

AN ENDURING LEGACY
The Journey of Normal Schools
in the Philippines



COMMISSION ON HIGHER EDUCATION
and the
NATIONAL NETWORK OF NORMAL SCHOOLS



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PNU Press

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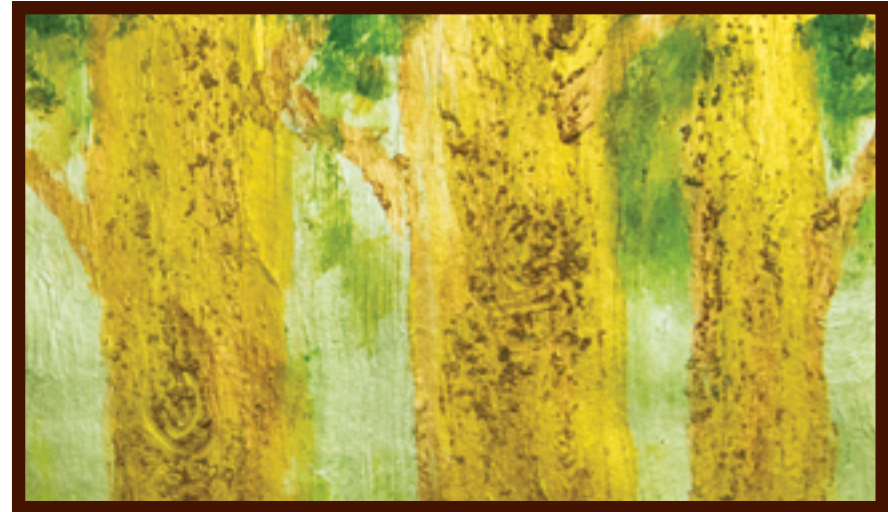
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Artwork: **Ramer V. Oxiño**

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ABOUT THE COVER
.....

The artwork on the cover depicts trees that stand strong and poised like pillars. These trees represent the Philippines' ten normal schools that have been instrumental not only in educating the Filipino people, but also in shaping the country's educational system. The trees symbolize the enduring quality of the 3NS. Like the trees firmly rooted on the ground, these normal schools have sheltered under their comforting shade generation after generation of Filipinos who bask under their rays of wisdom and light of knowledge.

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Bukidnon State University: Mr. William H. Pickel - 1994 – Founder; Mr. Maximo Gimenez - 1924-1930 – administrator; Mr. Silvestre Antonio - 1930-1932 – administrator; Mrs. Maria Odulio de Guzman - 1932-1935 – administrator; Mr. Fermin Montano - 1935-1941 – administrator; Mr. Primitivo Lara - 1945-1948 - administrator - Mr. Bartolome Monje - 1948-1949 – administrator; Mrs. Liceria B. Soriano - 1949-1950 – administrator; Mr. Pacifico A. Ramos - 1950-1976 - BNS Superintendent; Dr. Jaime M. Gellor - 1976-1986 - 1st College President; Dr. Teresita T. Tumapon - 1986 - 1998 - 2nd College President; Dr. Victor M. Barroso - 1999 to present - 3rd College President & 1st University President.

PREFACE

The adjectival phrase, normal school, sprang from the French *ecole normale supérieure* of the late 18th century (1794) where only the cerebral – the intellectually fit – enjoyed the right and privilege to be “trained in the critical spirit” to engage in scholarly pursuit. Some of its world-renowned alumni include the existentialist philosopher, Jean Paul Sartre, the sociologists Emile Durkheim and Pierre Bourdieu, Senegal’s poet-president, Leopold Senghor, and Martinique’s Césaire Aimé, popularizer of the “Negritude” movement (Brée, 1983; Ritzer and Goodman, 2004).

Unprecedentedly, the normal schools, the product of Western thought, served as the benchmark for excellent, quality education at the onset of American rule in the country. Admittedly, the rise (and fall) of the educational system both in the public and private sectors cannot be overly stretched much less traced to the nascent growth, development and ripening of tertiary institutions amid or despite the innovations, nay the paradigm shifts they introduce, the sound, enduring practices they hold on to, if not the obsolete trends they are wont to cast off.

This book then metaphorizes the *raison d’être* – the reason for being, the justification for existing – of the ten universities represented here, their dreams and aspirations are upheld, their accomplishments distilled, even their strengths and flaws unsparing – all measures of success for choices or decisions made. Just to what degree the academe could retain her glorified stature, better yet, surpass it, depends on a considerable extent to how well it could manage to translate into action the institutional vision. Such

philosophic stance resonates in the book – in its attempt to modestly show how the ten selected universities that all started as normal schools have prevailed over the incertitude and the vagaries of time – an unkind friend who has aged them, but forever kept young at heart or turned them (ir) relevant, when deconstructed, that is, should they act detached from the pressing societal needs and nobler demands of building a peaceful, solid, better nation and by and large, the global village then and now.

While the majority of these universities have changed gears, so to speak, let alone turned around 380° in their curricular programs – some even morphed into comprehensive universities in that they offer courses other than those stipulated in their charters, e.g. nursing, law, engineering, etc. – they go on with their resolve to pursue excellence with passion, with soul. Such consistency, despite transformation, augurs well to the progress of the community where they operate, the satisfaction of the clientele they serve, and to the utter delight of the stakeholders who support them and they work with.

Without the financial help and unequivocal, moral support of the Commission on Higher Education (CHED) and the substantial input shared by the universities concerned, this book – a labor of love and commitment and idealism and collaboration for which they strive and thrive under stringent conditions – their legacy would not have been handed down. On with the journey...

The Editor

Message



Warmest greetings to the National Network of Normal Schools on the occasion for launching the Coffee Table Book, **An Enduring Legacy: The Journey of Normal Schools**.

The education of an enlightened and committed citizenry is a crucial task that the National Network of Normal Schools has performed continuously. The Philippine Normal University, the institution that has been at the forefront of delivering quality teacher education, and the various normal schools throughout the country, have combined their effort to make sure that those who graduate from these institutions are equipped not only with the needed skills in handling classes at various levels. As important is the inculcation of key values, such as cultural-rootedness and critical thinking, that the teachers will in turn transmit to their students.

The book chronicles the significant and defining moments in this journey and acknowledges the valuable contributions of normal schools and educators in the task of educating the youth of this nation. It affords the contemporary reader a view of what has been achieved, in words and in pictures, and points to what still needs to be realized in the future. In this sense, the past is made alive for the present and future educators and students.

The Commission on Higher Education lauds the National Network of Normal Schools for producing this book which will be an important addition to the body of knowledge on the history of education in the Philippines.

Mabuhay!

A handwritten signature in black ink, appearing to read 'Patricia B. Licuanan'. The signature is fluid and cursive.

PATRICIA B. LICUANAN, Ph.D.
Commission on Higher Education
Chairperson

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NATIONAL NETWORK OF NORMAL SCHOOLS

The 3NS was created to promote cooperation among members to develop, coordinate, collaborate, and sustain national programs for high quality teacher education through innovative alternative schemes.

Deeply committed to collective action, the 3NS members advance a wide range of cooperation and exchange programs that benefit their respective students.



INTRODUCTION

THE NORMAL SCHOOL THEN AND NOW SERVICE TO COUNTRY, SERVICE TO HUMANITY

Nenalyn P. Defensor, Commissioner
Commission on Higher Education

The greatest mandate of any educational institution is human capital formation in that an excellent citizenry forms the bedrock of an excellent country. Nurturing human capital starts in basic education and reaches its peak in higher education. After all, the quality of college students largely depends on the quality of skills they attained while in basic education.

If the goal of basic education seeks to produce quality learners, then it logically follows that this goal can only be realized, if given an excellent pool of quality teachers. The proficiency of teachers in their respective specializations or areas of teaching is key to quality learning. This is the *raison d'être* of the normal school: to produce quality teachers, who, in turn, will equip students with the necessary skills needed in preparation for the world of work, hoping that these skills will be the prime driver of the economy that lifts any country from the grip of poverty - the ideal all nations strive for.

Nurturing the Ideal:

The Birth of the Normal School

The term “normal school” has its roots in the early 17th century when John Baptist de la Salle, founder of the institute of the Brothers of the Christian Schools founded the first known normal school, the *Ecole Normale* in Reims, France. *Normale*, a Latin derivative, means a standard, rule or norm. Generally, the objective of the normal school was to establish teaching standards. Eventually, a private school for teachers in Germany followed suit and by 1819, Prussia established royal normal schools in all their ten provinces with state funding.

From Europe, the normal school concept and precept was carried on to the United States. Samuel Read Hall started the Columbian School in 1823 at Concord, Vermont, the first normal school for the training of teachers in the United States. However, the first public normal school was established in Lexington, Massachusetts. What started as a three year experiment succeeded and today this normal school continues to exist as Framingham State University. Other states pursued this mission as well. Over the passage of time, most normal schools converted into full blown colleges and universities, thus warranting a change in name. Some of them eventually became prestigious names in academe such as the University of California in Los Angeles (UCLA), which originally started out as a normal school.

Institutionalizing the Ideal:

The Philippine Experience

With the colonization of the Philippines by Spain, the normal school as an integral part of the Philippine Education System was started. It is said that the first normal school for men was established in 1865 by Jesuit fathers in Manila (Carpio, et al. 1998). Two other normal schools were founded. By virtue of a Royal decree signed by King Amadeo I of Spain on November 5, 1867, the Bishop of Nueva Caceres in the Bicol Region, Francisco Gainza, was mandated to establish a school for girls (*escuela de niñas*), under the supervision of the *Hijas de Caridad* (Daughters of Charity). The school opened on April 12, 1868, and was called *Escuela – Colegio Diocesano de Sta. Isabel*.

Bishop Gainza’s belief that the establishment of an *Escuela Normal* for the training of teachers, who would in turn lead and direct each school in every town of the Diocese, prompted him to present to the Governor General a petition for the conversion of the original school into a normal school for girls. Thus, another Royal Decree was signed elevating the original school to an *Escuela Normal de Maestras of Nueva Caceres*.

Today, this normal school which is privately owned by the religious and known as *Universidad de Sta. Isabel* (University of Sta. Isabel) with multi-disciplinary collegiate offerings, takes pride in being the oldest normal school for girls in Southeast Asia.

Still another normal school run by the religious, albeit short lived, was also established by virtue of another Royal Decree. The treatise of Sister Maria Carmen on this school as published in *Philippine Studies* (1954) traces its opening and closure, all within a span of five years.

With the opening of the normal school for women in Nueva Caceres, a similar endeavor in Manila seemed the politically correct thing to do. The Royal Decree issued on March 11, 1892 created the Superior Normal School for Women teachers under the direction of the Augustinian Religious of the Assumption. The school opened on July 2, 1893 with an estimated enrolment of a hundred students and continued to grow. However, the declaration of the Philippine Revolution in Balintawak in 1896 sent the students scampering home and only seven brave students soldiered on. The few remaining students graduated in March 1898, a few months ahead of their scheduled graduation due to rumors of an im-

pending war. In May 1898, the Spanish-American War broke out and in June of the same year, the Religious of the Assumption were recalled to Europe, which marked the closure of the school.

The American government lost no time in propagating their own ideals of education, after they took over the reins of the government from the Spanish. Taking the cue from the normal school movement in the United States, the first public normal school that opened in 1901 was the Philippine Normal School in Manila. Other normal schools followed suit and flourished throughout the Philippine archipelago. About a dozen normal schools more or less have either moved on as comprehensive universities or have converted into a university, still retaining the name “normal.”

Perpetuating the Ideal:

The National Network of Normal Schools

The Commission on Higher Education has two functions: the regulatory function and the developmental function. While the regulatory function is apparent, the developmental function is not readily seen and felt by the public. For the past years, this function has mostly been articulated through direct financial help to the state universities and colleges (SUCs), and selected private institutions.

The concept of the “Save Our Normal Schools” was conceived to address serious challenges faced by Teacher Education Institutions such as:

- a. The deteriorating quality of teacher education institutions (TEIs), as evidenced by the dismal performance of its graduates in the licensure examinations – this hovers between 30 to 35% every year, and for the past 10 years, a total of around one million graduates have flunked the exams.

- b. To refocus the thrusts of the Normal Schools to their original mandate which is to be model schools for teacher education.
- c. To serve as delivering institutes or training providers (for CHED and DepEd) in the formation and training of teachers for K to 12.

Direct funding was initially given to five (5) present and past Normal Schools that have been identified by CHED as Centers of Excellence. Starting 2008, they were given support to improve facilities and in the process evolved into Centers for Teaching Excellence. These centers, which are aimed to serve as research and training hubs for teachers in the region, include:

- a. **Philippine Normal University**



- b. **Mariano Marcos State University (formerly Ilocos Norte Normal School)**



- c. **West Visayas State University (formerly Iloilo Normal School)**



- d. **Bicol University (formerly Albay Normal School)**



- e. **Leyte Normal University**



A sixth center is now in the process of being put up at the University of Southeastern Philippines (USEP).

Simultaneous with the initial funding was the conduct of a series of workshops to refocus the Normal Schools to their original mandate. Invited to the workshops were several past and present Normal Schools. Also invited in one workshop were the Philippine consultants of Australian Aid (AusAID) who wanted to fund projects in basic education which included teacher training.

Finally, on September 1, 2011, the National Network of Normal Schools or 3NS was formed with the basic aim of improving the quality of teacher education. The members comprise:

- a. Philippine Normal University
- b. Mariano Marcos State University (Ilocos Norte Normal School)
- c. Bicol University (Albay Normal School)
- d. Cebu Normal University
- e. Leyte Normal University
- f. West Visayas State University (Iloilo Normal School)
- g. Pangasinan State University (Bayambang Normal School)
- h. Bukidnon State University (Bukidnon Normal School)
- i. Western Mindanao State University (Zamboanga Normal School)
- j. Palawan State University (Palawan Teacher's College)

MoU signing and launching of the National Network of Normal Schools (3NS) attended by Presidents and Vice-Presidents of the Normal Schools, together with Commissioner Defensor, at PNU-Manila (September 2011).

Within the network, the following lead shepherds have been identified:

- a. Over-all direction of the 3NS – Philippine Normal University
- b. SOF.Net - West Visayas State University
- c. Mother Tongue-Based Multilingual Education (MTB-MLE) – Leyte Normal University
- d. Science, Technology and Mathematics (STEM) Teaching – Mariano Marcos State University
- e. Incorporation of positive regional values into teaching – Western Mindanao State University

There is the possibility that the network might expand in the future if other Normal Schools are identified. The formation of a Centex Link which might be spearheaded by Bicol University is also being discussed, and soon will include private schools.

Today, the 3NS is actively engaged in multifarious activities to promote quality teacher education. It has



been tapped by DepEd to be a service provider for the training of teachers nationwide for its K to 12 program starting May 2010. By summer of 2012, about 21,353 grade school teachers (Grades 1 to 7) across eight (8) content areas were trained by 3NS.

SOF.Net aims to reach out to developing higher education institutions via web portals in the Centers for Teaching Excellence. In August 2012, West Visayas State University launched the operations of its web portal. Sample test items for the licensure exams can be downloaded and shared through this web portal, and sample curriculum materials for the K to 12 program of DepEd will be made available.

Foreign funding agencies have also started to give support to 3NS such as AusAID. A grant of 5.8 million Australian dollars has been given to PNU to put up a research center and a collaborative research project with the University of New England in Armidale, Australia.

On January 28, 2013, the Commission En Banc of CHED chaired by Dr. Patricia B. Licuanan in its 407th regular meeting officially adopted the “Save Our Normal Schools” program. Our never ending journey and challenge has just begun.

God bless us all!

**SETTING THE BAR IN TEACHER EDUCATION:
THE PHILIPPINE NORMAL UNIVERSITY (1901)**



President's Message


The Philippine Normal University takes pride to be the lead shepherd of the National Network of Normal Schools (3NS). The unprecedented synergy of the country's original normal schools through the 3NS has produced innovative projects and programs in just over a year, like the drafting of the New Teacher Education Curriculum and the "Normalite" or the Local Erasmus program, all with the aim of making teacher education in the country competitive and respected.

This Coffee Table Book titled **An Enduring Legacy: The Journey of Normal Schools in the Philippines** weaves the beginnings of teacher education in the country from institutions that produced education leaders. It documents how Philippine teacher education withstood the test of time and how it moves along with global demands. This book is also a window to what we want to achieve for Philippine education.

I wish to congratulate the member institutions of the 3NS for the history of teacher education in the country is finally harmonized and immortalized in this coffee table book. Congratulations, too, to the faculty and individuals in each normal school who generously shared their talent and time to complete this project. On behalf of the 3NS, I would like to express our deepest appreciation to **Commissioner Nenalyn P. Defensor** for supporting the 3NS endeavors and to the Commission on Higher Education with the leadership of **Chairperson Patricia B. Licuanan** for upholding teacher education development in the country and for funding this project.

May we continue our collective passion to level up teacher education for a quality nation!




ESTER B. OGENA, Ph.D.
PNU President

OUR GLORIOUS PAST



Pre-War Philippine Normal School along Taft corner Ayala



Roy Gilmore, Longest serving PNS superintendent (1924-1939)

The Creation of the Philippine Normal University

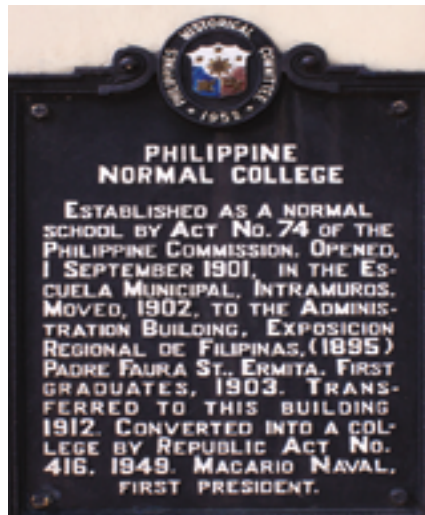
The Philippine Normal University (PNU) was the pioneer among teacher-training institutions established in the early days of American rule on the archipelago. Originally aimed towards training the Filipinos to become quality teachers in the primary level, the educational goal spearheaded by the Philippine Normal School mirrored the government's avowed attempt at improving the Filipino way of life. The Filipinos had to be trained to teach and govern their own people just as they were gradually being benevolently assimilated to Westernization, to paraphrase William McKinley's politically nuanced policy.

Passage of Laws/Republic Act

On January 21, 1901 through Act No. 74 of the Philippine Commission, the Philippine Normal University was originally established by the Americans as the Philippine Normal School (PNS). PNS began admitting students only on September 1, 1901 in Manila. It originally offered a two-year general secondary education program for more than two decades. In recognition of its vital role in building a relatively young nation, PNS was raised to college status and became the Philippine Normal College (PNC) in 1949, as mandated by RA 416, also known as the Charter of the College. Hence, the new college offered a full four-year Bachelor of Science in Elementary Education (BSEE) program.

A historical marker on the lower left part of the façade of the University, Ayala-Taft side, greets those who enter.

Seven decades of teacher training has seen the university ripen to offer the Doctor of Education (Ed.D.) and the Doctor of Philosophy (Ph.D.) curricula for teachers who have devoted themselves to lifelong learning and research with the passage of RA 6515 in July 1972. Conscientious in its role to support the Philippine public school system, PNC also sought to deliver academic programs for in-service trainings of teachers, supervisors, administrators, and other school personnel.



The historical marker at the facade



Note the triadic mission goals etched on the open stage on the Main Campus Quadrangle

About a decade before celebrating its centenary, PNU was conferred its university status as the Philippine Normal University (PNU) under RA 7168. It is governed by a Board of Regents, the highest decision-making body constituted by the Higher Education Modernization Act of 1997 or RA 8292. Distinguished members of the academe comprise the board and are vested with general powers of administration.

Notably, the Philippine Congress extols the university as the National Center for Teacher Education by virtue of RA 9647, in recognition of its unwavering pursuit of quality education for all.



The Torch as the University Emblem



The Bonifacio P. Sibayan Hall, named after the University's fourth President, home to the College of Languages, Linguistics and Literature.



PNU – a century-old tradition of nurturing innovative teachers – sits at the heart of Manila amid the towering skyscrapers and the metro rail.

Location

Through the years PNU has grown in its course offerings, increased its number of campuses nationwide, and affirmed its leadership in teacher education.

In 1901 PNS formally opened in Ermita, the present site of the Philippine General Hospital, and in 1912 moved to its current location on Taft Avenue corner Ayala Boulevard, near the Manila City Hall. The Manila

campus houses four colleges: the College of Education, the College of Science, the College of Arts and Social Sciences, and the College of Languages, Linguistics and Literature. The Center for Teaching and Learning managed by the College of Education, located on the San Marcelino side of the campus, provides elementary and high school education while serving, at the same time, as a training laboratory for college students.

Highlights in History



The Thomasites, founding parents of the Philippine Normal School

A century old historical jewel, the Philippine Normal University serves not only as a living landmark of our centralized public school system inherited from the Americans, but also finds itself at the helm of initiating and implementing educational reforms.

Contemporaneous to the founding of the Philippine Normal School in 1901, a thousand Americans later called the Thomasites, if only for travelling on a cattle cargo vessel named the S/S Thomas, arrived in post-Spanish Philippines to teach English—one of the two official languages which thrives to be the medium of instruction among many vernacular languages.

The main and oldest building on Taft Avenue barely survived the ravages of the Second World War. It served as fortress to Japanese soldiers, to Filipino and American captives, and to treasures like the collection of the National Library amidst fierce bombings that devastated the city of Manila.



The Manila City Hall and the PNS survived the WWII bombings.

Perennially rising phoenix-like above its challenges and even beyond its transfer from American administration to Filipino in 1939, PNU is now considered the Center of Excellence (CENTREX) in English, Filipino and Values Education. Moreover, it enjoys the distinction of being the Center of Excellence in Teacher Education (COE) for the National Capital Region, as well as the Center of Excellence in Filipino at the national level. It consistently performs well in the licensure examination for teachers in

yielding top notchers and the most number of passers. Hardly is there a public school, even in the remotest areas, that has not experienced the instruction and leadership of a PNU alumna/alumnus. In keeping with global technology, the university extends online graduate programs to reach more teachers with its brand of education.



The Main Building, later renamed Geronima Pecson Hall, retains its original American architecture.



On the right is the University's main entrance. Above is a portion of the Main Building's halls.

The University, aware of its mandate as the National Center for Teacher Education, leads in collaboration with other normal schools and teacher training institutions in a committed quest for educational reforms by providing pre-service and in-service training, professional development, school leadership and educational research.

Tradition: Rituals and Ceremonies

The PNU community looks forward to celebrating significant annual occasions. Since its establishment in 1901, the University has been observing her Foundation Day where the academe engages in a series of activities: a Parade, Physical Fitness Exercise, Interfaith Service, Faculty and Employees Annual Sports Fest, Retirees' Program, Fellowship Lunch, Recognition Program, Graduate Research Forum, and University Convocation.



The Torch Ceremony festivities. On the left, university officials light their lanterns symbolizing the shared responsibility of guiding the next generation of learners. At the middle is a glimpse of the multitude of hopes for the new batch of teachers. The last picture (right) highlights the traditional passing and acceptance of responsibility from the Seniors to the Juniors.

The Torch Ceremony

As part of the graduation year-ending activities, all Juniors and Seniors take part in the traditional Torch Ceremony, a candle lighting ritual symbolic of the Juniors' acceptance from the Seniors the responsibility of carrying on

the PNU tradition. Wearing their Filipiniana dresses, the students form a clover-like figure, and light their candles as dusk gradually descends upon the campus grounds.

Presidents All and their Accomplishments



Dr. Macario C. Naval
(1950-1958)

- » Worked on the conversion of PNS to PNC
- » Led the development, evaluation, revision and enrichment of curricular programs
- » Co-founded the SCUAA (State College and Universities Athletic Association)

Dr. Emiliano C. Ramirez
(1958-1970)

- » Put up the PNU Printing Press
- » Established the regional branches of PNC with appropriated funds
- » Led PNC in preparing the blueprint for the conversion into a University, as early as December 1966



Dr. Gregorio C. Borlaza
(1971-1972)

- » Organized post graduate courses to enable PNC to have a complete educational ladder from the kindergarten to post graduate school
- » Translated Shakespeare's selected plays to Filipino



Dr. Bonifacio P. Sibayan
(1972-1980)

- » Included more development programs to add to in-service training
- » Started the "rolling, floating and flying seminars" for the

- » faculty and staff
- » Saw to the Renaissance of culture and the arts on campus
- » Inspired the academic community to vigorously raise the level of scholarship and sense of professionalism of faculty, staff and students
- » Initiated the consortia of PNC with institutions along Taft Avenue-De la Salle University, St. Paul College, Philippine Christian University, Sta. Isabel College, Philippine College of Arts and Trades (now TUP)
- » Established the Language Study Center (LSC) with a grant from the Ford Foundation

Dr. Edilberto P. Dagot
(1980-1990)

- » Established new centers for learning, complete with wash-room facilities, more books to read, teachers to be retrained for a new curriculum which inculcates values and nationhood, as they develop skills and conduct more research on special education
- » Initiated networking with the Ministry of Education and Culture (now DepEd), from other sections to pool leadership, expertise and concerted



effort to accelerate much further the education of the Filipino with values and ideals, competencies and skills to function



**Dr. Fe T. Otones
(1990-1991)**

- » Served as officer-in-charge of the University in her characteristic low-key manner



**Dr. Gloria G. Salandanan
(1991-1997)**

- » Conducted Institutional Review and developed the PNU Five Year-Plan
- » Completed the PNU Worship Center (donated by Don Emilio Yap) and the Maceda Hall
- » Led the academe to be fully aware of the challenge on its basic functions in Teaching with competence, Research-based inputs, and Extension Services to reach out and transfer technology to the rural areas and share expertise in the field

**Atty. Lilia S. Garcia
(1998-2002)**

- » Focused on activities and projects: empowering teachers to shape a new generation of Filipino; advocated the paradigm shift in the essence of a university
- » Strongly emphasized research, working hand in hand with CHED, DECS, and other agencies, towards excellence in tertiary education
- » Initiated the first International Conference on Teacher Education at the Manila Hotel in January 2001



- » Intensified the Cultural Program *Sa Mahal Kong Bayan* presented locally and abroad
- » Saw to the construction of the *Gusali ng Wika*

- adequately as a citizen, and above all, as a human being
- » Conceptualized the verticalization plan for PNC by setting up the School of Education, School of Science and Math, School of Languages, School of Social Studies, School of Humanities and the Graduate School
 - » Worked with the JICA (Japan International Cooperative Agency) Foundation in putting up the University Library



**Dr. Nilo L. Rosas
(2002-2006)**

- » Established the four essential commitments of PNU to: Quality Education and

- » Excellence; Knowledge Creation and Application; Culture of Sharing and Service; Growth, Efficiency and Accountability
- » Named the buildings after prominent PNU alumni who helped shape Philippine education
- » Led in the greening of the University campus
- » Adopted the vision: Teachers for a Better World
- » Finalized the production of manuals in systematizing the standard operating procedures in running the University



**Atty. Lutgardo B. Barbo
(2006-2010)**

- » Pursued the approval of the bill on making PNU as the country's National Center for Teacher Education earlier filed by his predecessors
- » With the help of the PNU Global Alumni Association, installed the Torch Monument at the façade of the PNU main campus



**Dr. Ester B. Ogena
(2011 to date)**

- » Initiated the development of a New Teacher Education Curriculum
- » Convened the National Network of Normal Schools (3NS) where PNU has been designated by CHED as lead shepherd of 3NS and the Center for Teaching Excellence
- » Led the university to achieve the AACCCUP Level III Accreditation
- » Developed the PNU NCTE Master Plan and initiated a university-wide systems review
- » Launched the new PNU slogan, Nurturing Innovative Teachers
- » Cultivated a rich culture of research in the University
- » Plans to make PNU the best teacher education university in the Philippines and beyond

**Dr. Fe A. Hidalgo
(July-December 2010)**

- » Acted as Officer-in-charge
- » Facilitated transition from the administration of Atty. Lutgardo B. Barbo to the incumbent President, Dr. Ester B. Ogena



From its humble beginnings as an American school to its development as a National Center for Teacher Education, PNU has exerted all efforts to fulfill its mandate, participating in key educational reforms, and producing quality teachers and leaders in the field of education, as well as in medicine, law and other disciplines.

Nurturing Erudite Teachers and Leaders

PNU has proven that it has what it takes to compete nationally with 37 Metrobank awardees under its belt, the highest among Philippine universities. The institution has also continuously produced top notchers in the Licensure Examination for Teachers (LET) and has sent many of its students on exchange scholarship abroad. Moreover, it has produced Young Scientist Awardees; namely: Drexel H. Camacho, Ph.D. Chemistry; Roberto Padua, Ph.D. Theoretical Statistics; John Donnie Ramos, Ph.D. Molecular Biology/Immunology; Blesilda Raposa, Ph.D. Mathematics; and Elizabeth Tenorio, Ph.D. Chemistry.

In the field of international diplomacy, Ralf Roldan (PNU, Batch 2004), an English major, was appointed Foreign Service Officer. His appointment was signed by no less than President Benigno Aquino III himself. Roldan is poised to serve as Vice Consul in one of the embassies abroad. Much earlier Monico Vicente served as RP ambassador to Gabon, while Dante Juanta (Batch 1960) as Honorary Consul of the Philippines in South Australia (1990-1997). Indeed, such feats prove that PNUans are world class. The university owes its long list of achievements to the excellent and quality education provided by its roster of expert faculty.

Military
Vicente Lim (Class 1908), first Filipino graduate of West Point
Education
Francisco Benitez (Class 1904), founder of the Philippine Women's University
Conrado Benitez (Class 1906)
Francisca Tirona (Class 1906)
Benigno Aldana (Class 1923)
Vitaliano Bernardino (Class 1926)
Liceria Soriano
Bonifacio P. Sibayan
Mona D. Valisno
Minda C. Sutaria
Medicine
Jose P. Bantug (Class 1903)
Rafael Abriol (Class 1908)
Cristobal Manalang (Class 1908)
Translation
Benjamin M. Pascual, trans. Biag ni Lam-ang
V. L. Mendiola, trans. Marquez's Cien Años de Soledad
Guillermo Roman, trans. Ranjau Sepanjang Jalan (No Harvest But Thorn)
Gregorio Borlaza, trans. Romeo and Juliet
Politics
Esteban Abada (Class 1915), senator
Mariano Marcos (valedictorian, Class 1916), congressman
Law
Amy C. Lazaro-Javier, Associate Justice, Court of Appeals
Lutgardo B. Barbo, Atlee Viray, Edith Arciaga, Johnny F. Fajilan, lawyers

Leadership/ Social Work
Josefa Llanes-Escoda, founder of the Girl Scout of the Philippines
Josefa Jara Martinez
Medardo Codillan, Portia Ilagan, Evelyn Pacheco civic militants
Theatre
Jesusa Brillo (Class 1916), Cebuano playwright
Severino Montano, National Artist in Drama
Literature
Ismael V. Mallari, art critic
Benjamin M. Pascual, novelist and poet
Edilberto P. Dagot, poet
Genoveva Edroza-Matute, fictionist
Liwaway Arceo, fictionist
Ruth Elynia Mabanglo, poet
Ildelfonso Santos (Class 1918), Tagalog poet
Rufino Alejandro, Tagalog poet
Fernando Samonte, fictionist
Patrocinio V. Villafuerte, fictionist
Ferdinand Jarin, scriptwriter, essayist
Eros Atalia, Genaro Gojo Cruz fictionists
Joselito de Los Reyes, poet
David M. San Juan, Jonathan Geronimo, essayists
Banking, Finance, Economics
Miguel Cuaderno, ex-Gov., Central Bank of Phil.
Primitivo Lovina, ex-Director of PNB
Milwida M. Guevarra, ex-Usec. of Finance
Music
Crispina C. Garcia, Cristina Careaga
Religion
Sor. Ma. Isabel Purificacion (Class 1917)

Extending the PNC Brand of Education

Virtually, the passage of R.A. 4242 on June 19, 1968 allowed the Philippine Normal College to establish branches in Prosperidad, Agusan del Sur and Cadiz, Negros Occidental. The third PNU campus in Alicia, Isabela was established on July 26, 1971.



*Alicia, Isabela
Campus*



*Agusan
Campus*



*Cadiz, Negros
Occidental
Campus*



*Lopez, Quezon
Campus*

The PNU Campuses

The youngest campus, located in Lopez, Quezon, was initially founded in consortium with Polytechnic University of the Philippines (PUP) in 1980. The Lopez campus now operates solely as a branch of PNU, the Center of Excellence in Teacher Education in Region IV.

In assiduously training a new breed of educators, promoting culture and the arts, and conducting research, the four campuses affirm that PNU translates its philosophic vision into meaningful action.

CTL: Clearing House of Future Teachers

Seeing the need to provide authentic teaching experience to student teachers, the school administration created a laboratory elementary school in 1949 and awarded Elementary Teacher Certificates (ETC) to successful graduates. By 1961, the Training Department became the PNC Laboratory School. First year high school classes were opened in 1969 followed by second to fourth year classes after each succeeding year. By school year 1972-1973, all four high school levels were offered.

Because of the curriculum changes, restructuring and manpower concerns, the Laboratory Elementary School and Laboratory High School were merged on June 1981. Later, a series of restructuring placed the Laboratory School under the Education Department of the School of Education and Development in 1989, Student

Teaching Department of the College of Education in 1991, and College of Education in 1998. The Laboratory School became the Center for Teaching and Learning (CTL) in 1998 and was mandated to pioneer the testing and development of strategies and innovations in teaching.

The CTL's programs were further enhanced after PNU's designation as NCTE. Student teachers were not only imbued with excellent teaching skills, knowledge, and leadership at the CTL, but also exposed to various local and national conferences, seminars, and symposia. These experiences enabled CTL students to bring home numerous awards and recognitions in the fields of sports, arts, music, journalism, Mathematics, and Science.



The Center for Teaching Learning Campus sits along San Marcelino Street and Ayala Boulevard.
(Inset) Helen Blue was the Training School's first principal

Metrobank

Most Outstanding Teacher Awardees



(1)



(2)



(3)



(4)



(5)



(6)



(7)



(8)



(9)

From left to right

1. Jean B. Borlagdan
2. Emilia L. Banlaygas
3. Alegria S. Flora

- 2001, Elementary
- 1994, Elementary
- 1996, Elementary

4. Josephine M. Calamlam
5. Rodrigo E. Duque
6. Araceli M. Villamin

- 1999, Elementary
- 1992, Secondary
- 1985, Tertiary

7. Julieta S. Gregorio
8. Epifania V. Tabbada
9. Paz M. Belvez

- 1988, Tertiary
- 1997, Tertiary
- 1989, Tertiary

Promoting a Culture of Research



Impact Evaluation of the District Supervisors Leadership (DSL) Program of DepEd and SEAMEO INNOTECH

Empowerment, innovation and social transformation mark the centerpiece of the present administration's agenda. By 2015, PNU with the stewardship of President Ester B. Ogena shall have positioned itself as one of the top ranking education institutions in Asia, and by 2020, hopefully, the university shall have emerged as one of the best teacher education institutions in the world.

One key component in achieving such a grand dream is research. The English essayist-scientist Francis Bacon holds the significance of acquiring information in his dictum that "Knowledge is power." Realizing this, the predecessors of the present PNU administration had laid the groundwork that would make the university a haven, better yet a lighthouse for researchers.

The Language Study Center (LSC) has research in language teaching and linguistics as its main focus. A grant from the Ford Foundation sustained the center's research on Philippine languages, faculty development programs, seminars, workshops, and establishment of graduate programs from 1962 to 1965. Also, the LSC continued some of the work of the Philippine Center for Language Study, conducted surveys that influenced language planning in the Philippines, and participated in instructional materials development and training of teachers in English as a Second Language, particularly from 1986 to 1989.

Today, the Center for Research and Development in Education (CREDE) is responsible for the development and implementation of the university's research agenda and activities. To date,

CREDE has outlined and started implementing its research agenda for SY 2011 to 2014. It publishes the *Sangguni journal* and *The Normal Lights* for this very purpose, and eventually will launch the PNU e-journal.

