will construct a nipa building.

"7. Native teachers who can teach Spanish would probably ask \$30 Mexican per month.

"8. The entire population of this district seems to be vassals to a very few, and will only work through fear for men whom they seem to consider their masters, otherwise I think most of them would starve; they do not understand making a living for themselves, nor do they care to do so. I can hardly say in what way they need assistance unless it be in some way to compel them to work and to raise and sell their own crops.

"Therefore only a few families make any attempt to school their children, but free schools, however, would be largely attended by all classes.

"9. I will recommend that schools be established at Baganga and Catel as soon as possible, and at other towns mentioned as soon as practicable. These people seem to be very anxious for an education. They will not permit of coeducating even of small children, which would necessitate two teachers in each place, but for present needs, to get started, it can be arranged to hold two sessions in each day or to divide the week so as to give each sex three days, or every other day."

THIRD DISTRICT, MAJ. OWEN J. SWEET, TWENTY-THIRD INFANTRY, COMMANDING.

[Memorandum by adjutant-general Department of Mindanao and Jolo, and reports by other officers.]

One school is established; another is in course of construction. Three will be opened during the year. Thirty-seven pupils now in attendance; 180 will be enrolled as soon as facilities for their accommodation are arranged. It is the intention to make the attendance compulsory.

* * * * *

The question of teachers in the Sulu Archipelago is rather a difficult one. In Jolo, an East Indian speaking Moro and English is employed at 85 pesos per month. He is an invaluable man for the position. In Bongao the people know no more of Spanish than they do of the English language. They speak a rude Bajau, and it will be necessary to translate the English into Spanish and then into Bajau. Education is an unknown thing among them, but the commanding officer there thinks, if he is supplied with a large blackboard and plenty of chalk, he will be able to make a start with them. He will detail a soldier to take charge.

Spanish or dialect teaching is not desired; only English should be taught. The population is mixed—Moro, Chinese, Filipinos, and Indians.

Schoolhouses are available, or can easily be built at very little expense and in a very short time.

Teachers can be supplied in the archipelago.

The people can do nothing. Everything must be done for them. Education will for some time be primary. The salary of teachers and cost of books must come out of the civil funds, as industries from which municipal funds can be raised are now overtaxed.

Capt. W. H. Sage, Twenty-third Infantry, U. S. Army, Jolo, P. I.:

"1. One is established at present and a second one is to be opened about July 1, when the schoolhouse now being erected is completed.

"2. Daily attendance, 37, the capacity of the building. When new building is completed, attendance will be compulsory between certain ages unless excused by superintendent of schools. Probable attendance, 150.

* * * * *

"4. See 7.

"5. Spanish or teaching in dialect not desired; only English should be taught. The population is mixed—Moro, Chinese, Filipinos, and Indians.

"6. One built; one in process of construction.

"7. One teacher now employed at 85 pesos per month. He is an Indian, a teacher by profession, and understands English perfectly; also many native dialects. He is an invaluable man in his place. Two other teachers will be necessary, but it is thought that their places can be supplied at present from here; later more experienced teachers will be necessary. The compensation of the necessary teachers will not exceed \$150 per month.

"8. Nothing. They are very poor. The attendance of the children at school will be to a certain extent a hardship on some, as the children are employed many ways. This report has been delayed in hopes that text-books mentioned as having been sent would arrive, so a report as to their value for work could be made. The education for some time will be primary.

"When a school was established here the necessary start was made by purchasing text-books in Sandakan and hiring a teacher here; all payments were made from municipal funds. Building the new schoolhouse has been a drain to this fund. The salary of the teachers and money for the purchase of books will have to come from some fund other than this, as industries from which a municipal fund can be made are few and are now taxed to a shameful extent (due to necessity). Requisitions for funds for teachers have been made. It is also recommended that I be authorized to purchase the necessary books, etc., in Singapore, as they can be purchased there much cheaper and quicker than in Manila."

Capt. S. A. Cloman, Twenty-third United States Infantry, Bongao, P. I.

"1. No schools have yet been established, and this may well wait another year.

