



**SOCIAL SIGNIFICANCE OF THE THOMASITES IN THE PROGRESS
OF EDUCATION IN BACOLOD (NEGROS OCCIDENTAL),
1901 TO 1935**

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ABSTRACT

In 1898, the Philippines was ceded by Spain to the United States. Under American rule, the colonial government built rapport with the people of the Philippine Islands through the Thomasites –the frontliners of the new colonizers. Like the friars during the Spanish colonial rule, the Thomasites were seen as representatives of the Americans whose role was so vital in the success of the colonial government between 1901 and 1935. The word “Thomasite” was derived from the ship –the U.S. Army Transport Thomas or USAT Thomas or simply “Thomas”. This paper argues that the Thomasites have brought so many social changes to Philippine society; the most significant of which was their progress in education. Before American occupation, Bacolod was a thriving provincial capital. When the Bureau of Education (now the Department of Education) was established in 1901, Bacolod became the administrative center of the Division of Occidental Negros. Hence, it became a significant outpost for the Thomasites from then on. In 1902, the Thomasites firmly rooted themselves in Bacolod with the establishment of the Instituto Rizal (now Negros Occidental High School). Private schools later emerged in Bacolod as partners of the Thomasites in education, many had affiliations with American-founded schools in Iloilo, Dumaguete, Roxas, Cebu, and Manila.

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Keywords: *Thomasites, American Teachers, Education, Bacolod, American Period*

1.0 INTRODUCTION

On the 10th of December 1898, Spain ceded the Philippines to the United States under the Treaty of Paris, involving a compensation of \$20 million. (Tan, 2008:78) The defeat of Spain in the 1898 Spanish-American War dealt a devastating blow to its colonial supremacy, leading to the loss of control over territories like Cuba, Puerto Rico, Guam, and the Philippines. The decline of Spanish power towards these colonies and the victory of the United States as supported by the Treaty of Paris paved the way for the rise of the US over Spain as a global power. (Jose, 2000:32)

After the Spanish-American War, William Howard Taft became the first civilian governor-general of the Philippine Islands in 1901. This was during the Filipino-American War, and despite the ongoing conflict, the Americans continued their efforts to assimilate the people of the Philippines. (Jose, 2000:12) With the purpose of establishing an educational system that would assimilate the people of the newly occupied territory, teachers were sent from the United States to the Philippine Islands in the early days of American colonial rule. (Barrows, 1907:80-82) A total of 600 American teachers traveled from the United States to the Philippine Islands but initially nearly 500 American teachers arrived in Manila on August 21, 1901. These American teachers were eventually called "Thomasites" –after the name of the ship that transported the group of teachers to the Philippine Islands from the United States. The ship is called the U.S. Army Transport Thomas or USAT Thomas. The term "Thomasites" was later used to include any teacher who arrived in the first few years of American colonial rule (Casambre, 1982: 7-14). Although "The Thomas" was the largest group of pioneer American teachers to the Filipinos, they were not the first to be deployed by the American government. Before the arrival of USAT Thomas, both

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the Schurman and Taft commissions had already sent batches of American teachers. Also, it is important to remember that the U.S. Army soldiers took the first-ever steps in teaching the Filipinos as early as 1898. (Sianturi, 2009: 20) The person behind the management of the pioneering batch of teachers was Fred W. Atkinson. In 1900, he was appointed as the first American General Superintendent in the Philippine Islands. The General Superintendent divided the archipelago into divisions and appointed an assistant superintendent for each division coming from the United States. (Eaton, 1902: 62-63) One of the assistant superintendents at that time was David P. Barrows, who was appointed as superintendent of schools for Manila. Atkinson and Barrows were among the pioneering administrators of the Philippine public school system. Their contributions laid the foundation of the Bureau of Education (now the Department of Education) which would later prepare the way for the Thomasites (Ezell, n.d).

The United States commissioned the Thomasites to establish a new public school system in the Philippine Islands. Decades before the coming of the Americans, for the first time, a public school system was introduced by Spain in 1863. (Hunt, 1988: 352) However, Barrows mentioned how he personally as an anthropologist described Filipino society at that time based on rigid observation and available written sources. He said that out of a total population of less than eight million, as determined by the census of 1903, about seven million were Christianized. Though westernized by the Spaniards, a huge number of Filipinos were still illiterate and didn't have access to education. (Barrows, 1907:30) The Spanish colonial education system failed to reach the general population. Although compulsory, the system reached only a few Filipino children, with an estimated 200,000 elementary students at its peak in 1898. Hence in 1900, only thirty (30) percent of men and ten (10) percent of women in the islands were literate. (Prieto, 2014:381)

The public education system during the Spanish regime was limited only to the so-called upper-class men (elite) or those they called gente ilustrada. The gente ilustrada is one of the two social divisions of Spanish colonial society, the other one is the gente baja, or the poor illiterate class. In terms of proportion among these two social divisions, the gente ilustrada is by

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far the most literate plus socially and economically regarded. But this group constitutes a very small fraction of the overall population compared to the number of gente baja. As described by David P. Barrows, out of the 26,000 people who live in the pueblo, only about a dozen families belong to the gente ilustrada. These few elites often ruled the remaining majority; their literacy and access to “education” gave them a further advantage over the other social divisions, thus paving the way for further widening the gap between the rich and the poor. When the Spanish government organized the public schools, the upper class mainly benefited while the great mass of the population remained in benighted ignorance as before. When Atkinson left the Philippines in 1903, Barrows became the next general superintendent of education in the Philippine Islands. He was instrumental in the total reorganization of the Philippine educational system during the American period. (Barrows, 1907:30)

With the guidance of Barrows and with the indisputable support of the civilian governor-general – William Howard Taft, the American teachers made so many relevant reforms, improvements, and expansions in the new public school system. (Clymer, 1976:496) The impact of which can still be felt today, the usage of English as the medium of instruction is an undeniable remnant of the American—sponsored public school system making our country today among the most English-speaking countries in Asia. (Cabigon, 2015)