A series of seminars, workshops and reviews are often conducted to meet research needs and concerns. One of the titles published is a collaborative research aligned with the University Research Agenda (URA) and the CHED National Higher Education Research Agenda titled "Developing a Rubric in Internationalizing Teacher Education Institutions in the Philippines." Below are some of the many research studies being conducted in PNU:

Author	Research
Marilyn U. Balagtas, Maria Ruth M. Regalado, Ramer V. Oxiño, Rosario Navarro and Subject Area Trainors	Teaching Competencies Enhancement thru Contextualization of UbD-Designed Instructional Materials: The Mankayan Public Secondary Teachers' Experience
Marilyn U. Balagtas, Carmelina E. Barrera, Maria Ruth M. Regalado, Josephine Tondo, Ramer V. Oxiño and Rosarito Suatengco	The Image of the 21st Century Teacher as Perceived by Educators and Pre-service Teachers across the Nation: Basis for Teacher Development Programs of TEIs
Edna Luz R. Abulon and Teresita Rungduin	A Comparative Analysis of the Implementation of the Child Care Centers in the Philippines and Singapore: Inputs in Early Childhood Education
Ramer V. Oxiño with the Office of Admissions Director and the University Registrar	Study Habits of Honor and Non-Honor PNU Graduates of Batch 2011: Basis for Guidance and Intervention Programs
Ma. Antoinette C. Montealegre, Merry Ruth M. Gutierrez, and Heidi B. Macahilig	Towards the Development of a Reliability Formula for Filipino Texts

Approved Research Proposals	
SEAMEO-INNOTECH	Impact Evaluation of the District Supervisors Leadership (DSL) Program of DepEd and the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology
CHED FOR 3NS	An Enduring Legacy: The Journey of Normal Schools Towards Developing a New Model in Teaching and Assessment: An Exploration of Solutions to TIMSS-Related Problems in Math and Science Research-based Pedagogical Approaches: A Guide for Teachers in Teaching Kindergarten Learners
National Research Council of the Philippines	Development of International Competitive Index for Philippine Teacher Education Institutions
University of New England (UNE) and AusAid	Establishment of a National Research Center for Teacher Quality (RCTQ)

.....

Some Books Published by the PNU Press

.....

Eros Atalia, Benjo Basas, Shiela Castillo, Joselito Delos Reyes, Tino Dulay, Genaro Gojo Cruz, Ferdinand Pisigan Jarin, Radney Ranario	Minsan Lang Sila Normal
Ramir P. Dimaunahan	Go and Sell!
Sen. Aquilino Pimentel, Jr.	The Human Rights of Parliamentarians Invoking God in a Secular Senate Federalizing the Philippines: A Primer Human Security Act of 2007 Junketing Senatorial Style The Local Government Code
Dr. Larry A. Gabao	Dance with me

The establishment of the PNC Press enabled PNC to publish titles such as the Manual of Information, Dr. George Guthrie's "The Filipino Child and Philippine Society," books written by the Textbook Production Committee, and the books and monographs penned by faculty members.

To encourage more faculty researchers, the university provides incentives to those who have successfully published their work in an international refereed journal. The 2011 university research incentive was given to Araceli M. Amarles for her study on the "Teachers' Feedback Practices in Second Language Academic Writing Classrooms" published in the *International Journal of Educational and Psychological Assessment*, January 2011.

For 2012, Dr. Jennie V. Jocson received the research incentive for her study: "A Model of Formative Assessment and Self-Regulated Learning for Large Classes: an Interface between Internal and External Feedback" published in the Indonesian Journal, *Sosio Humanika* in November 2012.





PNU forges a partnership with the UNE to create the Research Center for Teacher Quality (RCTQ) as funded by the AusAid



Atty. Gwendolyn Pimentel-Gana	Adopting A Filipino Child the Inter-country Way
Jean B. Borlagdan and Ivey Teresa C. Teodoro Dr. Angelita D. Romero (editor)	A Handbook for Literacy Volunteers
Dr. Benjamin Domingcil, Jr.	Politics and Governance
Cesar B. Mercado, Jr	Economics
Pacita M. Narzo	Anklung Ensemble Little Threads for a Colonial Tapestry
Dr. Reynaldo Dante G. Juanta, OAM	Filipino Legacy in Australia
Dr. Mila J. Arias, Prof. Merry Ruth M. Gutierrez, Dr. Lydia P. Lalunio, Prof. Susan Magabo, Dr. Melchor Tatlonghari, Prof. Patrocinio V. Villafuerte	Papers on Literacy
Dr. Elisa Baccay, Dr. Marilyn U. Balagtas, Dr. Celia C. Cruz, Dr. Roberto D. Diaz, Dr. Rosemarievic Villena-Diaz, Dr. Alice D. Dioquino, Dr. Marina M. Salvacion, Dr. Gladys C. Nivera, Atty. Antonio Ferrer	Math Literacy Guide—Elementary Level
V.L. Mendiola	Once Upon A Class: A Collection of Narratives in Teaching Dew-World: A Book on Haiku Tipanan sa Guimaras at Iba Pang Tula
Department of Linguistics, Bilingual Education and Literature	Balanghais: Mga Piling Babasahin sa Panitikan ng Pilipinas Montage: Readings in Philippine Literature in English Mooring: Readings in World Literature
Edilberta C. Bala, Angelita D. Romero, Cecilia M. Mendiola, Lucila R. Fetalvero, Susan R. Magabo	Parangal sa PNU (Festschrift to the PNU) Historical Journal
Clemencia c. Espiritu, Arsenia Emperado, C. M. Mendiola	Who's Who in Language Education
Dr. Noemi A. Medina,	Batis ng Lahi, Dagat ng mga Dakila
N.A. Medina and Victor Rey Fumar	PNS-PNC-PNU Historical Journal

PNU Performing Groups

PNU takes pride in a number of performing groups which have brought international and national recognition to the University as well as the country.

PNU Chorale

The PNU Chorale, formerly Philippine Normal College *Koro Sampaguita*, established in 1967 by Prof. Loreto C. Gloria, is composed of selected and trained college students from various specializations who usually render song numbers during University-wide and College-wide programs. With its incumbent adviser, Prof. Luzviminda Modelo, PNU Chorale has participated and has won numerous competitions such as 1st Prize: *Cantar Villancico* (Dec. 1991); 2nd Prize: National Music Competition for Young Artists (1993); 1st Prize: National Competition for Young Artists (1996); 1st Prize: Manila Choral Competition of the Young Men's Christian Association (1994 & 1995); and 1st Prize Philippine National Police Choral Competition (1995).

Equally worth noting is the fact that the group had the privilege of performing at the following events: the Cultural Center of the Philippines (CCP) December Fiesta; the Manila Hotel Anniversary; Philippine Centennial (CCP); tribute to the King and Queen of Spain; and Philippine International Choral Festival where the PNU Chorale was hailed as one of the best university choirs in the Philippines.



PNU Rondalla

For its part, the PNU Rondalla, established in 2001 by their trainer-conductor Prof. Pacita Narzo, usually performs in the university programs and other programs across the country, in international and academic gatherings showcasing the group's skill in playing the rondalla instruments like the *bandurria*, the *laud*, the *octavina*, the guitar and the bass-guitar (*bajo de uñas*).



PNU Kislap Sining Dance Troupe

In the late 1950s Dr. Paz Cielo Belmonte organized the *Baranggay* Folk Dance Troupe that had its world tour, earning accolades for the then PNC.

The former chair of the Physical Education Department, Dr. Virginia Oyco established in 1986 a dance-performing group. In 1993, the group was formally transferred to the leadership of Dr. Larry A. Gabao with a new name called *PNU Kislap Sining Dance Troupe* whose dance repertoire focused on folk dances.

The group has had its share of milestones: in Singapore, in 1998, during *Fiesta Filipina*; in the USA, in 1998, in "*Sa Mahal kong Bayan*," PNU theater ensemble. Notably, the group has garnered two consecutive championships in Folk Dance Category in the Philippine Association of State Universities and Colleges (PASUC) in June 2002 and 2004, respectively. Also, the group has represented the Philippines in the 2008 World Intangible Cultural Heritage Exposition in South Korea.



SCUAA: Reinvigorating Sports on Campus

In 1953 the Philippine Normal College (PNC) led by its president, Macario Naval, the Central Luzon College (CLAC) and the Philippine College of Commerce (PCC) established the State Colleges Athletic Association (SCAA), now known as the State Colleges and Universities Athletic Association (SCUAA).

On the left, the lighting of the torch marks the formal opening of the SCUAA competition.

The SCUAA founders witnessed its family grow from three in 1953 to four in 1959 (the Philippine College of Arts and Trades, now TUP, joined in 1959). In 1971, some 19 colleges from Manila, Cavite, Batangas, Bulacan, Tarlac, Nueva Ecija, Isabela, Cagayan and Mountain Province were added. Because of the organization's growth and the conversion of the Philippine College of Commerce and the Philippine College of Arts and Trades into the Polytechnic University of the Philippines (PUP) and the Technological University of the Philippines, respectively, the organization needed to change its name to SCUAA. Much later it included the administrative and the faculty (ADFAA) in basketball, badminton, chess, lawn tennis, table tennis and volleyball. To fulfill its commitment to sports, the member schools take turns in hosting the athletic events. For instance, Isabela State University (ISA) accommodated the SCUAA participants in 1981, while the Rizal Technology College (now Rizal Technological University) followed suit the following year. This schoolyear 2012-2013 PNU hosted the athletic competitions.

On the right, showcase of talents, dance and music fill the PNU quadrangle.



Crowd drawer. The annual SCUAA remains one of the most anticipated events among member schools. On the left, PNU Cheer dancers delight their audience with their unique moves.

Professorial Chairs Established

Some stakeholders have contributed their share to highlight the role of the disciplines in the academe by establishing a number of professorial chairs. Presently PNU's deserving faculty have been honored with the (1) Alice Marcquardt Professorial Chair in English, (2) Jack Richards Professorial Chair in Linguistics, (3) Natividad Galang-Fajardo Professorial Chair in Math, and (4) Genoveva E. Matute Professorial Chair in Filipino, and (5) the VL Mendiola Professorial Chair in Literature.

Romance Blossoms on Campus

Many a heart keep a-fluttering, misplaced, waylaid and paired, as always, on campus. Some popular campus personalities walked down the aisle like Dr. Edilberto P. Dagot and Tomasita Sagun; Reynaldo Dante Juanta and Corazon de los Reyes; Angelita Dayrit and Rene C. Romero; and Rex San Diego and Ana Marie Baligot, to name a few.

Linkages and Extension

Partner-Universities in the NCR

- Asian Institute of Management
- Ateneo de Manila University
- Miriam College
- Pamantasan ng Lungsod ng Maynila
- Polytechnic University of Philippines
- Rizal Technological University
- San Juan De Letran
- Technological Institute of the Philippines
- Technological University of the Philippines
- University of the East
- University of the Philippines - Diliman

Linkages with local schools, colleges and universities

- Angeles University
- Benguet State University
- Canossian Schools in the Philippines
- Cebu University
- Central Luzon State University
- Columban College [Olongapo City]
- De La Salle University - Dasmariñas
- Don Honorio Ventura Technological State University
- Elizabeth Seton
- First Asia Institute of Technology and Humanities (FAITH)
- Laguna Polytechnic State University
- Lorma Colleges [La Union]
- Republic Central College [Pampanga]
- Romblon State University
- Sta. Teresa College [Bauan, Batangas]
- St Andrews [Paranaque]
- St Paul College [Paranaque]
- Tarlac College
- University of Cebu

Affiliations to International Organizations

- Alliance for International Educators
- Asia Europe Meeting (ASEM) [Copenhagen, Denmark]
- Asia Pacific Center for International Understanding (APCEIU) [Korea]
- Asia Pacific Education Research Association (APERA) [Hongkong, China]
- Asia Pacific Human Rights Information Center [Japan]
- Asian European Meeting Education and Research Hub on Lifelong Learning Research Network
- Asian Muslim Action Network (AMAN) [Thailand]
- NISA - Nova International Students Association, Nova Southeastern University (NSU) [Florida, USA]
- Peace and Collaborative Development Network (PCDN) [Florida, USA]
- Philippine American Education Foundation (PAEF) and Fulbright Foundation
- Southeast Asian Ministers of Education Organization - Regional Centre for Education in Science and Mathematics (SEAMEO-REC-SAM)
- Science Council of Asia
- Southeast Asian Ministers of Education Organization
- UNESCO - Associated Schools Project Network (ASPnet)
- UNESCO - Asia Pacific Education for Innovation and Development (APEID) [Thailand]
- UNESCO - Asia Pacific Network for International Education and Values Education (AP-NIEVE) [Thailand]
- United Nations Development Program (UNDP)
- United Nations Education, Scientific and Cultural Organization (UNESCO)
- United Nations Children's Fund (UNICEF)
- United Nations Information Center (UNIC)
- World Health Organization (WHO)
- Association of Southeast Asian Institution of Higher Learning (ASAIHL) [Manila]
- Australian Government Overseas Aid Program (AusAID)
- Comparative Education Society of Asia (CESA) [Hongkong, China]
- Educational Co-research for Sustainability (ECoS) [Tokyo, Japan]
- International Association for Evaluation of Educational Achievement (IEA) [Germany]
- International Development in Asia Committee [Beijing, China]
- Monbusho Scholarship [Japan]
- National Geographic Society of America [New York, USA]

PNU as NCTE

On June 30, 2009, the 14th Congress of the Philippines passed R.A. 9647 designating the Philippine Normal University as the National Center for Teacher Education (NCTE). Such Act directs PNU to carry out the following:

- Provide technical support to the Department of Education (DepEd) and the Commission on Higher Education (CHED) on teacher training, teacher education curricula, continuing professional education of teachers and academic supervisors;
- Build and develop database of education policies to serve as a resource to the country's policy makers;
- Conduct research and case studies to enhance curriculum and training design; and
- As may be directed by Congress, provide assistance to legislators in the design and analysis of legislative proposals concerning teacher training, and teacher education.

Transforming PNU into a World-Class Teacher Education University

Because the University is bent on ensuring the future of the Philippine educational system, it sustains its legacy by carrying out these goals: (1) shaping the national teacher education agenda by leading the creation of the National Network of Normal Schools (3NS), and Geographic Information Systems (GIS) to map out and track targets; (2) playing a major part in transforming teacher education in Asia and the Pacific; (3) defining the current knowledge base of teacher education and mapping out

Desiderata: Ten Strategic Directions

The PNU as the National Center for Teacher Education carries on urgent reforms and innovations for it to fulfill its mandate successfully. Thus, upon the approval of the BOR on August 3, 2012, a long term Strategic Development Plan, covering 2012-2022, in the words of Pres. Ogena, "serves as the blueprint for the steps that PNU will take toward transforming itself as NCTE and as a globally competitive and respected teacher education institution." In this regard, PNU challenges itself to fulfill the ten strategic directions she has set upon assuming the PNU presidency in 2011.





Above, the faculty and staff of the Philippine Normal University who burn the midnight oil to make their dreams for PNU a reality.

research areas through Teacher Education Research Management Information System (TERMIS) and the Research Agenda, specifically on Teacher Education Research Agenda, Teacher Education Knowledge Map; and Research and Publications; (4) using public market dynamics to foster international and local partnership through the PNU Foundation; (5) making full use of ICT through its e-Learning Hub, e-PNU and ICT Plan; (6) participating in teacher education reform and development agenda through its Education Policy Research and Development Office; (7) achieving a World University Ranking through the ASEAN TEI Ranking System, ISO certification and QS ranking; (8) creating an enabling environment through its faculty exchange and professional development programs for faculty and staff; and (9) re-orienting the Campuses for Regional Development making them regional teacher education hubs.

STAFF

Ester B. Ogena
Overall Project Consultant

Adelaida C. Gines
Academic Consultant

Evangeline F. Golla
Research Consultant

Rebecca C. Nueva España
Finance Consultant

Marilyn U. Balagtas
Project Director

Ma. Antoinette C. Montealegre
Project Leader

Marla C. Papango
Project Coordinator of Research and Writing

Victor Rey Fumar
Project Coordinator of Publication

Researchers/Writers

Mary Ann M. Majul
Ma. Concepcion Y. Raymundo
Russel R. Lomboy

Ramer V. Oxiño
Photographer

Mars M. Majul
Graphic and Layout Artist

Support Staff

Ma. Elsa P. Mercado
Maribel Gerundio

Venancio L. Mendiola
Overall Editor

A NURTURING SPIRIT: CEBU NORMAL UNIVERSITY (1902)



President's Message

Cebu Normal University (CNU), formerly known as Cebu Normal School, first opened its doors to aspiring educators on June 16, 1902. It was originally established as a tributary school of the Normal School in Manila (now Philippine Normal University).

In 1967, 65 years after its establishment, the then Cebu Normal School was renamed Cebu Normal College. Furthermore, in 1976, it was converted to a state college, becoming the first of its kind in Central Visayas. After almost a century of providing high quality teacher education, it finally attained the university status in 1998, therefore becoming Cebu Normal University.

After more than 110 years, CNU remains consistent with its aim to provide good quality higher education as well as promote research and extension services, advanced studies, and progressive leadership in education and other related fields.

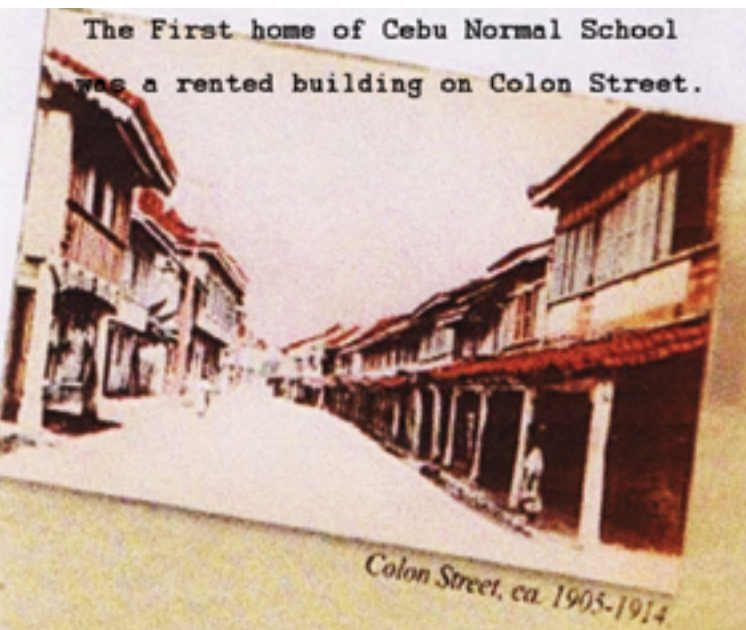
In the following years, CNU sees itself as a leading multidisciplinary research university of education that remains committed to build a strong nation as it caters to the needs of clientele not only in Cebu, or in Central Visayas, but also in the Philippines and the Southeast Asian region.



A handwritten signature in black ink, which appears to read "Marcelo T. Lopez".

MARCELO T. LOPEZ, RN, EdD, DPA
CNU President

OUR GLORIOUS HISTORY



Chiaroscuro

With the advent of American rule in the country, what seemed to have clouded the future of the Cebu Normal School (CNS), founded in 1902, as provided for in Act No. 74 of the Philippine Commission, was the tragedy that attended its birth—the murder of the first four Thomasites, who had been sent to the province to man its public schools, by *Pulahanes* former *Katipuneros*. Fast forward to the late 1990s to date, the educational institution has entrenched itself as a formidable university to reckon with in the Visayan Region, or in the nation for that matter, as it has sustained its high academic standing.

Law/ Republic Acts

Following the provisions of Section 22, Act No. 372, CNS was incorporated as an adjunct of the Cebu Provincial High School when the latter was established in 1906.

In the 1917-1918 session of the Philippine legislature, the superintendent of public instruction was authorized to locate two new normal schools, and money was appropriated for the construction of the buildings. One of these was in Cebu. The edifice was completed in 1924.

On April 3, 1954 Congress passed Republic Act no. 975, which made Cebu Normal School a tertiary level institute authorized to confer the degree of Bachelor of Science in Education (Elementary Education). Later Republic Act No. 5128, which was passed by Congress in 1967, changed the name Cebu Normal School to Cebu Normal College. After 9 years in 1976, Cebu Normal College was converted to a chartered state college and renamed Cebu State College through Presidential Decree No. 944. Finally, Cebu State College became Cebu Normal University through Republic Act No. 8688, which was signed by Pres. Fidel V. Ramos on June 27, 1998.



The Cebu Provincial High School
(Both photographs courtesy of Mrs. Lucy Urgello-Milles)

Location

Originally, Cebu Normal School was housed in a rented building, the Colegio Logarta, on Colon Street. When the Cebu Provincial High School (now Abellana National High School) was established in 1906, CNS moved to the new site on Jones Avenue (now Osmeña Boulevard). In 1924, it transferred to a new location just across the street - the present home of CNU.



Road map showing the exact locale of CNU



1930 photograph showing the faculty of the Cebu Normal Summer School with the principal, Mrs. Eleanor Riss (the American lady at the center, front row). Behind her in hat, is another smiling teacher, the much – loved Mrs Millicent Doner.

(Source: CNU Museum – through Dr. Flora Garcia Empuerto)

Highlights in History



Many prisoners at CNU were made to dig their own graves by the *Kempeitai*; afterwards, they were beheaded by their captors. (From *The Koga Papers* by Manuel F. Segura)

CNS was established and managed by American teachers in 1902. It became known as a secondary institution producing well-trained elementary school teachers to serve the public schools in the province and other provinces in the region.

In 1944 CNS was transformed into a garrison of the dreaded Japanese *Kempeitai* or Military Police. The Filipinos arrested and detained in the school were tortured, and many were executed in cold blood by their captors.

The decades after the war saw years of reconstruction, of starting almost from the very beginning. Improvements were made in the curriculum and more infrastructure built. CNS again took the leadership in education in Cebu, with the assistance of UNESCO and other agencies. This period gave rise to the establishment of the kindergarten, the Graduate School, the Child Study Center, the In-Service Training Center, the Audio-Visual Center, the Human Relations Center, the Visayas Materials Production Center, and the Curriculum Library. In the succeeding years, more programs were introduced: a section on Peace Corps Affairs, Radio Education, and the Applied Nutrition Project. CNS pioneered in the implementation of the balanced approach, second language



*The CNS Kindergarten
(Courtesy of Dr. Lourdes Suico)*



The Freeman, March 23, 1971.

teaching, the community school, and many other innovations. Furthermore, to upgrade the competencies of the teachers, a program of foreign scholarships and fellowships was implemented.

Activism in Manila spilled over into the provinces before the declaration of Martial Law, and CNS was no exception. The year 1970 was marked by a barrage of noisy demonstrations

directed against the superintendent, who later left for Pangasinan.

With the declaration of P.D. 1081, CNS had to follow the edicts coming from Malacañang: the Green Revolution, tree-planting, and community service.

Meanwhile, because the enrollment was

dwindling, the administrators tried to solve the problem by forming consortia with other schools, such as the Southern Islands Hospital School of Nursing, the Cebu City Medical Center School of Nursing, the Bohol Provincial Hospital School of Nursing and the Sudlon Agricultural College. The new courses led to the conversion of CNC to Cebu State College, and later, to Cebu Normal University.



(Courtesy of Dr. Flora Garcia-Empuerto.)

Pioneer Administrators

At its inception, the principal of the Cebu Normal School also served as the superintendent of the Division of Cebu. Hence, superintendent Samuel MacClintock (1902-1904) considered the first principal, followed by J. Frank Daniel (1904-1906), and John Barrows (1906-1908). From 1908 - 1924, CNS served as an adjunct of the Cebu Provincial High School; hence, the CPHS principal was also its administrator.

In 1924 when CNS was finally separated from the Cebu Provincial High School, it had a series of American administrators, to wit: Ms. Ines Crawford, Ms. Wilma Spicer, Mr. George H. Van Hee, Mrs. Wilhelmina S. Monto, Mrs. Eleanor G. Riss, Mrs. Inez Voucher, Mr. Voucher, Mr. Richard Patterson, Ms. Rosa Preisser, and Mr. James Milling (acting principal). Unfortunately, many records were burned during the war, and there were no records left about the exact years of service of each of these American principals.



Mr. Kapili

Mr. Lara

Mr. Melgar

Mrs. Caguioa

Mr. Pastoriza



Dr. Aliño

Dr. Revilla

Dr. Gellor

Dr. Limosnero

Dr. Velasquez

Dr. Lopez

The Filipino administrators who took the helm of CNS were: Mr. Miguel Gaffud, the first Filipino principal (1936-1938), Mr. Dalmacio Martin (1938-1940), Mr. Florentino Kapili (1940 to the eve of World War II), Mr. Felipe Santiago (1946-1951), and Mr. Primitivo Lara (1951-1954). Mr. Ramon Melgar (1954-1961) was also the first Cebuano principal and the first Dean of the Cebu Normal School. He was succeeded by Mr. Rafael Pastoriza (1961-1966), its first superintendent, then Mr. Marciano Raquel (1966), and Mrs. Heriberta Caguioa (1966-1971), the first female superintendent.

As the first Cebu State College president, Dr. Camilo Aliño started out as an officer-in-charge (1972-1975), superintendent (1975-1978), and finally, president (1978-1984). Dr. Tecla P. Revilla (1984-1986), the first female CSC president later turned over the leadership of the College to Dr. Jaime Gellor (1987-1993). Dr. Heidi B.

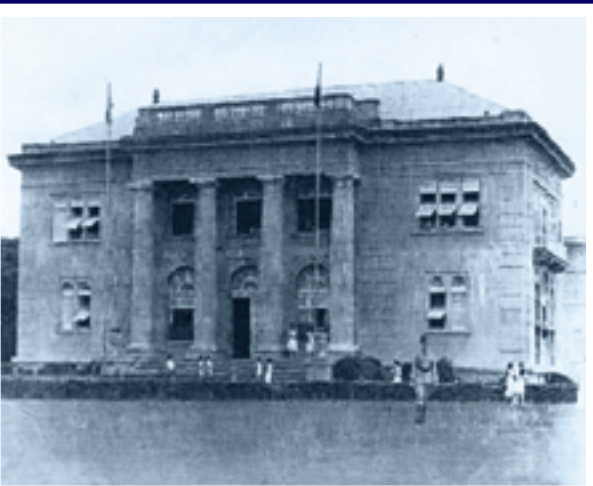
Limosnero, the first CNU President (1998-2000), started as an OIC (1993-1994) and CSC President (1994-1998) and CNU President, (1998-2000). After her, Dr. Ester B. Velasquez assumed the position (2000-2008) followed by the incumbent Head of Office, Dr. Marcelo T. Lopez (2008 to date).

When the Training Department was organized in the second decade of the 20th century, the first supervisors were Americans. One of them was Mrs. Virginia Johnson. By the time the new building was constructed in 1924, Filipinos were already designated as Training Department Supervisors - Mr. Lazaro Milaor, Mr. Doroteo Aguila, Mrs. Adela Tampus, Mrs. Adela Lecaros, Mr. Agustin Pañares, Mr. Lorenzo Paredes, and Mr. Felipe Santiago.

From 1946 to 1991 these administrators headed the Elementary Training Department: Mr. Ramon Melgar, Mr. Rafael Pastoriza, Mr.

Francisco Kintanar, Mrs. Tomasa Melgar, Mr. Aurelio Alinsug, Dr. Saturnino Seville, Dr. Fe Lumagbas, Dr. Lourdes Suico, and Dr. Lydia Tingcang.

Eventually, the Secondary Training Department, organized in 1974, was given a principal: Dr. Victoria Cervantes. The following served also as principals: Dr. Casimera Solon, Dr. Porponio Lapa, Jr., Atty. Gavino Lumapas, and Dr. Aurora Joaquin. In 1995 the two training departments were fused into the Integrated Laboratory School under Dr. Vitta O. Jayme. She was followed by Dr. Bernardita Soledad, Dr. Winifreda Chua, Dr. Isidra Suycano, Dr. Flora Empuerto, Dr. Isabelo Genegaboas, Dr. Angeline Pogoy, and Dr. Emma Songahid. The present administrator is Dr. Geronimo Obaob.



*The Old and the New Buildings of CNU
(Courtesy, CNU Museum)*

Transition and Transformation

In 1936 the four – year secondary curriculum was changed into a two – year college curriculum, the Junior Normal, which later became the Elementary Teachers Certificate.

After World War II, classes were resumed and the two – year general curriculum was adopted. In 1952, the said curriculum was changed into the four – year Elementary Education curriculum, which, two years later, became Bachelor of Science in Education, major in Elementary Methods. And barely five years later, it was converted to Bachelor of Science in Elementary Education with Mr. Ramon Melgar as the first college dean.

In 1960 Dr. Tecla P. Revilla organized the Graduate School, but it was not until 1966 when it produced its first graduate – Rosemary P. Gellor.

A glut in the number of unemployed elementary



CNU students getting ready for the Foundation Day Parade

school teachers in the early seventies also resulted in a dangerously low enrolment at CNC. Superintendent Camilo Aliño then tried to save the school by transforming it into a state college authorized to offer courses other than education.

In 1998 through the sponsorship of Congressmen Eduardo Gullas and Raul del Mar in the lower house and Senator Marcelo Fernan in the Senate, the erstwhile state college became Cebu Normal University.

Of Traditions and Rituals

The Campus Sinulog

Easily the most unique and most colorful of these rituals is the Campus Sinulog, a brainchild of former President Tecla P. Revilla. It was first held in January 1986.

Foundation Days

Starting this year, the Alumni Homecoming formed a part of the Foundation Days, which are celebrated from June 16 (the date of establishment of the Cebu Normal



*Students of CNU celebrating the Campus Sinulog
(Courtesy, CNU Museum)*



School), to end on June 27 (the date when Cebu State College was converted to a university).



(Courtesy, CNU Museum)

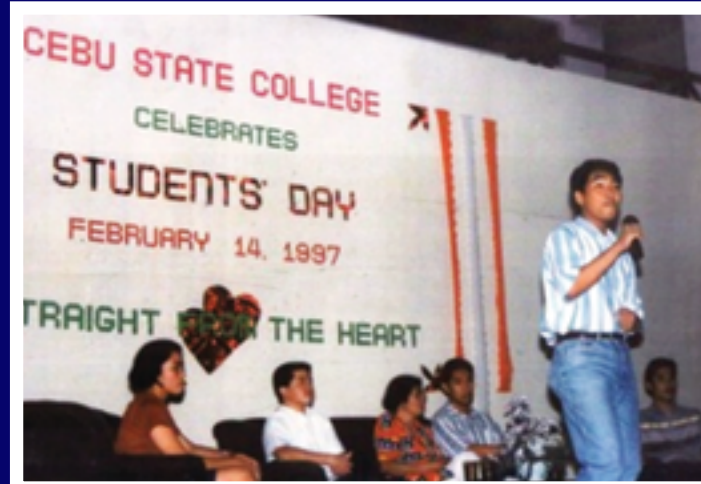
Teachers' Day

A special Teachers' Day has been set aside every December to honor the mentors. A program is held for them, and the students turn out in droves to pin corsages on or present bouquets to their favorite teachers.

Equally, the student government in gratitude and appreciation, gives simple tokens to the teachers—a ritual that has been practiced since the early seventies.

Students' Day

If there's a Teachers' Day, there is also a Students' Day. Sponsored by the Supreme Student Government to enable students to let their hair down, so to speak, and engage in fun activities, the practice started in the late eighties.



Yearly Concerts and Performances

The CNU Chorale, the Drama Society, and the Dance Troupe always regale the academic community with concerts and theatre presentations towards the close of every academic year.



The CNU Dance Troupe
(Courtesy, Reynante Villegas)

Cadena de Amor Festival

Although a clone of the UP festival of the same name, one practice which is worth reviving is the *Cadena de Amor* (Chain of Love) festival held towards the end of the school year. Started in the sixties it was the CNS version of the Junior – Seniors Promenade.



The CNU Chorale
(Courtesy, CNU Museum)



(Courtesy, Mr. Luis Agarte)



*Maria Divii Velasquez,
2011 Miss CNU
(Courtesy, Ms. Maria Divii Velasquez)*

The UN Day

November 24, the date when the United Nations Organization was founded, used to be a special day at CNS. Each member country was represented by two college students, male and female, and a pupil or two from the elementary training department. Wearing the national costumes of the countries represented, the representatives of each country would parade around the campus, gather in the quadrangle, and raise their countries' respective flags. This is another practice worth reviving.

The Freshmen Festival

Mr. Robert L. Spears, the adviser of the college freshmen, organized the annual Freshmen Festival, during which a Miss Freshman was chosen. The Freshmen Festival was then followed by a Sophomores Night, a Juniors Night, and a Seniors Night.

The present groupings are different. Now we have a CAS Night, a CN Night, and a CTE Night. The highlight of each festivity is the selection of a college queen, who competes with the other candidates for the title of Miss CNU during the celebration of University Day.



Dr. Albarracin



Dr. Baduel



Sen. Fernan



Dr. Soriano



Fr. Salgado



Mrs. Taldo

Certain Celebrated Alumni

Listed below are some of the celebrated alumni of CNU.

1. Former Undersecretary of Education Narciso Albarracin (SNG '26).
2. Dr. Concesa M. Baduel (SNG '37), former DECS Assistant Director, and former President, Greenville College, former Executive Vice-President, Angeles University Foundation, and former APCAS, CETA, and CDCE founder;
3. Former Senate President Marcelo Fernan (Elem. '40), who was also the 19th Chief Justice of the Supreme Court;
4. Dr. Felice Guiang (Elem. '49, former Assistant Director of the Bureau of Higher Education);
5. Dr. Emanuel Soriano (Elem. '49), former President, UP System;
6. Dr. Francisco Nemenzo (Elem. '51), also a former UP president;
7. Fr. Florencio Lagura (Elem. '51), former president, University of San Carlos and Holy Name University;
8. Fr. Joselito Arong (Elem. '49), former President, Notre Dame University;



Dr. Nemenzo

Mrs. Villarin

Amapola Cabase



Atty. Carranza

Dr. Solante

Amb. Lecaros

9. Fr. Pedro Salgado, (Elem. '49), noted author of theology books;
10. Dr. Alcestis Guiang (Elem. '51), former director of the Professional Regulation Commission and TESDA;
11. Ambassador Victoriano Lecaros (Kindergarten '58), former Spokesperson of the Department of Foreign Affairs;
12. Atty. Winefreda Geonzon, founder, FREELAVA and CEBREC, organizations which provide free legal aid to the indigent;
13. Dr. Jaime Gellor (BSEED '56), former President, Central Mindanao University;
14. Dr. Heidi B. Limosnero (BSEEd. '58);
15. and Dr. Ester B. Velasquez (BSEED '63) former CNU Presidents,
16. and Dr. Marcelo T. Lopez (BSEED) '70), the present CNU President.

Other achievers are:

1. Atty. Ruben Carranza (Elem '77, HS '81), former Undersecretary of National Defense and PCGG Commissioner, presently a Senior Associate in the International Center for Transitional Justice;

2. Dr. Rontgene Solante (Elem '77, HS '81), President of the Philippine Society for Microbiology and Infectious Diseases,
3. Atty. Aristotle Batuhan (Elem '80), former DOTC undersecretary,
4. Atty. Jesus Garcia, Jr. (Elem '56), former DOTC Undersecretary,
5. Msgr. Ildebrando Jesus Leyson (HS '82), biographer and one of two vice-postulators for the sainthood of St. Pedro Calungsod;
6. Reginaldo F. Horwitz (BSN '92), member, National Council of State Board of Nursing NCLEX Examinations Item Development Panel and Editor of the PNANC Newsletter;
7. Alma Fernando-Taldo (BSEED '65), conductor of the Loboc Children's Choir and
8. Norma Solis-Vasquez (BSEED '67), its accompanist.

Winners in musical contests as singers and /or composers include:

1. Eva Gulle-de los Santos, second prize, singing, Finland;
2. Sheryn Mae Regis, "Crystal Voice of Asia";
3. Rhea May Locaylocay-Sadaya, Champion, singing, Taiwan;
4. The Warblers of the CNU High School, second prize, NAMCYA, 1981,
5. Minerva Cabanca, kundiman singing contest, champion;
6. Cheryl Miranda, also a champion *kundiman* singer; and,
7. Amapola Cabase, versatile musician.

Romances on Campus

Dr. Narciso Albarracin, one of the outstanding graduates of Class 1926, initially had the campus beauty, tall, statuesque Ms. Transfiguracion Deiparine, for a girl friend. But the handsome young schoolteacher eventually married another classmate, the charming Ms. Josefina Soriano.

Mr. Ramon Melgar, the widower Dean of CNS, married the Dean of Students, Miss Tomasa Ramirez.



Mr. and Mrs. Melgar

A generation later, Johnny, Mr. Melgar's only son, wed his classmate and college sweetheart, Ms. Joycelyn Managase. Johnny was the Corps Commander of the CNS ROTC and Joy his sponsor.

CNU former President Ester Bague-Velasquez, a graceful dancer, tied the knot with her classmate and perennial dance partner (later Atty.) Felipe Velasquez.

Ang Suga Editor-in-Chief Teodosia Villarino and Circulation Manager Beverly Lomosad were the best of friends as students. They later went on to carve their respective careers independent of each other—she in the academe, and he in the world of journalism—but fate willed that they should meet again, and now they are happily married!

