

MASS COMMUNICATION THROUGH FILM AND TELEVISION
IN RURAL PHILIPPINES

by

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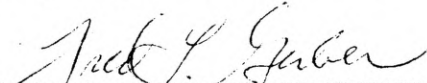
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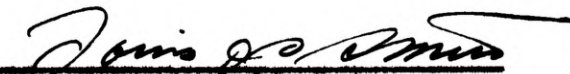
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I. TABLE I - Facts and figures of production and importation
of rice -----

I. Figure 1 - Comparative average rates of application of
fertilizers for rice adapted in some countries
and in the Philippines -----

ABSTRACT

The Philippines today faces a serious problem of poverty caused by underproduction. The major causes of underproduction are low income, agricultural tenancy, and general lack of adequate information on modern farming techniques.

Ironically, of the three, the problem of lack of adequate information, which appears to be the core of all the problems existing in Philippine agriculture, is the least attended to.

Of the many media of mass communication, film and television may be particularly effective in disseminating information to the rural areas by virtue of their unique persuasive and pedagogical advantages.

The effectiveness of film and television as vehicles of communication can be found in the results of many research studies made by experts of the media.

Through the examples of countries having made use of the media of film and television effectively, it is perhaps possible that the Philippines can also profit from their use in bringing about information on modern farming to the rural areas.

INTRODUCTION

One of the most engrossing problems of the Philippines today is poverty. This fact alone impresses a tragic spirit upon the lives of many Filipinos. The irony of it is that the Filipino people possess lands so rich in potentiality, and yet they suffer from underproduction. The production potential of the country's farmlands has hardly been tapped. Lands are utilized poorly. Hence, the failure to produce enough to satisfy the requirements of normal per capita consumption.

Together with the problem of poor utilization of lands and natural resources, is the lack of technical knowledge on the various aspects of modern farming methods. Self-sufficiency could be attained if the Filipino farmers were adequately informed of the various means of utilizing the advancements made in modern science and technology.

Purpose of the Study

The crux of the agricultural problems in the Philippines today is the general lack of adequate information among farmers on the new and improved agricultural techniques. While various means could be used to disseminate valuable agricultural information to rural areas of the country, the media of film and television are particularly the most effective.

The effectiveness of film and television as communication tools has been proven in many research studies conducted in the United States as well as in other countries of the world.¹ Film and television, as two interdependent and interwoven media, tend to complement each other in the mass communication scheme. The timeliness and immediacy of television would naturally lend itself to the news function, the communicating of information about the environment; while the film medium would lend itself to study and reflective purposes.² These two together could perform a vital function in the fostering of

knowledge on modern farming among Filipino farmers.

Because the media of film and television are more accessible to Filipino farmers now than ever before, they should be utilized more extensively and properly.

The thesis of this paper, therefore, is that film and television, which are believed to enjoy unique pedagogical and persuasive advantages by virtue of presentation of concrete visual materials, could help tremendously in the dissemination of agricultural information to farmers of the Philippines, if properly utilized.

The first chapter of this paper deals with the background and presentation of the three most important problems in agriculture in the Philippines.

The second chapter deals with the discussion and evaluation of the three agricultural problems presented in Chapter 1.

The third chapter presents substantial evidence that the media of film and television have been effectively used by other countries in imparting factual information, and the last chapter deals with the presentation of conclusions and recommendations.

CHAPTER 1

PROBLEMS RELATING TO AGRICULTURE IN RURAL PHILIPPINES

Geographical and Agricultural Background

The Philippines consists of 7,107 islands, 429 of which are more than a square mile in area. The largest island is Luzon, with an area of 42,000 square miles. The total area is 115,000 square miles, and the total area including territorial waters is 694,490 square miles.³

Forty-two per cent of the land area is forest and so far noncommercial. Thirty-five per cent is under cultivation. The main agricultural products are rice, corn, coconuts, sugar and hemp.⁴

The 30,000,000 Filipinos who inhabit the islands are offsprings of many races. The Philippines has 87 native languages.

The Filipinos are largely an agricultural people. More than four-fifths of the population live in the rural areas. Agricultural activities account for more than one-third of the national

income. More than two-thirds of the total labor force is employed in agricultural activities.⁵

Problems in Agriculture

The problems of the Philippine social economy are basically the problems of the farmers. Seven out of every ten Filipinos derive their livelihood from farming and live in rural areas.

Behind these simple facts, however, social conditions have been developing into a national crisis for many decades. These conditions are summed up in the mass poverty among the farm population today. The irony of it is that while a comparatively small set of non-producers, middlemen, and traders live in comfort, the farmers, who do the bulk of work in agriculture, live in misery and want. This is further exemplified by the multiplicity and intensity of human needs and desires that modern education, communication, and salesmanship have so effectively created.

Many factors, some rooted in the colonial background of the country, contribute to the complex conditions prevailing in Philippine agriculture. For the purpose of this paper,

only the primary ones will be mentioned:

1. Low Income - With an annual increase of 2.2 per cent in population and an average size of 5 members per farm household, the average income of a farmer's family is estimated at less than ₱700.00* a year. The average per capita income of industrial workers is estimated at ₱1440.00 per annum and the average national per capita income is placed at ₱341.00 per annum.⁶

2. Farm Tenancy - Of the 1,638,000 farmers in the country, 775,000 rent all or part of the land they farm. In the principal rice and corn producing provinces, the percentage of tenancy is higher than 60% on the average.⁷

3. Lack of Adequate Information - While seven out of ten people are reported by current census and statistics as being able to read and write, over ninety per cent have never attended or heard of government-initiated demonstrations or seminars on modern agricultural practices such as use of fertilizer, control of pests and diseases, and use of modern rice culture practices.⁸

* One peso (₱1.00) is equivalent to approximately one fourth of a U.S. dollar (25¢).

These factors, as well as others, have, over the years, acted as a heavy drag on the country's economy. They have choked the productive impulse and held back economic progress. Among the peasantry, these factors have engineered a dark sense of hopelessness. In certain areas, particularly Central Luzon, the situation gave rise to organized dissidence and communist-inspired open revolts against the government.

In order to fully understand the nature of the three problems presented, and to be able to correlate them with the roles of film and television in solving these problems, each will be discussed separately in the next chapter.

