

The Town-Gown Linkage and the Genesis of Post-war Baguio University Town¹

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ABSTRACT

This history paper traces the evolution of Baguio City as a University Town starting in 1946, with old and new homegrown institutions of learning (re)emerging out of the shambles and ruins of the Pacific War. Hailed as the summer capital of the Philippines, Baguio has evolved into the country's Educational Center of the North. This university town dovetails deftly with a thriving local economy, Baguio City being a natural gateway city to the Cordilleras, as a regional capital, and a heritage and tourism city.

Keywords: education, college town, university town, town-gown linkage, higher education

Introduction

"History makes cities; cities are a precipitate of history" (Bender 2006). Such truism reflects the urban morphogenesis of Baguio City in northern Luzon, Philippines, which was constructed piecemeal over a century. Carved out from the mountains of the Gran Cordilleras, pre-Baguio represents the indigenous landscape that served as an Ibaloy grazing land, known as *Kafagway*, and peopled by traders in cattle, horses and gold (Scheerer 1933, 13; 27; 30; 34; 39; 43). In the 1900s, the colonial landscape took shape, with the American pipedream of a mountain resort, a colonial city and summer hub emerged in this architectural wonder of the twentieth century. It was designated summer capital of the Philippines on 1 June 1903 and became a chartered city on 1 September 1909. As a chartered city and the sole city in the Province of Benguet, Baguio was granted administrative and managerial autonomy. Americanization modified the physical, cultural and social landscapes of Baguio from the pre-1900 Ibaloy pastureland into a highly urbanized mountain metropolis that is now "bursting at its seams" (Halsema 1998, 5; Delos Reyes 2014). Colonialism has also radically changed indigenous belief systems and

practices, customary laws, and land use patterns, with the employment of western science, urban planning, geographical and geological tools that imaged, imagined, envisioned, and designed *Los Pinos*² (The Pines). Yet, most importantly, the Americanization of Baguio heralded the introduction of Western education along American and European lines.

The rapid urbanization of Baguio has amalgamated people from all walks of life. As a result, the once envisioned recuperative and preventive health mecca, known as the “City of Pines”³ (ACCJ 1937; Reed 1976), was supplemented with, among others, an educational dimension. The emergence of Baguio as a college town/university town (C-town/U-town) notched its post-independence landscape. Situated in an area of only 57.49 square kilometers, the number of schools at all levels reached 341, with 68 public schools and 273 private schools in academic year 2013-2014. Data from the Commission on Higher Education in the Cordillera Administrative Region (CHED-CAR), since it assumed its mandate in the region in 1994, has documented that of the 60 public and private Higher Education Institutions (HEIs) in the region from 1990 to 2011, 21 are in Baguio City. This makes Baguio the center of tertiary education in the region (PSA Factsheet, May 2014). Data from academic year 2015–16 shows that out of 114,398 enrollees in the region, 76,290 students were enrolled in private HEIs with more than 80 percent of these studying in Baguio City (SunStar, 27 January 2017). The mushrooming of schools in the city was matched by a significant increase in the number of transient population, mostly student boarders from nearby Cordillera and Northern Luzon provinces who troop to Baguio yearly.

Baguio’s evolution into the country’s educational center has reduced a tendency by the northern population to go to Manila to pursue education. Now it is home to thousands of eager and hopeful students as well as scholars who find the weather favorable for learning and academic work. These students and scholars are distributed over a wide variety of universities and colleges in the city. Being a hub for higher education is a vital part of what defines Baguio City today. As a U-Town, it has achieved certain academic standards at par with other college/university towns in the Philippines and abroad. This U-Town also dovetails with the thriving local economy, Baguio being a natural gateway to the Cordilleras, a regional (capital) city, and a heritage and tourism city. Former chair of the Film Development Council of the Philippines Briccio Santos described Baguio as an artist’s haven and a refuge for cinema’s arts (San Diego, 2011).

As Baguio charts its own future, the city’s educational institutions become a unique social laboratory of an educationally reconstructed

environment where there is sustained and committed communication, collaboration and partnership between the colleges/universities and the Baguio community. This linkage between the non-academic community and the university community (referred to in the literature as the ‘town-gown’ linkage), helps make education become more relevant to students and graduates, and to the community in general.

This history paper traces the evolution of Baguio City as a University Town starting in 1946, with old and new homegrown institutions of learning (re)emerging out of the shambles and ruins of the Pacific War. Culled from primary and secondary data, the thematic presentations of this study include: the University Town from Western and Philippine/Asian Perspectives; Baguio as a University Town: What Statistics Show; Factors that Paved the Way for the Rise of Baguio City as a U-Town; the Educational Boom in Baguio, 1946–present; and the Beginnings of Higher Education in Baguio City.

The University Town from Western and Philippine/Asian Perspectives

The post-independence period beginning in 1946 marks not only the reconstruction period in Baguio City, but also the emergence of tertiary institutions. Fernando “Tatay” Bautista, the founder of the University of Baguio (formerly Baguio Tech), appropriated the “college town” hype (Abellera, 1969, 19) as a description for the many colleges in the “Pines City” (Halsema, *Growing Up in Baguio*, italics mine). Gumprecht (2003, 55) asserts, “the college town is largely an American phenomenon,” which he describes as “any city where a college or university and the cultures it creates exert a dominant influence over the character of the community.” This definition Gumprecht (2003, 52-53) criticizes as “deliberately imprecise because there is not a clear distinction between a college town and a city that is merely home to a continuum.” For him, to gauge a college’s influence on a town, one has to consider the following quantitative questions: “*Is the college the largest employer in town? What is the enrollment of the college, compared with the population of the city? What percentage of the labor force works in educational occupation?*” (Gumprecht 2003, 51–52; italics mine).

Gumprecht (2003, 51; 54–55) further enumerates the principal characteristics of “college towns” in an American context: as youthful places; populations are highly educated (because economists credit a highly skilled work force for the resilience of college towns); residents are less likely to work in factories and more likely to work in education; family incomes are high and unemployment is low; transient places; residents are more likely to rent and live in group housing; unconventional places; and comparatively cosmopolitan.

On the other hand, U-Towns from a western perspective were surfaced in Harris' classification of cities, where he used a quantitative criterion to classify cities not as political units, but as functional units. One function of cities is its educational component, which Harris encapsulated in the phrase University Towns. U-towns have "enrolment in schools of collegiate rank (universities, technical schools, liberal-arts colleges, and teachers' colleges) equaled *at least 25 percent of the population of the city*" (Harris 1943, 88–89; italics mine). In effect, college towns are synonymous with university towns. Qingjun characterizes a U-Town in the following manner:

The community established around [the] university has a population of 50,000-100,000 and generally offers conditions like [a] good academic environment, convenient boarding and lodging, as well as good transportation, etc. The university town has the double functions of university and town, which is actually a community having (a) university as its core and also characterized by particularly integrated functions and environmental characteristics.

As the educational polymer, the university town whose functions are mainly to offer the infrastructure, logistics services, and security for (the) university has attracted lots of colleges to enter the town through certain mechanism. The establishment of the university town has far-reaching effects on the cultivation of talents, resources integration, improvement of local residents' income, optimization of industrial structure, cultivation of economic growth point, improvement of people's overall abilities. (Qingjun 2008)

U-Towns in the Philippine context are said to exist in a vibrant urban center. It has a major academic institution at its core, and the university, which is a major source of information, is the main feature of the place. Alabado (2006) argues that U-Towns "exist as centers of education of their regions and serve as host to various private institutions of tertiary education." As to classification, Tolentino (2006) claims that U-Towns are of two types: a cluster of important academic institutions; and a large university campus that is rather self-contained, with "the presence of residential areas and associated network of economic, cultural and religious establishments" (ibid.).

A U-Town is a community dominated by its university population. As a place dedicated to learning, U-Towns are home to a transient student population, who forms a significant portion of the localities' day population. Tolentino adds that the dynamism in U-Towns is attributed to the "diversity, mobility, and boldness" (ibid.) of its inhabitants. The 'town-gown' paradigm as applied to Baguio City is shown in Figure 1, which is a Venn diagram of three overlapping circles illustrating Larry Gebhardt's perspective on the characteristics of a university town.

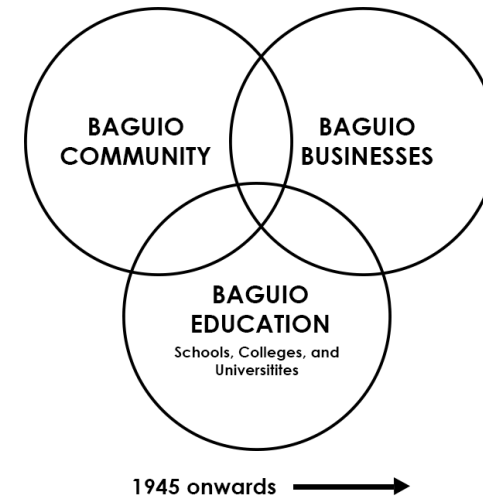


Figure 1: The town-gown linkage using Larry Gebhardt's perspective. (http://www.pocatelloshops.com/new_blogs/community/?p=4477)

The first circle stands for the Baguio community. Gebhardt (2012) explains that community includes people in a locality with the existence of local schools and government services. Local communities provide the support services that the university needs, such as local policy support, human resources services, and a place of study where the interaction of science and society can really be put to test.

The second circle is for Baguio businesses, whether these are for-profit or non-profit, that utilize and produce wealth and services. U-Towns have significant impact on the economic, social and cultural life of the local communities. The local economy receives much of its lifeblood and patronage from the student population. The existence of commerce and trade, and goods and services tend to serve the needs and demands of the academic life of both the students and faculty. This is evident in the proliferation of boarding houses/dormitories/student housing/lodging places, affordable restaurants, photocopying services, internet cafes, stationary/school supplies and bookshops, pharmacies, dressmaking and tailoring shops, as well as recreational facilities and pubs. The areas surrounding the U-Towns have become major transportation hubs for taxi and jeepney services. U-towns are apt to have strong economies with fair access to services, commercial and industrial sectors that compensate higher than national standards. The physical and intellectual products that out-of-towners buy gener-

ate new wealth in the U-town (Gebhardt 2012).