OUR MERITORIOUS PRESENT

Achievements/ Distinctions / Awards

The following are some of the achievements of CNU:

- * Obtained the first rank in all Cebu divisions (Cebu Province, Cebu City, Danao City, Lapu-lapu City and Toledo City) in the Teachers Selection Tests from 1965-1970.
- * Emerged as one of the ten top performing schools in the National Elementary Assessment Test in Region 7.
- * Received an award of recognition for meritorious performance in the Nursing Licensure Examination from CHED, PRC and the Board of Nursing from 1996 to the present. It was the top performing school in Region VII and the second nationwide in 2008.
- * Was declared a Center of Excellence in Nursing Education in 2009.
- * The College of Teacher Education was cited for being the second top performing school in the LET, BEED program in 2006, and third in 2008 and 2009.
- * Was declared top performing university in category A of the BSED program.
- * CTE was made a Center of Development and a Center of Training in 2009.
- * CNU was cited as an outstanding Employee-Friendly employer in 1996, 1997, and 1998.
- * The Finance Management Unit was declared as one of the three best accounting units in the Philippines in 1996, 2005, 2008 and 2011.
- * The *Panrehiyong Sentro Ng Wikang Filipino* received a plaque of recognition from the Komisyon sa Wikang Filipino.
- * CNU received a plaque of recognition from the Presidential Commission for the Urban Poor for community extension work in 1997.
- * CNU's Cebu Braille Center was given a Perlas Award as an Outstanding Educational Institution in 1996.
- * Received a *Brigada Ahensya* Award from the Civil Service Commission Region VII in category D - Landscaping.
- * Four degree programs of the CTE and two of the CN passed the AACCCUP Level IV Accreditation.
- * Was declared by CHED a leading state university;

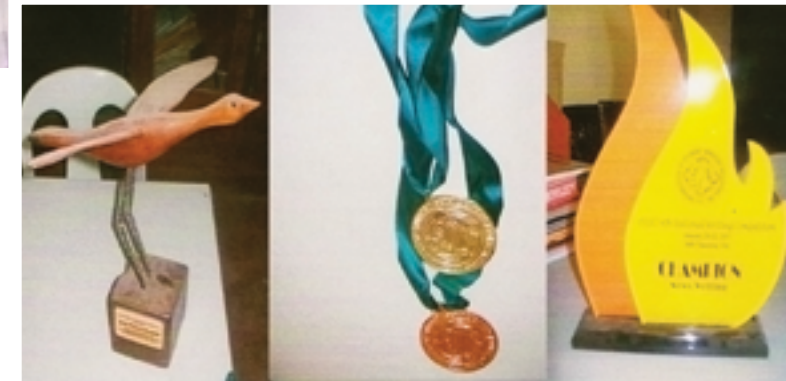


*Accounting Office Awards (far left)
Anastacia Giron Tupas Award (near left)*

Awards

Awards received by members of the CNU Community comprised:

1. Alma Fernando-Taldo, Tribute to Teachers Award;
2. Miguel Antonio Garcia of the ILS, International Champion in the ASEAN Quiz Bee, 2004, and one of Ten Outstanding Students of the Philippines, 2008;
3. Atty. Winefreda Geonzon, recipient of the Right Livelihood Award, the Alternative Nobel Prize, In Sweden;
4. Former President Ester Velasquez, Outstanding Educator Award, UP, and biographee, American Biographical Institute and Contemporary Who's Who;
5. Dr. Marcelo T. Lopez, Most Outstanding Nurse Award, PNA 1998 (The Anastacia Giron Tupas Award); Most Outstanding Professional Award, PRC, 1999, Golden Leadership National Award as Outstanding Educator, 1999, and the first CNU professor to obtain the University Professor rank.;
6. Churchita A. Villarin (BSEED '65), and
7. Milagros M. Guiral, BSEED '66, both Metrobank Outstanding Teacher Awardees;
8. Judith M. Simuns (BSEED '66), Outstanding Filipino-American, Fresno, California;
9. Dr. Inocencio Buot (BSAg Ed '82), Outstanding Professor, UP Los Baños and recipient, UP professorial chair;
10. Rhigel Tan (CCMC-CNU), Nurse of the Year in Nevada,
11. Januar Yap (MA '11), Palanca award winner for short fiction;
12. Marie Therese Villarante, 2nd place, Chile poetry contest.



Campus Blogging Award, Ang Suga

Medals and trophy won by Ang Suga Editor Glenn Nuñez and Associate Editor Joannes Arong for Newswriting and Editorial writing during the OSSEI contests.

(All photos courtesy of CNU Museum)

Starting in 2008, Dr. Lopez institutionalized the annual *Garbo sa CNU Awards* to give recognition to high achieving students, faculty members, and alumni.

College of Arts and Sciences teachers and students teach vermiculture to the residents of Caputatan, Medellin. (Courtesy, Mrs. Naila Beltran)



Contribution to the Region / Nation (Community Extension)

Community Extension

The following are some of the Community Extension Programs of CNU since the 1980s:

- 1.) Teaching residents of DDU (deprived, depressed, and underserved) communities such useful trades as cosmetology, hair cutting, and cooking;
- 2.) Teaching street children of the Dangpanan Home for Girls how to make rosaries and costume jewelry;
- 3.) Tutorial classes for placement of street children;
- 4.) Tutorials in conversational English for Carbon Market peddlers;
- 5.) Medical missions in DDU barangays;
- 6.) Adoption of a DDU barangay, Camputhaw, to address the residents' problems and share teaching techniques with teachers in the community school;
- 7.) Raising funds to build houses in Gawad-Kalinga, Dumanjug;
- 8.) Engaging in the E-HELP program (Education, health, environment, livelihood and peace) in Caputatan Norte, Medellin.

Back-to-back teaching of Mr. Erwin Corales and Mrs. Jennifer Paño in Science to Grade 6 Science and Math Made Easy pupils. This was one of the community extension activities of the College of Teacher Education. (Courtesy, Mrs. Naila Beltran)



Noteworthy Research / Publications

Notable studies conducted by the faculty were:

- 1.) 1990 – an institutional research on values development and the socio-economic and demographic conditions of Mananga Watershed barangays (USAID);
- 2.) 1991 – Mothers' developmental timetables in 3 Southeast Asian Countries (Fulbright-Hays);
- 3.) 1991 – documentation of heritage sites and buildings, Cebu province;
- 4.) Case studies of street children in the Parian Drop-In Center;
- 5.) 1995 – Collaborative Action Research (DBM);
- 6.) Efficacy of *Bacillus Thuringiensis Israelinsis* Tablets to contain the spread of Dengue Fever (German

- Mosquito Control Agency);
- 7.) Studies on recycling, documentation of the breeding process and migration patterns of indigenous Philippine birds, ecology of mangrove forests, etc, all in the field of biology;
- 8.) Studies in theoretical mathematics, linguistics, literature and ethnography;
- 9.) Studies on work-related stress, domestic violence against women, needs and problems of the elderly and persons with disabilities;
- 10) Documentation of heritage structures, indigenous culture, local history and local arts.

To achieve his aim of fostering a culture of research in the academic community, Dr. Lopez has started the *CNU Journal of Higher Education*.

Publications

The publication of serious works at CNU started in the 1980s and flourished in the period between 2000 and 2008. From 2008 up to the present, an average of five books per year has been published.

The works consist of:

- * workbooks in English and Filipino for elementary school pupils;
- * textbooks in different college courses – e.g. teaching strategies, both general and for specific subjects; special courses such as journalism, English, Filipino, linguistics, playing a musical instrument, web design, values education, language and grammar, literature, philosophy, writing, mathematics and the like;
- * histories (of specific places and institutions);
- * creative works – poetry and short fiction in both English and Visayan;
- * research journals such as USISA and the CNU Higher Education Journal; and
- * monographs in aid of the CNU Museum advocacy. In all the published books total over 53, the monographs 20, while nine are either awaiting copyright or are still in the process of being printed.

For a complete list of publications and researches, please log on to the CNU website www.cnu.edu.ph.

Institutional Strengths

The unique strengths of the school are manifested in its centers and services.

The Centers

While the College of Nursing was made a Center of Excellence in Nursing Education in 2009, the College of Teacher Education became a Center of Training as well as Center of Development in 2008.

The *Panrehiyong Sentro ng Wikang Filipino* is committed to the task of popularizing and enriching the national language, while the *Mugna* Creative Writing Center has produced many promising poets and fictionists in both Cebuano and English.

A Public Administration Center, known as the Institute of Public Governance, has also been established, together with the SPEAR (Sports, Physical Education, and Recreation) for MAPEH majors.

The Center for Teacher Excellence or CefT-EX, a collaborative effort between CNU and the Coalition for Better Education, is maintained by the Ramon Aboitiz Foundation, Inc.

Another venue open for public use is the EMMA Center or Evangelina Macapagal Memorial Arts Center.

Services

The services of the school consist of the following: 1.) The Testing Center; 2.) the Guidance Services; 3.) the University Library; 4.) The Museum; 5.) the Medical-Dental Clinic, 6.) the CNU Faculty Association, Inc., 7.) the CNU Co-operative; 8.) the Alumni Office; and 9.) the CNU Scholarship Program.

Campus/ Satellite Schools

CNU in Balamban started its operation on June 28, 2005 with four pioneer students. Its school site and buildings as well as the salaries of teachers and the support staff were provided by the LGU. The administrators were taken from the roster of CNU professors.

The other satellite school was established in Medellin on July 16, 2008 with similar arrangements as those in Balamban.

ENVISIONING THE FUTURE

Long-term plans/programs

Early in his first term, Dr. Marcelo Lopez gathered the various administrators of CNU to draft a long-range strategic plan for the university from 2010 to 2019.

In brief, the group agreed to pursue the following areas:

1. **Expanding Academics**—undertake research and research training in the various related disciplines of the education sciences to respond to a new and emerging education landscape
2. **Enhancing Administration**—provide anticipatory support services to internal and external clients that are user-friendly, transparent and holistic.
3. **Increasing Incomes**—manage income-generating projects and simultaneously practice savings-generating activities to guarantee future revenues
4. **Improving Infrastructures**—upgrade buildings and facilities that fuel knowledge production
5. **Building Communities**—expand the scope of outreach and extension activities

Development Plans

Many of the components of the strategy are gradually being realized. With regard to the

Campus Development Plans, the university is making the most of its barely 1.6-hectare area. This academic year, some of the proposals included in the campus development plans have already materialized such as the:

1. Construction of the CNU Terrace or the extension of the library building
2. Construction of a garbage bin
3. Construction of a stage for the Integrated Laboratory School
4. Relocation of the Medical-Dental Clinic
5. Repair/Renovation of the College Library, and the transfer of the Graduate School Library to the third floor of the building
6. Conversion of the Graduate School Library to the University Museum
7. Conversion of the museum space to a Tourism Skills Laboratory
8. Construction of an exit gate

Other items in the Campus Development Plan are still awaiting completion. These are:

1. Construction of the 7-Storey Multi-Purpose Building
2. Construction of the Alumni Building
3. Construction of the 7-Storey Academic Building
4. Restoration/Preservation of the Administration Building

This year, the Board of Regents has seen fit to give Dr. Lopez another four years to lead the Cebu Normal University to scale greater heights. Many of the items contained in the strategic plan that the administrators drafted at the beginning of his first term are seeing fruition. Indeed, his catchphrase “Reinventing CNU for greatness” is truly, gradually being fulfilled.

In a quieter, metaphorical, more personal sense, however, this greatness can be felt in another way, as when Fr. Rod Salazar, in his homily during the 2008 Alumni Homecoming Mass, extolled the sense of loyalty of the alumni—in particular, a 90-year-old former Division Superintendent who came leaning on a cane, frail in body, but still stout of heart. Probably, in such an image lies the true essence of the greatness of the institution: Cebu Normal University as Alma Mater—Mother Soul, Nurturing Spirit.

STAFF

Dr. Marcelo T. Lopez
SUC President III
Overall Chair

Dr. Romola O. Savellon
Writer/Researcher/Editor

Rosalina Baguia
Encoder

Omar B. Roma
Principal Encoder and MIS In-charge

Researchers

Ms. Aida de la Cerna
Dr. Rey B. Inocias

Thy Name Resounds
WEST VISAYAS STATE UNIVERSITY (1902)
(ILOILO NORMAL SCHOOL)



President's Message

Greetings from West Visayas State University!

This is such a glorious occasion to be launching a Coffee Table Book on the legacy of the Normal Schools in the Philippines.

With the demands on teaching the students not only academic and technical skills but also the sense of responsibility and patriotism, the Normal Schools are given the key role for they serve as the institutions for moulding and shaping these learning minds.

As one of the earliest Normal Schools, WVSU has been consistently doing its best to live by its core values namely: Service, Harmony and Excellence thus, contributing to "many and more" legacies in the history of Philippine education.

To be part of this milestone is an honor and I commend the National Network of Normal Schools (3NS) and the Philippine Normal University for the effort.

May our partnership grow stronger and triumphant amidst challenges.

Long live the Normal Schools in the Philippines!



A handwritten signature in black ink, appearing to read "P. Subong, Jr.".

PABLO E. SUBONG, JR., Ed.D., Ph.D.
WVSU President

OUR NOBLE HISTORY

Creation/Establishment

While pockets of rebellion erupted in a number of places in the archipelago as the Americans tried to pacify and to claim the country as their own, foundations were being prepared towards formally educating the Filipinos in the Visayas. With the appointments of William H. Taft, Dean C. Worcester, Luke E. Wright, Henry C. Ide, and Bernard Moses to the second Philippine Commission on March 16, 1900, the seeds of the present Philippine school system had been sown. To this effect, circulars sent to the *presidentes* in Panay announced to their respective *pueblos* the opening of a school in Iloilo on June 16, 1900, and that pupils needed to be matriculated after June 12. The school started with 150 pupils. The secondary school, known as the Iloilo Normal Institute, first opened its door on June 16, 1902 and by the later part of August, the enrolment nearly reached 300. The faculty at this time had 13 members, and the school operated in three departments—the normal, preparatory, and commercial. In 1924, Iloilo Normal School became an independent teacher-training secondary school.



Law/Republic Acts

In 1947 Iloilo Normal School became a full-fledged tertiary institution. The signing of Republic Act 4189 in 1965 by President Diosdado Macapagal paved the way for the conversion of Iloilo Normal School to West Visayas State Col-

lege (WVSC). Major changes were marked out for the expansion of the WVSC including the establishment of the School of Arts and Sciences, the acquisition of the management of the Don Benito Memorial Hospital in 1986, which would

eventually become WVSU Medical Center. On January 7, 1986 then President Ferdinand Marcos signed Presidential Decree 2019 converting West Visayas State College into West Visayas State University (WVSU).

Location

WVSU, at present, sits on a sprawling contiguous land with an area of 171,376 square meters at the northwestern edge of Barangay Magsaysay, La Paz, Iloilo City.

Highlights in History

In 1974 WVSC became a Regional Science Teaching Center under the Educational Development Projects Implementing Task Force (EDPITAF) to provide quality Science and Mathematics programs for teachers in the elementary level. The following year, it became the Regional Staff Development Center for Language Arts and Social Studies, this time in the secondary level.

In 1975 the School of Medicine opened with 25 pioneering students. It was the first medical school in Western Visayas and the second state-supported medical school in the country. In 1979 the first batch sealed its achievement with a 100 percent passing rate in the August 1980 medical board examinations.

The School of Agriculture opened in 1976, while the School of Nursing started accepting students in 1977 and produced its pioneer graduates, all of whom passed the nursing board examinations. A memorandum of agreement signed with the Southeast Asian Fisheries Development Center (SEAFDEC) in Tigbauan led to the opening of an elementary laboratory school within the SEAFDEC premises.



A Constitutional Convention called for on October 10, 1981 drafted the governing charter of the Student Council. On July 7, 1982 the College Student Council held its first election. In 1983 it organized the first seven-man College Student Court and eventually ratified the Constitution.

In the College of Education, the Integrated Education Program worked to produce graduates qualified to teach both in the elementary and secondary levels. 1990 saw the publication of WVSU Abstracts Vol. 1, covering the results of research conducted in the University from 1955 to 1985.

The school publications gained prominence. In 1993 SILAK, the student publication of the College of Education was elevated to the Philippine Information Agency Hall of Fame as Gawad



Graciano Lopez Jaena Awardee. Earlier in 1987, *The Forum*, the University student broadsheet, received the distinction as one of the best newspapers in the Philippines – the only one outside Metro Manila to win the coveted award.

Pioneer Administrators

ILOILO NORMAL SCHOOL ADMINISTRATIVE HEADS

1924-1925	Joseph Dewey, Principal
1925-1927	Genevieve Clauson, Principal
1927-1932	Apolonio Ramos, Principal
1932-1935	Mammie Lautzenheiser, Principal
1935-1937	Martin Aguilar, Principal
1937-1959	José Balagot, Superintendent
1959-1964	José B. Ledesma, Dean



*Pres. José B. Ledesma
(1965-1977)*



*Pres. Lilia V. Juele
(1978-1986)*



*Pres. Venancio Garagan, Ph.D.
(1987-1989)*



*Pres. Bernabe B. Cocjin, Ph.D.
(1993-1999)*



*Pres. Lourdes C. Arañador, Ph.D.
(1999-2007)*



*Pres. Pablo E. Subong Jr., Ed.D., Ph.D.
(2007 to date)*

Transition and Transformation



From early 1916 classes used to be held in a four-room nipa building on where now stands the WVSU Cultural Center. The simultaneous construction of a more permanent and solid building and the laboratory school or training department for children started in 1920.

In 1924 the Iloilo Normal School became an independent teacher-training secondary school. Before this, the training and education of teachers in the province of Iloilo took place in Iloilo High School Normal Department. The main building (now known as Quezon Hall) was completed, overlooking the classic Gabaldon Building for the school children.

As a full-fledged tertiary institution in 1947, Iloilo Normal School offered Saturday and vacation classes. In 1952 Iloilo Normal School became a four-year college. Two years later it was authorized to confer the Bachelor of Science in Education degree major in Elementary Education. The later part of the 1960s also witnessed the birth of the Secondary Laboratory School.



THE POST-“NORMAL” YEARS

On May 4, 1965 Pres. Diosdado Macapagal signed Republic Act 4189, paving the way for the conversion of Iloilo Normal School to West Visayas State College (WVSC). The only college course then was BS Elementary Education.

The changes brought forth by R.A. 4189 became more palpable in 1968 when new heads of departments were designated with José B. Ledesma, Jr. remaining as College president. The Secondary Laboratory School began operations to serve the practicum needs of students enrolled in the secondary school teaching curriculum.



Different Buildings of WVSU

In December 1984 the College of Medicine took over the management of the Don Benito Lopez Memorial Hospital, the base hospital of WVSC School of Medicine that was then on lease from the Lopez family. The Hospital, which would eventually be renamed West Visayas State University Medical Center, was finally purchased by the University on April 5, 1987.

During Dr. Venancio Garagan's term, WVSU sent many of its faculty and staff on scholarships here and abroad. Scholarship sponsors included the US-RP Cultural Affairs and Philippine American Fund for Assistance Program, the Philippine-Australia Science and Mathematics Education Project grants to Australia, and the Mombusho scholarships to Japan.

Much infrastructure rose on campus - the Education Building, the Multi-Purpose Building (which eventually became the Nursing Building), and the Audio-Visual Rooms attached to the Cultural Center. The Audio-Visual Rooms gradually became the site of the Mass Communications Center which houses the campus radio station DYWV, video production rooms, recording and editing studios, and photography processing rooms.



WVSU Campus

Two new programs emerged in June 1991 – the BS Mass Communications program with three majors and the AB Political Science program, all of them under the College of Arts and Sciences. It started offering Bachelor in Cooperatives Management in 1997. In 1998 the Mass Communications Institute began its Bachelor of Science in Information Technology and Bachelor of Science in Information Management. Meanwhile, the merging



WVSU Buildings

of the elementary and the high school gave rise to the Integrated Laboratory School.

The University became a grantee of the Agricultural Research Training Program, a foreign-assisted program of the Philippine Council for Agriculture and Natural Resources Research and Development. On March 3, 1994 WVSU signed a memorandum of agreement with Langston University for research and extension on goats. Another memorandum of agreement was signed on March 7, 1994 with the Philippine Carabao Center with WVSU becoming its regional center.

As the implementing agency of the Department of Science and Technology's Municipal Science and Technology Advisory Program, WVSU also implemented the Dairy Development Program of Iloilo with the support of the Department of Agriculture and the Iloilo Provincial Government.

Because of these achievements, the University was honored as one of the 33 National Centers of Excellence in 1994 by the Civil Service Commission and the office of then Sen. Blas Ople. It was also named Center of Excellence for Teacher Education and Center of Development for Nursing by the Commission on Higher Education in 1995.

DEVELOPMENTS IN THE JUBILEE YEAR

By virtue of R.A. 8292, or the Higher Education Modernization Act of 1997, four external campuses that were previously administered by the Commission on Higher Education became part of the WVSU system in November 2000.

The Review Center and the Printing Press both became operational in 2001. Notably, the University hospital increased its capacity from 150 beds to a 300-bed tertiary training and teaching center, and on December 6, 2001, its status was upgraded to become the WVSU Medical Center.

Implemented in 2002, the Socialized Tuition Fee Assistance Program (STFAP) democratized the right to university education. The College of Medicine, meanwhile, embarked full-scale on an innovative teaching-learning strategy called “problem-based learning”.

Another created unit - the University Distance Education Program - began offering Diploma in Teaching with a new non-residential method starting summer of 2003. The Distance Education Program also offers Masters in School Management. Since 2004 when the “verticalization scheme” in academic programs was implemented, graduate programs have been operated by individual colleges. For its part, the College of Mass Communications enrolled masteral students in Mass Communications in 2005. Two

years later, the Institute of Management first became operational. Another unit created in 2008 - the Learning Assessment Center (LAC) assesses if all efforts and investments are translated into student achievements, a function that addresses the Higher Education Reform Agenda towards accountability of outcomes and impact.



To celebrate a hundred years of excellence and contribution to nation-building the University unveiled the Centennial Clock in front of Quezon Hall on July 11, 2008.

Traditions: Rituals and Ceremonies

Theatrical presentations by the Little Theater included *Suppressed Desires*, *The Wonder Hat*, *The Glass Menagerie*, “*Siglab sa Kadulom*” adapted from Akutagawa’s *Rashomon*, *Midsummer Night’s Dream*, and “*Wala Makakita sang Pamanag-banag*” (Without Seeing the Dawn by Stevan S. Javellana)

Mother Goose Festival and Funtasia

Students participate in this festival wearing costumes of nursery rhyme characters as they parade around the campus. The Mother Goose Festival later evolved into *Funtasia* with the College of Education students performing different literary and movie characters.

Kaathagan

The *Kaathagan*, a semestral program, that gives students the chance to air their grievances, problems and sentiments about the university and how they are being managed.



Pasundayag

A talent show, it pits students against each other in healthy competition - singing, dancing, and acting. The performing groups - The Little Theater, *Irong-Irong* Dance Company, AS Chorale, University *Panayana* Choir and *Himig Kanluran* - bespeak WVSU's artistic bent.



Buwan ng Wikang Pambansa

Every month of August this revered tradition transforms the campus into a barrio fiesta with students playing native games and selling native food and drinks available in kiosks made to look like *bahay kubo*.



Celebrated Alumni

Carolina C. Griño-Aquino - trail-blazing Associate Justice of the Supreme Court (February 2, 1988 - October 22, 1993) and author of law books.

Manuel S. Alba, Ph.D. - former Minister, Department of Budget and Management.

Nenilyn P. Defensor, Ed. D., Ph.D. - Commissioner, Commission on Higher Education (CHED).

Nick Deocampo - prize-winning filmmaker, scholar and historian known for his gritty documentaries and personal films.

Retired General Benjamin P. Defensor, Jr. - graduate of Ilo-Ilo Normal School; Former AFP Chief of Staff.

OUR ACCLAIMED PRESENT

Distinctions, Awards and Recognitions

- » Level IV Accredited Status by the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCU) Inc. for the Colleges of Education and Nursing
- » Performance in the Licensure Examination for Teachers (LET)
 - College of Education - BEEEd program more often than not consistently ranks No. 1; BSEd ranks No. 2 in over-all performance in the whole country.
- College of Nursing - regularly places first in overall performance in the whole country (among schools with more than 100 examinees)
- College of Medicine - among the top five performing schools in the Physician Licensure Examinations in the whole country
- » College of Education recognized by CHED as Center of Excellence in Teacher Education (1996-to date)
- » Recipient of CHED Disbursement Acceleration Plan based on excellent performance
- » Chosen by CHED as one of the leading State Universities of the Philippines
- » New base agency of WESVARDEC (Western Visayas Agricultural and Resources Research and Development Consortium)
- » Identified as Center of Training and Service Provider for Teacher Training by DepED and CHED



- » Identified by the Office of then Senator Blas Ople as Top Performing College of Education in the country
- » Level III (AACUP Re Accredited) Status: English, Political Science, and Biological Science
- » Ten Outstanding Students of the Philippines: Ruthell Moreno, Rejie Palmos and Louie Cervantes
- » Ayala Foundation, Bayer International, and the Rizal Leadership Awards for numerous student leaders
- » Metrobank Award for Teachers: Dr. Hilda Montaño, Ruth Gelvezon-Lebes, Dr. Lagrimas Briones, Dr. Purisima Remorin, and Dr. Shirley Jusayan (national awardees); Dr. Purita Bilbao and Jonathan Glorial (national finalists)

Contribution to the Region and the Nation

The University also has the distinction of having produced esteemed leaders in Education.

- » CHED Commissioner Dr. Nenilyn Defensor
- » Presidents of Higher Education Institutions: Pres. Lilia Juele, Dr. Pablo Subong, Dr. Rosario Allones-Panes, Dr. Rosario Alberto, Dr. Jessie Nieves, and Dr. Ramon Cabag
- » Members of National Policy Making Boards and Councils: Dr. Raymundo Lapating (GSIS) and Dr. Purita P. Bilbao (Teacher Education Council & Technical Panel for Teacher Education)
- » DepED Regional Directors, Division Superintendents, Asst. Superintendents, CHED & DepED Supervisors
- » Consultants to DepED - World Bank, AusAid, and JICA projects: Dr. Elnora Loriga and Dr. Purita Bilbao





Cervus Alfredi (Philippine spotted deer)

Noteworthy Research and Publications

Conservation Breeding of Threatened Endemic Wildlife Species of Panay Island - started in 1993 in the College of Agriculture and Forestry of WVSU in Lambunao, Iloilo. Known as the Mari-it Wildlife Conservation Park, the conservation breeding project serves as a center for wildlife conservation education and information dissemination. Threatened species such as the Philippine spotted deer (*Cervus alfredi*), Visayan warty pig (*Sus cebifrons*), Visayan writhed hornbill (*Aceros waldeni*), Panay bushy-tailed cloud rat (*Crateromys heaneyi*), and the blue-crowned racket tail parrot (*Prioniturus discurus whiteheadi*) are currently being bred in captivity.

Research and Development Program for Darag Native Chicken - has been pursued by WVSU since 1985 up to the present. *Darag* native chicken thrives primarily in the Island of Panay. The University has succeeded in purifying the *Darag* native chicken genetic composition ultimately achieving uniformity and predictability in production performance and product quality. Hence, from a mongrel fowl, the *Darag* is now a candidate for international recognition as a distinct breed. The project has received several awards in the regional and national level.

Site-specific Nutrient Management for Rice - a plant-based approach in formulating fertilizer recommendations for rice developed by the University in 2006. It used a systematic approach which involved the validation of SSNM-based technology for field-specific nutrient management for rice, development of locally-adapted decision tools and aids for dissemination such as quick guides, videos, and a computer-based program 'Nutrient Manager for Rice.' Lately, the



Faculty of WVSU

project's researcher has won the very prestigious 2012 International Fertilizer Industry Association (IFA) Award for Excellence in Crop Nutrition Knowledge Transfer.

Mentoring the Mentors Program (MMP) - with MMP research, the WVSU-COE has shown that teacher-participants have become empowered as agents of change by developing their mentoring skills and leading their co-teachers or mentees to bring about transformation in students' attitude and academic achievements. MMP has gone beyond borders to effect the desired change in character, attitude and mental set of the cooperating teachers and administrators, creating a ripple effect on the student teachers and their students.

Research Collaboration with the University of Georgia

The University entered into an international cooperative agreement with the University of Georgia in Athens on October 1, 1999 to engage in cooperative education and research activities. The University's research efforts spawned successful faculty research presentations in International Research Conferences and strengthened curricular initiatives in the field of science education and service learning.

Faculty of WVSU



WVSU main entrance



Institutional Strengths

The University encapsulates its institutional identity in three core values: **Service, Harmony** and **Excellence**. Inculcated in each member of the academic community, the core values have spurred the University to achieve greater accomplishments and uphold its reputation for sustaining excellence.

Campus and Satellite Schools

WVSU has five campuses which officially became part of the University in the year 2000. These are located in the third district of Iloilo province - Janiuay Campus , Lambunao Campus, Pototan Campus , and Calinog Campus .

OUR REALISTIC VISION OF THE FUTURE



Extension Program of WVSU



Long-Term Plans and Programs

WVSU's long term plans and programs cover the years 2004 to 2024 . The University goals relevant to the Master Development Plan focus on the campus as an attractive, accessible and functional environment for learning, culture, and recreation for students, faculty, staff and the community. The University shall integrate information and communications technology into learning and work environment and serve as an important regional center for lifelong-learning opportunities.

Equally considered is an enhanced supportive environment to attract and retain the best faculty and contribute to their professional growth and their ability

to support the University's vision and mission. The development themes embrace the following: maintain high standards in the recruitment, hiring, promotion and retention of faculty; provide development opportunities to support faculty in their respective responsibilities; encourage and integrate instructional innovations for quality instruction; and align faculty to their respective fields of specialization

Research is at the very core of WVSU's mission to develop a dynamic culture of excellence. Strengths in research have emerged within multidisciplinary areas: poverty alleviation; health and diseases management; natural resources management, utilization and sustainability; policy and industry innovations; teaching and learning initiatives, information system and communication technology; and communication research and development.

For the WVSU community, Extension is part of LIFE, not a mere function. The extension programs in all units revolve around capability building and empowerment, poverty alleviation, and technical assistance. Lately, WVSU, in tandem with the government's poverty alleviation program, has embraced the Gawad Kalinga vision to help improve the plight of the poor.

The University will be recognized for effectively managing its resources to ensure sustainability, while upholding high standards of accountability for students, faculty and staff.

In Retrospect

More than a century after, WVSU carries the torch of continuing the legacy of nation-building through a strong and harmonious organizational structure, responsive curricula and degree programs, dynamic institutional linkages, self-sustaining income generation, and quality physical and human resources.

Indeed, *from a dream a university grew, stirring hearts with our heroes' refrain.* With this refrain, WVSU will go on singing as its graduates march on, committed to translate the core values of service, harmony, and excellence into action.

STAFF

Institutional Consultants

Pablo E. Subong, Jr., Ph.D., Ed.D.
President, WVSU

Luis Abioda, Ed.D.
Vice President for Administration

Elnora V. Loriga, Ph.D.
Dean, College of Education

Writers

Prof. Fina Felisa L. Alcutia
Ms. Hazel P. Villa

Ma. Christine Asuncion V. Dequilla, Ph.D.
Field Researcher

Purita P. Bilbao, Ed.D.
Institutional Validator



A Long Perspective of WVSU

EDUCATING MINDS, REDEFINING THE FUTURE WESTERN MINDANAO STATE UNIVERSITY (1904)



President's Message

First and foremost, my warmest congratulations to the leadership of the Philippine Normal University, the lead shepherd of the National Network of Normal Schools (3NS) and the leadership of the other nine member institutions; namely, Bicol University, Don Mariano Marcos Memorial State University, Pangasinan State University, Palawan State University, Leyte Normal University, Cebu Normal University, West Visayas State University, Bukidnon State University, and the Western Mindanao State University for making this Coffee Table Book on the journey of normal schools in the Philippines, one of the remarkable projects of the 3NS.

On the occasion of its launching, I wish to commend the people behind the successful conclusion of this 3NS project – the members of the 3NS Steering Committee, the Project Leader, institutional coordinators, technical staff, technical experts, writers, and field researchers from the ten normal schools who provided the necessary documents, photos and files and the consolidating team from PNU who worked on the final stage of the project. Its completion,

therefore, would not have been possible without the collaborative effort of the ten normal schools.

With this Coffee Table Book: **An Enduring Legacy: The Journey of Normal Schools in the Philippines**, the history of the normal schools of the country is unraveled, especially with respect to their exact origin and governance, traditions, transitions, as well as how they transformed into a comprehensive university, and how they endured the test of time. Expectedly, people will get a better picture of how the National Network of Normal Schools today endeavors to improve and transform teacher education in the country to meet the challenges posed by globalization.

Congratulations and more power to the National Network of Normal Schools.



MILABEL ENRIQUEZ HO, R.N., Ed.D
WMSU President

INTRODUCTION

Over a hundred years after the institution was established, Western Mindanao State University has transcended and transformed from a provincial secondary school, to a cosmopolitan state university. This “beautiful emblem of the southern seas” has indeed molded the youth and grown in various meaningful ways. She does not only reflect ageless exuberance, but also a classic aura, mirroring a rich historic past.



The transformation in the school's seal represented the many changes in WMSU's history

Lives the Normal School Heritage

With the coming of the Americans, the secondary school in Zamboanga became a training ground for native teachers who would serve the areas of Zamboanga, Lanao, Cotabato, Davao and Sulu. The founding of the Provincial Normal School on July 18, 1904 with 29 students – 26 men and 3 women – who thrived amidst a conflicting period of a “wild west” Mindanao condition where the American forces attempted to supplant a perceived medieval Muslim culture. The school was under the supervision of the School Superintendent, Dr. Najeeb M. Saleeby, with Mr Charles R. Cameron, his assistant, as the school's first principal. In 1914, it became the Provincial Normal School and with Mindanao and Sulu under a civilian governor, Mr. Raymond Stephens, a civilian school principal, also took over, other American principals followed suit after 1918: Dr. Albert Searle (1918-1922); Mrs. Mary Russel (1922-28); Mrs. Marion Crump (1928 – 1932); and, Miss Elizabeth Free (1932 – 1934).

On June 17, 1961 Republic Act No.3272 converted the ZNS to Zamboanga Normal College (ZNC) with the mandate “to provide professional and technical instruction in the field of Elementary Education for the Mindanao region with the special provisions for the non-Christian tribes inhabiting therein”. Eight years later the Congress of the Philippines passed R.A. 5492 converting the ZNC to the Zamboanga State College (ZSC). On June 10, 1978, with the signing of Presidential Decree 1427 by the then President Ferdinand E. Marcos, the ZSC became the present Western Mindanao State University (WMSU).

Location

In the center of a more than seven -hectare fertile water-logged riceland beside the tranquil waters of Basilan Strait, pearled by the scenic coral-seated Santa Cruz islands, back dropped by Malamawi and Basilan islands on its South side, bathed by the everchanging colored sunsets on its Westside, the Zamboanga Provincial Normal School main building stood majestic then, as it still stands now in Barangay Baliwasan, Zamboanga City.



*Top view of
WMSU campus*

Highlights in History

In 1934 as the pressure for a Philippine Commonwealth government in the United States mounted, the Filipinos were given their first taste of autonomy, including state-run academic institutions. Silvestre Antonio (1934-1937) became the first Filipino principal of the school, and shortly thereafter Dr. José Sison (1937-1938), and Buenaventura Yason (1938-1941). In Yason's time, the inevitable involvement of the USA in an imminent World War II would inexorably draw the Philippines, its former colony, into that war so that all instructions were suspended. With the war over in 1945, classes resumed with Leon Dannug (1945-1947) acting as Principal. Because of the demand for more educated teaching professionals, the secondary Normal Curriculum and two-year Elementary Teacher's Certificate (ETC) academic programs were replaced by the

four-year Bachelor of Science in Elementary Education degree program. The curriculum change was done during the term of Felipe Santiago (1947-1961), the Bureau of Public Schools (BPS) superintendent who served concurrently as principal of Zamboanga Normal School, since it was under the supervision of the BPS.

Major reforms were introduced when Fabian Abitona (1961-1968) succeeded Santiago in 1961. The former focused on Quality Teacher Education and efficient management for his pragmatic stewardship. His untimely demise in 1968, however, propelled Mrs. Ignacia B. Olaso, the first of the three laboratory elementary school principals to be elevated to the topmost echelon of the institution – as officer in-charge of the newly created College. More than modeling as

the moral compass of the College, she took total personality development of faculty and students to heart.

Towards the end of 1968, Dr. Domingo Soriano (1968-1971) assumed the presidency of the Zamboanga State College whose mandate then was "to provide professional and technical instruction in the fields of elementary, secondary and collegiate education, in science as well as in the humanities for the Mindanao Region with special provisions for national cultural minorities inhabiting therein." Together with the enactment of R.A. No. 5492 came the establishment of the Graduate School and the Laboratory High School as well as the offering of diverse courses, apart from the teacher education degree.