"2. The population is scattered over small islands, 20 in number, and covering an expanse of sea approximately 90 miles by 35 miles in extent. The population of the group is approximately 13,000, but the native population of the island is but 150, with a population on the neighboring islands of Langa-Langa and Pahabag of say 250 more to be drawn from. However, this must be the site of the first school, for evident reasons.

"Probably an attendance of 25 or 30 children could be depended on after the first of the month.

"3. These people speak the rude Bajau language, and the question of text-books would be a puzzling one.

"4. It is similarly serious when it comes to a matter of teachers. I have never heard of a man who could speak both Bajau and English, so at least at first the instruction would have to be imparted by interpreter. At present all communications here with the natives are translated into Spanish and then Bajau. Some of the older people also have a smattering of Malay and Sulu, but not the children.

"5. It is not desirable to have instruction in Spanish; these people know no more of Spanish than they do of English. There should also be no further instruction in their native dialects.

"6. There are no buildings available for schoolhouses, but one could be easily constructed in a day or two that would suffice.

"7. See answer to 4.

"8. These tribes have no education and never did have, and at first everything would have to be done for them.

"9. I judge that the best way to start this matter would be to send down some blackboards and an exorbitant amount of chalk, and I will detail a soldier to work with them, assisted by the interpreter. They can at least learn the numbers and the names of familiar objects, and get some practice chaffing with the soldiers. In the meantime I hope this primitive scheme may be broadened as opportunity offers."

APPENDIX Q.Q.

NAUTICAL SCHOOL FOR THE PHILIPPINE ISLANDS,

CALLE SANTA ELENA,

Manila, P. I., August 6, 1900.

SIR: In obedience to an order of July 25, from the office of the military governor, I have the honor to submit the following report of the Nautical school for the Philippine Islands for the year ending June 30, 1900:

After much preliminary discussion, the school was opened on Decem-

ber 15, 1899, on Calle Santa Elena, near the Cuartel de Meisic. The school building was, and still is, rented by the quartermaster's department, a portion of the lower floors being used for storage of property that belonged to Spain. It is well suited to the purposes of the school, having a large hall for office and drafting room, and four smaller rooms for individual instruction. The furniture for the building was, by authority of the military governor, nearly all taken from the old Spanish Nautical School and School of Arts.

The course for the school was fixed at three years. The instruction during the first year includes arithmetic, algebra, English, geography, and drawing. That for the second year geometry, plane trigonometry, geography, mechanics, English, and drawing. During the third and final year the pupils are instructed in spherical trigonometry, nautical astronomy, navigation, theoretical seamanship, and hydrographical drawing. The course in the last is sufficient simply to enable the pupils to read and understand charts. All classes are instructed in practical seamanship three times a week. A programme of the instruction is hereto appended, marked "A." The hours of instruction were chosen so as to avoid the hottest part of the day.

The school was opened by authority of General Orders, No. 55, of November 9, 1899, from the office of the military governor. In accordance with this order Lieut. V. L. Cottman, United States Navy, was appointed the first superintendent, it being arranged that he should have extra compensation to the amount of \$200 (Mexican currency) per month. He was assisted by the following:

Juan Basa, instructor, second class	\$108.35
Quintin Delgado, instructor, third class	100.00
E. L. Filmer, instructor, English	60.00

Mr. Filmer was also appointed secretary, at a salary of \$15 per month. In addition, a janitor was appointed at \$30 per month, all in Mexican currency. I relieved Lieutenant Cottman on December 23, 1899, at the expiration of his cruise.

Twenty-two pupils were present at the opening of the school. They had all been examined to determine their qualifications for classification. Some of them had been pupils in the Spanish Nautical School. Three of them were found qualified to enter the second year. The other nineteen were placed in the first year, or third class. While the work was not hard, methods were very different from those to which the pupils were accustomed; and they dropped out one by one, until, at the end of the school year, March 31, there remained only 10 in the third class and the original 3 in the second class, making 13 to complete the three months' work.