The American teachers did not all come at the same time. They were transported in different shiploads. The largest group of American teachers to have ever sailed to the Philippine Islands was carried out by the U.S. Army Transport Thomas ship, or simply “The Thomas”. According to a study conducted by Lardizabal, some of the Thomasites never returned home. In the early 1900s, some of them died of smallpox, cholera, dysentery, and even in the hands of bandits. Others died from natural causes and were buried in the Philippine Islands. The Thomasites were referred to as “America's second army in the Philippines”, they have done many reforms to the Filipino nation that were assimilated to Filipino culture and have been valuable elements of contemporary Filipino identity. (Lardizabal, 1956:5-6)

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After the arrival of the Thomas on August 21st of 1901, they were quarantined for two days, after disembarkation, they traveled and stayed in the walled city of Intramuros before being given their province of assignment. (Gabriel, 1999:30-35) This study recounted the experiences of the Thomasites assigned in Bacolod, their progress in education, and their social significance in the lives of the townspeople from 1901 to 1935. The following were some of the Thomasites assigned in Bacolod, organized in alphabetical order: Bachelder, W.K., Chapman, W.I, Cheesborough, J.W., Crabtree, Carl B., Hasting Byron F., Hasting, Hellen, Howell, R, B, Montgomery, D. C., Putnam, Charles E., Sandy, Lott, and Warren, James F. They were assigned in the initial years of the American-sponsored public school in Bacolod. The names were retrieved from an online document entitled *Filipinos and Americans in the Bureau of Education (1901-1906)*.

Generally, the study aims to determine the social significance of the Thomasites and the progress they brought to education, specifically in Bacolod from 1901 to 1935. This study sought to answer the following questions:

1. What were the experiences, aspirations, and common practices of the Thomasites assigned in Bacolod?
2. From a social perspective, how significant are the Thomasites to the people of Bacolod in their progress to education?
3. How did the people of Bacolod approach the Thomasites and deal with the religious and philosophical ideals they brought?

The study provides valuable information to the Philippine Historical Commission, local historical commissions in Bacolod City and Negros Occidental, college history instructors and professors, social studies teachers, and future researchers.

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2.0 MATERIALS AND METHODS

2.1 Research Design

This is an archival study on the social implications of the Thomasites in Bacolod (Negros Occidental) from 1901 to 1935. Richard Pearce-Moses (2005), a former president of the Society of American Archivists, defined archival research as an investigatory study involving primary sources held in an archive (a Special Collections library, or any form of repository). This involves seeking and extracting information and evidence from archival records. In this method, the researcher collected data directly from archival records rather than depending on data collected from previously done research. From these data, the researcher summarizes, collates, and synthesizes the information according to the objectives of the study. Lastly, the study is qualitative research. Ashley Crossman (2020) defines Qualitative research as a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data. In the study, the researcher did a lot of content analysis of textual materials. There were no interviews or human participants in the study. In 1956, Amparo Santamaria Lardizabal conducted a dissertation about the Thomasites at Stanford University, which he indicated in his background study saying, "*There are only a few Thomasites still living, and soon all of them will be gone.*" During that time, Lardizabal knew that only a few Thomasites may still be alive. Considering the time frame of this study, it is likely that the Thomasites assigned in Bacolod from 1901 to 1935 have already passed away. Hence, the researcher has no human participant and dealt with on-site or online documents from various libraries, museums, and other repositories concerned about the Thomasites (American Teachers) who went to the Philippine Islands specifically those who were assigned in Bacolod between 1901 and 1935.

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2.2 Research Locale

The researcher investigated the social significance of the American teachers in Bacolod between 1901 and 1935 (specifically the progress they brought to education). The investigation was limited to the assigned Thomasites and their private school “partners” within the jurisdiction of modern-day Bacolod City. The researcher also dealt with the implications they brought to modern-day Bacolod.

2.3 Research Participants

Since there were no interviews or live human participants in the study. In the study, the researcher dwells on historical narratives from primary and secondary sources concerning the Thomasites in Bacolod. The researcher did a careful profiling of the Thomasites. However, the profiled Thomasites were selected depending on the availability of credible sources. In a strict sense, the term "Thomasite(s)" refers to any American teacher who taught in American-sponsored public schools in the Philippine Islands between 1901 and 1935. The Thomasites were commissioned by the American colonial government to teach and/or administer in the new public school system. Purposive sampling was used to identify the Thomasites, in this type of sampling statistical inferences are usually unnecessary and the population is small. There were only a considerable number of Thomasites in Bacolod during the American colonial period. According to existing data, there were more than twelve (12) Thomasites assigned in Bacolod. To be effective in choosing the best, the sample must pass the criteria: (1) he or she must be proven to be an American teacher or be an administrator of the education sector, (2) he or she must be affiliated with the American-sponsored public school system, and (3) he or she must be assigned in Bacolod between 1901 to 1935. A sample was selected if he or she passed the said criteria along with the availability of sources about his or her existence. The researcher also featured the private “partners” of the Thomasites and their role in the process of assimilating the people of Bacolod

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through education. They were the American teachers/administrators/sponsors affiliated with the private schools. Back then, private schools were seen as “partners” that assisted the American-sponsored public school system. These “partners” include any American (either missionaries or teachers) who taught in private schools sponsored by either American Protestants or American Catholics. Many of these private schools were religious schools, which set them apart from the secular public school system sponsored by the colonial government. But it is also important to note, that there were private schools at that time that promoted secularism, contrary to their “religious” private counterparts. All of them were seen as “partners” of the Thomasites. The researcher focused on the social significance of the Thomasites and their private partners in Bacolod's education sector between 1901 to 1935, including health education, technical-vocational training, American culture, values, religious beliefs, and philosophies.