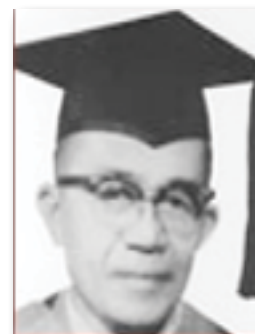
On March 31, 1971, Mrs. Ignacia B. Olaso was installed President of ZSC, the First Woman President of the State College in the country. Her term was marred by disagreements - mirroring, perhaps, of the turbulent years of Martial Rule and the days of escalating rebellion mounted by the Moro National Liberation Front (MNLF) and the New People's Army and the civil disobedience movement stirred by civil society groups and the Roman Catholic Church.

In 1976 when Mrs. Olaso's term was about to end, the school became the site of the first Philippine Government - MNLF Peace Talks, whose objective was to end a four-year old insurgency. In one of these talks the MNLF demanded the conversion of the Zamboanga State College into a "Muslim State University," a name that Martial Rule strongman Ferdinand E. Marcos vehemently opposed (Morel, 1999).

After the second GRP-MNLF April 1978 Peace talks, the college assumed a new name: Western Mindanao State University (WMSU). Under Presidential Decree No. 1427 of June 10, 1978, WMSU was mandated to "serve as an instrument for the promotion of the socio-economic advancement of the various cultural communities inhabiting therein." To this day the only state university established and based in Zamboanga City serves the provinces of Zamboanga del Sur and del Norte, Basilan, Sulu, and Tawi-Tawi as well as the cities of Zamboanga, Pagadian, Dipolog and Dapitan.



Mr. Felipe Santiago becomes the principal.



Prof. Fabian V. Abitona
Principal/ OIC of College
1961-1968



Mrs. Ignacio B. Olaso assumed the Presidency and became the first woman President of a State College in the country.



Dr. Domingo G. Soriano
President
1968-1977



Dr. Juanito A. Bruno
Acting President
1977-1986

The choice for President for the new University smacked of political scuffle - in fact the selection from within the academic community and among the ranks proved difficult since a majority could not be obtained for a nominee so that the MNLF pressured Malacañang Palace to name a Muslim President. To appease all, the Department of Education, Culture and Sports (DECS) Region 9 Assistant Director Dr. Juanito Bruno (1977-1986) was designated acting president. He started a stream of changes in the then fledgling university to respond to the growing clamor for a more plural academic agenda. New academic

colleges were organized with new buildings constructed to fit their needs - thus radically changing the University landscape - from an almost sleepy campus of three buildings in the 1920s to a cluster of 12 edifices in the 1980s - those of the College of Arts and Sciences, the College of Science and Mathematics, the College of Forestry, the Research Center, the University Gymnasium, and University dormitories. The College of Agriculture building at San Ramon was also placed as one of the pipeline projects for infrastructure and development.

Two Principals to the Presidency in a Row

Dr. Bernabela L. Ko (1986-1991), the second laboratory elementary school principal to head the institution, was elected as the first full-fledged President of the University. Dr. Ko's term was similarly hampered by internal discords, and later by her failing health. Her Vice President, Dr. Erdulfo B. Fernando (1991-1997), and the third laboratory elementary school principal to assume the highest post in the university, a native Zamboangeño, took over the helmship of the University. He emphasized more on academic and professional advancement of faculty and



Dr. Bernabela L. Ko
President
1986-1991



Dr. Erdulfo B. Fernando
President
1991-1997



Dr. Eldigario D. Gonzales
President
1997-2007

infrastructure development. During his term, new courses were offered, new buildings constructed, local, national and international faculty scholarship grants and global linkages with technological institutions were initiated with coun-

tries like the People's Republic of China, South Korea and Singapore. His six-year term ended in July 1997, but had been extended for six months.

15 Point Agenda for Development

Dr. Eldigario D. Gonzales assumed the presidency after Dr. Fernando, and started his six-year term under the old law on July 17, 1997. His direction for the University revolved around a 15-point agenda that embraced academic advancement, faculty capability building and professional growth, expansion of the University's catchments, instructional materials enhancement and technological advancement, infrastructure development, research intensification, production expansion, extensive community extension programs and expansion of national and international linkages. A new challenge for the university was brought forth: "To be the Center



Dr. Grace J. Robollos
President
2007-2012

of Excellence and an internationally recognized lead institution in Human Resource Development and Research in the country and in the ASEAN region."

To attain this goal, Dr. Gonzales restructured the university to make it attuned to the demands of the times as well as the needs of the society that the university addresses.

Dr. Robollos (2007-2012) the fourth WMSU President

Dr. Grace J. Robollos led the University with the motto "*La Universidad en servicio de la comunidad*" (The University in the service of the Community), the *raison d'être* for her educational leadership to conduct, spearhead and partner with numerous community outreach programs,



Dr. Milabel E. Ho delivering her message during the Welcome Program in her honor as the newly-elected University President

development activities and research. Moreover, she prioritized faculty development through its scholarship programs, saw to the revision and creation of new curricular programs, expanded the student services program, upgraded library facilities, acquired advanced laboratory equipment, set up External Studies Units, and strengthened research and development side by side with Extension Services to the community, the Region and the nation. Through her presidency, the University forged linkages with various organizations, institutions and individuals that have hastened the inflow of much needed funds to sustain the university's functions and services. Above all, her advocacy for peace, as shown in her active involvement in the Interreligious Solidarity Movement for Peace (IRMP) and in Peace Advocates Zamboanga (PAZ), put WMSU in the forefront in the struggle and quest for peace in Mindanao.

Ten-Point Agenda of Dr. Milabel Enriquez –Ho

Dr. Milabel Enriquez-Ho, the fifth and the current University President, is committed to bring WMSU to greater heights by pursuing a ten-point agenda. These include: energy conservation and environmental and natural resource preservation; resource generation; corporate responsibility; research – informed initiatives; modernization of facilities and resources; linkages and networking with national and international institutions and agencies; accreditation; vivification of curricular offerings (with provisions for review services/classes); holistic health program for all; and human capital development.

Transition and Transformation

Having existed for over a century, the institution has gone through a series of tough transitions in structure and function. From a secondary school in 1904 with increasing capabilities for training teachers in Mindanao, the University has morphed into a comprehensive institution of higher learning with 17,000 students spread across its campuses. Such surge in enrollment has inevitably brought corresponding demands upon management as well as faculty and administrative support staff functions to suggest that a more academic leap be undertaken to meet the development and demands of the times. These, in turn, have given rise to adjustments in the institutional system, fulfilling the added mandate of generating newer forms of knowledge by means of research extended to the community.

The main entrance to the Normal Hall bearing the signage . . .



Zamboanga Normal School



Zamboanga Normal College



Western Mindanao State University

WESTERN MINDANAO STATE UNIVERSITY



The buildings hold some of the most intimate memories of those who have studied in the school much as it was witness to the great transitions in the country's history

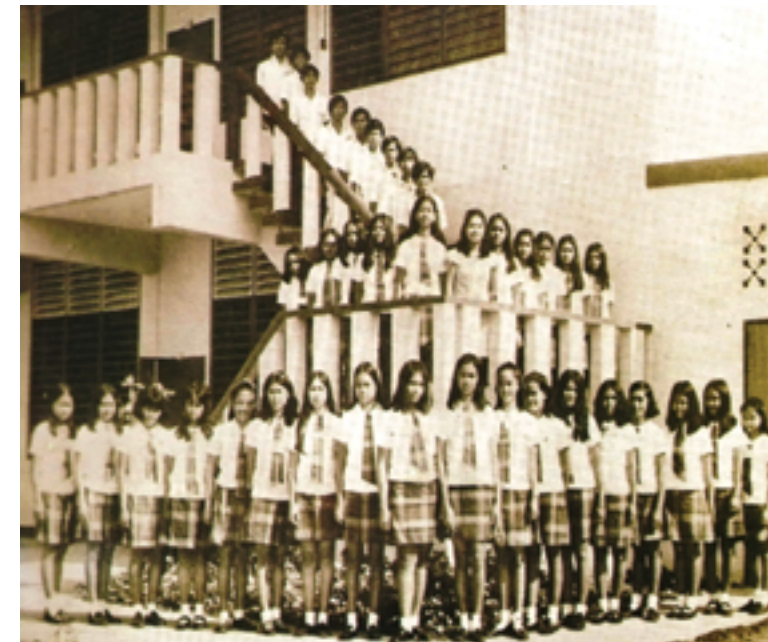
Evolution of the WMSU School Uniform

Photo shows high schoolers sporting their uniform—the girls in maroon skirts with fine yellow stripes, worn with “Jacqueline” type sports flat collared white blouse, accentuated by a checkered neck tie. The boys don dark colored or denim pants tucked in white polo shirt worn with black shoes.

When the institution turned into a University, a new pattern of white A - line cut replaced the round pleated uniform in 1978. In 1997, the



Grade School Students and their Advisers



ZSC High School Class of 1973



High School Students and their Mentors

prescribed uniform was a pencil or semi-pencil cut crimson skirt topped with a sport-flat collared white blouse, with a folded maroon bow tie hanging around the neckline. The boys donned white polo shirts with a patch bearing the University seal on the left chest pocket, paired off with long pants and black shoes.

In 2002 the academic gown for the graduation was modified from the black standard universal design patterned after the English academic society to crimson red which represents the University color accented by the ethnic stripes of the cultural community which the University serves. The Bachelor's degree graduates follow the same pattern as the black standard universal toga, but



Graduates don their togas

Pinning of medal to an honor graduate

a stole is worn with attached ethnic stripe reflecting the color of the curricular program. The Masters degree holders wear the hood with two stripes on the sleeves and the cap, while the doctorate holders have three stripes on the sleeves, a soft velvet cap with golden tassel over their head.



Graduation ceremony at WMSU with graduates and officials wearing crimson red togas.

Traditions: Rituals and Ceremonies



Songs and sports played a major part in the Zamboanga Normal School life before the 1940s



ZNS Glee Club with Mrs. Aquino conducting

Western Mindanao State University Hymn

*Western Mindanao State University
Beautiful emblem of the Southern Seas
Meant to mould the youth for human dignity
The pillar of peace and unity.*

*Firm she stands and stalwart she looks
With its crimson and white in the sil'vy light
As she glides to guide the beaming faces upright
She whispers the tune of the OLD Normal School.*

*Hail, oh, Alma Mater dear
The beacon light of a million fold
Praise be to them that nurtured thee
Who fought and died – let there laurels be.*

Composed by Prof. Angelus R. Garcia-Aquino

Jambangan Dance Troupe: 43 Years and Counting

Started in July 1909, the *Jambangan* Dance Troupe – the brain child of Prof. Alice M. Soriano, head of the P.E. Department, College of Arts and Sciences – has a rich repertoire of ethnic, folk, ballet and contemporary dances performed by dancers with terpsichorean skills. The Dance Troupe has etched its mark nationally and globally in joining and winning various dance competitions – they won second in the Sabah International Folklore Festival beating Italy, Poland, India and Indonesia.



Honoris Causa Holders of WMSU

Hon. Imelda R. Marcos

First Lady of the Philippines
Doctor of Humanities, March 1980

Rear Adm. Romulo M. Espaldon (Deceased)

Doctor of Humanities, Dec. 1980

Sheikh Mohammad Ali-Al Harakan

Secretary General, Muslim World League
Doctor of Humanities, January 1982

Pengiran Amir Muhammad Yussof

President and Founder, Laila Musa Puteri School, Bandar, Seri
Doctor of Education, April, 1984

Prof. Abdulmari Asia Imao

Doctor of Fine Arts and Humanities, March, 1985

Ambassador Frank G. Wisner

Doctor of Education in Educational Administration, May 30, 1992

Hon. Santanina T. Rasul

Senator, Philippine Senate
Doctor of Educational Administration, April 03, 1993

Hon. Patricia A. Sto. Tomas

Chairman, Civil Service Commission
Doctor of Education in Educational Admin., April 04, 1994

Dr. Hak Jin Kim

Korean Doctor of Oriental Medicine
Doctor of Education in Educ'l Admin., Sept. 1, 1994

Hon. Maria Clara L. Lobregat (Deceased)

Congresswoman, Zamboanga City
Doctor of Educ'l Admin., Sept. 30, 1994

Hon. Raul S. Roco (Deceased)

Senator, Philippine Senate
Doctor of Educ'l Admin., April 03, 1995

Mrs. Ignacia B. Olaso (Deceased)

Former President, ZSC
Doctor of Education in Educ'l Admin., May 26, 1995

Dr. Ang Tian Soo

Chair, ATS Group of Companies
Doctor of Education in Educ'l Admin., March 27, 1997

Datu Hj. Kamaruddin Bin Datu Seri

Paduka HJ Talib, Secretary General of Brunei Malay Chamber of
Commerce
Doctor of Public Administration, June 10, 2002

Hon. Harlin Castillo Abayon

Congressman, 1st District Northern Samar
Doctor of Education, June 10, 2002

Dr. Lucio C. Tan

Vice Chairman of the Foundation for Upgrading the Standard of
Education and
Chairman, Lucio Tan Group of Company
Doctor of Humanities, June 28, 2005

Dr. Ramon C. Bacani

Undersecretary for Regional Operations, DEC
Chair, WMSU BOR 1990-1997
Doctor of Education, July 20, 2010

Dr. José R. Rodriguez

Director, Instituto Cervantes, Manila
Doctor of Humanities, July 25, 2011

Celebrated Alumni

Among the institutions first graduates were Florencia Mankin (1922), Fiscal Jose Araneta Cabato (1924) and Dolores Alano Laconico (1926)

Zamboanga City Mayors Tomas Ferrer and Hector Suarez (1927), and Engineer Leonardo Natividad

World – famous composer Mike Velarde, Jr

Councilor-Lawyer Jesus Aquino

Former First Lady of the Philippines, Doña Eva Macaraeg-Macapagal, Valedictorian, Grade VII, Zamboanga Normal School (Class 1928)

Dr. Erdulfo B. Fernando, WMSU Former President (1991-1997) from Elementary Teacher Certificate (1952) to Doctor of Education (1990)

Dr. Grace J. Rebollos, WMSU Former President (2007-2011), First Zamboanga State College Summa Cum Laude, BSE (Math), 1972, Ardent Peace Advocate

Dr. Milabel E. Ho, B.S. in Nursing, 1978, Doctor of Education, 1994; 2007 Anastacia Giron Tupas Awardee by The Philippine Nurses Association

Atty. Darlene R. Pajarito, Zamboanga City Assistant Prosecutor; United States Global Trafficking in Person's Hero Award (2011) presented by the US Secretary of State, Hillary Clinton.

Romances on Campus

Atty. Grace C. Tillah-Alasco
 WMSU Board of Regents (Faculty) 2010-12
 WMSU College of Law, 1990-1994

Dr. Lloyd L. Lumata
 WMSU BS Physics (Magna Cum Laude), 2002
 Doctor of Philosophy in Physics, Major in
 Magnetic Resonance Imaging
 Currently connected with the University of
 Texas South-western Medical Center,
 Dallas Texas

Arch. Rameer A. Tawasil,
 Mindanao's leading artist
 WMSU BS Architecture, 1992
 Masterpieces shown in galleries of London,
 Malaysia, Germany, Texas, Korea, Chicago,
 California, New York

Winner Jumalon
 Integrated Laboratory School, 1996
 One of the Most Exciting Artists as proclaimed
 by the Cultural Center of the Philippines
 His paintings have reached Sotheby's, the
 leading British Auction Firm
 Has had 3 Solo Exhibits in Malaysia, Singapore,
 Taiwan and Kuala Lumpur

SPO2 Alexander B. Mabalot
 ZSC, High School Department 1977
 2005 Plaque of Recognition as one of the Most
 Outstanding Policemen



Sometimes you can find our editor-in-chief
 having a tête-à-tête with friends!



Junior-Senior prom of the lab school.



Seniors show their versatility in dancing from
 the top



Cheese everybody!!!



Thank you for the award



Legs and smiles from the seniors.



Be you heartiness and roses.



Awards and awardees



Big tips on Behavior on Formal Affairs!!

Distinctions/Awards/Recognitions

- » WMSU College of Agriculture: Center of Excellence in Agriculture
- » WMSU-College of Education-Center of Development in Teacher Training as declared by CHED and Level II Accredited
- » WMSU- External Studies Unit Criminology Specialist - Marion Ritchie O. Hibionada received the PCAP (Professional Criminologist Association of the Philippines, Inc.), Award, September 11-13
- » WMSU won big over 23 Tertiary Schools in the MASCUF (Mindanao Association of State Colleges and Universities) Games 2011
- » Fharnieza S. Mohammad, senior high schooler of the University, awarded the Chief Girl Scout Medal for outstanding service for the country, 2011
- » Prof. Norma Conti, Recipient of the “Woman of Achievement Award” given by the National Council of Women
- » WMSU Bagged PASUC Quiz Bowl Championship in Philippine History, Government, Geography and Culture category
- » WMSU- College of Nursing Ranked 9th Top Nursing School Nationwide (2009)
- » WMSU’s Architecture Dean Abarro, Hall of Famer of UAP (United Architects of the Philippines), 2002
- » College of Architecture declared as CHED Center of Development (1999 to 2002)
- » WMSU’s Dean Estipona of CCJE received the Civilian Award, 2008
- » WMSU Floating School Project received the 2005 People’s Choice Award for innovative development ideas serving out-of-school-youth aged 7-14 years and functional literacy for unschooled adults and offered skills development courses to unskilled men and women.

Contribution to the Region/ Nation

- » The Department of Extension Services and Community Development on and off-campus (10 Barangays in the City) offers long semestral classes on livelihood skills comprising of garment technology, cosmetology, baking, refrigeration and air condition repair, basic electronics, basic automotive repair, novelty item making, and cooking and food processing. Trainees in the communities are organized to form livelihood associations to enable them to sustain income-generating projects undertaken collectively.
- » WMSU’s Floating School
WMSU Department of Extension extends to the *Sama Badjao’s* the Floating school to help them improve their socio-economic plight. Since SY 2006-2007, it has brought basic or Literacy Education to various coastal villages of Zamboanga City, since “most parents refuse to send their kids to school”, according to Dean Lucio Sombligo. The Floating School is funded by the Australian Agency for International Development (AusAID)

WMSU's Floating School





- » College of Nursing at 38 years of service. The College of Nursing began as an institute that evolved from a department in 1974 with the designation of Prof. Rosella A. Uro as its first Dean and the first clinical instructor.
- » Hands of Goodwill (HANDOG) Extended to Simoron Island. The Office of the President continues to extend hands of goodwill through its HANDOG Program to far-flung Siromon Island, east coast of Zamboanga. Five faculty, six students immerse themselves and serve the indigenous community of this idyllic island.
- » Regional Science Teaching Center (RSTC). As a training center, it upgrades teaching competencies of Science and Math educators in Region IX and ARMM through the DepED and CHED as well as monitors the activities of the consortium program for Science Education.
- » External Studies Units (ESU). Fourteen ESU of WMSU equally extend quality education to marginalized sectors in various municipalities of Zamboanga del Sur and Zamboanga del Norte
- » Center for Peace and Development (CPD). For the past few years, the WMSU-CPD has been engaged in peace keeping efforts through inter-agency cooperation. The Center is deeply involved with communities, women, children and the poor in resolving socio-cultural issues.
- » College of Education Special Tertiary Education Program (STEP) for Exceptionally-Abled Students and Youth (EASY). WMSU opens opportunities for the gifted, hearing-impaired and physically challenged students to a degree course or to a higher educational attainment beyond vocational training among those coming from the region and the entire Mindanao Area.



WMSU Research Building

Noteworthy Research/Publications

The University Research Center has continuously served as the coordinating body to integrate the research activities of the various academic units and faculty and to plan research programs arising from the University needs. It also coordinates with local, national, international agencies engaged in research projects that meet the needs/objectives of the country.

NAME	TITLE OF AWARD	VENUE/DATE
Julieta B. Tendero Chona Q. Sarmiento	2009 - One of the Ten Outstanding Filipino Researchers, CHED	Region 7, (PAIR) Philippine Association of Institutions for Research 4th National Research Forum, Aklan State University, Dec. 12, 2009
Julieta B. Tendero	3rd Place, Best Reactor for Publishable Paper Presentation in Social Science	
Chona Q. Sarmiento	International Peer Review Award 2010	PAIR-ICHER 2010 Vigan, Ilocos Sur, April 29, 2010
Almudi G. Lukman	Community Involvement in Biodiversity Conservation Decision In the Philippines: A Policy Case Studies	

WMSU-Research Journal	Outstanding Performance of the Editorial Board of Journal Pub (Dr. Julieta B. Tendero) Editor-in-Chief	Assurance in International Journal Pub and Sustainable Research Management, PAIR, Our Lady of Fatima, Valenzuela, Metro Mla., June 11-12, 2010
Hideliza R. Saipuddin	First Place (Research category) "Medium Density Chicken Feather Board Overlaid with Mangium (acacia maguim wild) veneers"	2011 Regional Symposium on R and D Highlights (RSRDH) , WES-MARRDEC Astoria Hotel Zamboanga City, Aug. 12, 2011
Roberto M. Sala	Diamond Award -International Quality Award (Oral Research Presentation) "System and Method of a Manufacturing Facility for Coal Briquetter"	2nd International Conference on Multidisciplinary Research: Practical and Breakthrough Solutions for a Sustainable Asian Region, Bacolod City, Oct. 21-22, 2011
Paterna J. Saavedra	Pearl Award -International Quality Award (Oral Research Presentation) "Enhancing the Demands of AFNR Graduates through Modular Intervention Using High S&T Content"	
Emerita T. Basilio	Silver Award -International Quality Award (Oral Research Presentation) "Parent Effectiveness Service (PES): An Assessment in the Provinces of Zamboanga Sibugay and Zamboanga del Norte, Region IX"	
Ardel S. Barre Julieta B. Tendero	Award of Distinction and Accredited Asian Peer Reviewer	International Accreditation of Academic Journals-International Association of Multidisciplinary Research (IAMURE), Kauswagan, Cagayan de Oro City, Sept. 26-28, 2011

Institutional Strengths

Teacher education has always been recognized as the forte of the University. Drawing from its roots as one of the first five Normal Schools established in the country, the University has nurtured a tradition of competence in training for professional education. A majority of educational leaders in the region are among its distinguished alumni. The Commission on Higher Education has named it Center of Excellence in Teacher Education and Center of Development. One of the specializations of the College of Education is the Special Tertiary Education Program (STEP) for Exceptionally-Abled Students and Youth (EASY). Similarly, the Science Education Institute of the Department of Science and Technology (DOST-SEI) has considered the College of Science and Mathematics flagship for Science Education.

Birthing of Satellite Schools

WMSU has continually, proactively transformed itself to surmount the challenges the 21st century brings, it being a dynamic, highly creative and entrepreneurial academic institution.

The constituents' ardor to gain access to tertiary quality education among the various municipalities hastened the birth of the different External Studies Units (ESU) of WMSU in the



WMSU External Studies Units



City of Pagadian and in the municipalities of Zamboanga -Sibugay and Zamboanga del Sur. Feasibility studies and surveys conducted from several stakeholders intensified the clamor for the University to offer tertiary education to the disadvantaged and marginalized sector in this part of the region. To date, it has established 15 External Studies Units that offer bachelor degrees in Elementary Education, Secondary Education, Computer Science, Criminology, Political Science, Diploma in Agricultural Technology and Associate in Computer Science.

STAFF

<u>Writers and Field Researchers</u>	Ms. Berhana I. Flores Technical Staff/ Production Staff
Prof. Claro R. Potenciano, Jr. Dr. Roberto B. Torres Dr. Ofelio S. Mendoza Dr. Grace J. Rebollos Prof. Clemencio M. Bascar	<u>Technical Experts</u> Dr. Milabel E. Ho Dr. Carmelita M. Felisilda Dr. Ederlinda M. Fernandez
Prof. Elsa A. Saavedra Institutional Coordinator	

The Bastion of Tradition and Excellence: MARIANO MARCOS STATE UNIVERSITY CTE (1917)



President's Message

The College of Teacher Education of the Mariano Marcos State University (MMSU CTE) in Laoag City started as one of the eight vacation normal schools in the country in the early 1900s, thus sharing right at the start the tradition of excellence of its mother school, the Philippine Normal College, now a University. Perched in its verdant campus in the northwest side of the City, its rich heritage building, including its enduring blue and gold colors, has ennobled the educational landscape in Ilocandia.

Over time, it metamorphosed into the Ilocos Norte Normal School (INNS), the Northern Luzon Teachers College (NLTC), the Northern Luzon State College (NLSC) MMSU College of Education (CE) until it became the MMSU CTE. With the historical changes in names, its academic offerings grew from training teachers for the elementary schools only to training teachers for the secondary level and for leadership in the educational system for basic education.

Graduates of the INNS-NLTC-NLSC-MMSU CE-MMSU CTE have gone far and wide and have become leaders in the

educational field; some have risen to the regional director ranks. A number, likewise, have become leaders in other fields, manifesting the formidability of the general education component of its curricula.

For many years now, the College has been recognized by the Commission on Higher Education (CHED) as a Center of Excellence and thereby, has exercised leadership in the region and in the country as well. It is a Top Performing School in the Licensure Examination for Teachers (LET) with its graduates posting very high passing rates and landing as top placers.

This Coffee Table Book of the National Network of Normal Schools (3NS) titled, **An Enduring Legacy: The Journey of the Normal Schools in the Philippines** celebrates the long history and culture of excellence in the network of normal schools in the country. Here is a big toast to it as we say *Mabuhay! Agbiag!*



MIRIAM E. PASCUA
MMSU President

OUR REPUTABLY-PIONEERING HISTORY

History is the witness that testifies to the passing of time; it illuminates reality, vitalizes memory, provides guidance in daily life and brings us tidings of antiquity.

— Cicero

Indeed, history serves in unlocking the meaning of the past, in grasping and making the present worthwhile, more in envisioning a rosier future. By and large, the Mariano Marcos State University College of Teacher Education has also its own share of rich history that helped in shaping it as a model institution, a center of excellence, the pride and glory of Region I and the nation.



Faculty of Laoag Normal School



Students and Teachers of Laoag Normal School

Location

The College, situated along Castro Avenue at the northwestern part of Laoag City, is centrally located in the region. It serves Abra, Apayao, Kalinga, Batanes, Cagayan, Isabela, Ilocos Sur and Ilocos Norte. Fringing the northwestern part of Laoag City, MMSU CTE is far removed from the whirl and flow of traffic, as it lies on an eight-hectare area of rolling countryside with expansive, open spaces around it. The Ferdinand Edralin Marcos Stadium faces it in the west; the scenic

Rizal Park and sprawling campuses of the Ilocos Norte National High School and the Ilocos Norte College of Arts and Trades bound it in the south, while to the east and north, across the outlying scallops of a creek, stand the rice fields. Still farther north spreads out the scenic backdrop of hills.

The site of the College is covered by Provincial Title No. 1 (1910) in the name of the Province of Ilocos Norte. With the support of some twenty-eight civic-spirited citizens (now all deceased) led by one-time Governor Florendo Castro and his wife, Clara Castro, the College still gloriously rises, projecting the aura of success and striving as ever for excellence.



Students of Ilocos Norte Normal School

What readily attracts passers-by is its classic architecture of Hellenistic influence. Amounting to Php 500,000, the main building, with its 24 glorious and splendid pillars, symbolizes the Ilocanos' undying love for education, and their strong belief that education is the key to success. Far from being a mere college, it has been a home to many educators unafraid to make a change, and a haven for teachers who keep its legacy to teach the minds, touch the hearts and transform lives. Moreover, it does not only serve as a training ground for future catalysts of learning, but also enkindles their passion for teaching, develops their skills and knowledge, instills the right attitude and enhances their personal qualities to become effective and outstanding teachers someday.

Birth in June 1917

The College was one of the first three sites of teacher-training institutions in the country. The bill for the establishment of a normal school in Ilocos was intended for Ilocos Sur, but it could not produce an eight-hectare lot for the site, which Ilocos Norte did. Fired by its mission and vision to contribute not only for national development, but also for global literacy, the College started as the Laoag Normal School in June 1917 through a law sponsored by the late Representative Vicente Llanes. It first offered a two-year teacher certificate program where even Grade 7 graduates were trained to become elementary school teachers until it was temporarily closed in 1936 due to the over-supply of teachers.



Faculty of Ilocos Norte Normal School

The closure was one of the greatest challenges that the educational institution faced. Because of its commitment to education, it did not stop from producing globally-competitive teachers so that through Resolu-

tion No. 96, upon the request of the Provincial Board of Ilocos Norte composed of Governor Roque B. Ablan, Hon. Damaso T. Samonte and Hon. Florendo Pablo, the College was reopened, and renamed Ilocos Norte Normal School (INNS) in June 1939.

Post World War II

The College was again faced with a crisis when World War II ruthlessly reached the native shores of the country. It was again closed, but reopened in June 1946, after the outbreak of the war, amid the Ilocanos' attempt to regain political stability and pick up the pieces of their shattered lives.

In view of the growing need for courses other than those offered in the two-year curriculum, the Provincial Board - Governor Hon. Damaso T. Samonte, Hon. José E. Evangelista and Hon. Pablo J. Raval - in its regular session on January 4, 1952, passed Resolution No. 90 requesting the Secretary of Education to expand Ilocos Norte Normal School. Thus, on April 24, 1952, by virtue of Bureau of Public Schools Circular No. 10, s. 1952, the College offered a four-year course with a



Northern Luzon Teachers College Band



The Faculty of the Ilocos Norte Normal School

four-year elementary teacher curriculum leading to the Bachelor of Science in Education with major in Elementary Education.

This development comprised another turning point in the College's history, as it tried to cope with the demands of modernization and industrialization. Facilities were improved, top-caliber teachers and professors hired, and instruction shone at its best. The flourishing college aimed to provide quality education.

Since the College had been offering collegiate courses then and had expanded its service area to Abra, Batanes, Cagayan, Ilocos Norte, Ilocos Sur and Isabela, it deemed it fit to meet the growing need for teachers higher qualifications. Thus a bill introduced by Congressmen Antonio V. Raquiza and Simeon M. Valdez in Congress, subsequently became Republic Act 3705, seeking the conversion of the College into Northern

Luzon Teachers College (NLTC), to be able to offer courses leading to the degrees of Bachelor of Science in Elementary Education and a graduate program. The College then formally launched the Master of Arts in Education degree on June 22, 1963.



The Faculty of Northern Luzon State College

On Widening Academic Horizons

As the College widened its horizons in 1971 it began to offer courses leading to the degree, Bachelor of Science in Education, to train teachers for the secondary schools.

It further saw the wisdom of providing relevant and up-to-date science and technological advancements, thus, two years after, a Regional Science Teaching Center (RSTC) was established just as the Regional Science Staff Development was put up in 1975 by the Educational Development Projects Implementing Task Force (EDPITAF) of the Ministry of Education, Culture and Sports (MECS), and the National Science Development Board (NSDB). The center was entrusted with the task of providing pre-service and in-service training to teachers of Mathematics, Physics, Chemistry, Biology, General Science, English

and Social Studies, besides playing the leadership role in science and mathematics activities in cooperation with DepEd, CHED and DOST.

In following the recommendation of the Presidential Commission to Survey Philippine Education to develop better standards of higher education and allocation of government resources for education and in pursuing the state policy to reorient the educational system towards accelerated national economic development, President Ferdinand E. Marcos, through Presidential Decree No. 944, converted among others, the Northern Luzon Teachers College into Northern Luzon State College (NLSC) effective June 14, 1976. For administrative purposes, NLSC became one of the campus satellites of the Mariano Marcos State University, to serve as the college department of the Ilocos Norte College of Arts and Trades (INCAT) and the former Ilocos Norte Agricultural College.



Students of Northern Luzon State College taking a break from their P.E. class

The CTE as Educational Aim of MMSU

On January 6, 1978 the College virtually became the College of Education of the Mariano Marcos State University by virtue of Presidential Decree 1279. Much later in school year 1999-2000, the College pilot tested the Curriculum Initiative for Teacher Education (CITE) AB/BS-BSEd Program of the CHED. Its pledge to contribute to the development of the country's educational system was strengthened, as it opened its portals and offered Certificate Program for non-education graduates who wish to take and pass the Licensure Examination for Teachers (LET) to be able to teach in high school.

In 2004 the College of Education was renamed College of Teacher Education. With its unparalleled efforts on providing current teaching methodologies and strategies, it began to function as a pilot school for the Intel Teach to the Future Curriculum, the Intel Training Hub in the north

and the training center for World-links Philippines which are under the Foundation of Information Technology, Education and Development (FIT-ED).

In the same year, the College also started to offer professional education



Student teachers of NLSC

courses via distance delivery mode. Equally, it became a partner university in implementing the Accelerated Teacher Education Program (ATEP), a strategy of the Basic Education Assistance for Mindanao (BEAM) Project to the professionalization of Asatidz component of the DepEd Muslim Basic Education Roadmap to meet the teacher supply for Arabic Language and Islamic Values Education (ALIVE) in the public schools and the demand for better teacher qualification in the private *madaris*. Furthermore, the College started to serve as Center of Training for the DepEd Certificate and INSET Programs.



National and Foreign Linkages/Networking

With the English Language as the international *lingua franca*, the College aimed to enhance the English language proficiency of undergraduate, graduate and foreign students, thus, it also started the Higher English Language Proficiency Program (HELPP) offering various crash courses namely: Basic English and Filipino for Foreigners, Basic English for Social Survival, Basic English for Academic Purposes and English Crash Courses for elementary pupils from different schools in Korea, college students from Kyung Hee University, Korea, and teachers of English from Laibin City, China.

The College further strengthens its networking with other institutions, giving wider opportunities both to the students and the faculty to master their craft and share their own research findings and discoveries. It began to establish international partnerships with the following: Lady Bird, Kindergarten in Miao Li, Taiwan; Ai-Ai Kindergarten (Love-Love Kindergarten) in Taoyuan, Taiwan; Little Grant School in Nantou, Taiwan; Laibin City Government of the Peoples Republic of China; Kalayaan International in Hawaii; World on Strings in Los Angeles, California, USA; Kyung Hee University in Korea; and the University College Cork in Ireland.

In 2008, through the efforts of CHED Commissioner Nenalyn Defensor, the RSTC Building of the College was refurbished and converted into CHED Center for Teaching Excellence (CHED-CTEx), certainly another manifestation of its relentless pursuit of academic excellence and quality education.

Just recently in 2012, two newly-built buildings, the Faculty and Educational Media Center (FEMC) and the Student Center Building of the College, have been constructed and inaugurated under the administration of Dean Eduardo T. Borja. These facilities now serve as additional classrooms and offices for the different student organizations and interest clubs and the BSE Faculty Department.

Eminent Past Leaders

Behind every success of any institution are eminent and remarkable leaders who, to borrow Harry S. Truman's words, "are those who have the ability to get other people to do what they don't want to do, and like it." Thus, a leader is a motivator, a dynamic force in every organization.

The stewardship of the College from its establishment to the present has been under notable personages. Interestingly, all administrators of the College from 1917 to 1936, except Mr. Venancio Trinidad, were Americans. Mr. Trinidad, the Secondary Normal School principal who served from 1926-1929, was later designated as Director of Public Instruction. From its reopening in 1939 to date, the College has been administered by Filipino leaders.

Mr. Igmidio Valderama, principal of the High School Department, concurrently served as principal of the Ilocos Norte Normal School during its reopening as a two-year college until the helmship was turned over to the late Mr. Osmundo N. Saguil in June 1940. During his term the hilly areas, east of the main building, were cleared and converted into vegetable gardens as practice site of students enrolled in vocational courses. At present, these areas are already occupied by the laboratory school buildings. Saguil held his position until August 2, 1950 when Mr. Bartolome Monje took over. Notably, Mr. Bartolome Monje contributed to the establishment of normal schools in the country. Before his homecoming to Ilocos, he was instrumental to the opening of Bukidnon Normal School (now Bukidnon State College) after the war in 1948. He and his family stayed in Bukidnon, then moved later to Pangasinan in 1950, when he reopened Bayambang Normal School, now Pangasinan State University College of

Teacher Education. Mr. Monje's administration was marked by an increased number of enrolment and faculty so the school offered evening classes to accommodate its growing population. In 1963 the title of a principal for the head of the school was changed to superintendent, making Mr. Monje the first superintendent of Northern Luzon Teachers College (NLTC). His other notable accomplishments included the roofing of the north and south wings of the second floor of the main building which were then used as a social hall to provide additional classrooms. The north wing area is still used as a social hall today, while the Guidance Office and Speech Laboratory of the College now occupy the south wing. Mr. Monje's time saw to the construction of the HE Building and the laboratory department, with fundings from USAID.