During the months of April and May the school was closed to give the pupils a vacation during the hot months. I requested the Compañía Marítima to take such of the pupils as desired to go on board their steamers. They very kindly consented, and in this manner five of the pupils received valuable experience in the profession they are to follow.

In order to give as much practical instruction as possible, a mast has been erected in the school grounds and fitted with a topsail. The pupils are frequently drilled at this to make them familiar with the nomenclature and the handling of ropes and sails. Of course it is impossible to get sea experience from this. That must come from life

at sea on board ship. A boat, presented by the commander in chief of the naval forces on the station, has been hoisted on the banks of the river near the light-house. About once a week the pupils are taken out in the boat in order that they may learn boat sailing and handling.

During the months of March and April and the first two weeks in May a notice was published in one Spanish paper in Manila, Cebu, Iloilo, and Dagupan giving the date of opening of the new year and the requirements for admission. The new school year was to open on June 1, and the requirements for admission will be found in General Order No. 55, November 9, 1899, from the office of the military governor. It was desired to publish more widely these notices, but the necessary authority was withheld by the former military governor. On the 15th of May but five candidates had presented themselves for admission. After consultation with the present military secretary the superintendent took steps to advertise the school and increase the interest of the people in it. As a result candidates began to present themselves. It was found necessary to permit them to enter after the school year had really opened, and in fact the entrance examinations were not closed till about the middle of July. In all, 35 new candidates presented themselves for admission. Of these, 29 were admitted after passing the necessary mental and physical examinations. Three were found entirely disqualified by the surgeon, and 3 did not report for examination. Since the classes opened 3 of the new pupils seemed to find the work too hard, and have disappeared. This leaves 26 new pupils. One of the old ones, who had been advanced one class, failed to report. There remained 38 pupils to commence the year, 16 more than the original number to enter. It is believed that in another year we shall have the full number at first set as the limit to be taken, viz., 60.

Owing to the increased number of pupils and advance in classes, a change was necessary in the number and classification of instructors. At the end of the past school year Mr. Delgado was not at all well; the work had been too hard for him, and, besides, his methods were not at all satisfactory to the superintendent. At the beginning of the new term, on June 1, it was necessary to replace him. A new instructor was necessary to take the second class, as Mr. Basa was to take the first. This new instructor was appointed by competitive examination. A rigger and an assistant have been obtained to care for the mast and boat and to assist in the practical instruction of the pupils. The new school year opens with the superintendent assisted as follows:

Juan Basa, instructor, first class	\$108.33
Carlos Diez, instructor, second class	100.00
José Marcaida, instructor, third class	83.33
E. L. Filmer, instructor, English	60.00
E. L. Filmer, secretary	15.00
Janitor	30.00
Rigger	60.00
Assistant	15.00

Last year the school was run upon an average cost of about \$663 per month, including books, stationery, and incidental expenses. For the present year the average monthly expenses will be about \$850. The monthly estimates are sent in through the department of public instruction of Manila.

The methods of instruction, system of marks and records, and the discipline of the school are based upon those of the United States Naval Academy. It is naturally impossible to make the sweeping changes required by this system all at once, but it is hoped that in time the system will be in full working order. It is impossible, too, to require a very high standard of work from pupils who have heretofore lived under a system requiring practically no standard. But the standard has been made sufficiently high to get, it is believed, the best material. Monthly, semiannual, and annual examinations will be held. Monthly reports of the efficiency and conduct of each pupil will be sent to the parent or guardian and posted in the school building, so that those responsible for the bringing up of the pupil, the pupil himself, and the instructor may see the results of the work.

At first the pupils and parents seemed afraid of the school and appeared to take but little interest in it. The superintendent and his assistants have worked hard to reassure them, and it is very gratifying to be able to state that all now seem to take much interest and strive to do their best. Probably much has been contributed to this result by the consent of the present military governor to put the pupils in uniform. It is beyond dispute that the Filipino people have a great weakness for uniforms. Since the fact became known that the pupils of the nautical school are to wear uniforms it has been necessary to turn at least three or four applicants away because it was impossible to longer hold back the classes for new pupils. All the pupils will be uniformed on Tuesday, August 6. It has been decided also to uniform the instructors, as it will probably conduce to their greater influence over the pupils.

