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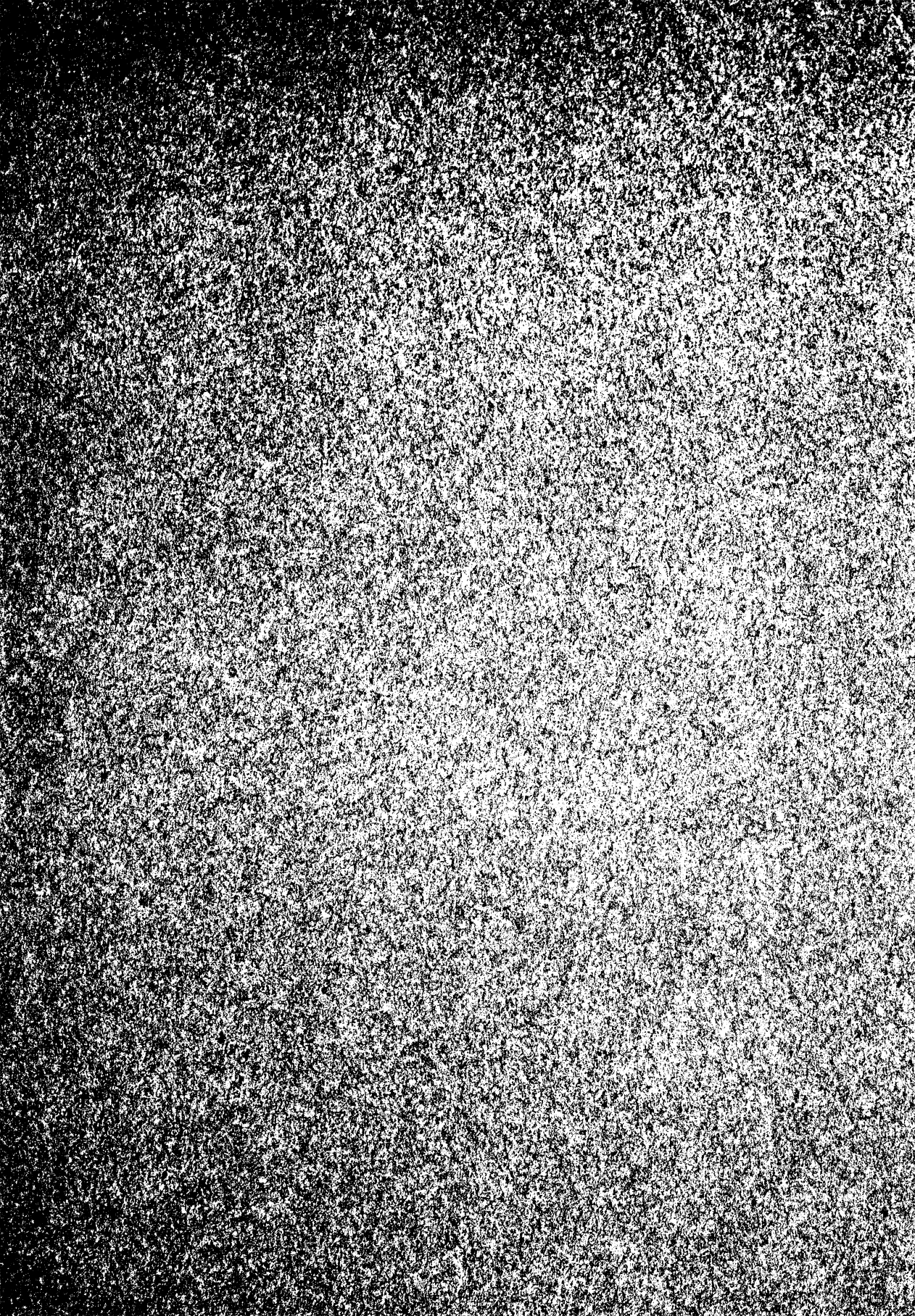
*Sixth Annual Report of the
President of the University
of the Philippines*

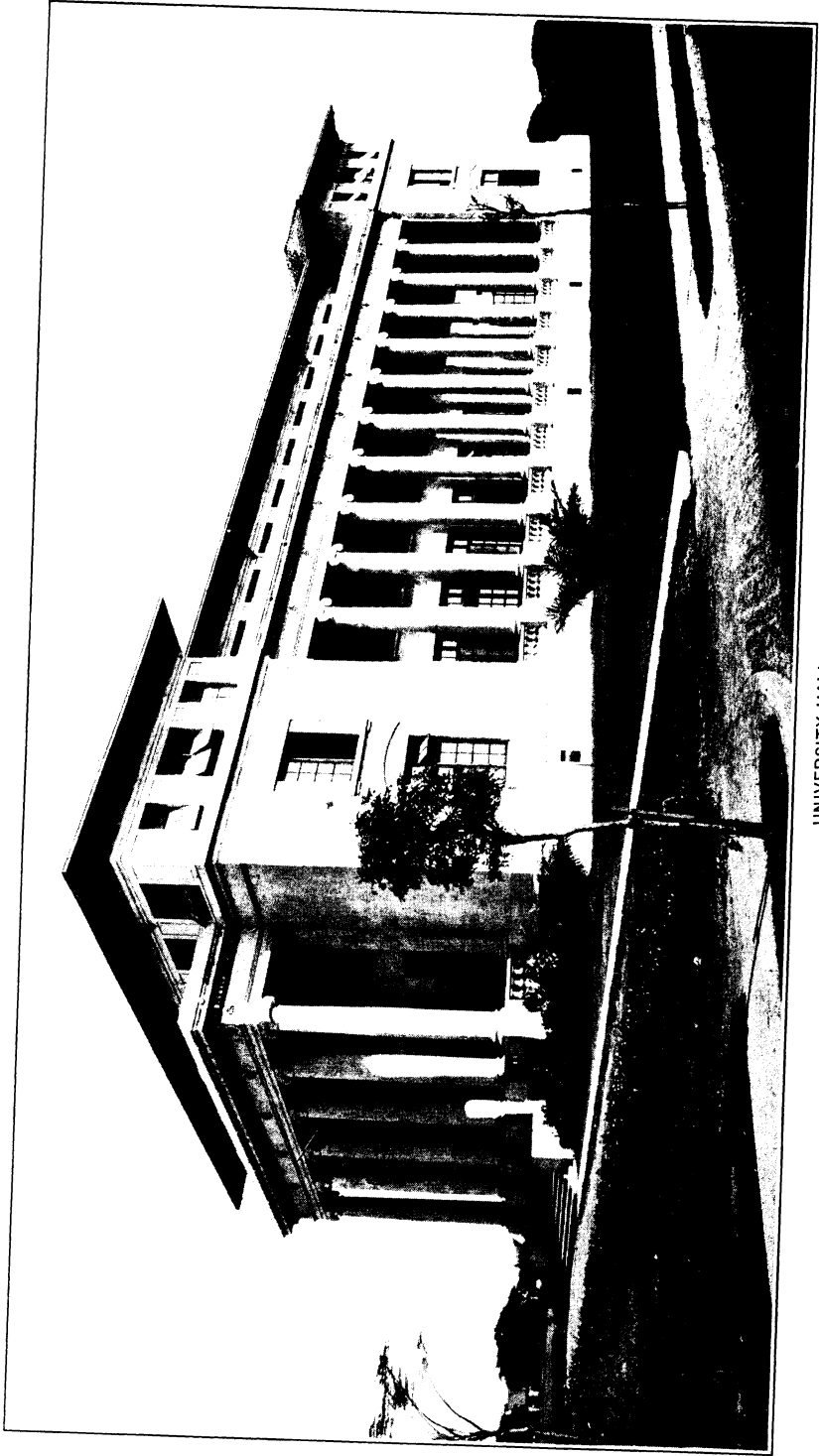
*Covering the period from July 1, 1916,
to June 30, 1917*



MANILA
BUREAU OF PRINTING
1918

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UNIVERSITY HALL.

*Sixth Annual Report of the
President of the University
of the Philippines*

*Covering the period from July 1, 1916,
to June 30, 1917*



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1918

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LETTER OF TRANSMITTAL.

MANILA, *October 20, 1917.*

GENTLEMEN: I have the honor to submit herewith the sixth annual report of the President of the University of the Philippines for the academic year 1916-17.

Very respectfully,

IGNACIO VILLAMOR,

President, University of the Philippines.

The Honorable the BOARD OF REGENTS,

UNIVERSITY OF THE PHILIPPINES,

Manila, P. I.

SIXTH ANNUAL REPORT OF THE PRESIDENT OF THE UNIVERSITY OF THE PHILIPPINES.

GENERAL REMARKS.

The academic year began July 1, 1916, and ended June 30, 1917.

During this period the Board of Regents held 19 meetings, 3 of which were presided over by Governor-General Harrison, 9 by Acting Chairman Roxas, and 7 by Regent Palma.

Important changes in the membership of the Board of Regents were brought about by the appointment of Hon. Felix M. Roxas to the office of Under Secretary of Public Instruction, whose position carries with it *ipso facto* during the absence from, or vacancy of, the office of the Secretary of Public Instruction the acting chairmanship of the Board of Regents. The University is very fortunate in the appointment of Hon. Manuel L. Quezon, President of the Senate, as member of the Board. Worthy of special notice was the appointment of Hon. Pablo Lorenzo, a 1914 law graduate, as member of the Board, considering the fact that for the first time an alumnus of the University is called upon to take part in the deliberations of the Board of Regents, giving the alumni of the University representation thereon. Hon. Pedro Guevara was nominated to the position of member of the Board on January 4, 1917, and confirmed by the Philippine Senate on January 17, 1917. It is with regret that we have to note the withdrawal from the Board of Regents of Hon. Henderson S. Martin as chairman, and Rev. Jeremias J. Harty, member, both having departed for the United States.

The appointed members of the Board of Regents are Hon. Pedro Guevara, whose term of office expires 1919; Hon. Galicano Apacible, 1918; Hon. Manuel L. Quezon, 1919; and Hon. Pablo Lorenzo, 1921.

Among the noteworthy events in the University during this period are the exhibitions conducted by the Colleges of Agriculture, Veterinary Science, Medicine and Surgery, and the School of Fine Arts. This school deserves special mention, having received a medal and diploma at the Panama-Pacific International Exposition. Of particular interest was the exposition of the College of Agriculture held December 1, 1917,

at Los Baños, which was attended by a party of interested visitors from Manila. The inaugural ceremonies became the subject of special comment, due to the speeches of President Quezon and of Representative Alunan, the latter speaking in behalf of the Speaker of the House of Representatives who was prevented from attending on account of illness. High Government officials were present, among whom were the leading members of both houses of the Philippine Congress. Municipal and provincial officials as well as farmers from nearby provinces attended in large numbers.

Another event which has elicited favorable comment from the press and the public was the first recital given by the Conservatory of Music late in March, 1917. Considering that the Conservatory was formally opened to the public only in September last year, the success of the recital is a favorable and promising indication of what may be expected of this branch of art as conducted by the University.

The College of Medicine and Surgery came into particular prominence not only through its very interesting exhibit, but also on account of the celebration of its tenth annual anniversary. A play, especially written for the occasion by Dr. Mendoza-Guazon, entitled "The Mirror," was presented to the public for the first time. It is with pride that special mention is here made of Dr. Mendoza-Guazon's ability as a playwright, and the admirable plot she has chosen dealing with a vivid account of University life.

The Dramatic Club was organized during the year and gave its first performance before the public March 3, 1917, staging Moliere's play, "The Miser." The success which attended the play, judged from the histrionic ability of the young actors and the support received from the public, fully showed that a great deal can be accomplished by our young actors.

Commencement day, April 4, 1917, saw the graduation of the largest class in the history of the University, there being no less than 256 graduates. On this same occasion the honorary degree of doctor of laws was conferred upon His Excellency Governor-General Francis Burton Harrison.

FINANCIAL STATEMENT OF THE UNIVERSITY OF THE PHILIPPINES FOR THE ACADEMIC YEAR 1916-17.

The following financial statement shows the receipts and expenditures of the University for the period January 1 to December 31, 1916, inclusive, and the balance available on December 31, 1916:

RECEIPTS.

	Debit.	Credit.
Balance from fiscal year 1915.....		P52,960.99
Appropriation for fiscal year 1916, Act No. 2540		725,000.00
Appropriation, Conservatory of Music, Act No. 2494		10,000.00
Income:		
Fees	P37,785.94	
Miscellaneous	8,659.83	
Sales of fixed assets	492.44	
Unit price	19.57	46,957.78
	EXPENDITURES.	
Outlays:		
Land	1,981.82	
Buildings and improvements	30,812.18	
Equipment—		
Land transportation equipment	P989.15	
Industrial machinery and implements	4,474.96	
Hand tools	87.51	
Books	2,569.73	
Furniture and equipment	7,055.98	
Miscellaneous equipment	9,639.72	
	24,817.05	
		P57,611.05
Operating expense:		
Contingent—		
Traveling expenses of personnel	9,115.01	
Freight, express, and delivery service	717.26	
Postal, telegraph, telephone, and cable service	3,429.77	
Illumination and power service	5,277.06	
Contingent service	2,816.05	
Rental of buildings and grounds	2,703.83	
Consumption of supplies and materials	45,424.43	
Printing and binding.....	2,984.98	
Contributions and gratuities (scholarships and fellow- ships)	16,212.01	
Maintenance and repairs of—		
Buildings	P4,550.74	
Equipment	546.29	
	5,097.03	
		93,777.43
Salaries and wages—		
Salaries	527,073.22	
Wages	47,030.89	
		574,104.11
Transfers to buildings, University of the Philippines, Act No. 2494 (Freer Chemical Laboratory)	338.36	
Refund received from Bureau of Public Works on this account90	
		337.46
Total expenditures, January 1 to December 31, 1916	725,830.05	
Balance December 31, 1916	109,088.72	
Cash—		
In Treasury	P199,924.79	
With disbursing officers.....	7,643.89	
With collecting officers.....	.01	
	207,568.69	
Accounts receivable	1,829.45	
Prepayments	23.14	
Total liquid assets	209,421.28	
Accounts payable—		
Miscellaneous	P3,310.51	
Students' guarantee fund	8,964.36	
Students' trust fund	223.50	
Deferred income	12,458.34	
Accrued leave payable	75,370.85	
Total liabilities (deduct)	100,332.56	
	109,088.72	
		834,918.77
		834,918.77

The above statement includes the ₱10,000 brought forward from fiscal year 1915 for the construction of the seed and harvest laboratory, out of which the sum of ₱8,857.58 was expended for the purpose; ₱14,882.81 for the construction of the College of Engineering laboratory, and in addition the Board of Regents found it necessary to take from the receipts of the present year ₱5,000 in order to provide sufficient funds for the completion of the construction of the laboratory, making the total allotment on the project in the sum of ₱19,882.81, ₱19,841.59 of which were actually expended; and ₱450 for the construction of fence around the University Campus, ₱386.99 of which were used.

In addition to the ₱5,000 above mentioned, which were taken from this year's receipts of the University, ₱2,000 were appropriated and used for the completion of the "Molawin Bridge," College of Agriculture, ₱1,600 for the purchase of oil paintings for the School of Fine Arts for instruction purposes, and ₱2,000 were allotted and expended for certain needed repair work done to the college building of the College of Veterinary Science.

Of the balance of ₱109,088.72 remaining at the close of the fiscal year, the sum of ₱44,448.71 was carried forward to meet the estimated amount of the following outstanding obligations of the University as of December 31, 1916, thus leaving a balance of ₱64,640.01 available at the beginning of the fiscal year 1917 for further assignment by the Board of Regents:

Outstanding obligation.

	Outlays.	Contingent expenses.	Total.
College of Agriculture	₱5,324.00	₱7,592.00	₱12,916.00
College of Engineering	4,432.00	575.00	5,007.00
School of Fine Arts	180.00	240.00	420.00
General Office	89.00	505.71	594.71
College of Law	149.00	46.00	195.00
College of Liberal Arts	1,961.00	16,395.00	18,356.00
College of Medicine and Surgery	2,127.00	4,681.00	6,808.00
Conservatory of Music	8.00	3.00	11.00
College of Veterinary Science	51.00	90.00	141.00
Total			44,448.71

The following is the total value of the real estate and non-expendable property of the University of the Philippines on December 31, 1916, compared with that of December 31, 1915:

Item.	Fixed assets of the University of the Philippines on Dec. 31--		Increase (+) or decrease (-)
	1916	1915	
Lands	P250,456.94	P223,903.44	+ P26,553.50
College of Agriculture:			
Purchased	P13,927.80		
Roads and bridges	2,887.69		
Molawin River Bridge	1,981.82		
	<u>18,797.31</u>		
General Office:			
University campus	206,255.49		
Filling and grading, University campus	25,404.14		
	<u>231,659.63</u>		
Buildings	704,453.37	452,785.85	+ 251,667.52
College of Agriculture:			
Academic (cement and wood)	25,610.78		
Chemical laboratory	22,377.25		
Physics laboratory	1,183.12		
Seed and harvest laboratory	8,857.58		
Agronomy laboratory	22.27		
Animal husbandry (2-story)	8,010.49		
Tool and store house (2-story)	1,389.15		
Stable and lodega	5,384.28		
Silk house and plant propagate	5,713.55		
Insectory building	850.46		
Blacksmith shop	522.50		
Nursery house	244.32		
Poultry house	922.19		
Boiling shed	90.75		
Fences	4,791.19		
Water pipes	1,941.71		
Electric transmission lines	3,719.17		
	<u>91,630.76</u>		
College of Engineering:			
Engineering laboratory	35,002.09		
Improvement to College of engineering building	902.31		
Improvement to shed between Engineering laboratory and College of Engineering building	219.72		
Improvement to physics building	791.73		
	<u>36,915.85</u>		
General Office:			
Fences on campus	386.99		
University Hall	251,967.62		
Frames of iron pipes (athletic grounds)	848.61		
Carrying water pipes into University campus	340.06		
Connecting storm drain	55.03		
Sidewalk	1,715.41		
Filling and grading campus	2,622.25		
	<u>257,935.97</u>		
College of Liberal Arts:			
Installation of equipment, Freer Chemical Laboratory	12,325.93		
Old chemical laboratory (behind Philippine General Hospital)	1,210.87		
	<u>13,534.80</u>		
College of Medicine and Surgery:			
Main building, Calle Herran	269,034.88		
Animal house on ground of College of Medicine and Surgery	920.72		
Fence on ground of College of Medicine and Surgery	230.93		
Animal yard on ground of College of Medicine and Surgery	180.02		
Fencing, tennis court	190.85		
Fencing, animal house	803.26		
	<u>271,360.66</u>		

Item.	Fixed assets of the University of the Philippines on Dec. 31—		Increase (+) or decrease (-)
	1916	1915	
Buildings—Continued.			
College of Veterinary Science:			
Buildings at Pandacan	P24,599.13		
Buildings at Calle Tayuman	7,625.97		
Macadam drive	850.23		
	<u>33,075.33</u>		
Irrigation system		P28,818.82	P28,818.82
College of Agriculture, Los Baños	26,579.02		
College of Veterinary Science, San Lazaro	2,299.80		
	<u>28,818.82</u>		
Road and bridges (College of Agriculture)			
Motor vehicles (College of Medicine and Surgery)	2,038.79	2,887.69	P2,887.69
Land transportation equipment		3,248.55	3,248.55
Industrial machinery and implements		11,797.18	11,797.18
Hand tools	957.80	2,021.38	1,063.58
College of Agriculture	339.44		
College of Engineering	180.40		
General Office	5.75		
College of Liberal Arts	254.38		
College of Medicine and Surgery	125.40		
College of Veterinary Science	52.43		
	<u>957.80</u>		
Books, office equipment and furniture.	120,277.62	105,251.86	15,025.76
College of Agriculture	26,090.64		
College of Engineering	7,992.51		
Fine Arts	4,870.05		
General Office	8,213.56		
College of Law	27,136.86		
College of Liberal Arts	22,095.39		
College of Medicine and Surgery	18,212.64		
Conservatory of Music	2,555.02		
College of Veterinary Science	3,110.95		
	<u>120,277.62</u>		
Technical and scientific equipment	215,362.99		
College of Agriculture	34,916.03		
College of Engineering	46,905.72		
School of Fine Arts	5,595.18		
College of Liberal Arts	45,939.63		
College of Medicine and Surgery	76,462.92		
College of Veterinary Science	5,543.51		
	<u>215,362.99</u>		
Miscellaneous equipment	6,993.42	198,938.90	22,417.51
College of Agriculture	1,278.52		
College of Engineering	9.37		
School of Fine Arts	133.24		
General Office	3,162.28		
College of Liberal Arts	1,166.99		
College of Medicine and Surgery	679.31		
Conservatory of Music	23.60		
College of Veterinary Science	540.11		
	<u>6,993.42</u>		
Grand total	1,329,359.75	1,031,692.46	+297,667.29

In explanation of the increase in the value of land of the University during the year, I have to mention the fact that the expenses incurred in filling the University campus amounting to ₱25,404.14, the sum of ₱21,683.99 was erroneously charged to the building account instead of to land. Besides this the cost of constructing roads on the ground of the College of Agriculture in the amount of ₱2,887.69 which was properly

chargeable against the land also, was charged to the road and bridge account. To adjust this erroneous classification of expenditures, reversion of entries had to be made transferring these charges into the land account in the total sum of ₱24,571.68.

In addition to this sum (₱24,571.68) which raised the value of land, an increase is also shown due to the construction of the Molawin Bridge at the College of Agriculture which cost ₱1,981.82, making a total increase in the value of land in the sum of ₱26,553.50 as shown on the above statement.

The addition to the building account of the University of the "Buildings and Gas Plant, Philippine Medical School," constructed under Act No. 1954 of the Philippine Legislature in the sum of ₱250,000, is the principal factor to account for the increase in the value of buildings.

It will be noted that the accounts "Land transportation equipment" and "Industrial machinery and implements" have been completely eliminated, for the simple reason that these accounts have been reclassified and charged to the account "Technical and scientific equipment."

As of January 1, 1917, the following is the amount available for appropriation by the Board of Regents:

Balance brought forward from fiscal year 1916:	
To cover outstanding obligation for 1916.....	₱44,448.71
Unallotted balance	64,640.01
	<u>₱109,088.72</u>
Contribution by the Philippine Legislature as per Act No. 2672..	739,200.00
Estimated receipts for 1917.....	50,000.00
	<u>898,288.72</u>
Total	898,288.72
Unexpended balance from Act No. 2378, construction of laboratory, Agricultural College, transferred to the University funds	1,336.03
	<u>899,624.75</u>

Of this sum, the Board of Regents made the following appropriations as of May 31, 1917:

Colleges.	Salaries and wages.	Contingent expenses.	Acquisition of fixed assets.	Total.
College of Agriculture	₱119,120.00	₱26,592.00	₱17,324.00	₱163,036.00
College of Engineering	66,210.00	6,775.00	26,593.00	99,578.00
School of Fine Arts	21,680.00	3,240.00	230.00	25,150.00
General Office	36,484.00	28,155.71	1,089.00	65,728.71
College of Law	28,330.00	2,176.00	1,349.00	31,855.00
College of Liberal Arts	134,070.00	31,395.00	12,161.00	177,626.00
College of Medicine and Surgery	184,980.00	26,021.00	9,127.00	220,128.00
Conservatory of Music	16,400.00	3,603.00	1,508.00	21,511.00
College of Veterinary Science	17,985.00	7,090.00	1,051.00	26,126.00
College of Agriculture (for the purchase of gas machine				1,336.03
Total	625,259.00	135,047.71	70,432.00	832,074.74

In addition to the above the disbursements of funds on the following appropriations made by the Philippine Legislature for the purposes below indicated are under the direct supervision of the University:

Act No. 2704:

Forest School (contributions and gratuities).....	₱14,200.00
Forest School improvements.....	7,500.00
Land improvements	10,500.00
Total	32,200.00

Statement indicating the number of volumes and value of the books of the University as of December 31, 1916, compared with that of December 31, 1915.