CHAPTER 2
DISCUSSION AND EVALUATION OF THE THREE AGRICULTURAL
PROBLEMS IN THE PHILIPPINES

Low Income

Despite the government's efforts to increase agricultural production, the per capita income of farmers and agricultural workers in the country is low compared to the per capita income of industrial workers.

Farm incomes in the Philippines are generally low because of the following factors:

1. Low yield of crops - The average yield per hectare* of rice is 26.1 cavans**and 11.3 cavans per hectare of corn.⁹

Low yields are generally caused by:

a) Failure to employ improved methods of production, such as seed selection, proper control of pests and diseases, use of fertilizers, and irrigation.

b) Poor and improper management of land and other resources of the farmer.

* One hectare is equal to 2.2 acres.

** One cavan is equal to approximately 3 bushels.

c) Poor conditions of soil, topography, moisture, and climate.

2. Uneconomical size of farm units - According to the Census of Agriculture, the average size of farm in the Philippines is 3.49 hectares. For rice farms, the average size is 3.09 hectares and 2.16 hectares for corn.¹⁰

It is erroneous to assume that all the wonders of science and advancements of production could be applied very well to farms which are too small or scattered over the countryside in small pieces. For this reason, measures for higher production cannot be effected.

3. Lack of capital and adequate credit facilities for production purposes - The inability of farmers and their organizations to secure credit on easy and tolerable terms has impeded progress towards the achievement of increased levels of production and has caused dissatisfaction among the agricultural sector, particularly the tenants.

4. Inefficient marketing system - It is one thing to produce agricultural products efficiently and another to market them effectively.

The government agencies have failed to seize the initiative in marketing and distribution of farm products due either to apathy on the part of the farmers or to mishandling of proper marketing procedures of the agencies concerned. According to Roperos,¹¹

Almost one-third of the country's farm products, notably rice and corn, go to alien warehouses every harvest season. Only about 7% are purchased by government corporations like the NARIC, PaCoMa, and ACCFA. More than one-fourth of the farmers sell their products to middlemen, while only one-tenth go directly to consumers. Thus, about 84% of the national agricultural products inevitably fall into the hands of third parties, majority of whom are aliens. Consequently, not only prices of basic commodities get to be exorbitant, but artificial shortage become a fixed feature of our economy.

Agricultural Tenancy

The problem of low income has perhaps a great deal to do with the centuries-old tenancy problem in the country.

An underlying cause of tenancy is uneven distribution of capital. The need and motivation to farm is often greatest among those who do not have the necessary finances.

Tenancy dates back at least 500 years in the Philippines.¹² Tenure systems existed even during the pre-Spanish era. It is said that during the pre-Spanish times, the civilized Malay traveled to the islands in a large, swift native boat called "barangay" In each boat was a "datu" or chief, with his followers.¹³ They formed a village, deriving leadership from and paying taxes to the "datu." Land was distributed among the members of the community, but ownership remained with the headman.

According to Hester and Mabbun,¹⁴

The barangay system was maintained for sometime during the Spanish regime. Later, however, large tracts of land were awarded to Spanish citizens of the Philippines. Filipinos living in the villages and towns on grants "went with the land." The land grants, called "encomiendas" were ruled by the holders called "encomienderos."

The system soon degenerated to oppressive feudalism. As Jernegan writes,¹⁵

The first insurrections against Spanish rule were caused by the hardships of the tribute which the encomienderos forced from the natives. In 1589 there were revolts in which tax collectors were killed.

A new force in the struggle for political and religious sovereignty were the Spanish friars who opposed the encomienda system. They established the so-called "friar estates" operated by tenants in small tracts.¹⁶

In 1907, during the first decade of the American administration, Secretary Taft purchased 155,198 hectares of friar lands for resale to tenants on easy terms. This early attempt at land reform was inspired by the ideal of "land to the tillers."¹⁷

After 15 years of American regime, tenancy has taken a new form. Friar lands purchased by the government and resold to former tenants were acquired by money lenders who became the new landholders.

In recent years, however, the Philippine government has passed laws establishing new agencies with new government programs for the specific purpose of giving "land to the landless." These programs involved the purchase and resale of estates, granting homesteads on government lands, and establishing settlers in government-supported settlements.

One of the most promising reform programs initiated by the government during the late President Ramon Magsaysay's administration is the National Resettlement and Rehabilitation Administration (NARRA). The NARRA allocates 6 or 8 to 10 hectares of land, depending upon the location and agricultural suitability.¹⁸ These farm lots are given free to settlers. In addition, the NARRA provides settlers with credit facilities for transportation, housing, subsistence, work animals, etc., to be repaid after three years without interest.

To overcome farmers' resistance in moving to resettlement areas, the agency moves settlers from one community as a group, and as much as possible, places them in contiguous areas to effect the least possible dislocation of family and social ties.

In spite of this attempt on the part of the government to ease out the tenancy problem, a considerable number of farmers still operate farms on this basis. Together with this, settlers who have acquired lands through government allocation

have not really succeeded in operating their farms in a way that will bring sufficient production for their own consumption. This particular problem may have to do with the general lack of information of farmers on scientific farming methods.

General Lack of Adequate Information

The core of the Filipino farmer's problem is how to get the most out of what he has, since what he has is very limited. A major problem, which is seldom recognized by government entities concerned with agriculture, is lack of both technical and economic information among the rural populace.

The results of research have to be disseminated to farmers if research is to be of value to the improvement of Philippine agriculture.

Sufficiency in production, especially of rice, could be attained if the farmers were well acquainted with the techniques of science and technology.

The need to generate the interest of the farmers in the importance of the various kinds of information among rural inhabitants is shown

by the fact that about 90 per cent of the rural sector of the population, which comprise 72 per cent of the total population of the nation, are unaware of the activities and services being rendered by information agencies of the government.¹⁹

This may be due to the lack of interest on the part of the farmers or the failure of the government demonstrators to reach as many farmers as possible during their tour of the areas. Whatever the cause may be, it seems apparaent that dissemination of information about government agencies catering to the farmers' needs, is one of the problems faced in agriculture today. The problem of lack of information may be the core of all the other problems in the rural areas, and the solution to this may mean an ultimate solution to the many other ills existing in these areas.