All instruction is now necessarily in Spanish, and it will probably be at least five years before the instruction can be given in English. But the sooner the better. All the Spanish text-books seem to be very inferior. This is especially the case with those in navigation and seamanship, which are the most important. The school is without modern instruments. In January last the superintendent requested of the Navy Department, through the military governor, some few modern instruments and standard nautical text-books. All these are needed now, but no reply has yet been received from the Navy Department. The senior or first class could be easily taught the use of the instruments and could gain much information from the books, though they be in English.

The respect for authority and physical development of the pupils are not unprovided for. Each school morning at 8 o'clock they are required to form in front of the school building and remain uncov-ered while the United States colors are hoisted. After this they are given from ten to fifteen minutes setting-up exercise. Their handling the sail and spars also assists their physical development.

It is greatly to be hoped that this school shall be the best in the islands in its results, and that it may in time supply the majority, if not all, the officers required on the steamers used in developing the trade in the islands. To this end the superintendents will bend all their energies.

The people from whom come the pupils are natural sailors. It is found, at least in this school, that they are very amenable to discipline and have great respect for authority. While they possess but little

originality, it is to be hoped that this will develop with their better education. We have already overcome some of the faults which generations of them possessed.

As it is absolutely impossible for anyone to gain the experience of the sea anywhere except on the sea, it is respectfully and strongly recommended that the school be provided with a small sailing vessel of 200 or 300 tons, with auxiliary steam power. This would prevent the vessel being dependent upon tugs for getting into and out of ports; and, besides, the modern sea officer should know enough about steam power to be sure of what to exact of his engineers and to prevent his being helpless in case he has no engineers. With such a vessel the pupils could be taken on a cruise during the months of April and May of each year, and could be exercised in Manila Bay frequently during the school year. Of course it can not be expected that a new graduate of the school will be able to at once take command of a vessel, but it will be and should be expected that he is perfectly at home on the bridge of a vessel of any class, or in her rigging or boats. A certificate of graduation from the nautical school of the Philippine Islands should enable its holder to obtain a life position at once and without trouble. Unless we can produce this result the school had much better be closed. We can not produce it except by some association with the sea during the three years' course. Naturally the ripe experience of the officer must come from long years of seagoing.

It is also respectfully recommended that a rigging and sail loft be fitted up on the lower floor of the school building. In this the pupils will be taught the marline-spike seamanship with which they must be familiar to become good officers. The words "marline spike" are used because no other words can express the idea. It means the A B C of rigging a ship and her booms and boats. It is simply indispensable to the seaman, and must be learned when he begins his career.

In justice to the corps of instructors, who have labored and are laboring arduously for the best interests of the school, this report ought not to be closed without making a recommendation in their behalf. It is therefore respectfully recommended that the salaries of instructors be readjusted to conform to the following table:

Instructor:		Mexican.
First class	.....	per month \$150.00
Second class	.....	do 125.00
Third class	.....	do 100.00
English	.....	do 75.00

The work of all is hard, as this class of school requires much individual instruction and careful training.

In closing the report the superintendent would respectfully invite attention to the fact that the instructors named in the ninth paragraph deserve his thanks for the interest they have displayed and the able manner in which they have taken hold of the duties assigned them.

Very respectfully,

GEO. F. COOPER,
Lieutenant, United States Navy, Superintendent

The MILITARY GOVERNOR IN THE PHILIPPINES.

A.

Programme of instruction.

FIRST YEAR—THIRD CLASS.

Morning.—8 to 8.55, English; 9 to 9.55, mathematics; 10 to 11, mathematics.*Afternoon.*—3 to 3.55, geography; 4 to 5, drawing (Monday and Friday).

SECOND YEAR—SECOND CLASS.

Morning.—8 to 8.55, geography; 9 to 9.55, mathematics; 10 to 11, English.*Afternoon.*—3 to 3.55, mechanics; 4 to 4.55, drawing (Monday and Friday).