College.	Dec. 31, 1915.		Dec. 31, 1916.		Increase (+) or decrease (-).	
	Volumes.	Value.	Volumes.	Value.	Volumes.	Value.
College of Agriculture	1,444	₱8,871.72	1,166	₱8,731.27	-298	- ₱140.35
College of Engineering	175	973.82	186	1,123.89	+ 11	+ 150.07
School of Fine Arts	20	254.62	65	562.62	+ 45	+ 308.00
General Office and College of Liberal Arts	1,266	5,050.37	1,579	5,643.03	+313	+ 592.66
College of Law	1,708	12,813.39	2,077	15,518.74	+369	+2,705.35
College of Medicine and Surgery	10	215.93	23	215.13	+ 13	.80
College of Veterinary Science	151	1,626.99	150	1,566.93	- 1	- 60.06
Total	4,774	29,806.84	5,246	33,361.61	+472	+3,756.08
Scientific books transferred to the Bureau of Science without cost:						
College of Engineering	564	3,646.63	564	3,646.63		
College of Liberal Arts	1,796	15,691.16	1,796	15,691.16		
College of Medicine and Surgery	867	6,136.90	867	6,136.90		
	3,227	25,474.69	3,227	25,478.69		
Grand total.....	8,001	55,281.53	8,473	58,833.38	+472	+3,756.08

From the above figures it will be noted that the number of volumes and value of books in the College of Agriculture have been decreased, due to the fact that upon decision of the Insular Auditor some of the pamphlets classified as books have been added to the list of expendable property.

THE TEACHING STAFF.

The teaching work of the different colleges, as well as their public service, have remarkably progressed, in spite of the difficulties with which we were confronted in securing the appointment of professors of botany, chemistry, and mathematics.

In addition to the regular work of instruction, the different colleges render direct service to society. The College of Med-

icine and Surgery, for example, performs all the technical work of the Philippine General Hospital, trains the nurses, attends to the public dispensary, and inspects the hospitals for infectious and contagious diseases. The College of Veterinary Science coöperates with the Bureau of Health, especially in its sanitary police activities. In the same way it coöperates with the police department and the Bureau of Agriculture by keeping in quarantine and examining animals infected with contagious diseases. The College of Agriculture also coöperates with the Bureau of Agriculture in the propagation and distribution of selected seeds and in the study and cure of diseases of plants, thus promoting the progress of agriculture in our country. The College of Liberal Arts and the College of Law, by means of their literary programs and public lectures, enlighten the public as to subjects of general interest and especially in the duties and rights of citizenship, giving the people examples of noble sentiments and lofty ideals. The School of Education trains men and women to be educational leaders in the public schools, while the School of Commerce prepares young men and women for the commercial and industrial field. The College of Law, besides its regular work of preparing lawyers, has a summer course for justices of the peace and police officers, and it will render another significant service as soon as its legal clinic is in operation where legal cases of the poor will be attended to free of charge. And the College of Engineering will be in position to render greater service as soon as it is able to turn out mechanical, electrical, industrial, and mining engineers, of whom there is a great need in our country for the development of our natural resources.

And what could be said of the other schools which are under the University of the Philippines? The School of Forestry trains young men for forestry service. The Schools of Pharmacy and Dentistry also render direct service to society by performing duties connected with the preparation of prescriptions and the care of dental diseases in the public dispensary. The School of Fine Arts trains young men for different industrial arts, as silversmithing, sculpture, painting, and engraving. And the new School of Music, through its regular public recital, also contributes to make social life charming.

The members of the faculty of the University, in addition to performing their regular duties of instructing the students,

also mold their character by means of personal example, and they devote themselves to the investigation and study of important questions not only for the advancement of science itself, but also for the benefit of society at large.

The publications of the College of Medicine and Surgery during the last school year are: Congenital and Bilateral Absence of Kidneys in a 140 m.m. Pig Embryo, by Dr. Arturo Garcia; The Disappearance of Pigment in the Melanophore of the Philippine House Lizard, by Dr. Edward S. Ruth and Dr. R. B. Gibson; Economic Value of Sanitation in Rural Communities, by Dr. Sixto de los Angeles; The Teaching of Protozoölogy to Medical Students, Medical Zoölogy, A Textbook of the Parasitic Animals Infesting Man, A Sytematic Review of the Parasitic and Free-living Protozoa of the Philippine Islands, A note on Spirochaeta eurygyrata as found in the Philippine Islands, A New Trypanosome Causing a Fatal Disease in the Carabao, Studies in the Life Cycle of Balantidium Falcifarum (I), The Effects of Mild Galvanic Currents on Intestinal Protozoan Parasites, A Study of the Division Rate of Paramoecium Caudatum under Tropical Conditions, A Study of the Morphology of Trichomonas Lacertae, Diseases of the Skin from the Standpoint of the Protozoölogist, The Protozoa and Their Relation to Human Problems, Man and Disease as Seen by the Naturalist, by Prof. Frank G. Haughwout; A Fatal Parasitic Infestation in a Herd of Cattle and Goats in Ambos Camarines Province, The Intestinal Worms of Dogs in the Philippine Islands, Echinostoma Ilocanum Garrison, A Report of Five Cases and a Contribution to the Anatomy of the Fluke, A Study of the Poison Organs of Venomous Fishes, by Prof. Lawrence D. Wharton; Poisoning by Illicium Religiosum Suliola, by Dr. Luis Guerrero, et al; Treatment of Intestinal Amœbiasis with Special Reference to Ipecac and its Derivatives, by Dr. B. C. Crowell; Bacteriologic Investigation of Fæce and Bile of Cholera Cases and Cholera Carriers, by Drs. B. C. Crowell and J. A. Johnston; Incidence of Age, Atheroma, and Aneurisms as Seen in Autopsies of Filipinos, by Dr. C. H. Manlove; Echinostoma Ilocanum (Garrison); A Report of Five Cases and a Contribution to the Anatomy of the Fluke, by Dr. J. S. Hilario and L. D. Wharton; The Anatomicopathologic Lesions in 1,000 Filipino Children below five years, The Via Crucis of Totoy, Maria Malaya, The Modern Filipina, by Dr. Maria Paz Mendoza-Guazon; Degenera-

tion of Peripheral Nerves, by Dr. C. Manalang; Poisoning by *Illicium Religiosum* Siebold, by Dr. D. de la Paz (with Drs. Luis E. Guerrero and Alfredo L. Guerrero); Surgical treatment of Uterine Retro-displacements, Observations on the Cases of Inguinal Hernia Treated by the Author's method, A Case of Advanced Pregnancy in the Broad Ligament, by Dr. P. Guazon; An Unusual Case of Hydrocele, Surgery, Gynecology, and Obstetrics, by Dr. José Eduque; The Frequency of Retroversion among Filipino Women, by Dr. C. M. Reyes; Treatment of Acute Pelvic Infections, by Dr. A. Vazquez; Blood Pressure in Surgery, by Dr. G. Santos.

The College of Law has the following publications: The Doctrine of Estoppel under the Spanish-American Jurisprudence, by José Tomeldan; The Place of Quasi-Contracts in Philippine Jurisprudence, by Luis Abaya; A Critical Study of the Insolvency Law, by Fidel Ibañez; The Effect of the Code of Civil Procedure (Act 190) upon Title III, Book III, Civil Code, Concerning Succession, by Melecio M. Leaño; Origin and Development of Philippine Jurisprudence, by Antonio E. Cuyugan; The Mining Laws of the Philippines, by Cornelio Espejo; The Government of the Philippine Islands, by Dean Malcolm; a series of articles on the government established by the Jones Law compared with the whole colonial system of Great Britain, Impeachment in the Philippine Islands, a series of articles on the question of whether the local dialects should be made the medium of instruction in the primary schools, The Legislation of New Zealand, The Effect of Reduplication in Malayo-Polynesian Languages, by Prof. Jorge Bocobo; Importance of Torrens Title and Procedure for Securing the Same, by Prof. Enrique Altavas; The Present Status of Criminality in the Philippines, by Ignacio Villamor; Elements of Leadership, The Advent of Universal Peace, The Greater University of the Philippines, The Influence of Religion and Morality, By Prof. Mariano de Joya.

The College of Liberal Arts has contributed the following publications: New Plants from Sorsogon Province (Luzon), Notes on the Flora of Borneo, New or Interesting Philippine Vitaceae, New Plants from Samar, Reliquiae Robinsonianae, Osbeck's *Dagbok Resa ofwer en Ostindsk*, Two new genera and four new species of Philippine Compositae, Studies on Philippine Rubiaceae (II), New Philippine Myrsinaceae, New Philippine Lauraceae, by Prof. E. D. Merrill; The application of

photochemical temperature coefficients to carbon dioxide assimilation, by Profs. W. H. Brown and G. W. Heise; Population of the Philippine Islands in 1916, by Professor Beyer; Teachers' Health and Character, The Educational Situation in our Rural Communities, The Changing Conceptions of Education by Prof. F. Benitez, Director of the School of Education; Shall we have a responsible Government under the Jones Bill?, The Wisconsin Idea in the Philippines, Our Legislative Reference Department, Why the Bureau of Science should Become a Part of the University of the Philippines, The Mission of our New Resident Commissioners, by Prof. M. Kalaw; Government by Discussion, by Prof. Conrado Benitez; The Professional Training of Teachers in Germany compared with that of the Philippines, by Miss Ramona S. Tirona; The Early Philippine Polity, by Prof. L. Fernandez; Comparative History Instruction in French and Philippine Public Schools, Popular exotic Legends, by Miss Encarnación Alzona; What do we adore?, The Standard of Living in the Philippines, Our Idol, The Masses, Our National Imitation and Assimilation, The Function of Religion in Our Progress, by Luis Rivera. Prof. Scheerer has been working on a uniform common language of a higher type of the Philippine Islands and has an essay along this line in copy.

The College of Agriculture in addition to its regular work of instruction has published during the past academic year important investigation and scientific research as follows: The Production of Cigar Wrapper Tobacco under Shade in the Philippines, by Domingo B. Paguirigan; Fertilizer Tests with Tobacco in Cultures on the College Farm, by Alfonso B. Cagurangan; Some Phycomycetuous Diseases of Cultivated Plants in the Philippines, by Nemesio B. Mendiola and Rafael B. Espino; Additional Notes on Philippine Plant Diseases, by C. F. Baker; Color in seed Crops of Cultivated Legumes, by Francisco Galang; Comparative Studies on Half-Breed or mestizo and Native Chickens, by Blas C. Velez; A Study of Mushroom Culture in the Philippines, by Arsenio Vicencio; Effect of Girdling on Parang and Forest Trees, by Aniceto Villamil; Fertilization of Rice, by Cornelio Balangue; Local Growth of Rubber and Guttapercha Plants, by Roman O. Sarmiento; Tests and Selections of Mungo Beans, by Lucio San Miguel; Field Production of Yautis, Gabis and Dasheens, by Gerardo O. Oc-

femia; Acclimatization of Garden Peas, by José Q. Dacanay; Forms of Some Philippine Fruits, by José de Leon; A Study of the Culture of Cruciferous Vegetables in the Philippines, by Marcelino Constantino; Observations on Coconut Seedlings, by Pantaleon U. Bacomo; A Study of Cucurbitaceous Vegetables in the Philippines (and illustrations), by Dionisio R. Tuason; The Reaction between Carbohydrates and Amino acids as a probable cause of Humic Formation, by Dr. M. L. Roxas; Diversification of Crops, Experiment Station, Primitive Modern Agriculture-Farm Labor, by Inocencio Elayda; A Preliminary Study of Climatic Conditions in Maryland as related to Plants' Growth, by Dr. Forman T. McLean and B. E. Livingston; Miscellaneous New Ferns; The Genus *Loxogramme*, New species and a new genus of Borneo ferns, chiefly from the Kinabalu collections of Mrs. Clemens and Mr. Topping, Natural selection and the dispersal of species, Hawaiian ferns collected by J. F. Rock, Growth phenomena of *Dioscorea*, by Dr. E. B. Copeland; Additional Notes on Philippine Plant Diseases; Studies in Philippine Jassoidea IV.—The Idiocerini of the Philippines, A Synopsis of the Neuropteroid Insects of the Philippine Diptera, Two New Monophlebinae Coccidae from the Philippine Islands, New and Little Known Bees, The Ceratinid Bees of the Philippine Islands, On the Cicadidae found in the Philippine Islands, A Synopsis of the Membracidae of the Philippines, *Evaniiden* der Philippines, A New Species of *Agromyza* destructive to beans in the Philippines, by Prof. C. F. Baker.

The foregoing descriptions of the work and publications of the University cover the activities of only the last academic year. If we consider, in addition to this, the achievements accomplished by the University in previous years, we will have some idea of the great service that the University has rendered and still is rendering to the country. The value of each of the publications mentioned above cannot be overestimated. Every one of them embodies records of splendid achievement which, sooner or later, will produce incalculable benefits to the community.

With respect to these publications it may be said that greater impetus could be given to this work if the University could edit the contributions of the various faculties. This question was taken up by the College of Medicine and Surgery, but, in view of certain financial difficulties, this laudable idea failed

of realization. The Dean of the College of Law, on the other hand, has submitted a proposition to the effect that the University should publish the textbooks written by the members of the faculty, and for the expenses of the publication reimbursements could be had from the price of the books sold, it being understood that the author or authors reserve the copyright of successive editions should they so desire. After having considered this matter very carefully, I am of the opinion that the University should issue a publication to stimulate the faculties to undertake work involving scientific investigation and at the same time publish the textbooks which our professors can prepare from time to time. It is thought that an appropriation of ₱5,000 annually would be sufficient to start this work. If we consider the work of the student body and what it means in the development of the sciences, and with the further consideration that the money originally invested in this publication will be returned in the form of subscriptions and sales of the books, I believe that it is worth while for us to undertake this venture even at the risk of having to suffer some losses during the first few years, losses which may be easily made up by the material benefits which this work will confer upon the general public. It is, therefore, earnestly recommended that the scheme herein proposed be adopted as a means of enhancing and fostering the progress of this institution.

During the summer vacation of this year, a number of our professors were authorized to go to Japan and the United States, while others went to visit the southern islands of the Archipelago, for the purpose of collecting data and information relative to their respective lines of work. The usefulness of this experiment is self-evident, as it tends to increase the efficiency of the teaching ability of our instructors. Among the reports on the results of these trips submitted, the following deserve special mention:

Organization of Departments of Physiology and Pharmacology in American Colleges of Medicine, by Dr. R. B. Gibson.

Progress of Ophthalmology, Otology, Rhinology, and Laryngology in Japan, by Dr. Herminio Velarde.

Agricultural Condition in Mindanao, by Assistant Prof. Inocencio Elayda.

Fishery Condition in Japan, by Assistant Prof. Artemas L. Day.

ENROLLMENT AND GRADUATION.

The figures given in the following tables show how the number of students and graduates have been gradually increasing in all the colleges:

TABLE I.—Enrollment of students during six years.

	1911	1912	1913	1914	1915	1916
College of Liberal Arts	215	200	317	391	429	520
College of Medicine and Surgery	56	73	104	113	159	172
School of Pharmacy				54	74	64
Graduate School of Tropical Medicine and Public Health				22	57	29
School of Dental Surgery					10	15
College of Agriculture	186	253	294	375	444	431
College of Veterinary Science	14	27	31	28	30	35
College of Engineering	11	5	12	40	47	74
College of Law	154	146	142	141	212	234
Total	636	704	901	1,164	1,465	1,574
Duplications	37				50	
Net Total	599	704	901	1,164	1,415	1,574
School of Fine Arts	801	694	602	911	986	842
Forest School						45
Conservatory of Music						138
School of Nursing						376
Grand total	1,400	1,398	1,503	2,075	2,401	2,975

TABLE II.—Enrollment of students during 1916-17, classified by sex and nationality with their average age.

College or school.	Total enrollment.	Male.	Female.	Americans.	Filipinos.	Other Nationalities.	Average age.
College of Medicine and Surgery and Schools of Pharmacy and Dentistry	280	215	65	7	270	3	23
College of Veterinary Science	35	35			35		21
College of Engineering	74	74			74		22
College of Law	234	232	2	15	219		23
College of Agriculture	431	431		2	429		20
College of Liberal Arts	520	450	70	9	509	2	21
School of Fine Arts	842	820	22	1	829	12	17
Conservatory of Music	138	72	66	2	133	3	19
School of Nursing	376	97	279		373	3	20
School of Forestry	45	45			44	1	22
Total	2,975	2,471	504	36	2,915	24	

Average age of students in the whole University, 21 years.

* Dentistry 3, pharmacy 37, and medicine 25.

TABLE III.—Geographical distribution of students, 1916-17.

Provinces and foreign countries.	College of Medicine and Surgery.	School of Pharmacy.	School of Dentistry.	Graduate School of Tropical Medicine and Public Health.	School of Nursing.	College of Engineering.	College of Law.	Post-graduate course, Law.	Peace-officers course.	College of Liberal Arts.	School of Fine Arts.	College of Agriculture.	College of Veterinary Science.	School of Forestry.	Conservatory of Music.	Total.
Agusan					1										1	1
Albay	5	2			16	3					6	9				55
Antique					2	2	1	1		1	3	1				10
Bataan	2	1			6		1				9	2				22
Batangas	15	7		3	7	5	9		1	35	16	54	1	1	3	158
Bohol	1				2	2					4	4				13
Bulacan	15	3		3	14	4	13	2	1	31	54	24	1	1	10	176
Cagayan	2	1			5	1	3	2	1	13	5	10	2	3	2	50
Ambos Camarines	1		1		5	1	2			5	3	4				34
Capiz	2				6	2				17	16	10	1	2	2	57
Cavite	12	2	1	1	15	9	4	2		16	15	30	3	3	8	110
Cebu	9				9	6	5	1	1	16	7	1	2	2	1	59
China										2	6					9
Colorado, U. S. A.				1												1
Connecticut, U. S. A.				1												1
Germany	1															1
Guam			1							1						1
Ilocos Norte	1				10	3	7				16	8				2
Ilocos Sur	3	1			28	5	5	2		26	14	9	2	3	3	79
Iloilo	9			1	21	5	11	2		16	12	13	1	2	5	85
Indiana, U. S. A.				1	6	1										98
Isabela				1						5	1	7				1
Japan				1							2					21
Jolo				1												3
Laguna	10	7		4	18	6	5	3	1	18	26	45	3		7	147
La Union	1			1	12	3				21	19	14	2			80
Leyte					12	2				14	10	6				45
Manila	15	5	5	4	13	11	30	4	18	63	446	5	1	1	80	701
Masbate																1
Mindoro		1	1		3		2				1					9
Misamis			1		3		2					2				17
Mountain Province	1				4					5	3				1	17
New York, U. S. A.				1								1				6
Norway	1										1					2
Nueva Ecija	7	3			9	6	10	2		21	9	22	2	2	2	93
Nueva Vizcaya					8							2				14
Occidental Negros	8	3	1		11	2	8	1		20	5	5	2	3	1	69
Oriental Negros					4		2			1		2				12
Palawan					2		1				1					5
Pampanga	15	11		3	20	3	7	2	3	45	34	8			4	161
Pangasinan	6	2	1		27	3	6		2	26	29	57	5	1	4	165
Pennsylvania, U. S. A.				1												1
Rizal	7	4	1		15	5	7	1		14	33	32	1	2	3	125
Samar					5		2			1	8	2				18
Siam					3											3
Singapore										1						1
Sorsogon			1		7	1	1			6	3	2			1	22
Spain											4					4
Surigao	1				1		2			1						5
Tarlac	8	3			9	1	6	1	2	6	8	11	1	2		58
Tayabas	12	7		1	3	2	6	2	2	33	10	15	2	2	4	111
Tennessee, U. S. A.				1												1
Zambales	2		1		10		3	1		8	2	12		1		40
Zamboanga	1				5		3			1	5					15
Total	172	64	15	29	376	74	172	29	33	520	842	431	35	45	138	2,975

TABLE IV.—Degrees conferred by the University.

Degree.	1909	1910	1911	1912	1913	1914	1915	1916	1917	Total.
Bachelor of arts			4	16	12	49	83	102	123	389
High-school teacher's certificate							1	10	15	26
Bachelor of agriculture			2	4	7	9	15	12	11	60
Master farmer										1
Graduate in pharmacy						8	4	19	12	43
Bachelor of science			1	1	2	4	12	12	23	55
Bachelor of laws					19	18	34	20	26	117
Master of science in civil engineering									5	5
Master of arts					4			2		8
Master of science					1			3		6
Civil engineer							2	1	5	8
Doctor of veterinary medicine						5	2	4	5	16
Doctor of medicine	8	12	3	9	8	9	16	5	22	92
Doctor of tropical medicine							2	5	2	9
Doctor of public health									1	1
Doctor of science (honorary)				1						1
Doctor of laws (honorary)			1	1	1	1				4
Total	8	12	11	31	54	103	173	193	256	841

^a Graduates of Philippine Medical School prior to consolidation with the University of the Philippines.

TABLE V.—Degrees conferred by the University as represented by each province during the academic year 1916-17.

Provinces and foreign countries.	Bachelor of arts.	High-school teacher's certificate.	Bachelor of agriculture.	Master farmer.	Graduate in pharmacy.	Bachelor of science.	Bachelor of laws.	Master of science in civil engineering.	Master of arts.	Master of science.	Civil engineer.	Doctor of veterinary medicine.	Doctor of medicine.	Doctor of tropical medicine.	Doctor of public health.	Doctor of laws (honorary).	Total.
Albay	1	2	1														4
Ambos Camarines	3		1														4
Antique	1																1
Bataan			1														1
Batangas	4	3	1			4	1			1	1	2					17
Bohol	2																2
Bulacan	2		1		2	2		1		1	1	2					18
Cagayan	2											1					4
Capiz	3		1			1							2				5
Cavite	3	1			1	2	1	1					2				10
Cebu	3				1	1	2			1							8
China	1																1
Colorado, U. S. A.						1							1	1			1
Ilocos Norte	2	1	1			1							1				12
Ilocos Sur	3																4
Iloilo	2					5		1					2				16
Laguna	2	1			2	2						1	1	1			10
La Union	4	1															5
Manila	3			1	1	2	3			1			2				18
Misamis	3																3
Nueva Ecija	9	1			1	3				1			2				16
Occidental Negros	5	1	1			3				1			1				12
Pampanga	14	1			3	3	1	1			1		1				25
Pangasinan	11	1				2											14
Pennsylvania, U. S. A.															1		1
Rizal	2	1	2		2	2	1			1	1		1				13
Singapore	1																1
Sorsogon	1																1
Tarlac	3			1			1						4				9
Tayabas	10	1	1			3	2										17
Zambales	1					1											2
Honorary degree																1	1
Total	123	15	11	1	12	23	26	5	2	2	5	5	22	2	1	1	256

TABLE VI.—*Certificates conferred by the University during the years 1911 to 1917, inclusive.*

	1911-12	1912-13	1913-14	1914-15	1915-16	1916-17	Total.
Painting			4	2	6	2	14
Sculpture			1	4		3	8
Engraving			1	4	1	1	7
Second class midwives					21	17	38
Graduates in midwifery					7	6	13
Graduates in nursing					50	6	56
Rangers	16	26	30	18	24	23	137
Graduate instruction			5	18	12	31	66
Total	16	26	41	46	121	83	326

TABLE VII.—*Girl graduates from the University of the Philippines as represented by each province during the years 1911 to 1917, inclusive.*

Provinces.	1911	1912	1913	1914	1915	1916	1917	Total.
Abra					1			1
Albay			1					1
Batangas			1	2	3	3		9
Bulacan					1	1	3	5
Cavite		1		1	2	3	4	11
Ilocos Norte						2	2	4
Ilocos Sur				1	1	2	1	5
Iloilo					1	1	1	3
Laguna					4	3	2	9
Manila	1	1		1	3	9	7	22
Mindoro						1		1
Nueva Ecija					1		3	4
Occidental Negros				2	3	1		6
Pampanga				1	1	4	5	11
Rizal							4	4
Sorsogon						1		1
Tarlac							1	1
Tayabas		1	2		1	4	4	12
Grand total	1	3	4	8	22	35	37	110

TABLE VIII.—*Table showing by degrees the number of girl graduates from the University during the years 1911 to 1917, inclusive.*

Degree.	1911	1912	1913	1914	1915	1916	1917	Total.
Doctor of medicine		1		2	1	2	3	9
Doctor of tropical medicine						1		1
Bachelor of laws					1			1
Master of arts							2	2
Bachelor of science					4	3	4	11
Graduate in pharmacy				5	3	11	10	29
Bachelor of arts	1	2	4	1	13	13	16	50
High-school teacher's certificate						5	2	7
Grand total	1	3	4	8	22	35	37	110

GENERAL OBSERVATIONS.