2.3. Research Instrument

The researcher used existing data from various primary and secondary sources. The fundamental primary source used in the study was the book entitled “The Log of the Thomas: July 23 to August 21, 1901”. (Gleason, 1902:61-57) The document was published in 1902 featuring the professional credibility of the “teachers and passengers” of the USAT Thomas. The document enumerated the names of the “teachers and passengers”, the state where they came from, their alma mater, their degree(s), and duration of teaching experience. The document did not mention other personal information like age, civil status, religion, or any other detailed profiling of the Thomasites except what was mentioned earlier. Another fundamental source used in the study was a book appendix entitled “List of American Teachers and their Respective Stations, September 1, 1902”. This section was part of the book “Bearers of Benevolence: The Thomasites and Public Education in the Philippines” published in 2001. (Hollnsteiner and Ick, 200: 273-291) It features the names of the American teachers assigned in the Philippine Islands in

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1902 and their respective stations (specifically the town and the province). No other detailed profiling of the American teachers was mentioned, only names and their stations. The third fundamental source used in the study was a digital document entitled "Filipinos and Americans in the Philippine Bureau of Education, 1901-1906)" retrieved from the digital collections of the Rizal Library (Ateneo de Manila University). The sixty-three (63) page document features the names of the teachers, their respective position, and their division assignments. No other detailed profiling was mentioned in the document. There were attempts to profile some Thomasites whose name was mentioned in Tables 1 & 2 (like Emily Griggs Lee, Lott Sandy, etc.) but since they were not among the passengers of the USAT Thomas, their profiles were too limited given that only the first document provided a more detailed profiling of the American teachers compared to the last two sources mentioned. Both primary and secondary sources were used to come up with a historical narrative. The use of several complementary data from carefully picked primary sources and some credible secondary sources guided the researcher in the summary, collation, and synthesis of the information according to the target objectives of the study.

2.5 Data Gathering Procedure

These are the series of procedures that the researcher has undergone to gather the information needed:

Preliminary phase - The researcher developed the objectives into research questions with corresponding sub-questions. These questions served as the outline for the expected narrative flow. Then, the researcher finalized the research questions, corresponding sub-questions, and research technicalities before the data-gathering procedure.

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Implementation phase - The researcher gathered data from various reputable libraries and archival repositories in Bacolod City. Since the Thomasites in Bacolod were in one way or another connected with the neighboring provincial centers, the researcher also gathered data at the regional, and national levels, including Iloilo City, Dumaguete City, Cebu City, Manila, and Quezon City. Essential sources were found at the Rizal Library of the Ateneo.

Analysis and Interpretation phase - In this stage, the researcher built his narratives from the fundamental sources, corroborated with other primary and secondary sources. The researcher created a narrative report based on the research questions patterned after the study's objectives. The researcher checked the consistency of the data and filled in the gaps in the historical accounts gathered. The objective of the study was categorized into three blocks (following the three objectives of the study), each with corresponding subsections. Block 1 focuses on recounting the personal and professional profile of the assigned Thomasites in Bacolod from 1901 to 1935, these particularly refer to the family background, educational attainment, personal experiences, advocacies, and aspirations being the most important. Block 2 contains the social significance of the Thomasites in the progress of education in Bacolod from 1901 to 1935. Block 3 contains the synthesis of how the people of Bacolod approached and dealt with the changes and philosophical ideals brought by the Thomasites and their private school partners from 1901 to 1935. All the blocks were dealt with accordingly in the archival approach.

2.6 Ethical Consideration

The researcher gathered data according to ethical expectations. Since the researcher has gathered data from numerous sources usually digital libraries, websites, E-Publications, and digital archives, citation was made to ensure proper recognition of sources. However, concerning those onsite sources like books and special collections with no digital version and can only be accessed

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onsite, in order to access these materials, the researcher asked for permission from the assigned authorities. To obtain permission, the researcher has provided a consent letter explaining the study's rationale and objectives and the request to access the resources. The consent letter contained the people to contact for further information regarding the study (e.g. the Thesis adviser) and whom to contact in the event of study-related injury. Lastly, the letter also indicated that the XU Research Ethics Committee (XU REC) has approved the study and may be reached through the contact information provided, this is to protect the people involved in the data-gathering process just in case they might have grievances and complaints. Also, a letter of approval from XU REC was attached to ensure the ethical credibility of the study. It has been issued by the department that a technical panel must review the ethical procedure of every research study in the university. After completing the data-gathering procedure, the researcher expressed gratitude to those who assisted in accessing the resource materials. The researcher acknowledged his sources by providing proper APA citations. The researcher did the best that he could to use more comprehensive and concise language.

3.0 RESULTS AND DISCUSSION

This section presents the analyses and interpretation of data obtained from both primary and secondary sources. The information is presented in tables with interpretations and implications. The presentation is organized based on the order of the statement of the problem.

Block 1: The American Educators, An Introduction

This block focuses on recounting the personal and professional profile of the assigned Thomasites in Bacolod from 1901 to 1935, this block focused on the following aspects: family background,

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educational attainment, personal experiences, advocacies, and aspirations. The researcher also provided a narrative background of the status of Bacolod at that time.

