

Republika ng Pilipinas
(Republic of the Philippines)
MINISTERI NG EDUKASYON AT KULTURA
(MINISTRY OF EDUCATION AND CULTURE)
Manila

January 29, 1979

MEC MEMORANDUM
No. 30, S. 1979

RETURN TO THE BASICS: A REINTERPRETATION

To: Bureau Directors
Regional Directors
Coordinator, State Colleges and Universities
Schools Superintendents

1. One of the major thrusts of the Ministry of Education and Culture is the implementation of the "Return to the Basics" policy. Projects and programs have been launched to pursue this thrust with vigor.
2. The traditional meaning of "Return to the Basics," which is limited to emphasis on the three R's is not adequate for a developing society such as ours, thus, the policy has been re-interpreted and defined in terms of three dimensions, which are as follows:
 - a. Emphasis on the three R's, i. e., the basic skills in reading, language and mathematics.

In emphasizing basic reading, language and mathematics skills, the desire is to enhance the learning-to-learn skills of every pupil. Success in learning in the other subject areas and even in life, long after one has left school, largely depends upon competence in these three R's. There is need for the schools to provide for effective development of these basic skills. In this regard evaluation of outcomes of teaching in these areas should merit more serious attention from school officials and teachers. A system for finding out whether every pupil has developed the basic skills to a reasonable degree needs to be instituted. Schools will vary in their systems of evaluation but it should be stressed that the quality of educational leadership at the regional and division levels will determine the quality of instruction in the schools.

- b. Emphasis on basic learnings which are prerequisites to complex or higher level learnings.

These basic learnings include skills, ~~knowl-~~ ~~edges~~ and attitudes necessary for the mastery of a learning task. This dimension necessitates the arrangement of objectives in a hierarchical manner because it is believed that the development of simple related and properly sequenced objectives insures the development of a more complex objective. Experience indicates that skills are better learned if arranged from simple to complex or logically as the case may be. It is imperative that teachers be able to determine the learning outcomes for the development of a new task and make it a point to have the pupils acquire them to assure success in developing skills, knowledge, and attitudes that are more complex or more difficult to learn.

- c. Emphasis on the complex of skills, attitudes and knowledge which make one a productive and effective citizen.

This implies that teaching be not confined to the three R's alone but must emphasize also attitudes and habits of health and behavior which make an individual more human such as skills of social interaction, specifically learning how to deal fairly with others; empathy or the ability to see things as others see them; skills of cooperation and teamwork, aesthetic awareness and spiritual attitudes including self-reliance, self-discipline, industry and other traits which would make individuals more productive and effective citizens.

3. This Office welcomes suggestions on how to attain maximum outcomes in the implementation of the "Return to the Basics" policy.
4. Training programs for teachers and school officials should reflect this policy.
5. It is desired that this Memorandum be disseminated to all concerned immediately and achievements along this thrust shall be included in the Director's annual report.

(SGD.) JUAN L. MANUEL
Minister of Education and Culture

Reference:

MEC Memorandum: No. 200, s. 1973

Allotment: ~~1-2-3-4~~ (D.O. 1-76)

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