Table No. 1 shows that the total number of students enrolled in all the colleges and schools of the University is 2,975 in the academic year of 1916-17, while the enrollment in that of 1915-16 was 2,401, showing an approximate increase of 24 per cent. The increase in the College of Liberal Arts is greater

than in any other college or school of the University, owing to the fact that the School of Education, a department of that college, has had an extraordinarily heavy registration this year, so that many of the applicants for admission were turned down for lack of accommodations. The colleges that have more than 200 students are that of Liberal Arts with 520, Agriculture with 431, Medicine and Surgery with 280, and Law with 234. It appears from these figures that the College of Law has the smallest enrollment. This decrease may be considered as an indication of a change in the general tendency on the part of the students to give the legal studies a preference to any other courses given in the University. Such decrease in the number of students in the College of Law makes it more notable when we take into consideration the unusual increase registered in other colleges. This seems to be the result of the influence that public opinion has exerted on the minds of our youth as regards the election of professional courses in the University. In recent years, public opinion has openly denounced the customary liking of our students to pursue the legal studies, and now we see that our youth, giving heed to these wise and timely counsels of public opinion, take up with an undiminished enthusiasm the study of other professions. It is generally believed that we are turning out more lawyers than we really need, but if the foregoing figures mean anything, I believe it will be only a matter of time when we shall have a greater number of graduates in other lines of learning.

Classifying the students according to their nationality, Table No. 2 shows that there are 2,215 Filipinos, 36 Americans, 9 Chinese, 4 Spaniards, 3 Japanese, 3 from Siam, 2 from Guam, 1 German, 1 Swede, and 1 from Singapore. Table No. 2 also shows that there are 2,471 males and 504 females. The latter are distributed as follows: 279 are found in the classes of nurses; 22 in painting; 66 in music; 70 in pedagogy; 2 in law; 3 in dentistry; 37 in pharmacy; and 25 in medicine. The greater number belong to the classes of nurses, pedagogy, and music, courses which, by their nature, are in perfect harmony with the tender and delicate sentiments of our young girls.

Table No. 3 shows that these students come from different provinces. The provinces that have more than 100 students in the University are: Manila with 701, Bulacan, 176; Pampanga, 161; Batangas, 158; Laguna, 147; Rizal, 125; Tayabas, 111; and Cavite, 110. The number of students of other provinces ranges from 1 (Masbate) to 93 (Nueva Ecija and Iloilo).

Taking into consideration the number of students in colleges registering the largest enrollment, such as the College of Medicine, it is to be noted that each of the provinces of Batangas, Bulacan, Manila, and Pampanga has 15 students; Cavite and Tayabas have 12 students each; Laguna, 10; Iloilo and Cebu, 9 each; Negros Occidental and Tarlac, 8 each; Nueva Ecija and Rizal, 7 each; Pangasinan, 6; Albay, 5; and other provinces, 1 or 2 students. In the College of Liberal Arts (including pedagogy and commerce) Manila has 63 students, Pampanga 45, Batangas 35, Bulacan 31, Pangasinan and Ilocos Norte 26 each; Nueva Ecija and La Union 21 each; Negros Occidental 20; Laguna 18; Cavite 17; Capiz 16; Ilocos Sur 15; Leyte and Rizal 14 each; Cagayan 13; Albay 10; and other provinces from 1 to 8 students each. In the College of Agriculture, Pangasinan has 57 students, Batangas 54, Laguna 45, Rizal 32, Cavite 30, Bulacan 24, Nueva Ecija 22, Tayabas 15, La Union 14, Iloilo 13, Zambales 12, Tarlac 11, Cagayan and Capiz 10 each, Albay and Ilocos Sur 9 each, Ilocos Norte and Pampanga 8 each, Isabela 7, Leyte 6, Manila and Negros Occidental 5 each, and other provinces 1 or 2 students. In the College of Law, Manila has 30, Bulacan 13; Iloilo 11; Batangas 9; Negros Occidental 8; Ilocos Norte, Pampanga, and Rizal 7 each; La Union, Pangasinan, Tarlac, and Tayabas 6 each; Cebu and Ilocos Sur 5 each; and the rest 1 to 4 students each.

Whether or not the location of a college at a certain place has any effect on the number of students from a province, may be seen in the case of the city of Manila where the Colleges of Law, Medicine, and Liberal Arts are established, and the province of Laguna where the College of Agriculture is located. It should be noted that Manila has the greatest number of students in each of the Colleges of Law and Liberal Arts, but not in Medicine, where Batangas, Bulacan, Manila, and Pampanga have an equal number of students. On the contrary, Laguna has not the greatest number of students in the College of Agriculture. The number of students from Pangasinan and Batangas in this college is greater than that from Laguna. It is true that the location of a college in a province is a circumstance that facilitates an increase in the number of students from that particular province, on account of financial reasons easy to understand, but the location alone is not a decisive factor responsible for such increase. That is, at least, the conclusion that may be arrived at from the foregoing tables. Neither can the fact that one province is nearer to the college than another

be taken as a determining factor in the increase of students from the former, since Table No. 3 shows that provinces such as Cagayan, Isabela, Capiz, etc., which are farther from Manila and Laguna than the rest of the provinces, have a greater number of students than the nearby provinces.

Hard as it is to determine the real reason for the increase or decrease in the number of students from a particular province, it would be safe to assert that in the election of college courses not only the student's own inclination plays an important part, but also the environment that surrounds him, the emulation of fellow-students, the need of the province where he will have to practice his profession, and the possibilities that his province has in store for him. Thus, it is seen that the provinces that are most interested in agriculture, have the greatest number of students in the College of Agriculture. It seems that a student either chooses the profession the practice of which in his province assures him a future success, or quits pursuing a university education. In a locality which proves to be a good field for legal practice, the proneness to study law is well settled, and for this reason we find that the city of Manila, where much employment for lawyers is found besides the chance to practice their profession, has the greatest number of students in the College of Law.

DEGREES CONFERRED.

The degrees conferred by different colleges in 1917 were 265, with 83 diplomas. The graduates belonged to different provinces, but the province of Pampanga deserves special mention for having the largest number of graduates. (See Tables Nos. 4, 5, and 6.)

The number of female graduates is steadily increasing every year. In the academic year of 1916 there were 35, and in that of 1917, 37. There have been in all 110 female graduates from the University, as shown in Tables Nos. 7 and 8.

PROMOTIONS AND ELIMINATIONS.

Although the problems of educational mortality or elimination of students belong properly to general educational administration, I believe, however, that the discussion of the question at this time would serve the useful purpose of informing the Board on some of the questions which affect the progress of the University. For this reason, we have carefully examined the records of the University since the organization of its different

colleges, and the results of this investigation are found in Tables Nos. 9, 10, 11, 12, 13, 14, 15, 16, and 17. In the preparation of these tables we followed up the record of each individual student in every college from the first year until graduation, leaving aside those students who failed once or twice, but who finally succeeded in graduating. Since the failure of students to be promoted may be due either to their failure in the final examinations or to their leaving the college before the examination, it was necessary to have in the tables two columns showing the proportion of elimination before and after the examination of every year. In this way, we are able to determine not only the number of those who are eliminated and promoted from year to year until graduation, but also the proportion between those who began the course and those who finished it, as well as those who were eliminated before graduation for some reason or other.

TABLE IX.—Promotion and elimination of students in the College of Law from 1911-12 to 1916-17.

Year.	FOUR-YEAR COURSE.															
	First-year students admitted.		Students promoted to second-year class.		Percentage of students eliminated.		Students promoted to third-year class.		Percentage of students eliminated.		Students promoted to fourth-year class.		Percentage of students eliminated.		Graduates.	
	Number.	Per cent.	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.
1911-12	101	26	67	66	14	19	45	67	7	18	34	75	3	9	30	88
1912-13	21	29	12	57	25	—	9	75	11	—	8	89	—	12	7	88
1913-14	21	57	8	38	12	—	7	88	14	—	6	86	—	17	5	83
1914-15	32	22	28	50	6	6	14	88	—	—	14	100	—	—	—	—
1915-16	48	31	13	27	56	26	20	74	—	—	—	—	—	—	—	—
1916-17	66	18	14	68	—	—	—	—	—	—	—	—	—	—	—	—
Average and total	30	14	56	56	17	5	78	88	5	4	100	88	1	13	100	86

Year.	THREE-YEAR COURSE.											
	First-year students admitted.		Students promoted to junior class.		Percentage of students eliminated.		Students promoted to senior class.		Percentage of students eliminated.		Graduates.	
	Number.	Per cent.	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.
1911-12	17	6	16	94	—	—	18	87	—	—	7	93
1912-13	4	23	3	77	33	—	2	67	—	—	2	100
1913-14	5	20	3	60	33	—	2	67	—	—	2	100
1914-15	17	12	15	88	7	—	14	93	—	—	13	93
1915-16	24	4	13	20	83	5	19	95	—	—	—	—
1916-17	5	20	40	2	40	—	—	—	—	—	—	—
Average and total	7	19	74	74	18	8	82	82	8	100	97	97

TABLE X.—Promotion and elimination of students in the College of Medicine and Surgery from 1907-8 to 1916-17.

Year.	First-year students admitted.		Students promoted to second-year class.		Students promoted to third-year class.		Students promoted to fourth-year class.		Students promoted to fifth-year class.		Percentage of students eliminated.		Graduates.				
	Dropped, left, etc.	Failed.	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.	
1907-8	17	6	15	88	13	13	87	13	100	13	100	8	16	10	77	10	90
1908-9	22	23	11	50	9	9	82	7	78	7	78	11	15	7	100	7	100
1909-10	32	34	16	50	6	19	12	75	9	91	27	8	27	8	73	12	88
1910-11	24	16	21	63	7	6	13	87	8	82	12	100	4	100	12	100	100
1911-12	8	25	13	62	20	4	80	4	100	4	100	4	100	4	100	4	100
1912-13	31	13	13	74	4	4	96	22	100	22	100	22	100	22	100	22	100
1913-14	39	13	10	77	24	24	76	23	100	23	100	5	20	23	100	23	100
1914-15	32	6	28	66	21	66	100	21	100	21	100	18	68	21	100	21	100
1915-16	77	9	18	56	73	14	68	18	68	18	68	1	6	18	68	18	68
1916-17	37	19	16	24	65	17	65	16	65	16	65	1	6	16	65	16	65
Average and total	16	17	100	67	5	12	83	5	100	5	100	1	6	100	93	4	96

TABLE XI.—Promotion and elimination of students in the School of Pharmacy from 1911-12 to 1916-17.

Year.	First-year students admitted.		Percentage of students eliminated.		Students promoted to second-year class.		Percentage of students eliminated.		Students promoted to third-year class.		Percentage of students eliminated.		Graduates.			
	Dropped, left, etc.	Failed.	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.
1911-12	50	25	8	25			8	100			8	100			8	100
1912-13	26	33	11	41												
1913-14	29	19	11	52												
1914-15	14	29	12	57												
1915-16	12	19	25	69	8	4	11	92			10	100			10	100
1916-17	40	10	10	50			22	88			22	100			10	90
Average and total	29	22		49	1	17		82				3				97
	100		100		100		100		100		100		100		100	

TABLE XII.—Promotion and elimination of students in the College of Engineering from 1910-11 to 1916-17.

Year.	First-year students admitted		Percent- age of promoted students to second- year class.		Percent- age of promoted students to third- year class.		Percent- age of promoted students to fourth- year class.		Percent- age of promoted students to fifth- year class.		Percent- age of promoted students to sixth- year class.		Gradu- ates.			
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.		
1910-11 ^a	21	28	15	57	25	9	75	67	3	33	3	100	33	2	67	
1912-13 ^b						c 2		50	1	50	6	100				
1913-14 ^b						c 8		25	6	75	6	100	17	5	83	
1914-15 ^d						c 7		29	5	71	25	63	25	5	100	
1915-16 ^d						c 7		29	5	71	20	80	20	4		
1916-17 ^e						c 3		80	3	100						
Average and total			40	17	43	25	75	17	11	72	22	69	17	83	11	89
			100		100		100		100		100		100		100	

^a Five-year course leading to the degree of civil engineer.
^b Six-year course (including two-years preparatory engineering course) leading to the degree of civil engineer.
^c Admitted to the third-year class.
^d Five-year course (including two-years preparatory engineering course) leading to the degree of master of science in civil engineering.
^e Five-year course leading to the degree of master of science in engineering, and at the completion of the fourth year the degree of bachelor of science in engineering will be conferred.

TABLE XIII.—Promotion and elimination of students in the College of Agriculture from 1909-10 to 1916-17.

FOUR-YEAR COURSE.

Year.	First-year students admitted.		Students promoted to second-year class.		Percentage of students eliminated.		Students promoted to third-year class.		Percentage of students eliminated.		Students promoted to fourth-year class.		Percentage of students eliminated.		Number.	Graduates.
	Dropped, left, etc.	Failed.	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.	Dropped, left, etc.	Failed.		
1909-10	1		b	100			a	100			1	100			1	100
1910-11	1		1	100			1	100			1	100			1	100
1911-12	1		1	100			1	100			1	100			1	100
1912-13	2		5	100			5	100			5	100			45	100
1913-14	19	50	13	68			1	100			1	100			1	100
1914-15	8	37	6	68	31	15	1	54		14	6	86			6	100
1915-16	12	17	10	83	20		4	80			3	100			6	100
1916-17	13	31	7	54			8									
Average and total	21	2	2	77	9	2	2	89	2	2	2	98	2	2	100	100

a Admitted in the third-year class; presented advanced credits.
 b Admitted in the second-year class; presented advanced credits.
 c In 1913 there were two graduates. One of them graduated with advance credits.
 d Four of these graduates took the course in three years only.
 e There were seven 1917 graduates. Out of this number one was a repeater.
 f One of these students took the course in three years and graduated in 1917.

TABLE XIII.—Promotion and elimination of students in the College of Agriculture from 1909-10 to 1916-17.—Continued.

SIX-YEAR COURSE.

Year.	First-year students admitted.			Percent- age of students promoted to second- year class, eliminated.			Percent- age of students promoted to third- year class, eliminated.			Percent- age of students promoted to fourth- year class, eliminated.			Percent- age of students promoted to fifth- year class, eliminated.			Percent- age of students promoted to six- year class, eliminated.			Graduates.			
	Number.	Per cent.	Dropped, left, etc.	Number.	Per cent.	Dropped, left, etc.	Number.	Per cent.	Dropped, left, etc.	Number.	Per cent.	Dropped, left, etc.	Number.	Per cent.	Dropped, left, etc.	Number.	Per cent.	Dropped, left, etc.	Number.	Per cent.	Number.	Per cent.
1909-10	37			7	100		4			2	100		4	100		2	100		4	100	2	100
1910-11	25			9	100		7			7	100		9	100		7	100		7	100	4	100
1911-12	26	28	18	72	44	10	46	6	15	88	10	56	10	20	7	70	100		15	100	9	100
1912-13	59	17	4	22	85	46	12	54	8	11	92	11	100		1	100		15	100	15	100	
1913-14	110	36	18	50	46	20	49	80	22	3	36	75	4	27	96	11	100	9	10	91	100	
1914-15	105	15	9	80	76	25	9	33	66	19	6	40	15					26	96	26	100	
1915-16	110	14	9	85	77	4	8	75	88													
1916-17	128	16	16	68																		
Average and total	14	10	76	28	3	69	7	6	100	87	1	99	1	100	1	99	1	100	100	99	100	100

^a These students admitted in the fifth-year class presented advanced credits.
^b These students admitted in the fourth-year class presented advanced credits.
^c These students admitted in the third-year class presented advanced credits.
^d These students admitted in the second-year class presented advanced credits.

TABLE XIV.—Promotion and elimination of students in the College of Veterinary Science from 1910-11 to 1916-17.

Year.	First-year students		Students promoted to second-year class.		Students promoted to third-year class.		Students promoted to fourth-year class.		Students promoted to fifth-year class.		Students eliminated.		Number.	Per cent.
	Dropped, left, etc.	Failed.	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.		
1910-11	6		2	33	2	100	2	100	5	100	2	100	2	100
1911-12	11	67	5	45	5	100	5	100	8	100	5	100	4	80
1912-13	15	33	13	54	8	100	8	100	8	100	8	100	5	63
1913-14	10	10	9	90	7	78	5	71	5	100	5	100	37	
1914-15	5	40	3	60	67	33	1	100	1	100	1	100		
1915-16	9		8	89	13	87								
1916-17	12	8	10	84										
Average and total	80	5	65	17	100	83	6	94	100	100	7	12	100	81

* Course taken in four years only.

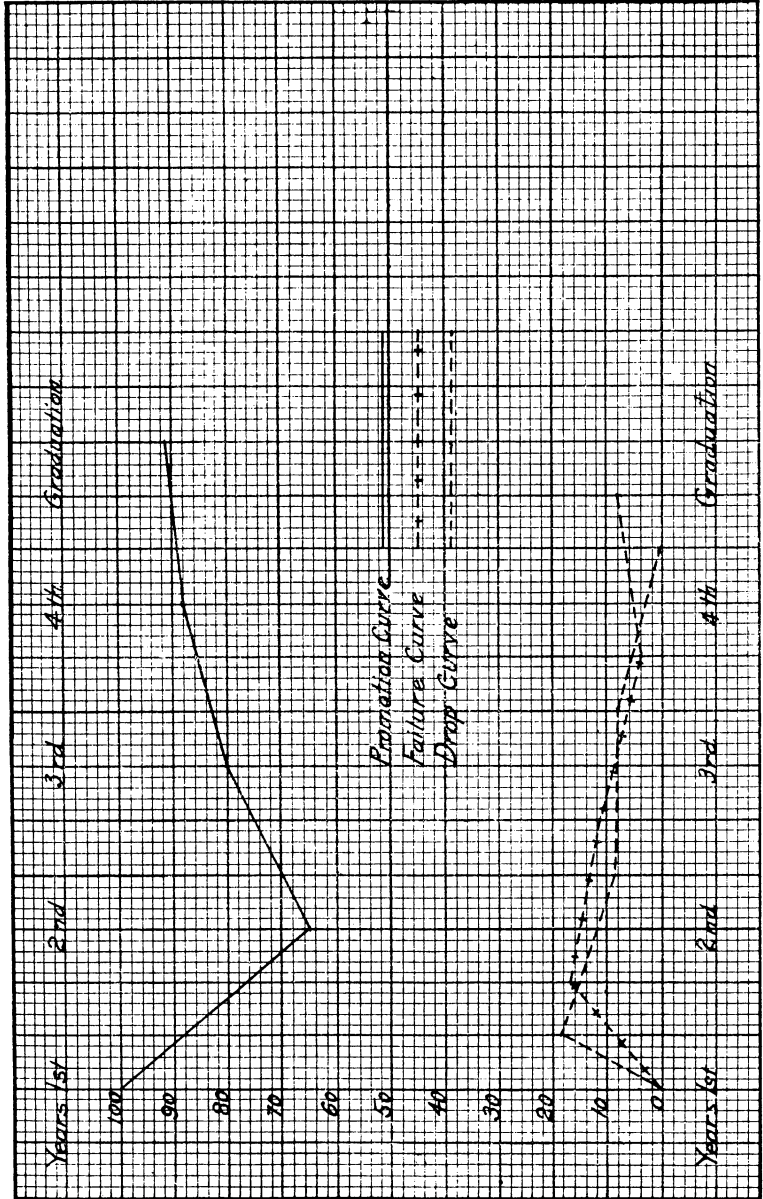
TABLE XV.—Promotion and elimination of students in the College of Liberal Arts from 1910-11 to 1916-17.

Year.	First-year students admitted.		Percentage of students eliminated.		Students promoted to second-year class.		Percentage of students eliminated.		Graduates.	
	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.	Dropped, left, etc.	Failed.	Number.	Per cent.
1910-11	34	50			17	50	67		7	4
1911-12	127	46	11		55	43	67		12	22
1912-13	124	17	20		78	63	47		37	48
1913-14	197	23	20		112	57	29		5	66
1914-15	240	22	13		156	65	38		7	55
1915-16	199	12	21		133	67	20		9	71
1916-17	255	15	16		177	69				
Average and total		27	14			59	43	6		51
				100					100	

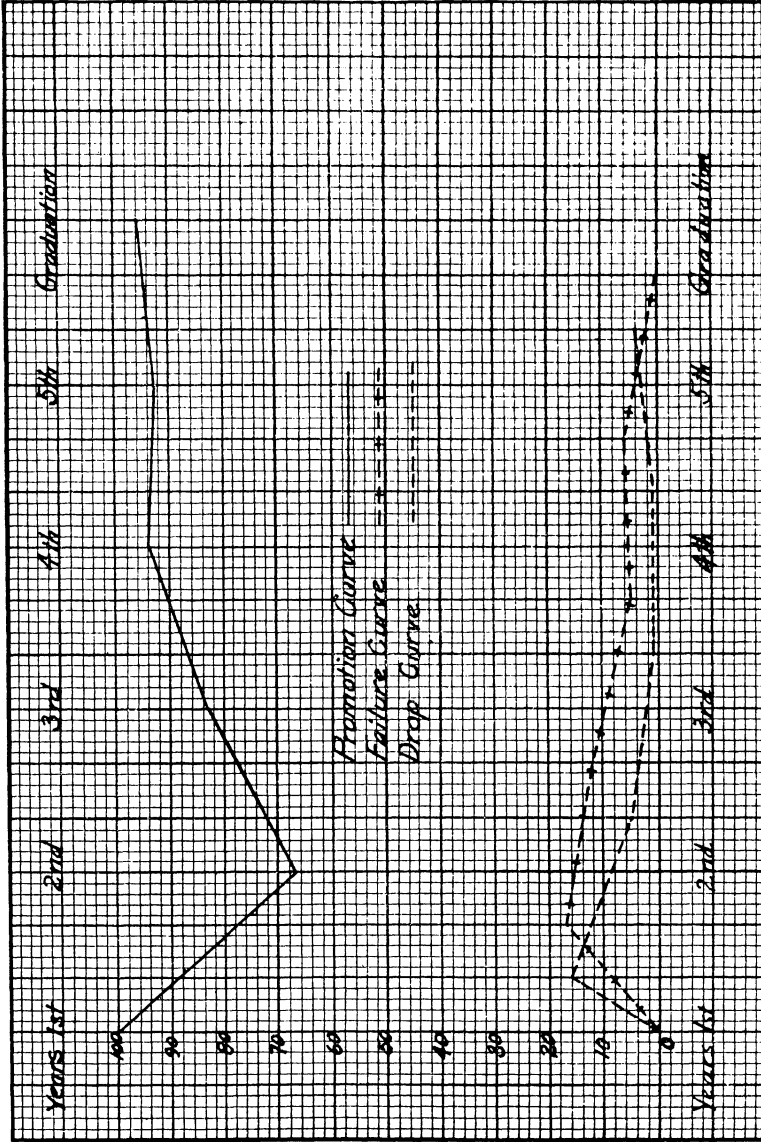
* Many of the students, after finishing one year of preparatory medical course, leave College of Liberal Arts and enter the College of Medicine and Surgery.

