

AN EVALUATION OF THE 42nd ANNUAL CONVENTION OF THE DIVISION SUPERINTENDENTS

TOMAS DE CASTRO

*Division Superintendent of Schools
For Negros Oriental*

1. This appraisal of the conduct, efficacy, and vital accomplishments of the 42nd annual convention of Public School Superintendents held in the City of Baguio, during the period May 7-12, is based on the opinions and observations not only of the members of the Evaluation Committee but also of the other superintendents and observers through the medium of the evaluation sheets distributed to them at the opening of the convention. It, therefore, reflects to a great extent a true and sincere picture of the convention.

2. An adequate criteria for evaluating conventions should include the following factors:

- (a) Objectives
- (b) Organization and Planning
- (c) Procedure which includes conduct and discussion
- (d) The efficiency of the Chairman
- (e) The participation and behaviour of the conventionists
- (f) The effectiveness of the committee workshop
- (g) The efficiency of the recorder
- (h) The usefulness of the resource persons
- (i) The results or accomplishments

All these factors were considered in making the following appraisal:

3. **OBJECTIVES**—The objectives of the convention revolving around

the central theme of Adult Education, touch on a very vital and significant aspect on Philippine education and cover practically all the important phases of the subject; namely, literacy, economic, cultural-social, citizenship-civic, and health and sanitation. No one can, with reason, deny the magnitude and by far-reaching significance of the adult education problems in this country. They were derived from a community of purposes and interests and grew out of a felt need in the field. The democratic and cooperative manner observed in the formulation of these objectives gave the superintendents the opportunity of "belongingness" and set a favorable emotional climate during the entire convention.

4. **ORGANIZATION AND PLANNING**—There was ample evidence of mature and expert planning and organization of the convention. The planning Committee composed of superintendents, formulated the problems at the close of last year's convention in May, and almost immediately thereafter, various committees were assigned to the five study areas comprising the problem. Five study centers were designated in Iloilo, Cagayan, Bataan, Cebu, and Cotabato. The early planning and organization provided ample opportunity for study, research, experimentation, observation, and deliberation to the different study groups. Un-

fortunately, due to insufficiency of funds, the original plan of permitting all the superintendents to observe the projects in these divisions could not be carried out and only the chairmen of the five groups were able to visit the project centers in December, 1950 and January, 1951. The organization and planning of the convention were made on a cooperative basis following the accepted pattern of democratic processes. This was responsible for the we-centered morale prevailing during the entire convention.

5. The organization insured coordination and a thorough screening and integration of reports. The chairman of each of the five area committees prepared a report based on the recommendations of the committee members and on his own observations and studies. The reports of the area committees were later sent to the coordinating committee as early as March, which assumed the responsibility of preparing a tentative report for further deliberation in committee workshops and for presentation and discussion in the plenary session. The committee reports were discussed in the committee workshops for two days of the convention from May 8 to 9. The workshop reports were then sent to the coordinating committee for purposes of coordination and integration. The integrated report was finally presented, discussed, and evaluated during the plenary session on the 4th and 5th days of the convention on May 10-11, after which the final integrated report was prepared embodying the necessary changes for submission to the Director of Public Schools. It was noted, however, that when the area reports were

returned to the corresponding committees after undergoing evaluation, screening, and revision they had assumed a rather different aspect, much to the chagrin of their authors. Perhaps the area chairmen could have been asked to submit, in addition to the detailed reports which go to the Director, summarized reports conforming to the prescribed standards set by the Coordinating Committee. The thorough screening, coordination, and integration of the reports insured a finished product of a high order reflecting the views and the unique contributions of the convention as a group. The organizational set-up which placed almost the entire responsibility of the convention upon the superintendents themselves and provided genuine opportunity for individual contributions, is a shining example of democracy in action on the highest level. A more favorable atmosphere and a better appreciation of the work ahead could have been created had there been an attempt to give the highlights of last year's convention to establish the connecting link between this and last year's conventions and shown that the theme of the present convention is an outgrowth of the previous one.