The third circle represents Baguio education, which includes the school district, colleges/universities, and lifelong learning opportunities. Gebhardt (2012) notes that:

A university town has a strongly developed connection between community, business and education functions. When the education circle does not overlap the community and business functions very much, then it is simply a town with a university and some schools.

The university-local community cultural interface, represented by the intersection of the circles for Baguio education and Baguio community, is characterized with by an open, synergistic and vibrant relationship. Evans (2009) uses the term *communiversity* to describe a university that engages the community. *Communiversity* also refers to a trend that reflects “the partnerships between universities and their home cities, such as joint economic development projects . . . (and) a shift in education to increasingly emphasize out-of-classroom learning, such as internships and volunteer work” (ibid.).

C-towns/U-towns are survivors because they are compliant to change. They correspond and work in partnership with a broad range of social, economic and political gaps to identify and deal with threats and opportunities. They also have a clear-cut benefit over many other cities because they enjoy a steady stream of graduates, some who remain and others who come back years later, and every year brings a new crop of students and prospective dwellers to the area (Evans 2009). The attraction of new and vital enterprise grows with research and investment, so newer public and private resources come into a U-town. Younger residents can stay and raise their families with good quality of life when good jobs are available. With better incomes mean better retail and entertainment, and taxes are also generated from value-adding venture (Gebhardt 2012).

Adaptive university towns look forward to the future, reflect upon their pasts, and look out at the side windows of reality today (ibid.). U-towns are fun and energized places to be. They provide opportunities for socio-cultural and economic development. They are places from where the best information maybe acquired, thus facilitating the exchange of information, materials, and energy and even promoting a rich exchange of cultures. They are havens for scholars, business and government leaders, performing and creative artists and tourists. People can be busy with activities that are either or both “traditional and authentic, spiritual and earthy, contemplative and active, for university towns are inter-generational and inclusive” (ibid.). It is this quality of cultural life that distinguishes a university

town from any other place. Examples of places in the country that can be considered U-Towns are Los Baños in Laguna, Dumaguete City, Miagao in Iloilo, and Baguio City (The UP Forum 2006; Town and Gown: The Urban Community and the University Community 1969, 2–10).

Brandon (2012) enumerates the advantages of being part of a C-town, even for the old population:

(1) *Free classes*. College is not necessarily expensive when you attend as a retiree. Many colleges and universities offer tuition waivers for older adults, so access to continuing learning, such as auditing college and graduate courses, opportunities for some to even contribute to some subjects in terms of teaching as a guest speaker, great opportunities for volunteering, lots of access to the arts, and a chance to mingle with people of all ages. Some colleges also offer continuing education classes specifically for older adults. (2) *Good hospitals*. Many colleges have affiliated teaching hospitals that provide medical services to the community that you would otherwise have to travel to a large city to get access to. These hospitals may provide cutting-edge medication and treatments and allow you to enroll in clinical trials. (3) *Speakers and concerts*. College towns frequently attract world-class performers, speakers, and musicians. In some cases, alumni and other members of the community can also get access to the library, lectures, plays, and performances for free or at a nominal cost. (4) *Sports*. You’ll have plenty of opportunities to don your favorite sweatshirt and cheer for your local college team in retirement. Sometimes community members can even use the college’s state-of-the-art athletic facilities. (5) *Affordable cost-of-living*. Many restaurants and local businesses cater to people living on a college student budget by offering affordable services. (6) *A strong economy*. Colleges generally have a stabilizing effect on the local economy. They have a guaranteed changing student population always in need of housing and a steady core of professors and administrators going nowhere. College towns typically have a thriving downtown which supports the business community and enough visitors to keep small hotels earn. (7) *Public transportation*. Public transportation is often reliable and affordable in college towns. Many other cities offer senior citizen discounts on public transportation. (8) *Scenic beauty*. Colleges are often built in picturesque settings, and they sometimes go to great lengths to keep the campus and surrounding community looking beautiful. (9) *Think young*. A college brings a steady stream of young people into town, eager to be on their own for the first time. This youthful energy can infect the whole town during orientation week, game days, and commencement, and there may be opportunities to get involved. (10) *Retirement communities on campus*. Many colleges now have retirement communities located on or near campus. A retirement community and residents have access to the university’s libraries, athletic facilities, and cultural activities. (italics mine)

Gebhardt (2012) further explains that the expansion of the overlapping circles of business, education, and community, can be speeded up in two key ways: “The *first way* must push out from the university itself. The core functions of a good university are teaching, research and extension service, (including some) considerable outreach functions operative in a university town” (italics mine). Colleges and departments in the U-Town go out into the community and business groups to study needs, transform curriculum, convey new information, help research the unfamiliar and solve problems. “The *second way* is a pull from community and business circles inviting and expecting, even demanding that the university come off the campus and add value to their organizations, employees and residents” (italics mine).

Unfortunately, the Baguio U-town must reconsider the direction it is treading in regional development, especially when trade-offs are lynching on issues regarding urban development schemes, environmental concerns and urban sprawl, ‘town-gown’ mismatch, excessive tourism, irrelevant curricular offerings, and many others. In this regard, a re-appropriation should take place through educational reconstruction.

The Baguio University Town: What Statistics Show

Using the description of Tolentino (2006), Baguio as university town is a cluster of important academic institutions. Of the 21 HEIs in the city, 19 are privately run schools while two are public institutions of learning. Empirical evidence as to what constitutes the Baguio university town is shown in parameters such as Baguio’s population vis-à-vis student population, ethnic/nationality/citizenship population in the city, enrolment in HEIs, highest educational attainment, employment statistics, household income of population, gainful employment, number of accommodations in the city, as well as the transportation system.

Baguio City’s population has been increasing from 1887 to 2018 (refer to Table 1 in the Appendix). The earliest recorded data in this table was in 1887 with 655 people. Population swelled to 362,441 in 2018. A slight decline is noticeable in 2000, but a decrease of several thousands in 2004. However, a population recovery took place in 2014 until another population decline occurred in 2015. The data, nevertheless, excludes the population of tourists who flock to the city at the onset of the peak season, beginning October to April. The annual growth rate in the city is 2.36 percent from 2000-2010; 1.54 percent from 2010-2015; 2.08 percent from 2000-2015 (PSA Special Release, 29 December 2017); and 2.31 percent from 2015-2016.

Baguio City has evolved into a multiethnic, multiracial and multi-cultural society.⁴ It has become an amalgam of both local and foreign nationals (refer to Tables 2 and 3). The censal years in Table 2 show that the largest ethnic group in Baguio City classified themselves as Ilocano, followed by the Tagalog, Kankanaï/Kankaney/Kankanaey, Pangasinan/Pangasinense, and Ibaloy. By 2010, the Kapampangan, Bicolano, Bontoc, Ifugao, and Kalinga have swelled in number; and around 20,076 (6.3 percent) Applai (Western Bontoc) were in the city, along with Balangao (.53 percent), Bago (.46 percent), Kalanguya (.41 percent) and Itneg (.40 percent). Among the Visayan population, the Binisaya (2.27 percent), Cebuano (.45 percent), Hiligaynon (.43 percent), and Waray (.39 percent) were recorded in the 2010 census. Also, approximately 2,486 (0.78 percent) Maranao were recorded on the same year.

The Census of Population and Housing has recorded that majority of city’s residents are Filipinos: 99.27 percent in 1990; 95.23 percent in 2000; and 99.39 percent in 2010. Table 3 gives the number of the foreign population in Baguio City between 1942 and 2010. At the advent of the Japanese occupation in 1942, Baguio received Europeans, North and South Americans, Africans, and Asians in the censal years. Foreigners come to Baguio mostly for business, leisure and education.

In most recent times, North and South Koreans have swelled in number. This is what Barros (2006) has dubbed as the phenomenon of “Koreanization” of Baguio City. Data indicates that over 20,000 Koreans (and counting) are in the city on tourist and student visas, and lately, to launch local businesses. Baguio’s weather has been a very strong attraction, but also because “they found Baguio a suitable place to study English at local universities because of the relatively low cost of enrollment with no entrance exams required” (Barros, 2006). Many Africans and West Asians enroll in the city’s medical courses.

Meanwhile, enrollment in the various higher education institutions (as could be gleaned in Table 4), illustrates a surge in student population through the years, except from 1991–1994, when enrolment dropped from 41,602 in 1990–1991 to 37,555 in 1991–1992. The 16 July 1990 killer earthquake was the major reason for the decline. Beginning school year 1994–1995, there was resurgence in student enrollment until SY 2007–2008. But again, decreases in HEI enrollments in 2008–2009 and in 2011–2012 ensued. Based on Table 4, an average of 22.31 percent represents HEI enrollment in the total population of Baguio City from 1990–2017.

During the 2nd semester of 2017–2018, there were 886 foreign students in the Cordillera Administrative Region. Table 5 shows that out of this total number, 827 foreigners are enrolled in Baguio City's HEIs. The University of the Cordilleras (UC) (59.61 percent) has accepted most of the foreign students, followed by Saint Louis University (SLU) (18.5 percent), trailed by the University of Baguio (UB) (13.18 percent), and by Pines City Colleges (8.71 percent). Data from the CHED-CAR also reveals that other colleges hosting foreign students include the Baguio Benguet Christian Colleges-Metro Baguio, Inc.; Baguio Christian Mission International College, Inc.; and Easter College, Inc.

Males (65.54 percent) have outnumbered female (34.46 percent) foreign students in the city. Among the foreign students in Baguio City, Asians (57.44 percent) outnumbered the Africans (35.8 percent), Americans (3.14 percent), and Europeans (1.21 percent). As to nationality, majority of these foreign students were Koreans (17.17 percent), Yemeni (11 percent), Nigerians (10.76 percent) and Chinese (10.64 percent).

The Philippine Statistics Authority provides a gender-disaggregated data on education in the city. Table 6 (see Appendix) indicates that there were more females (50.3 percent) than males (49.7 percent) who attended school, such as during AY 2007 to 2008. Also, of the household population five years old and over in the three censal years, most students have attained high school as the highest level of education and women exceeded men in all levels of education.