The Filipino farmer is one of the most conservative people on earth. Any suggestion to change his ways, involving an uprooting of beliefs, is practically an invitation to revolution- which may not be necessarily violent. Superstition and ignorance perhaps have a tremendous influence on the life and ways of the Filipino farmer.

It is this tenacity to hold to old practices and customs that the small farmer should be uprooted.

A program for scientific education appears to be imperative in the present situation of the country's agriculture, where over 65 per cent of the agricultural sector is made up of small farmers.

Of course, exposing the farmers to scientific ways of cultivating land may not be an easy task. There are difficulties, and many of them appear, at this stage of the nation's economy, insurmountable.

For example, some farmers refuse to apply fertilizers on their crops, saying that their fathers before them and their great grandparents, who lived and died in the same land they are occupying now, had never used fertilizer on their lands. In some parts of the country, only a limited number of farmers use selected seeds. Very few know how to control and prevent or even detect plant diseases in their early stages.

This fact has been shown in a recent study conducted by the Presidential Assistant on Community Development (PACD)²⁰ on the use of

insecticides. In such study, it was found that only one out of every five farmers learned to use insect control measures. This leaves 78% of the farmers who do not use insecticides. Of these, 33.8% claimed they have no knowledge of insecticide use and its importance, while 2.4% believed that it was useless to do so.²¹

Quite a number of farmers in the country are not aware of the new and improved rice cultivation practices recommended by the Department of Agriculture and Natural Resources. This same PACD-initiated survey revealed that 61.7% of the farm owners were reported to have no knowledge of the government's promotion of "masagana" and "margate" systems of improved rice planting.²¹ This is a stunning fact, considering that the Agriculture Department has been advocating these rice culture practices for the past seven years.

Thus, it becomes imperative for those agencies concerned to promote a more extensive scientific education program so designed as to assist farmers in improving their means of livelihood. This is the only way to liberate them from the imprisoning shell of tradition that has confined them for centuries.

The Filipino farmer is willing to improve his ways, not by telling him what to do, but by showing him how to do it. He has little faith in theories and hence is suspicious of new ideas. The effectiveness of scientific education, therefore, depends not so much on what you tell him as on what you show him. For this reason, the use of visual aids is perhaps the most logical means of promoting scientific education in agriculture.

By showing documentary films or actual field demonstrations on television, the task of persuading farmers to change their views on farming methods becomes easier. With the present availability of the media in the country, the government agencies concerned perhaps should revamp their programs to meet the existing needs of agricultural education.

It has been proven that the Filipino farmer could produce more than 280 cavans of rice per hectare, a far cry from the average 26.1 cavans per hectare.²² In the latest government-sponsored rice production contest, it was found that with adequate scientific information and technical guidance, it was possible to produce more than the average production of high-

yielding countries like Japan.

Considering that a majority of Filipinos depend on rice as their principal staple food, the government agricultural agencies should start a scientific program which is geared towards increased production of this cereal.

There are at present 2,000,000 rice farms in different parts of the Philippines, most of which are unable to meet local consumption demands.²³ In view of the fact that rice is an important and indispensable staple food, it would be important for the government to set a primary objective of helping rice farmers attain increased production.

It would be judicious, at this point, to discuss the rice industry of the Philippines in order to gain a clearer understanding of the importance of the cereal to the Filipino people.

Rice has been grown in the Philippines long before Magellan reached the islands. Asiatics have been enjoying the cereal for thousands of years now. According to archeologists,²⁴ rice culture has been an integral part of village life since the pre-Spanish times. When Magellan discovered the islands, rice was the only crop cultivated.²⁵

During those times, land was abundant. Each Filipino village produced enough rice for its own needs. It was only towards the later part of the Spanish regime, when large landholdings began to take form that peasant-landlord conflicts developed. The economy of the country was then uncomplicated because of the simple needs of the people.

With the increase of population and the development of a strong, unified national government, however, the rice situation took on a new shape.²⁶

Since the 15th year of the American regime in the Philippines, the production of this cereal posed a continuing problem to the government. The problems revolve around the insufficient supply of the cereal, its price, and the condition of the tenant and small landholders in direct conflict with the large landholders. Efforts of the government to solve the ills of the rice industry have continued, but the solution seems to be as distant as ever.²⁷

Statistics show (see Table 1)²⁷ that since 1915, the rice production of the nation has been insufficient to meet consumption demands. Rice importation has varied from year to year.

At the base of all the physical exertion for greater production is the incessant need for the life-sustaining cereal. About 75% of the Filipinos depend on rice for their daily sustenance, making this industry

the most important in the country. Official estimates of the Department of Commerce on investments in the rice industry shows that it accounts for more than 40% more than any other agricultural industry in the country.²⁸

As a staple, rice is the cause of the country's economic conflicts. It is the industry that shapes the nation's economy.

The village folks can suffer through cold nights without blankets, without new clothes for months, or without adequate shelter. But they cannot suffer going without rice for even a few days. With the low rate of production, this need can hardly be met. Compared with the production of other rice-producing countries, the rate of production of rice in the Philippines is one of the lowest.

And yet it is not totally impossible for the Filipino people to gain higher production in rice. Without adding to the present acreage devoted to the cultivation of the cereal, rice production can be increased. This could be accomplished through simple methods such as:

1. Use of improved seeds.

2. Proper control of plant pests and diseases.
3. Application of modern farm practices.
4. Judicious use of fertilizers.

All these factors contribute immensely to greater production not only of rice but also of other important crops.

Filipino agricultural experts are aware of the importance of these factors, and for years have been advocating them to the rural people. Yet, the farmers have continued to practice old methods of farming.

On the use of fertilizers alone, it was revealed in a recent survey conducted by the government that 78% of the farmers do not apply these soil enrichers on their farms.²⁹ When asked by interviewers why they did not use fertilizers on their farms, a majority of them said that they did not know how to use them and were therefore afraid to try. The other farmers interviewed claimed that they were not convinced that artificial soil enrichment can contribute to an increase in yield.

Compared with Asian countries like Japan, Korea, and Formosa, the Philippines has the lowest per hectare average in the use of fertilizer. (see Figure 1)³⁰

With the present rate of fertilizer application, it is hard, if not impossible, for the Filipino farmers to equal the yields of farmers in the neighboring countries.