7. **PROCEDURE:** Conduct — An attempt was made to create a favorable emotional climate in order to give a feeling of ease and security among the members and insure the active participation of all, especially the few who were inherently shy, and sometimes passive and lukewarm in attitude. Nevertheless, a small minority especially the "new-finds," appeared conspicuously bashful and constrained.

8. The procedure was saturated

with an atmosphere of friendliness and group efforts. There was genuine respect for the ability of the individual member to make his own contributions, and an open-minded approach until the truth was revealed. No decision was made without preceding it with a free exchange of views towards consensus in which the group participated freely in a cooperative, constructive effort to reach the goals. It is evident that the group morale was "we-centered."

9. In order to insure an efficient and orderly conduct of the Convention, a set of rules governing procedure could have been decided by a sharing of experiences at the outset. A limit as to the length and number of speeches in the discussion of a given issue could have been fixed to preclude the possibility of only a few, who possess a peculiar flair for talking, of depriving others of the opportunity of making their own contributions. While efforts were made to make the conventionists comfortable by a new seating arrangement, the convention room is altogether too small for the size of the group which is still growing every year. Perhaps, it is about time to think of providing a real convention hall instead of a 7 x 20-meter room, a more spacious convention hall with its necessary trimmings of comfortable seating, and writing facilities, a public address system and a presentable rostrum for the Directorate, Chairman, and special guests. The presence of an adequate library especially of references and materials pertaining to the theme of the convention will surely facilitate the work of the various committees.

10. DISCUSSION—It is evident that discussions moved progres-

sively forward from the standpoint of thought and development toward consensus leading to group decision, after clarifying issues, and harmonizing conflicts of values. The spirit of searching for truth and light was there; and too, the spirit of understanding and tolerance, and mutual give-and-take. The minority point of view was given full consideration indicating a sincere recognition of individual worth and ability to contribute something towards the solution of the problem and the realization of the goal. In general, the discussions were of high professional standard, the product of individual thinking in search of truth and concerned with major issues.

11. The preliminary appraisal of the work of the first 3 days of the convention rendered at the opening of the plenary session on Thursday morning, May 10, produced immediate results. It served as a deterrent for confirmed "orators" to waste time on useless discussions. There were fewer off-tangent remarks. Bashful members, even the "new-finds," three of them, made efforts to make their maiden speeches. It was obvious that there was a wider distribution of opportunities to make individual contributions. The chairman was more effective in preventing unnecessary discussions and in encouraging participation from members who had previously been rather passive or lukewarm in attitude.

12. A unique feature of the convention was the fact that most of the discussions were based on actual observations, experiments, practices and projects in the study centers and other divisions, and were, therefore, of first hand in-

formation rather than mere theories and generalities. Of course, there were isolated instances of speeches provoking useless debates and wasting time on insignificant and sometimes irrelevant details. But they were rare and may be considered negligible. On the whole, however, the speeches were brief, definite, and to the point, clothed in correct grammatical English dealing with major issues and problems.

13. THE CHAIRMAN—The efficient and democratic manner by which the convention was conducted this year was a tribute to the ability and preparation of the chairman. The sessions were started punctually. Through his adroit leadership, he had fostered confidence, ease, security and poise among the members of the group, thereby insuring their willingness to contribute their ideas freely instead of feeling shy and constrained. He gave due consideration to the ideas of the minority by giving due recognition to the worth and dignity of each member and showed a genuine respect and faith in their ability to make their own unique contribution towards the solution of the problems. He did well in giving a summary of the discussions (1) whenever a point was finished before going to the next; (2) whenever the discussion was fairly long and drawn-out and confused; and (3) shortly before the end of the period, so that ideas brought out could be crystallized in the minds of all. He succeeded in keeping the group moving towards solution by being alert in terminating digressions and futile discussions, clearing up imaginary difficulties, avoiding unnecessary arguments, whipping the discussions into line