The leadership of the College was handed to its first president, Mr. Bernardo Santos, in 1966 when the College became Northern Luzon State College (NLSC) on April 25, 1977. Mr. Santos continued the improvements on campus. He relocated the elementary department which used to be near the flagpole to the eastern portion of the campus and opened the BSEd program.

The former NLSC, which morphed into MMSU College of Education, was later turned over to Dr. Maria D. Manuel, its first dean who acted concurrently as officer-in-charge of the Graduate School. Her administration focused on strong academic teaching



Prof. O. Saguil



Prof. B. Santos



Prof. B. Monje



Dr. M. Manuel



Dr. A. C. Felipe



Dr. E. Borja



Dr. V. Bonoan



Dr. N. Blanco

force and instruction. Dr. Vicente A. Bonoan took over the leadership of the College in 1986-1992 and from 1994-2000. During his time the College was named as one of the first 20 Centers of Excellence in Teacher Education and accredited college by the Association of Accredited Chartered Colleges and Universities of the Philippines (AACUP).

The two-year gap in Dr. Bonoan's administration was filled in by another brilliant academician, Dr. Anabelle C. Felipe, who occupied the position from June 1992 - January 1994. Moreover, the College had a short period from October 2000-2003 with Dr. Nenita P. Blanco as dean. In stressing academic excellence, Dr. Blanco implemented retention policies and centered on academic endeavors. Another dynamic and energetic administrator came after Dr. Blanco--- Dr. Eduardo T. Borja, whose administration was marked by strong networking and linkages with various agencies such as CHED, DepEd and other funding agencies. The College became the Center of Teaching Excellence (CTEx) in the region, the training hub of Intel and Worldlinks Philippines and identified as the Center of Training of DepEd. Also in Borja's time the College produced topnotchers in the Licensure Examination for Teachers (LET) and undergraduates competed and won in national and international competitions such as SIFE and Debate in Georgia, USA.

Enduring Traditions

The College has remained the center of culture and the arts through its enduring traditions reflected in certain ceremonies. Any academic-related undertaking in the College begins with a mass or ecumenical service to invoke the Almighty's guidance and blessing. Thus, Orientation Program, Commencement, Awarding and other fitting occasions are valorized because of this ritual.

The Junior-Senior Promenade, a major event held at the outdoor stage of the College every February of the year, seeks to strengthen the bonds of the junior and the senior students. The prom highlights the bequeathal of the key of responsibilities of the seniors, the juniors' acceptance of the key and the symbolic candle light ceremony. The must-see *cotillion de honor* is also danced among students. At the prom, the Prom King and Queen reign for a day.

Another tradition celebrated annually on campus is the College Recognition Program that started as Ten Outstanding College of Education Students (TOCES) in 1997 and later became SILAW Awards in 1998. The word *silaw* is an Iluko term for light was finally renamed as College Recognition Program in 2011 to widen its scope so as to distinguish graduating students who excel in the fields of academics, research, leadership and socio-civic and religious services, climaxed by the donning of medallions to parents by the graduates as their gesture of gratitude. In 2010 another feature of the program was added, the symbolic Ring Ceremony.

A testimonial program for retiring mentors in the College is equally celebrated. This tradition pays tribute for teachers who have rendered long services in the College; the honorees accept plaques of recognition and



Other Concomitant Learning Activities

Aside from honing students' leadership capability, the College conducts its Intramurals annually to value sportsmanship and camaraderie and to develop well-rounded individuals, with a sound mind, body and soul. Highlights of this celebration are the Search for Mr. and Miss Intramurals, where charming ladies and gorgeous gentlemen of the College compete for beauty and brains and the competitions of the different sports events among athletes (of the four year levels) dressed in green, yellow, red and blue.

The College does not consider graduation the end of school-student connection. A part of the services of the administration is to ensure that graduates are recognized for their outstanding accomplishments, as done in the Toast to the LET Passers when they are treated with a motorcade, mass and testimonial program, capped by the awarding of certificates of recognition and cash awards to topnotchers.

cash gifts (equivalent to their years of service) from the Faculty Association Incorporated and the Faculty Club of the College. Students also tender their own separate testimonial programs for their retiring teachers.

While faculty members and staff work under the spirit of collaboration to fulfill the school vision and mission, the administration makes it a point to recognize individual efforts through the *Bagnos Awards*, first dubbed as *Rimat Awards*. Such award is held biannually to recognize extraordinary and exemplary performance of teachers in the field of instruction, research, extension and production, as well as committed services rendered by personnel. The Ilocano word *bagnos* means guide.

Other student-initiated activities are also regularly done in the College through the Student Council, the highest governing student organization. One of which is the Teachers' Day, an occasion when students from the elementary department to the college level honor their teachers, through songs, dances, skits, flowers

and gifts. A get-together for all teachers and staff ends the annual event.

Another much-awaited activity is the Winnie Roast Party held during the Christmas Season when students gather at the outdoor stage to socialize, celebrate and unwind after days of serious academic work. Classes bring with them food to roast and share with other classes. Dancing highlights the activity.

Through the leadership of the Student Council (SC) of the College, students assemble at the outdoor stage to freely express their school-related sentiments and concerns through the Day with the Dean. In this exchange of views and ideas, the students air their academic problems while the dean suggests solutions in a very democratic way. To further hone students' leadership capability, the SC also organizes Leadership Camps on Friday evening until Sunday. All student leaders assemble for team building activities, lectures and workshops led by competent facilitators and lecturers.

Pioneers and Leaders All

Celebrated alumni in the education sector:

Ligaya Miguel	DepEd Regional Director of Region I
Cecilia Aribuabo	DepEd Schools Division Superintendent, Ilocos Norte
Rogelio Galat	DepEd Schools Division Superintendent of Ilocos Sur
Pedro Trinidad	DepEd Regional Director of Region II
Josefina Tamundong	DepEd Regional Director of CAR
Trinidad Madamba	DepEd Schools Division Assistant Superintendent, Ilocos Norte
Rosito Javier	DepEd Schools Division Superintendent of Vigan
Estrella Soria	DepEd Schools Division Assistant Superintendent, Ilocos Sur
Alegria Visaya	University Secretary, MMSU
Alfredo Domingo	Vice President for Administration, MMSU
Maria Manuel	Vice President for Academic Affairs, MMSU
Cesario Pacis	Dean of the College of Industrial Technology, MMSU
Marietta Bonoan	Dean of the College of Economics, Business and Accountancy, MMSU
Vicente Bonoan	Dean of the College of Education, MMSU
Eduardo Borja	Outgoing Dean of the College, MMSU
Joan Corpuz	Dep Ed Schools Division Assistant Superintendent, Pangasinan

The alumni of the College have also proven their versatility as they entered other fields. Mr. Arturo Baloaloo was the retired director for Legal Services and

Acting Assistant Secretary of the Department of Energy, while Rodolfo S. Monje was the manager of the Audit Methods Group of Engineering Equipment, Inc.

With the strong commitment of the College to produce not only teachers, but also great and remarkable leaders, these alumni are undoubtedly products of its rigorous and intensive training in the holistic aspects of life.



Our remarkable alumni



Upholding the CTEian spirit through long-lasting traditions

The alumni homecoming follows the tradition of welcoming back alumni and former mentors. It is generally built around a central event, such as a banquet, motorcade, thanksgiving mass and socialization programs highlighting the alumni's remembrance of their past stay at the College. Usually, the celebration ends with dancing, playing of parlor games and the giving of donations for college projects.

Campus Romances

In the College, love is always in the air. Romances, dating and relationships, however, are self-directed non-credit studies that take place -- for the most part -- outside of the classroom.

If only the 24 classic Ionic pillars of the College could speak, they would reveal these pairs of sweethearts, now true-to-life husbands and wives. These pairs of sweethearts have provided the institution a twist in that they learn all these on their own and from each other and

To cope with changes in our dynamic society, the College, like a chameleon, continues to adapt to the ever-changing world, and in doing so, provides the much-needed services to the society. Neither is the College alone in this ideal. At present, it closely collaborates with the Ilocos Norte Provincial Government and the Laoag City Government in addressing the needs of the Ilocano community to compete with national and global demands for industrialization and economic development.

More than an institution of excellence, the College is like a nurturing mother, responsive to the demands of the times and needs of the students for them to be more competitive in the labor market when they finally go out to the workplace. Hence, CTE pioneered the ICT

that no professor would have taught on lasting human relationships.

Among campus sweetheart pairs include: Alfredo Domingo and Lucila Miguel (1949); Apolonio Domingo and Marcela Caraang (1954); Vicente A. Bonoan and Marietta S. Monje (1957); Bonifacio Miguel (1965) and Ligaya Soledad Tan (1966); Reynaldo Garo (1967) and Candelaria Domingo (1972); Eduardo Borja (1969) and Lila Suguitan (1967); Apolinario Aribuabo and

in Education program in the province. The institution responded immediately to the *sine qua non* of the modern times for students and graduates to become computer and technology literate. In heeding this call, CTE was named by Teach Philippines, Inc. as a Pilot Intel School of the Intel Teach to the Future Curriculum in 2003 and continues being so. Moreover, CTE was selected as Intel Teach Training Hub to effectively enhance the ability of faculty in integrating ICT to teaching. The College being an Intel Pilot School and Training Hub opened ways on integrating ICT skills in the curricula, thus, it rendered its graduates relevant and armed with state-of-the-art expertise. To this effect the numerous seminars and workshops on ICT that CTE has successfully held to meet the demands of the dramatically changing society have brought groundbreaking reforms in

Cecilia Pacis (1970); Edwin Rivera (1982) and Anita de la Cruz (1987); Cesario Pacis and Estrella Raquiño (1984); Alexander Barut and Donalyn Agustin (1991); Augusto Asuncion (1996) and Edelyn Bonoan (1992); Noel Guillermo (2005) and Jally Ann Sabulao (2006).

The respective love stories of several campus sweethearts add hue and luster to the College history.

OUR NOTABLY-RESPONSIVE PRESENT



Faculty and teacher-trainees interact in a technology-rich environment

the academic arena, hence, the College has been designated as a Community of Learning (CoL) for FIT-ED Intel Teach since 2010.

More Innovations to Upgrade Services

Akin to reinforcing computer literacy is enhancing the students' communication skills, most especially in the internationally recognized academic and corporate language, English. CTE traversed a mile farther than its counterparts in Region I in strengthening its English language programs and curriculum. Because of this the College was chosen by CHED as the Training Institution in English Language Proficiency for Chinese and other foreign students in 2009. At present, the College continues to offer the English Crash Course Program for Chinese students.

In 2011 English teachers from Laibin City, China underwent the English Enhancement Course. Also, 80 pupils from the different Elementary Schools of Korea and 40 college students specializing in Physical Education and Medicine from Kyung Hee University took Basic English Crash Course. In 2008 the first Chinese student in the Bachelor in Secondary Education (major in English) graduated and three others at present are pursuing the same degree.

The rapid innovations in education have reached the College that carries not in disseminating such new trends to the elementary and secondary teachers of the Department of Education, especially those who are new in the service. Thus, DepEd and the Teacher Education Council has designated CTE as a Training Center for DepEd Teachers in 2007. Since then the College has continued to provide a Teacher Induction Program every year. Inevitably, CTE is considered a leader in teacher education in the region and

an active partner of DepEd and the Teacher Education Council in offering training programs to beginning teachers and newly-hired teachers.

Moreover, to upgrade the ability and qualification of teachers, DepEd again entrusted CTE to be the Training Institution for Non-Specialist Teachers. In 2008 and 2009, CTE conducted two successful Certificate Programs for Non-Specialist in Science, Mathematics, Filipino and *Araling Panlipunan*.

To sustain the service of advancing quality instruction, CTE collaborated with DepEd and the Basic Education Assistance for Mindanao (BEAM) Project in providing the Accelerated Teacher Education Program (ATEP) which offered courses leading to the professionalization of Asatidz component of the DepEd Muslim Education to meet the teacher demand for Arabic Language and Islamic Values Education (ALIVE). Due to CTE's enthusiasm in this endeavor, it was named as a Training Institution for Asatidz for the years 2008-2010.

Fully aware that pre-school education should be delivered by qualified educators, CTE continues to offer the Ladderized Certificate or Diploma Program in Early Childhood Education which leads to the Bachelor of Elementary Education with Early Childhood Education as concentration. Social workers and volunteers who teach pre-schools in Day-Care Centers receive professional training in this program.



MMSU CTE continues to serve as training ground for in-service teachers

Still in line with enhancing quality instruction, CTE also offers professional education courses via distance education using mixed delivery mode. The Distance Learning Program (DLP) of the College started in the first semester of S.Y. 2008 and is now in its fifth year of successful implementation, as 128 students have benefited since its establishment. Sixteen of them have already completed the program. Notably Mrs. May Ann Garo-Santiago ranked 2nd place in the Licensure Examination for Teachers (BSE) in 2009. The different learning packages and modules are designed by the CTE faculty to facilitate effective learning in the Distance Learning Program (DLP).



Moving the Pen

Faculty members of CTE are passionately engaged writers and instructional material designers as they publish textbooks and workbooks in their disciplines. Dr. Candelario D. Garo (retired) authored **Theories and Principles of Educational Technology** (2008). In 2009, Dr. Lily Ann C. Pedro, Dr. Esmeralda A. Baldonado and Prof. Elma B. Santos co-authored books on **Plane Trigonometry, Course Book in Political Science, The Environmental Science Course Book**, respectively, with some members of the Association of the State Colleges and Universities (ASCU). Prof. Vida V. Antonio also wrote two books— **7-in-1 Ready Reference in Science and Technology** (2009) and **New Mathematics Made Easy: Handy Reference** (2011). In the Literature and Language fields, Dr. Ronald Candy S. Lasaten was able to publish in 2011 a workbook on **The Literatures of the World**. Similarly, Profs. Madeline T. Fernando and Jahnese D. Asuncion published in 2012 a workbook on grammar and structure, **Language Portals**.

Furthermore, because of a shift of the elementary and secondary curriculum to the K-12, CTE enthusiastically responded to provide the necessary teacher-preparation trainings. First, it complied with the CHED Memorandum of offering Mother Tongue as a subject. Through its Extension Unit, the College holds seminars and workshops on the Iloko language. In May 2012, CTE became the Training Center for the Mass Training of Grade 7 Teachers of DepEd in Ilocos Norte and Laoag City.



Reaching Out to Barangays

CTE also reaches out to the rural communities to help uplift the condition of the less - fortunate, but significant others, via its various extension services. In 2011, the College collaborated with the different agencies and institutions in realizing various projects. With the social workers, SPED coordinator of Ilocos Norte, and SPED



teachers of AP Santos Elementary School, CTE conducted a lecture on “Breaking Barriers through Inclusive Education: Teaching Visually Impaired Children”.

A tree planting program was also successfully launched by the BSED II students in Brgy. Catangan Solsona, Ilocos Norte with the leadership of Prof. Edna C. Nagtalon, extension coordinator of the College, and Mrs. Elia M. Ubaldo, in joint

Disseminating Research Done

The great strides in providing the much-needed educational and extension services are mainly based on the College-initiated research. Many of these extensive studies are presented in various national and international conferences.

To illustrate, in the national level, Prof. Edna C. Nagtalon revealed CTE’s zeal in pioneering MLE instruction by disseminating the results of her research on L1/MLE Instruction Advocacy at the College of Teacher Education

partnership with the municipal government of Solsona.

In the municipality of Pagudpud, Ilocos Norte, CTE conducted the Solid Waste Management Training Seminar to disseminate the effects of proper trash disposal to the environment and to the tourism industry.

To enhance pupils’ skill in reading Iluko and cultivate their love for reading in Iluko, the Extension Unit of CTE coordinated with Dipilat Elementary School in Vintar, Ilocos Norte in holding the Literacy Enhancement cum *Bannawag* Shower.

With the Social Welfare and Development of the Municipality of Vintar, CTE held the Values Education Seminar at Brgy. 4 Sta. Maria, Vintar, Ilocos Norte which involved the barangay officials and barangay folks.

at the *Pambansang Summit sa Wika 2011* in UP Baguio. In the field of Science instruction, CTE faculty-researchers were tapped by the Philippine Association for the Advancement of Science (PHILAAS) in the 60th Annual Global networking to Meet Global Challenges World Conference on Science in Technology to share novel ideas from their studies. Among the researchers were Dr. Aris Reynold V. Cajigal, who presented the study, “Exploring the Beliefs of Pre-Service Secondary Science Teachers on Global

To empower the social workers of Piddig, Ilocos Norte, CTE reached out to them through the municipality of Piddig by conducting the Personality Development Enhancement Seminar Workshop.

Students of other colleges of MMSU and of other academic institutions gain access to College services through trainings and seminars in which the CTE faculty serve as lecturers or resource speakers. A case in point was the Gender Sensitivity Training for Student Leaders with the MMSU College of Business, Economics and Accountancy and MMSU College of Health and Sciences. The CTE English faculty also serve as demonstration teachers on classroom management for AB English students of MMSU College of Arts and Sciences’ while the guidance counselors of the College, Prof. Irene T. Acuña and Prof. Juanita A. Licuan were invited resource speakers in the Career Guidance Orientation Program of Bacarra National Comprehensive High School.

Climate Change;” Dr. Eva B. Macugay, Profs. Lilybeth Abrogena, Rose Frances E. Mina and Dr. Jovenita A. Aragon presented their study, “Perception of Climate Change Among MMSU CTE Students: Implications for Science Teaching;” and Dr. Eva B. Macugay, Profs. Aleli R. Martin, Rose Frances E. Mina and Dr. Jovenita A. Aragon on “Misconceptions of First Year Students on the Concept of Climate Change.”

CTE faculty-researchers also actively participate in international research fora and conferences. In fact, CTE had the biggest delegation in the 2nd DLSU (De La Salle State University) International Education Congress, Fostering Learner-Centered Education and Life Long Learning, held in 2011. All these accepted research entries were presented in this international conference, as shown below:

RESEARCH TOPICS	PRESENTERS
ICT integration in the Teaching-Learning Process: Its Effects on the Performance, Attitudes and Course Outputs of MMSU CTE Students	Dr. Eva Macugay, Dr. Resurreccion M. Mateo, Dr. Jovenita A. Aragon, Prof. Estrella R. Pacis and Prof. Rose Francis E. Mina
Webquest in Teaching Epics and Constructivist Resource Materials in Teaching Short Stories	Dr. Ronald Candy S. Lasaten
A Teaching Resource Package for Developing Science Process Skills in the Intermediate Grades	Ms. Maricel P. Caridaon
Research-Based Guide in Modern Feedbacking on Written Compositions	Prof. Jahnese D. Asuncion
In-Depth Analysis of the Exit Interview of MMSU-CTE Graduating Students: Basis for Policy Making	Prof. Irene T. Acuna, Prof. Juanita A. Licuan, Dr. Eva B. Macugay, Dr. Shirley B. Mina, Prof. Rose Francis E. Mina and Dr. Eduardo T. Borja
The Learning Styles of MMSU-CTE Students: Implications for Meaningful Experiences	Dr. Shirley B. Mina and CTE program advisers
An Evaluation of the Bulletin Board Displays: Implication to Art-Related Classes in the Pre-service Education	Mrs. Melanie R. Arellano, Prof. Cellenie I. Sanchez and Dr. Eva B. Macugay
L1/MLE Instruction and Advocacy at the College of Teacher Education Mariano Marcos State University, Laoag Campus	Prof. Edna C. Nagtalon
Values of Ilokano Teacher Education Students as Reflected in their Written Compositions	Dr. Resurreccion M. Mateo

Moreover, in the prestigious 6th NAKEM International Conference, Sursuro: Mother Language Education and Cultural Nationalism held in 2011, three seasoned faculty-researchers of the College shared up-to-date information and discussed important issues from their studies. They are Prof. Edna C. Nagtalon who presented her study, "Developing Genuine Love for Reading in Iluko Through the Use of Big Book;" Dr. Eva B. Macugay, BEED Students' Concept on "The Use of Ilokano as a Medium of Instruction" and Dr. Natividad S. Lorenzo, "Scaffolding the Learner with the Mother Tongue, Still a Controversy?."





Strengthening Curricular Programs

Besides these noble services to the community, the College keeps on strengthening its course offerings of the Bachelor in Elementary Education, in three fields of concentration: General Education, Pre-School Education and Special Education; the Bachelor in Secondary Education with major fields in English, Filipino, Social Science, Biological Science, Physical Science, Mathematics, Technology and Livelihood Education and MAPEH; the Professional Education Course and the Teacher Certificate Program. Thousands of competent graduates leave its portals every year, contributing to the rich reservoir of labor force in the country.

CTE also serves as Review Center for the Licensure Examination for Teachers (LET) in the region. The quality of instruction in the College and the services of CTE faculty as LET reviewers yield numerous successful LET takers. In fact,

CTE has produced national topnotchers: Sheila Marie Cachero, 5th place BEED in the 2008 LET; Peter John Magana, 4th place BEED; May Ann Santiago, 2nd place Professional Education both in the 2009 LET; and Miafracelle Cadiz, 8th place BEED in the 2011 LET.

Indeed, the CTEian students prove themselves as great achievers, as they are exposed to the rich training the College provides them, in academics, extra-curricular and leadership endeavors. In fact, CTE students have represented the country in various conferences: Melvin Lorenzo and John Paul Viernes (2009) were chosen as delegates to the five-day Second Asia Pacific Young Men's Christian Association (YMCA) Regional Conference in Singapore; Jerwin Valencia (2010) in Hong Kong for the YMCA International Youth Forum; and Jethromel M. Meneses, in the Asia and Pacific Alliance of YMCA's Youth As-

sembly held in Malaysia. Recently, two senior students, Lourden S. Parvian and Laurence Q. Afaga, were chosen by YMCA through competitive screening process as delegates to the YMCA Regional Youth Conference held at the National University of Singapore, U-Town, Singapore.

All of these notable accomplishments and services to the region and nation cited above have catapulted CTE as a Center of Excellence in Teacher Education for Region I, as accredited and confirmed by Association of Accredited Chartered Colleges and Universities in the Philippines (AACCUP). With the able leadership of Dr. Vicente A. Bonoan and Dr. Eduardo T. Borja, CTE has emerged as one of the 18 Centers of Excellence in teacher education in the entire Philippines and has passed Level III accreditation.

Vision looks inward and becomes duty. Vision looks outward and becomes aspiration.
Vision looks upward and becomes faith.

–Stephen Wise

The Mariano Marcos State University College of Teacher Education has its eagle-eyes set on a clear vision to continuously strive for excellence, tempered by its faith, zeal and hard work-traits all inherent to the Ilocano ethos.

For this reason, the College serves as the lead producer of excellent teachers in Region I, making a difference in local, regional, national and international development. It singularly aims to be a creative center of the Republic and the Region to effect reforms and innovations, to support national priorities formulated through direct or indirect CTE participation, to initiate bold, innovative internal institutional improvements, as well as to identify and respond to significant environmental forces for change. Indeed, the College far from limiting itself to any confinement continues to go all-out and be more than what society thinks it can aspire to be.

To realize its vision, the College is committed to develop highly competent and innovative teachers and education leaders, who will contribute immensely to the growth and development of Philippine society and the world. This mission is propelled by CTE's commitment to pursue relevant and quality instruction, instill a culture

of knowledge generation and application, uplift the lives of the greater number of people in the community and ensure the development of probity and efficiency among educators and school administrators. Clearly, these goals affirm the College's dedication to contribute to the holistic development of both the institution itself and the society.

Specifically CTE is focused on developing graduates with the attributes cogent to real-life circumstances – reliable, engaged, critical, reflective and creative, service-oriented, open-minded, compassionate, effective communicator, fair and just, righteous and loyal. The institution metaphorizes a sanctuary for individuals which the society strives to and hopes for, always laboring to draw out their potentials, ideally the paragon of excellence.

Another proof of the institution's ardor to achieve its vision lies in its goals to persistently address the harsher realities of life in every way possible. Just as it develops highly competent and innovative teachers, it provides quality professional preparation for teachers in the basic education levels, as it offers adequate instruction in the elementary, secondary and collegiate



levels. To sustain the quality of higher education in particular and the quality of life in general, it engages in research on relevant areas. The College acknowledges the fact that the world is constantly changing, therefore, the needs and demands of the society are also dynamic. To cope with these changes, it conducts continuing education for teachers through the CHED Center for Teaching Excellence and the Graduate Teacher Education Programs, as much as it seeks to extend relevant community services to help uplift people's lives, thus proving that the College is an important sector of the society, if not its life-long partner.

Being one of the premier Teacher Education Institutions in the country, the College upgrades qualifications of elementary and secondary school teachers

by providing professional and technical instruction – equipping them with mastery of content and pedagogical skills. It continually improves itself by promoting research and advanced studies to provide prospective teachers opportunities to conduct research themselves and to disseminate research results to improve quality instruction to teachers and other concerned individuals and institutions. It seeks the holistic development of would-be teachers as an individual and as a person, also as a citizen-teacher and a reform agent committed to contribute to the community's economic, social and spiritual uplift. To this end, CTE goes on conducting non-formal education and other relevant extension activities to raise the quality of life in the community. Finally, it upholds the development of excellence in character, leadership and scholarship.

Forging the Future

Through the years, the MARIANO MARCOS STATE UNIVERSITY COLLEGE OF TEACHER EDUCATION has been known as the bastion of excellence in teacher education, the advocate of scholarship and leadership, and the custodian of character. These desiderata it hopes to carry out with resoluteness in the years ahead.

Firm, durable, elegant and stately the College stands amid the test of time. Through the years, it has not lost its charm, instead it has added an irresistible luster for it has become a very patent (and potent) refuge for those who hunger for education and enlightenment. With a long cherished past, its present lives to the fullest; and its future is perceived as enabling, competitive, brighter.

STAFF

Dr. Wilma C. Natividad
Institutional Coordinator

Dr. Eduardo T. Borja
Institutional Validator

Dr. Eva B. Macugay
College Research Coordinator

Field Researchers

Dr. Eliza T. Samson
Prof. Rose Francis E. Mina

Writers

Dr. Ronald Candy S. Lasaten
Prof. Jahnese D. Asuncion

The Premier Teacher Training Institution of Eastern Visayas: **LEYTE NORMAL UNIVERSITY (1921)**



President's Message

To our dear readers:

Historiography or the writing of history stems from the human need to tell stories. Ancient men and women did this by reciting myths, legends, folk tales, the epics of their race that explain their beginnings, their foibles, their glories. Today, this bank of knowledge is placed under the encompassing category of oral literature, literary texts passed by word of mouth from one generation to another.

In the pages of this coffee-table book, we rehearse once more this human aptitude for storytelling. Here, we recount the events that formed the Philippines' Normal Schools, guardians of teacher education in the country, as they were and as they are today. But more than a mere recounting of events, the book situates the present within the context of the past so that by thoroughly understanding it, we may address the present and the future with a more compassionate view of ourselves and our profession.

I am reminded of the riddle of the Sphinx the answer of which is man himself – the creature referred to by the enigma. Countless men risked answering the riddle but only to be murdered by the half-lion, half-man beast. It took an Oedipus, the tragic hero of the celebrated Sophoclean drama, to know the answer. One painful but stunning insight of this story is that when the riddle is about us, we fail to recognize ourselves. "Know thyself. The unexamined life is not worth living," says an inscription at the Temple of Delphi. This concept holds true today for the person, as it does for society.

Through our stories, may we not fall into the same trap of self-misrecognition and honestly examine ourselves and the schools that we dearly love in light of history. Perhaps, in the future, the pages of books will contain more luminous stories to tell about us and our school communities.



Evelyn C. Cruzada
EVELYN C. CRUZADA, D.A.
LNU President

The history of Leyte Normal University resonates in its hymns composed through the years. These hymns mirror the ardent aspirations and hopes of both faculty, students, administrators and stakeholders for their **beloved** school.



1940 Commencement Program: LNU's oldest surviving document

Establishment

Counsels the earliest of the hymns: "Marching down before you comes the Normal,/ Forever shouting to the air the Blue and Gold;/ Oh let us rally to the flag of the dear Normal,/ The faithful, loyal brave and true with hearts so bold..." During the pre-war years, "normal" referred to the Normal Training Department or the Provincial Normal School because in S.Y.1921-1922, Leyte High School, established in 1905, was tasked to train high school students through a two-year normal course to become elementary teachers. As teacher training institutions all over the country were called normal school the name was retained. Mrs. Jesusa Araullo Brillo served as its first supervisor. Classes were recited at what is now known as the Brillo Hall.

In 1938, during the Commonwealth Period, 17 years later, the school became Leyte Normal School (LNS), mandated to offer a two-year collegiate general normal course. The pioneering batch received an Elementary Teacher's Certificate on graduation day, March 28, 1940. Eventually the Bachelor of Science in Education, major in Elementary Education, was offered in 1952, but was revised by virtue of R.A. No. 975 promulgated on April 13, 1954, which authorized the Director of Public Schools to confer appropriate degrees upon students graduating from the four-year teachers' curricula. Mr. Jose B. Ledesma headed the LNS and Mrs. Jesusa A. Brillo was the Supervisor of the Training Department then.

Commonly practiced then among the normal schools in the country was the summer vacation school. In S.Y. 1948-1949, the Leyte Vacation Normal School (LVNS) was offered for the first time to enable the faculty to do further study, an opportunity opened to students much later. Under the LVNS, the Library Science program was launched in 1956.

On June 14, 1976 LNS was converted to Leyte State College by virtue of Presidential Decree No. 944, which virtually contained the same provisions for the conversion of Bukidnon Normal School, Cebu Normal College, and Northern Luzon Teachers College into Bukidnon State College, Cebu State College, and Northern Luzon State College, respectively. Dr. Magdalena Separa Ramo was designated the first President of Leyte State College (LSC).

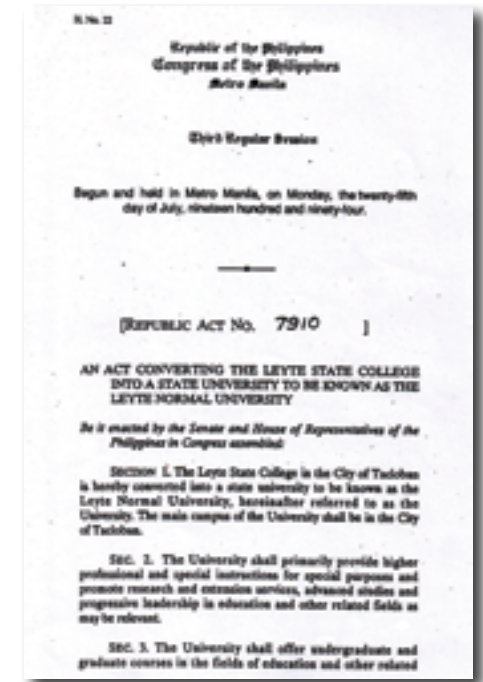
Law

The school retained the LSC name for 19 years. Then the Hon. former Congressman of the first district of Leyte, Cirilo Roy Montejo, authored House Bill No. 22, co-sponsored in the Senate by the Chair of the Committee on Education, Hon. Leticia Ramos Shahani, proposing for the conversion of the college to

a university. On February 25, 1995, the bill was signed into law as R.A. 7910 by President Fidel V. Ramos converting Leyte State College to Leyte Normal University. Dr. Crescencia Villarino Chan-Gonzaga steered the academic community as LNU's first University President.

Names of the School Through the Years

1921	Normal Training Department or Provincial Normal School
1938	Leyte Normal School
1976	Leyte State College
1995	Leyte Normal University



The Charter of Leyte Normal University

Location

Spanning some 61,089 sq. m. (6.11 hectares), Leyte Normal University is located at P. Paterno Street, Tacloban City, Leyte. It houses more than 15 buildings including the historic 104-year-old Brillo Hall and the massive Human Resource Development Center, the first of its kind in the Visayas.



First Aerial View Picture of Leyte State College (1997)



The Fiske Building during World War II

Highlights in History

Major events have made it an institution with a history embedded in the Nietzschean sense of “monumental history” of Leyte and the Philippines.

Admittedly, the establishment of Leyte Normal School, as one of the earliest schools, before World War II contributed immensely to Tacloban’s becoming a center of not only trade, but also education and culture in the province.

When the Japanese forces landed in Tacloban City on May 25, 1942, the Brillo Hall, formerly known as Fiske Building, built in 1908, was made into a Japanese garrison or concentration camp, where captive Filipino soldiers were imprisoned. The Fiske Building was named

after Mr. J. L. Fiske, one of Leyte High School three original teachers who later became Division Superintendent of Leyte.

The year 1964 saw the establishment of the Department of Graduate Studies offering Master of Arts in Education. On August 1, 1970, Dr. Inocencia Elefaño, an alumna (Elementary Teacher’s Certificate, 1946) and first faculty to earn a doctorate in Education at Rutgers University, USA, served as its first Dean. Not resting on its laurel, so to speak, the University became Center of Excellence for Teacher Education in Region VIII in April 1996, as declared by Commission on Higher Education (CHED), a feat repeated in S.Y. 2008-2011.

Pioneer Administrators through the Years



Jesusa Araullo Brillo,
Supervisor, 1921-1956, 1959-1962

From 1926-1956, Mrs. Brillo was the first Supervisor of Leyte Normal Training Department. As the first Filipino woman playwright in English, her play, “The Modern Filipina,” is with the Ateneo Library of Women Writers (ALIWW). She institutionalized LNU as the model, source, and resource of educational trends and programs for quality teaching in the region.



Jose B. Ledesma,
Principal, 1946-1949

Atty. Ledesma promoted the university’s institutional development by improving the learning resources and by upgrading musical and literary programs of Leyte Normal School.



**Obdulia Ronda Cinco,
Superintendent, 1962-1975**

Mrs. Cinco expanded the LNS laboratory training department by opening multi-grade classes. She also opened the Graduate Department in 1965. While acting as superintendent in 1974, she also assumed office as Mayor of the City of Tacloban.



**Magdalena Separa Ramo,
President, 1976-1986**

Mrs. Ramo worked towards the conversion of Leyte Normal School to Leyte State College and served as its first President. She opened curricular programs such as Liberal Arts, Hotel and Restaurant Management and Tourism, pushed for massive infrastructure projects, and established the Academy of the Arts.



**Purificacion Mercado Flores,
President, 1986-1991**

Dr. Flores paved the way for accreditation of teacher education and Graduate School programs of Leyte State College. She also pushed for the acquisition of laboratory facilities to respond to the needs in science experiments and research, while sustaining initial works on infrastructure development.



**Crescencia Villarino Chan-Gonzaga,
President, 1991-2005**

Dr. Chan-Gonzaga spearheaded the conversion of Leyte State College to Leyte Normal University. She established the LNU-San Isidro External Campus in 2000, the International Practicum Training Program, the Night College, and the Loan Assistance Program for Students (LAPS). She forged linkages with local and foreign institutions and also worked for LNU's distinguished reputation as Center of Excellence for Teacher Education in Region VIII.



**Evelyn de la Cruz Cruzada,
President, 2005-present**

Dr. Cruzada pushed for institutionalizing the Staff Development Program; led the University in achieving Level III accredited status for the BEED, BSED, EdD, DA, PhD, DM, MM, MAED and MAT programs; initiated the Dayao Awards; worked on the university's status as Center of Excellence in Teacher Education in Region VIII for the second time and the designation of the university as one of the five Centers for Teaching Excellence in the country. Moreover, she led the writing of grants that gave funds to LNU for research, faculty scholarships, infrastructure, and equipment as well as revived the region's culture and the arts.



TRAINING DEPARTMENT



Fiske Building then and Brillo Hall now



The Normal students of Batch 1937-1938 pose outside Fiske Building

Transition and Transformation

Infrastructure development has risen rapidly at LNU since the 1920s when the institution put up the Fiske Building, Girl's Dormitory, and Sherman Building – now Brillo Hall, Center for Teaching Excellence Building, and College Building. After some time, rose the Home Economics Building, now the place where the Administration Building stands. Today, more than 15 buildings dot the university campus.

Academic programs have evolved and increased in number from a two-year normal course for elementary teachers offered to high school students in the 1920s, a two-year teacher certificate program in the late 1930s, a four-year bachelor's program in the 1950s and eventually to the graduate education program in the 1960s. Three decades later, it already had programmed non-teacher education courses such as Library



Girls Dormitory then and Center for Teaching Excellence now

Science, Liberal Arts, Tourism, and HRM and even more graduate offerings such as DA in Language Teaching, PhD in Social Science Research, and Doctor in Management, all accredited by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP). So by the third millennium, the academic programs at Leyte Normal University would have considerably matured, getting better at every change.



The High School Building then and Obdulia R. Cinco (ORC) Building now

The early years of Leyte Normal School recorded some 13 faculty members of Leyte High School -- five Americans, six Philippine Normal School graduates, and two went to the Los Baños College of Agriculture. In succeeding years, the number of faculty in the varied disciplines has dramatically increased. Today, of the 136 faculty, 76% are master's degree holders and 17% doctorates.