In 1898, the earliest Americans who came to the Philippines were soldiers, they were the first American teachers to have taught the Filipinos the English language. After the establishment of the Second Philippine Commission in 1900—a civil government under William Howard Taft, the Bureau of Education, now the Department of Education (DepEd), was organized by law in 1901. (Barrows, 1910:160) In the same year, the ships called “Thomas” and “Gaelic” arrived, these ships brought the American professional teachers and missionaries to the Philippine Islands. The teachers were collectively called “Thomasites”. The latter came to man the American-sponsored public school system. (Aseniero, 2003:59-68)

Upon arrival, one of the earliest endeavors of the Thomasites was to establish a school that would train teachers. Hence, the Philippine Normal School (now Philippine Normal University) was founded –the first American-founded public college in the Philippine Islands. (Hasal, 2020:26). When everything was set, the American teachers were deployed to various divisions of the Philippine islands. On October 1, 1901, the American-sponsored public school system began its first year. (Lardizabal, 1956:5-6) However, it took until July 1, 1902, for the first American-sponsored public school in Bacolod to open although the groundwork for its establishment had already been laid as early as 1901. The school was named Instituto Rizal, the first American-sponsored public school in the province of Occidental Negros. At that time, the Thomasites (American teachers) were seen as a “new army” tasked with conquering the hearts and minds of the civilian population. The institute opened on the 1st of July 1902. The institute began with three American teachers and 125 students. (Sa-onoy, 2003:171-174) Back then, Bacolod was already the center of politics, business, and connection in the province and even throughout American rule making it an important outpost for the Americans (particularly to the Thomasites) in Occidental Negros. (Totanes, 2003:121)

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According to the report of the governor-general of the Philippine Islands (1902:999), twenty-nine (29) were assigned to the province of Occidental Negros, and five (5) were designated to Bacolod, the highest among towns in Occidental Negros. The province got the second highest number of American teachers in Western Visayas after Iloilo who got thirty-seven (37). Under the leadership of Fred W. Atkinson as General Superintendent, the Thomasites began in Bacolod in 1902 under the Division of Occidental Negros. Table 1 shows the batch of Thomasites assigned in Bacolod as of 1902. Three of five, namely Helen M. Freeman, Ray B. Howell, and Stella Price were the passengers of the USAT Thomas. (Gleason, 1902:61-57). Beattie and Lee might have come before, or most probably after the arrival of the USAT Thomas in the Philippine Islands.

Table 1: Batch of Thomasites Assigned in Bacolod (1902)

1. Beattie, G. W	Jamaica	Berkeley, Uni. of California	1895	Physics & Chemistry	4 years (Teaching) 13 years (Admin)
2. Freeman, Helen M.	Massachusetts	Woodfords, Farmington Normal	1889	(no data)	11 years
3. Howell, Ray B.	California	Colfax, Uni. of California	1900	Ph.B.	1 year
4. Lee, Emily Griggs	(no data)	(no data)	(no data)	(no data)	(no data)
5. Price, Stella	California	Santa Anna, Uni. of California	1897	Ph.B.	4 years

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Between the late 1902 and 1906, twelve (12) more Thomasites arrived in Bacolod. The most notable among them was D.C. Montgomery who was assigned to Bacolod as superintendent due to his outstanding credentials. Montgomery was originally assigned in Dumaguete (capital of Oriental Negros) when the list of 1902 was released. It was only between September and October of the same year that he was assigned as Superintendent of Schools for Negros Occidental, thus making him relocate afterward from Dumaguete to Bacolod. Eleven more teachers were assigned in the town. Although they were assigned between 1902 and 1906, it is important to note that only seven (7) were among the passengers of the renowned USAT Thomas –the pioneering American teachers of 1901, who were the first to be called “the Thomasites”, they were as follows: Bachelder, Chapman, Cheesborough, Derbyshire, Putnam, Montgomery, and Warren. The other five (5) just went to the Philippine Islands either before or after the sailing of the USAT Thomas (from July until August of 1901). Table 2 shows the list of additional Thomasites assigned in Bacolod until 1906.

Table 2: Additional American Teachers Assigned in Bacolod (1902-1906)

1. Bachelder, W.K.	Maine	Winthrop, Bates Coll.	1901	A.B.	Newly Graduate	Ilog, Occ. Negros
2. Chapman, W.I	Massachusetts	Somerville, Boston Uni.	1901	A.B.	Newly Graduate	Bago, Occ. Negros
3. Cheesborough, J.W	North Carolina	Biltmore, Union Coll.	(no data)	A.B.	(no data)	Santo Tomas, Batangas
4. Crabtree, Carl B.	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)

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5. Derbyshire, Chas	West Virginia	Huntington, Marshall Coll.	1898	(no data)	(no data)	Iba, Zambales
6. Hastings, Byron F.	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)
7. Hastings, Helen	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)
8. Montgomery, D. C.	Nebraska	Hastings College	1890 1893	A.B. B.D.	7 years	Dumaguete, Or. Negros
9. Putnam, Charles E.	California	L.A., U. of Minnesota U. of California	1893	LL. B.	9 years	Iba, Zambales
10. Rogers, F. Theo.	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)
11. Sandy, Lott	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)
12. Warren, James S.	New York	Geneseo, Geneseo Nor.	(no data)	(no data)	1 year	Manapla, Occ. Negros

According to the Report of the governor-general of the Philippine Islands (1902:985), it is a widely accepted idea that when the pioneering batch of Thomasites arrived in different parts of the country, many were assigned to primary schools. In the succeeding years, these primary schools were soon turned over to Filipino teachers, and the Americans were mostly assigned to secondary schools and supervisory positions. However, in Bacolod, due to the good number of Filipino teachers in the town compared to other towns and barrios in the province, the Thomasites were mostly assigned right away to secondary schools. As of 1906, Rito Islao is the only Filipino teacher in the only public high school of Bacolod and Occidental Negros. Other native teachers were usually assigned to barrios and towns outside of Bacolod, either designated in primary or intermediate schools. Table 3 shows the assignment of Filipino Teachers between 1902 and 1906.

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The table implies that the majority of Filipino teachers between 1901 and 1906 were in primary schools, only Rito Islao was assigned in the Provincial High School.

