

The Historical Development of EARIST and Its Role in the Promotion of Technical Education in the Philippines

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Abstract: *This study is about the historical development Eulogio “Amang” Rodriguez Institute of Science and Technology and its contributions to the promotion of Technical Education in the Philippines. This study document the substantial transformation of the institution from school into full pledged state college. The historical development of Eulogio “Amang” Rodriguez Institute of Science Technology (EARIST) is an account of the integration of the thrust of Filipino schooling in four decades bridging the last of the 1940’s and the last years of 1980’s. It furnishes considerable insight into the range of difficulties faced by vocational schools when they attempted to accommodate a bigger population of students from provinces, and tells of the splendid service of the school in preparing the young populace for vocational proficiency and trade technical competence. This method used in this study involved historical and descriptive approaches of past events and analysis of documentary evidences hence it is more of qualitative in content and substance. It is further complemented by documentary analysis for accuracy and reliability of the data.*

Keywords—Historical Development, EARIST, Technical Education, History Study Approach

1. INTRODUCTION

Established after the liberation of Manila in 1945, EARIST traces back its development from that of a vocational high school. EARIST acquired its present site at Nagtahan, Sampaloc, Manila on July 1, 1946. EARIST’s growth and development were made possible via three Republic Acts and a Presidential Decree, to wit: (a) Republic Act 4072, jointly sponsored by Congressman Ramon D. Bagatsing and Salih Ututalum in 1964, authorized the establishment of the Technical Education Department without changing the name of the school; (b) Republic Act 5088, sponsored by the late Congressman Sergio Loyola in 1967, authorized the renaming of ERVHS to Eulogio Rodriguez Memorial School of Arts and Trades (ERMSAT) and signalled its separation from the Division of City Schools of Manila; (c) Republic Act 6595, sponsored by Congressman Joaquin R. Roces on September 30, 1972, converted ERMSAT to Eulogio “Amang” Rodriguez Institute of Science and Technology (EARIST) which gave the school as full pledged college status. The R.A. 6595 also authorized the establishment of vocational-technical school branches in each congressional district of Manila; and (d) Presidential Decree 1524, signed by then President Ferdinand E. Marcos on June 11, 1978, converted EARIST into a chartered state college with a Board of Trustees as its governing body.

2. RELATED WORKS

From its formal opening in 1946, the school offered twelve (12) sixth month vocational courses such as Automotive, Practical Electricity, Carpentry, Driving, Machine Shop, General Metalwork, Welding, Tailoring, Dressmaking, Steno-Typing, Food Trades and Cosmetology. In 1978, Eulogio “Amang” Rodriguez Institute of Science and Technology had offered several curricular offerings that

promote technical-vocational education in the Philippines. From the 63 curricular offerings the 23 programs has been phase out because in the non-performance in licensure examination. Majority of the curricular offerings are rated by the AACCUP as Level II. When Rodriguez Vocational High School open in 1945, the school was located in V. Mapa High School at Mendiola St., Malacanang Complex. On July 1, 1946, when EARIST acquired its present site thru the help of Governor Eulogio “Amang” Rodriguez of Rizal which they donate a 1.2 hectares property at Nagtahan.

Due to the expansion of enrollees the city of Manila Mayor Ramon D. Bagatsing thru the authorization of the Municipal Board of the City of Manila, passed an Ordinance No.7467 originally enacted on December 27, 1973, amended on January 8, 1974 and passed with amendments on February 20, 1974 and approved by the Honourable Mayor Bagatsing on March 6, 1974 to purchase the parcel of land owned by Mr. & Mrs. Ambrosio Padilla and Lourdes De Las Alas with a total land area of Five Thousand Eight Hundred Ninety meters and twenty square decametres (5,890 sq. m.20 de.m) amounting to One Million Four Hundred Seventy two Thousand and Five Hundred Fifty (Php 1,472,552).

EARIST has eight (8) colleges and one satellite branch in Cavite which offer different courses that are anchored to its mission and vision. EARIST continues the process of development aimed to achieve the Center of Excellence of Science and Technology education specifically in Technical-Vocational education.

From its initial two-year Trade Technical Education course, the first post-secondary course offering of the institution in school year 1966-1967, the tertiary course offerings, have expanded the twenty four (24) collegiate courses from 1972 to 1982 with the Teacher Education Program, Arts and Sciences Program and the Engineering and Architecture Program, which started in 1973.

During the period from school year 1982 to school year 1988, the collegiate curricular offerings have expanded to forty

three (43) varied courses with the addition of the Fine Arts program in school year 1985-1986, Business Education in 1983 and Industrial Technology 1982.

3. STATEMENT OF THE PROBLEM

The primary aim of this study was to determine the historical development of Eulogio “Amang” Rodriguez Institute of Science and Technology.

4. METHODOLOGY

This method used in this study involved historical and descriptive approaches of past events and analysis of documentary evidences hence it is more of qualitative in content and substance. It is further complemented by documentary analysis for accuracy and reliability of the data.