Fertilizer application is, of course, just one step towards solving the problem of low yield. The other aforementioned measures would definitely contribute to greater production in agriculture.

More important than advocating the application of recommended measures and approved techniques of farming is that of changing the farmer's attitudes and beliefs by gradually educating him to accept these measures. As was pointed out earlier, showing the farmer how to do things is more effective than telling him how to do them.

The problems of low income and tenancy are common denominators of one basic problem - lack of adequate scientific knowledge. Once this is solved, the solution to the other two problems will eventually follow.

What should be done, therefore, is for the agricultural agencies to change their method of approach, since they might have failed in using the printed word as well as person-to-person communication approach.

It is the belief of the author that the use of the film and television media to bring agricultural information to the rural areas would be effective means of attacking the problems in agriculture.

The success and effectiveness of these media as tools of mass communication have been proven many times in many countries of the world. Film and TV as means of educating children as well as adults have been found very useful in developing as well as in developed countries.³¹ There is no doubt that, if properly utilized, film and TV in the Philippines will be beneficial.

Countries like Canada, the United States, Japan, and France have used and are using films and television in almost all phases of their economic and social activities.³²

The next chapter will discuss how other countries have successfully used the media of film and TV in detail.

CHAPTER 3

USE OF FILM AND TELEVISION AS MASS COMMUNICATION TOOLS IN OTHER COUNTRIES

The impact of film and television as techniques of mass communication and instruments for adult education and culture has been expressed in many writing of people who have specialized in the media. An example of this is Gloria Waldon's,³³ saying:

Of all the Great Revolutions in technology since the invention of printing, perhaps the new techniques of mass communication (film and television) have had the most insistent impact on our daily lives....Films, filmstrips, recordings, television, and FM broadcasting have tremendous educational possibilities for schools, libraries churches, museums, and homes. They can be used in scientific work, in therapy, in art, in teaching...Scientists use micro-camera to study motion and action. Citizens can see and hear in sixteen millimeter films what the best research has been able to find out about social, economic and family problems.

The merits of film and television as educational tools are almost alike. Television provides the timeliness aspect. Through their documentary aspect, films, provide the means for more detailed studies.

Considerable research has been devoted to the effectiveness of films in teaching. Walter Arno Wittich and John Guy Fowlkes³⁴ have ably summarized

the results of educational research in this field in their recent Audio-Visual Paths to Learning. Among the research findings quoted by Wittich and Fowlkes is the study made by ' Clyde Arnsperger, which showed the remarkable gains of children in grades 5 and 7 in their knowledge of natural science through the use of informative films. In several studies made, Wittich and Fowlkes reported that movies dealing with people, their casual relationships, and social and economic relations were more valuable than those concerned with dates and event sequences.

A number of studies reported by Wittich and Fowlkes showed that film-using groups make more intelligent judgments and interpretations, and more readily grasp interrelationships.

In the same book, the role of motion pictures in the development of critical thinking has been expressed thus:³⁵

Motion pictures do not, of themselves develop critical thinking, but they provide experiences particularly rich in opportunity and material for such a development...Motion pictures portray social customs, actions, and behavior so graphically and so vividly that those who see them cannot avoid being conscious observers and therefore critics.

More significant than its role in the development of critical thinking is the value of the film in adult education programs. L. H. Strauss and J. R. Kidd³⁶ in their book Look, Listen and Learn, summarize the importance of films in adult group programs:

1. Films have group appeal. They develop and maintain interest, and they will attract youths and adults who might not otherwise participate in public affairs programs

2. Films can present information and ideas to nonreaders. Large numbers of our adult population are poor readers, while an even larger group is too preoccupied with other activities to read significant books and pamphlets. These same adults are more easily reached with film.

3. Films can economize program time. Because they present ideas in a vivid, concrete and understandable form, they enable the participants to grasp the significance of subject presentations in much shorter period of time than is usually possible through the use of other means of communication.

Films are used in public affairs programs:

1. to present information
2. to provide ideas for discussion
3. to stimulate community action and sometimes all three together.

.....Film programs sponsored by the government, industries and various community organizations during the war were acknowledged to be responsible for increased production, war bond sales, victory garden programs and for maintaining public morale.

The value of film in an educational program had been the subject of research studies by competent experimental psychologists in the Army training program during the last World War.

Charles F. Hoban, Jr.,³⁷ summarizes the findings of these studies thus:

The results of the Army's literacy-training program present interesting and valuable possibilities for an approach to the teaching of reading and arithmetic through the use of closely correlated films and reading materials, produced for use one with the other....it was reported that the combined use of film strips and readers as integral and component elements of the teaching procedures resulted in more than 90 percent of the selectees reaching acceptable standards of reading and number skills in the short and intensive teaching program.

On the other hand, the impact of television as an effective means of mass communication has been evidenced by many successful experiments and studies, particularly in the United States. An example of this is "Operation Alphabet", a TV series of one-hundred, thirty-minute lessons presented five days a week by Station WFIL-TV in Philadelphia.³⁸

The project represents several years of cooperative planning to answer a community need. It has been successful in lessening the illiteracy problem in Philadelphia.

Favorable results in using TV as an instructional tool have also been noted in countries like Japan, Panama, and Africa.³⁹ In Hawaii, television has been

used with favorable response in solving certain linguistic problems of the people of the state.

In the field of agricultural education, a notable example of a judicious use of TV is that of the educational television stations of the United States. A specific example of this is the WOI-TV of Iowa. J. D. Callahan⁴⁰ describes the educational programs aired in WOI-TV thus:

Manager Richard D. Hull has set a most important precedent for educational stations in developing Iowa State College's WOI-TV so that, as he says, it not only "Brings television to the people but brings people to television." Housewives, children, farmers, citizens throughout the entire area enjoy participating in the programs of our country's pioneering school station. "Community groups appear to talk over their problems or air their differences on a novel series titled "The Whole Town's Talking."... Farmers themselves demonstrate to each other over the community series "Tele-farm Facts." Such how-you-do-it features as pruning methods, conservation, treating ailing livestock will eventually cover known practices in modern agriculture. Demonstrations of contour plowing and other on-the-spot scenes are filmed. WOI-TV undertakes research and experimental work in cooperation with the ideal informational program material for telecasting. Its timeliness increases its importance and value to viewers.