Table 3: Table 3: March 1906 Listing: Filipino Teachers in Bacolod and Negros Occidental

Abada, Geronimo	Ilog	Intermediate School	Primary	As of 3/1906
Araneta, Lorenzo	Talisay	In Charge Barrio School	Primary	As of 3/1906
Baylon, Juan	Cadiz	In Charge Central School	Primary	As of 3/1906
Ebro, Concepcion	Occ. Negros	Clerk	(no data)	As of 3/1/1906
Fernandez, Daniel	Isabela	In Charge Barrio School	Primary	As of 3/1/1906
Islao, Rito	Bacolod	Provincial High School	Secondary	As of 3/1/1906
Liboon, Alfonso	Cadiz	In Charge Central School	Primary	As of 3/1/1906
Liboon, Constantino	San Carlos	3rd Grade Teacher	Primary	As of 3/1/1906
Regis, Mamerto	Valladolid	In Charge Barrio School	Primary	As of 3/1/1906
Sarmiento, Cayetano	Binalbagan	In Charge Central School	Primary	As of 3/1/1906

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Servando, Eduardo	Manapla	In Charge Central School	Primary	As of 3/1/1906
Torres, Concepcion	Bago	4th Grade Teacher	Primary	As of 3/1/1906

Since the new public school system was established to assimilate the Filipino people to the demands of the new colonial government, the Americans were heading the key positions of the public school system. The Thomasites are usually in supervisory positions. As more schools were established in the province, the need for Instituto Rizal to clarify its designation was necessary to avoid confusion. In 1903, the Bureau of Education adopted the name "Provincial High School" and the name Instituto Rizal slowly disappeared. The Provincial High School was very popular among parents and students in Bacolod and throughout the province. This is because, at that time, the Provincial High School had seven American and one Filipino teachers. (Sa-onoy, 2003:171) According to the Bureau of Education Roster of 1906, the only Filipino Teacher at that time was Rito Islao. The seven American Teachers were J.W. Cheesborough, Carl B. Crabtree, Chas Derbyshire, Helen Hastings, Lott Sandy, and F. Theo. Rogers, and James F. Warren.

The Thomasites were usually in supervisory positions. Among the following were Byron F. Hastings, R.B. Howell, W.I. Chapman, D.C. Montgomery, W.K. Bachelder, and Charles E. Putnam. Byron F. Hastings was appointed as the supervising teacher. Ray Howell was appointed as principal of the Provincial High School until 1904. Howell was replaced by W.I. Chapman. Chapman was originally assigned in Bago (acc. List of American Teachers and their respective stations, 1902) and then moved to Bacolod where he was appointed as principal of the Provincial High School until 1906. (acc. List of Filipino and Americans in the Philippine Bureau of Education, 1901 to 1906) Montgomery was appointed as Division Superintendent of Schools in Bacolod in 1902. With Montgomery's sudden death, W.K. Bachelder was appointed to the position. Table 4

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shows the assignment of the Thomasites in Bacolod. All of them were either in supervisory/administrative positions or teaching in the Provincial High School (now Negros Occidental High School).

Table 4: March 1906 Listing: American Teachers in Bacolod

Bachelor, W.K.	Superintendent (Acting)	As of 9/1904
Chapman, W.I.	Principal, Provincial High School	As of 3/1906
Cheesborough, J.W	Provincial High School	As of 3/1906
Crabtree, Carl B.	Provincial High School	As of 3/1/1906
Derbyshire, Chas	Provincial High School	As of 3/1/1906
Hastings, Byron F.	Supervising Teacher	As of 3/1/1906
Hastings, Helen	Provincial High School	As of 3/1/1906
Howell, R.B.	Principal	As of 9/15/1904
Montgomery, D.C.	Division Superintendent	Murdered by ladrones on 10/31/02
Sandy, Lott	Provincial High School	As of 3/1/1906
Putnam, Charles E.	Superintendent	As of 3/1/1906
Rogers, F. Theo.	Provincial High School	As of 3/1/1906
Warren, James F	Provincial High School	As of 3/1/1906

As the number of Filipino teachers increases, these Filipino teachers would normally be assigned to the farther parts of the town or outside of Bacolod throughout the province of Occidental Negros. The goal is for American teachers to be moved closer to the capital, and let the Americans handle the higher levels or oversee supervisory positions, making the American teachers at the top of the hierarchy. (Sa-onoy, 2003: 180)

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Because of the American-sponsored public school system, a great middle class was formed. In 1910, this middle class empowered by the new public school system already controlled education through the teachers who in large part were from middle-class families. A new generation of people from poor families was pressed upward of the social hierarchy because of the new education system. (Barrows, 1910:163) The growing number of Filipino teachers led to a slow handover of the job from the American teachers to the Filipino teachers. Table 5 shows the ascending number of Filipino teachers every five-year interval from 1901 to 1935, in contrary to the descending number of American teachers.

Table 5: American Teachers Hand Over the Job to the Filipinos (1900-1935)

Five-Year Intervals	American Teachers	Filipino Teachers	Total
1900	889	2,167	3,056
1905	826	3,414	4,240
1910	773	8,275	9,048
1915	589	9,308	9,897
1920	385	17,244	17,639
1925	353	25,241	25,594
1930	307	25,279	25,586
1935	160	27,755	27,915

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According to the report of the governor-general of the Philippine Islands (1902:982), when the Americans came, a good number of private schools opened in various parts of the Philippine Islands. Private parties established primary and secondary schools. These schools can either be secular or religious. If religious, either Catholic or Protestant. Protestants can be affiliated with any denomination that came to the Philippine Islands beginning in 1898. These denominations are usually under the umbrella of the American Protestant Mission Board that have met in the United States to plan a strategy for a cooperative evangelization of the Philippine islands. (Bunda, n.d.:8-9) According to the American Baptist Foreign Missionary Society Annual Report (1915:643), Western Visayas came under the jurisdiction of the Baptists, hence, Bacolod became a ground for the evangelical works of the Baptist missionaries. In the first few years of the American colonial period, protestant missionaries were warmly welcomed by the leaders of the former Republic of Negros (1898-1901). In fact, one of its leaders, Don Eusebio Luzuriaga, requested the participation of several American Protestant ministers in local affairs. (Aguilar, 2000). Among the early American Protestant missionaries to have arrived in Bacolod were Eric Lund, William O. Valentine, and Jane Van Allen.