TABLE XVI.—Summary of promotion and elimination of students of different colleges.

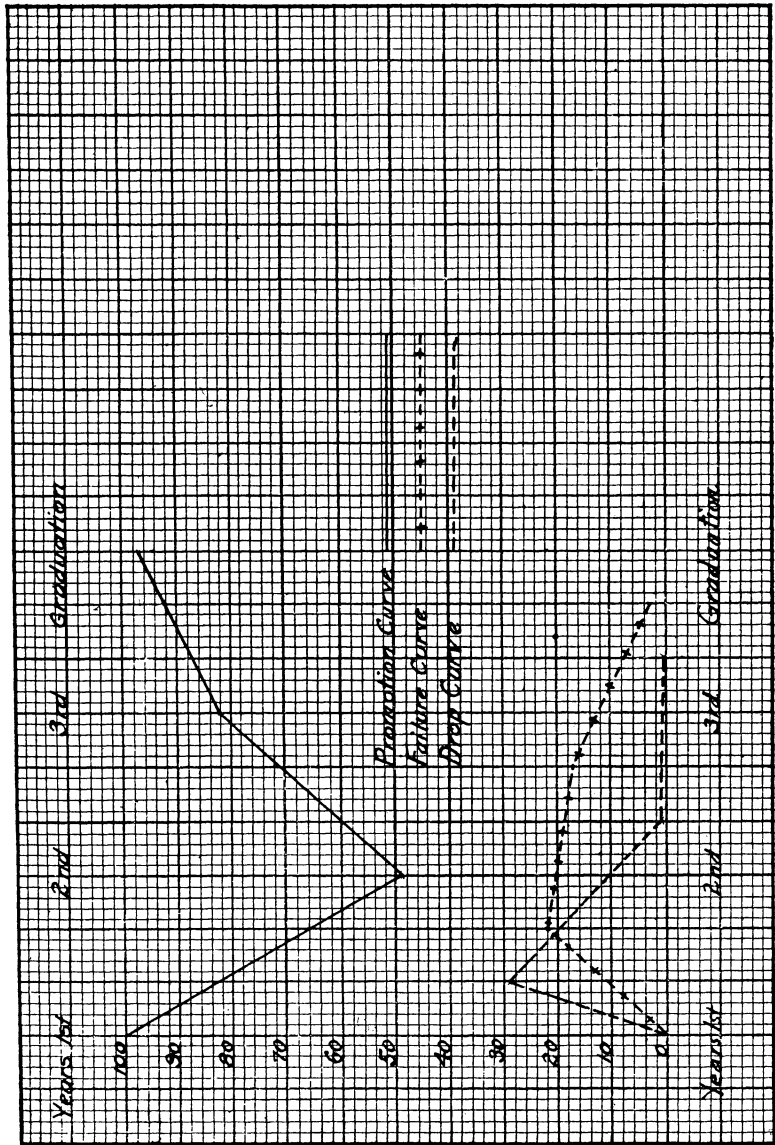
College.	Average number of first-year students admitted.		Percentage of students eliminated.		Percentage of students promoted to the second-year class.		Percentage of students eliminated.		Percentage of students promoted to third-year class.		Percentage of students eliminated.		Percentage of students promoted to fourth-year class.		Percentage of students eliminated.		Percentage of students promoted to fifth-year class.		Percentage of students eliminated.		Percentage of students promoted to six-year class.		Percentage of students eliminated.		Percentage of students graduated.	
	Dropped, left, etc.	Failed.	Dropped, left, etc.	Failed.	Dropped, left, etc.	Failed.	Dropped, left, etc.	Failed.	Dropped, left, etc.	Failed.	Dropped, left, etc.	Failed.	Dropped, left, etc.	Failed.	Dropped, left, etc.	Failed.	Dropped, left, etc.	Failed.	Dropped, left, etc.	Failed.	Dropped, left, etc.	Failed.				
Law:	47	30	14	56	17	5	78	8	4	88																
3-year course	12	7	19	74	18	82																				
Average	29	18.5	16.5	65	8.50	11.50	80	8	4	88															91.5	
Medicine and Surgery	32	16	17	67	5	12	83	1	5	94	1	6	93													96
Pharmacy	27	29	22	49	1	17	82	17	11	72	22	9	69	17	83	11										97
Engineering	24	40	17	43	25	75																				89
Agriculture:																										
4-year course	7	21	2	77	9	2	89																			100
6-year course	89	14	10	76	28	3	69	7	6	87																100
Average	48	17.50	6	76.50	19	2	79	3.50	4	92.50	1	99	99	1	99	1	99	1	99	1	99	1	99	1	99	100
Liberal Arts:																										
Veterinary Science	168	27	14	59																						51
	10	30	6	65	17		83	6	6	94			100													81
General average	48	25.43	13.93	60.64	12.58	7.09	80.33	7.10	4.80	88.10	5.75	4.00	90.25	8.50	.50	91	9.36	4.14	86.5							



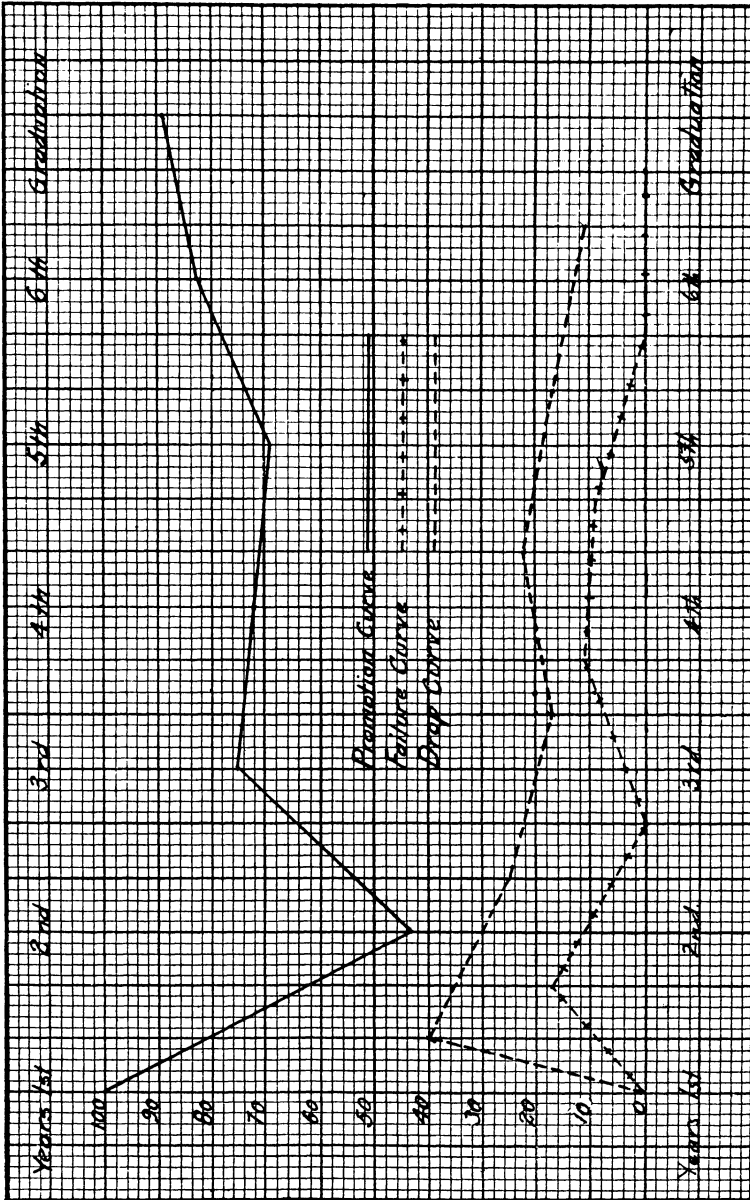
Graph 1.—COLLEGE OF LAW.



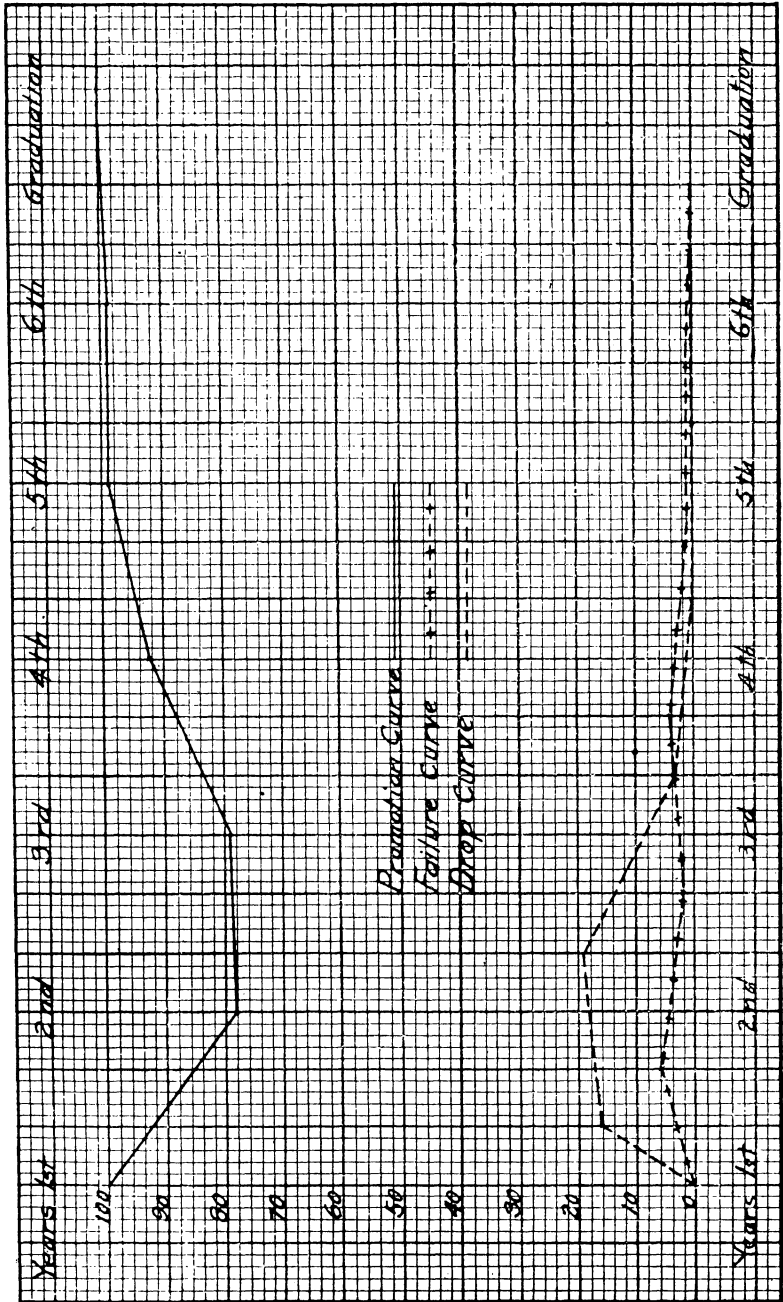
Graph II.—COLLEGE OF MEDICINE AND SURGERY.



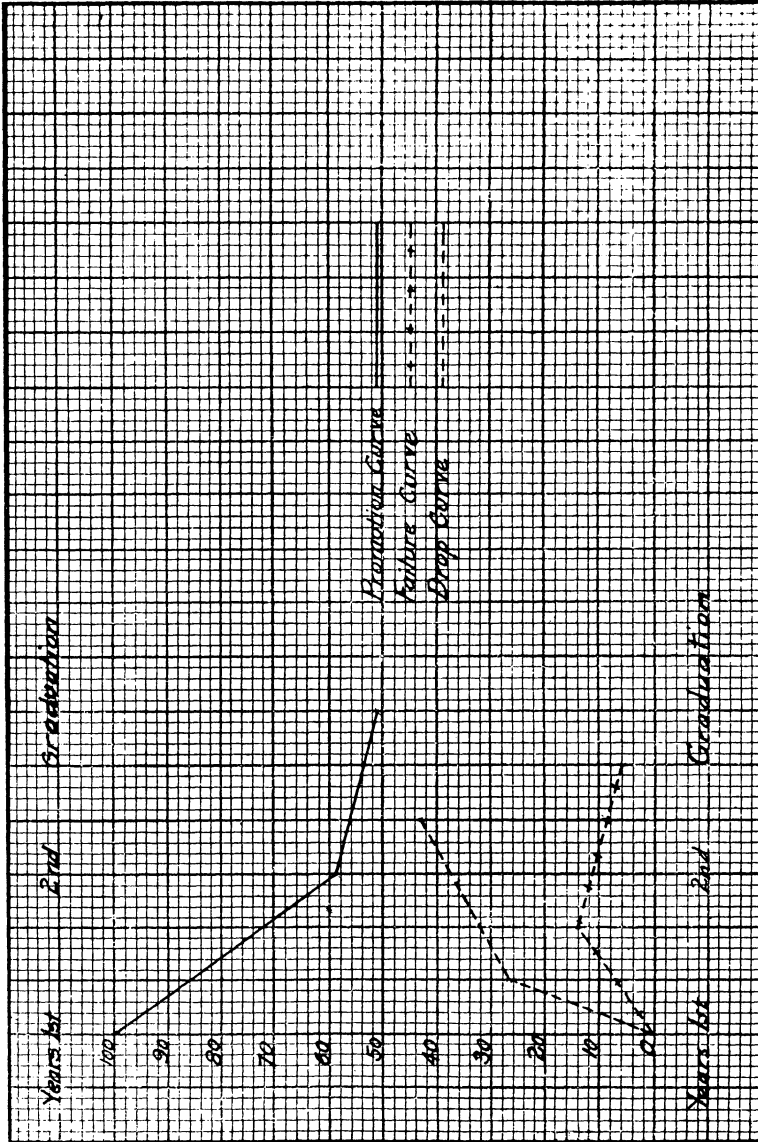
Graph III.—SCHOOL OF PHARMACY.



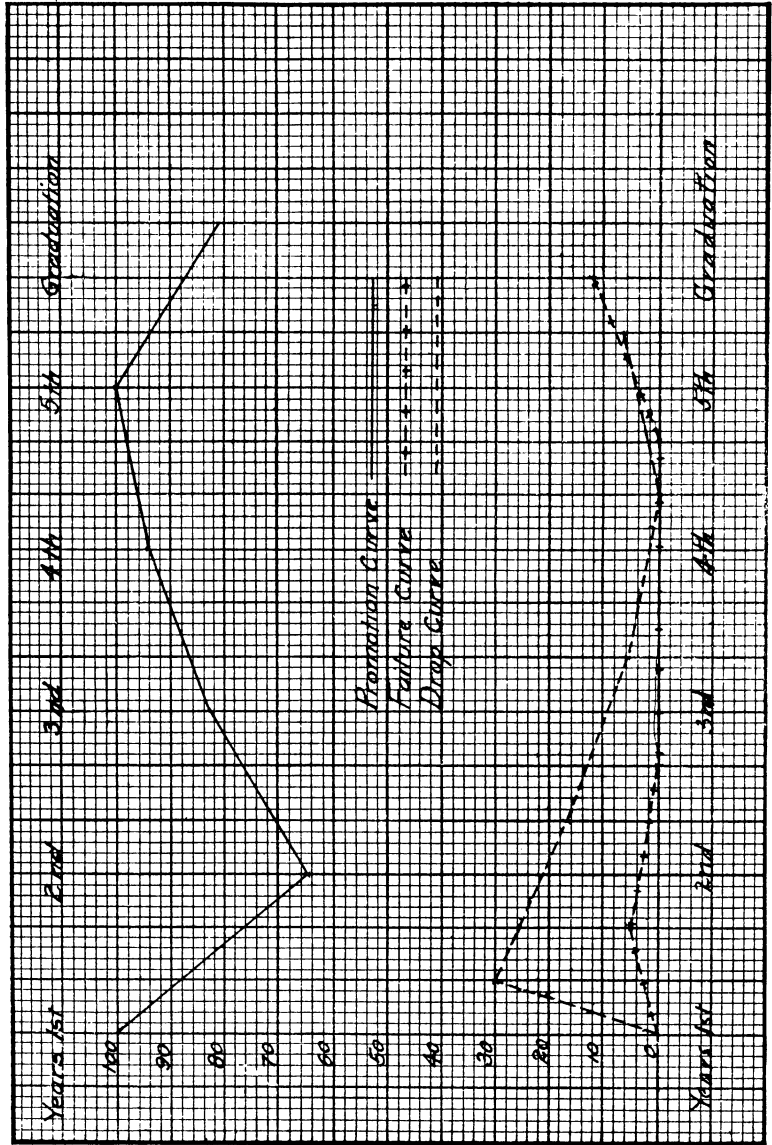
Graph IV.—COLLEGE OF ENGINEERING.



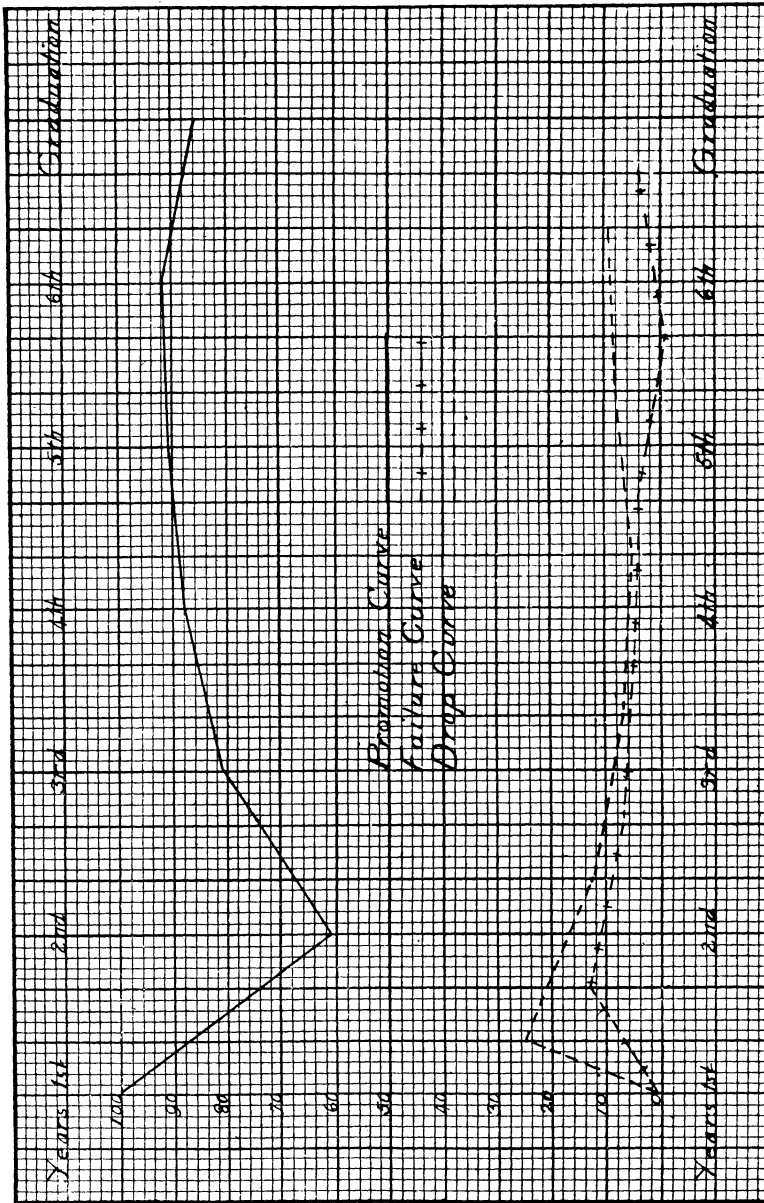
Graph V.—COLLEGE OF AGRICULTURE.



Graph VI.—COLLEGE OF LIBERAL ARTS.



Graph VII.—COLLEGE OF VETERINARY SCIENCE.



Graph VIII.—UNIVERSITY OF THE PHILIPPINES.

GENERAL OBSERVATIONS.

Before we examine more carefully the statistics of the different colleges, it should be noted that Tables Nos. 12 and 13 of the Colleges of Engineering and Agriculture, respectively, show certain irregularities in their early years due to the fact that quite a number of students who studied in other institutions were admitted with advanced credit to the second, third, fourth, or fifth year of the Colleges of Agriculture and Engineering.

When we examine the preceding tables, we notice that a great percentage of elimination is found between the first year and second year of every college; that elimination decreases in the second, third, fourth, and fifth years, and that 86 per cent of those who survive until the last year are able to graduate. In other words, educational mortality is greater in the first year in every college than in the following years, which fact would seem to show that in the University, as well as in life, not all those who are born are able to reach the average age of life, but that many, for some reason or other, die in the early years of life.

For the purpose of studying the causes of elimination, we shall now discuss the elimination of those students who entered the first year of the different colleges in order to find out the number of those who left before the end of the year, the number of those who failed in the final examinations of the year, and the number of those promoted to the second year. In the College of Law we find that for a period of six years ending in 1916, 18.50 per cent left the college before the end of the year; 16.50 per cent failed in the examination and 65 per cent were promoted to the second year. In the College of Medicine, for a period of ten years ending in 1916, the percentages of those who left the college before the end of the year and the number of those who failed in the examination and the number promoted to the second year, are 16, 17, 67 per cent, respectively. In the School of Pharmacy, for a period of six years ending in 1916, we have 29, 22, and 49 per cent, respectively. And in the College of Engineering, for a period of nine years ending in 1916, the percentages of elimination and promotion are 40, 17, 43 per cent. In the College of Veterinary Science for a period of seven years ending in 1916, the percentages are 30, 5, and 65 per cent. And in the College of Liberal Arts, for a period of seven years ending in 1916, the percentages are 27, 14, and 59 per cent. While in the College of Agriculture, for a period of nine

years ending in 1916, the percentages are 17.5, 6, and 76.5 per cent.

Summarizing these statistics of elimination and promotion of the first year we see that 35 per cent of those registered in the first year in the College of Law are eliminated; 33 per cent in the College of Medicine and Surgery; 51 percent in the School of Pharmacy; 57 per cent in the College of Engineering; 35 per cent in the College of Veterinary Science; 23.5 per cent in the College of Agriculture; and 41 per cent in the College of Liberal Arts. The general average percentage of elimination in these six colleges and in the School of Pharmacy is 39.36 per cent, while the general average percentage of promotion to the second year is 60.64 per cent.

Of the 39.36 per cent who were eliminated in the first year, 25.43 per cent left the college before the final examination, while 13.93 per cent failed in the examination. Of those who left the college, some transferred to some other college, some were compelled to leave for economic reasons, some engaged in different occupations, and some were compelled by the faculty of the colleges either to leave or to repeat the course, because they did not meet the requirements of the University.

As has been cited above, the general average of elimination during the first year in all colleges is 39.36 per cent. Referring now to the students who failed in the examinations, it should be mentioned that this fact is not necessarily due to lack of natural ability, for there are other factors which contribute to the student's failure, among which we should mention the fact that life in a city like Manila offers many attractions to the youth and therefore many students do not spend as much time as they should on their studies. It is true that we have in the University a student welfare committee, but its influence is limited by the fact that students live in different parts of the city and it is therefore impossible for the committee to supervise them outside of the halls of the University. As soon as we have the necessary funds available, I shall recommend to the board the building of student dormitories and in that way we shall be able to supervise more closely the life of the students. For the present, however, the student welfare committee has under consideration a plan of supervising the students now living in private houses.

