

educational apostolate

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The Davao Schools



WHAT IS DACS?

DACS is an acronym for Davao Association of Colleges and Schools. It is an association composed of 53 private schools and colleges spread all over the Davao Region (Davao City, Davao del Sur, Davao del Norte and Davao Oriental). DACS has 77 units: one (1) graduate school, twelve (12) colleges, fifty-one (51) high schools and thirteen (13) elementary schools. Ninety-nine (99%) of DACS schools are Catholic schools.

As of school year 1974-1975, DACS counts a membership of 51% of the total number of schools in the private sector and 42% of the total enrolment of the entire student population of Davao Region.

Through the DACS Secretariat or Central Office, the objectives of the Association are carried out and from it flows various forms of services such as the Educational Testing Center (ETC), the DACS School Supply Center (SSC), the DACS Regional Edu-

cational Planning Project (the planning arm of DACS known as DACS-REPP) and the DACS In-Service Training Programs (seminars, workshops, conferences, scholarships, etc.) for its school administrators, teachers and non-academic personnel.

CONTEXTING OR RATIONALE

We would like to begin with the thoughts of Mr. Manuel S. Alba when he said: "The forces of change and their impact on the social, economic, political and cultural environment, the need to assess the results of our commitment in education, and the pressures to make education serve the needs of national development have necessitated a comprehensive stock-taking of the educational system."

The greater part of our population today belongs to the young. Statistics show that 67% of our people are 25 years old and below — a school going population. What have the schools done to challenge and to develop the

young to grow into "the whole man into the person of Christ"? What have the schools done to help students relate to their God, their fellowmen and to themselves? Thus, while we strive for intellectual, cultural and physical growth, the common denominator of all these, however, should be the formation of desirable values, traits and attitudes necessary for the development of the "complete man."

Hand in hand in our desire to give the best possible education to our youth should be our total awareness of the need to also come up with teachers with extraordinary qualities of mind and heart. Teachers and administrators who are in touch with reality, fired by idealism and nourished by the spirituality of Christ. Father Ribes, S.J. puts it well when he said: "If we want to win the world of tomorrow, we have to win the youth of today. And paradoxically enough, if we want to win our youth first, we have to be won by them."

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a. CHRISTIAN COMMUNITY DEVELOPMENT

We hope to actualize this vision through a community-oriented religious education program which will develop mature, free and responsible individuals, service-oriented persons and community - committed Christian leaders.

b. EFFECTIVE & EFFICIENT SCHOOL MANAGEMENT

All DACS schools should strive for self-support, financial viability, academic and physical growth and improvement. All these could be done through: effective and efficient school management.

c. INTEGRATED CHRISTIAN HUMAN DEVELOPMENT

DACS aims to have each and every DACS school develop men and women imbued with Christian values and principles; men and women who are decision-makers who could think and judge creatively and critically according to the teachings of Christ. Good character should be placed above good grades. DACS would like to produce Christians who are

not passive onlookers but active participants in the task of community development. Thus, to actualize this vision, DACS schools will pursue high quality educational programs vis-a-vis a strong program for character formation - an integrated program that is at the same time responsive to the needs of the community and of our national goals.

d. INDIGENIZATION

DACS schools hope to achieve a deep sense of nationalism and loyalty among its students, teachers and personnel. This will mean promoting and encouraging our teachers and students to practice desirable Filipino values and customs, in developing local materials and in taking pride in their use. This vision also implies the tapping of local material and manpower resources.

CONCLUSION

DACS AS AN AGENT OF CHANGE AND REFORM

In the midst of today's educational problems, DACS finds itself challenged and its relevancy tested. In the early sixties, the national focus on deve-

lopment sparked the enthusiasm and imagination of concerned educators in Davao. The imperative for change and reforms found meaningful value and challenge to them. The challenge ended with the organization of the Davao Association of Colleges and Schools.

DACS is aware now, more than at any other time, that redirection is necessary to meet national development goals and community objectives. Thus it has braced itself again, this time, against the newly identified problems in the region. DACS counts on its innate strength to weather these problems: namely: (a) DACS unity, its oneness of purpose, cause and direction; (b) its awareness of the many problems in education in this part of the country; (c) its institutional flexibility; and (d) the human resource availability in its ranks.

However, with this blueprint, "The DACS Educational Apostolate," DACS is hopeful that it has finally found its direction and that this document which is an expression of our being would lead us towards a brighter journey to the future. ●