Table 6 also shows that there were more females than males who have pursued higher levels of education. In 2007, there were more females than males who were academic degree holders (57.0 percent) and with post-baccalaureate courses (59.0 percent). In 2010, majority of those with academic degrees (57.6 percent) and post baccalaureate courses (52.7 percent) were females. Females (51.58 percent) with academic degrees also outnumbered males (48.42 percent) in 2015.

Of the total student population in the censal years from 1990–2015, an average percentage of 37.96 constitute college undergraduates, academic degree holders and post-baccalaureate degrees (Table 7). This, in turn, comprises 33.13 percent of Baguio City's population.

While there were more females in the household population of 15 years old and over between 1990 and 2015, more males were employed than females. This was certainly the case from 1990 to 2003 as shown in Table 8. Unemployment rate is slightly higher in men than in women.

The services sector remains to be the major employment generator in Baguio City. In 1990, most of those with non-gainful employ-

ment constitute the housewives, pensioners and students, while many employees in the university constitute the professionals, technicians and associated professionals, supervisors, and clerks (refer to Table 9 in the Appendix).

Meanwhile, majority of paid workers 15 years and over choose to live and work in Baguio City than in any other municipality, province or country (Table 10 in the Appendix). One can infer that this includes most of the products of schools, colleges and universities in Baguio. Also, more women prefer to work in Baguio than in any other province, but there are also those who venture to work in other countries.

As the educational center in Northern Luzon, an assortment of living spaces has proliferated to accommodate the growing number of students, tourists and residents, as well. Table 11 gives a classification of hotels, which includes inns, lodges, apartels, pension houses, and motor lodges. The data shows an increasing trend in the number of these institutional living quarters from 1998 to 2004, but a slightly decreasing trend from 2005 to 2010. More types of living quarters flourished to house mostly a transitory population.

Other than concerns on accommodation, the transportation industry has played a crucial role in the mobility of a transitory population. Table 12 in the Appendix shows the number of registered motor vehicles in the city vis-à-vis the Cordillera Region in the second quarter of 2015. The public utility jeepney (jitney), which is "one of the most popular icons of Filipino creativity and innovativeness" (Ranosa, De Guzman and Filione 2007) in the twentieth century, is the most registered vehicle in Baguio, followed by the metered taxi, and the school service.

The jeepney is one of the most popular, the most convenient, the cheapest and the most prominent mode of public transportation that services the thoroughfares surrounding the major tertiary educational institutions in the city (Bacero 2009, cited in Ranosa, De Guzman and Filione 2007).

In their preliminary analysis regarding the demand and supply of jeepneys serving particular routes in Baguio City, Ranosa, De Guzman and Filione (2007, 1) confirm that "the Aurora Hill and Trancoville lines obtained the highest demand with values of 43,973 and 37,689 passengers per day, respectively." This is the route where many schools at all levels are located, most especially the major colleges and universities in the city, such as the Pines City Colleges, Saint Louis University, Baguio Central University, University of Baguio, University of the Cordilleras, and the University of the Philippines Baguio,

together with a host of many other public and private elementary, secondary schools, and vocational and technical schools.

The Rise of Baguio City as a U-Town

Baguio was not thought of as an ideal site for a university at the onset of American colonialism. The rise of the first colleges and universities in Baguio is a post-war phenomenon. The city was initially envisioned to be a town with a university and not a university town in the colonial city's Comprehensive Plan (*italics mine*). The article, *Boom for a University in Baguio*, published in the Baguio Midland Courier (1947, 4) stated that the recommendation to make Baguio a seat for a university started early on with Governor William Cameron Forbes. In his speech before the Second Philippine Legislature on 7 October 1910, Forbes reported this need for Baguio when he said that:

It is my belief that the Legislature should seriously consider *making Baguio the site for a university*, with the object of giving the students the advantage of developing their bodies and minds under the favorable conditions which prevail in a temperate climate. I am not prepared to make any recommendations, however, for immediate legislation to this end. (Forbes 1910, 9; *italics mine*)

Moreover, Forbes reiterated the same mindset regarding the foundation of a university in Baguio in his speech during the Fifth Annual Baguio Teachers' Vacation Assembly at Teachers' Camp on 15 March 1912. An excerpt in Forbes' speech (1912) stated that:

I believe that there should be established in Baguio a branch of the Philippine University and that pay students should have the election of coming up and getting their education here in the hills.

The Annual Report of Eusebius Julius Halsema (1922, 20), the last American Mayor of Baguio, who served from 7 February 1920 to 31 May 1931, explained the possibility of converting Baguio into an educational center. He declared that:

Since Baguio lacks the geographical and economic feature necessary to make it an industrial or commercial center, why not make it an educational center? Baguio's climate favors the physical and mental growth of the student, while its picturesque scenes, its beautiful landscapes, its pine-clad hills and mountains, its wild evergreen ferns and flora, all offer an abundance of material for inspiration and meditation along the lines of arts and literature. (*italics mine*)

The idea of a university town is a post-independence issue, for it would take the post-war period in 1946 for jumpstart plans on the college town or university town project to be revived and have its fruition. Two Baguio Midland Courier articles, *Baguio as College Town Seen in Letters* (1947, 8) and *University Town Will Boost City, Bring in More Business for All* (1947, 1-2) identify Councilor Teodoro Cenizal Arvisu as the one who initiated the movement to help Baguio develop into a university town. Arvisu believed it will enhance business in the mountain city ("*Baguio as College Town Seen in Letters*" 1947, 8; J.B.S. 1947, 1; 2). There was much anticipation in the progress of this plan since Baguio was now deemed as the most ideal place for the establishment of an educational institution of higher learning. As mentioned earlier by E.J. Halsema, the climate is most conducive to study, not to mention its freedom from the annoying heat and dust that students experience from studying in Manila schools (Lizardo 1947, 1; 3). Thus, a student can devote oneself to intensive learning without feeling exhaustion or fatigue ("*Boom for a University in Baguio*" 1947, 4). Studying in Baguio would entail lesser expenses, especially for parents who will be most benefitted by this plan.

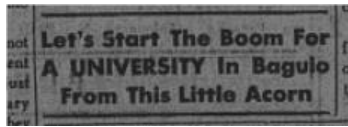
Meanwhile, the campaign to convert Baguio into a university town was the subject matter of local newspapers in 1947. One article argued that the university town would boost business in the city and make it a prosperous. The assumption was that there would be an incessant flow of thousands of relatives and friends visiting students and vacationing in Baguio all year round, spending money here; one can make this possible by advising friends to consider sending their children to study in Baguio ("*University Town Will Boost City, Bring in More Business for All*" 1947, 1-2). For business people, a university would mean better, if not a steady source of income if the student population of Baguio increases. Apartments and houses for rent are assured of patrons during the school term (Lizardo 1947, 1; 3). Still in 1947, private families and house owners expressed their intention to provide living accommodations to boarders at the rate of P50.00 to P80.00 a month ("*Baguio as College Town Seen in Letters*" 1947, 8). The city will be more than a boarding house territory for the thousands of impoverished college students. The transportation business will also get their slice from the increased business (Lizardo 1947, 1; 3).

In envisioning the making of the city as an educational and cultural center, the following initial plans were laid out:

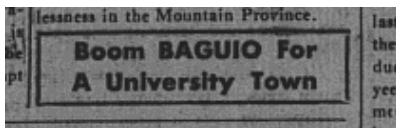
The university town will entail an expanse of P500,000 and will cover an area of at least 91 hectares. The proposed site for the university includes Teachers' Camp and Government Center, the old site of the (U.P.) College of Arts and Sciences ... To begin with,

the group plans to construct six buildings large enough to accommodate 1,000 students. The proposed university town will have dormitories, armory, military drill and athletic field, laboratory, cottages for families of faculty members and students, stores, shops, college infirmary and restaurants. ("Draws Plan to Boost Baguio as Learning Center" 1946, 1)

It was said that the movement should have public community support, whether its emergence came from public or private initiative. The popularization of the Baguio U-town was carried on by "spoken or written word, through the mails, over the air, the ticker, through newspapers, across the country, the boom for a university in Baguio was carried on ("Boom for a University in Baguio" 1947, 4). Newspaper advertisements included bits and pieces of information regarding the plan to start a university in Baguio and to make the city a university town. The following were examples of Baguio's popularization as a U-town:



Baguio Midland Courier 1 (7): 1. 8 June 1947.



Baguio Midland Courier 1 (13): 1. 20 July 1947.

Figure 2: University Town project advertisements for Baguio City, 1947.

Sergio Bayan, the first Filipino mayor of Baguio, who served from 1 June 1937 to 11 September 1939, and then became the undersecretary of public works and communications, supported this idea of a university town. He recommended "a 20-year lease of Government Center to the Baguio Colleges to pave the way for an early start of the university town project in the city" ("University Town to be Recommended by Bayan" 1947, 1). The Baguio Colleges' recognition by the government and its subsequent increase in student population made the school the nucleus from which the Baguio-for-university-town move progressed (Lizardo 1947, 1; 3).

Almost two decades after the granting of independence, the then City Council, in consonance with Executive Order No. 121, created the Baguio City Development Board to propose and bring into fruition

blueprints of the city's growth along the lines of tourism, culture, education, etc. within the context of national goals. The Committee on Education of this Board, chaired by Rev. Paul Zwaenepoel, Rector of the Saint Louis University, had envisioned into developing Baguio as one of the main centers of learning in the Philippines. Then Councilor Ruben Ayson filed a resolution with the city council to make Baguio City a university town. Ayson pictures a Baguio whose "vast tracts of land shall be occupied by different universities, professors, researchers, and students." He probes: Why not a community life that revolves around the development of minds; buildings, homes, restaurants, transportation, cultural, and recreation facilities, markets all revolving around, operating for, and catering to the community of the academe? (*Baguio Midland Courier*, 7 September 1947).

