

**BARRIO LIFE AND
BARRIO
EDUCATION**

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Barrio Life and Barrio Education by Camilo Osias

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CAMILO OSIAS

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EDUCATION**



Bureau of Education, Manila, P. I.

A concrete one-room barrio school building.

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AND
BARRIO EDUCATION**

**BY
CAMILO OSÍAS**

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and Author of
"Education in the Philippines under the
Spanish Régime"; "Educational Methods
and Practical Suggestions";
"The Philippine Readers,"
etc.**



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PREFACE

It is a matter of history that the first bill presented and approved at the first session of the Philippine Assembly had to do with barrio school education (1907). More recently, the enactment of the law appropriating thirty million pesos for educational extension further dignified the barrio school problem and gave it increased importance (1918). The extension program of the Bureau of Education demands barrio school extension. The systematic development of barrio education is the most effective medium for increasing the percentage of literacy in the Philippine Islands. It is also an effectual means of strengthening Filipino citizenship.

In a country like the Philippines, where life is essentially rural, the position of the barrio teacher is one of great responsibility and importance. As I have myself lived in the midst of barrio environment and have had a great deal to do with the supervision of barrio schools, the barrio teacher has often been in my thoughts as a citizen and as a public servant. Not infrequently is he isolated, dependent almost entirely upon his measure of common sense and initiative for the solution of the many and varied problems that present themselves to him. The supervisor, either because of the inadequacy of transportation or means of communication, or because the district under his supervision is too large, has not been able to give the amount of supervision which he knows full well the barrio school teacher sorely needs. It is with the idea of furnishing a companion volume for the teacher and for the supervising teacher in the Philippine school system that the present work has been undertaken.

Administrators, supervisors, and teachers can look into the future of barrio life and barrio education with optimism. There is real encouragement in the achievements in general education already attained. There is further encouragement in the knowledge that the school children of today have been instrumental in the production of superior gardening and agricultural products. There have been shown at garden exhibits, for example, upos 1.93 meters long, sitao beans 1.03 meters long, eggplants .67 meter in circumference, and some tomatoes weighing 20 ounces each. And surely it is inspiring to know that distributed all over the Philippines today there are some 5000 school gardens and over 100,000 home gardens, and that the yearly agricultural production of the school children amounts to more than a million pesos.

I deem it the duty of barrio school education to enrich and vitalize barrio life. If the present work, a pioneer in this field, helps bring this desirable result, its appearance will have been justified.

I wish to express my gratitude for the permission given me to use such parts as have heretofore appeared in periodicals in the form of articles. I wish also to record my indebtedness to the teachers and supervisory officers who looked over the manuscript and offered suggestions and criticisms.

CAMILO OSIAS

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