This study attempts to find out the present status of the practical arts program of the Revised Secondary Education Curriculum in the secondary schools of the northern towns of Ilocos Sur including Vigan. Specifically, it aims to seek the answers to the following questions:

1. Which of the objectives is often used in carrying out the program of practical arts in your school?
2. With reference to the instructional program, what procedures, materials, methods and techniques of teaching, facilities and equipment, and evaluation tools are utilized? How effective are these methods and techniques?
3. Are the teachers teaching practical arts educationally qualified? What activities do they carry out to upgrade their teaching competencies as practical arts teachers? Is there adequate supervision of the practical art classes?
4. How does the practical arts program in the secondary schools help in promoting community economic development?
5. How are the practical arts classes accommodated?

Methodology

The descriptive survey was used in this study. Questionnaires, interviews and observations were used in gathering data and information.

Findings

1. The objectives of the Practical Arts Program in the Revised Secondary Education Program were carried out satisfactorily. Appreciation of Philippine-made products was not well disseminated in the secondary schools. Much emphasis was given to appreciation of the basic and fundamental skills which are essential for the trainability in the choice of future occupational career. Many teachers
have not implemented the statement of objectives in behavioral terms.

2. Most of the teachers taught practical arts one hour everyday as a separate subject. All the teachers made lesson plans in practical arts. Some teachers did not use varied method in practical arts. Some of the teachers claimed that the methods they used were not effective because teaching aids and devices were insufficient; students have limited vocabulary in expressing themselves and some teachers were not familiar with the different methods and techniques of teaching practical arts. Several evaluative tools were used by the teachers.

3. Many practical arts teachers were not educationally qualified. Teachers upgraded their teaching competencies by attending demonstration classes, seminars, workshops and periodic professional meeting and reading. In general, the teachers were supervised. Most of the teachers in the public secondary schools were not supervised due to the fact that the Industrial Art Supervisor was on leave. Some supervisors did not give suggestions for improvement.

4. The practical arts program in the secondary schools helped in community economic development by making use of local materials, giving additional income from products made of local materials, developing creativity of projects of economic and aesthetic value, developing and preparing for wholesome family life and providing avocation for the people. It was observed however, that some teachers and students resorted to expensive processed materials. Different kinds of extension services were rendered to promote community economic development. Little attention was given to home projects of the students. Most of the teachers did not survey needs of the community in line with the area they are teaching.

Conclusions:

1. The objectives of the Practical Art Program were carried out satisfactorily.
2. The methods used by the teachers were found effective however, these methods were not varied. Several evaluative tool like performance tests, progress and achievement charts and paper and pencil tests were used.
3. Most of the teachers were supervised, however, supervisions made were not rigid enough in order to help the teachers improve their teaching competencies. Teachers upgraded their competencies in the practical arts subjects by attending demonstrations, classes, seminars, workshops and professional meetings.
4. The practical arts program helped in the economic development of the communities. The program has
rendered extension services like free demonstrations, lectures, workshops and seminars and giving guidance and incentives for the development of cottage industries. However, home projects of students were not duly supervised and a survey of the needs of the communities were not made.

5. Practical arts classes were not properly accommodated due to lack of buildings or rooms for laboratory activities.

Recommendations:

1. Teachers teaching the different areas of practical arts should try to balance their program of instruction by making use of all the objectives. Students should be exposed to a wider range of the course with equal emphasis to the other objectives of the course. Teachers should state their objectives in behavioral terms.

2. Teachers can make weekly lesson plan instead of daily lesson plan so that they have more time to make instructional aids. Teachers are encouraged to familiarize themselves with the different methods and techniques of teaching practical arts. They should avail themselves with copies of the course of study, course outlines, course guides, workbooks or manual and other teaching materials and references.

3. There should be a regular schedule of rigid supervision in the practical arts and all practical arts teacher as well as administrators and supervisors should attend workshops and seminars.

4. There should be more extension services and more training centers for the out-of-school youth and adults. Home projects and assignments should be given due attention. Teachers should be given enough time to survey the needs of the community. A school of fishery should be established in the area where the study was made. Administrators should be more responsive to the program. The barangays should take an active part in the activities of the practical arts program.

5. Secondary schools be provided with standard shop building for practical arts activities. In addition to the national contribution of the government for building, donation from civic-spirited citizen should be solicited. Schools boards, PTA and other organizations should help in the funding/construction/repair of shop buildings.