Another article published in the *Baguio Midland Courier* on 29 May 1966, Baguio City as a "citadel of learning" and an "Educational Center of the North" had already undergone several marked changes:

1. The city has progressed fast with so many students around. They boost business in all its phases: from the sale of beauty aids to the distribution of life's essential needs—articles of food, clothing, shelter, and reading matter.
2. These institutions directly or indirectly enrich the Baguio citizen's social, cultural, and moral values.
3. They train musicians, actors, dancers, artists, and athletes who give public performances at nominal admission prices if not free of charge.
4. They encourage attendance to religious duties prescribed by the churches to which the students belong.
5. In parades of citywide significance all the schools and colleges are always duly represented. Even in the promotion of foreign relations Baguio schools have never lagged: their students waving their flags have often lined the streets to welcome foreign VIPs.
6. It suffers from a shortage of electric fluid and from lack of water. (Aguas 1966, B37)

Then Dean Dionisia Rola of U.P. College Baguio envisaged a university town that comprises different universities and colleges in Baguio whose buildings shall be adjacent to a large stretch of land within or close to city limits (Abellera 1969, 19). By the 1980s, one can already claim that Baguio is indeed a university town. Former Mayor Ernesto H. Bueno touted "We have a *university town* here" (Gargantiel 1963, 17; italics mine).

Indeed, the relevance of studying the history of education in Baguio City, with emphasis on its being a college town/university town, rests in its capacity to influence the economic, social, political and cultural life of the city.

Post-War Educational Boom and the Beginnings of Higher Education in Baguio

Pre-war Baguio was noted for wooden and concrete school buildings, but she was left without a single school structure when Independence Day came. During the liberation campaign, schools were reduced to ashes and debris. In the face of this great hamstring, educational amenities were provided the students over two months after the city was liberated from Japanese bondage. For over one school year, students were taught in provisional schools. The students, who became more determined to get education after independence, attended their classes frequently and patiently though their feet rested on humid and at times wet clayish-earth grounds. Students provided themselves with bare ration boxes for desks, while teachers used the swaying canvas walls for blackboards ("Schools Given Attention" 1946, 8).

There was also an increase in enrolment of local natives and/or non-Christian students in colleges and universities after the war. Pio Tadaoan, a U.P. alumnus and then a Baguio Colleges Foundation (BCF) faculty, enumerated the following reasons for this:

1. The establishment of the Baguio Colleges in 1946 in Baguio City;
2. The inability of graduates with Elementary Teachers' Certificate to meet the required standards of the teaching profession. The expansion of schools after the war, the demand for qualified teachers, and the increase of salaries, compelled the native high school graduates to go to college to meet these requirements. This is proven by the fact that more than 50 percent of them were studying in the Teachers' Colleges in the schools where they are enrolled;
3. The increase in the number of student-*pensionados* of the government and other organizations interested in giving scholarships to the natives;
4. The extension of suffrage to the natives allowing them to elect by popular vote local and national officials (except the provincial governor);
5. The lessons taught by the war changed the attitudes of the parents in favor of financing college education, instead of spending money for the *cañao*. The ambition to occupy elective

positions in the government constitutes an incentive for both the parents and the youth;

6. Many students have parents who are themselves educated, and desire the advantages of college education for their children; and
7. The increase of business concerns which offer ambitious young men (and women) opportunities for employment while attending night schools. (Tadaoan 1953, 124-125)

After "three years of educational drought" (UNESCO-Philippines Educational Foundation 1953, 147) old and new schools rose out of the shambles and ruins of the Pacific War. The *Annual Report of the Director of Education* notes an increasing number of private schools from 1,855 in 1937-1938 to 1,869 in 1939-1940. Most enrollees were in the primary level, followed by the intermediate and the secondary levels. It is noticeable too that pupil/student population increased after the war, beginning school year 1947-1948 (See Table 13). Post-war education in Baguio City saw increases in the number of private educational and vocational institutions. As noted in The Baguio Banner's article, "Schools Given Attention," published on 6 October 1946, among these schools were the Holy Family College at Campo Filipino, St. Louis School along Assumption Road, the Northern Luzon College, the Baguio Colleges, the Pines Vocational, the Pines Art Institute, and the Cinderella Fashion. Thus, non-sectarian schools or lay schools were especially significant for initially making Baguio a C-town/U-town and the center of education in Northern Luzon.

On 19 July 1950, an office of city schools was created upon the recommendation of Emiliano C. Ramirez, superintendent of schools for Mountain Province. The office had a category of department level in the city government. Its top administrative positions consist of the following: a city superintendent, city academic supervisor, city industrial supervisor and city supervisor. The superintendent, as the over-all department head, presides in all meetings of the different department heads of the city. Back then, the superintendent receives an annual salary of P900, while the rest receive P600 each per year. "The creation of an office of the city schools will prove beneficial to the city schools as school authorities will then have a say in all measures concerning the city schools that may be taken up in the city government" ("Department of City Schools Newly Created Office" 1950).

Zwaenepoel (1975, 15) wrote that "normal schools became institutions of tertiary education only around 1925 under the American occupation." Normal schools (*escuelas normales*) are training institutions for would-be teachers (Delos Reyes 2004, 164-87). Specifically,

instruction at the college level (in the Philippines) did not begin until the school year 1928, when the Philippine Normal School (now Philippine Normal University) became a two-year college for teachers.

Before the war, there were only half a dozen schools in Baguio, led by Easter School, founded in 1906; Brent School (Baguio School for American Boys), founded in 1909; the Holy Family Academy at Campo Filipino, founded in 1913; the St. Louis High School, instituted in 1921; Maryknoll Convent School, founded in 1937—all these are private-sectarian schools. There were no schools for higher education that the government started before 1945 in Baguio City. Data from the 1930s to early 1950s, as shown in Table 13, indicates enrolments for primary, intermediate and secondary levels only. Schools in the basic educational levels were private initiatives. The government-supported Philippine Military Academy (PMA), the country's military school of the Armed Forces, was founded in 1936 (the origins of this military school of the Armed Forces—whether the Santa Lucia Barracks in Intramuros, founded in 1905, or the Constabulary School at Camp Henry T. Allen in Baguio City, founded in 1908—remains unresolved to this day). In 1950, PMA was moved to its present site at Fort Gregorio del Pilar.

The restoration of peace saw the expansion, transformation and diversification of some schools into big colleges and universities, particularly the Baguio Central University (formerly the Centro Academia), founded in 1945 as a vocational school; the University of the Cordilleras (formerly Baguio Colleges and Baguio Colleges Foundation), opened in 1946; the University of Baguio (formerly the Baguio Tech) founded in 1948; U.P. Baguio (formerly U.P. College Baguio, and which became a constituent unit in the UP System in 2002) at its present site was put up in 1961; and the Saint Louis University, started in 1911 as a primary school. The emergence of higher education in Baguio is thus a post-war phenomenon—the year 1946 is a turning point in the history of higher education in Baguio City, with the growth and proliferation of homegrown schools after the Second World War. These schools are owned and managed by non-sectarian and private individuals (the Saint Louis University, the Baguio Central University (BCU), the University of the Cordilleras, the University of Baguio, and the Baguio Military Institute (BMI), a secondary school exclusively for boys (which closed after ten years of operation). The University of the Philippines Baguio is the only government school in the city, other than the Philippine Military Academy (PMA). A shoestring educational history of pioneer tertiary institutions in Baguio is summarized in Table 14 (see Appendix).

Prior to 1994, the Department of Education (DepEd) handled all matters pertaining to higher education. Republic Act No. 7722 or the Higher Education Act of 1994 created the Commission on Higher Education (CHED) with the task to “coordinate the programs of higher education institutions and implementing policies and standards.” Higher Education in the Philippines is classified into the following: (1) *State Universities and Colleges (SUCs)*, which refers to “institutions of public higher education chartered, established by law, managed, and financially subsidized by the government,” and (2) *Local Universities and Colleges (LUCs)*, which are “institutions of higher education established and supported financially by local governments.”

CHED supervises two types of HEIs, namely the CHED-supervised Institution (CSI), which is “an institution of post-secondary public education is not hired by the government, established by law, managed, supervised, and supported financially by the government” and Other Government School (OGS), which is “a medium educational institutions and post-secondary education, usually technical-vocational education institutions offering higher education programs.

Other than the six colleges and universities mentioned above (BCU, UC, UB, UPB, SLU, and PCC), the Easter College and the Philippine Military Academy are also considered major higher institutions of learning. Other institutions of higher learning include the Al-Maarif Educational Center, Lutheran Theological Seminary, Asia Pacific Theological Seminary, Philippine Baptist Theological Seminary, Philippine Women's University, Meridian Paramedical & Tech Institute, NIIT Baguio, Women's Vocational Institute, San Pablo Seminary, Informatics Philippines Baguio Center, AMA Computer College, Baguio School of Business and Technology, Philippine Public Safety College, Remnant International College, BSBT College, Baguio College of Technology (BETI), STI College–Baguio, and Data Center, Baguio (The Many Universities in Baguio City, A University Town), the Baguio Christian Mission International College, Informatics Institute Baguio, National University–CEDCE. Refer to Table 15 in the Appendix for a list of HEIs in Baguio City since 1945.

Out of a total of 60 HEIs in the Cordillera Administrative Region from 1990 to 2012, Baguio City had the most number with its 21 private and public colleges and universities. This is followed by Benguet (12), Kalinga (11), Abra (6), Ifugao (4), Mountain Province (4), and Ifugao (2) (CHED-CAR, 1990-2012). As of 2017, however, the CHED has 19 HEIs in Baguio City in its list (<http://ched.gov.ph/list-higher-education-institutions/>).

Tables 16a and 16b in the Appendix show the student enrollment in the various HEIs in Baguio City from 1990 to 2018. The data,

however, excludes some earlier years from the Philippine Military Academy. Among all the tertiary institutions in Baguio City, only the University of the Philippines Baguio (UP Baguio) and the Philippine Military Academy are the state-run institutions, while all the rest are private HEIs. The top universities with the highest number of student enrollees are as follows: Saint Louis University (SLU), the University of Baguio (UB), the University of the Cordilleras (UC), and the Baguio Central University. These three are indeed pioneer tertiary institutions of learning in the city. Those with the least number of student enrollees are the recently instituted schools, such as the Keystone College, Baguio City Academy Colleges, Colegio Nacional Inc., and the Baguio Christian Mission International College.

There are three autonomous universities in Baguio, with their corresponding validity periods from 1 April 2016 to 31 May 2019, namely: Saint Louis University, University of Baguio, and University of the Cordilleras (*List of Autonomous Education Institutions, AY 2016-2017*).