5. RESULTS AND DISCUSSIONS

The shift and expansion of the areas of specialization offered in Eulogio “Amang” Rodriguez Institute of Science and Technology from its inception in 1948 to 2008 or a span of sixty years could be describe outstanding. From a two year post-secondary trade technical education course, the tertiary curricular offering has expanded to forty two (42) major program areas with thirty four (34) areas of specialization.

From Rodriguez Vocational High School with one hundred forty seven students in 1946 that increased significantly its number of students when Technical Education Department was established. There were 78 students enrolled in different short courses. In 1967, from Eulogio Rodriguez Vocational High School (ERVHS) to Eulogio Rodriguez Memorial of Science and Technology (ERMSAT), there were 158 since it catered not only the residents of Manila but also other cities of Metro Manila. From Eulogio Rodriguez Memorial of Science and Technology to Eulogio “Amang” Rodriguez Institute of Science and Technology in 1972, there were 472 students which came from different regions of the country. However, majority of them were come from Metro Manila. And in 1978, when EARIST became a chartered state college, the number of students boomed into 1,014 where nearly thirty-five percent (35%) were came from provinces of Region 4 such as Batangas, Mindoro, Romblon and Quezon.

As of 2008, the Institute had fifteen (15) buildings that house the nine (9) colleges of the Institute. There are One hundred Sixty Eight (168) classrooms, thirty two (32) laboratories, eight (8) function rooms, twenty six (26) offices for administrative services and seventy six (76) rest rooms that served the students of the Institute. At present there are 15 buildings found in EARIST that houses the different offices and classrooms of the 9 colleges of the Institute. The oldest building is the Main building also known as Apilado Bldg. that built on 1949. The newest building is the Library Bldg. that was constructed on 2006 thru the AVE Representative Cong. Eulogio “Amang” Magsaysay.

The Eulogio “Amang” Rodriguez Institute of Science and Technology is a state college by virtue of the Philippine law with principal address at Nagtahan, Sampaloc, Manila represented by the President of the Institute. He is assisted by

four (4) Vice Presidents, Directors, College Deans, College Coordinators and others.

In general, the executive officials determine and formulate guidelines in the broad policies as prescribed by the Board of Trustees and the higher authorities; and to formulate policies governing administrative management, institute development, planning and building subject to approval of the Board of Trustees. The Board of Trustees is highly concerned with the growth and development of the Institute.

To meet the growing demand for better trade skills and vocational competence of the educational output, the school administrators decided to introduce the four year Secondary Trade Curriculum in the institution during the school year 1948-1949. In order to provide the working-out of-school youths to continue schooling the Principal of the Institution decided to offer the first evening Vocational High School in 1950. The evening opportunity class program consisted of three district areas: (1) The Boys Trade Course, (2) Girl’s Trade; and (3) Secretarial Courses.

When R.A. 4072 was approved on June 1964, it authorized the school to establish the Two Year College Technical Education but it was only in school year 1966-1967 that it was implemented. The Trade-Technical Education Curriculum is a two year full time course above the secondary level.

The Teacher Education Curriculum was offered to teach Industrial Vocational subjects and home economics as specific areas of specialization at the elementary, at the secondary level, the course prepared graduates to teach business distributive subjects in the secondary schools.

The School of Arts and Sciences (SAS) created on February 1, 1973 under R.A. 6595 provided the students with General Education Curriculum with strong emphasis on cultural background to enable them to make choices on special studies. Similarly, it provided the students with the general and comprehensive study of the humanities and thus enables them to develop in-depth appreciation of the human values.

The Institute consists of 467 item positions from managerial down to rank and file. Among them, 72% (or 334) are categorized as academic rank holder and the remaining 28% (or 133) are non-teaching staff.

Academic rank is composed of Professor (6), Associate Professor (52), Assistant Professor (83) and Instructor (207) items. On the other hand, non-teaching staff is either permanent (125) or casual (8).

The fund of the Institute for their employees is come from the national government and from the City of Manila. Three hundred fifty five (355) items are subsidized by the national government while the remaining 112 are from the City of Manila. Ninety percent (90%) of the national items are filled out while there are only 62% from the City of Manila. Eulogio “Amang” Rodriguez Institute of Science and Technology (EARIST) has part of its mission is to “engage in basic applied research and development projects and activities aimed at solving educational, industrial and community problems and accelerating innovations and inventions” (Casuga, 1982). Research and development, therefore becomes an important

facet of the institute in the attainment of its goals and objectives. Research to be functional and effective must be responsive and geared towards the mission-vision-goal of the college more especially in the advancement of quality instruction, training and extension.

6. CONCLUSIONS

EARIST as state college faces challenges in responding the needs of the state as one of the institution that provides free education in the higher education. As a technology school in accordance to its mandate in three (3) Republic Acts and one (1) Presidential Decree it must be responsive to develop a pool of skilled and competent manpower as embodied in its charter. EARIST must provide education and training to middle-level manpower to accelerate the development of goals of the national government

At present EARIST offered forty two (42) major programs with thirty (34) areas of specialization in tertiary education. Majority of the curricular offerings are rated by the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACUP) as Level II.

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