The LNU Faculty through the years



First Musical Production of Limasawa



Igorot Suite from Tatlong Handog

Traditions: Rituals and Ceremonies

The Leyte Normal University has left its indelible mark in the history of drama in Eastern Visayas and the Philippines. The school was home to Dr. Virgilio V. Fuentes who used folklore as material for his *zarzuelas*. In 1965, *Limasawa*, a folkloric operetta in three acts, was first staged in Tacloban City followed by *Amandiwing*, another three-act operetta, in 1966. Still another, *Enchanted Mermaid*, a children's operetta was first staged at the then Leyte Normal School. Fuentes, according to zarzuela historian, Clarita Filipinas, set these plays to music, as he was also a composer, arranger, and violinist.

Besides Fuentes, LNU is also known for having staged the plays of distinguished dramatists in the Waray literary tradition. Pedro Separa's *Hitabu Hin Usa Nga Escuela (A Student's Case)* was first shown during

the Parent's Week Program at the Leyte Normal School on December 8, 1961. More importantly, the play of Iluminado Lucente, father of traditional Waray poetry and drama, titled *An Gimapayay nga Kabilen (The Best Inheritance)*, was first performed at the Leyte Normal School on September 10, 1955.

Gradually, the ensuing years have kept the tradition alive, especially with the establishment of the Academy of the Arts in 1978 under the leadership of Leyte Dance Theater founder, Prof. Jesus A. de Paz. The LSC Children's Choir and the Academy of the Arts went on a performance tour in 1983 to showcase "*Rayhak*," a two-hour concert, in Intramuros, UP Abelardo Hall, Cultural Center of the Philippines' Little Theater, Philcote Auditorium, and Ateneo de Manila Auditorium. Also joining and winning in regional and national

competitions have put LSC in the national music scene. In 1981 the LSC Male Choir and Youth Choir won the National Championship, Best in Costume and Best in Choreography at the National Music Competitions for Young Artists (NAMCYA). Later in 1997-1998, talents of the LNU Dance Theater were graciously applauded in the USA.

Keeping that tradition in the arts alive, specifically promoting the Waray heritage, the Harambee Development Theater was tapped by the Department of Tourism to showcase the best of Eastern Visayas at the WOW Philippines 2003 in Intramuros, Manila.

At present, the LNU Sirang Theater Ensemble upholds the university's place in Leyte-Samar Theater. Sirang has participated in events like the Leyte Heritage Festival 2008 and presented *zarzuela*, songs, "*siday*," and excerpts of plays written by local writers and poets.

Also in partnership with the Province of Leyte and in separate occasions within and outside LNU, Victor N. Sugbo's *An Kawara han Paglaum*, *An Pagbalik ni Senyor Santo Niño ha Tacloban* and the *Pastores* were staged. Since the establishment of Sinirangan Culture and Arts Development Center in 2009 to preserve and promote Waray culture and arts, it has received grants from the National Commission for Culture and the Arts (NCCA) to hold the Pasidungog Edwardo A. Makabenta, Sr. Para Han Siday. It has also accomplished the USAid Health Project with the Department of Health to perform Community Theater Work in 20 towns in Northern Leyte, from April to June 2012.



The Children's Choir regale the audience with their songs.



Performing Tchaikovsky's Nutcracker suite



The LNU Dance Theater in the USA



An Kawara han Paglaum, An Pagbalik ni Senyor Santo Niño ha Tacloban



Governor Carlos Jericho Petilla gave an award to LNU during the Leyte Heritage Festival

Celebrated Alumni

Carlos Jericho L. Petilla (Leyte Normal School, Elementary Batch 1976)

Hon. Governor Petilla donated some 7 hectares to Leyte Normal University on August 24, 2010. He was the first ever Outstanding Alumnus of LNU, a recognition given in 2007 at the first ever Dayao Awards.

Yolanda S. Quijano (Leyte Normal School, B.S. Elementary Education Batch 1967)

Dr. Quijano is currently the Undersecretary for Programs and Projects of the Department of Education. She is known for conceptualizing and supervising the implementation of Special and Inclusive Education Model of Children with Special Needs. She received the Outstanding Educator award from LNU at the 90th Founding Anniversary Dayao Awards 2011.

Luisa Bautista-Yu (Leyte Normal School, B.S. Elementary Education Batch 1971)

Dr. Yu is currently the Regional Director of the Department of Education (DepEd) Regional Office VIII. She was given the Award of Excellence and Outstanding and Exemplary Performance for her work as Trainer in the Third Elementary Education Project and Program for Decentralized Education- Educational Reorientation Program (PRODED-ERP), respectively.

Ramon Stephen B. Aguilos (Leyte Normal School, Elementary Batch 1970)

Rev. Msgr. Aguilos has an extensive experience in teaching young boys and men to the priesthood in many capacities as Instructor, Spiritual Director, Assistant Dean, Dean, Vice Rector, and College Dean. In 2002, he pushed for the Master of Arts in Theology program in the St. John the Evangelist School of Theology (SJEST) to be duly accredited by CHED. Bestowed with a papal honor as "Chaplain to His Holiness John Paul II," he took on the title as "Monsignor" in 1998.

Other celebrated alumni are **Dr. Cirila V. Villegas**, Regional Director of the then Department Education, Culture, and Sports (DECS) in 1996 to 2001; **Fr. Norberto M. Castillo**, OP, who was a Chemistry Board topnotcher and Rector Magnificus of the University of Sto. Tomas in 1982-1990; and **Dr. Eliseo L. Prisno III**, the first Filipino to receive the Shine 2008 International Student Award of the United Kingdom. He was also awarded the Ten Outstanding Young Men in 2009.

Outstanding Alumni Awardees during the 90th Foundation Anniversary:

Romeo B. Almonte (Political Affairs)
Roberto V. Dazo (Social Work)
Ranulfo C. Docdocan (Media and Communication)
Arturo O. Gabrieles (Management)
Ruperto B. Golong, Jr. (Law)
Joanne G. Gomez (Trade and Industry)
Dan Stephen C. Palami (Sports and Recreation)
Eliseo L. Prisno III (Health and Medicine)
Pablo P. Quianzon (Civic Service)
Norberto D. Tuazon (Peace and Order)

OUR TREASURED PRESENT

“Leyte Normal College March,” written by poet Amador T. Daguio and set to music by Dr. Virginio V. Fuentes, sings: “We march seeking our nation to serve and build;/ Give us the spirit, the will to deserve your shield!” It is reflected in this hymn that the passion to serve the Philippines has always been a pressing goal among Leytenos, believing that a well-done past is but a product of a well-lived present. The Waray word “hadi,” a demonstrative pronoun in temporal orientation, means “in the recent past” -- a word that could best describe what we mean by the present. Thus, the Leyte Normal University labors with excellence in varied areas of disciplines to build a well-lived present.

Distinctions/Awards/Recognitions

LNU has also been chosen by the Department of Education as Center of Training for DepEd Certificate and In-service Training (INSET) Programs. In 2009, CHED designated LNU as one of the five Centers for Teaching Excellence in the country.

Equally, LNU was awarded by DBM as Outstanding Agency by the Department of Budget and Management Regional Office VIII in 2004 and 2005. The Civil Service Commission also awarded LNU for its very satisfactory and highly efficient public service in 2008 and 2011.

Notably, the hard work of teachers in training their students paid off as the passing percentage of LNU takers in the Licensure Examination for Teachers (LET) has always been marked above the national percentage since it was first administered on August 24-25, 1995. To top this steady achievement, Alberto U. Rañin (BEED 2007) placed 9th and Dennis V. Bondos (TCP 2011) 7th in the 2007 and 2011 LET, respectively. Adding to the roster of LNU Board topnotchers are the Social Work

graduates, Alma P. Baltar (5th, 2001), Rosario A. Germones (6th, 2007), Laarni S. Globio (10th, 2008), Jenick P. Espadero (6th, 2009), Gladies F. Dagami (1st, 2011) and Julie Ruth L. Marteja (5th, 2011). LNU was awarded



Civil Service Commission Regional Office confers the PASADA Award to LNU for excellence in Public Service



LET Placer Rañin and Social Work Board Placer Germones receive Cash Awards from President Cruzada

separately by the Professional Regulation Commission and the Social Work Board of Professionals as Rank 1 Performing School, as it had a batting 100% passing percentage for 2000, 2001, 2002, and 2008. In 2010 and 2011, the University regained a 100% passing percentage.

In 2001 the University earned its first finalist among thirty in the Search for Ten Outstanding Students of the Philippines (TOSP). Rutchelle B. Enriquez was judged as one of the TOSP, a nationwide search for ten students who excel in academic and extra and co-curricular activities. Two other students who became one of the thirty finalists were Alma Sonia Q. Sanchez in 2006 and Jufran Agustin in 2012.

In 2010 LNU had no mean feat of having nine of its degree programs accredited Level III by the AACUP-BEED, BSED, EdD, DA, PhD, DM, MM, MAED and MAT. The DA program is the first and only one of its kind among State Universities and Colleges.

The University does not only excel in academic pursuits, but also in sports, journalism, quiz bees, public speaking, debates, arts and literary competitions. LNU landed second in the overall results of the 2011 Regional State Colleges and Universities Athletic Association (SCUAA), and later LNU students grabbed gold, silver, and bronze medals in the National SCUAA. Furthermore, every year, students would win medals in different categories at the Regional Tertiary Schools Press Conference. They would also bring home the Journalist of the Year Award (Ronald R. Cabigon 2003, Adam Christopher S. Tibe 2004, 2005) and the *An Lantawan* as Best Paper (2003, 2004, 2006, and 2008). This year, the AB Communication students won all awards at the Bureau of Internal Revenue Infomercial Contest, on top of their winning streak in the yearly *Largabista Film Festival* since 2010 and *Pambujan Festival* since 2011.

“Service to the world through service to Eastern Visayas,”

Contribution to the Region/Nation

The current University President’s motto, “Service to the world through service to Eastern Visayas,” binds the faculty, personnel, and students to work at their level best to give honor not only to the school, but also to the country.

LNU has implemented various programs to upgrade the skills of teachers in many different fields. Programs such as the Course in Reading and Speech for Teachers (CREST) in cooperation with PLAN International, Secondary Education Development and Improvement Project (SEDIP) in cooperation with DepEd, Certificate Training for Secondary Teachers of DepEd who are Non-Majors in Science, Project Enrich in cooperation

with CHED, and Teacher Induction Program and the recently concluded mass training of Grade 7 DepEd teachers to prepare them for the implementation of K-12 program of President Benigno Aquino III, in cooperation with DepEd.

By excelling in the academe and by extending the expertise of teachers to nearby and far communities, LNU is committed to helping the significant others to improve their lives through education. One of the major projects of the University is the Adopt-A-Barangay where faculty and students immerse in the communities and conduct training on sanitation, personal hygiene, first aid, cooking, leadership skills, accounting skills, computer troubleshooting,

food processing and preservation, among others. Also, the Adopt-A-School is another major project which seeks to augment the content and pedagogy competencies of teachers in identified schools.

Partnerships with funding agencies also help the university carry out its outreach programs. For example, literacy and early childhood care and development programs were successfully implemented in nearby towns with the help of the Literacy and Livelihood Skills Regional Rehabilitation Center for Youth and the Leyte-Samar Center for Change Foundation Incorporated.

The Adopt-a-Barangay project of LNU helps communities improve the people's quality of life.

Noteworthy Research/Publications

The goal of LNU is clearly emphasized in the Leyte State College Hymn, "Ours is the quest/ To make a better world for all/ Through the men who cherish Your ideals and teachings so noble." To achieve this goal, the LNU has gone beyond "striving to know" into "going beyond knowing," thus, a number of research such as on the Waray Orthography, have been conducted as the basic step in successfully implementing the Mother Tongue-Based Multilingual Education (MTBMLE). After all, the teaching of a mother tongue would be counterproductive to the objectives of MTBMLE without an agreed system of orthography. First, teachers will find it difficult developing instructional materials, stories, and books, let alone cumbersome teaching the language. Second, the users of the language must settle language issues among themselves and that orthography should not be imposed by outsiders. Since the Waray people are the users of the language, then the Waray orthography should emanate from them – a quest that LNU has taken to heart, since it has been designated by the National Network of Normal Schools (3Ns) to be the lead shepherd in MTBMLE activities.

Among two notable institutional research were on President Sergio Osmeña that led to the Tacloban City Government's naming of a public road after him and "The Awareness and Delivery of Education for Sustainable Development (ESD) in Leyte Normal University Partners Schools," externally funded by UNESCO-Bangkok.

Dr. Manuel R. Espina's "Networking Pre and In Service Teacher Education: A Case of Teacher Development" was published in the refereed international *Asia Pacific Journal of Teacher Education and Development*, Volume 6, Number 2, December 2003 issue. Another international publication was that of Mr. Pet Anthony L. Pascual, co-researcher in "Physical Properties and Microstructure of yoghurt enriched with milk fat globule membrane material" which was published in the *International Dairy Journal* in 2011.

Students also contribute to the prestige of LNU in the area of research. For example, the research on, "Layman's Conception on Electric Circuits: Developing High Order Thinking Skills Using Social Interaction Model" received the 2003 Outstanding College Research Paper award in the Philippine Organization of Science and Technology Education (POSTE) VIII. Recently, "Preliminary Study on the Termiticidal Activity of *Allamanda cathartica* L." and "The Termiticidal Activity of Yellow Bell (*Allamanda cathartica* Linn.) Leaf Extract on *Nasutitermes luzonicus* and *Macrotermes gilvovus* (Isoptera: Termitidae)" placed 3rd and 4th in the 21st Philippine Biodiversity Symposium of the Wildlife Conservation Society of the Philippines and 2011 Regional Invention Contest and Exhibits (RICE), Student Creative Research Category (Sibol Award) for College sponsored by the Department of Science and Technology Regional Office VIII, respectively.

Institutional Strengths

Admittedly, the strength of the University is very much rooted in maintaining a tradition of excellence for LNU simply never settles for less. Its leaders have forged linkages with other institutions to advance the global reach of both its faculty and students.

Linkage with Hannam University, for example, is one strong chain partnership. Since July 3, 2005, the English Enhancement Program for Koreans has been on going and to date, 12 batches have come, totaling to 187 students trained. Also in 2005, about 34 Filipino graduate students of the Hannam University-Leyte Normal University Partnership offering Master of Science in Information Technology (MSIT) received their diplomas at the graduation rites held in Korea. Still another linkage with an Asian neighbor is with East China Normal University (ECNU), which LNU officials and faculty visited in 2009 to formalize a Memorandum of Understanding in the areas of faculty and student exchange and research collaboration.

Moreover, the *Komisyon sa Wikang Filipino* has partnered with LNU to oversee the *Panrehiyong Sentro sa Wikang Filipino* which is aimed at being the center of language dialogue and research in the Visayas.

Recently, LNU was identified by the Commission on Higher Education to be the Zonal Research Center-Program Cluster Implementer in Region VIII. With this leadership role, research in



Delegates of LNU's educational tours across the country and abroad

the social sciences is supervised and coordinated by LNU. Three of the nationally funded projects were worked on by selected faculty members of the university.

Partnerships with establishments in the tourism and hospitality industry in Singapore and USA have enabled BSHRM and BSTHRM students to gain world-class work experience, if not increased their chances of being employed locally and globally.

Another strength of the University lies in the opportunity given to students, faculty and personnel to visit provinces outside of Eastern Visayas and even places abroad by attending national and international conferences and engaging in educational tours. In these academic trips, they not only gain understanding and new knowledge from the conference/training itself, but also get to benchmark the best practices and facilities available in the universities visited or conferences attended. To name a few, students



Dayao Awardees through the years

joined the ASEAN Student Leader's Summit in Angeles City, National Youth Parliament in Cagayan de Oro City, Conference for Student Writers in Tagaytay City, and ASEAN-Republic of Korea Youth Exchange Program. Some faculty and personnel, travel to Luzon, Visayas, and Mindanao and out of the country to attend conferences in different disciplines: International Conference in Science and Math Education in Quezon City, Training in Robotics Application in Iloilo City, Interzonal Research Congress in Visayas and Mindanao in Davao, Developing Collective Voices for Children in USA, East-West Center

International Conference in Malaysia, and UNESCO-APEID International Conference in Education in Thailand.

Educational tours held in state and private universities within and outside the region have taken the faculty to UP, Mariano Marcos State University, University of the East, Ateneo De Manila University, Palawan State University, Cebu Normal University, and University of San Carlos. Universities visited abroad include Chinese University of Hong Kong, Shanghai Jiao Tong University in China, and Cornell Nanyang

Institute of Hospitality Management in Singapore.

Because LNU recognizes hard work, the *Dayao* (Waray word which means "to praise") Awards was institutionalized in 2007 and is still being held today. The first ever awards focused on three categories only -- Service Award, Model Employee, and Model Student. Since then, it has recognized its outstanding teachers, alumni, retirees, Researcher of the Year and partner agencies.



Computer Laboratory



Speech Laboratory



Audio-Visual Equipment

Considered a high-tech university, LNU has a fully automated library, multimedia-ready classrooms, computer laboratories, speech laboratories, multimedia centers, computer kiosks, state-of-the-art audio-visual equipment to com-

puterized enrolment and free wi-fi zones in the whole campus. Students, faculty and staff enjoy fast, efficient, and globally competitive services and amenities.

Campus/Satellite School

Established in San Isidro, Leyte in 2000, the San Isidro External campus was forged out of an agreement between the Leyte Normal University and the Local Government Unit. From 26 student enrollees in the BEED program, the satellite school has more than 300 students coming from nearby and distant towns.

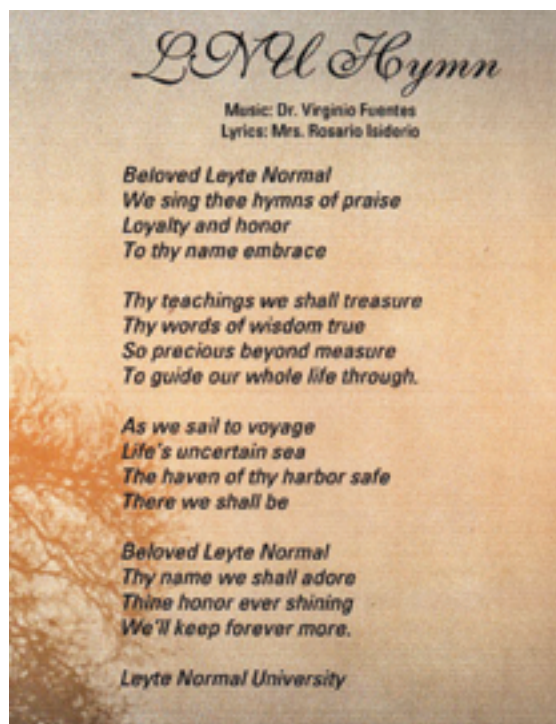
This External Campus was the brainchild of the first university president of LNU, Dr. Cresencia V. Chan-Gonzaga, as part of the university's outreach to its communities. Its founding 12 years ago resounded with Dr. Chan-Gonzaga's thrust

to work towards "nationalism" and "nationism," which upholds the imperative to stay where a professional is needed most and heed the call to serve one's people first. With its vision of partnering with other agencies and institution, LNU, as a center of quality leadership in education, embraces the mission of providing quality and relevant academic and extension programs responsive to local and global development needs. Since its beginnings, the Leyte Normal University San Isidro External Campus has served 876 poor, but deserving students from the community.

LNU SAN ISIDRO CIRCA 2001-2004
@BROY, CAPINAHAN SAN ISIDRO



The LNU-San Isidro External Campus then and now



LNU School Hymn

LOOKING FORWARD

To look to the future is one challenging task, but the teachings of the past and the present could serve as an academic compass. The current Leyte Normal University Hymn embodies this vision in that it was exactly the very LNS hymn composed by Rosario P. Isiderio, added with 'Leyte Normal University' at the end part. The hymn intones, "Thy teachings we shall treasure/ Thy words of wisdom true/ So precious beyond measure/ To guide our whole life through/...Beloved Leyte Normal/ Thy name we shall adore/ Thine honor ever shining/ We'll keep forevermore."

In the future, Leyte Normal University will be the shining light in educating the people in this part of the country, as it seeks to achieve the following:

1. Be a center of excellence or development in Information and Communications Technology, Tourism and Hospitality Industry, Mass Communication and Social Work in Eastern Visayas;
2. Achieve at least Level II in institutional accreditation to establish better recognition of the university's commitment to excellence;
3. Use research findings to improve student services, professional development programs, and community extension work;
4. Develop curriculum programs that will answer the challenges of the K to 12 and

Mother Tongue-based Multilingual Education programs under the Department of Education;

5. Expand linkages with government and private institutions;
6. Send junior faculty for further studies. LNU envisions that by 2013 and beyond all faculty members must at least be a master's degree graduate or a Ph.D. holder at most;
7. Become the Lead Shepherd in Mother Tongue-Based Multilingual Education research and learning materials production;
8. Produce more Board Examination topnotchers in Education and Social Work programs;
9. Establish more scholarships and practicum opportunities for students; and
10. Improve infrastructure and procure state-of-the-art IT tools and equipment.

In celebrating its 90th Foundation Anniversary in March 2011, Leyte Normal University looks back to nine decades of serving Eastern Visayas and the world in the spirit of *gravitas* and excellence. In the next ten years of its life as an institution, the University may find itself in yet another golden age when the "haven of thy harbor safe" beams splendidly, guiding its many sons and daughters, lighting the path their hearts have set before them.

STAFF	
<u>Writers</u>	<u>Photo Credits</u>
Dr. Evelyn C. Cruzada	Jess A. de Paz
Rutchelle B. Enriquez	Jose M. Encina, Jr.
Michael Carlo Villas	Rutchelle B. Enriquez
Voltaire Q. Oyzon	Dominador R. Espina
	Evelyn A. Lanuza
<u>Researchers</u>	Dr. Antonia L. Sabarre
Rutchelle B. Enriquez	LNU Museum thru
Rosalinda N. Oreo	Dr. Nestor C. Sedanza
Dr. Antonina L. Sabarre	

Pioneering Sustainable Undertakings: PANGASINAN STATE UNIVERSITY (1922)



President's Message

The Pangasinan State University (PSU) continues its journey towards global excellence. After 33 years of existence, it has evolved into a dynamic, comprehensive and responsive higher educational institution that supports, empowers and transforms its clientele. More pointedly, PSU advances the development agenda and framework of the Philippine society.

Occupying a significant historical niche in PSU's 33 glorious years is that of Pangasinan Normal School (PNS, 1948-1969) which has metamorphosed into what is now the Bayambang Campus of the PSU system. From a two-year collegiate normal school that provided teacher education designed to meet the needs of the decade immediately following the Second World War, it has evolved into a comprehensive campus that is distinctly and truly dynamic and innovative in terms of its programs, operations and governance.

The Coffee Table book of the National Network of Normal Schools: **An Enduring Legacy: The Journey of the Normal Schools** chronicles the milestones, accomplishments, aspirations and the organizational and operational spirit of the ten normal schools. May it serve as an inspiration and as a source of pride for all the members of the academic community particularly the 3NS schools, our partners and stakeholders and our clientele as we continue to operate with utmost concern for excellence and relevance. Let it be an enduring testimony of our legacy, our heritage and our future as the success stories of the normal schools bring light to our shared commitment, dedication and responsibility in using the gifts and talents bestowed upon us for "PSU, our country and God!"



A handwritten signature in blue ink, which appears to be "V. Estira".

VICTORIANO C. ESTIRA, Ed.D.
PSU President

OUR NOTABLE HISTORY



The old Bayambang Normal School that later reopened as Pangasinan Normal School in 1948.

Creation/ Establishment of the Normal School

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From a humble beginning in 1922, the Bayambang Normal School began as a secondary level institution which sought to produce public high school teachers for the country's growing educational system at that time to establish standards and norms for teacher training. The creation came in time when the Philippines was gradually emerging to become an independent nation from foreign colonial rule. On account of the worldwide Depression Period in the 1930s the BNS temporarily closed, its last class graduated in 1935. Soon the turn of events became favorable in 1938 for its reopening under a new name- Pangasinan Normal School (PNS) through the efforts of Senator Geronima Pecson and Superintendent Federico Piedad.



Law/ Republic Act

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In 1952 Pangasinan Normal School (PNS) turned into an institution offering a four year degree in teacher education for elementary program from a two year education program by virtue of RA No. 975. On June 17, 1954, RA No. 1142 was enacted into law that established PNS to become the Philippines-UNESCO National Community Training Center (PUNCTC). Serving as an excellent venue for research/experiment for community education with its curriculum for "rural focus", the PNS became more autonomous that it was converted into college status, under the name Central Luzon Teachers College (CLTC) by virtue of RA No. 5705 on June 21, 1969. In 1978 the Pangasinan State University (PSU) was among the universities created in the provinces by virtue of P.D. 1497 that sought to decentralize centers for higher learning from Metro Manila to the province. Under this program the CLTC became one of the state colleges integrated into the PSU system. With the birth of PSU, the CLTC emerged as the University's College of Education and at present the PSU Bayambang Campus.

The UNESCO Headquarters- the melting pot of international experts

Location

The Bayambang Normal School is located in the town proper of Bayambang, Pangasinan from its beginning up to the present as Pangasinan State University Bayambang Campus. It stands on a lot approximately 25.8 hectare with its front at Quezon Boulevard facing east, its south at Magsaysay Street, north at Zone 6 and its west at Barangay Bical.

Highlights in History

Remarkably, in 1948 the Pangasinan Normal School responded to an urgent call – to train teachers for a major role in rehabilitating the nation still reeling under the wreckage of World War II. More than ever, when PNS was the site of the Philippine-UNESCO National Community Training Center (PUNCTC) it demonstrated to the whole world how various government and private agencies could work together in community development by promoting functional literacy, by strengthening community organizations, and by engaging in various community projects. Ten years after the establishment of the PUNCTC, in 1964-1965 the Applied Nutrition Project (ANP) was launched with PNS as the center, to help promote proper nutrition in the school and community. Their founding was doubly significant for setting up training centers together with its Elementary Laboratory School to experience periodic progress both physically and academically. PNS was also one of the seats of the pilot school for Practicum Based Curriculum where the students in the normal



*The Top view of the whole PSU Bayambang Campus.
The white roof at the center is the old main building*



*Pangasinan State University
Bayambang campus logo*



*The old Science Building, where
budding scientists investigate the
real world.*

school were immersed in the community for services. In the course of time, the Regional Science Training Center (RSTC), called Regional Staff Development Center (RSDC), was put up in 1973. The CLTC based RSDC-RSTC assisted by the National Science Development Board, trained teachers of mathematics, social and physical sciences, English and Filipino through regular curriculum year and the summer Institute programs.



The pioneer administrators were part and parcel of PSU's success.

Pioneer Administrators

The pioneer administrators of the University, comprised the following: Fabian Abitona, Principal BNS 1936; Federico Piedad, Division Superintendent of Schools 1948-1951; Florencio Freznosa, Superintendent PUNCTC-PNS 1953-1954; Primitivo Lara, Superintendent PUNCTC-PNS 1954-1955; Severino Caridad, Superintendent PUNCTC-PNS 1955-1960; Felipe Santiago, Superintendent PUNCTC-PNS 1955-1961; Pedro Manaligod, Superintendent PUNCTC-PNS 1961-1962; Mauro Sabolboro, Superintendent PUNCTC-PNS 1963; Domingo Datuin, Superintendent PUNCTC-PNS 1964-1966; Conrado Yabut, Superintendent PUNCTC-PNS 1967-1968; Marciano Raquel, Superintendent PUNCTC-PNS 1968-1970; Domingo Soriano President,

CLTC 1971-1973; Julian Mejia, CLTC Officer-in-charge, 1973-1974; Rufino Eslao, CLTC President,, 1974-1978; Trinidad R. Montero, Dean PSU College of Education, 1979-1989; Apolinario G. Bautista, Dean PSU College of Education, 1990-1996; Clarita G. Jimenez, Dean PSU College of Education 1997-1999 and 2001-2004; Melanio Malicdem, Dean PSU College of Education, 2000; Alfredo Aquino, OIC Dean PSU College of Education 2001; Eusebio F. Micalat Jr., Campus Dean PSU Bayambang Campus 2004-2007; and Lita A. Saygo, Campus Executive Director 2008 up to the present. Admittedly, these Administrators were part and parcel of the success of what is PSU Bayambang Campus now.

Transition and Transformation

When BNS reopened as Pangasinan Normal School (PNS) it was elevated to a two-year collegiate normal school that provided teacher education meant to meet the needs of the country torn by the ravages of war. With incessant toils and struggles the PNS regained its stately and dignified state from its momentary slumber during the war. In 1952 the college offered the four-year degree in teacher education for elementary teachers and in the following year it operated as a school division. In 1969 as a CLTC it was converted into a chartered institution still offering teacher education program. As a state college its research and extension service functions were intensified, hence, the establishment of Research and Extension Division.

In 1978, when CLTC became the PSU's College of Education, it became the source of quality trained teachers. With the strength of BOR Res. No. 15, s 1979, the one stream curriculum was offered from 1979 to 1985 to enable a graduate to either teach in the elementary or high school level. By 1982, the doctoral program of the University was opened in PSU Bayambang Campus and four years later, the Bachelor of Secondary (BSE) and Bachelor of Elementary Education (BEE) were offered as separate programs by virtue of BOR Res. No. 13, s. 1986. To date, the college continues to play the lead role in producing teachers in various disciplines and serves as the center for evolving and experimenting new trends in teacher education.

Now PSU Bayambang Campus also offers new programs: the Bachelor in Science in Information and Communications Technology (BSICT) in SY 2001-2002, the Bachelor of Early Childhood Education (BECE) in

SY 2002-2003, the Bachelor of Science in Nursing (BSN) in 2004-2005, the Bachelor of Arts in Public Administration (BAPA) and Bachelor of Arts in English (ABE) in SY 2005-2006 and Bachelor of Science in Business Management (BSBM) in 2006-2007. Equally, it caters to the needs of education through its Teacher Credential Program under the Open University System (OUS) in 2001. Moreover, since SY 2002-2003 evening classes have been held on self liquidating scheme to accommodate working students to democratize education, especially among the disadvantaged sector of society. Of the degree programs offered on Campus the teacher education has the most stringent admission and retention policies.

With its diversified curriculum programs, the University is now composed of three colleges/institutes: College of Teacher Education (CTE) with its laboratory schools in Elementary and High School, Institute of Nursing (IN) and Institute of Arts, Sciences, and Technology (IAST). To respond to popular demand, PSU Bayambang opened its graduate programs as satellite of PSU Urdaneta Graduate School in SY 2009-2010 with Master in Nursing (MAN) and Master of Arts in Education (MAEd) as course offerings.

The old PNS Gate 1 with students after school hours and the new PSU-CTE main building façade.



Traditions: Rituals and Ceremonies

The BNS and PNS period considered Normal Week every March as its crowning traditional ceremony. This affair had been celebrated with much gaiety and creativity all expressed in sports fest, literary musical program, playlet, symposium, fancy marching, mass calisthenics and Field Day ceremony. This yearly ritual later called College Week renamed Campus Fest, has continued to the present, and is now held in December. The event includes sports fest, field demonstration or cheering competition, Christmas celebration, battle of the bands at night. Another well celebrated affair of the BNS and PNS time is the Junior-Senior Program every February, while the most awaited event is graduation day where students, equipped with the indispensable tools for teaching, set their mind to the field of work.



In the Normal Week Celebration in 1950, the ladies wore their long saya to perform the Maya folk dance.

Celebrated Alumni

Despite a relatively short-lived ten-year existence, the Bayambang Normal School was able to produce not only qualified public school teachers, but also outstanding alumni who later made names for themselves: DEC Region 1 Director Telesforo T. Boquiren (batch 1935) who became the first President of PSU in 1979; writer and superintendent Filomena N. Colendrino (1932); Luzon Colleges Vice President for Administration; Dr. Mateo Aguirre (1933); Superintendent Pedro Cruz (1932); Superintendent Florentino Bunao (1932), Principal Venancio Trinidad who served as Director of the Bureau of Education; Principal Macario Naval who later was designated President of the Philippine

Normal College, and Principal Federico Piedad who later steered Pangasinan and Cebu Division as Superintendent. Isabelo Tupas headed the Curriculum Division of the Bureau of Public Schools; Dr. Pedro T. Orata, the “father of the barrio school” movement was first assigned as instructor in the BNS upon his return from studies in the United States. He was also a multi-awarded fellow, both nationally and internationally. More PNS, CLTC and PSU graduates made it to the international list of scholars, topped the PBET and LET in the national level, while some emerged as outstanding teachers in English, Filipino, and Math here and abroad.



Class '40 graduates of Pangasinan Normal School.

Romances on Campus

Far and between were few unrecorded occasions of campus romances in the good, old days, because students had their major role set in rehabilitating the nation. Instead the students' then had gardening, brought their own tools to repair windows and doors shutters destroyed by Japanese forces and cleared thick grasses on campus. Notably, in the late fifties and early sixties students sometimes expressed their 'crush' on classmates or schoolmates, but still wanting in public display of affection. According to Dr. Cabel (Class '50) and Mr. Cuchapin, sweethearts just walked side by side along with other friends through "lovers' lane" beneath the acacia trees and along the cemented path to the gate.



Lovers look at the sunken garden or quadrangle. This is the pathway under the acacia trees which is the famous "lovers lane" of the past that still exists at present.

OUR MERITORIOUS PRESENT

Distinctions/ Awards/ Recognitions

Pangasinan State University's 33 years of existence is a testament to its pursuit of academic excellence. The administration's untiring efforts and commitment have earned us the reputation of being one of the better universities or teacher education institutions in the region. The academic community is committed to furthering it, as shown in a number of achievements; UNESCO- National Training Center, Applied Nutrition Program Center, RSDC-RSTC Science Training Center, BSE/ BEE Level 3 Accredited Status by the AACCUP (Accrediting Agency of Chartered Colleges and Universities of the Philippines) Inc., Center of Development, service provider for DepEd's K to 12 Program, and Teacher Induction and Teacher pre-service programs.



Plaque of recognition awarded to PSU-CTE as the Center of Development and Level III accredited status in teacher education programs.

Contribution to the Region/Nation

PSU has established a name in the academe for its meritorious achievements and contributions both in the regional and the national levels. As such, the University is committed to producing high-caliber teachers and outstanding alumni in several other fields. It serves as a powerhouse of innovations and trainings all in the aid of teacher quality and quality instruction.

To illustrate, PNS/CLTC- PSU has become a pilot institution for instructional and national projects, as Service Provider for DepEd Projects, health and community development.



Feeding Project for the elementary students in the barrios conducted during the Applied Nutrition Program of the PNS-PUNCTC.



Mango and Buro Food products are the generated technology of PSU Food Researchers and Technologist.

Noteworthy Research/ Publications

The most effective research results in opportunities to improve teaching-learning engagement. At PSU, the conduct of research done by faculty and students also encompasses those that generalize to larger populations. Notably, among our research and publications are those that have benefited considerably students, teachers and the community, such as: (1) the yearly publication of the *CTE Faculty Research Journal* and student journal; (2) the *Buro Project*, a multi awarded research that enhances (a) food security, (b) fish post harvest conservation, (c) science and business curriculum, and (d) community development. (3) The Mango Research also contributes to the management of mango post harvest process, food security and business; and the (4) New Teacher Education Curriculum (NTEC) Implementation at PSU Bayambang that describes the experience of the college from the input, output and impact process of the program.

Institutional Strengths



These are the institutional strengths of PSU Bayambang Campus, the students, faculty and its administrators.

“If you have a purpose in which you can believe, there’s no end to what you can achieve,” says civil rights advocate Marian Anderson that might as well embodies what Pangasinan State University CTE’s institutional strengths singularly strive to: Excellence for All. The institution is committed to improving its curriculum, teaching, systems, and services so that excellence can truly be within reach of the majority of its clientele. A proof of this commitment would be the endeavors and achievements of the university which, in turn, become our institutional force.

Academic Programs

Enrollment: A large and growing enrollment
Sciences: Strong allied health and science programs
Diversity: Diverse and multi-ethnic student body
Faculty: Qualified and caring instructors

Institutional Management

Stable Leadership: A solid administrative team
Governance: Shared governance processes based on collaboration and inclusiveness
Continuous Improvement: Commitment to creating a culture of collaboration and participating in ongoing planning at the campus and university level
Mission, Vision and Values: Foundation for planning, growth, and institutional effectiveness

Fiscal Stability

Capital Development: Funds allocated to renovate and improve the college’s facilities and grounds.