Conclusion

Baguio City was initially envisioned to be a town with a university and not a university town in the colonial city's Comprehensive Plan. While the desire to have a university in Baguio was spelled out in 1910 by W.C. Forbes and reiterated by E. J. Halsema in the 1920s, jumpstart plans to make Baguio a college town or university town only started in 1946. In fact, the establishment of the first homegrown colleges and universities in Baguio was a post-war phenomenon. Schools that were put up were immediate responses to a war-torn condition, thus the proliferation first of industrial-vocational schools before these became academic-granting institutions, such as the *Centro Academy* (Baguio Central University), Baguio Colleges (University of the Cordilleras), Baguio Tech (University of Baguio), Saint Louis University, University of the Philippines Baguio, the Pines City Colleges, and the Philippine Military Academy, and a host of other institutions.

At the turn of the 21st century, Baguio already has 21 HEIs, of which 19 are privately-run schools, while two are public institutions of learning (UP Baguio and PMA). Of the 367,053 total population of Baguio City in 2016, 57,633 (15.7 percent) represent the student population in the HEIs. Student population in the city has been increasing since the 1990 earthquake, although slight decreases were noticeable in certain crises years. From 1990-2017, an average of 22.31 percent represents HEI enrollment in the total population of Baguio City. The three autonomous universities that have the highest student enrollments are the Saint Louis University (SLU), the University of

Baguio (UB) and the University of the Cordilleras (UC). Asians (57.44 percent) comprise most of the foreign student population, for which the majority are Koreans (17.17 percent). The University of the Cordilleras (59.61 percent), University of Baguio (18.5 percent), Saint Louis University (13.18 percent) and Pines City Colleges (8.71 percent) are the top universities in hosting foreign students for the second semester, AY 2017-2018. As to the highest educational attainment in 2015, academic degree holders comprise the most number (53.53 percent), followed by college undergraduates (45.02 percent) and post-baccalaureate degree holders (1.45 percent). More than 50 percent of the 15 years old population is gainfully employed, and they work mostly in Baguio City. Most of the gainfully employed are engaged in the service sector, professional and government work, and managers.

Some colleges and universities have come up with short histories of their schools in coffee table books, in souvenir programs, student manuals, school's basic rules and regulations, and online descriptions in web pages to advertise their schools. Some have come up with chronologies of their beginnings, milestones and benchmarks. What is deemed relevant is to undertake a thorough writing of institutional histories of these pioneering tertiary institutions in Baguio to retain its legacy as a C-town or U-town in the northern part of the Philippines. Being a heritage city, writing educational histories is a contribution to Baguio's local history. It addresses the gaps that general histories have ignored and relegated to the margins.

Baguio City continues to evolve as a U-town. Today, colleges and universities strive to respond to the needs of a pluralistic Baguio that integrates the skills, values, and strengths of the local culture as it faces up to the challenges of the twenty-first century.

NOTES

1. This present article was lifted from the author's PhD dissertation entitled *Baguio City: From Colonial Mountain Resort to University Town, 1901-1940* (Chapter VII: Epilogue – Baguio as University Town since 1946). The author's archival researches were facilitated through a Fulbright Visiting Scholar grant in 2011-2012 and a Senior Advanced Research Grant in 2017-2018 from the Philippine-American Educational Foundation—Fulbright Commission in the Philippines. She was hosted by The George Washington University, Elliott School of International Affairs, Sigur Center for Asian Studies, Washington D.C. In 2017-2018, additional

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2. Los Pinos is the Spanish phrase for The Pines, which has reference to Baguio, as the "Pines City," first used in the Monthly Bulletin of the Philippine Health Service 5, no. 1 (January, 1925): 491; W.R. Bradford, "The PATCO," Philippine Magazine 32, no. 5 (May, 1935): 236; "PATCO – Pioneer in Philippine Aviation," The American Chamber of Commerce Journal 16, no. 12 (December, 1936): 24.
 3. The "City of Pines" was appropriated for the title of Robert Reed's book, entitled *City of Pines: The Origins of Baguio as a Colonial Hill Station and Regional Capital* (Baguio City: A-Seven Publishing, 1976). The first reference to the "city of pines" was articulated in an advertisement in the *Khaki and Red: Constabulary Journal and General Magazine* 10, no. 4 (April, 1930): 8. "City of pine trees" was used in "Unrivaled Tourist Attractions of the Philippines to be Advertised to the World," *The American Chamber of Commerce Journal* 17, no. 11 (January, 1937): 37. "Baguio pines" was used in *American Chamber of Commerce Journal* 10, no. 5 (May, 1930); James M. Robb, "The Balatoc Case," *The American Chamber of Commerce Journal* 18, no. 11 (November, 1938): 21.
 4. Ethnicity is "a social identity that is often assumed to correspond to a racial group, but to expand beyond more than the group's assumed external characteristics of physical appearance ... a learned identity that is transmitted through one's family and social networks and is typically thought of as including cultural markers of language, food, values, religion, dress, and customs." Multiethnicity, therefore, "refers to persons who identify with more than one ethnicity." Multiracial refers to "the demographic diversity among persons claiming more than one race." Multiracial and multicultural are synonymous to each other. Lifted from Gina Miranda Samuels, "Multiethnic and Multiculturalism," *Encyclopedia of Social Work* (February 2014): 4, Accessed 1 December 2018, DOI: 10.1093/acrefore/9780199975839.013.991, <http://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-991?print=pdf>.

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APPENDIX

Table 1: Population in Baguio City, 1887-2018

Year	Population	Year	Population	Year	Population	Year	Population
1887	655	1969	69,800	1986	141,149	2003	313,378
1903	489	1970	84,538	1987	146,186	2004	276,404
1904	841	1971	87,569	1988	148,555	2005	285,278
1913	3,500	1972	92,900	1989	152,193	2006	294,849
1918	5,464	1973	97,100	1990	183,142	2007	301,926
1939	24,117	1974	101,500	1991	195,390	2008	301,759
1940	25,000	1975	97,449	1992	-	2009	308,314
1948	29,262	1976	103,300	1993	205,733	2010	318,676
1960	50,436	1977	106,600	1994	212,074	2011	327,356
1961	51,000	1978	106,800	1995	226,883	2012	334,984
1962	-	1979	109,700	1996	236,519	2013	342,750
1963	56,330	1980	119,009	1997	247,258	2014	350,678
1964	58,400	1981	122,978	1998	258,010	2015	345,366
1965	60,400	1982	126,494	1999	268,772	2016	367,053
1966	62,600	1983	130,079	2000	252,386	2017	-
1967	64,800	1984	133,726	2001	290,837	2018	362,441
1968	67,300	1985	137,427	2002	302,104		

Source: *Census of the Philippines, 1939*; Barangay Population – CAR, 2011-2016; Philippine Population Census; NSO, Baguio City (for figures in bold highlights); Philippine Health Statistics, 1980-2015 (for figures in italics).

Table 2: Ethnicity /Mother Tongue of Household Population in Baguio City, 1990-2010.

Mother Tongue	Years			
	1990	1995	2000	2010
Ilocano	54.98	50.00	44.53	32.76
Tagalog	19.95	22.74	20.44	11.72
Kankanaey	5.69	9.14	11.61	11.67
Pangasinan	4.30	4.02	4.8	8.85
Ibaloy	3.11	3.44	3.9	6.74
Applai	-	-	-	6.30
Bontoc	1.82	3.02	-	4.73
Ifugao	1.56	1.60	-	3.29
Bisaya/Binisaya	-	-	-	2.27
Kalinga	0.28	0.52	-	1.82
English	1.52	0.90	-	0.05
Kapampangan	1.05	1.08	-	1.59
Bicolano	0.58	0.41	-	1.38
Maranaos				.78
Balangao				.53
Bago				.46
Cebuano				.45
Hiligaynon				.43
Kalanguya				.41
Itneg				.40

Source: NSO, 1990, 1995, 2000, 2010 Census of Population and Housing; Philippine Statistics Office.

Table 3: Household Population by Country of Citizenship, Baguio City, 1942, 1990-2010. (continued)

Country of Citizenship	1942	1990	2000	2010	Country of Citizenship	1942	1990	2000	2010
Afghanistan	-	-	10	2	Malaysia	-	3	-	3
Algerian	-	10	-	-	Malta	-	-	-	1
Angola	-	14	-	-	Marshall Island	-	-	10	-
Antigua	-	1	-	-	Mexican	-	2	11	-
Argentina	1	-	40	-	Nepal	-	5	30	5
Australia	-	37	169	17	Netherlands	-	4	-	8
Austria	1	-	-	7	New Zealand	-	1	20	4
Bahrain	-	1	10	-	Nigeria	-	-	20	8
Bangladesh	-	7	-	7	Oman	-	-	-	1
Belgium	54	11	-	5	Pakistan	-	3	-	8
Brazil	-	2	30	4	Papua New Guinea	-	1	-	1
Brunei Darussalam	-	2	-	-	Philippines	-	178,592	237,630	313,868
Bulgaria	-	-	-	1	Poland	10	-	-	4
Cambodia	-	-	-	1	Portugal	-	1	-	-

Source: BIA, *List of Aliens in the City of Baguio, 1942*, 1990, 2000, 2010 Census of Population and Housing.

Table 3: Household Population by Country of Citizenship, Baguio City, 1942, 1990-2010. (continued)

Country of Citizenship	1942	1990	2000	2010	Country of Citizenship	1942	1990	2000	2010
Canada	1	23	0	58	Qatar	-	-	-	3
Central African Republic	-	-	-	1	Rhodesia	-	-	11	-
China	-	303	100	191	Romania	2	-	-	5
Costa Rica	-	-	-	1	Russia	15	-	-	-
Croatia	-	-	-	4	Saudi Arabia	-	4	-	7
Czechoslovakia	-	5	-	-	Singapore	-	2	-	10
Denmark	4	2	10	8	Somalia	-	-	-	6
Dominican Republic	-	1	-	-	South Africa	-	-	-	7
Ecuador	-	-	-	1	Spain	53	6	0	12
Eritrea	-	-	-	2	Sri Lanka	-	-	-	1
Ethiopia	-	-	-	3	Stateless	2	-	-	-
France	7	1	-	4	Sudan	-	2	-	14
Germany	79	9	20	38	Sweden	3	4	-	7
Greece	-	1	10	-	Switzerland	11	4	-	7
Guinea-Bissau	-	-	-	2	Syria	6	1	-	-
Hungarian	1	-	-	-	Syrian-French	2	-	-	-

Source: BIA, *List of Aliens in the City of Baguio, 1942, 1990, 2000, 2010* Census of Population and Housing.