The question of language gives to the students who come from the private schools of secondary course no little hardship in the first year of university studies. The graduates

of the secondary schools officially recognized by the Department of Education are admitted to the University, but unless they study English for one or two years in the College of Liberal Arts, many of them are confronted with the language difficulty, as is the case with those who enroll in the College of Law.

The failure of students in the first year in the University is oftentimes also due to the wrong choice of a course. Many of them enter the courses in law, medicine, agriculture, engineering, etc., only because they are compelled by their parents who often times do not consider the special abilities of their children. Parents as well as students should be very careful in their choice of a course in the University. They should seek the advice of the teachers who have had the students under their guidance. In the University we are now developing a psychological laboratory where we can determine in a scientific manner the mental abilities of persons. New students should submit themselves to these psychological tests as it would be advisable for them to know beforehand whether they have the mental abilities necessary for success in the professions they wish to enter. Our psychological laboratory should be so well equipped that it may serve this purpose for students coming to the University for the first time.

The fundamental differences in the method of teaching used in the University and that used in the secondary schools is another cause of failure of first year students. In the secondary schools, generally speaking, the method of recitation is used more extensively than in the University. In the University the method of research and lectures is used. The method of recitation in the secondary schools emphasizes memory; the research method in the University emphasizes reasoning. The first method weakens the student's individuality; the second develops it. The first requires passive absorption; the second develops initiative. It is thus seen that the first year students in the University have a great difficulty to overcome in adapting themselves to our methods of instruction. It is advisable for this reason that preparatory schools should change their methods of instruction so that their graduates may be better prepared to study in the University. On the other hand, the teachers in the University should look after the new students, should encourage them and should teach them new methods of study. The students also should realize the difficulties in their first year in the University. In this way, perhaps the per-

centage of elimination and failure in the first year may be reduced.

As has been mentioned before, the percentage of elimination always decreases after the first year. The causes of elimination in the years after the first year are in general the same as those of the first year.

GRADUATION AND ELIMINATION.

Another important question to be considered in connection with the efficiency of our students may be seen in the following table:

TABLE XVII.—*Showing percentage of students graduated and eliminated, based on the number of entrants.*

COLLEGE OF MEDICINE AND SURGERY.

Date of graduation.	Percentage of students eliminated (left, failed, dropped, etc.)	Percentage of students graduated.
1912	47.06	52.94
1913	68.18	31.82
1914	78.13	21.87
1915	50.00	50.00
1916	50.00	50.00
1917	29.08	70.92
Average	53.73	46.27
Average repeaters or irregulars	6.66	6.66
Actual percentage of elimination	47.07	
Actual percentage of students graduated		52.93

COLLEGE OF AGRICULTURE.

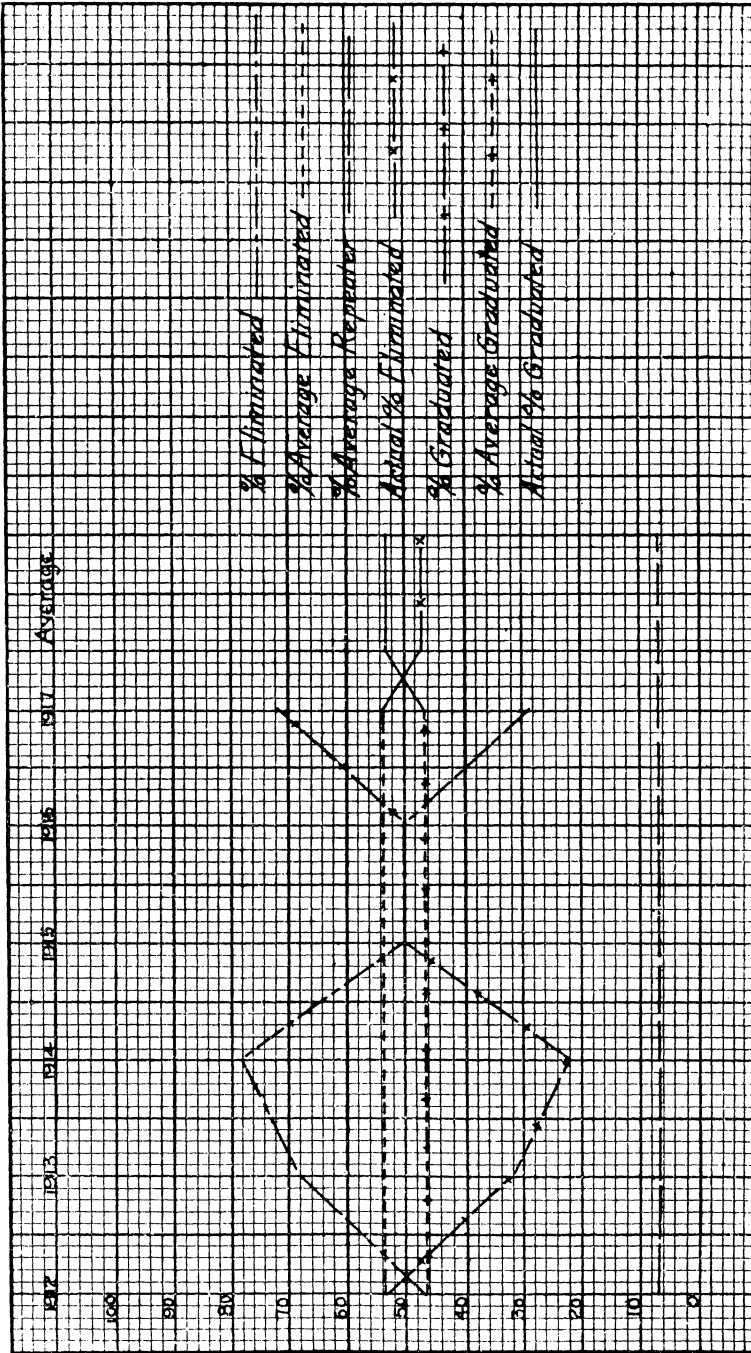
1911		100.00
1912		100.00
1913		100.00
1914		100.00
1915	52.38	47.62
1916	70.37	29.63
1917	64.44	35.56
Average	26.74	73.26
Average repeaters or irregulars	15.98	15.98
Actual percentage of elimination	10.76	
Actual percentage of students graduated		89.24

COLLEGE OF VETERINARY SCIENCE.

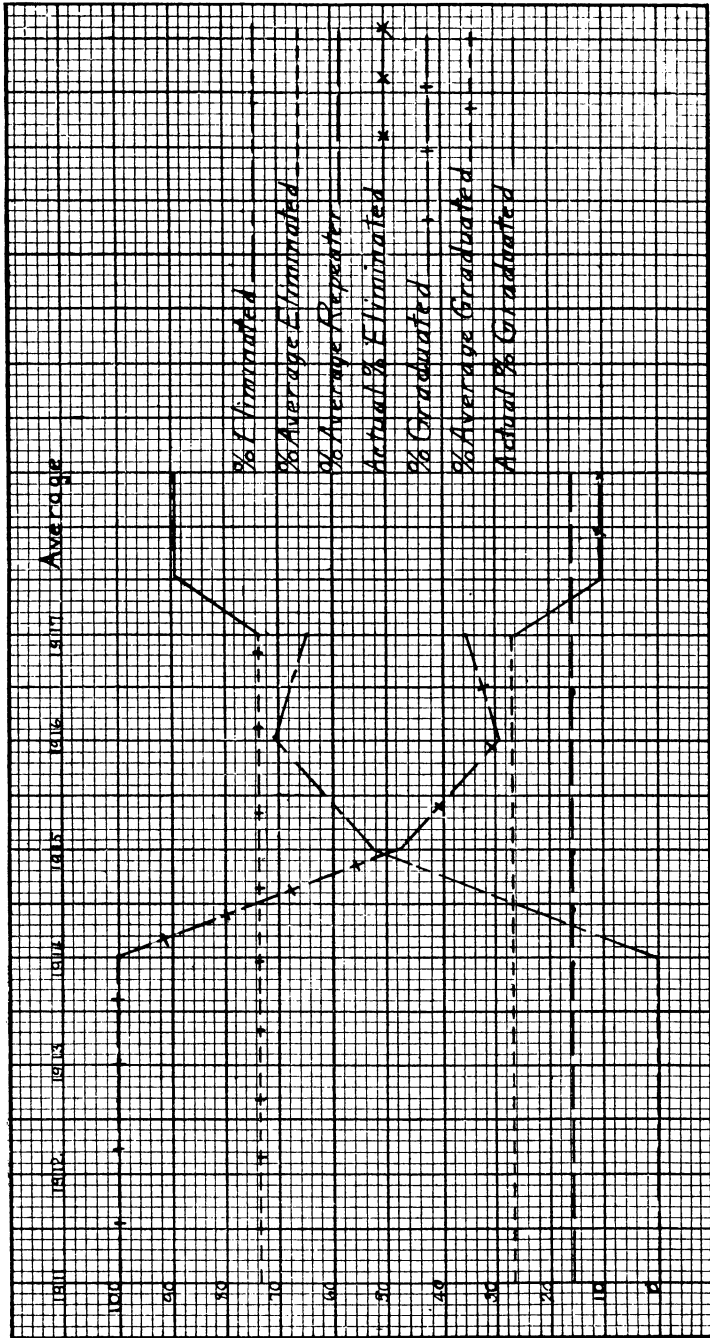
1914	66.67	33.33
1915		
1916	63.64	36.36
1917	66.67	33.33
Average	65.66	34.34
Average repeaters or irregulars	37.50	37.50
Actual percentage of elimination	28.16	
Actual percentage of students graduated		71.84

TABLE XVII.—*Showing percentage of students graduated and eliminated, based on the number of entrants—Continued.*

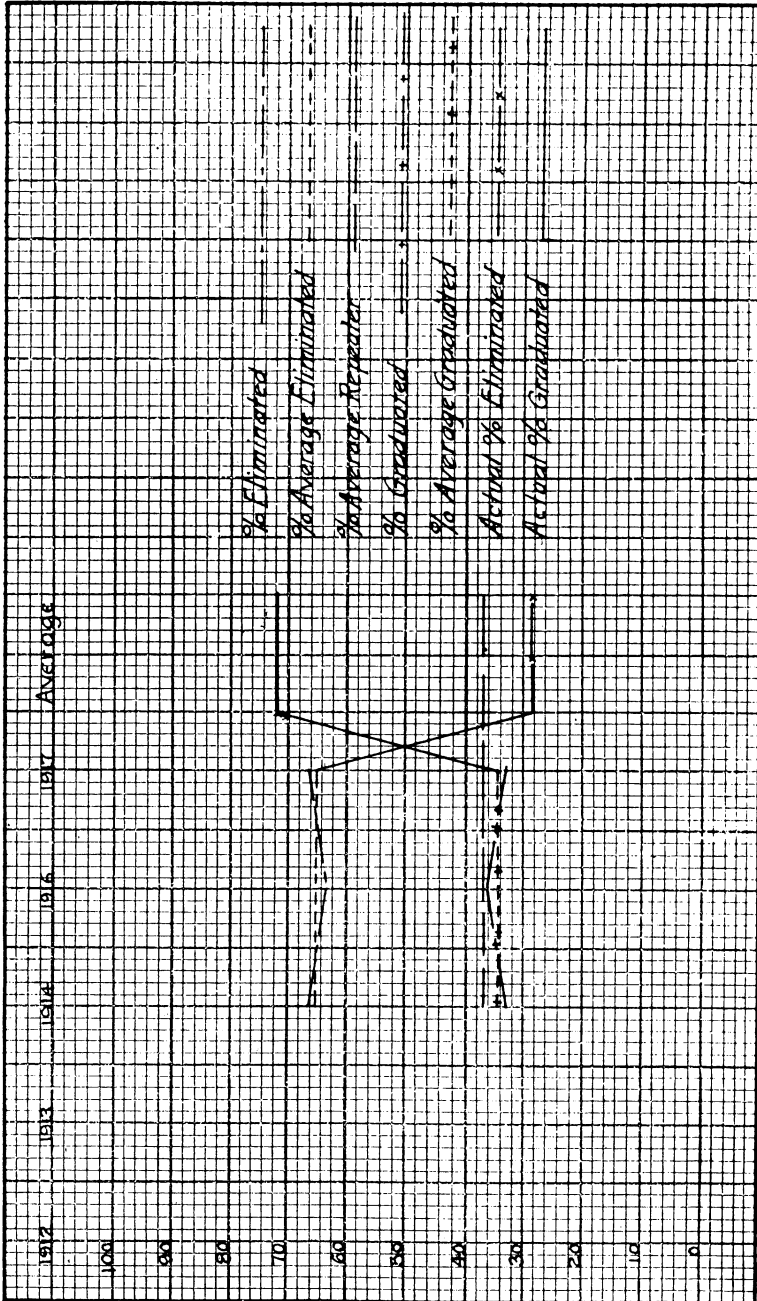
Date of graduation.	Percentage of students eliminated (left, failed, dropped, etc.)	Percentage of students graduated.
1913	34.48	65.52
1914	23.53	76.47
1915	69.53	30.48
1916	65.39	34.61
1917	52.63	47.37
Average	49.11	50.89
Average repeaters or irregulars	19.31	19.31
Actual percentage of elimination	29.80	
Actual percentage of students graduated		70.20
SCHOOL OF PHARMACY.		
1914	75.00	25.00
1915	85.19	14.81
1916	52.38	47.62
1917	52.38	47.62
Average	66.24	33.76
Average repeaters or irregulars	12.96	12.96
Actual percentage of elimination	53.28	
Actual percentage of students graduated		46.72
COLLEGE OF ENGINEERING.		
1915	90.48	9.52
1916	100.00	
1917	37.50	62.50
Average	75.99	24.01
Average repeaters or irregulars	33.33	33.33
Actual percentage of elimination	42.66	
Actual percentage of students graduated		57.34
COLLEGE OF LIBERAL ARTS.		
[Bachelor of arts only.]		
1911		100.00
1912	81.08	18.92
1913	90.55	9.45
1914	70.16	29.84
1915	62.44	37.56
1916	64.21	35.79
1917	52.76	47.25
Average	60.17	39.83
Average repeaters or irregulars	4.95	4.95
Actual percentage of elimination	55.22	
Actual percentage of students graduated		44.78
SUMMARY.		
General average	56.81	43.19
Average repeaters or irregulars	18.67	18.67
Actual percentage of elimination	38.14	
Actual percentage of students graduated		61.86



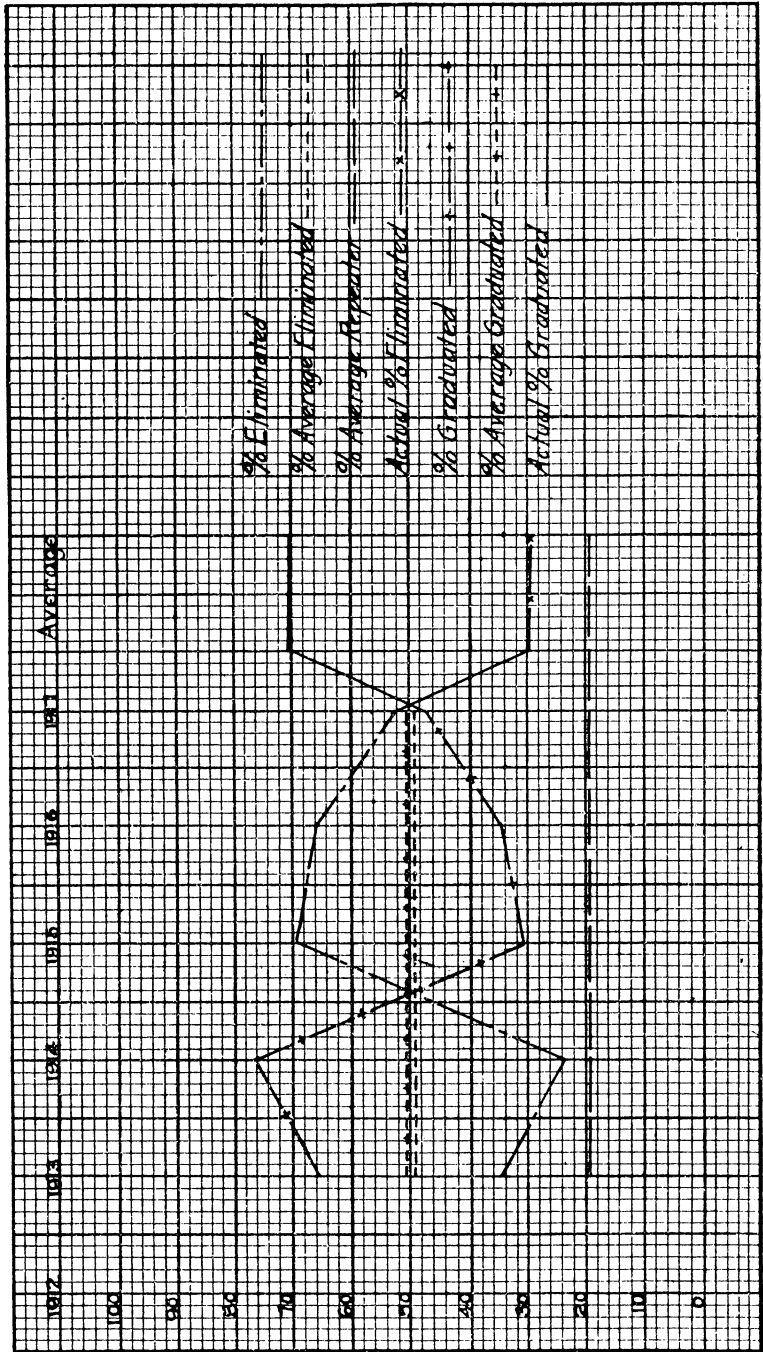
Graph IX.—COLLEGE OF MEDICINE AND SURGERY.



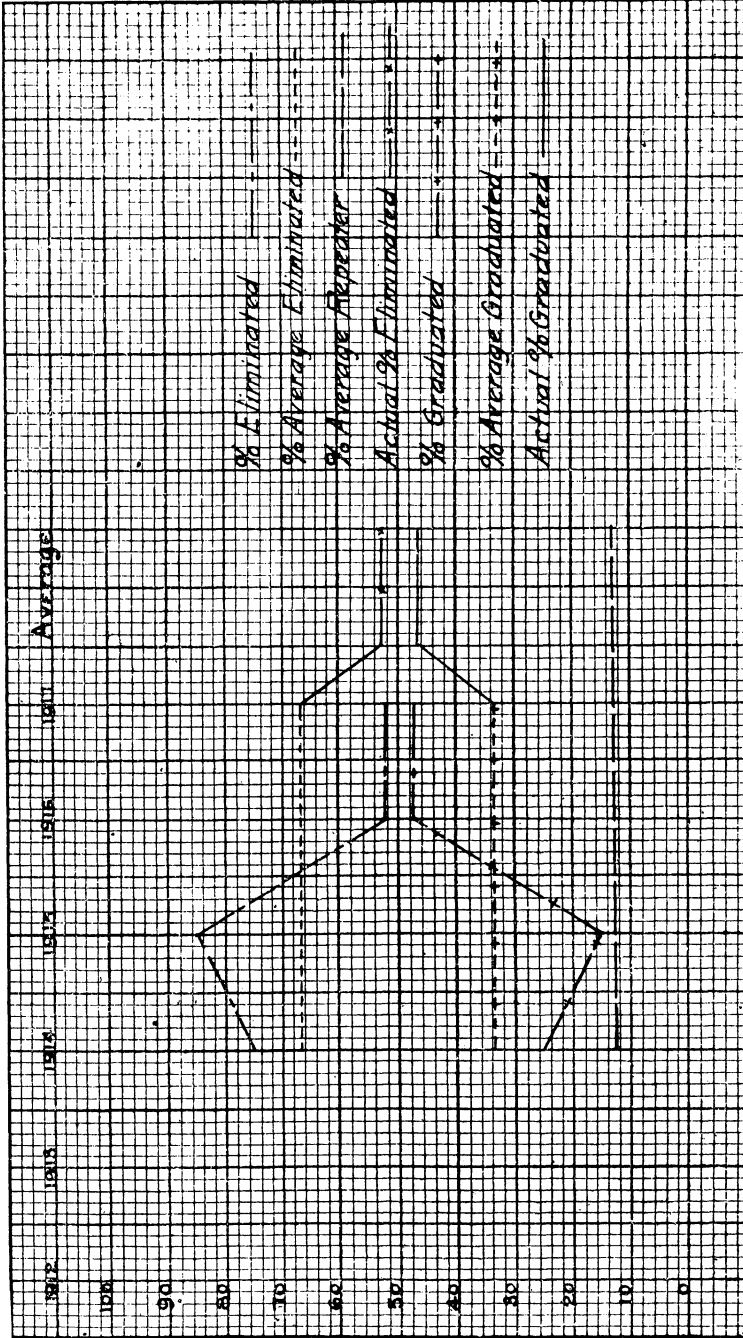
Graph X.—COLLEGE OF AGRICULTURE.



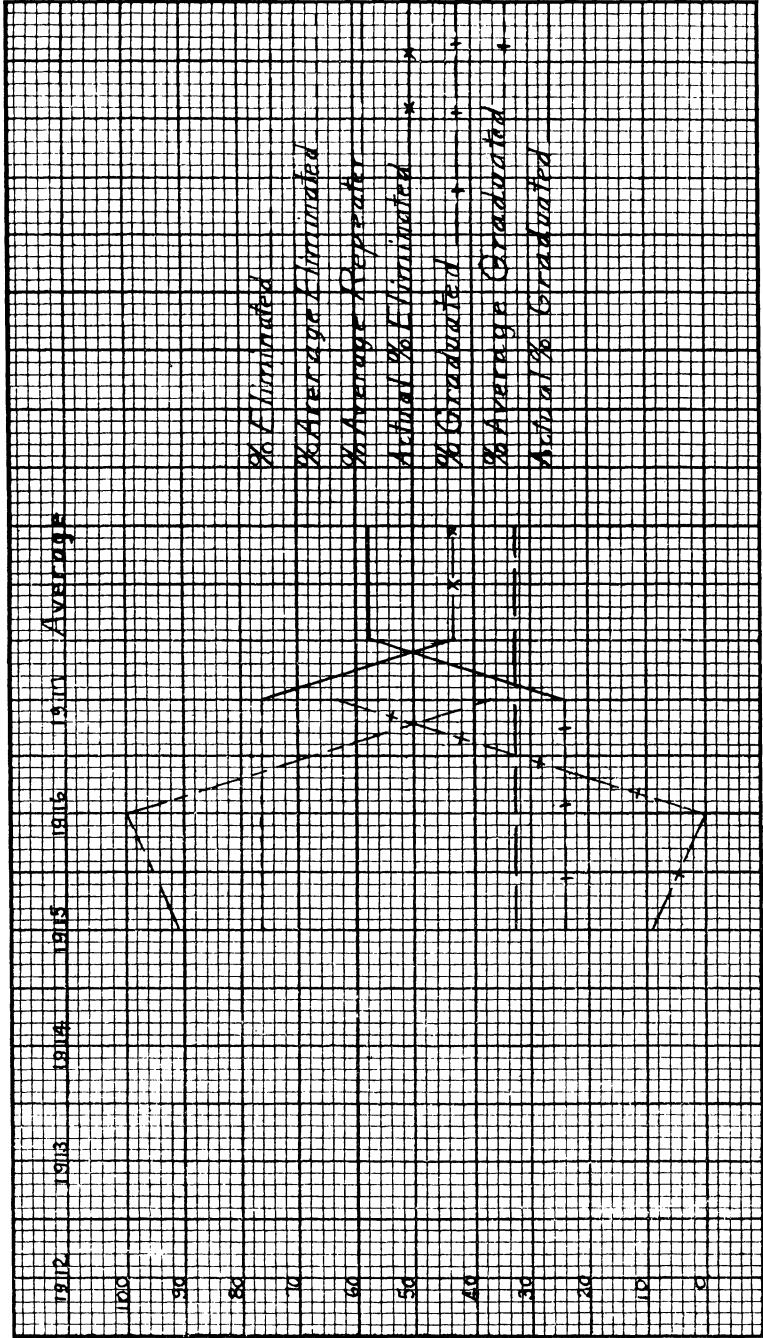
Graph XI.—COLLEGE OF VETERINARY SCIENCE.