OUR VISION OF THE FUTURE

Long Term Plans and Programs

The Pangasinan State University envisions to become the apex of academic excellence through total quality education. Through its College of Teacher Education the University remains dedicated to train/prepare teachers for the future; sustain its accredited status to reach the maximum (Level IV), elevate the stature from COD to CHED's grant of Center of Excellence (COE) and commit itself as education service provider. Also it seeks to develop and produce more instructional materials and teaching techniques; intensify the conduct of research; establish linkages; coordinate various training programs on livelihood and community development; support student services and business affairs, promote the intellectual, moral and spiritual life of students and faculty, expand its programs and secure the physical structures of the school. On a larger scale, PSU-CTE will strive unceasingly to grow globally competitive, professional teachers and plan programs to improve teaching and learning methods with e-touch (e-lectronic touch cum e-motional touch of a teacher) to meet the ever-growing complexities of education and life. With the implementation of the New Teacher Education Curriculum PSU-CTE shall prioritize Teachers Education Programs and develop related



A faculty member presents her research before an audience.

projects as it (1) puts in place a system to ensure competitive teachers to participate in the global knowledge economy, (2) hinges on significant improvements in the quality of teacher outcomes, and (3) improves distribution in learning opportunities. These long term plans and programs are encapsulated in key statements: (1) The quality of an education system cannot exceed

the quality of its teachers (getting the right people to become teachers); (2) The only way to improve outcomes is to improve instruction (developing these people into effective instructors); and (3) High performance requires every student to succeed (raising the standard of every student for the system to reach the maximum performance).



Undergraduate students surf the net for their research.

Development Plans

PSU seeks to develop strategies along three inter-related component areas: Curriculum and Instruction, Faculty and Staff Development, and Support Services for Students. How well it aligns and manages its programs and services to support student success could be done by: (1) strengthening the curriculum and expanding faculty and staff development to improve instruction and support services, (2) upgrading delivery and integration of academic and non-academic support services for students to enhance their success, and (3) bringing to the fore contextualized basic education skills on adopting the National Competency-Based Teacher Standards to deliver academic content relevant to the real world.

STAFF

Raquel C. Pambid, Ph.D.
Writer, Researcher

Nora T. Cruz, Ed.D.
Writer, Editor

Rosabella A. Mendez
Field, History Researcher

Consultant

Dr. Cristeta C. Dulos
Coordinator, 3NS

Lita A. Saygo, Ph.D.
Campus Executive Director

Dr. Rubyrosa V. Cruz
Director, CIA

Dr. Manolito C. Manuel
VP Academic Affairs

Dr. Victoriano C. Estira
University President

BUKIDNON STATE UNIVERSITY'S (1924) ACADEMIC JOURNEY...

Yesterday, Today, and in the Future



President's Message

Greetings from Bukidnon State University!


Congratulations to the PNU Steering Committee for the Coffee Table Book for spearheading the production and publication of this remarkably one-of-a-kind book. Compliments, too, to the ten (10) member institutions of the National Network of Normal Schools (3NS) for sharing each of their unique experiences throughout the years. Indeed this is indeed a great milestone for the 3NS.

This coffee table book shares what we have contributed over several years to the development of teacher education in the country. It is a testament to the work that we have

accomplished in the field of teacher education. Moreover, it chronicles the challenges we hurdled and highlights the milestones in our journey. I thank the men and women behind these normal schools who tirelessly worked on improving the quality of teacher education in the country.

May we continue our journey together towards excellence driven by substance and not form. Godspeed!




VICTOR M. BARROSO
BSU President

REMINISCING YESTERDAY



Mr. and Mrs. William H. Pickell, Sr.

Lifting the chest lid of Bukidnon State University's (BSU) historical treasures helps retrace its roots as a teacher training institution. BSU's existence started in 1924, with the pioneering work of William H. Pickell who had inspired educators to shape the destiny of this "once-upon-a-time" parochial school.

Important personages contributed their individual share in the past to make the institution what it is today. During the pre-war years, Mr. Maximo Gimenez served as the first principal from 1924-1930, followed by Mr. Sylvestre Antonio from 1930-1932, Mrs. Maria Odulio de Guzman from 1932-1935, and Mr. Fermin Montano from 1935-1941.

In 1928 Bukidnon Provincial High School was converted to Bukidnon Normal School (BNS) to show that it had attained a full-fledged status as a teacher training institution offering complete four-year secondary normal courses. Two sound reasons prodded the government to establish a normal school in Bukidnon: (1) Bukidnon was identified as one of the non-Christian provinces in Mindanao with low socio-economic status, hence the need to provide better educational opportunities to the natives and nearby provinces; and (2) the popular leadership of W. Pickell demonstrating excellence in English instruction among its students (Pechora, 1981).

For pragmatic reasons, since all the other regions in the country had a teacher training institution at that time, there was a felt need to establish a school in Mindanao centrally located and accessible to other areas, making Bukidnon the best choice. This move was meant to pro-

duce more native Bukidnon teachers who could help educate the people in this area.

Counted as one of the ten recognized normal schools in the country then, BNS practiced selective admission based on stringent entrance examinations. Its student population in 1928 totaled only 70 for the entire four-year secondary course - basically American in its orientation - with the dominance of native inhabitants.



Students and Teachers of Bukidnon Provincial High School



Faculty of Bukidnon Normal School



Post-War Years



World War II inextricably stopped the school operations, but it re-opened on September 1, 1945 with classes held in open tents and make-shift nipa huts. Mr. Primitivo Lara took over the reins in administration and started to put the campus in shape. After three years Mr. Bartolome Monje (1948), Liceria B. Soriano (1949) and Pacifico Ramos (1950-1976) took the helm in running BNS.

The phasing out of the secondary normal curriculum in 1952-53 gave way to the two-year special education curriculum. The gradual elimination of the secondary education ended in 1956 with the full implementation of the two-year collegiate course. The first batch of nine students finished the Bachelor of Science in Elementary Education in 1957. In the same year the two-year special curriculum came to an end with BNS gaining the status of a degree-granting institution to prepare teachers to teach in the elementary.



Bukidnon Normal School Faculty (1955 - 56)



From BNS to BSC

The curriculum expanded to include kindergarten school in 1957, Master of Arts in Education in 1969, and Bachelor of Science in Secondary Education in 1971. The BSE program complemented the need for the high school department in 1971 as a laboratory school.

On December 15, 1961, BPS Circular No. 33 ordered that BNS be separated as an independent school division, a move that inevitably granted Mr. Pacifico Ramos the rank of a superintendent. In 1969 Congressman Benjamin N. Tabios filed the House Bill 18779 changing Bukidnon Normal School to Bukidnon Normal College, but unenacted. A new bill sponsored by Congressman Cesar Fortich in 1972 converted BNS to Bukidnon State College, although its conversion came into a lull after the declaration of Martial Law on September 21, 1972. Four years later, on June 14, 1976, through PD 944 the President of the Philippines signed into law the conversion of BNS to Bukidnon State College.



Presidential Helmship

Subsequently, Dr. Jaime M. Gellor was designated as its first president on January 1, 1977. During his 10 year stint as BSC's president, new academic and administration buildings were constructed in the main campus to address the increasing enrollment in both graduate and undergraduate curricular programs. After Dr. Gellor, Dr. Teresita T. Tumapon opened a new era in terms of academic direction, growth and development for the faculty, students and personnel. Wider access to linkages both in the national and international circles helped upgrade the College's infrastructure, facilities, equipment, and technology. While the College opened and added other related curricular programs, teacher education still remains to be its flagship program, even after its conversion to a University.





New buildings and facilities in BSU



Destiny has brought Dr. Victor M. Barroso to the forefront when in 1999 he was designated the third President of BSC amidst the diamond year celebration and street dancing. With the preeminent face lifting of buildings and infrastructure construction, the administration saw to the enhancement of faculty, personnel and students through continuing professional development and scholarship grants that were given to both the graduate and undergraduate students.

The University Rises

Dr. Barroso's vision for BSC to achieve university status materialized on May 15, 2007 when Pres. Arroyo approved RA 9456 converting BSC to Bukidnon State University. Pursuing accreditation vigorously, the University scented the sweet smell of success with 17 programs obtaining accredited status. The academic community shares its joy with the faculty who are recognized for their research activities, invited as trainers/resource speakers in seminar-workshops, honored as MetroBank Outstanding Teacher awardees, esteemed as developers of instructional materials. They equally serve as ambassadors of goodwill when they accredit other institutions or when they read papers in conventions and conferences.



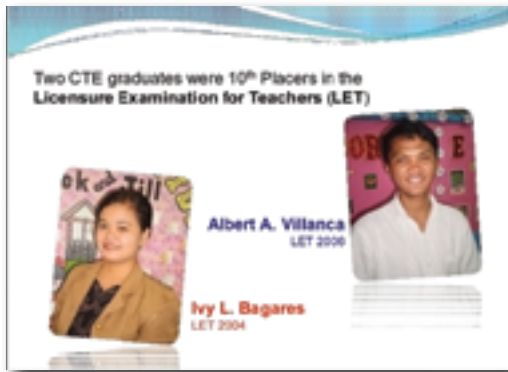
Laurels to our success



Faculty and Student Profile

Faculty profile has significantly improved with M.A. and Ph.D. degree holders occupying three-fourths of the faculty. The number of faculty with doctorate is 22%, those with master's degree constitute 57%, while the remaining 21% are on their way towards completing a master's degree. Specifically, for Teacher Education the number of faculty with MA and Ph.D degree constitutes 66%, while those pursuing graduate education is 34%. Faculty development program is rigorous in terms of scholarships and attendance to in-service trainings, seminars and workshops. The Continuing Professional Development (CPD) activity on campus is remarkable, in that it has cascaded to the different colleges, empowering them to have their own CPD.

We celebrate with our students as they reap praise and honor in both academic and co-curricular activities. We eagerly honor our student placers in the LET



LET TOPNOTCHERS

examinations, CPA board exams, and obtaining a 100% passing rate for nursing in 2009 and 79% in 2010. We rejoice with our students in the performing arts like the BSU chorale, dance troupe, rondalla, and brass band, as they gain prestige and honor for the University. We are happy for our scholars in the graduate level who have excelled in their respective workplaces as principals, supervisors, directors, superintendents, and heads of offices.

Above all, we feel humbled by our winning the “Outstanding Agency Award” and the “Outstanding Head



BSU Students in full regalia, while engaged in Co-Curricular Activities

of Agency Award”. We are ennobled by our growing and evolving status and certainly we still hoist the banner of our strength as a teacher training institution, through our vision and mission. We put as our insignia: “Bukidnon State University – A special place for teaching and learning”. Indeed, small and big events inspire us to keep on excelling!



Interweaving Academic Strands

Notably, BSU has interwoven the four strands of higher education institutions thrusts on instruction, research, extension and production, into a unified academic tapestry in coordination with CHED's mandate and other government agencies. Together we align with government's efforts in advocating productivity, fostering economic growth and environmental sustainability, alleviating poverty and enhancing technologies. In 2011 no less than the Commission on Higher Education awarded BSU 2nd runner-up in the 2010 CHED Best HEI Research Program for Region X and CARAGA.



BSU ACHIEVEMENTS IN INSTRUCTION, RESEARCH, EXTENSION AND PRODUCTION

FUTURE CHALLENGES

Envisioning BSU Goals

After almost nine decades (87 years) of existence, Bukidnon State University has created an indelible mark in the province of Bukidnon and among its people. Probably, its foremost strength lies in producing more than 90% of the teachers in Bukidnon and its neighboring provinces in

the Mindanao region. Its creation as a teacher training institution in northern Mindanao has brought about changes among its people in terms of education, local governance, economy, social relevance and research culture. It has produced LET placers and outstanding teachers awardees.

Nevertheless, BSU's setback reflects in the slow-paced vertical articulation of its faculty. For instance, faculty with specializations in the hard sciences is limited, the curricular offerings need to be revisited and enriched to address present trends and issues, class size is still pegged at 55

to 60 students on basic courses. Moreover, the number of passers in the licensure examinations for teachers is still relatively low, even if the university has some placers. ICT resources and state-of-the-art classrooms and facilities need to be enhanced to cope with the internationalization of education and globalization.

Revitalizing its strengths and reviewing its limitations, BSU position itself as a teacher-training institution that initiates innovative teaching strategies to contribute to the field of knowledge, particularly in teaching and learning, research, and extension. The academe puts premium on the development of the faculty and students who are able to address relevant issues and con-

cerns particularly in the Mindanao region with the integration of values, peace education, and the rule of law; culture and gender sensitivity; sustaining the environment; adapting to and mitigating climate change; reducing poverty, stressing participatory governance; and empowering students with ICT skills in the different curricular programs. Moreover, it seeks to intensify research and extension activities on the best and effective teaching practices by providing a rich culture of research and development among the faculty and students, just as it engages in strategic planning and rigidly implementing such plans for the benefit of the academic community, and to the stakeholders.

For sustainability, the university looks into the future with high hopes of becoming at par with highly esteemed universities in the country. It should uphold its mandate as a normal school emphasizing the beauty and relevance of what constitutes a learned society. This conviction has to be affirmed steadfastly for BSU to become a world class university, as it faces a dynamic future. In unifying their force, all normal schools, despite their diversity, are held accountable to the academic destinies of people around them. Teachers, imbued with sense of purpose, work toward this end, as they are the very persons tasked to shape the social and moral fiber of the nation.

University Credo

BSU holds the credo: We take care of our students and their future...we take care of the faculty and staff. Its original mandate as a teacher training institution will be sustained, with BSU's strengths unrelentingly pursued; integrating wisdom and innovations to address its weaknesses, and building enabling mechanism to welcome opportunities. It has drawn lessons from trials and imperfections—so as to face the challenges of the rapidly growing societal and global transformations, while sustaining its

capabilities to address efficiency and effectiveness, quality and excellence. Similarly, the university valorizes relevance and responsiveness, access and equity as much as it upholds human resources management, developmental, environmental, and informational enhancement. Steadfastly, the University is committed to “save the future, and save the normal schools” in meeting the challenges for quality teacher education in this country, specifically in the Mindanao region – its legacy to the future.

STAFF

Dr. Victor M. Barroso
President, BSU
Institutional Coordinator

Dr. Joy M. Mirasol
Field Researcher

Mr. Donald P. Donasco
Technical Expert

Writers

Dr. Cornelia T. Partosa
Vice President for
Academic Affairs

Mr. Nelvin H. Armecin
Support Staff/Production Staff

Dr. Beverly B. Bicar
Dean, College of Education

*A Community of Scholars
Committed to Excellence, Innovation and Good Governance*
BICOL UNIVERSITY (1921)



President's Message

In August 2011, Bicol University upon the inspiration and support of Dr. Nenalyn P. Defensor, CHED Commissioner, organized a national conference to refocus the priorities of former normal schools to their original mandate of offering quality teacher education program. The outcome of that conference was life changing. The National Network of Normal Schools (3NS) was born and the idea of producing a coffee table book on the normal schools agreed upon.

As a prime mover of 3NS, Bicol University congratulates the Philippine Normal University for the leadership in completing the Coffee Table Book of the National Network of Normal Schools (3NS) with the title: **An Enduring Legacy: The Journey of the Normal Schools in the Philippines.**

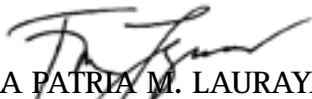
Indeed, this book is a most-awaited documentation that shall relive and highlight the best of the normal schools which have been at the forefront in providing quality education in the country since its establishment in the 1900s. Undoubtedly, this is the Normal Schools' enduring legacy - quality education that helps steer the country towards progress and development.

Through this Coffee Table Book, the State Universities and Colleges (SUCs) and other private higher education institutions (HEIs) will be more aware of the journeys and enduring legacies of Normal Schools. With this, Bicol University wishes to thank PNU, being the National Center for Teacher Education, for including in its pages the Albay Normal School, which is now the Bicol University College of Education.

This treasured book shall not only make us proud of who we are and what we have become as Normal Schools, but also further strengthen our resolve to continue our quest for quality education.

Again, Congratulations and *Mabuhay!*




FAY LEA PATRIA M. LAURAYA, PH.D.
BU President

THE BIRTH OF BICOL UNIVERSITY



ALBAY HIGH SCHOOL OF LEGAZPI c. 1930

Built in 1925, this Gabaldon Building has survived time, the elements, World War II, and neglect, but it continues to serve the future of the Bicol Region. Considered "one of the finest school buildings in the islands" during the pre-war years, it is home to the BUCE Integrated Laboratory School-High School Department today. It was destroyed during the World War, but rebuilt under the Philippine Rehabilitation Act of 1946. Partly shown in the foreground are branches of century old acacia tree, a mute witness to the history of the place, a hushed presence among the countless boys and girls who go through its portals and come out men and women of values and virtues. (Photograph from the files of Raffi Banzuela)

ALBAY NORMAL SCHOOL (1921 - 1962)

The Albay Normal School (ANS), now the Bicol University College of Education, opened in 1921. Housed in a ramshackle building, the former US Post Exchange, not far from the present site, ANS, as an institution was headed by an American principal – Miss Elizabeth Hill.

The training department stood in the Regan Barracks Intermediate School; its first supervisor was Mrs. Fortuno de Vera. The Carson Library nearby, donated by Major Carson of the U.S. Army, functioned as the first repository of books. Later, under this set-up Mr. Macario Naval served as principal and Miss Pilar Lacsina as supervisor. In 1933 the school became part of the Albay Provincial High School under one principal, Mr. Venancio Nera.



Left: The building that housed the Albay Normal School which became the Bicol Teachers College and now the BUCE.
Right: A building in what used to be the RMAS grounds.

(Undated photographs, unidentified photographer/file owner)

The supervisor of the training department was Mrs. Visitacion R. Juan and later Mr. Hugo Rodriguez. The last class under this set-up graduated in 1936.

For two years, the Albay Normal School closed, but reopened in June 1938 as Albay Normal School, offering a two-year elementary teacher curriculum. Mrs. Zora A. Cline served as the acting principal.

In August 1938 Mr. Benigno T. Reyes, member of the faculty of the school became the principal. He occupied the position up to 1959 when he retired as Dean of the Albay Normal School. Mr. Pastor Escalante was the supervisor of the training department.



In the pre-war years Albay Normal School operated purely as a teacher training school which offered a two-year course. Class 1953 was the last batch of ANS ETC graduates. The Second World War broke out and reduced the building into a mass of charred walls and twisted steel. Only the home economics building used as headquarters of the Japanese Imperial Navy was spared.

In November 1945 Mr. Reyes opened the completion classes, and when Mrs. Julia A. Reyes served as acting supervisor, she established the training department at an earlier date. Inevitably, the increasing number of students demanded the construction of additional buildings. At this time, Mr. Florencio Fresnoza supervised the training department, followed by Mr. Angel Jaucian.

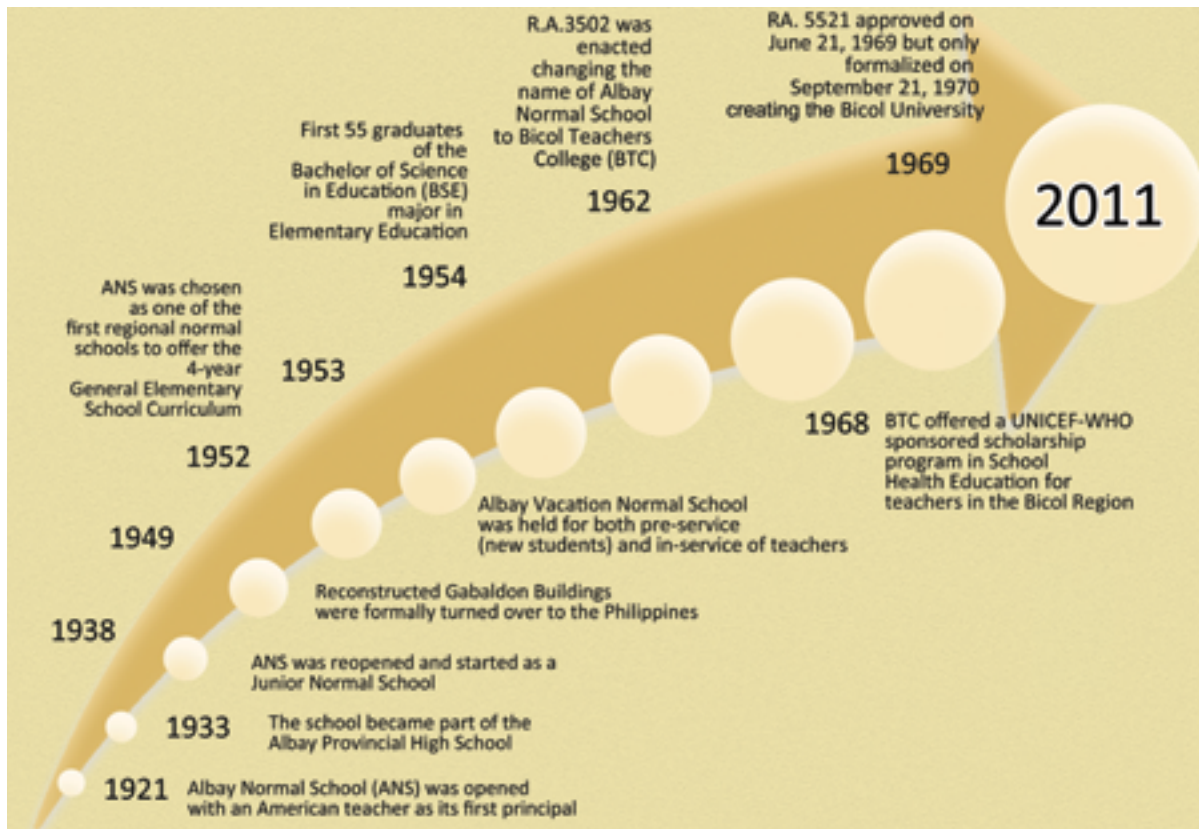
In 1952 the Albay Normal School was chosen as one of the first regional normal schools to offer the four-year General Elementary Teacher Education Curriculum leading to the degree of Bachelor of Science in Education (B.S.E.), major in Elementary Education. Its first graduating class (1954) comprised of 55 students.

A year later, Albay Vacation Normal School was held for both pre-service (new students) and in-service teachers wishing to earn a 4-year degree in Bachelor in Science in Education, major in Elementary Education. The last batch of the ANS 4-year program graduated in 1962.

In 1956 the school started the first late afternoon classes for public schoolteachers, graduates of E.T.C., motivated to continue their studies to earn the B.S.E. degree. These classes were later offered on week-ends (Friday - Saturday).

In the 1960s the façade of the Gabaldon Building served as venue for the various school activities such as the flag ceremony, graduation ceremonies, exhibits and the like. At present, it symbolizes BU's struggles, her victories, her pursuit of excellence, her ability to stand the test of time, and the Bicolanos' resilience.

Photographs from the Yearbook



Albay Normal School through the Years

Upon the retirement of Dean Benigno T. Reyes in September 1959, Dean Dominador R. Coralde took over and much later, by virtue of B.P.S. Circular No. 13, s. 1061, became the first college superintendent to the normal school dean directly responsible to the Director of Public Schools.

Such change of status – a big stride in the history of the Albay Normal School in its long period of struggle to attain a full college status - has enabled the institution to emerge as the educational leader in Bicolandia.



Dr. Bienvenido N. Santos with Mrs. Maxime Rubio, Ms. Pacita Umali, and Mrs. Odilia Espinas (nee Competente)

Mr. Angel M. Jaucian retired as Supervisor of Student Teaching. Succeeding him in the 1960s, Ms. Preciosa de Guzman introduced some innovative ideas like “Balance Approach” and integration of subjects with Social Studies as the core. Mr. Claro Panesa later became the Supervisor of Student Teaching. The College expanded its administrative staff with the appointment of Ms. Aurora D. Tabios, faculty member, as the first Registrar. In the second semester of 1964, the office of the Dean of Students was created.

In the summer of 1960 the College offered the first graduate classes leading to the degree of Master of Arts in Education (M.A.), to selected teacher students. At present, the administration is working out a plan to open the graduate level as an extension of a regular class program of studies.

The Junior Normal School offering the Elementary Teacher Certificate (ETC) had graduated a total number of 1,199 spanning the years 1948 until 1952. Some 1,030 from 1954 to 1962 graduated with a Bachelor of Education, major in Elementary Education degree from ANS as a regional normal school.



At about three o'clock in the afternoon, these lady students and a lone gentleman in white uniform marched towards the College Building for their next class. If it could only speak, the quiet College Building would tell the real stories of thousands who have called it a home, the grove of the academe that has transformed them into worthy and respected educators.



'If it could only speak, the quiet College building would tell the real stories . . .'



Unmindful of the scorching sun, these lovely people recollect the past. The old CB and Gabaldon Building are also captured in these mementos.



Then and now, the statue of the teacher with two grade1 pupils has become a landmark edifice of the College of Education. In this picture taken in the 1960s, surrounding the grounds where the regal statue stands, the pine trees are young, growing ... like the College. These pines have grown sturdy, have bejeweled the campus, but some have succumbed to numerous storms to give way to new trees, like the leaders, teachers and students who bid farewell to BUCE to give way to the new ones. Beneath these trees, their tiny leaves dotting the BUCE grounds and blending with the grasses, the alumni share fond memories

BICOL TEACHERS COLLEGE (1962 - 1969)

Republic Act No. 3502, passed by Congress in the last session in 1962, changed the name of Albay Normal School (ANS) to Bicol Teachers College (BTC). This was more in consonance with its status as a state college authorized to grant a baccalaureate degree (B.S.E.) under Republic Act No. 975, for the pre-service and in-service education of public elementary school teachers, and with the entire Bicol Region (Albay, Camarines Sur, Camarines Norte, catanduanes, Sorsogon, Masbate) as the service area.

As a teacher- training institution, the Bicol Teachers College has the primary responsibility of preparing beginning teachers, adequately trained professionally, physically and socially to meet the responsibilities expected of a competent classroom teacher of the community school – to serve the public school system efficiently as an educational leader among teachers; to love the teaching profession for the sake of the children and youth; and to be an influential and inspiring community leader.

These objectives are achieved through a well-balanced curriculum rich in opportunities for varied experiences. Competent faculty members have been well-selected to attain the objectives of the institution and emphasize the college ideals – Scholarship, Character, Leadership, Service.

Located in the municipality of Locsin (Daraga), Albay, the Bicol Teachers College sits at the boundary of Locsin and Legaspi City and is accessible to various types of transportation. The campus covers an area of 12 hec-

tares, its lawns are wide and neatly trimmed. Adjacent to it is the Quirino Stadium which is equipped with A-1 facilities – a first class tiled-floor swimming pool, a tennis court, and a terrace for relaxation – for athletic and other recreational activities.

A Dean, who concurrently served as Superintendent of the Schools Division of Albay headed the BTC. By virtue of BPS Circular No. 13, 1961, the regional normal school (BTC) assumed an independent status, transferring the administrative and supervisory responsibilities from the Division Superintendent to the Normal School Dean.

The transition period from ANS to BTC spanned the years 1959 to 1962. Those enrolled in SY 1959 – 1960 graduated in March 1963 as BTC graduates. Vacation (Summer) classes were held for both regular students and teacher students. The BSEd degree, major in Elementary Education, was the only undergraduate program offered in the BTC years.

In its existence for more than two decades as Albay Normal School, the Bicol Teachers College has gained its due recognition and prestige. As a pioneer and leader in education in Bicolandia, it has done much in pushing forward the frontier of elementary teacher- education in the Region. The commendable performance of its graduates in the classroom and in the community reflects the high standard of instruction supported by adequate college facilities, and the sobriety and zeal of a highly selected, competent faculty.

The Bicol Teachers College has come to be regarded as a main reservoir of a quality teaching force for the Bicol Region, and a center for experimenting on innovative ideas to improve teaching and learning. It is anchored on the basic philosophy of educating the Filipino children to their possible optimum all-round development so that as future citizens, they may lead and carry forward the democratic way of life in their homes, neighborhood, and the community, to meet their full responsibility of world citizenship.

The Master of Arts in Education was started in 1962 when foreign students were admitted in the MAEd program; 5 graduated in 1964. In 1969 BTC offered a UNICEF-WHO sponsored scholarship program in School Health Education to some 18 scholar - teachers in the Bicol Region. With the Bicol Teachers College (BTC) serving the whole Bicol region ,a total of 2,692 graduated from 1963 to 1970, with 33 MA graduates from 1964 to 1970.



<i>A gift whose value soars with dedication-</i>	<i>Scholarship</i>
<i>A voice that speaks through fertile hand-</i>	<i>Service</i>
<i>A commitment best lived with discerning eyes-</i>	<i>Leadership</i>
<i>An offspring from forged fueled vision-</i>	<i>Character</i>



photo collection of Ping B. Peraita



Gabaldon, a marvelous vestige of the war years. Built in 1929, the Gabaldon Building of the Bicol University Integrated Laboratory School, Elementary Department, survived the havoc brought by the war. Mutely yet valiantly, it received the bullets and bombs from the conqueror's weapons



College of Education: Center for Excellence for Teacher Education

In June 1996, BUCE was identified as a Center of Excellence for Teacher Education under the deanship of Dr. Faith M. Bachiller. With CHED Commissioner and BU Board of Regents Chair Nenalyn P. Defensor's program "Save the Future, Save the Normal Schools", BU College of Education Center for Teaching Excellence is established as one of the four centers in the country. The BUCE Center for Teaching Excellence currently houses the Administration Office of the College and the Demonstration Hall.

**Bicol University
College of Education**
.....

The BU College of Education seeks to give professional and technical training and to provide advanced and specialized instruction in literature, philosophy, the sciences and the arts. Moreover, it aims to promote scientific and technological research, extension service to the community and resource generation through its various productive endeavors to complement the University's mandated instruction and research functions. R.A. 5521, approved in June 1969, was formally implemented in September 1970. A year after it became the College of Education of the Bicol University and started to offer Bachelor of Secondary Education (BSEd) in various fields of specialization, besides the BSEEd and MAEd programs it offered in its BTC days. In 1983 it was chosen as the Center of Development for Special Education, Elementary Education and other Teacher Education Programs for Region V, as stipulated in DECS Order No. 105 s. 1983.

In June 1996 BUCE was identified as a Center for Teacher Education. With such prestigious award, the College was given scholarships in English, Mathematics and Sciences and had offered double degree AB/BSEd-CITE (Curriculum Initiative for Teacher Education), a five-year degree program. The Certificate of Teaching (CT) and the Certificate in College Teaching (CCT) were offered to meet the expressed need of non-Education graduates who would like to get into teaching in high school and in college.

With the approval of the BU Comprehensive Development Plan which restructured the colleges and units of the University into service and professional colleges, BUCE has assumed the responsibility over the three decentralized doctorate and master's programs. With CHED Memo Order No. 30, s. 2004, the College implemented the New Teacher Education Curriculum.

In 2007 the Diploma Programs in various disciplines were approved by the BOR. These programs aim to upgrade the content knowledge of non-specialist teachers and other interested clientele. In 2008 CED was identified as a Center of Training (COT) for DepEd Certificate and INSET Program, having met the criteria set by CHED and the DEPED-Teacher Education

Council. As Center for Training, BUCE was identified as service provider for the 2008 Summer Training for Dep Ed Non-Specialist Teachers in Social Studies, Filipino, TLE and MAPEH. Equally, the College was identified as one of the four institutions in the country to offer Summer Training leading to a Diploma on Preschool Education in 2009. Region V was the only region allowed to have its own training program in Early Childhood Education. All the BUCE programs at the undergraduate, master's and doctorate levels are accredited Level III by AACCUP, except the new programs, Ph. D. in Educational Foundation and Ph. D. in Mathematics, which have just undergone the first level accreditation.

ALBAY NORMAL SCHOOL, BICOL TEACHERS COLLEGE AND BICOL UNIVERSITY ADMINISTRATIVE HEADS

- 1921 Miss Elizabeth Hill (Principal)
- Mr. Macario Naval (Principal)
- 1938 Mrs. Zora A. Cline (acting Principal)
- 1938-1959 Mr. Benigno T. Reyes (Principal)
- Dominador R. Coralde (Dean)
- Dr. Jacinto A. Medallada (Dean)
- 1969-1972 Dr. Patria G. Lorenzo (Dean)
- 1972-1978 Arsenio M. Mirabueno (Dean)
- 1982-1989 Dr. Nelia S. Ciocson (Dean)
- 1989-1992 Dr. Violeta Diaz (Dean)
- 1992-1994 Dr. Oscar L. Landagan (Dean)
- 1994-1999 Dr. Faith M. Bachiller (Dean)
- 1999-2001 Dr. Helen M. Llenaresas (Dean)
- 2001-2003 Dr. Norina R. Sy (Dean)
- 2003-2004 Dr. Nora L. Licup (Dean)
- 2004-2007 Dr. Oscar L. Landagan (Dean)
- 2007-2009 Dr. Rebecca O. Bercasio (Dean)
- 2009-Present Dr. Obdulia E. Rojas (Dean)



The faculty of Bicol University Integrated Laboratory School, High School Department, take a breather for the camera.



The imposing façade of the Gabaldon Building, with the statue of a teacher and two pupils, constructed in 1996, has become an emblem of the College of Education and of Bicol University. The teacher was Ms. Valeria Ll. Millena, the girl a grade 1 pupil named Flor Florece, now a mother superior in a Filipino-Japanese Catholic School in Tokyo, Japan; the boy, another grade 1 pupil, Demosthenes Silao, now a professional engineer.



Professor's Creed

Lord, let the hymn of this institution resound
 In our hearts who sought and found
 A refuge in the privilege to profess,
 The timeless miracles of mankind
 As beacons to every young eager mind.
 Faithfully look after our words
 Delighting in the wisdom of truth
 Shaping the character of the youth,
 Bringing them beyond the pages of books.
 Lead our minds to think
 Not of what can be taken,
 But of what can be given
 To make the most out every wink.
 Hold our hearts like yours,
 Especially in times of frustration and pain;
 Whenever we fail to ingrain
 The key to unlock their dreams' closed doors,
 Touch our hands with a loving warmth
 That we may feel your enduring presence
 As we lift them before you, bow down and kneel
 For us to remain faithful and humble,
 Despite our lofty brilliance and prudence
 Before Thy ineffable name.
 Holy Father, be with us always
 In every corner of our homes, rooms and offices
 This way, we shall nobly remember
 Why we are here as educators
 That in everything said and done
 As professors, we would all acknowledge You
 As our greatest, everlasting mentor
 Yesterday, today and forever
 Under the scintillating light of your omniscience
 We alight and pray.

Bicol University has always been the home for intelligent, talented and versatile Bicolano students. It has always led in tapping local talents, uplifting and promoting artistry in the Bicol region. Not only does it provide dynamic instruction, but also never fails to introduce innovations in pursuit of excellence. The University recognizes the value of extra-curricular activities in shaping students' character and developing their leadership traits. Students are encouraged to participate actively in activities that would enrich their knowledge and heighten their awareness of societal issues and concerns.

Two of the more celebrated activities in BU are the Foundation Week and Scholars' Fest-where different activities and competitions are organized for the best of the best students from the different colleges.

ALBAY FOREVER

by José Ravalo

There's a place in Bicol that we hold dear,
 Land of beauty and laughter and song.
 Where you see the flowers bloom forever,
 Haven to all the weary throng.
 Where stands our Mount Mayon the peerless,
 Awe inspiring majestic grand,
 It's a place where skies are bluer
 This is Albay our own dear land.
 Thy name we'll cherish always,
 No matter where we be.
 Thy sons shall stand by thee united,
 Forever and loyal to thee.

(Repeat first stanza and last
 2 lines for the finale)



Right: Music and dance fill the halls and grounds of BU during the Foundation Week and Scholars' Fest celebrations.

Romance on Campus

“Romeo and Juliet” Romance of Mr. Arlene Biglaen Borbor and Mrs. Ma. Teresa Piraman



All the perseverance and love persuasions of Mr. Arlene Borbor resulted in a very passive answer when he received a red card from Ms. Maritess Piraman saying, “You’ve got the key to my heart”. Junior and Senior’s Promenade was one of those cherished events. They were then partners as well as lovers, while happily listening to the music “I Can Wait Forever”, a song popularized by Air

Supply. They found themselves in the middle of the dance floor noticing both their hands trembling. Graduation gifts were their cherished mementos for each other to hold on; trust in one another and faith in God for a better future their guiding thoughts. Arlene gifted Maritess a watch and Maritess gave him back a card. On it was written, “Keep on Believing, Keep on Striving Until your Dreams Come True”. Today Mrs. Ma. Teresa P. Borbor and Mr. Arlene B. Borbor live happily, through thick and thin with their four children.

Two Hearts that Beat as One

Corazón (Zony) Mascariñas of BTC Batch ‘67 and Gene A Don of Batch ‘66 became a popular “pair” from 1964 until they graduated from the Bicol Teachers College.