The United States educational television stations, like WOI-TV, are, of course, much more advanced than most of the developing countries of the world.

In many countries, like the Philippines, the development of television, especially educational

The teacher usually acts as the group leader and discussion guide, although he usually has a committee to select programs to be viewed. The teacher as group and discussion leader plays a vital part in the success of the club as a means of adult education.

The effect of the tele clubs in the villages that established them has been considerable. Direct results of viewing television programs have also been reported.

According to Pasztor,⁴³

Villagers gained interest in news presentations, educational discussions, and other informative programs, and their scope of understanding has increased. Then several series of programs were aired directly at the televiewers, with participants from these groups. These series had a great success. They aired problems of rural life in France and contributed to modernization of methods of agriculture. Villagers began to undertake cooperative ventures of buying equipment, pooling resources, undertaking improvement projects that had long been discussed but never undertaken.

At least in France, therefore, it is not a question of devoting certain proportion of television programs to adult education, but of so designing all broadcasts - from variety items to discussion between specialists on current issues - that they will impart fresh knowledge and develop the viewer's sense of awareness.

Thus from the example of the important rules of film and television as vehicles of communication it is doubtless that a rapidly progressing country like the Philippines could also profit from their use as educational tools.

Particularly in the field of motion picture, which is more developed in the country than television, the Filipino farmers could be provided with a more extensive adult education program geared to meet their needs by showing instructional and informative films pertaining to agriculture.

In this instance, it is worthwhile to mention that Filipinos, particularly the "bakya crows" (lower class) are so much attracted to movies, irrespective of the type and quality. A typical uneducated Filipino would rather spend a good two hours of his time watching a free movie in the town "plaza" rather than spend ten minutes listening to a lecture. Movies have been generally used during political campaigns in the rural areas in order to attract audiences. This could be because films attract more interest among Filipinos than other techniques. The reason for this interest might be that films have a subtle way of knitting group together - of focusing group and making it more receptive

to what follows in the way of discussion or reading or lecture.^{4A}

The motion picture have much to contribute that is unique. It can achieve certain ends better than any other medium.

Among the principal reasons why motion pictures are believed to be the most effective medium in the Philippines are:

1. First and most obvious, it moves. If motion is essential to the concept to be taught, then a good motion picture can help get ideas across. With the aid of the film, the steps in a process, for instance, the steps in the process of proper rice cultivation practices, may be readily followed; or cause and effect may be shown, as the cause and effect of using fertilizer on farms.

2. The sound motion picture, through dramatic incidents, stirring music, and wisely edited scenes, can build up attitudes towards outstanding problems, such as the problem of how to increase production in the Philippines.

3. Films lend variety and interest to teaching and to meetings. In the rural areas, films can be used to supplement lectures during farmers' meetings or seminars.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

The preceding chapter has given us a clear view of the role of film and television in the field of mass communication. More so, it has given us substantial evidence of its potentiality as an educational tool. The promising results obtained by other countries in the use of the media should provide an encouragement to mass communicators of the Philippines, especially to those in the field of agriculture.

Film and television stand today as the most powerful media of communication. By capturing sight and sound, the media can create before our eyes real or fanciful situations. Both these media share a unique quality: that of shared experience of their viewers. The element of group sharing or group focus transforms impressions and ideas received from the screen into a socially dynamic experience.

This transformation of ideas from screen to actual experience should be the ultimate goal

of any mass communication whatsoever field they are engaged in. For mass communicators in agriculture, having the farmers translate message to actuality through film or television viewing will be an accomplishment. If, through the proper utilization of film and television, the Filipino farmers were persuaded to accept innovations and practice them, many of the more serious problems in agriculture could be eased out.

The Philippines, as an emerging nation today, faces a very serious problem of poverty caused by underproduction. Three of the most serious problems have been discussed in this paper. Of the three problems discussed, the lack of information is so far the least attended to.

In the Philippines, for instance, the task of disseminating information to farmers are in the hand of only two agricultural entities - the Bureau of Agricultural Extension (BAE) and the Agricultural Information Division of the Department of Agriculture and Natural Resources.

Although each bureau under the Department of Agriculture has its own information section, only the BAE and AID are equipped with adequate communication tools.

The BAE and AID are recently created offices, comparatively speaking. As such, these offices have more room for improvement. While it is true that the BAE and AID use the media of film and radio in bringing about time agricultural information to the rural areas, there seems to be little, if any, response from their target audience.

This may be accounted for either by the inefficiency of their mass communication schemes due perhaps to lack of funds, or by poor quality and inappropriate programs they air.

For example, AID airs a five-day a week series called "Bukang Liwayway" (Dawn), a soap opera whose only rural aspect is its setting. Once in a while, they plug in a one-minute commercial about the Department of Agriculture and Natural Resources.

Similarly, the BAE has a Mobile Unit

equipped with complete film projection tools, and yet instead of showing informative and instructional materials to farmers, they project films ranging from Mickey Mouse to soft-selling political propaganda. The Mobile Unit personnel may not be responsible for the quality of the films they show, but the authorities concerned should choose their films in a manner that will bring more fruitful results.

The author believes that the agricultural agencies of the government are responsible for initiating and implementing more extensive¹ educational programs designed to aid farmers in gaining more know-how in modern farming by way of film, radio, and television.

This agricultural information program should include the following recommendations:

1. The production of on film or TV of "how-you-do-it" materials such as those being done by the ETV stations in the United States and the National Film Board of Canada.
2. Training abroad of technicians to specialize in film and/or television production.
3. Airing of timely and informative agricultural programs on television or radio such as those being

presented by WOI-TV of Iowa.

4. Distribution of valuable informative printed materials to supplement visual materials being projected.

5. In areas where viewing of television is limited by lack of TV sets, organization of community tele clubs such as those of France.

