



**Coverage for Final:**

- Land and Agrarian Reform Policies
- The Philippine Constitutions of 1899, 1935, 1973 and 1987
- Taxation

**LAND AND AGRARIAN REFORM IN THE PHILIPPINES**

Discussed by Prof. E. Ramos

**Land Reform**

- Refers to a wide variety of programs and measures usually by the government to bring about more effective control and use of land for the benefit of the community.
- Generally comprise the takeover of land by state from big land lords with compensation, and transfer it to small farmers or landless workers. It is aimed at changing the agrarian structure to bring equity and to increase productivity. The structure includes both the relationship of man to his land, and man's relationship with others (tenant and landlord).

**Agrarian Reform**

- This is more complex. Along with land reform, it also includes measures to modernize the agricultural practices and improving the living conditions of everyone within the entire agrarian community.
- It includes various supports to agricultural education, the establishment of cooperatives, development of institutions to provide agricultural credit and other inputs, processing and marketing of agricultural produce, and establishment of agro-based industries, and others.

**Importance of Land Reform**

- The desire to obtain social justice and full development of the dignity of man within given situations of land reform has gained great importance across the years in many countries of the world especially in agricultural countries.

**Problem of Land Reform**

- One of the effects of colonizing periods was the concentration of landholdings in the hands of the law. These few people whom they call as landlords or "caciques" have yielded tremendous influence in the social and economic life of the nation that they had been able to dictate to their dependents (the tenants and their families) to such matters as to whom to vote for in political elections. They have also influenced political action in various ways in order to maintain the status quo.

**History of Land Reform in the Philippines**

**Pre-Spanish Era (900-1565)**

- Before the Spaniards came to the Philippines, the Filipino social system was feudal. Like the feudalistic system in the medieval Europe, a warrior class existed bound by fealty to a warlord. This class lived on the labor of the serfs and slaves but in exchange, this warrior class protected them and exercised a ready through rough kind of justice.
- Within the Filipino social structure, the **datus (chiefs)** comprised the nobility (**maharlikas**). Then there are the **timawas (freemen)**, followed by the **slipping namamahay (serfs)** and **slipping sagasgalid (slaves)**.

- The freeborn did not pay tributes or taxes to the datu, but were bound to follow him to war. They provided their own weapons and gears, manned the cars when they set sail, built their houses, and planted their rice fields.
- The serfs served his master or lord, who may be a datu or someone else who is a maharlika, and tilled his land. Both master and serfs equally divided the produce of the land. They had houses of their own, maintained private property, and passed these on to their children as legacy. They were also allowed the free disposal of their chattels (movable personal properties) and their lands. The serfs corresponded to the **sparceros (tenants)** of the late 19th century Spanish era.
- The slaves served the lord or master in both his house and farm. They were allowed some share of the harvest, but they were their master's property. Thus they could be sold, particularly those captured in wars, or born and reared as farm hands.
- In the subsistence economy of the early Filipinos, money was unknown, and rice served as the medium of exchange.

**Spanish Era (1565 – 1898)**

- During the Spanish colonial period, lands were divided and granted to encourage Spanish settlers or reward soldiers who served the Crown. These were called **encomiendas**. The conditions of this grant state that the encomendero must defend his encomienda from external attack, maintain peace and order within, and support the missionaries. In consideration of these services, the encomendero acquired the right to collect tribute from the **indios (natives)** in the amount and form determined by the royal government.
- The encomienda system was originally established more for the benefit of the natives than of the encomenderos. Thus the latter could not be called lords because they were considered protectors, advocates and tutors of the natives. The system, however, degenerated into **abuse of power by the encomenderos**. The tributes they were authorized to collect soon became land rents, and the people living within the boundaries of the encomienda became tenants.
- The encomenderos became the first group of hacenderos in the country. Meanwhile, the colonial government took the place of the datu. The **datus** was now called **cabeza de barangay**, but it was the proprietors of the estates who held the real power in the barangay or community.
- There were four classes of estate proprietors in the Philippines during the Spanish period: first, the religious orders Dominican and Augustinian; second, the Spanish peninsulares; third, the criollos and mestizos; and lastly, the native principales.
- The Dominican friars leased their lands to both the natives and mestizos, who became known as **inquilinos**. Each inquilino paid a fixed ground rent for the area he cultivated, and the estate owner was not allowed to lease the land to others unless the incumbent leaseholder failed to pay the rent for two consecutive years.
- However, the **inquilinos** abused this policy by disposing off the lands as if they owned them. They sold their interest in them or mortgaged to wealthy buyers, or sub-leased them at rents higher than what they themselves paid. Thus by being