THIRD YEAR—FIRST CLASS.

Morning.—8 to 8.55, spherical trigonometry and nautical astronomy; 9 to 9.55, English; 10 to 11, theoretical seamanship.*Afternoon.*—3 to 3.55, navigation; 4 to 5, drawing (Monday and Friday); 4 to 5, practical seamanship (Tuesday, Wednesday, and Saturday).

[Page 407-408.]

Extract from letter of Brig. Gen. James H. Smith, commanding Third District, Department of the Visayas.

Of the export taxes and contributions collected by the hacienda pública during the year 1897 there was expended by the Spanish on the administration of Occidental Negros and for the benefit of the province, roads, schools, etc., only the sum of \$49,751.47, and the expenditures in Oriental Negros were about the same. The receipts and expenditures of the present provisional government from the 6th day of November, 1899, down to June 30 of this year are set out in the account hereto annexed and marked "Exhibit A."

These receipts and expenditures were made under the general provisions of General Orders, No. 30, office military governor, series 1899, and particularly by virtue of Paragraphs XXIII, XIV, and IX thereof, read in the order indicated.

The cost of maintaining the establishment directed by order No. 30 can not be less than \$120,000 a year, exclusive of schools and roads. With schools in only passable working order, established in each of the 64 pueblos of the island, the cost will not be much less than \$80,000 additional. At least as much more should be expended on roads and restoration of bridges. A copy of the presupuesto of estimated expenses for the maintenance of the government during the year is hereunto annexed and marked "Exhibit B." The total receipts from Occidental Negros, as appears by "Exhibit A," are \$109,556.29, and the total expenditures \$77,412.52. In addition to this, Oriental Negros, by means of subdelegation, has collected \$18,016.89 and has expended \$1,681.99. This makes a grand total of \$127,573.18 receipts and \$79,094.51 expenditures in little less than eight months.

[Page 424.]

EXHIBIT B.

Estimates of expenditures, island of Negros, for the year 1900, reported by the auditor.

Chapter.	Article.	Items of expense.	Compensation.		Appropriations (Mexican pesos).
			Month.	Year.	
SECTION 6.					
1		Office of secretary of public instruction; expenses of said office; personnel:			
1		Salary of secretary	\$250.00	\$3,000.00	\$3,000.00
2		Administrative and subaltern personnel:			
1		Official, second class	100.00	1,200.00	.....
1		Clerk, first class	25.00	300.00	.....
1		Clerk, second class	15.00	180.00	1,600.00
3	1	Teacher for the prisoners in Bacolod jail for six months.....	30.00	.....	180.00
4		Professors in public schools in the towns:			
17		Professors, first class	60.00	12,240.00	.....
20		Professors, second class	45.00	11,340.00	.....
27		Professors, third class	30.00	9,720.00	.....
130		Assistant professors	15.00	23,400.00	.....
				56,700.00	4,860.00
17		Professors of English	60.00	12,240.00	.....
17		Female professors, first class	60.00	12,240.00	.....
21		Female professors, second class	45.00	11,340.00	.....
27		Female professors, third class	30.00	9,720.00	.....
130		Assistant professors	15.00	23,400.00	125,640.00
2		Total, Chapter I.....			\$130,500.00
Expenses of office of secretary public instruction, supplies:					
1		Stationery	10.00	120.00	120.00
2		Educational supplies		10,000.00	10,000.00
		Total Chapter II			10,120.00
		Total section 6			140,620.00

[Pages 455-458.]

Extract from supplementary report.

HDQRS. PROVOST-MARSHAL-GENERAL,
DEPARTMENT OF PUBLIC INSTRUCTION,
Manila, P. I., August 5, 1900.

The ACTING ADJUTANT-GENERAL, PROVOST-MARSHAL-GENERAL,
Manila, P. I.

SIR: In accordance with instructions contained in circular letter of the date of July 26, 1900, I have the honor to submit the following report of this department and its operations during the fiscal year, July 1, 1899, to June 30, 1900.