6. Production of documentary films which will inform the rural public of the many governmental services being rendered for them. The production of such films should perhaps, be undertaken first to indoctrinate farmers who may not be aware of the government services being rendered to fill their needs. *

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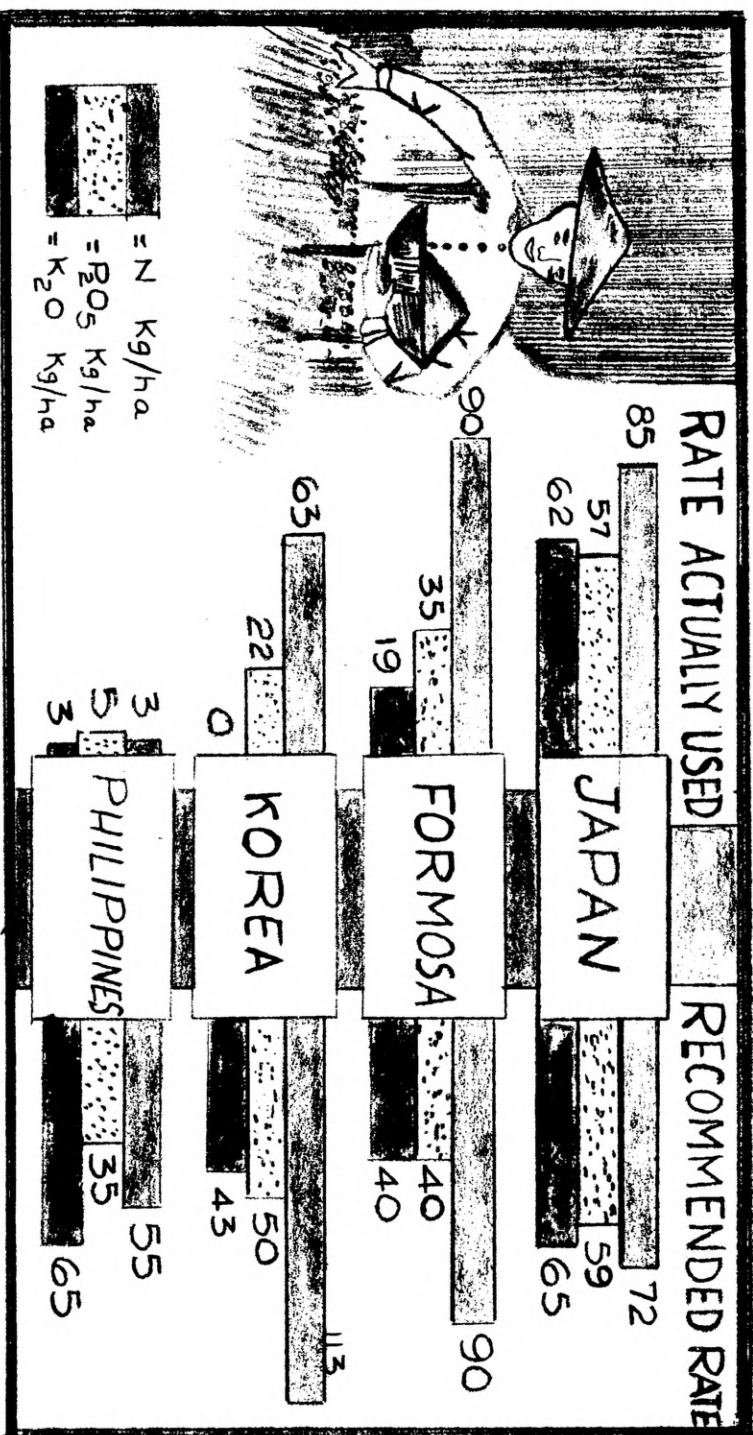
* An example of a script of a documentary film written and recommended by the author is given in Appendix A.

**TABLE 1 - FACTS AND FIGURES ON PRODUCTION
AND IMPORTATION OF RICE***

<u>YEAR</u>	<u>PRODUCTION</u> (In cavans of rice)	<u>IMPORTATION</u> (In cavans of clean rice)
1915	17.5 millions	3,900,741 cavans
1920	36.3 "	3,389,921 "
1925	45.7 "	1,380,971 "
1930	51.0 "	196,194 "
1935	45.8 "	129,882 "
1940	53.7 "	659,438 "
1945	-	259,745 "
1946	36.9	2,666,840 "
1950	52.3	2,950,362 "
1955	-	67,857.7 (metric tons)

*Source: Progress Magazine,
Manila Times Publishing Co.
1960 Annual Report.

FIGURE 1



COMPARATIVE AVERAGE RATES OF APPLICATION OF FERTILIZERS FOR RICE ADOPTED IN SOME COUNTRIES AND IN THE PHILIPPINES*

APPENDIX A

FOREWORD

"Operation Grassroots" intends to emphasize the valuable contribution of the Action Team of the Department of Agriculture and Natural Resources in uplifting the social and economic conditions existing in the rural areas. It also aims to encourage more active participation of the rural populace in the rural improvement programs being undertaken in those areas. Indirectly, it points out to the rural people the need to initiate among themselves more effective measures to improve their conditions through the spirit of cooperation and unity.

Except for those indicated in the script, the sound effects will be provided for by the sound effects man. The music director will provide the necessary background music.

This film is intended for the Filipino audience; particularly the farmers. The insertion of explanatory notes in the script, therefore, is to help acquaint the reader with the Filipino setting.

OPERATION GRASSROOTS

(A 30-minute Documentary)

Characters:

A plant pest and disease control
officer
A soil technologist
A home demonstrator
An agricultural extension worker
A fertilizer agent

Opening Scene:

FADE IN to

EXT. 1. L. S. of shore of
Manila Bay.
Sundown.

Sound of tide beating on
the shore.

EXT. Cut to

2. Film sequence of children,
some naked, some half-
dressed as they playfully
search for clams in the
littered seashore.

EXT. Tilt up to

3. M.L.S. of deserted
"bancas" (boats) lined
on the docks above the
shore.

EXT. out to

4. The children playing.
Two children spot a
clam and wildly run
towards its direction.
Camera follows them.

EXT.

5. M.S. of the two children
as they scramble for the
clam. They engage in a
near-fist fight.

EXT.

6. C.U. of the children showing them in a deplorable condition.

Commentator:
Confusion reigns in the country today . . .

EXT. Cut to

7. M.S. of same children. Three of them run towards a cement dike where an old man sits. Camera follows them. The children gather up their day's "catch", wave their friends "good-bye", and run away and out of frame.

Commentator:
. . . poverty, ignorance, hunger - all these compound the situation further into a national tragedy from which there seems to be no deliverance.

EXT. Dolly in to

8. C.U. of old man sitting on the dike. He stretches lazily as he watches the children go.

Commentator:
And the tragedy of it is that the old generation, the one which has brought the nation to the brink of ruin have grown tired of world.