Table 3: Household Population by Country of Citizenship, Baguio City, 1942, 1990-2010.

Country of Citizenship	1942	1990	2000	2010	Country of Citizenship	1942	1990	2000	2010
India	5	35	90	142	Taiwan	-	5	-	8
Indonesia	0	11	62	8	Tanzania	-	-	-	1
Iran	0	6	10	24	Thailand	-	7	10	2
Ireland	1	-	-	14	Tunisia	-	4	10	2
Israel	1	1	-	7	Turkey	-	-	-	3
Italy	1	4	-	11	Ukraine	-	-	-	1
Japan	-	11	20	47	United Arab Emirates	-	-	-	1
Jordan	-	7	30	17	UK of Great Britain	-	44	183	34
Kenya	-	-	-	1	USA	-	590	630	489
Korea, North	-	36	154	98	Uzbekistan	-	-	-	7
Korea, South	-	-	-	506	Vietnam	-	1	-	9
Kuwait	-	1	-	4	Yemen	-	-	-	4
Kyrgyzstan	-	-	-	1	Others	-	24	1,700	5
Lebanon	7	-	-	5	Not Stated	-	46	8,509	1
Luxembourg	-	-	-	1	TOTAL	267	70	10,209	567

Source: BIA, *List of Aliens in the City of Baguio, 1942, 1990, 2000, 2010* Census of Population and Housing.

Table 4: Student Enrollment in HEIs vis-à-vis Baguio's Total Population (1990-2018).

Year	Baguio's Population	HEI Student Enrollment			% to Baguio's Population	Year	Baguio's Population	HEI Student Enrollment			% to Baguio's Population
		Male	Female	Total				Male	Female	Total	
1990	183,142	-	-	41,602	22.72	2005	285,278	29,212	38,350	67,562	23.68
1991	195,390	-	-	37,555	19.22	2006	294,849	29,590	38,391	68,481	23.23
1992	-	-	-	38,417	-	2007	301,926	29,817	38,694	68,511	22.69
1993	205,733	-	-	39,318	19.11	2008	301,759	35,762	45,347	81,109	26.88
1994	212,074	-	-	42,804	20.18	2009	308,314	39,731	47,632	87,363	28.34
1995	226,883	-	-	48,308	21.29	2010	318,676	38,264	45,665	83,929	26.34
1996	236,519	-	-	53,350	22.56	2011	327,356	36,426	44,621	81,047	24.76
1997	247,258	-	-	57,779	23.37	2012	334,984	34,700	44,760	79,460	23.72
1998	258,010	-	-	60,476	23.44	2013	342,750	35,381	46,209	81,590	23.80
1999	268,772	-	-	60,997	22.69	2014	350,678	29,169	38,378	67,547	19.26
2000	252,386	-	-	61,240	24.26	2015	345,366	29,148	37,923	67,071	19.42
2001	290,837	-	-	58,094	19.97	2016	367,053	24,538	33,095	57,633	15.70
2002	302,104	27,035	33,441	60,476	20.02	2017	-	19,982	26,111	46,093	-
2003	313,378	27,417	35,070	62,487	19.94	2018	362,441	-	-	-	-
2004	276,404	28,311	37,616	65,927	23.85						

Source: CHED-CAR, 1990-2012, 2002-2018; *PSA Factsheet, May 2014. NO DATA from Colegio Nacional for AY 2015-2018; from PMA for AY 2002-2010; and from Remnant International College for AY 2016-2017.

Table 5: Gender Disaggregated List of Schools Accepting Foreign Students, 2nd Semester 2017-2018.

Nationality	Pines City Colleges		Saint Louis University		University of Baguio		University of the Cordilleras		Total	
	F	M	F	M	F	M	F	M	No.	%
American	0	0	5	6	3	9	1	2	26	3.14
Angolan	2	0	0	0	0	0	1	5	8	.97
Bahraini	0	0	0	0	0	0	0	1	1	.12
Bangladeshi	0	0	0	0	0	1	0	0	1	.12
Belgian	0	0	5	1	0	0	0	0	6	.73
British	0	0	2	0	1	0	0	0	3	.36
Cambodian	0	0	0	0	0	0	0	1	1	.12
Canadian	0	0	0	0	0	1	0	0	1	.12
Chinese	0	0	10	2	0	0	34	42	88	10.64
Congolese	0	0	0	0	0	0	0	1	1	.12
Djiboutienne	0	0	0	0	0	1	0	1	2	.24
Egyptian	0	0	0	0	2	0	0	3	5	.60
Equatorial Guinean	0	0	0	0	0	0	5	2	7	.85
Eritrean	4	4	0	3	0	3	11	19	44	5.32
Ethiopian	0	0	0	0	0	0	0	7	7	.85
Ghanaian	0	0	2	0	0	0	1	0	3	.36
Haitian	0	0	0	1	0	0	0	0	1	.12
Indian	0	0	7	11	0	0	3	1	22	2.66
Indonesian	0	0	2	3	0	1	3	6	15	1.81
Iranian	2	2	0	2	3	4	0	0	13	1.57
Iraqi	0	0	0	0	0	1	0	0	1	.12
Japanese	0	0	1	1	3	0	2	2	9	1.1
Jordanian	0	0	0	1	1	4	0	0	6	.73
Kenyan	0	0	2	0	0	0	1	0	3	.36
Korean	2	6	20	22	24	23	21	24	142	17.17
Kuwaiti	0	0	0	0	0	0	1	0	1	.12
Libyan	0	0	0	2	0	0	0	1	3	.36
Malaysian	0	0	2	0	0	0	0	0	2	.24
Mali	0	0	0	0	0	0	0	1	1	.12
Mongolian	0	0	3	0	0	0	0	0	3	.36

Source: CHED-CAR

Table 5: Gender Disaggregated List of Schools Accepting Foreign Students, 2nd Semester 2017–2018. (continued)

Nationality	Pines City Colleges		Saint Louis University		University of Baguio		University of the Cordilleras		Total	
	F	M	F	M	F	M	F	M	No.	%
Myanmar	0	2	0	2	0	2	2	7	15	1.81
Namibian	0	0	0	0	0	0	1	0	1	.12
Nepalese	0	0	0	1	0	0	1	0	2	.24
Nigerian	0	6	4	8	2	1	33	35	89	10.76
Pakistani	0	2	0	0	0	0	0	2	4	.48
Palestinian	0	0	0	0	0	0	0	4	4	.48
Papua New Guinean	0	2	1	0	0	0	12	15	30	3.63
Rwandese	0	0	1	5	0	0	2	7	15	1.81
Saudi Arabian	0	0	0	3	0	0	0	2	5	.60
Singaporean	0	0	0	0	0	0	1	0	1	.12
Somalian	6	0	2	2	0	1	5	17	33	3.99
Sudanese	0	8	0	3	1	4	1	31	48	5.8
Swazi	0	0	0	0	0	0	0	2	2	.24
Swede	0	0	0	0	1	0	0	0	1	.12
Syrian	0	4	0	0	0	0	0	2	6	.73
Tchad	0	0	0	0	0	4	1	16	21	2.54
Timorese	4	2	0	0	0	0	0	0	6	.73
Turkish	0	0	0	0	0	1	0	2	3	.36
Vietnamese	0	0	0	0	3	0	0	0	3	.36
Yapese	0	0	1	0	0	0	0	0	1	.12
Yemeni	6	8	0	2	0	4	0	89	109	11.0
Zambian	0	0	2	0	0	0	0	0	2	.24
Total	26	46	72	81	44	65	143	350		

Source: CHED-CAR

Table 6: Highest Educational Attainment of Household Population 5 Years Old and Over by, Sex and Age Group, Baguio City (1995-2015).

School Year	Population	No Grade Completed	Pre-school	Special Education	Elementary				
					1-4	5-6 / 7	Graduate	Total	
1975	Both Sexes	82,659	5,589					30,057	
	Male	39,813	2,407					14,368	
	Female	42,846	3,182					15,690	
1990	Both Sexes	148,595	3,014	1,241	-	19,925	20,188	-	40,113
	Male	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-
1995	Both Sexes	195,593	6,366	5,940	-	24,633	21,699	-	46,332
	Male	94,929	2,939	3,031	-	12,806	10,308	-	23,114
	Female	101,024	3,427	2,909	-	11,827	11,391	-	23,218
2000	Both Sexes	220,231	5,875	6,026	-	-	-	-	50,516
	Male	107,018	2,703	2,998	-	-	-	-	25,156
	Female	113,213	3,172	3,028	-	-	-	-	25,360
2007	Both Sexes	268,428	10,336	5,853	-	26,440	6,564	17,284	50,288
	Male	129,568	5,164	3,081	-	13,719	3,433	8,666	25,818
	Female	138,860	5,172	2,772	-	12,721	3,131	8,618	24,470
2010	Both Sexes	286,291	5,452	8,295	-	29,506	10,122	15,161	54,789
	Male	138,905	2,527	4,354	-	15,486	5,424	7,561	28,471
	Female	147,386	2,925	3,941	-	14,020	4,698	7,600	26,318
2015	Both Sexes	307,975	6,098	7,937	264	33,446	9,017	17,448	59,911
	Male	149,249	2,895	4,033	149	17,013	4,615	8,872	30,500
	Female	158,726	3,203	3,904	115	16,433	4,402	8,576	29,411

Source: <https://psa.gov.ph>

Table 6: Highest Educational Attainment of Household Population 5 Years Old and Over by, Sex and Age Group, Baguio City (1995-2015). (continued)

	High School		Post-Secondary			College	Academic Degree Holder	Post Baccalaureate	Not Stated
	Graduate	Total	Undergraduate	Graduate	Total				
		24,234				13,174	7,685		1,921
		12,229				6,321	3,605		885
		12,005				6,853	4,080		1,036
17,756	26,001	43,757	1,895	4,769	6,664	27,283	25,465	-	1,058
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
22,359	34,997	57,356	1,161	5,298	6,459	32,628	35,437	1,457	3,978
10,985	17,031	28,016	754	2,968	3,722	15,760	15,690	759	1,898
11,374	17,966	29,340	407	2,330	2,737	16,868	19,747	698	2,080
-	-	62,488	-	-	16,993	43,392	28,596	2,229	4,116
-	-	31,212	-	-	8,509	20,860	12,509	1,040	2,031
-	-	31,276	-	-	8,484	22,532	16,087	1,189	2,085
24,838	58,566	83,404	666	10,171	10,837	49,404	53,459	1,385	3,462
12,479	28,647	41,126	365	5,688	6,053	23,236	23,009	568	1,513
12,359	29,919	42,278	301	4,483	4,784	26,168	30,450	817	1,949
27,459	55,854	83,313	1,503	9,951	11,454	53,522	63,616	4,042	1,808
14,201	27,366	41,567	882	5,513	6,395	25,811	26,975	1,911	894
13,258	28,488	41,746	621	4,438	5,059	27,711	36,641	2,131	914
28,558	70,330	98,888	175	5,636	5,811	58,076	69,062	1,867	61
14,473	36,779	51,252	77	1,914	1,991	28,060	29,585	753	31
14,085	33,551	47,636	98	3,722	3,820	30,016	39,477	1,114	30

Source: <https://psa.gov.ph>

Table 7: Percentage of Highest Educational Attainment in the Tertiary Level to the Total Student Population and Baguio City's Population (1990-2015).