American Catholics were also eager to establish schools with the widespread of Protestantism in the archipelago. Even though only a few American Catholics engage in teaching (compared to American Protestants), many of these American Catholics like Bishop Frederick Rooker, and Bishop Dennis Dougherty (both bishops are from the Diocese of Jaro) were in administrative positions trying their best to stabilize the Catholic faith in Bacolod during the American colonial period. These people were not directly assigned in Bacolod, but the jurisdiction of their position included Bacolod, and their actions one way or another paved the way for the establishment of the longest existing Catholic school in Bacolod –the La Consolacion College Bacolod, established in 1919. (Sa-onoy, 1993:36-44) Table 6 presents some of the private partners of the Thomasites in Bacolod.

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Table 6: American Partners of the Thomasites in Bacolod (1901 to 1935)

Name	Sex	Birth (Place)	Death (Place)	Age*	Origin	Title/Position	Affiliation
Allen, Ina Jane Van	F	1878 New York	1979 Ohio, US	27-50	New York, US	Missionary in Iloilo & Bacolod (1905-1928)	Protestant (Baptist)
Dougherty, Dennis Joseph	M	1865 (no data)	1951 Pennsylvania	43-48	Pennsylvania, US	Bishop of Jaro (1908-1913)	Catholic
Lund, Eric	M	1860 Sweden	1925 Jaro, Iloilo	40-60	Sweden	Missionary (1900-1920)	Protestant (Baptist)
McCloskey, James Paul	M	1870 (no data)	1945 Jaro, Iloilo	49-73	Pennsylvania, US	Bishop of Jaro (1920-1945)	Catholic
Rooker, Frederick Z.	M	1861 New York	1907 Jaro, Iloilo	41-46	New York, US	Bishop of Jaro (1903-1907)	Catholic
Valentine, William O.	M	1862 New York	1928 Bacolod, Negros Occ.	43-67	New York, US	President (JIS) (1905-1906) (1907-1914) Pastor at BEC (1916-1928)	Protestant

Note: *Age while in the Philippines

Abbreviation(s): BEC—Bacolod Evangelical Church JIS—Jaro Industrial School

A huge number of American teachers affiliated themselves with the Bureau of Education (either teachers or administrators in public schools), while others were from other professions, businessmen, philanthropists, and missionaries, usually representing the major Protestant denominations in America. Both American Protestants and American Catholics worked independently in their respective private institutions to fill in the gap in the secular education offered by the Thomasites in the public schools. According to the Report of the governor-general of the Philippine Islands (1902:982), in one way or another, these “private partners” assisted the

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American-sponsored public system at that time in the progress of education. The Thomasites and their partners in Bacolod were the players that brought progress in education throughout the American colonial rule. Colegio de la Consolacion and Tay Tung High School were two of the oldest schools in Bacolod dating back to the American period. Prominent families in Bacolod would tend to send their children to Manila or to neighboring towns like Iloilo, Dumaguete, and Roxas to receive an education. Table 7 shows the list of some notable private partners of the Thomasites in the islands of Negros and Panay.

Table 7: Notable Private “Partner” Schools of the Thomasites in Negros & Panay (1901-1935)

Name	Location	Founded	Status	Affiliation
Capiz Home School (now, Filamer Christian University)	Roxas, Capiz	1904	Ongoing	Protestant
Colegio de la Consolacion (now La Consolacion College Bacolod)	Bacolod, Occidental Negros	1919	Ongoing	Catholic
Colegio de San Agustin (now University of San Agustin)	Iloilo, Province of Iloilo	1904	Ongoing	Catholic
Jaro Industrial School (now Central Philippine University)	Iloilo, Province of Iloilo	1905	Ongoing	Protestant
Silliman Institute (now Silliman University)	Dumaguete, Negros Oriental	1901	Ongoing	Protestant
St. Paul’s Academy (now St. Paul’s University Dumaguete)	Iloilo, Province of Iloilo	1904	Ongoing	Catholic
Tay Tung High School	Bacolod, Negros Occidental	1934	Ongoing	Secular

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Block 2: The American Educators: Social Significance & Progress in Education

This block contains the social significance of the Thomasites in Bacolod in their progress to education from 1901 to 1935. The Thomasites gave way to so many social progresses in the Philippine Islands, to mention some we have our modern education, legal, and health care systems. The advancements in science and health education were among the remarkable contributions of the Americans to attain social progress in the Philippine Islands. When the Thomasites went to the provinces, little did they know that aside from teaching the three R's (Reading writing & arithmetic), they would also have to teach the fundamentals rules of hygiene and sanitation. The Spanish paid less attention to health and sanitation, hence health conditions in the Philippine Islands were not in good condition. Issues about water pollution, the absence of a system of garbage collection, and sanitary provisions for waste disposal became major concerns of the newly established American colonial system. In fact, the oldest existing government-owned hospital in Bacolod dates back to the time of the Americans, specifically in 1926, back then as Occidental Negros Provincial Hospital or ONPH. To honor the philanthropist from Bacolod who donated the lot on which the hospital stands today. The hospital was renamed and is currently known as –Corazon Locsin Montelibano Memorial Medical Center or CLMMMC. (Sa-onoy, 2003: 145-146)

The growth of health institutions in Iloilo, Dumaguete, Roxas, and Cebu contributes to the progress of health education in Bacolod. The first American-sponsored public hospital in Western Visayas was founded in Bacolod. The American civil government opted not to establish a government hospital in Iloilo although the latter is the premier point in Western Visayas due to the presence of privately owned hospitals like Iloilo Mission Hospital and St. Paul's Hospitals. Hence, Bacolod stands out as the best site for a government-run hospital.