EXT. Dolly out to

9. M.C.U. of the old man as he lights an old cigar stub, rises, yawns and walks away.

EXT. Cut to

10. M.S. of a naked boy silhouetted against the setting sun. He opens his arms as if to welcome the waves.

Commentator:
But beyond the seashore, along the shorelines,

EXT. Cut to

11. M.S. of U.P. College of Agriculture's bronze "carabao" (water buffalo) statue.

Commentator:
. . . is a ray of hope.

EXT. Dissolve to

12. L.S. of young college boy and girl walking towards the campus hall.

INT. Cut to

13. L.S. of U.P. College of Agriculture hallway. Students rush in and out of front door.
14. M.L.S. of boy and girl walking towards camera and away from it. Other students are in background.

Commentator:

We are fortunate that these Filipino youth will be the future builders of the nation.

EXT. Cut to

15. M.S. of male student seated under a tree in the campus.
16. Camera follows the same student as he rises and walks towards the university hall entrance.

Commentator:

For the young have another horizon before them and a rare opportunity to make this horizon even brighter.

EXT. Cut to

17. M.S. of same student as he enters the "Action Team" headquarters.

EXT. Cut to

18. C.U. of headquarters sign nailed on the doortop.

INT. Cut to

19. M. C.U. of training officer as he outlines something on the map pasted on the blackboard.

From P.O.V. of training officer,

INT. 20. M.S. of action team trainees as they jot down notes.

Commentator:

These are the action team members who have banded themselves together to answer the desperate calls of the rural areas.

INT. Cut to

21. M.C.U. of training officer as he points to some details on blackboard.

INT. Cut to

22. M.L.S. of team members as they listen intently to training officer.

INT. 23. C.U. of young man

Commentator:

Plant pest and disease control experts . . .

24. C.U. of young woman

Extension workers . . .

25. C.U. of young man

Fertilizer experts . . .

26. C.U. of young woman

Home demonstrators . . .

27. C.U. of young man

Soil technologists . . .

INT. cut to

28. L.S. of the group in the room with the training officer.

INT. Cut to

29. Soil technologist looking at some soil samples. A senior soils expert is behind guiding him.

EXT. Cut to

30. M.S. of home demonstrator on a trial survey guided by senior home demonstrator.

INT. Cut to

31. M.S. of laboratory where pest and disease control expert makes some

Dissolve to:

32. M.S. of fertilizer trainee being briefed by fertilizer expert.

Dissolve to:

33. M.S. of soils trainee studying soil sample from demonstration plot. A senior soils expert stand beside him.

Dissolve to:

34. M.S. of the action team receiving last briefing from head of action team.

Dissolve to:

35. L.S. of the team as they leave headquarters.

EXT. Cut to

36. M.S. of the team as they board awaiting government wagon.

Commentator:

After a thorough training they are ready to offer their skills to the people of the villages.

EXT. 37. M.L.S. of the wagon as it pulls away and out of frame.

Dissolve to:

38. L.S. of the village of Malitbog.

Commentator:

This is the village of Malitbog.

EXT. Cut to

39. M.L.S. of children shabbily clothed playing in the street with mudpies. The street is ridden with litter.

EXT. out to

40. L.S. of another part of the village street. Slovenly dressed men and women are idly seated in a corner tienda (store) as they chat to pass the day away.

Commentator:

Resigned to the deplorable conditions they cannot seem to fight, the villagers have no aspirations to improve their lives.

EXT. Dissolve to

41. M.S. of farmer burning his sugarcane field.

Commentator:

And so they live on- in ignorance and poverty.

EXT. Cut to

42. M.S. of farmer plowing his field with the aid of water buffalo and hand-drawn plow.

Commentator:

Unculture and uneducated they cling to age-old traditions and practices.

EXT. Cut to

43. M.L.S. of farmer and his family hand-weeding their ricefield.

EXT. Cut to

44. M.S. of boy lazily laying on the back of his carabao in a ricefield.

Commentator:

Uncaring and nonchalant, they allow their children to wallow in ignorance.

EXT. out to

45. C.U. of old man blowing smoke on his prized cock.

Dolly out to

46. M.S. of the same man with other men seated on the street sidewalk as they huddle over the cock.

Dolly out to

47. L.S. of village street showing the same group of men squatting on the sidewalk. Some children run about in the middle of the street.

Commentator:

This is the village . . .

Cut to

EXT. 48. L.S. of wagon carrying the team moving towards the camera and past it.

Commentator:

This is the team who will answer their needs.

Cut to

EXT. 49. M.S. of municipal building. Sign "Malitbog Municipal Hall" is seen. Standing in front is the town mayor with some town officials and the newly arrived team.

50. M.S. of the whole group as they enter the door of the municipal building.

Cut to

INT. 51. M.S. of the mayor's office. He briefs the team about the village.

Cut to:

EXT. 52. M.S. of team's village headquarters. Nailed on the post in front of headquarters is the sign "Action Team Headquarters."

Cut to

EXT. 53. M.S. of team with their luggage as they go to their respective quarters.

Cut to

54. P.O.V. of agriculturist
standing by the window of
his quarter, M.L.S. of
setting sun.

FADE OUT

FADE IN to

EXT. 55. L.S. of field as the sun
slowly rises.

Cut to

EXT. 56. C.U. of cock crowing.

Arabesque cut to:

57. C.U. of cake vendor
crying out his wares.

58. M.S. of cake vendor.
He carries two baskets
hanging at the end of
a bamboo pole across
his shoulder.

59. L.S. of carretela
(horse-drawn carriage)
as it comes towards the
camera and pulls out of
frame.

Cut to

EXT. 60. M.S. of five children
idly standing in
front of a shack.
One picks up a top
and spins it on the
ground.

Arabesque cut to

EXT. 61. M.S. of the team standing
in front of their head-
quarter ready to begin
their work.

Dissolve to

EXT. 62. M.S. of agriculturist
talking to a farmer in
the field.

