

■ This short summary should be of great interest to Filipino educators and school men.

COMPARISON BETWEEN AMERICAN AND BRITISH SCHOOLS

There is much that we in the United States could learn from English schools. We could learn that children are capable of working effectively in language and numbers earlier than they do in American schools; that they are capable in the elementary school of more systematic and sustained study in basic subjects than they generally get in American schools; that the true abilities of many children are often buried by low scores on standardized tests or by poor home conditions or by low expectations on the part of teachers; that children do not suffer from a longer school day and year than is standard in America.

Even more important, we could learn that a limited, though by no means a rigid, curriculum for students at every ability level is important; that schools cannot try

to do everything and anything and still be schools; that they must establish some priorities thought by adults, not children, to be important; that secondary-school students of modest ability can be brought further in basic subjects, including mathematics and foreign languages, than they commonly are in American schools; that students of high ability can be brought a great deal further in basic subjects than they commonly are in American schools. And we could learn that the elaborate administrative machinery that characterizes our schools and school systems, with their plenitude of non-teaching supervisory personnel, is not visibly superior to the looser and much less grandiose system of the English (and European) schools, where the emphasis in administration is on classroom

freedom, not restriction, and on the selection of part-time administrators who are respected for their ability as teachers. All this and more we could learn from English schools, while at the same time recognizing and

eschewing their weaknesses. But first there must be a willingness to look abroad for ideas on the part of those in charge of American schools. — *From the Reform in Education by James D. Koerner (1968).*

OF STUDENT DEMONSTRATIONS

I am for youth activism as long as the movement is geared toward economic growth and national development. The danger of youth activism lies in the leadership of the student demonstrators. The leadership should not fall into the wrong hand. — *Gov. Isidro S. Rodriguez, Rizal*