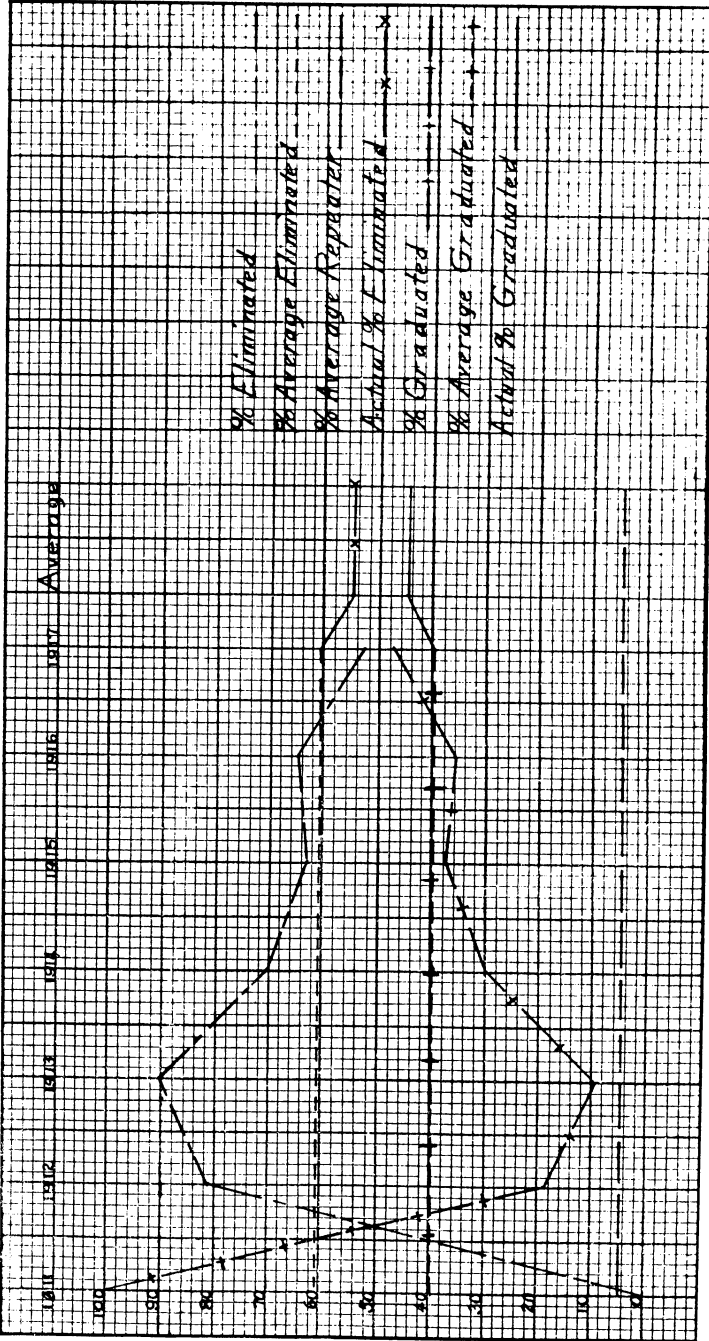
Graph XII.—COLLEGE OF LAW.



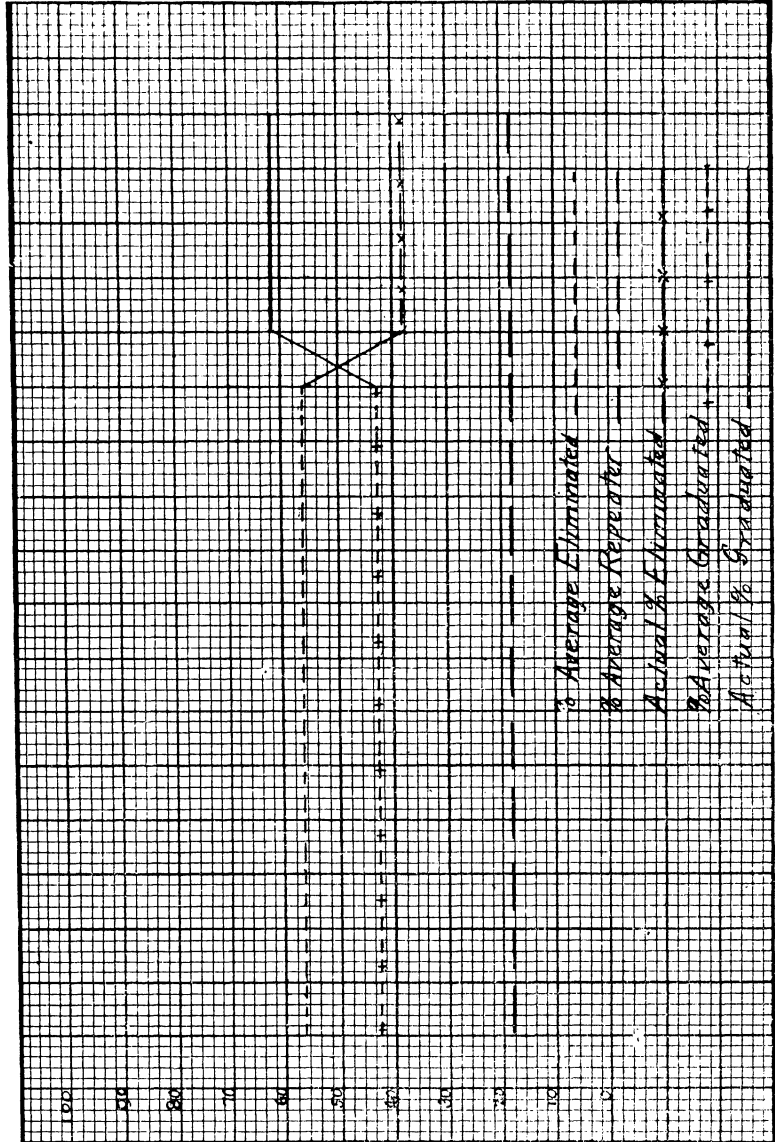
Graph XIII.—SCHOOL OF PHARMACY.



Graph XIV.—COLLEGE OF ENGINEERING.



Graph XV.—COLLEGE OF LIBERAL ARTS.



Graph XVI.—UNIVERSITY OF THE PHILIPPINES.

GENERAL OBSERVATIONS.

We shall now pass to examine Table No. 17 which shows the number of graduates in proportion to the number who began in the first year. Including those who were required to repeat one or more subjects, the percentages of graduation and elimination for every 100 students are, respectively: College of Medicine and Surgery, 52.93 and 47.07; College of Agriculture, 89.24 and 10.76; College of Veterinary Science, 71.28 and 28.16; College of Law, 70.20 and 29.80; School of Pharmacy, 46.72 and 53.28; College of Engineering, 57.34 and 42.66; College of Liberal Arts, 44.78 and 55.22. When we compare the percentage of graduation and elimination in the different colleges, we find that the College of Agriculture has the highest percentage of graduation, while the College of Liberal Arts has the highest percentage of elimination. In the College of Agriculture this is explained by the fact that many students who had special preparation elsewhere were admitted to the second, third, fourth, or fifth year of both the four-year and the six-year courses, and these students, due to their special preparation, were able to graduate in almost all cases. In the College of Liberal Arts the great percentage of elimination is due to the fact that until the year 1916, only one year of study was required as preparation for entering the different professional colleges. For this reason many students entered the Colleges of Medicine, Engineering, and Law after completing only one year's study in the College of Liberal Arts and before completing the requirements for the bachelor of arts degree.

If we now consider the number of those who entered a college and those who finished the course in the normal number of years, we see in Table No. 17 that 43.19 per cent were graduated, while 56.81 per cent were eliminated. If we include, however, those students who had to repeat a year or more we have 61.86 per cent of graduation and 38.14 per cent of elimination.

We do not believe that any university in the world can be named, which has been able to graduate all the students who have entered its walls. Neither do we think that the proportion of elimination in our University is excessive, considering the many difficulties which the Filipino student has to grapple with during his course. We should, however, find the means to reduce it as far as possible, in order that so many efforts and sacrifices may not be made in vain. It is clear that the University needs the greatest possible number of

students from among whom she can recruit the teaching personnel for the different departments. It is also clear that even students who are not able to graduate receive in some measure the benefits of university education. But, since the true flavor of a fruit is obtained only after it has matured, and the quality and abundance of fruits is due to the selection of good seed, we can easily see that the quality of students who enter the University is of vital importance to us. To determine this quality, it is not enough to select the students from the graduates of secondary schools. It is necessary to begin the selection as early as the completion of the intermediate course. This would, of course, require a reform in our educational system. Such a reform would benefit not only the University but the country as a whole. At present the graduates of the intermediate schools generally have no other ambition but to enter the high school, and the graduates of the high schools in turn have no other ambition but to enter the University. This tendency is, no doubt, partly due to the insufficient number of vocational schools in the provinces—agricultural, industrial, and commercial schools—where the students may prepare themselves for some life occupation beneficial to them personally and to their country. We believe then that in addition to the barrio schools, and to the primary schools in every municipality, every province should have not only an intermediate school as they now have, but also one agricultural school, one industrial school and one commercial school where those students who are not endowed with natural ability for the professions may pursue a practical course of study for two or three years. Instead of a high school in every province there should be only one high school for every two or three provinces, and a general average of 80 per cent should be required for entrance into these high schools. In this way, by increasing the number of vocational schools and decreasing the number of high schools as well as enforcing higher scholastic requirements for admission into them, we shall have four advantages of equal importance:

1. Those who intend to enter the high schools will study more diligently to meet the requirements of admission into the high schools.

2. Those who are unable to enter the high schools will be encouraged to enter the vocational schools of agriculture, industry, and commerce.

3. The high schools will be fewer in number and will, therefore, have stronger faculties and better equipment.

4. The graduates of these high schools who desire to continue their studies in the University will be better qualified, because they are better selected, to pursue professional studies in this University.

SCHOLARSHIP MARKS.

For the purpose of giving the Board of Regents an idea of the achievements and ability of our students in their studies, I have prepared Tables Nos. 18, 19, 20, 21, 22, 23, 24, 25, and 26 which show the distribution of 12,078 grades for the school year 1916-17. The grades of students are recorded on the record card of each student in conformity with the reports of the teachers. The work of each student is classified as follows: Nos. 1, 2, 3, 4, and 5 stand, respectively, for marked excellence, thoroughly satisfactory, passed, conditioned, and complete failure. In the grading of students we follow in this University the same practice followed in American universities. We take into account not only the result of the final examination, but also the daily work of the student, his notebooks, his themes, and his laboratory work. By giving a proper weight to each of these factors the teacher is able to determine the average grade which should be given to each student. The general practice is to give grade 5 to a student who has secured an average of less than 60; No. 4, from 60 to 73; No. 3, from 74 to 79; No. 2, from 80 to 90; and No. 1, from 91 to 100.

TABLE XVIIIa.—Table showing the distribution of 1,706 college scholarship marks for each of the six college years in the College of Agriculture.

SIX-YEAR COURSE.

	First year.		Second year.		Third year.	
	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.
Excellent.....	8	1.17	8	1.60	6	2.25
Good.....	58	8.44	79	15.77	54	20.22
Passed.....	177	25.76	145	28.94	82	30.71
Conditioned.....	50	7.28	37	7.38	37	13.86
Failed.....	213	31.00	103	20.56	40	14.98
Absent.....	181	26.35	129	25.75	48	17.98

	Fourth year.		Fifth year.		Sixth year.		All years.	
	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.
Excellent.....	1	0.75					23	1.35
Good.....	13	9.70	19	26.39	2	4.44	225	13.19
Passed.....	55	41.04	38	52.78	43	95.56	540	31.65
Conditioned.....	30	22.39	13	18.05			167	9.79
Failed.....	19	14.18	2	2.78			377	22.10
Absent.....	16	11.94					374	21.92

TABLE XXI.—Showing the distribution of 459 college scholarship marks for each of the five college years in the College of Veterinary Science.

	First year.		Second year.		Third year.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Excellent.....	7	4.76	6	8.33	5	38.46
Good.....	30	20.41	14	19.44	3	23.08
Passed.....	71	48.30	36	50.00	5	38.46
Conditioned.....	10	6.80	4	5.56		
Failed.....	7	4.76	7	9.72		
Absent.....	22	14.97	5	6.95		

	Fourth year.		Fifth year.		All years.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Excellent.....	6	6.67	10	7.30	34	7.41
Good.....	27	30.00	64	46.71	138	30.06
Passed.....	51	56.67	58	42.34	221	48.15
Conditioned.....	2	2.22	4	2.92	20	4.36
Failed.....					14	3.05
Absent.....	4	4.44	1	.78	32	6.97

TABLE XXII.—Table showing the distribution of 2,038 college scholarship marks for both sexes for each of the four college years in the College of Law.

	Freshmen.				Sophomores.	
	Male.		Female.		Male.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Excellent.....	52	10.57	2	16.67	42	13.05
Good.....	147	29.86	3	25.00	90	27.96
Passed.....	187	38.01	6	50.00	141	43.80
Conditioned.....	5	1.02	1	8.33	4	1.21
Failed.....	80	16.28			39	12.11
Absent.....	21	4.26			6	1.87

	Juniors.				Seniors.		All Years.			
	Male.		Female.		Male.		Male.		Female.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Excellent.....	121	19.29	2	11.11	143	25.22	358	17.83	4	13.33
Good.....	267	42.59	14	17.78	223	39.33	727	36.21	17	56.67
Passed.....	187	29.82	2	11.11	186	32.80	701	34.91	8	26.67
Conditioned.....	4	.64			6	1.06	19	.95	1	3.33
Failed.....	33	5.27			9	1.59	161	8.01		
Absent.....	15	2.39					42	2.09		

TABLE XXIII.—Table showing the distribution of 4,192 college scholarship marks for both sexes for each of the four college years in the College of Liberal Arts.

	Freshmen.				Sophomores.							
	Male.		Female.		Male.		Female.					
	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.				
Excellent.....	124	5.86	34	11.00	137	11.28	24	13.18				
Good.....	475	22.44	93	30.10	458	37.76	68	37.36				
Passed.....	1,109	52.39	149	48.22	510	42.00	80	43.96				
Conditioned.....	259	12.23	18	5.82	59	4.86	5	2.75				
Failed.....	110	5.19	10	3.24	25	1.97	2	1.10				
Absent.....	40	1.89	5	1.62	26	2.13	3	1.65				
	Juniors.				Seniors.				All Years.			
	Male.		Female.		Male.		Female.		Male.		Female.	
	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.
Excellent.....	28	10.19			2	4.17	12	34.29	291	7.96	70	13.04
Good.....	117	42.54	1	9.09	25	52.08	18	51.43	1,075	29.41	180	33.52
Passed.....	98	35.64	9	81.82	12	25.00	5	14.28	1,729	47.31	243	45.25
Conditioned.....	17	6.18	1	9.09	3	6.25			338	9.25	24	4.48
Failed.....	6	2.18			1	2.08			142	3.90	12	2.23
Absent.....	9	3.27			5	10.42			80	2.14	8	1.48

TABLE XXIV.—Showing the distribution of 2,307 college scholarship marks for both sexes and for each of the five college years in the College of Medicine and Surgery.

	First year.				Second year.				Third year.			
	Male.		Female.		Male.		Female.		Male.		Female.	
	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.
Excellent.....	9	5.73			13	3.83	6	15.38	22	6.23	4	7.14
Good.....	28	17.83	1	5.55	48	14.12	6	15.38	94	27.90	20	35.72
Passed.....	67	42.70	14	77.78	196	57.64	20	51.29	192	57.27	29	51.78
Conditioned.....	17	10.83	3	16.67	77	22.65	7	17.95	26	7.72	2	3.57
Failed.....	13	8.27			4	1.18						
Absent.....	23	14.64			2	.58			3	.88	1	1.79
	Fourth year.				Fifth year.				All Years.			
	Male.		Female.		Male.		Female.		Male.		Female.	
	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.
Excellent.....	46	8.36	13	7.56	87	15.78	21	24.14	177	9.15	44	11.83
Good.....	164	29.82	52	30.23	198	35.93	25	28.74	532	27.49	104	27.96
Passed.....	328	59.64	98	56.99	258	46.83	40	45.97	1,041	53.79	201	54.03
Conditioned.....	12	2.18	3	1.74	8	1.46	1	1.15	140	7.26	16	4.30
Failed.....									17	.87		
Absent.....			6	3.48					28	1.44	7	1.88

TABLE XXV.—Showing the distribution of 680 college scholarship marks for both sexes and for each of the four college years in the School of Pharmacy.

	Freshmen.				Sophomores.			
	Male.		Female.		Male.		Female.	
	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.
Excellent.....	2	4.65	9	6.34	16	9.04	10	7.87
Good.....	6	13.95	33	23.24	54	30.51	42	33.07
Passed.....	17	39.54	69	48.59	87	49.15	63	49.61
Conditioned.....	2	4.65	12	8.45	12	6.78	4	3.15
Failed.....			2	1.41	1	.56		
Absent.....	16	37.21	17	11.97	7	3.96	8	6.30

	Juniors.				Seniors.				All Years.			
	Male.		Female.		Male.		Female.		Male.		Female.	
	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.
Excellent.....	7	33.33	11	9.01	4	8.33			29	10.03	30	7.67
Good.....	6	28.57	36	29.52	9	18.75			75	25.95	111	28.39
Passed.....	6	28.57	63	51.64	35	72.92			145	50.17	195	49.82
Conditioned.....	2	9.53	11	9.01					16	5.54	27	6.91
Failed.....									1	.35	2	.51
Absent.....			1	.82					23	7.96	26	6.65

TABLE XXVI.—Summary showing the distribution of 12,078 college scholarship marks for both sexes in various colleges of the University.

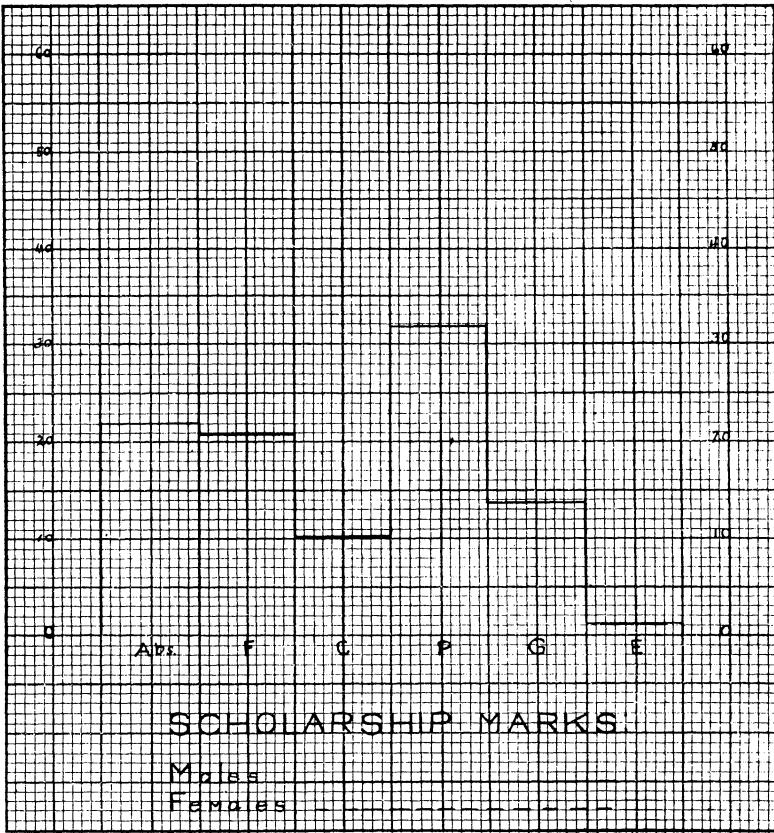
	College of Agriculture.		College of Engineering.		College of Veterinary Science.		College of Law.			
							Male.		Female.	
	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.
Excellent.....	24	1.29	59	10.81	34	7.41	358	17.83	4	13.33
Good.....	255	13.74	142	26.01	138	30.06	727	36.21	17	56.67
Passed.....	591	31.84	215	39.38	221	48.15	701	34.91	8	26.67
Conditioned.....	190	10.24	30	5.49	20	4.36	19	.95	1	3.33
Failed.....	386	20.80	26	4.76	14	3.05	161	8.01		
Absent.....	410	22.09	74	13.55	32	6.97	42	2.09		
Total.....	1,856		546		459		2,008		30	

	College of Liberal Arts.				College of Medicine and Surgery.			
	Male.		Female.		Male.		Female.	
	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.
Excellent.....	291	7.96	70	13.04	177	9.15	44	11.83
Good.....	1,075	29.41	180	33.52	532	27.49	104	27.96
Passed.....	1,729	47.31	243	45.25	1,041	53.79	201	54.03
Conditioned.....	338	9.25	24	4.48	140	7.26	16	4.30
Failed.....	142	3.90	12	2.23	17	.87		
Absent.....	80	2.14	8	1.48	28	1.44	7	1.88
Total.....	3,655		537		1,935		372	

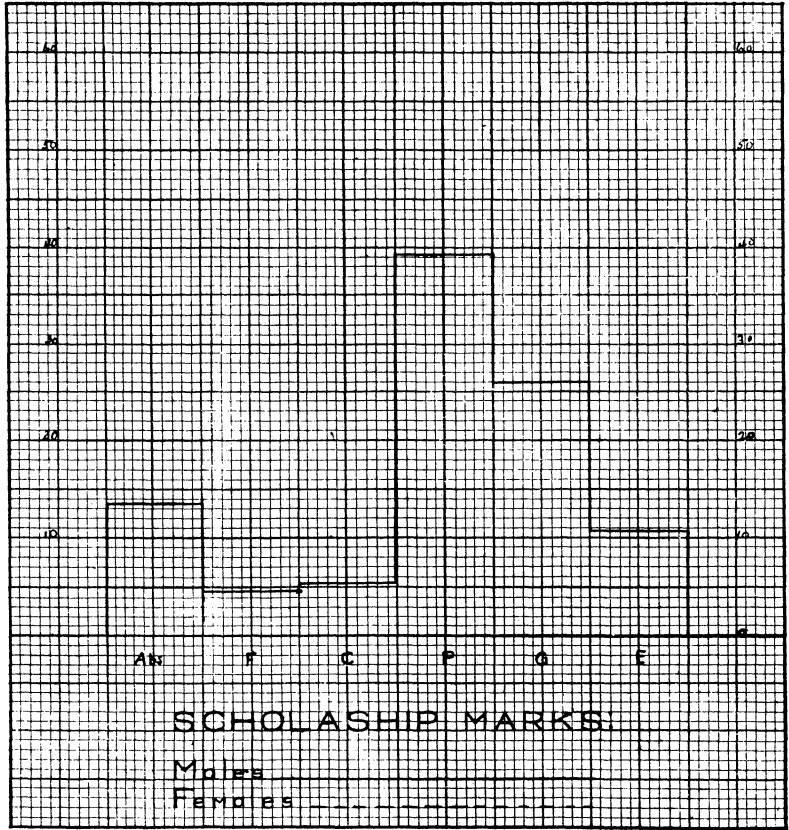
TABLE XXVI.—*Summary showing the distribution of 12,078 college scholarship marks for both sexes in various colleges of the University—Continued.*