Dissolve to

63. Soils expert talking to
a farmer in a ricefield.

Dissolve to

64. M.S. of home demonstrator
talking to a housewife.
Her (mother's) small
children eye the demonstrator
suspiciously.

Dissolve to

65. M.S. of fertilizer
expert showing some
charts to a group of
farmers.

Dissolve to

66. M.S. of extension agent
talking to a family in
a small hut.

Dissolve to

67. M.L.S. of home demonstrator
talking to neighborhood
mothers. They listen to
her with interest.

Dissolve to

68. C.U. of soils expert's
palm holding some
soil samples.

Dolly out to

69. M.S. of soils expert and
a group of farmers
listening to him.

Dissolve to

70. Pest control expert and
some farmers standing in
the middle of a rice field.

Dolly in to

71. M.S. of pest control expert and farmers. Pest control expert examines a rice plant and picks up something.

Cut to

72. C.U. of pest control expert's hand holding a rice stemborer.

Cut to

73. M.S. of pest control expert explaining life cycle chart of stemborer. Farmers listen.

Cut to

74. M.S. of pest control expert holding an insecticide spray in his hand.

Cut to

75. C.U. of sprayer in action.

Dolly out to

76. M.S. of pest control expert and farmers. Expert shows farmers how to operate sprayer to farmers.

Dissolve to

77. M.L.S. of soils expert showing farmers how to dig an irrigation canal.

Cut to

78. Soils expert and farmers digging irrigation canal.

Cut to

79. M.S. of water from creek rushing out and through the irrigation canal.

Dissolve to

80. Home demonstrator teaching housewives how to cut patterns for their dresses.

Dissolve to

81. M.S. of extension agent demonstrating her culinary skill to village women.

Dissolve to

82. C.U. of fertilizer sack.

Dolly out to

83. M.S. of fertilizer expert and farmers. Fertilizer agent instructs them (farmers) on the proper use of fertilizer.

Cut to

84. M.S. of fertilizer agent and farmers in an informal gathering. Fertilizer agent shows graphs and charts on recommended fertilizer rate and use.

Cut to

85. Fertilizer agent and a farmer in a ricefield. Fertilizer agent teaches the farmer how to apply fertilizer.

Dissolve to

86. M.L.S. of agriculture soils Commentators:
expert and villagers clearing the street of dirt and litter. Sometimes it takes willingness to work with the people to gain their cooperation.

Dissolve to

87. M.L.S. of pest control expert helping a villager build fence around his yard.

Dissolve to

88. M.S. of extension agent showing housewives how they can make use of kerosene cans for garbage disposal.

Dissolve to

89. M.S. of fertilizer expert digging street canal so as to make a free water passage.

FADE OUT

FADE IN to

90. C.U. of lechon
(a whole barbecued suckling pig) as it is turned around over a pile of live charcoal.

Dolly out to

91. M.S. of man dressed in barong tagalog (national dress) as he turns the lechon.

Cut to

92. M.L.S. of a group of gay men and women all dressed up for a fiesta. A damara backyard court decorated with crepe paper and cut banana trees) is seen.

Cut to

93. M.S. of rondalla (string band). "Kipa Hut" tune is heard.

Cut to

94. M.S. of the team all dressed for the fiesta.

Commentator:

Working can be dull without fun. The colorful pageantry of a barrio (village) fiesta can provide a change of routine and a chance for enjoyment.

Cut to

95. M.L.S. of team as they enter danara. They seat themselves with the people who are sitting on bamboo benches awaiting for the program to start.

Cut to

96. M.S. of children dressed in costumes for the program.

Cut to

97. M.S. of rondalla as they play a lively tune.

Tune of "Bahay Kubo" is heard.

Cut to

98. M.S. of village head as he delivers a speech.

Speech of village head up and under for:

Commentator:

Cut to

99. L.S. of villagers clapping after village head's speech.

For their unselfish dedication to the people, the volunteers receive a heartwarming message of gratitude.

Cut to

100. M.S. of garden show booth. The pest and disease control expert conducts the showing of exhibits.

Cut to

101. L.S. of village women watching local fashion show conducted by the extension agent.

Cut to

102. L.S. of the long dinner table in the damara. Lechon is seen in the center of the table. Filipino dishes and fruits adorn the rest of the table.

Cut to

103. M.L.S. of people eating. The team are seated with the people.

Dissolve to

104. M.S. of a belfry of the village chapel.

Cut to

105. C.U. of small boy pulling the churchbell ropes.

Chiming of church bells.

Cut to

106. C.U. of village patron saint before the altar.

Dolly out to

107. M.S. of priest
saying mass.

Choir singing.

Cut to

108. P.O.V. of priest
at altar, M.S.
of team as they
kneel in prayer.

Commentator:

They have their moment with
God - to strengthen and
guide them to fulfill
their vows of service to
their fellowmen.

Fade out

FADE IN to

EXT. Night

109. L.S. of gay Dewey
Boulevard in Manila.
Multi-colored neon
lights alight the streets.
Night clubs and dining
places are along the
boulevard. Jeepneys and
cars add spice to the
night life in the city.

Cut to

110. M.S. of man sitting
stolidly in front of
a roulette wheel. He
has stacks of chips
in front of him. The man
has a touch of grey in his
temples.

Cut to

111. M.S. of a portly matron
laughing hysterically as
somebody tickles her at
the ribs in a wild party.

Cut to

112. C.U. of a politician seated in a dimly-lit portion of a night club. He holds a whispered conversation with his companion, a delegate to a political convention.

Commentator:

These are the scenes of today's society - its actors from a tired, callous generation.

Dolly out to

113. M.S. of the politician. A waitress cuddles near him and seductively strokes his hair. Among the surroundings are political favors being traded for money and flesh.

Cut to

114. An M.S. of an elderly couple engaged in a drunken spree in a nightclub. They evoke laughter hysterically as they gulp down their drinks.

Dissolve to

115. M.S. of pest control expert spraying ricefield.

Cut to

116. M.S. of home demonstrator knitting plastic bags as village women work with her.

Cut to

117. M.S. of soils expert studying soil sample in the headquarter makeshift laboratory.

Commentator:

But there exists another scene. These individuals spend a portion of their lives working for a cause for which some of their elders died. .

Cut to

118. M.S. of fertilizer expert applying fertilizer in a field.

Cut to

119. 4-way split screen
showing scenes 115,116,117
and 118.

Commentator:

These are the youth
who build with powerful
hands, a great republic.

FADE OUT TO BLACK.

END

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