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**Uncommon Education** Samuel Nyal Henrie, 2009 *Uncommon Education* traces the evolution of Prescott College. In this compelling work Samuel Henrie and others reveal what led to the inception of this special institution, the philosophy behind it, and a rare curriculum that includes adventure education, social and ecological justice, fieldwork, and other hands-on and unique educational opportunities. Sam Henrie has made an immense contribution to higher education by chronicling this grand ongoing adventure in learning. Prescott College's hands-on feet in the field approach not only makes far more sense than the cattle calls that pass for education at most places, but its amazing resilience and resurrection is one of the most hopeful stories for our times, a true tale of how good ideas really can win if we never give up. Alan Weisman, Laureate Professor of Journalism, University of Arizona, retired Professor of Writing at Prescott College, author of *The World Without Us*, *Gaviotas: A Village to Reinvent the World* and other works. **General Catalog** Iowa State University, 1995. [The Music Teaching Artist's Bible](#)

Eric Booth, 2009-02-23. When the artist moves into the classroom or community to educate and inspire students and audience members, this is Teaching Artistry. It is a proven means for practicing professional musicians to create a successful career in music, providing not only necessary income but deep and lasting satisfaction through engaging people in learning experiences about the arts. Filled with practical advice on the most critical issues facing the music teaching artist today, from economic and time management issues of being a musician and teacher to communicating effectively with students, *The Music Teaching Artist's Bible* uncovers the essentials that every musician needs in order to thrive in this role. Author Eric Booth offers both inspiration and how-to step-by-step guidance in this truly comprehensive manual that music teaching artists will turn to again and again. The book also includes critical information on becoming a mentor, succeeding in school environments, partnering with other teaching artists, advocating for music and arts education, and teaching private lessons. *The Music Teaching Artist's Bible* helps practicing and aspiring teaching artists gain the skills they need to build new audiences, improve the presence of music in schools, expand the possibilities of traditional and educational performances, and ultimately make their lives as artists even more satisfying and fulfilling. **Journal of Teacher Education**, 1958.

[Nutrients and Eutrophication in Estuaries and Coastal Waters](#) Estuarine and Coastal Sciences Association. Symposium, 2002-10-31. Proceedings of the 31st Symposium of the Estuarine and Coastal Sciences Association (ECSA) held in Bilbao, Spain, 3-7 July 2000. **The Chronicle**, 1880. [Assembly](#) West Point Association of Graduates (Organization), 2005.

**Catalogue** Kansas State Agricultural College, Kansas State College of Agriculture and Applied Science, Kansas State University, 1949. *The 1984 Guide to the Evaluation of Educational Experiences in the Armed Services*, 1984. Host Bibliographic Record for Bound with Item Barcode 30112114116525 and Others, 1890. *Announcements for the Year ...* Purdue University. School of Humanities, Social Science, and Education, 1969. [The 1980 Guide to the Evaluation of Educational Experiences in the Armed Services: Coast Guard, Marine Corps, Navy, Dept. of Defense](#) American Council on

Education,1980      *The University of Idaho Bulletin* University of Idaho,1975      *Journal of the American Veterinary Medical Association* American Veterinary Medical Association,2001 Vols for 1915 49 and 1956 include the Proceedings of the annual meeting of the association      *Proceedings. College Industry Education Conference* ,1986      *Year Book* Morgan State College,1930      **1998 Guide to the Evaluation of Educational Experiences in the Armed Forces** American Council on Education,1998 This guide is the standard reference work for recognizing learning acquired by military personnel for conversion to academic credit in degree work at colleges and universities This volume contains recommendations for formal courses offered by the Air Force the Coast Guard the Marine Corps and the Department of Defense in 1990 and later years Twenty sections provide the following information 1 how to find and use course exhibits 2 sample Coast Guard Rating exhibit 3 how to find and use Coast Guard occupation exhibits 4 sample Coast Guard rating exhibit 5 how to find and use Coast Guard warrant officer exhibits 6 sample Coast Guard warrant officer exhibit 7 how to find and use Marine Corps MOS military occupational specialties exhibits 8 sample Marine Corps enlisted MOS exhibit 9 questions and answers 10 awarding credit for extrainstitutional learning 11 transfer and award of credit 12 elements of a model policy on awarding credit for extrainstitutional learning 13 Air Force course exhibits 14 Coast Guard course exhibits 15 Department of Defense course exhibits 16 Marine Corps course exhibits 17 Coast Guard aviator exhibits 18 Coast Guard enlisted ratings exhibits 19 Coast Guard warrant officer exhibits and 20 Marine Corps enlisted MOS exhibits Each course exhibit includes some or all of the following course number title location length dates learning outcomes instruction occupational group description career pattern related occupations and credit recommendation The guide also contains eight appendixes the evaluation systems sample military records occupation title index keyword index course number index request for course recommendation and request for Coast Guard rating and warrant officer exhibits and request for Marine Corps MOS exhibits KC      *Scholastic Journalism* Earl English,Clarence Hach,1972      **University Register** Northwestern University (Evanston, Ill.),1911  
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