	School of Pharmacy.				Total scholarship marks.			
	Male.		Female.		Male.		Female.	
	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.
Excellent.....	29	10.03	30	7.67	972	9.04	148	11.13
Good.....	75	25.95	111	28.39	2,944	27.40	412	30.98
Passed.....	145	50.17	195	49.82	4,643	43.20	647	48.65
Conditioned.....	16	5.54	27	6.91	753	7.00	68	5.11
Failed.....	1	.35	2	.51	747	6.95	14	1.05
Absent.....	23	7.96	26	6.65	689	6.41	41	3.08
Total.....	289		391		10,748		1,330	

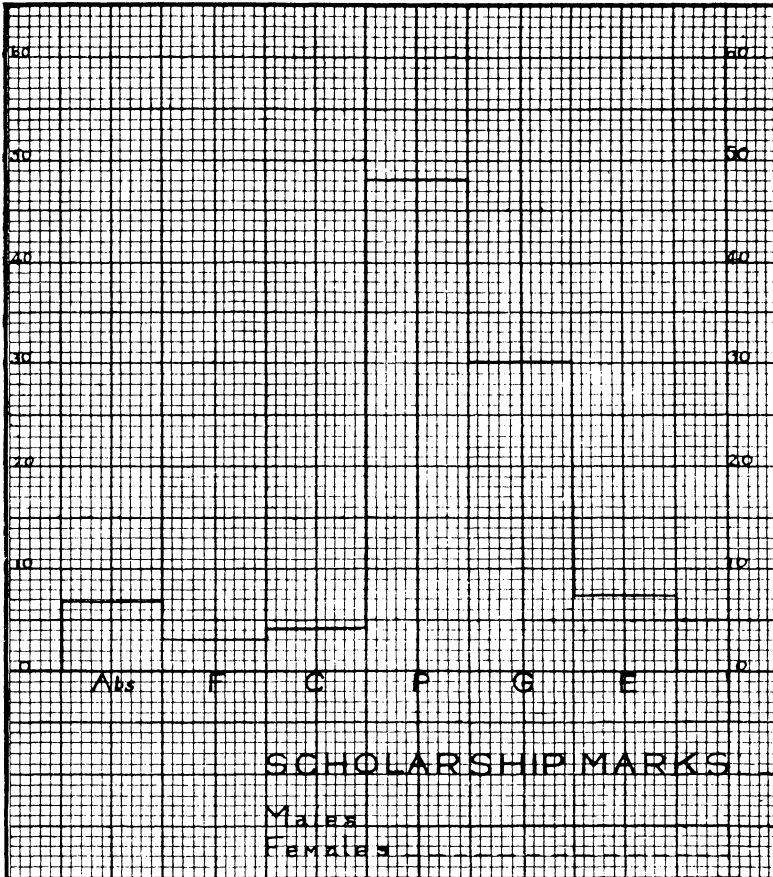
Total male and female scholarship marks..... 12,078



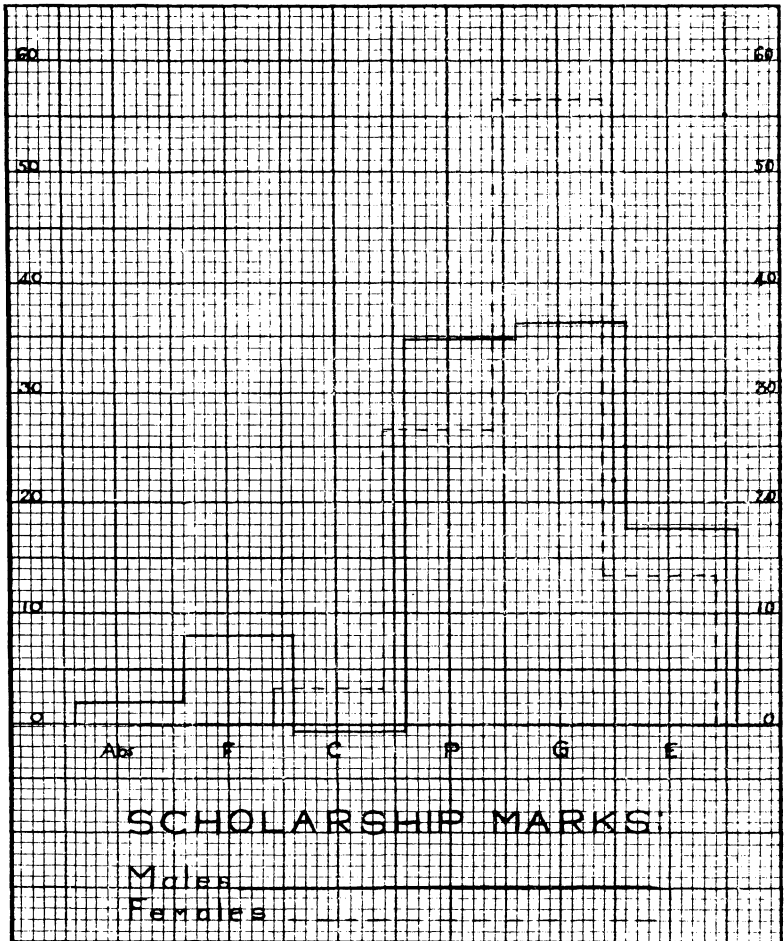
Graph XVII.—COLLEGE OF AGRICULTURE.



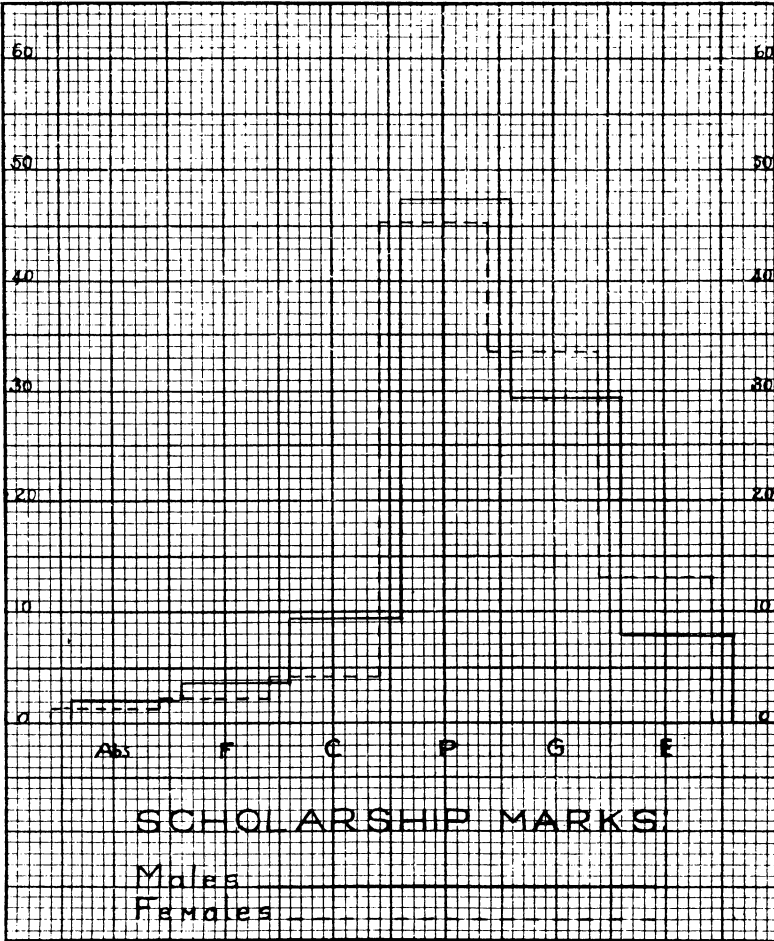
Graph XVIII.—COLLEGE OF ENGINEERING.



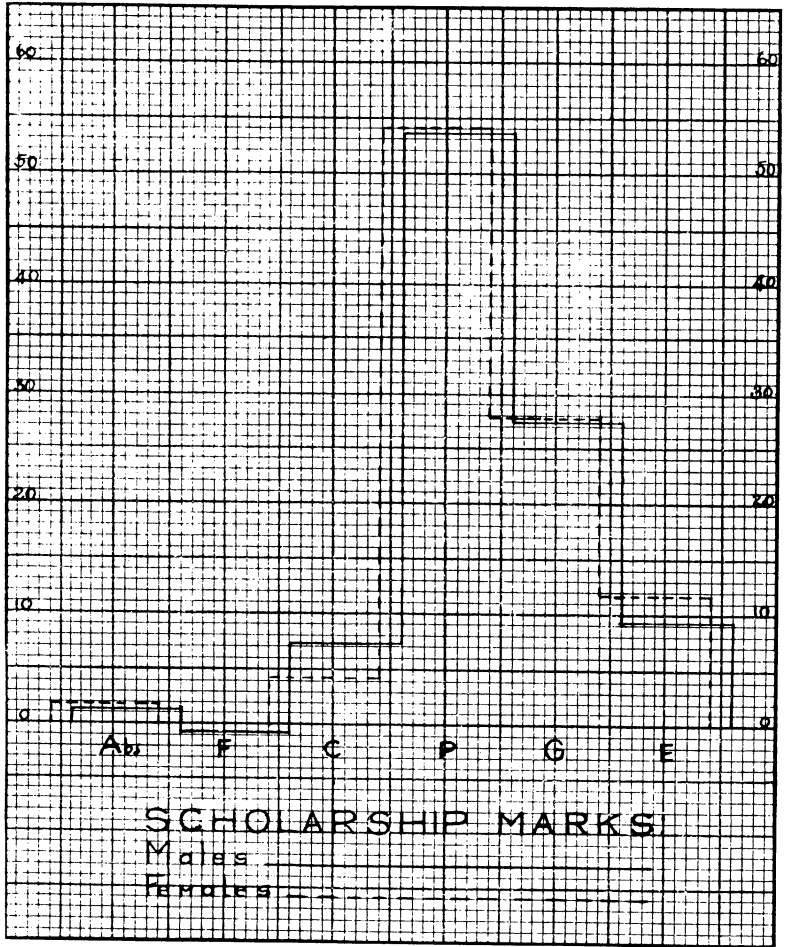
Graph XIX.—COLLEGE OF VETERINARY SCIENCE.



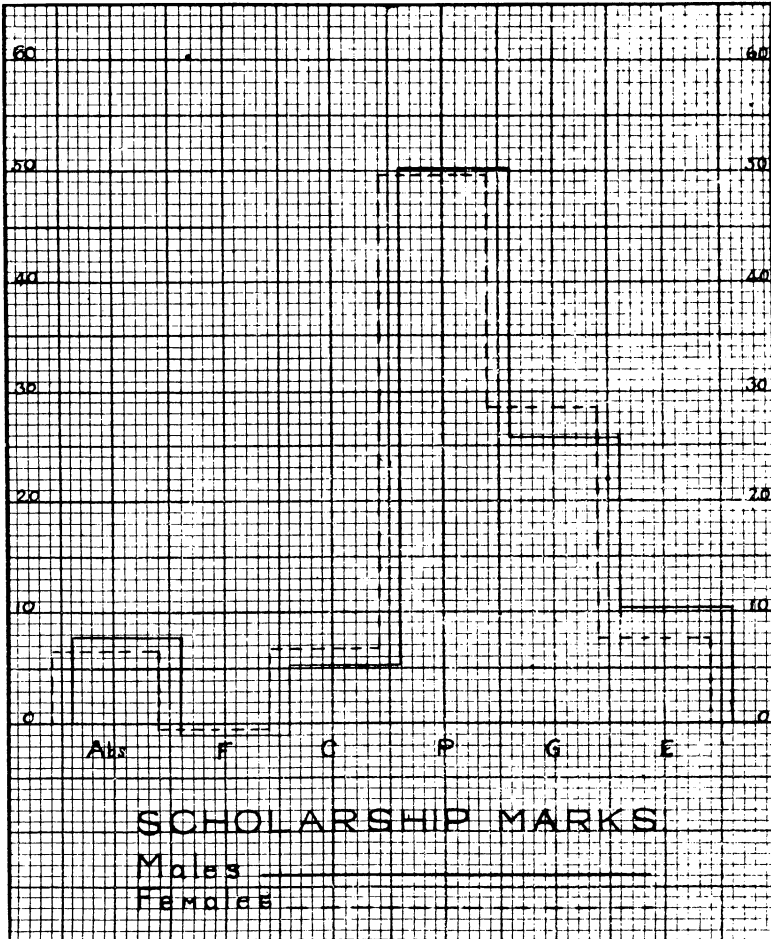
Graph XX.—COLLEGE OF LAW.



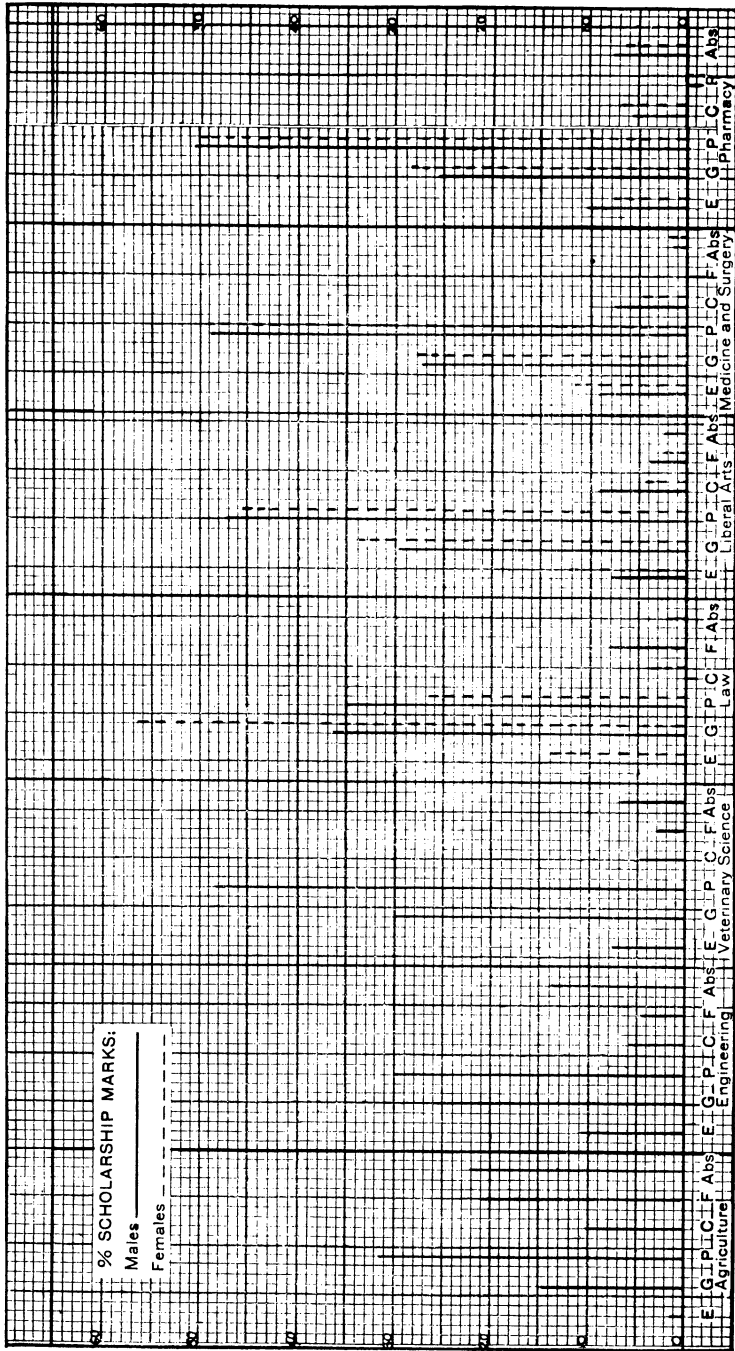
Graph XXI.—COLLEGE OF LIBERAL ARTS.



Graph XXII.—COLLEGE OF MEDICINE AND SURGERY.



Graph XXIII.—SCHOOL OF PHARMACY.



Graph XXIV.—SUMMARY SHOWING THE DISTRIBUTION OF 12,075 COLLEGE SCHOLARSHIP MARKS.

GENERAL OBSERVATIONS.

Leaving now for another time the detailed discussion of certain important aspects of the grading of students, such as the abolition of the final examination, oral examination, the honor system, secrecy in examination, examining board, etc., it is sufficient to state for the present that student grades have a two-fold purpose: First, to encourage students to study; second, to give recognition to the merits of a student's work in order that a good example may be given to the whole school as a social community.

When we examine the preceding tables, we see that the College of Law has the highest percentage of grades No. 1, i. e., 18 per cent, while, on the other hand, the College of Agriculture has the smallest percentage of grade No. 1, i. e., 1 per cent. This marked difference would seem to indicate that the College of Law attracts more bright students than the College of Agriculture. Ranked according to percentage of grades No. 1 secured, the other Colleges come in the following order: Engineering with 11 per cent, Medicine with 9 per cent, Liberal Arts with 10 per cent, Veterinary Science with 7 per cent. The School of Pharmacy has 10 per cent of grade No. 1. The percentage of grade No. 2 secured in different colleges is as follows: College of Law 36 per cent, Veterinary Science 30 per cent, Liberal Arts 29 per cent, Medicine 27 per cent, Engineering 26 per cent, Pharmacy 26 per cent, and Agriculture 14 per cent. The percentage of grade No. 3 secured by different colleges is the largest of all; in Medicine we have 54 per cent, in Pharmacy 50 per cent, in Veterinary Science 48 per cent, in Liberal Arts 47 per cent, in Engineering 39 per cent, in Law 35 per cent, and in Agriculture 32 per cent. Of grades No. 4 and No. 5, the College of Agriculture has the highest percentage—21 per cent—for the last school year. The other colleges are ranked as follows: Law 8 per cent, Engineering 5 per cent, Liberal Arts 4 per cent, Veterinary Science 3 per cent, Medicine 1 per cent, and Pharmacy 9 per cent. We thus see that the great majority of grades are passing grades, which indicates that a great majority of students have the ability to pass in their courses. Just as in the ordinary life, where the average—the mediocre—is in the majority, so also in the University the grade of 3, or passing grade, is in the majority. The number of other grades secured are ranked 2, 4, 1, and 5. In other words, there are more grades of 2 than of 4, and more grades of 1 than grades of 5. This distribution of student

grades shows, in my opinion, the strictness and impartiality in which the students' work is judged by the instructors. If we consider the grades of 3 as the standard, the grade of 2 would correspond to the comparative degree, and grade of 1 to the superlative degree. The normal is, of course, common and ordinary, and therefore it is greatest in number. Grades 2 and 1 denote extraordinary ability and are, therefore, less in number. This is in accordance with the normal distribution of ability both in school and in life in general. We thus see that our colleges, as far as our student grades are concerned, are found in normal condition. We should notice, however, that the College of Agriculture has a rather abnormal distribution of grades, the percentage of grades 1 being 1 per cent and of grade 5, 21 per cent. This abnormal distribution may perhaps be explained by the fact that the majority of the students who have entered the College of Agriculture have had inadequate preparation to do the work, as graduates of intermediate schools were admitted until last year. The Board of Regents, however, has recently approved a resolution raising the entrance requirements into that college, and our statistics, shown in the preceding tables, seem to justify this action of the Board. It is to be hoped that this condition will improve in the future as a result of this measure.

When we study the student grades as distributed according to sex, we see that in the School of Pharmacy women secured smaller number of grades No. 1 than men. On the other hand, women secured a greater number of grades No. 1 in liberal arts and medicine. Again, women secured fewer grades of 4 and 5 than men. It can be safely said, therefore, that women, as a whole, secure better grades than men. This fact may be explained by the better selection of young women who come to the University from the point of view of both scholarship and economic condition. The great majority of young women graduates of secondary schools enter the noblest of professions—that of wifehood and motherhood—and the small number of young women high-school graduates who enter the University are those who have shown special ability in their study and who prefer intellectual pursuits to home life, and who seek a broader and more promising field of action than their sisters. Furthermore, the young women studying in the University stay more at home than young men, and, consequently, have more time for study and reflection. In addition, generally, young women do not, as young men do, seek amusement outside the

home; neither are they called upon to take an active part in as many University activities as the young men. Belonging, as they generally do, to well-to-do families, they do not have to support themselves, as many young men in the University are compelled by economic circumstances to do.

SCHOLARSHIP AND PREPARATORY EDUCATION.

As has been said in the discussion of elimination and graduation, the academic preparation of students who come to the University is a matter of great interest and importance. In order to give an idea of the quality of instruction given in the public high schools as well as in the private preparatory schools, we have prepared Tables Nos. 28, 29, 30, 31, 32, 33, 34, and 35 which show the distribution of 10,372 grades by schools.¹

TABLE XXVIII.—*Showing the distribution of 150 college scholarship marks according to preparatory education in the College of Agriculture.*

FOUR-YEAR COURSE.

School or college.	Grades.										Absence.	
	Excellent.		Good.		Passed.		Conditioned.		Failed.		Number.	Per cent.
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.		
Ateneo de Manila					2 15.38						11	84.62
Batangas High School					975.00		2 16.67		1 8.33		1	11.11
Bulacan High School			5 55.55		1 11.11		2 22.23				1	9.10
Cagayan High School			3 27.27		5 45.45		2 18.18					
Capiz High School					1 25.00		3 75.00					
Cebu High School			3 60.00								2	40.00
Iloilo High School			2 22.22		2 22.22		1 11.12				4	44.44
Isabela High School			1 25.00		1 25.00				1 25.00		1	25.00
Liceo de Manila			1 8.33		1 8.33		4 33.34		1 8.33		5	41.67
Manila High School	1	3.33	9 30.00		16 53.34		3 10.00				1	3.33
Nueva Ecija High School			2 50.00		2 50.00							
Occidental Negros High School					3 42.85		1 14.29		1 14.29		2	28.57
Pampanga High School							2 50.00		1 25.00		1	25.00
Pangasinan High School			2 14.29		5 35.71		3 21.43		2 14.29		2	14.28
San Agustin College					1 25.00				2 50.00		1	25.00
Silliman Institute											4	100.00
Tayabas High School			2 50.00		2 50.00							

¹The 1,706 college scholarship marks for the six-year course in the College of Agriculture are not included.

TABLE XXIX.—Showing the distribution of 546 college scholarship marks according to preparatory education in the College of Engineering.

School or college.	Grades.										Absent.	
	Excellent.		Good.		Passed.		Conditioned.		Failed.		Number.	Per cent.
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.		
Albay High School	4	22.22	7	38.89	5	27.78					2	11.11
Ateneo de Manila			1	3.12	3	9.38	5	15.62	1	3.13	22	68.75
Batangas High School	1	3.57	5	17.86	17	60.71	3	10.72	2	7.14		
Bulacan High School			2	33.33	4	66.67						
Burgos, Instituto					10	62.50	2	12.50			5	100.00
Cagayan High School			4	25.00	3	18.75						
Camarines High School	2	22.22	3	33.33	4	44.44						
Cebu High School	2	6.67	10	33.33	14	46.67	2	6.67	1	3.33	1	3.33
Ilocos Sur High School			3	25.00	8	66.67	1	8.33				
Iloilo High School	2	7.14	7	25.00	9	32.15			2	7.14	8	28.57
La Union High School			4	40.00	4	40.00	1	10.00				
Liceo de Manila					1	10.00			3	30.00	5	50.00
Manila High School	13	9.35	35	25.18	70	50.36	6	4.32	6	4.32	9	6.47
Nueva Ecija High School	10	23.81	17	40.48	12	28.57					3	7.14
Occidental Negros High School			4	19.05	10	47.62	2	9.52	4	19.05	1	4.76
Pampanga High School	5	16.13	13	41.94	11	35.48	1	3.23			1	3.22
Pangasinan High School	5	20.00	6	24.00	9	36.00			1	4.00	4	16.00
Philippine Normal School	4	20.00	7	35.00	6	30.00	1	5.00			2	10.00
Philippine School of Arts and Trades			1	14.29	2	28.57	2	28.57	2	28.57		
San Carlos, Colegio de	6	54.55	3	27.27	2	18.18						
San Javier, Colegio de					1	14.29			2	28.57	4	57.14
San Juan de Letran	4	28.57	5	35.72	4	28.57	1	7.14				
Seminary College											7	100.00
Tayabas High School	1	5.56	5	27.78	9	50.00	2	11.11	1	5.55		

TABLE XXX.—Showing the distribution of 459 college scholarship marks according to preparatory education in the College of Veterinary Science.