Year	Baguio's Population	Student Population	College Undergraduate		Academic Degree Holder		Post Baccalaureate		TOTAL	% to Student Population	% to Baguio's Population
			No.	%	No.	%	No.	%			
1990	183,142	0	27,283	51.72	25,465	48.28	0	0	237,980	35.50	28.80
1995	226,883	0	32,628	46.93	35,437	50.97	1,457	2.10	298,500	35.48	30.64
2000	252,386	0	43,392	58.47	28,596	38.53	2,229	3.00	328,703	33.70	29.41
2007	301,926	0	49,404	47.39	53,459	51.28	1,385	1.33	408,281	38.84	34.53
2010	318,676	0	53,522	44.17	63,616	52.50	4,042	3.34	441,966.01	42.33	38.02
2015	345,366	0	58,076	45.02	69,062	53.53	1,867	1.45	476,486	41.89	37.35

Source: Philippine Statistics Authority

Table 8: Employment Status of HH Population 15 Years Old & Over, Baguio City (1990-2003).

Year	Household Population 15 Years Old & Over		Employed						Unemployed						Not in the Labor Force					
			M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1990	56,046	62,576	118,622	38,191	32,540	70,731	2,190	1,571	3,761	15,665	28,465	44,130								
	47.25	52.75	100.00	53.99	46.01	100.00	58.23	41.77	100.00											
Oct 2002	93	102	195,000	69.9	40.2	54.3	13.8	9.8	12.5											
Jan 2003	92	105	197,000	69.6	39.0	53.3	25.0	17.1	21.4											
Apr 2003	94	105	199,000	69.1	41.9	54.6	18.5	15.9	17.2											

Source: NSO, Census of Population and Housing; PSA CAR Statwatch.

Table 9: Employment of HH Population 15 Years Old & Over, Baguio City (1990, 2007, 2015)

Occupations	1990			2007			2015		
Officials of government and special-interest organizations, corporate executives, managers, managing proprietors, & supervisors			3,300			13,647			17,576
Professionals			7,080			13,371			19,396
Technicians & Associated Professionals			1,780			955			8,981
Clerks			3,976			1,532			12,016
Service and Shop Market Sales Workers			5,531			1,592			27,886
Farmers, Forestry Workers & Fishermen			1,944			554			2,034
Craft (Mining/Construction) & Related Workers			9,051			8,432			12,425
Plant & Machine Operators & Assemblers			3,538			4,238			13,683
Elementary Occupations			12,659			-			19,956
Armed Forces Occupations			-			-			596
Non-Gainful Occupation			44,370			-			-
Other Occupations			12,639			-			-
Occupation Not Stated			12,754			1,228			171

Source: 1990, 2007, 2015 Census of Population and Housing

Table 10: Gainful Workers 15 Years Old and Over by Sex, and Place of Work/Residence (2000-2015)

Year	Sex	No. of Gainful Workers	Place of Work					
			Same City/ Municipality Other City/	Other City/ Municipality Same Province	Other Province	Foreign Country	Unknown	
2000	Both Sexes	220,231	198,338	2,494	14,177	1,543	3,679	
	Male	107,018	97,343	1,149	6,056	749	1,721	
	Female	113,213	100,995	1,345	8,121	794	1,958	
2007	Both Sexes	111,077	97,779	1,506	2,199	7,101	2,492	
	Male	65,335	57,909	1,087	1,527	3,527	1,285	
	Female	45,742	39,870	419	672	3,574	1,207	
2010	Both Sexes	286,291	263,905	2,611	17,994	1,778	3	
	Male	138,905	128,911	1,166	7,940	887	1	
	Female	147,386	134,994	1,445	10,054	891	2	
2015	Both Sexes	134,720	-	-	-	-	-	
	Male	78,903	-	-	-	-	-	
	Female	55,817	-	-	-	-	-	

Table 11: Number of Hotels & Hotel Rooms by Classification, Baguio City (1998-2010).

Year	Class "A" Resort		Special Interest Resort		Standard Class		Economy Class		Tourist Inn		Lodge		Apartel		Pension		Motor Lodge		Total		
	No.	Rms	No.	Rms	No.	Rms	No.	Rms	No.	Rms	No.	Rms	No.	Rms	No.	Rms	No.	Rms	No.	Rms	
1998	3	364	3	40	12	544	17	498	26	601	14	732	5	93	5	82	1	24	86	2,978	
1999	3	364	2	10	12	559	12	319	24	579	12	694	7	121	4	49	1	24	77	2,719	
2000	3	364	2	10	12	559	13	367	27	683	17	748	7	121	4	49	1	24	86	2,925	
2001	4	360	2	13	15	812	11	271	29	702	14	108	6	104	4	49	1	24	86	2,443	
2002	4	476	3	32	17	929	11	292	30	714	13	699	3	130	10	96	2	43	93	3,411	
2003	4	476	3	32	19	1,013	13	288	32	759	13	755	3	82	10	123	2	29	99	3,557	
2004	4	476	3	32	17	954	16	445	36	877	15	698	3	82	14	167	2	43	110	3,774	
2005	4	476	3	32	18	1,011	16	494	36	851	14	698	3	82	13	167	2	43	109	3,854	
2006	4	482	1	7	20	1,237	14	475	30	725	13	660	3	88	13	138	2	38	100	3,850	
2007	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2008	4	482	1	8	19	1,237	11	403	28	654	12	680	3	88	11	143	1	38	90	3,733	
2009	4	447	1	7	19	1,078	11	358	27	619	13	559	3	95	11	117	1	38	90	3,318	
2010	4	447	1	7	19	1,078	11	358	27	619	13	559	3	95	11	117	1	38	90	3,318	

Source: *Department of Tourism*. The list does not include dormitories, boarding houses, homestays, guest houses, condominiums, tenement houses, and other lodging houses which provide accommodation on a fee basis.

Table 12: Registered Motor Vehicles for HIRE in Baguio City, Q2 2015.

Year	Region/City	Taxi	Jeepney	School Service	Bus	UV Express	TH	Trailer
2015	Baguio City	242	985	55	14	29	29	19
	Cordillera Administrative Region (CAR)	314	1,512	57	45	16	66	22

Source: Department of Transportation and Communication (DOTC); Ranosa, De Guzman and Filione (2007).

Table 13: Primary, Intermediate, Secondary & Collegiate/Normal/Technical Monthly Enrollment for Baguio City, 1937-1953

Academic Year	Year	Total Population	Primary		Intermediate		Secondary		Collegiate/Normal/Technical		Total Enrollment	Private Schools
			Enrollment	Percentage	Enrollment	Percentage	Enrollment	Percentage	Enrollment	Percentage		
1937-1938	1938		1,378	50.89	771	28.47	559	20.64	-	-	2,708	1,855
1938-1939	1939	24,122	1,301	50.51	733	28.45	542	21.04	-	-	2,576	
1939-1940	1940	24,117	1,489	50.72	816	27.79	631	21.49	-	-	2,936	1,869
1946-1947	1947		2,308	62.46	548	14.83	839	22.71	-	-	3,695	
1947-1948	1948	29,262	2,703	64.11	670	15.89	843	20.00	-	-	4,216	
1948-1949	1949	29,906	2,906	64.07	852	18.78	778	17.15	-	-	4,536	
1949-1950	1950	30,564	2,987	57.59	1,287	24.81	913	17.60	-	-	5,187	
1950-1951	1951	30,890	2,744	52.88	1,518	29.25	927	17.87	-	-	5,189	
1951-1952	1952	31,510	2,496	61.21	1,437	29.48	941	19.31	-	-	4,874	
1952-1953	1953	31,707	2,374	50.46	1,339	28.46	992	21.08	-	-	4,705	

Source: Annual Report of the Director of Education from 1938-1940, 1947-1953. This data only pertains to public schools.

Table 14: A Brief History of Pioneer Tertiary Institutions in Baguio City, 1945-2003.