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Table 8: Health Institutions in the Visayas (1901-1935)

Name	Location	Founded	Sector
Capiz Emmanuel Hospital	Roxas City	1908	Private
Chong Hua Hospital	Cebu City	1909	Private
Corazon Locsin Montelibano Memorial Medical Center	Bacolod City	1926	Government
Eastern Visayas Medical Center	Tacloban City	1916	Government
Iloilo Mission Hospital – Central Philippine University	Iloilo City	1901	Private
Silliman University Medical Center	Dumaguete City	1903	Private
St. Paul’s Hospital	Iloilo City	1911	Private
Vicente Sotto Memorial Medical Center	Cebu City	1913	Government

If there is one thing that America can boast about as for the greatest contribution they’ve had to Philippine progress, it has been and will always be in the sphere of education. Like the rest of the country, the Thomasites laid the foundation of the modern public school system in Bacolod. They founded some of the oldest existing public schools in modern-day Bacolod. Among of which are: Negros Occidental High School (1902), Asuncion L. Lizares Elementary School (1909), Mabini Elementary School (1913), and Suma-ag Elementary School (1926). The Francisco R. Flores Elementary School was also considered a heritage school due to its Gabaldon buildings present on the school premises. Other schools were benefactors of the Thomasites (their teachers or administrators may either be graduates of Thomasite-administered public schools or American-founded private schools like Silliman University and Central Philippine University). (Sa-onoy, 2003:149)

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The Thomasites were known to be advocates of education. Their belief that social progress is possible for a country can be attained with the promotion of proper literacy. Mostly, their students also became adherents of the same belief and turned out to be advocates after graduating from either American-sponsored public or American-sponsored private schools. (Barrows, 1907:69-82)

The ideas about the "separation of the church and state" and "secular education" are among the notable contributions of the Americans to the Filipino people. When the Thomasites were commissioned to run a new public school system in the Philippine Islands, many of them regardless of religious affiliation were known to be avid followers of the "separation of church and state" and "secular education". (Torres, 2003:276). According to Merriam-Webster, when we say "secular" it means "relating to the worldly or temporal" and "not overtly or specifically religious". When the secular American-sponsored public school was implemented, "secular private schools" slowly emerged like mushrooms in various parts of the Philippine Islands. In 1900, a school was founded in Manila which was the first private nonsectarian and coeducational institution in the Philippines, this school was Colegio Filipino (now National University or NU). In Bacolod, a secular school was established in 1934. Tay Tung High School in Hernaez Street (Bacolod City) is one of the remaining secular schools today that began during the American period. Its secular system was in one way or another influenced by the prevalence of secularism and religious freedom that flourished during the time of the Americans.

The arrival of Protestantism in the Philippine Islands was a major contribution of the Americans. During the Spanish regime, no religion is allowed in the archipelago except Roman Catholicism. Currently, Protestantism is evident in various parts of modern-day Bacolod and Negros Occidental due to the missionary activities of the early American Protestants as early as 1900. (Prieto, 2014: 374) These American Protestants mostly came from the Baptist group, although a significant number came from the Presbyterian and Adventist groups. After the successful establishment of the Silliman Institute (now Silliman University) of the Presbyterians

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in Dumaguete and the Jaro Industrial School (now Central Philippine University) of the Baptists in Iloilo in 1901 and 1905 respectively, Protestantism became evident in various aspects of life in Bacolod due to the proximity of these institutions. The rise of these institutions as the country's premier Protestant schools made Bacolod a benefactor of such a phenomenon. (Sa-onoy, 2003:145-149) In Bacolod, several protestant schools are still present although not exactly established during the American colonial period (1989-1935), but many of these institutions traced their roots to the beliefs and followers of the American Protestant missionaries who once traveled either from Iloilo or Dumaguete to do mission work in Bacolod. These latter institutions were as follows: Bacolod Christian College of Negros, Convention Baptist Bible College, and STI West Negros University. The founders of these institutions were affiliated to Central Philippine University in Iloilo. Other Protestant schools in modern-day Bacolod City include: we have Trinity Christian School (a Chinese school affiliated with the Baptists), Maranatha Christian College High School (whose founder, Pastor Samuel Irving Colinco Sr. –an alumnus of Silliman University and Central Philippine University), and the Bacolod Evangelical Church Learning Center (a school anchored with Bacolod Evangelical Church). According to the American Baptist Foreign Missionary Society Annual Report (1915:643), Bacolod Evangelical church was founded in 1902 by the American Baptist missionaries from Iloilo.

Most of the social implications of the Thomasites and the American teachers teaching in a few selected private school partners can be seen in various aspects of social life during the colonial period, many of these were fruits of American hegemony in educational institutions of the Philippine Islands. It can be seen in the social life of colonial Bacolod, the use of the English language over Spanish, the widespread Protestantism, the promotion of universal education & secular public schools, the progress of public works, industrial education, the introduction of sports like basketball and baseball, the advancement of science and health education, the promotion of American values like liberalism, secularism and equality, and the liberation of women from their traditional role as household keepers making them a valuable source of labor in the

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field of nursing. The Americans laid the fundamental pillars of the contemporary Philippine education and health care systems.

The success of the Thomasites in their aspirations more than a century ago is responsible for why the Philippines is now one of the largest English-speaking nations in the world. (Cabigon, 2015) The massive establishment of schools and hospitals during the American period (1901 to 1935) brought many developments in the standard of living of modern Filipinos. The new philosophical ideals they brought constitute many of the ideals of the contemporary Filipino nation. This is also responsible for why the Philippines is among the most American-friendly countries in the world.

Block 3: In Response to the American Educators

This block contains the synthesis of how the people of Bacolod approached and dealt with the religious and philosophical ideals brought by the Thomasites and their private school partners in the town from 1901 to 1935.