The 39 schools of this department were opened July 5, 1899, for a school year of nine months ending March 23, 1900. These included 6 new schools to replace those burned in the February fires of the insurrection and also to supply an unprovided district. Considerable new furniture and English books were soon supplied and a larger force of English teachers placed in the schools.

Much has been done in regard to the instruction in Spanish to improve the methods in the light of our own home ideals, and on the whole such innovations have been warmly welcomed by the Philippine teachers and pupils, who have constantly looked forward as hopefully

as the American to the better and better conditions which all have considered will soon exist.

The teachers who have been continued in the schools in the Spanish studies from the former rule before the American occupation have given the newcomers a decidedly hearty welcome; they have trusted us and only wish to know what to do. They are studying the English language very industriously and successfully. They want evening schools where they may learn the English language and the American methods of instruction.

The teaching of the various branches of knowledge in the Ateneo municipal and the normal has been especially meritorious.

The aim in the administration of the department has been to be conservative, to advance no further than would bring permanent results. More important changes could have been attained, if progress in all lines in Manila had not been so hampered by the first and most important consideration of that year—the quelling of the insurrection.

The important question of teaching the English language received very earnest attention. The status on June 30 (now the same) was that English was taught all day in 6 schools, half day in 23 schools, and quarter day in 10 schools.

The schools are now ready for a decided increase in the English teaching force, which should be doubled at least.

Excellent results for the brief time of the work have already been accomplished by the teachers of English, numbering on June 30, 1900, 13 full-day and 11 half-day teachers. Many of them have had excellent preparation and experience before coming to the islands, and, almost without exception, they have shown themselves to be bright, practical, faithful, and capable for the duties set before them. They have worked splendidly amidst many discouragements of climate and other kinds. These words apply without exception to those employed at the present date as teachers of English in this department, and they are hereby recommended for continuation at an increased salary. They well deserve this recommendation because of their enthusiasm, tact, and ability constantly shown in the schools.

The school buildings now in use are crowded. Most of them are too small and are found insufficient. This matter is being investigated by the department of inspection with a view to improving conditions so that the 10,000 or 15,000 children who could be obtained may be accommodated in the schools, which should be less in number but in much larger buildings, and these should not be used as residences by the principals or by anyone else.

The northern border of the city is very badly in need of schools at the present time.

Schedule of teachers.

Philippine teachers of Spanish in the 36 minor schools.....	86
Spanish teachers in the two Jesuit schools.....	28
Spanish teachers in the girl's school, taught by Dominican Sisters.....	11
Teachers of English in the entire department.....	24
 Total	 149

Schedule of attendance during the school year July 1, 1899, to March 31, 1900.

[Yearly attendance, 1899-1900, 6,900.]

July.....	4,079	December.....	4,536
August.....	4,406	January.....	4,730
September.....	4,599	February.....	4,646
October.....	4,785	March.....	4,575
November.....	4,848		

Present school year, 1900-1901, monthly attendance, June, 4,182; July, 5,001.

RECOMMENDATIONS.

1. All salaries in this department should be increased.
2. No sectarian schools should remain on the books of the department.
3. Lots should be secured and new buildings erected as soon as possible. Pending this, larger buildings than at present in use should be rented, the boys' and girls' school of each district to be placed in the same buildings, not necessarily in the same classes at present. Janitors should be appointed in charge of them, and no one allowed to live in them.
4. The school year should consist of a period of nine months or about thirty-nine weeks of school, commencing not earlier than and as close as convenient to June 15, and ending not later than and as close as convenient to March 18, with about two weeks' vacation for Christmas holidays.
5. Steps should be taken to make all of the instruction of the schools in the English language, except as Spanish and other languages may be substituted for the language, as German and French have always been taught in the United States. Looking forward to this, American teachers should soon be made principals of all of the schools in the department, until the Filipinos may learn the language and modern American methods of construction.
6. English normal schools should be started to train a corps of Philippine teachers for the vast work of American education in the Philippine Islands.

Respectfully submitted.

GEORGE P. ANDERSON,

Superintendent Public Instruction of Manila, P. I.