University	Changes in Names	Date Granted University Status	Founders
Baguio Central University (BSU) ¹	<ul style="list-style-type: none"> 1945–1949: Centro Academy or Centro Vocational School 1949–1951: Centro Industrial School; a high school academic program 1951–1972: Eastern Philippine Colleges 1972–1977: Lyceum of Baguio Since 1978: Baguio Central University 	15 Aug. 1977	Godofredo H. Fernandez and Margarita J. Fernandez
University of the Cordilleras (UC)	<ul style="list-style-type: none"> 19 June 1946: birth of the Baguio Colleges 4 July 1946: Baguio Colleges was authorized to open 24 June 1947: government recognition 1 July 1949: government recognition as a day school 1950s: offered elementary & secondary education at Hamada Subdivision 1967–2003: renamed Baguio Colleges Foundation 22 November 2003: renamed University of the Cordilleras 	22 Nov. 2003	Benjamin Romero Salvosa
University of Baguio (UB)	<ul style="list-style-type: none"> 7 August 1948: birth of the Baguio Technical & Commercial Institute 1 June 1967: renamed Baguio Tech, Inc. (Baguio Tech) 	7 August 1969	Fernando and Margarita Bautista
Saint Louis University (SLU)	<ul style="list-style-type: none"> 1911: St. Louis Primary School, Cathedral Hill 1913: Holy Family at Campo Filipino 1921: St. Louis School, Assumption Road 1938: Campo Filipino School was made a branch of Saint Louis School 1951: Boys' High under CICM; Girls' High under ICM 1952: Saint Louis College 1963: renamed Saint Louis University 	13 May 1963	Fr. Seraphin Devesse Fr. Florimund Carlo
UP Baguio	<ul style="list-style-type: none"> 19 February 1921: UP College of Liberal Arts, Vigan, Ilocos Sur 1938: transferred to Baguio & named College of Arts & Sciences, located at the Government Center 1961: UP College Baguio December, 2002: renamed UP Baguio 	Dec. 2002 – granted autonomous status	
Pines City Colleges (PCC)	<ul style="list-style-type: none"> 15 August 1966 - August, 1969: Pines City Doctor's Hospital, an affiliate of the Benguet General Hospital and San Lazaro Hospital August, 1969: Pines City Doctor's Hospital School of Nursing Formerly known as the Pines City Educational Center until it assumed the name Pines City Colleges 		

Table 15: List of HEIs in Baguio City, CHED-CAR (since 1945)

Date Founded	Name of HEI	University Status	Former Names	Date Re-named
2001	AMA Computer College		AMA Computer College	
			AMA Computer University	
1964	Asia Pacific Theological Seminary			
1945	Baguio Central University	15 Aug. 1977	Centro Academy or Centro Vocational School	1945
			Eastern Luzon Colleges	1951
			Lyceum of Baguio, Inc.	1972
			Baguio Central University	1977
2008	Baguio Christian Mission International College, Inc.			
1998	Baguio City Academy Colleges, Inc.			
1969	Baguio Colleges of Technology		Baguio Electronics and Technical Institute (BETI)	1969
1 Jan. 1972	BSBT College			
1965	Casiciaco Recoletos Seminary		Seminario Mayor Recoletos	
2005	Colegio Nacional, Inc.		National University-CEDCE	2005
			Colegio Nacional, Inc.	2008
1980	Data Center College of the Philippines of Baguio City			
1906	Easter College, Inc.		Easter School	1906
			Easter College	1995
1999	Keystone College, Inc.		Baguio Arts Theological College	1999
			Kalos Mission Arts College	2006
			Keystone College, Inc.	2012
1936	Philippine Military Academy		Constabulary School	1908
			Philippine Military Academy	1936
1999	Philippine Women's University-CDCEC			

Table 15: List of HEIs in Baguio City, CHED-CAR (since 1945). (continued)

Date Founded	Name of HEI	Univer- sity Status	Former Names	Date Re- named
1965	Pines City Colleges		Pines City Educational Center	1965
			Pines Doctors' Medical Center	1969
			Pines City Colleges	
9 Aug. 2009	Remnant International School			
1911	Saint Louis University	13 May 1963	Saint Louis School	1911
			Saint Louis College	1963
1976	San Pablo Major Seminary			
21 Aug. 1983	STI Education Services Group, Inc.			
8 Aug. 1948	University of Baguio	7 Aug. 1969	Baguio Technical & Commercial Institute	1948-1950
			Baguio Tech, Inc.	1967
			Baguio Technical & Commercial	1950-1969
			University of Baguio	1969
19 June 1946	University of the Cordilleras	22 Nov. 2003	Baguio Colleges	1946
			Baguio Colleges Foundation	
			University of the Cordilleras	2003
22 April 1961	University of the Philippines Baguio	Dec. 2002	U.P. College of Arts & Sciences	1938
			U.P. College Baguio	1961
			U.P. Baguio	2002

Table 16a: Number of Student Enrollment Per HEI, Baguio City (1990-2004)

Higher Education Institutions (HEIs)	Academic Year						
	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997
AMA Computer College-Baguio							
Baguio Central University	2,022	1,958	2,567	2,462	3,478	4,496	4,404
Baguio Christian Mission International College							
Baguio City Academy Colleges							
Baguio College of Technology							
BSBT College							
Casiciaco Recoletos Seminary	103	92	90	97	91	94	88
Colegio Nacional, Inc.							
Data Center College of the Philippines of Baguio City							
Easter College						90	178
Keystone College							
Pines City Colleges							
Philippine Military Academy							
Philippines Women's University-Baguio City	5,619	4,881	4,286	3,547	3,655	3,451	3,498
Remnant International School							
Saint Louis University	16,527	15,008	15,558	16,479	17,678	20,097	21,219
San Pablo Major Seminary	147	179	194	206	241	216	218
STI Education Group Services							
University of Baguio	7,623	5,918	5,870	7,132	7,893	8,777	10,428
University of the Cordilleras	8,606	8,606	8,785	8,287	8,611	9,797	12,004
University of the Philippines Baguio	955	913	1,067	1,108	1,157	1,290	1,313
TOTAL	41,602	37,555	38,417	39,318	42,804	48,308	53,350

Source: CHED-CAR, 1990-2018; <http://ched.gov.ph/statistics/>

Table 16a: Number of Student Enrollment Per HEI, Baguio City (1990-2004). (continued)

Higher Education Institutions (HEIs)	Academic Year						
	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
AMA Computer College-Baguio					225	341	378
Baguio Central University	4,985	5,169	4,609	4,271	3,097	3,734	4,121
Baguio Christian Mission International College							10
Baguio City Academy Colleges							
Baguio College of Technology			500	897	724	706	734
BSBT College							
Casiciaco Recoletos Seminary	93	88	83	78	89	82	83
Colegio Nacional, Inc.							
Data Center College of the Philippines of Baguio City						200	158
Easter College	312	361	338	275	243	181	235
Keystone College			8	19	14	21	72
Pines City Colleges							
Philippine Military Academy						14	44
Philippines Women's University-Baguio City	3,218	2,916	2,687	2,529	3,468	5,564	8,947
Remnant International School							
Saint Louis University	22,132	22,098	22,987	23,577	22,808	22,703	21,347
San Pablo Major Seminary	210	203	195	214	148	139	123
STI Education Group Services	344	670	702	772	823	650	510
University of Baguio	11,579	13,144	15,110	16,931	16,021	15,796	14,738
University of the Cordilleras	13,354	13,981	11,660	9,579	8,574	8,268	9,153
University of the Philippines Baguio	1,552	1,846	2,098	2,098	1,860	2,077	1,834
TOTAL	57,779	60,476	60,977	61,240	58,094	60,476	62,487

Source: CHED-CAR, 1990-2018; <http://ched.gov.ph/statistics/>**Table 16b:** Number of Student Enrollment Per HEI, Baguio City (2004-2018)

Higher Education Institutions (HEIs)	Academic Year						
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
AMA Computer College-Baguio	354	322	320	409	447	382	411
Baguio Central University	5,237	5,787	5,543	4,525	3,138	2,812	2,499
Baguio Christian Mission International College	12	10	19	15	15	12	20
Baguio City Academy Colleges							29
Baguio College of Technology	768	883	1,002	1,173	1,180	2,968	2,714
BSBT College			2	3	66	288	325
Casiciaco Recoletos Seminary	84	90	90	121	110	99	87
Colegio Nacional, Inc.		56	148	592	1,060	2,632	1,387
Data Center College of the Philippines of Baguio City	180	192	193	208	384	308	416
Easter College	288	399	710	815	1,148	925	717
Keystone College	63	145	169	165	158	154	146
Pines City Colleges							925
Philippine Military Academy	45	57	87	310	459	610	752
Philippines Women's University-Baguio City	7,757	6,654	5,940	4,215	3,728	2,849	2,359
Remnant International School						31	83
Saint Louis University	21,963	22,584	22,322	22,829	24,044	26,846	27,951
San Pablo Major Seminary	122	128	105	103	102	127	108
STI Education Group Services	390	368	323	261	185	166	290
University of Baguio	14,358	15,410	15,356	14,506	13,423	13,146	12,315
University of the Cordilleras	12,155	12,231	13,808	16,021	15,645	14,547	13,740
University of the Philippines Baguio	2,151	2,246	2,344	2,240	2,333	2,285	2,382
TOTAL	65,927	67,562	68,481	68,511	67,625	71,187	69,656

Table 16b: Number of Student Enrollment Per HEI, Baguio City (2004-2018).
(continued)

Higher Education Institutions (HEIs)	Academic Year						
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
AMA Computer College-Baguio	353	688	548	298	298	298	228
Baguio Central University	2,237	2,270	2,156	1,856	1,856	4,341	4,674
Baguio Christian Mission International College	48	55	64	51	51	33	24
Baguio City Academy Colleges	104	249	187	141	77	77	51
Baguio College of Technology	1,749	1,196	1,913	1,085	1,020	676	662
BSBT College	72	500	410	203	203	74	13
Casiciaco Recoletos Seminary	95	111	110	78	74	74	43
Colegio Nacional, Inc.	469	276	67	38	38	38	0
Data Center College of the Philippines of Baguio City	283	419	730	518	381	338	301
Easter College	466	347	356	247	209	183	168
Keystone College	128	112	141	116	85	65	50
Pines City Colleges	803	813	794	1,239	1,512	1,133	936
Philippine Military Academy	1,040	1,084	1,257	0	0	0	611
Philippines Women's University-Baguio City	1,775	1,410	1,329	1,271	1,271	651	954
Remnant International School	115	201	111	109	109	109	30
Saint Louis University	28,741	36,887	38,156	31,697	0	32,725	18,824
San Pablo Major Seminary	119	140	146	117	117	100	65
STI Education Group Services	273	442	459	295	296	164	90
University of Baguio	12,319	15,047	15,696	13,898	14,254	11,304	7,292
University of the Cordilleras	12,621	13,954	13,737	13,737	13,737	10,337	9,675
University of the Philippines Baguio	2,503	3,259	3,223	3,437	3,358	2,317	1,402
TOTAL	66,313	79,460	81,590	70,431	38,946	65,037	46,093