Initially, public schools faced opposition and criticism from the Catholic hierarchy of the Diocese of Jaro, which had jurisdiction over parishes in Negros and Siquijor, and skepticism from conservative Catholics in Bacolod and Occidental Negros. Former bishops of Jaro beginning from Frederick Z. Rooker, Dennis Joseph Dougherty, and James Paul Rooker McCloskey expressed their concerns about the secularism of values which is contradictory to values taught by the Catholic church. (Sa-onoy, 1993:35) Aside from them, among those who firmly fought against secularism which is prevalent in the new public school system was Msgr. Lladoc served the Diocese of Bacolod from 1933 to 1951. Bishop Casimiro M. Lladoc was the first Bishop of the Diocese of Bacolod. (Madrigal, 2016:30) His leadership of the diocese focused on the construction of schools and strengthening the Catholic apostolate amidst the prevalence of secularism and Protestantism within the diocese.

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As for the class called "gente baja" (opposite of the term "gente ilustrada" or the elites) –a term often used during the Spanish colonial rule, the opportunity to be educated in public schools was given much support. According to Barrows:

In hundreds of cases the peoples of the barrios were interested to put up school buildings on the promise that when such buildings were completed a teacher would be furnished and instruction opened. Hundreds of such humble institutions began to appear in all parts of the islands. School attendance began rapidly to multiply. (Barrows, 1907:71)

The rapid increase of enrollment in American-sponsored public schools was the edge of Occidental Negros compared to other parts of the Philippines Islands –far too different from the enrollees of Cebu and Samar between 1901 to 1906. (Ango, 2012:34-57) Cooperation between the Americans and the leaders of the former Republic of Negros (República de Negros) brought rapid development in the life of the people of Bacolod and Occidental Negros. The American-sponsored public school got intense interest from the people. The campaign of the government to get every child in school bears fruit as more students enter public schools each year. In the first few years of American rule, specifically in 1907, the school population in the entire Occidental Negros jumped to 14,141 (from 2,507 in 1901) out of the schools' campaign target number of 16,843. School attendance in barrio schools of the province was stronger compared to towns like Bacolod. (Sa-onoy, 2003:170) But compared to the city of Cebu, Bacolod has an edge in terms of enrollment. This is due to strong Cebuano resistance against the Americans spearheaded by the Pulahans, a revolutionary group that plagued the public schools of Cebu until 1906. (Ango, 2012: 34-57) As enrollment increased and the number of schools skyrocketed, this resulted in the demand for more teachers, particularly native teachers. The strong desire on the part of the parents in Bacolod to educate their children, and the aptitude of the children to learn have

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generally made the way for the American teachers to occupy a high place of regard in their vacation and the entire community. In many cases, many Thomasites have found a high degree of satisfaction with such a response from their clientele. The American maestro and maestra would always be regarded in the community which normally makes them thrilled, happy, and satisfied despite various forms of disappointments. In most cases, if the American maestro had a pleasing personality, it is immediately evident that his presence in a town or village was very special. The people in the community would seek out his abode, and mostly all eyes on his every movement. When the American maestro smiled, most likely there was a spontaneous outburst of giggles. The American male teacher is always a big man in the community. As for the American maestra, given that she had a pleasing personality, she was treated like a special guest and was the recipient of honors and favors which everyone in the pueblo was more than willing to show upon her. She would always be imitated by girls and young ladies in the place. Her accent never failed to fascinate her pupils, and she would always be the fashion setter. (Encarnation, 1959) The American teachers never comprised more than a fraction of the teaching staff, their presence is conspicuous whose influence is mostly revered. To some extent, they were seen as role models in their respective school assignments. (Hunt, 1988:354-360)

4.0 CONCLUSION

The following findings were disclosed after the data were gathered and analyzed:

In conclusion,

The study was able to name the Thomasites assigned in Bacolod. The study was able to profile the pioneering American teachers (specifically those between 1901 to 1906), the profiling includes the state where they came from, their alma mater, the year they graduated, their degree, and the duration of their teaching experience before they arrived in the Philippines Islands. Generally, the Thomasites had both positive and negative experiences in Bacolod. W.K. Bachelder

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was welcomed and respected, while D.C. Montgomery was killed due to local resentment. Initially, they faced resistance as representatives of the new colonizers, but eventually gained sympathy through their benevolent practices, especially during the cholera outbreak of 1903 to 1904.

The social significance of the Thomasites can be seen in various aspects of the social life of colonial Bacolod. These include the use of the English language over Spanish in schools. The widespread Protestantism was supported by some political elites of the former Republic of Negros especially those who led the revolution against the former Spanish superiors of Negros. Their allegiance to Protestantism was more political than a change of religious perspective, although some of them later returned to Roman Catholicism some allowed themselves to be converted to Protestantism and their descendants remained Protestant until these days. The promotion of universal education & secular public schools was also another major contribution of the Thomasites, the creation of the new middle class through a more productive public school system led to further progress like the progress in public works and highways, the promotion of industrial education, the introduction of sports like basketball and baseball, the advancement of science and health education, the promotion of American values like liberalism, secularism, and equality, and the liberation of women from their traditional role as household keepers making them a valuable source of labor in the field of nursing and education. The success of the Thomasites in assimilating the people of Bacolod from 1901 to 1935 through education (either by Thomasite-led public school system or American-led private schools) is evident in the culture and values of the modern social system in the system, this was made possible to educational institutions that still existed today that trace their beginnings during the American period, example of which was Negros Occidental High School (for public schools) and La Consolacion College Bacolod (for private schools).

The American-sponsored public schools faced opposition and criticism from the Catholic hierarchy of the Diocese of Jaro, which had jurisdiction over the parishes in Negros and Siquijor. However, the public school system was embraced by the masses, especially in towns outside of

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Bacolod that were deprived of public instruction during the Spanish era. The new public school system proved to be a blessing for the poor and illiterate, creating a middle class that later gained control of the civil service and various industries. The Thomasites and their schools played a significant role in the social progress of Bacolod which is still evident today.



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