Their relationship blossomed from the time they met and joined the *Mayon Choral and Dance Troupe* of the College in 1964. The pair was a favorite in the Search for the Ms. BTC in 1967 when Zony was chosen “Ms. Charity” and Gene the handsome escort.

BU has become so much part of the “Don Family” – the institution, where their “love story” started, became Zony’s place of work for 45 years, the children’s nurturing ground and a place of the best memories for the family.

Honoris Causa Recipients



First row from left to right

1973 – SEN. FRANCISCO S. TATAD
 1982 – DR. BIENVINIDO N. SANTOS
 1994 – SEN. DOMINADOR AYTONA
 1996 – PRESIDENT FIDEL V. RAMOS
 1997- VICE PRESIDENT JOSEPH ESTRADA

Second row from left to right

1998 – JOSÉ MARIA PANGANIBAN
 (POSTHUMOUS)
 2000 – SEN. FRANKLIN DRILON
 MARCH 2009 – JOSÉ MARIA CLEMENTE
 S. SALCEDA
 SEPTEMBER 2009 – EMILIO T. YAP
 2012- PRESIDENT CORAZÓN C. AQUINO
 (POSTHUMOUS)

In its 42 years of existence as the premier state University in the Bicol Region, Bicol University has conferred only ten doctorates in Humanities, *honoris causa*, adding luster to their illustrious roster of graduates.

OUR GLORIOUS PRESENT

Bicol University the premier state university, with a Level IV status in the Bicol Region since 1998, was created on June 21, 1969 through the passage of Republic Act 5521, but was institutionally formalized on September 21, 1970 by virtue of Resolution No. 1 of its Board of Regents. Section 2 of the aforementioned Act mandates that the following schools comprise the University: the Bicol Teacher's College (BTC) with its Laboratory School (BTCLS) in Daraga, Albay, the Daraga East Central School also in the same municipality, the Albay High School in Legazpi City – all of which have become the College of Education with its Laboratory School; the Bicol Regional School of Arts and Trades (BRSAT) in Legazpi City, now the College of Engineering and College of Industrial Technology; the Roxas Memorial Agricultural School (RMAS) in Guinobatan, Albay which has turned out to be the College of Agriculture and Forestry; and the Bicol School of Fisheries in Tabaco City, Albay now the College of Fisheries also known as the Bicol University Tabaco Campus. These academic institutions, most of them founded more than half a century ago, formed the matrix of Bicol University.

Today the institution hopes to be a purveyor of excellence through productive scholarship in a world where the individual has his own cup to fill, a pace and direction to follow. And as the Seventh President, Dr. Fay Lea Patria M. Lauraya, affirms: "We will be bringing BU closer to the community as we also foster national and global competitiveness inspired by the idea of offering the



Location map of satellite campuses and colleges of Bicol University

community of services that it needs at the quality it demands . . . through the pursuit of excellence and innovation."

On March 7, 2008, the BUCE was identified as a Center of Training (COT) for DepEd Certificate and In-Service Training (INSET) Program after passing the criteria set by the Department of Education and Teacher Education Council of the CHED. As a COT, BUCE was identified as service provider for the Training for DepEd Non-Specialist Teachers in Social Studies, Filipino, Technology and Livelihood Education (TLE), and Music, Arts, Physical Education and Health (MAPEH) in the summer of 2008 to 2009. Also in these years, it was identi-

fied as one of four institutions in the country to offer a summer training leading to a Diploma on Pre-School Education.

The BSEd and BEEd programs of BUCE passed the AACUP Level III-Phase 1 and 2 accreditation on March 12-14, 2008 and on May 20, 2009, respectively. In June 2008, BUCE was again identified as one of the country's 14 Centers of Excellence (COE) for Teacher Education with formal awards bestowed on October 9, 2008.

It holds the distinction of being the Center of Development in Fisheries Education. The Department of Science and Technology (DOST) iden-

tified it as an e-training center for Science and Mathematics teachers. While the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) named it as implementor of Flexible Learning Courses (EXCELS on Excellence in School Leadership for Southeast Asia).

The Department of Education (DepEd) also identified it as a teacher training institution that implements the project Upgrading High School Science and Mathematics Teachers Competence Program. Moreover, it implements the School Project of the Commission on Information and Communications Technology-Human Capital Development Group (CICT-HCDG).

Bicol University received the national award for the Best National Service Training Program in 2008, the Best ROTC Unit in the Bicol Region in 2007 and honored with the 1st Raul Roco Youth Achievement Award in 2008. The National Youth Commission recognizes Bicol University as one of

the top five with the Best Environment Programs in the country.

Its students' film and speech theatre productions presented in rural areas are recognized as being able to spur community action, particularly on environment consciousness and protection.

The Commission on Higher Education (CHED) gave the Bicol University the first place award for the Best HEI-R&D 2008. The Philippine Chamber of Commerce and Industry (PCCI) also recognized it as first placer in the Best Business Idea and Development Awards in 2008. The Association of Government Accountants of the Philippines (AGAP) gave it the 2007 Most Outstanding Accounting Office Award.

In pursuit of scholarship engagement for the community, the Bicol University Extension Service Center which provides services as training, technical assistance, information packaging and dissemination, action-cum-research, is not only focused on community outreach and technology transfer. Its spirit and essence is love, the driving force which impels one to serve without counting the cost. More so, it is an instrument in molding individuals and communities for sustainable development.



Institutional Strengths

- » Attractiveness of the school to tertiary education students and prominence of its location and its physical facilities
- » Its faculty serve as experts, consultants, resource persons in various education fields
- » It is the school of choice of benefactors of scholarship grants
- » Diverse curricular program offerings in its Graduate School
- » It is the partner agency of the Provincial Government of Albay in all its education programs
- » Expansion of enrolment in the graduate school because of the requirement for continuing professional education of teachers
- » Emergence of new fields of studies, hence the opportunity for the Teacher Education Faculty for continuing professional development
- » Collaboration with CTEs, DepEd, TESDA, CHED and other TTIs
- » Strong linkage with and cooperation of LGUs and other partner agencies in education
- » The strong ties to Bicol University of ANS-BTC – BUCE alumni who have developed a “giving back” attitude, hence can be relied upon for support of development programs of Bicol University



OUR FUTURE VISION

VISION

A University of Excellence characterized by scholarship engagement for the community towards sustainable development.

MISSION

The Bicol University shall primarily give professional and technical training and provide advanced and specialized instruction in literature, philosophy, the sciences and arts, besides providing for the promotion of technological researches.

SOCIETAL GOAL

Human development towards poverty reduction and sustainable development

HIGHER EDUCATIONAL GOAL

Enhanced knowledge and skills, attitudes, and values of Filipinos to lead productive lives

Development Directions of Bicol University

Based on the vision and direction of Bicol University, it is now moving towards modernization with the end in view of becoming one of the internationally recognized universities.

As the premiere state university in the Region Bicol University takes the lead in addressing the development challenges in the Region.

Bicol Region's higher education system is faced with these issues and concerns, among others: (a) upgrading quality of higher education programs and institutions; (b) ensuring the relevance of higher education programs and services by matching the competency/skills of graduates with the needs of the industry/labor market and re-engineering of programs to make our graduates competitive; and (c) adapting and utilizing appropriate ICT and other innovations in education (NEDA, 2008).

Bicol University's response to these challenges is to continuously upgrade and strengthen its academic services. As the Center of Excellence in Teacher Education, Center of Development in Fisheries, leading institution in science and technology and engineering, architecture, nursing, accountancy, social work and other fields, its role in raising the quality and relevance of education in the region at all levels is critical. With its 112 degree programs, it plays a vital role in the human and social capital development of Bicolanos and as a catalyst to change. Back dropped against this, Bicol University shall pursue these directions:

- » Capitalize on its curricular strength to establish more Centers of Excellence (COEs) and Centers of Development (CODs) in addition to the two it already has;
- » Revise and/or expand the curricular programs along areas that would allow its graduates to share in the "knowledge economy," including a share in the ICT-enabled services, both local and abroad;
- » Raise its programs to international standard to enable its graduates to compete in the international job market;

- » Produce empowered entrepreneurs who are able to adopt new technologies or initiate new economic activities in support of the "One-Town- One-Product" of the DOST and the LGUs;
- » Increase student academic outcomes and enhance their social development, matching their training with relevant jobs;
- » Sustain a performance above the national passing average in all its programs with licensure examination;
- » Lend strong support to the advancement of the Science and Technology (S&T) Program of the region mandated to contribute to productivity improvement and poverty reduction in the region.
- » Improve the regional economy's capacity for technological innovation and adaptation through more research and development (R & D) activities aimed at generating and fast-tracking technology adoption and adaptation;
- » Lead in research on pili, abaca, coconut and on other commodities and enhance the quality of life in the community through technology transfer.

STAFF

Fay Lea Patria M. Lauraya, Ph.D.
Helen M. Llenaresas, Ed.D.
Obdulia E. Rojas, Ed.D., Ph.D.
Joseph L. Bartolata, Ph.D.
Maureen Mamansag-Maceres
Gerard Protacio
Flor A. Jenkin

Holistic Nurturing of the Tao - the Humane Being PALAWAN STATE UNIVERSITY (1972)



President's Message

On this truly monumental accomplishment, I congratulate the member schools of the National Network of Normal Schools (3NS) composed of the 10 pioneering teacher education institutions in the country. I especially congratulate the brains and the inspiration behind the project of committing on print the journey and the legacy of these schools, Hon. Nenalyn P. Defensor, Commissioner, CHED whose guidance and strategic vision have made this project possible. Highlighting their journey allows us to regain the identity of these schools which started as normal schools and have since become the leaders in Philippines education. From the time they were established, each has her own story to tell and a message of endurance and commitment to share.

The coffee table book titled: **An Enduring Legacy: The Journey of the Normal Schools in the Philippines** is a story every educator must read and find an affinity with. Palawan State University, being the youngest among the 3NS member schools, is honored to be part of this worthwhile endeavor. The Network has a lot of plans being pursued and I wish them success in all these.

Mabuhay!



JETER S. SESPENE, FfUP, Ph.D.
PSU President

Introduction

The past forty-seven years have been both challenging and eventful for Palawan State University. Having been transformed from a teacher's college to a state college and then to a university, it has not only expanded its course offerings and facilities, but also upgraded its faculty and personnel as well as its system and administration.

OUR GLORIOUS HISTORY

Creation/Establishment/Law/R.A.

Palawan developed rapidly after the war, drawing settlers from all over the country to its pristine shorelines and farms. As the population grew, so did the need for educational institutions. In 1965, then Congressman Gaudencio Abordo sponsored a bill establishing the Palawan Teacher's College, the forerunner of PSU, in the municipality of Puerto Princesa. Signed into law by President Diosdado Macapagal on June 19, 1965, it remained unimplemented for seven long years. On the national level, teacher colleges proliferated, thus the Department of Education and Culture seemed reluctant to open one more – let alone a private school in the area sensed the move runs counter against its interests, as it, too, had an education program. Nevertheless, Palawan did suffer from a shortage of teachers and actually “imported” teachers from other regions.

When Puerto Princesa became a city on January 1, 1970, with Feliberto R. Oliveros as first city mayor, the city took center stage and became the nerve center of the province. The city continued to grow, but it was Edward S. Hagedorn who espoused an environmental platform and carried out programs like *Pista Y Ang Kagueban*, proposed by the Palawan Center for Sustainable Development. By pursuing the greening of the city, Hagedorn made Puerto Princesa really flourish.

The time was ripe for implementing the 1965 bill and creating the Palawan Teachers' College. Atty. Teodoro Q Peña, serving the national government, but always a Palawño at heart, set the stage by meeting in Manila with the heads of the Committees on Education of both the Senate and the House, and the Director of Public Education.

He was then able to convene the first Board of Trustees, which promptly passed Resolution No. 1, establishing the Palawan Teachers' College, effective March 2, 1972.

Dr. Walfrido R. Ponce de Leon was designated the first President of the College, ably assisted by the original staff members -- Francisco M. Romano, Milagros R. Miguel, Luisito Santiago, Nilda Flores, Rosabel Tequillo, Aniceta O. Robles, Epifanio Padul, Marcial Jerungay, Aniceto Baddilla, Leopoldo Jagmis, Abelardo Basaya, Cesar Ponce de Leon, Evelyn Abuan, and Willie Yap.

Among the first faculty members were former PSU President Teresita L. Salva, Aurora F. Ramirez, Victoria Lily B. Gatchalian, Lilian R. Bayron, Corazón Bahjin, Anastacio Vergel de

Dios, Minda A. Aquino, Ricardo Coronado, Soledad Baaco, and Franceslina B. Monera. Violeta Yadao was teacher-nurse, and Dr. Bernardo Miguel, the first part time school physician.

The school opened in July 1972 with 101 students, using classrooms borrowed from the Palawan National High School, and classes were held after high school hours. The administration was housed in an office rented from the Rafols Hotel, and the home of Dr. and Mrs. Arturo Carlos served as the library with Anastacio Vergel de Dios as the first librarian. The operational budget from the national government was P125,000. Tuition then ranged from P120 per semester for first year students to P150 per semester for fourth year students. The borrowed site, of course, helped limit the costs.

A year later, Mr. Eugenio de la Cuesta from the National High School offered the Teachers' College a two room building for their use, and eventually became the quarters of the President, the administration, and the staff.

In the summer of 1973 construction with an initial outlay of ₱ 2,000,000 started on the college's own site, across the National High School, on Manalo and Mendoza Streets. This lot was awarded by the national government to the Palawan Teachers' College, pursuant to Presidential Proclamation 1285, dated June 28, 1974, and issued by President Ferdinand E. Marcos. And



The First Site of Palawan Teachers' College inside Palawan National High School

true to its environmentally conscious heritage, the college installed a mini-zoo, with monkeys and birds, and a small fish pond, with gold fish, carp, and water lilies, on that first campus.

In 1974 the AudioVisual Hall was constructed at the Manalo campus, and for the next fifteen years or so it hosted most of the conferences, seminars, and concerts held in the city of Puerto Princesa. It used to be dubbed as "the place" for all occasions, as Mayor Hagedorn's Coliseum now stands in the more urbanized Puerto Princesa.

Fittingly enough, Palawan Teachers' College outgrew its modest title, with academic programs in many different fields and outreaches, extensions, and development schools. Later Teodoro Q. Peña, who was then Minister of Natural Resources, sponsored the conversion of the school



Manalo campus now



The Audio Visual Theatre of Manalo campus

to Palawan State College, under *Batas Pambansa Bill 797*, made official on April 27, 1984. Dr. Heracleo D. Lagrada became President in 1985, moving up from Vice President for Academic Affairs, upon the recommendation of Atty. Peña, only to give way less than a year later, as part

of the national upheaval that accompanied the end of the Marcos regime, to Prof. Paterno M. Bruselas, who was recommended by then Secretary of Agriculture, Ramon V. Mitra.

President Bruselas generally described as a quiet, low-keyed man served as former VPAA, and proved equal to his post-effective, esteemed. He appointed Dr. Teresita Salva to head PLADEX, the Planning, Development, and Extension arm of the college, which channeled the progressive and creative impulses of the academe.

In 1991 Dr. Teresita L. Salva became the institution's fourth president, also on the recommendation of Palawan's favorite son, Ramon V. Mitra. She had been with the school from the very beginning, and had risen from the ranks, first serving as Math Instructor, then Dean, Director, and Vice President in addition to heading PLADEX. During her tenure, Palawan State College became even more vibrant and vigorous, the Place for Social Change, as it went on to train and impact on lives of young people all over Palawan.

Dr. Salva's first term as president began in 1991 and lasted till 1993, during which time she laid all the ground work for instituting the Law School (first making this suggestion, apparently,

to Atty. Teddy Peña at about 4 in the morning in the Manila airport, as the two of them waited for the early plane back to Palawan). Atty. Peña then became the first Dean of the Law School and set up a rigorous program, instructing teachers to fail students who weren't good enough to hurdle the bar exam. Indeed, the first batch of Law students were so ruthlessly weeded out that the first class started at 100 and dropped to 50 at the end of the first year. Only 17 of that first class graduated, but that was alright with Atty. Peña: he was determined to train quality lawyers and judges for the province of Palawan.

Former Congressman David Ponce de Leon, the second dean of the Law School, became instrumental in securing funding for the new Law Building on the Manalo campus, convincing Congressman Abueg of the need for this during an airplane ride to Manila.

While she was still President, Dr. Salva also began working for University status for the school, but this, too, was to be realized fully under the next president, Dr. Crispiniano R. Acosta, only after Congressmen Alfredo E. Abueg and David A. Ponce de Leon managed to "corner" President Fidel Ramos on a visit to Palawan, urging him to declare the bill they had sponsored a priority.

So Palawan State University was born on November 12, 1994. Considered the first state university in Palawan, if not the first in Region 4, with the exception of U.P. Los Baños, PSU soon outranked every other university in the MIMAROPA region in academic ratings, passing rates on board exams, budgetary efficiency, even in sports competitions.

A year after it gained university status, PSU, on the initiative and with the encouragement of Congressman Dave Ponce de Leon, entered into an interesting new degree program in Petroleum Engineering, in consortium with Robert Gordon University in Aberdeen, Scotland. A unique program, in fact the only one in the country, was designed in response to the discovery of natural gas and oil in Malampaya. Congressman Ponce de Leon fought successfully for Palawan's right to oil revenue from the Linapacan oil field and met with British businessman Peter Enston, who well understood the growing need for Filipino experts in the petroleum industry. To this effect, several faculty members were sent to Aberdeen to train for this program.

Location

In 1973 the City Government through the Mayor of Puerto Princesa, Feliberto R. Oliveros, donated approximately twenty hectares of forest land in Tiniguiban to the college. Development of this site was somewhat slower, as the area initially seemed far away and inaccessible. In fact one of the janitors, Aniceto Badilla, was asked to live in the area with his family to watch over it and to start the development process. The swamps in the area were cleared of mangroves and turned into fish ponds, and the land planted to rice and other cash crops.

The first edifice to rise in Tiniguiban was the Waldo Perfecto Hall, now known as the College of Nursing and



The Old CAH edifice, now the College of Nursing building

Health Sciences building. Initially this was the Research Science Development Center, one of the fourteen government training centers instituted in the country. A vehicle was actually donated as part of this same program – the old Combi, still alive and well in Tiniguiban. Other vehicles of World War Two vintage were donated by NEDA, including the old college bus and a jeep still being used in the engineering shop.

Gaudencio Abordo Hall, the high school building, was targeted next – certainly necessary to provide a venue for practice teaching for students in the Secondary Education program.



The College of Teacher Education building which also houses the Laboratory High School



Then Mayor Feliberto Oliveros, Jr. and City Administrator Mariano Valencia signing the deed of donation of the PTC lot in 1973 with Dr. Walfrido Ponce de Leon and Mr. Francisco Romantico as witnesses.

The first edifice to rise in Tiniguiban was the Waldo Perfecto Hall, now known as the College of Nursing and Health Sciences building.



PSU President Dr. Jeter Sespeñe addressing the crowd assembled for the Monday morning flag ceremony

Highlights in History

To date PSU has had six presidents, and while there is a continuum in terms of projects, additional policies and reshuffling of personnel usually ensue, for better harmony in the workplace, when the leadership is changed. Dr. Ponce de Leon instituted the basic creed of PSU, being the pioneering president- he led the then PTC to become PSC. The short term of Dr. Lagrada followed. Next came Prof. Bruselas whose term saw some infrastructure improvements, then ushered in the first and only (so far) lady president of PSU, Dr. Teresita L. Salva who helped revolutionize academic offerings, programs and linkages; Dr. Acosta led with transparency

and integrity; the return of Dr. Salva paved the way for more changes in the academe – PSU rephrased its mission and vision and instituted shared values.

The incumbent president, Dr. Sespeñe is currently proposing new systems and practices, starting with the new PSU logo and the new foundation day celebration. He has also started to forge linkages beyond the borders of Palawan, specifically in the East Asia EAGA region.



The original faculty and staff then (above) and in 2008 (left)

Pioneer Administrator

On March 22, 1975 Palawan Teachers' College celebrated its first graduation, awarding nine students the degree of Bachelor of Science in Elementary Education (BSEED). On the same occasion the college conducted the formal investiture of its first president, Dr. Walfrido R. Ponce de Leon.

PSU rephrased its mission and vision and instituted shared values.

Transition and Transformation

In its first year of operation, Palawan Teachers' College offered only two courses: the Bachelor of Science in Elementary Education (BSEED) and the Bachelor of Science in Education (BSED). Much later these programs were enriched with courses leading to the Bachelor of Science in Home Economics, Bachelor of Science in Business Education, with concentrations in Retail Merchandising and Cooperatives, a Bachelor of Science in Agricultural Education with concentrations in horticulture and animal science, and a number of two-year or short term courses in Technical Education, in food processing, Master Electrician training, and automechanics.

Still the main goal of the school centered on educating teachers for the classrooms of Palawan, and thus the Laboratory Elementary School formally opened in June 1975 at the Manalo Campus, with Soledad Baaco as principal, ably supported by the PTA and a generous donation of antiques by Mrs. Priscilla M. Yap. The first library was stocked with books from the abolished government office of Cultural Minorities.

Two years later, in 1977, the Laboratory High School opened with Professor Victoria Lily Gatchalian as principal, supervising a sixteen member faculty, with only four full time faculty. The fourth graduating class of the high school distinguished itself by registering a passing rate of 100% in the 1983 National College Entrance Exam. Forty-four percent ranked 90 or above, and Nonna Lyn Mendoza topped the exam for the whole province with a percentile rank of 99.

By 1981 the College had a full-fledged Program of Undergraduate Studies, known as CASTB (College of Arts, Sciences, Technology, and Business) under Professor Bienvenido G. Ganapin, alongside the Program of Teacher Education. In 1982 the Program of Business Education broke away, leaving CAST, and in 1984, the same year the Teachers' College became a State College, the Technology programs broke off. In 1985 Dr. Erlinda San Juan became Dean of the College of Arts and Sciences, and by 1993, the College of Sciences also gained separate existence and what used to be the core became the College of Arts and Humanities that still provides most of the core courses to other units - English and Filipino, History, Political Science, Psychology, Humanities, Mass Com and Tourism.

Traditions: Rituals and Ceremonies

As an academic community, PSU has held on to a few, but meaningful traditions. Just like any government office, flag ceremony on Mondays is a ritual that does not require any coercion or reminder. Students and faculty flock to where the flagpole stands, patriotically sing the National Anthem and the PSU Hymn with much fervor.

True to being Palaweños who are used to having guests because of the *Kambak-Kambak* syndrome (a belief that whoever comes to Palawan will definitely come back because they will definitely be enchanted by the magical beauty of the province), PSUans have their usual welcome for guests – a welcome dance from the *Sining Palawan Dance Troupe* capped by *lei* offering at the end.

Acquaintance and induction programs are also usually held whenever major local organizations such as the Faculty and Staff Club, Faculty Union, and APSUAP elect their new set of officers or when the University celebrates its Foundation or University Day. During these programs the initiation of new members takes place, are done in the spirit of fun and camaraderie. Another rite is the Foundation Day celebration capped by the yearly parade and fellowship night for faculty and staff.



In one of the early induction programs held in the Audio Visual hall of PSU Manalo Campus (now PSU Laboratory Elementary School), Dr. Teresita L Salva, president of FS Club receives a plaque from Dr. Paquito Romantico

It has also been a tradition for the PSU personnel to have a yearly summer outing, visiting tourist/scenic spots together to have a stronger bond as one body working for the university.

One of the most awaited traditions for the whole university is the annual Intra-Collegiate Meet that usually showcases how students, faculty, and staff compete as athletes, coaches, or mere spectators, for supremacy in sports, but in a spirit of fun, highlighted by ballgames, coronation night for Mr. and Ms. PSU Intra-Collegiate Meet, dancesport competitions, and the awarding ceremonies.

The different colleges also have their own annual traditions - College day/week. Thus, there is CEAT week, CBA week, CAH day, etc. Exhibits, academic contests, literary and musical competitions, picnic and/or buffet eat together, and parlor games are held during these celebrations.



Mass demonstrations of different PE classes during Foundation day celebrations

Some Celebrated Alumni

Distinguished alumni of the University are now successful leaders and entrepreneurs of the city and of the province. The two laboratory schools have also produced a number of lawyers, doctors, engineers, educators, entrepreneurs and other productive member of society.

Alumni	Degree Obtained/Field
Dr. Jeter S. Sespense, PSU President	BSBE (1982)
Dr. Erlinda A. Ganapin, VP for Academics, PSU	Ed.D. in Educational Management
Dr. Grace C. Antonio, Dean, CTE	Ed.D. in Educational Management (1987)
Mr. Bobby Castro, CEO Palawan Pawnshops and Express Padala	Business & Accountancy/ Entrepreneur
Mr. Elmer Paus, owner, <i>Elmer's</i>	Entrepreneur
Mr. Mike Cohen, ANC Anchor	Broadcast Media
Mr. Frederick Ylaya, former City Councilor	BS Political Science
Dr. Gerardo Ortega, Radio Broadcaster	BSU LHS

Romances on Campus

Being both a home and workplace to faculty, personnel, and students who come from diverse cultural communities and statuses, PSU has caused and nurtured the blossoming of countless sweet romances. Notably, the setting encourages romance as well as prodding from colleagues - teasing and constant matchmaking for relationships to bud and bloom fast.

To name a few, Dr. Lorna Castillo and Dionisio Gelito, Fiscal Julius Concepcion and Prof. Jen Cabrestante, Dr. Tess Domino and Prof. Ric Tajolosa. There are also those who seem to have developed another kind of romance with the university, opting to just work and not marry. To them, PSU would be their lifetime partner, even after retirement from service.

Distinctions/Awards/Recognitions

PSU is one of only three state universities chosen as a Knowledge for Development Center (KDC) by the World Bank. Located at the Graduate School-Law Building, Manalo Campus, the KDC is open to the public and provides access to information through the Internet and over 3,000 World Bank publications, special books and documents. It is also a special base for information for disabled, particularly blind individuals, and was inaugurated with a workshop in teaching the disabled.

PSU is a regional testing center of the UP-DOST Open University.

The National Library, UP, Department of Science and Technology, Department of Agriculture and CHED have chosen the University as a recipient of the Philippine E-Library Project.

The College of Teacher Education is the Center of Excellence for Teacher Education in Region IV; the forerunner in the teacher-training programs, both for the pre-service and in-service teachers.

PSU is an accredited service provider of the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP).

The University is one of 10 HEIs in the country which forms the National Network of Normal Schools (3NS)

PSU is the only HEI Training Center in Region IV-B.

PSU Bearcats remain supreme in the PASUC Sports Competition in Region IV-A and B for the last (10) years.

The University is lead convenor for tourism trade and business between Sabah (KK), Malaysia and Palawan under the agreements of the BIMP-EAGA.

Contribution to the Region/Nation

By 1978 the six year old Palawan Teachers' College had gained a solid reputation within the province. Program offerings had expanded to cater to a steadily growing enrollment. The laboratory schools provided for their practice teachers at the elementary and the high school levels, while the College instituted newer courses.

To simply educate the youth of the community did not suffice – it was time to move into more direct community involvement. Thus, following the lead of the University of the Philippines College of Agriculture, Palawan Teachers' College moved into

a program of setting up Development Schools and Extramural Studies Centers. "The major objective of the program", said Dr. Walfrido R. Ponce de Leon, "is to make education function directly in the economic development of the rural area it is serving. This is done through supervised farming, carpentry, and other activities done within and outside the classroom." (Palawan: Land of Promise, p. 285)

The first such school set up by Palawan Teachers' College was the San José Development School, in barangay San José, far from the heart of the city in 1978. By 1980 this had become a complete high school.

Then in 1982 the Palawan Teachers' College

was requested to take over the administration of Quezon Municipal High School in the south, and administer it for one year, under the name of the Quezon Community Resource Development School. And then came the Aborlan Development School, also in 1982, and the Marcos Development School in the town of Marcos (now called Rizal) in 1984. The Development Schools, which offered mainly secondary education, were subsequently weaned from PSU because the University mandate was for tertiary, not secondary or elementary education. Thus PSU ceased operating the San José Development School in 1985 and the Quezon School in 1987. The Aborlan and Marcos Development Schools were weaned in 1990, but to continue work in

the outlying areas, the University devised a new system of Extramural Studies Centers (ESC). Such centers were set up in Roxas in 1984 and Cuyo in 1985, under President Walfrido Ponce de Leon, to provide college level courses, and/or some graduate courses, to provincial high school graduates who were unable to enroll in the main campus in Puerto Princesa. Gradually, these became the core of the College of Community Resource Development (CCRD) program that has functioned so well in the far-flung municipalities of the province. Palawan State University now runs such centers in Araceli, Coron, Cuyo, Magsaysay, Dumarán, El Nido, Roxas, Taytay, Balabac, Bataraza, Brooke's Point, Española, Narra, Quezon, and Rizal and most recently, San Vicente. Many of these centers offer complete four year programs in Education, Business Administration, Entrepreneurship, Hotel and Restaurant Management, and "ladderized" or feeder programs in engineering technology.

These centers make up one of the colleges in the current university set-up, under Dean Jesus V. Apdon for Northern campuses and Dr. Hanli Taha for South with the central administration appointing all of the faculty and offering partial financial support. Some faculty members are locally hired, and the major resources for the centers provided by the communities in which they are based. But these centers truly bring quality education to the furthest reaches of Palawan.

Initially, Dr. Ponce de Leon had envisioned a true university system, to be born around the Teacher's College, and to include PNAC in Aborlan (now WPU) in agriculture, a School of Fisheries in Coron, and a College of Arts and Trades (PCAT) in Cuyo. That the natural drive for local autonomy seemed inevitable and although some of these schools eventually came under the umbrella of PSU, others did not.



Sites of the PSU System

Today, however, three of these centers are slated to become *bona fide* branches of PSU: Roxas first, and then Coron and Cuyo are included in a congressional bill sponsored by Congressman Alvarez, raising the level of these institutions to make them eligible for more national funding and more plantilla positions.

Noteworthy Research/Publications

Some noteworthy research engaged in by CSPG

- » Reversing Environmental Degradation Trends at the South China Sea and the Gulf of Thailand (Palawan/Calamianes Component)
- » Sustainable Financing Component of the Conservation of the Tubbataha Reef National Marine Park and World Heritage Site Project
- » Enhancing Participation of Indigenous People in Natural Resources Management and Biodiversity Conservation in Puerto Princesa City and Quezon, Palawan
- » Towards Improving Marine Biodiversity and Sustaining the Coastal Resources in the Balabac Strait Corridor (BSC)
- » Socioeconomic Monitoring (SocMon)-Southeast Asia Training Course
- » Socioeconomic Monitoring (SocMon) Program in the Philippines to Support Effective Coral Reef Conservation and Coastal Resources Management: Initiation in Oriental Mindoro Province and Continuation in Puerto Princesa City, Palawan
- » Marine Managed Areas (MMAs) Ecological, Socioeconomic, and Governance Effectiveness

Institutional Strengths

PSU obtained outstanding ratings in the 2005-2010 Agency Performance Review conducted by the Department of Budget and Management- the only one in the MIMAROPA Region.

Both faculty and administrators are on the world circuit of academic conferences and workshops, reading papers in Manila, Cebu, Davao, Hong Kong, Ho Chi Minh City, The Netherlands, Korea, Malaysia, Washington D.C., and Amman, Jordan. When the Summer Institute of Linguistics hosted an international conference in Puerto Princesa, PSU presented a panel of five faculty members with very well received papers on Cuyunon and Tagbanua Language and cultural concerns.

PSU graduates' performance in licensure examinations continues to be consistently way above the national passing percentages, as reflected in the most recent licensure examinations for teachers, engineers, accountants and even law students, with some passers landing in the top ten slots.

The PSU *Sining* Palawan Dance Troupe moved on to give a series of very impressive performances in California and in Texas in the United States, and the children too, sang their way through Europe, entering competitions in Spain, Canada and then in Bulgaria. The newly-formed PSU Little Violins, composed of PSU LES pupils have won the admiration both from local and international crowds with their entertaining violin renditions of different musical pieces.



Left: The PSU Sining Palawan Dance Troupe members in their colorful costumes



Above: PSU Little Violins in action



Left: The PSU Children's Choir



MOA signing with DBP officials.

PSU graduates' performance in licensure examinations continues to be consistently way above the national passing percentages. For instance, the Engineering School makes a particularly good showing, and has had several placers in the top ten in recent years; the most recent is the outstanding performance of the first batch of Mining Engineering graduates who posted excellent passing average with three of them landing in the top ten.

Attention is given to higher accreditation levels which lead to world class standards.

Believing, as it does, that any university is only as good as its faculty; the administration upgrades faculty capability through scholarships and training opportunities.

The in-campus Hospitality Training Center, a product of years of conscientious planning serves as a laboratory cum training center for students and faculty members of Tourism and Hotel and Restaurant Management, under the new BS Hospitality Management.

PSU is also the CHED recognized service provider under the Expanded Tertiary Education Equivalency and Accreditation Program (ETTEAP).

PSU is a regional learning center of the UP-DOST Open University

Buildings and facilities in the main campus have been constructed out of the University's income.

The University has maintained and expanded linkages with local, national, and international agencies.

The University belongs to the Top 10 Performing Law Schools in the Philippines based on Supreme Court Data on percentage of Passing the BAR.

In the field of sports development, the University has been the perennial champion in the Region's SCUAA, winning hands down for four years in a row. For the PASUC Olympics of 2006, the University used a new name for its delegation – the Bearcats -- to symbolize the PSU athletes' strength, agility, and adaptability against all odds.

The Center for Strategic Policy and Governance (CSPG), established in 2002, collaborates with Conservation International on a project on Coastal Resources in Balabac; with the United Nations Development Program on "Enhancing Participation of Indigenous People in Natural Resources Management"; with the Community Conservation Network of Hawaii on "Fish Wars" – i.e. conflict and collaboration in the contested areas of our surrounding seas; with the World Wildlife Foundation on projects in Tubbataha. It has also existing collaboration projects with the UNDP and UNESCO.

Gifted with rich endemic species, Palawan prizes the Calamian deer, Mouse Deer, the forest Turtle, Palawan Peacock, Palawan Hornbill, and Palawan Scaly Ant-Eater. Because these are now threatened, some research on their ecology, distribution, and endangered status is being done in cooperation with other institutions, such as Conservation International, Palawan Wildlife Rescue and Conservation Center, Palawan Council for Sustainable Development, Haribon Foundation and Katala Foundation

The Reasons for PSU's being and becoming

- » A 98% passing rate for the 2012 Social Work Licensure Examination
- » In the 2000 Board Examinations for Midwives, PSU received an 88.89% passing rate
- » PSU is a Center of Excellence and Center for Training in the Teacher Induction Program of the Department of Education
- » The University is the only institution in Region IV B recognized by CHED as a "Delivering Higher Education Institution under the Continuing Program for Tertiary Faculty in all schools in Palawan" in Partnership with UP Diliman
- » PSU is also the recipient of 12 million pesos under the Agricultural Competitiveness Enhancement Faculty Program of the Department of Agriculture thru the efforts of Gov. Abraham B. Mitra, when he was Congressman for the 2nd District
- » The university was awarded the Hitachi GSTP Regional Robotics and Meteorology Laboratory worth 25 million pesos thru the efforts of CHED Commissioner Nona Ricafort
- » Regional and National Winner- Search for the Sustainable and Eco-Friendly school in July 2009
- » PSU is accredited Dark Green School, one among only four in the Philippines
- » Regional Winner in the Search for HEI implementing the Best Drug Awareness Education and Presentation Program in MIMAROPA Region IV

OUR GRAND VISION FOR THE FUTURE

So much accomplished in such so short a time... yet, there is still much to be done. The University keeps on growing and with it the ever increasing demand to come up with greater and more comprehensive plans to live up to the promise as the premier institute of higher learning in Palawan and in Region IV. PSU pursues a holistic philosophy of nurturing the TAO, the human and humane being, in fulfilling the Palaweño parents' dream of ensuring their children's children's quality of life.

STAFF

Dr. Jeter S. Sespene
President, PSU

Dr. Fe V. Ricon
VPAA

Writers

Prof. Edna Imelda F. Legazpi
Prof. Shirley M. Dangan



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THE TREES

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Staid, they came ahead of us the woods to nurse -
Who knows when those towers outlive us yet,
Their lungs in one full stroke we sweep -
the sylvan law transgressed.

Pushing their crown against the sky, they
sentinel the earth and shoot green thought,
but break their yearly rings within - the seed
doesn't end, as a phoenix from ash ascends.

Do they level us, too, so we rise anew?
These stately handiwork of God
Stand firmly on the sod, our
own sinews bend, as we pass on

Through the labyrinth of time,
We ne'er heed their chime -
Lest we begin afresh, afresh,
They who nurture know no rest.

VMendiola
Dec. 2012

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