School or college.	Grades.										Absent.	
	Excellent.		Good.		Passed.		Conditioned.		Failed.		Number.	Per cent.
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.		
Academy, Liberal Arts	1	5.55	10	55.56	7	38.89						
Cagayan High School			4	44.44	4	44.44					1	11.11
Capiz High School	2	18.18	4	36.36	5	45.46						
Cebu High School	1	4.17	3	12.50	17	70.83	2	8.33	1	4.17		
Ilocos Sur High School	1	4.54	7	31.82	13	59.09	1	4.55				
Iloilo High School	3	33.34	2	22.22	2	22.22					2	22.22
Liceo de Manila	1	5.55	7	38.89	10	55.56						
Manila High School	13	7.09	69	27.16	123	48.42	10	3.94	11	4.33	23	9.06
Nueva Ecija High School	1	7.69	2	15.38	7	53.86	1	7.69	1	7.69	1	7.69
Occidental Negros High School					2	16.67	4	33.33	1	8.33	5	41.67
Pampanga High School	6	8.70	30	43.48	31	44.92	2	2.90				

TABLE XXXI.—Showing the distribution of 2,038 college scholarship marks according to their preparatory education in the College of Law.

School or college.	Grades.										Absent.	
	Excellent.		Good.		Passed.		Conditioned.		Failed.		Number.	Per cent.
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.		
Academy, Liberal Arts.....	9	6.57	57	41.61	60	43.79	1	0.73	7	5.11	3	2.19
Ateneo de Manila.....	43	12.05	115	32.22	140	39.22	3	.84	48	12.44	8	2.24
Batangas High School.....	8	14.55	20	36.36	23	41.82	1	1.82	2	3.63	1	1.81
Bulacan High School.....	9	28.13	13	40.62	5	15.62			4	12.50	1	3.13
Cagayan High School.....									1	10.00	9	90.00
Cebu High School.....	11	33.33	14	42.43	8	24.24						
Ilocos Sur High School.....	2	5.13	12	30.76	19	48.72			5	12.81	1	2.58
Iloilo High School.....	13	13.83	40	42.56	35	37.23			3	3.19	3	3.19
International Correspondence Schools.....			6	37.50	6	37.50			3	18.75	1	6.25
Laguna High School.....	1	5.00	4	20.00	12	60.00			2	10.00	1	5.00
Liceo de Manila.....			12	66.67	6	33.33						
Manila High School.....	163	20.63	302	38.23	249	31.52	5	.63	61	7.72	10	1.27
Nueva Ecija High School.....	16	36.36	12	27.27	14	31.82			2	4.55		
Occidental Negros High School.....	4	12.90	14	45.16	8	25.81	3	9.68	2	6.45		
Pampanga High School.....	3	7.50	10	25.00	22	55.00			4	10.00	1	2.50
Philippine Normal School.....	8	19.05	18	42.86	14	33.33	1	2.38	1	2.38		
San Agustin, Colegio de.....	17	73.91	5	21.74	1	4.35						
San Beda, Colegio de.....			10	50.00	10	50.00						
San Carlos, Colegio de.....			1	16.67	2	33.33			3	50.00		
Seminary College.....			2	33.33	1	16.67			3	50.00		
Silliman Institute.....	28	20.59	49	36.03	47	34.56	4	2.94	7	5.14	1	.74
Tayabas High School.....	5	18.52	6	22.22	12	44.45	1	3.70	2	7.41	1	3.70
Various.....	22	35.49	22	35.49	15	24.19	1	1.61	1	1.61	1	1.61

TABLE XXXIII.—Showing the distribution of 2,307 college scholarship marks of both sexes according to their preparatory education in the College of Medicine and Surgery.

School or college.	Males.						Females.									
	Ex-cellent.			Grades.			Ex-cellent.			Grades.						
	Number.	Per cent.	Number.	Passed.	Condi-tioned.	Failed.	Absence.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.			
Academy of the College of Liberal Arts	23	12.78	55	30.56	4	2.22	98	54.44	22	25.29	60	68.96	2	2.30	3	3.45
Agriculture, College of	2	2.86	16	22.86	46	65.71	3	4.29								
Ateneo de Manila	11	11.00	21	21.00	47	47.00	12	12.00	1	1.00	8	8.00				
Bataan High School					5	83.33										
Batangas High School					1	16.67										
Bulacan High School	8	12.31	24	36.32	14	20.00	5	7.50								
Camaguey High School					3	50.00										
Camarines High School	3	5.17	17	25.31	36	52.90	2	3.44								
Cavite High School	9	9.78	22	23.91	51	55.44	10	10.87								
Centro Escolar																
Ilocos Sur High School	2	5.88	9	26.47	13	38.24	4	11.77	3	8.82	3	8.82	2	5.88		
Iloilo High School	8	8.36	35	36.69	72	75.01	7	7.34								
Leceon de Maganda	1	6.25	3	18.75	10	62.50	2	12.50								
Manila High School	79	9.30	239	29.35	418	52.38	55	6.89	2	2.5	5	6.3	27	34.13	1	1.25
Nueva Ecija High School					2	15.38										
Occidental Negros High School	2	7.14	5	17.86	15	53.57	6	21.43								
Pampanga High School	11	7.86	35	25.00	81	57.86	12	8.57	1	7.1						
Philippine Normal School	5	8.62	12	20.69	39	67.24	2	3.45								
San Beda, Colegio de					4	57.14										
San Carlos, Colegio de	1	16.67	3	50.00	2	33.33										
San Juan, Coletrian																
St. Ignace College																
St. Ignace Institute	1	3.22	8	25.81	15	48.39	4	12.90								
Tayabas High School	11	15.28	24	33.33	29	40.28	3	4.16	3	4.17	2	2.78	1	1.35	4	5.45
Various																

TABLE XXXIV.—Showing the distribution of 680 college scholarship marks of both sexes according to their preparatory education in the School of Pharmacy.

School or college.	Males.										Females.													
	Grades.					Absence.					Grades.					Absence.								
	Ex- cellent.	Good.	Passed.	Condi- tioned.	Failed.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.			
Albay High School																								
Assumption College																								
Ateneo de Manila	626.09	834.78	730.43	730.43	1	4.35																		
Batangas High School		220.00	830.00																					
Bulacan High School																								
Camarines High School		753.85	646.15																					
Centro Escolar																								
Consolación, Colegio de la																								
Iloco Sur High School	1	5.88	847.06	1	5.88																			
Iloilo High School																								
Liceo de Manila																								
Manila High School	1211.01	3027.52	6155.96	6	5.51																			
Nueva Ecija High School	211.77	741.18	635.29	1	5.88																			
Occidental Negros High School		218.18	872.73	1	9.09																			
Pampanga High School	1	9.09	495.36	654.55																				
Pangasinan High School		330.00	550.00	220.00																				
Philippine Normal School		1	4.17	2291.66	1	4.17																		
San Juan de Letran			545.45	1	9.09																			
Tayabas High School	731.82	1045.45	313.64	2	9.09																			

TABLE XXXV.—Summary showing the distribution of 10,372 college scholarship marks in various colleges of the University as represented by Government and private secondary schools.*

School or college.	Grades.										Absence.		
	Excellent.		Good.		Passed.		Conditioned.		Failed.		Number.	Per cent.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.			
Academy of the College of Liberal Arts	33	7.57	153	35.09	229	52.52	7	1.61	7	1.61	7	1.61	
Agriculture, College of	3	3.23	20	21.50	59	63.43	4	4.30	4	4.30	3	3.28	
Albay High School	9	14.75	17	27.87	28	45.90	3	4.92	2	3.28	2	3.28	
Assumption College					7	58.33		3	25.00		1	8.30	
Ateneo de Manila	60	11.09	150	27.73	206	38.08	22	4.07	51	9.42	52	9.61	
Bataan High School				1	16.67	5	83.33						
Batangas High School	22	5.77	105	27.56	201	52.76	28	7.34	13	3.43	12	3.14	
Bulacan High School	26	9.92	93	35.50	109	41.60	21	8.01	9	3.44	4	1.53	
Burgos, Instituto				1	2.94	18	52.94		5	14.71	3	8.82	
Cagayan High School	6	4.03	43	28.86	65	43.62	16	10.74	5	3.36	14	9.39	
Camarines High School	4	6.26	19	29.69	40	62.50		1	1.55				
Capiz High School	3	2.89	20	19.23	57	54.81		16	15.38	8	7.69		
Cavite High School	3	5.17	17	29.31	36	62.07		2	3.45				
Cebu High School	42	10.99	121	31.68	181	47.38	26	6.81	7	1.83	5	1.31	
Centro Escolar	8	10.26	16	20.51	39	50.00		6	7.69	4	5.13	5	6.41
Consolacion, Colegio de la					12	60.00		4	20.00		4	20.00	
Ilocos Sur High School	14	4.53	74	23.95	177	57.28	19	6.15	13	4.21	12	3.88	
Iloilo High School	54	8.55	201	31.80	304	48.10	33	5.22	12	1.90	28	4.43	
International Correspondence Schools				6	37.50	6	37.50			3	18.75	1	6.25
Isabela High School				1	25.00	1	25.00			1	25.00	1	25.00
Laguna High School	1	5.00	4	20.00	12	60.00				2	10.00	1	5.00
La Salle College	9	90.00		1	10.00								
La Union High School	3	4.69	12	18.75	33	51.56		6	9.38		9	14.06	
Leyte High School	2	3.77	12	22.64	25	47.17		6	11.32	5	9.44	3	5.66
Licco de Manila	7	3.61	51	26.29	71	36.60		30	15.46	14	7.22	21	10.82
Manila High School	460	12.48	1188	32.24	1654	44.88	176	4.78	115	3.12	92	2.50	
Mercantil, Colegio	2	1.89	34	32.08	39	36.79		25	23.66	6	5.66		
Nueva Ecija High School	36	14.34	76	30.28	101	40.24		24	9.56	8	3.19	6	2.39
Occidental Negros High School	14	7.11	53	26.90	84	42.64		25	12.69	13	6.60	8	4.06
Pampanga High School	57	9.81	169	29.09	291	50.08		46	7.92	14	2.41	4	0.69
Pangasinan High School	19	8.71	63	28.90	98	44.95		20	9.13	3	1.37	10	4.59
Philippine Normal School	79	14.20	165	29.68	267	48.02	28	5.04	5	0.90	12	2.16	
Philippine School of Arts and Trades				6	30.00	9	45.00		3	15.00		2	10.00
San Agustin, Colegio de	17	62.96		5	18.52		2	7.41		2	7.41	1	3.70
San Beda, Colegio de				13	34.21	20	52.63		4	10.53		1	2.63
San Carlos, Colegio de	7	30.43	7	30.43	6	26.09					3	13.04	
San Javier, Colegio de					1	14.29					2	28.57	
San Juan de Letran	4	11.43	5	14.29	12	34.29		3	8.57		3	8.57	
Seminary College				2	11.11	1	5.56		4	22.22		3	16.67
Silliman Institute	29	15.51	59	31.55	74	39.57	10	5.34	7	3.75	8	4.28	
Tayabas High School	42	11.77	120	33.61	149	41.74	25	7.00	13	3.64	8	2.24	
Various	22	26.51	28	33.73	22	26.51	4	4.82	2	2.41	5	6.02	

* The 1,706 college scholarship marks for the six-year course of the College of Agriculture are not included.

GENERAL OBSERVATIONS.

We see in these tables that there are 26 public high schools and 16 private preparatory schools which have prepared students for the University. Out of these 42 schools we shall consider only 19 schools, for these have secured 100 grades or over of different kinds in the University and we can, therefore, apply to them the same standard of comparison, i. e., 100. These 19 schools, according to the number of grades secured, are ranked as follows: Manila High School, 3,685; Iloilo High

School, 632; Pampanga High School, 581; Philippine Normal School, 556; Ateneo de Manila, 541; Liberal Arts Academy, 436; Batangas High School, 381; Tayabas High School, 357; Cebu High School, 342; Ilocos Sur High School, 309; Bulacan High School, 262; Nueva Ecija High School, 251; Pangasinan High School, 218; Occidental Negros High School, 197; Liceo de Manila, 194; Silliman Institute, 187; Cagayan High School, 149; Colegio Mercantil, 106; and Capiz High School, 104.

Based on the percentage of grades 1 secured, these schools are ranked as follows: (1) Silliman Institute; (2) Nueva Ecija High School; (3) Philippine Normal School; (4) Manila High School; (5) Tayabas High School; (6) Ateneo de Manila; (7) Cebu High School; (8) Bulacan High School; (9) Pangasinan High School; (10) Pampanga High School; (11) Iloilo High School; (12) Liberal Arts Academy; (13) Occidental Negros High School; (14) Batangas High School; (15) Ilocos Sur High School; (16) Cagayan High School; (17) Liceo de Manila; (18) Capiz High School; (19) Colegio Mercantil.

Based on the number of students who were promoted with a grade higher than 3, the passing grade, these schools are ranked as follows: (1) Silliman Institute; (2) Bulacan High School; (3) Tayabas High School; (4) Manila High School; (5) Nueva Ecija High School; (6) Philippine Normal School; (7) Cebu High School; (8) Liberal Arts Academy; (9) Iloilo High School; (10) Pampanga High School; (11) Ateneo de Manila; (12) Pangasinan High School; (13) Occidental Negros High School; (14) Colegio Mercantil; (15) Batangas High School; (16) Cagayan High School; (17) Liceo de Manila; (18) Ilocos Sur High School; and (19) Capiz High School.

And, lastly, based on the number of students who secured an average grade lower than 3, the passing grade, these schools are ranked as follows: (1) Colegio Mercantil; (2) Capiz High School; (3) Liceo de Manila; (4) Occidental Negros High School; (5) Cagayan High School; (6) Ateneo de Manila; (7) Pangasinan High School; (8) Nueva Ecija High School; (9) Bulacan High School; (10) Batangas High School; (11) Tayabas High School; (12) Ilocos Sur High School; (13) Pampanga High School; (14) Silliman Institute; (15) Cebu High School; (16) Iloilo High School; (17) Manila High School; (18) Philippine Normal School; and (19) Liberal Arts Academy.

Among the schools and colleges which secured less than 100 grades, San Agustin College, Albay High School, De la Salle College, Centro Escolar, and San Carlos College deserve special

mention for the number of grades 1 secured by the students they have sent to the University.

We believe that the grades secured by students in the University do not show conclusively the standing of the schools in which they have received their academic preparation. However, if grades have any value at all, it should be stated for the benefit of the school concerned that high grades secured in the University are correlated with better preparatory instruction of the students, and that poor grades may be attributed partly to defective instruction in the preparatory schools.

SCHOLARSHIP MARKS AND STUDENTS' AGE.

The intellectual maturity of students is one factor to be considered in the study of scholarship, and in order to enable the Board to see whether or not there is any relation between scholarship marks and the entrance age of our students, the following tables were prepared:

TABLE XXXVI.—Showing the distribution of 150 college scholarship marks according to entrance age in the College of Agriculture.

FOUR-YEAR COURSE.

Entrance age in years.	Grades.					Absence.
	Excellent.	Good.	Passed.	Con- ditioned.	Failed.	
19			2			7
20		3	6	5	1	1
21		10	6	5	2	6
22		2	3	3	2	10
23		2	3	4		
24	1	6	5			
25			6	2	1	6
26		5	9	1	2	5
27		1	6	1		
28			3	2	1	1
32		1	2			

TABLE XXXVII.—Showing the distribution of 546 college scholarship marks according to entrance age in the College of Engineering.

Entrance age in years.	Grades.					Absence.
	Excellent	Good.	Passed.	Con- ditioned.	Failed.	
16			1		2	4
17	1	5	5			
18	7	7	12	1		16
19	16	28	30	2	4	16
20	12	27	46	6	5	15
21	15	21	40	7	4	15
22	6	35	45	7	4	6
23	2	7	19	2	4	
24		2	8	1		
25		2	2	1	2	
26		6	2			
27		2	5	2	1	
29				1		2

TABLE XXXVIII.—Showing the distribution of 459 college scholarship marks according to entrance age in the College of Veterinary Science.

Entrance age in years.	Grades.					Absence.
	Excellent.	Good.	Passed.	Con- ditioned.	Failed.	
18	3	14	18			
19	1	7	27	5	2	
20	5	28	48	8	1	6
21	6	19	68	3	5	6
22	10	46	29		2	6
23	6	17	14	3	2	9
25	1	3	12	1	2	5
26	2	4	5			

TABLE XXXIX.—Showing the distribution of 2,038 college scholarship marks according to entrance age in the College of Law.

Entrance age in years.	Grades.					Absence.
	Excellent	Good.	Passed.	Con- ditioned.	Failed.	
16		7	3			
17	5	8	17	1	9	1
18	10	25	33		13	2
19	53	89	72	3	16	2
20	80	112	110	1	19	5
21	61	133	109	3	13	3
22	60	174	124	4	27	8
23	22	57	81	4	30	12
24	22	37	59	1	6	3
25	9	39	31		7	2
26	18	25	36	1	7	
28		6	9		1	1
29		2	4		4	
32			2	1	2	
36		81	4	1	6	1
37	2	9	14			1
38	12	5				
40	1	1				
42	7	7	1		1	

TABLE XL.—Showing the distribution of 4,192 college scholarship marks of both sexes according to entrance age in the College of Liberal Arts.

Entrance age in years.	Male.						Female.					
	Grades.						Grades.					
	Excellent.	Good.	Passed.	Conditioned.	Failed.	Absence.	Excellent.	Good.	Passed.	Conditioned.	Failed.	Absence.
15		3	9	2	2	1						
16	9	4	7	3	5			5	7		1	
17	18	20	12	4				14	25	15		
18	38	76	87	9			3	33	33	1		
19	57	206	224	21	4		17	32	15	5	5	
20	72	272	443	81	9	11	18	45	96	3	3	3
21	38	149	294	60	37	22	2	24	41	4	3	
22	23	153	225	54	26	10	7	24	25	1	1	
23	21	99	214	45	20	12	1	12	18	4	1	1
24		36	101	38	16	7			2	1	1	4
25	8	37	57	4	3	3						
26	1	10	22	5	3							
27	2	4	25	12	3	1						
28	2	2	9	1			1	1	2			
29		4					4	6	2			
30							3	3	4			

TABLE XLIII.—Summary showing the distribution of 10,372 college scholarship marks for both sexes with the corresponding percentage in various colleges of the University as represented by entrance age.*

Entrance age in years.	Male.												Female.											
	Grades.						Absence.						Grades.						Absence.					
	Excellent.		Good.		Passed.		Condi-tioned.		Failed.		Absence.		Excellent.		Good.		Passed.		Condi-tioned.		Failed.		Absence.	
	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.
15.	9	20.00	3	17.65	9	52.94	2	11.76	2	11.77	1	5.88												
16.	31	21.53	11	24.44	11	24.44	3	6.67	7	15.56	4	8.89			5	38.46	7	53.85			1	7.69		
17.	68	14.81	48	33.33	46	31.25	10	6.95	9	6.25	1	.69			9	30.00	12	40.00			3	10.00		
18.	192	15.20	156	33.99	178	38.78	13	2.83	19	4.14	25	5.45			28	22.95	37	30.33			4	3.23		
19.	187	10.79	511	29.48	555	43.95	40	3.17	31	2.45	39	3.09			36	14.63	94	38.22			11	4.47		
20.	156	10.43	422	28.21	702	46.92	107	7.15	57	3.81	52	3.48			5	2.66	111	55.58			18	5.25		
21.	126	8.15	529	34.24	697	45.11	99	6.41	47	3.04	47	3.05			8	4.91	88	53.99			8	4.91		
22.	72	7.49	243	25.29	483	50.26	74	7.70	56	5.83	33	3.43			6	5.57	57	52.78			7	6.48		
23.	44	8.53	115	22.79	262	50.77	58	11.24	27	5.23	10	1.94			3	10.72	34	31.48			4	14.28		
24.	24	9.83	60	24.59	120	49.18	19	7.79	15	6.15	6	2.46			11	18.96	16	27.59			2	40.00		
25.	2	3.07	7	10.77	36	55.39	15	23.08	4	6.15	1	1.54												
26.	3	4.47	6	20.70	15	51.72	2	6.89	4	13.80	2	6.89			1	25.00	2	50.00						
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* The 1,706 college scholarship marks for the six-year course of the College of Agriculture are not included.

GENERAL OBSERVATIONS.

When we examine tables Nos. 36, 37, 38, 39, 40, 41, 42, and 43 we find that in the University there are students as young as 15, 16, and 17 years of age as well as students who are as old as 25, 38, 40, 42, and 49 years of age. The younger students are, no doubt, exceptionally bright students and are found in the Colleges of Engineering, Law, Medicine, Pharmacy, and, especially, in the College of Liberal Arts. The older students, those who are above 25 years of age, are mostly found in the Colleges of Medicine and Law. They are generally doctors of medicine taking graduate course in the School of Tropical Medicine, and employees of private firms or of the Government who reside in Manila and take this opportunity of pursuing studies in Law. However, the majority of our students are between the ages of 18 and 24. Students between these ages have secured the best grades in the University, which would seem to show that the young people in our country, as a result of influence of tropical climate, are able as early as the eighteenth or nineteenth year to pursue university studies which require intellectual vigor and persistence. According to the figures in these tables we are now examining, children should begin their studies in the primary schools at the age of 5 or 6 in order that they may pass to the intermediate schools at the age of 9 or 10 and enter the high schools at the age of 13 or 14. In this way, having completed the high school course at the age of 17 or 18, and after taking one or two years' preparatory course in the College of Liberal Arts, they may enter upon their professional studies in the University at the age of 18 or 19. As these professional courses generally take four years, our students would thus finish their course at the age of 22 or 23 after sixteen years of study and sacrifices.

When we consider the relation between ages and the number of grades 1, we find that men of the age of 19 excel in the Colleges of Engineering and Medicine and those of the age of 20 in the Colleges of Liberal Arts, Veterinary Science, Law, and the School of Pharmacy, while those of the age of 24 in the College of Agriculture. On the other hand, women students of the age of 18 excel in the Colleges of Liberal Arts and Medicine, and those of the age of 20 in the School of Pharmacy. This fact would seem to show that women mature intellectually earlier than men.

As regards the number of grades 1 and 2 among the men students, those between the ages of 20 and 26 excel in the Col-

lege of Agriculture; those between the ages of 18 and 22 in the College of Engineering; those between the ages of 18 and 23 in the Colleges of Veterinary Science and Liberal Arts; those between the ages of 18 and 26 in the College of Law, those between the ages of 19 and 24 in the College of Medicine and those between the ages of 17 and 21 in the School of Pharmacy. On the other hand, among the women, those between the ages of 18 and 22 excel in the Colleges of Liberal Arts and Medicine, and those between the ages of 19 and 22 in the School of Pharmacy. In other words, among the men students, those who secured the grades of one or two in all the colleges including the School of Pharmacy are between the ages of 18 and 23, while among the women students they are between the ages of 18 and 22, which would seem to show once more the earlier intellectual maturity of women students.

IGNACIO VILLAMOR,
President, University of the Philippines.





PRESENTATION OF REGIMENTAL FLAGS.



