

# Editor's Notes

Public Management education (PME) deserves a close look, specially as the twentieth century nears its end. Convened to tackle the issue of "Curriculum Planning and Implementation in Public Management Education for the 1990s," a conference and general assembly was jointly sponsored by the Association of Schools of Public Administration in the Philippines, Inc. (ASPAP) and the University of the Philippines College of Public Administration (UPCPA) held on 3-5 May 1990 at the Philippine Social Science Center in Quezon City. In line with this concern, we are featuring in this special issue of the *Journal* the working papers from which the Conference discussion took off.

Patricia A. Sto. Tomas laments the negligible impact of PME on the government bureaucracy, a phenomenon which she partly attributes to the scanty number of PME graduates working in the government bureaucracy. In her article "Issues and Problems in Public Management Education," Sto. Tomas also exhorts the ASPAP member schools and the academe to reexamine the relevance of their respective PME curricula.

Cognizant of the significant role of PME vis-a-vis the challenges it currently faces, Romeo B. Ocampo's seminal work entitled "Toward a Philosophy of Public Management Education in the 1990s" lays the groundwork for a solid foundation, upon which the science and art of administration can build on. Ocampo establishes some working propositions which may constitute parts of a philosophy to guide the teaching of PME in the Philippines.

Drawing lessons from the teaching of PME in the different regions of the country is indeed a tedious but necessary task. To this end, several authors contribute their efforts and experiences. Benito C. Cardenas writes on the particularities of achieving the program goals of PME in the Ilocos and Cordillera Administrative Regions. His work "Curricular Programs and Philosophies in Public Administration: A Regional Perspective" has a lot of new insights to offer.

Observing that PME at the local level has to directly confront the consequences of the nation's overall effort of decentralization, Tomas A. Sajo presents in "Local and Regional Public Management Education in the Context of Decentralization" a sectoral program assessment from the vantage points of the faculty, students and practitioners in the Eastern Visayas Region with Iloilo area as a case in point.

A twin issue of decentralization is autonomy. Saira Rakiin Umpa leads us to explore this dimension in her piece entitled "The Autonomous Region in Muslim Mindanao as a Contemporary Issue in Public Management Education." Umpa stresses the pivotal role PME can assume in studying and shaping new institutional arrangements concomitant with the creation of the Autonomous Region in this period of transition.

Nestor N. Pilar shares his findings on a survey of Metro Manila-based schools offering PME in his article "Faculty Development and Upgrading Teaching Methodologies, Techniques and Materials in Public Management Education Programs." Aside from sketching a profile of the sampled schools in terms of hiring and faculty development policy, teaching methods/aids and teaching materials, he also outlines certain recommendations on how to go about upgrading PME to attain the country's development goals.

This issue winds up with a pragmatic note from Mervyn J. Misajon, who proposes certain alternatives to thwart the perennial problem of limited resources in his article "Resource Mobilization and Linkages for Curricular Development." His suggested strategies and courses of action deserve pondering upon at the minimum and trying at the maximum.