whenever they wander away, and keeping a few out-spoken members from monopolizing the discussions. Except in the discussion of Prof. Medellin's address, the chairman made provisions to insure adequate understanding by the group of the contributions and ideas expressed by the members, and for recognition, probing, making differences clear and sharp, to make possible integrating their values, instead of smoothing-over differences and permitting either-or attitude. He showed ability in coordinating efforts of individual members to help the group move toward consensus. He made use of resource persons and capable members by tapping the potentialities of the group, discovering and realizing further leadership within the group members and referring questions to the members rather than assuming the responsibility of authoritatively answering them himself. He exerted efforts to increase interaction and sharing of experiences, allowing sufficient time for the pooling of facts and harmonizing conflicting values and by sustaining a fertile atmosphere. He succeeded in keeping the discussions on a high professional and impersonal level and steered the group away from the either-or attitude. He interpreted truthfully and faithfully the ideas contributed by the members, reflecting their attitudes, opinions, and ideas, rather than those of his own.

14. THE CONVENTIONISTS — The conventionists conducted themselves with credit to themselves individually and to the group as a whole. They showed active interest and initiative by participating freely and constructively in the discussion, stressing the issues instead of personalities.

Except in a few instances, they showed courtesy to every single member by listening attentively to the discussions instead of adopting a passive, lukewarm attitude. Their contributions indicated deep study, investigation, and sound preparation on the subject, resulting in clear objective thinking. There was evidence of sustained attention and understanding of the issues involved. They listened critically and provided questions, answers, and suggestions which were relevant and thought-provoking. The members demonstrated a high degree of cooperation and unity of purpose in the discussion and showed willingness to accept responsibilities for the group. Their thinking and action were regulated in terms of group goals. They showed willingness to share proportionately towards the solution of the problems and assisted the chairman in achieving progress instead of merely passing the buck to him. A high degree of professional attitude and a spirit of helpfulness and open-mindedness were clearly evident. However there were a few outbursts of passion and isolated instances of a passive, lukewarm attitude as well as isolated cases of a tendency to deliver long, drawn-out speeches. But these were exceptions rather than the rule and may be expected in the normal course of events from a group as large as this convention. It was also revealed in the tally sheet kept by the Committee, that of the 72 Superintendents and assistant Superintendents attending the convention, 55 had participated in the discussions while the remaining 17 had made no contributions at all during the plenary sessions. It is realized, however, that among the silent ones are

some of our deepest thinkers. On the other hand, some of the most outspoken ones made little or no contribution at all toward the solution of the problems at issue in spite of their eloquence and the frequency of their speeches.

15. COMMITTEE WORKSHOP

— While some committees were somewhat handicapped in starting their work punctually due to tardiness of some members and sometimes overlapping of committee assignments, they really worked in earnest and were effective in finding suitable solutions to the problems at hand. There was evidence that the chairmen knew the nature of their respective groups, the objectives of the meeting, and their responsibilities. The members, likewise appeared well acquainted with the problems and were prepared to give their own contributions towards the realization of the goals. Group process was stimulated and the worth of the individual members was given due recognition. There was a spirit of give-and-take, and the members showed willingness to contribute freely and voluntarily towards group action in clarifying issues, harmonizing conflicts, integrating values, and clearing difficulties before making group decisions. There was evidence of group responsibility, and cooperative and constructive action. A high level of professional thinking, at times creative, was apparent. The records kept and the reports prepared generally reflected faithfully the attitude, opinions, and ideas of the group. The Committee Workshop undoubtedly made substantial contributions towards the solution of the problems and the attainment of the goal of the convention.

16. THE RECORDER — (SECRETARY)—The recorder kept an adequate record of the problems, issues, ideas, facts, decisions, as they developed in the discussions and wrote questions raised by the members. A desirable feature of the convention was the preparation and distribution by the reportorial committee of morning bulletins containing digests of the work of the daily sessions to the conventionists. This practice was effective in keeping the superintendents well posted on the progress of the convention and in insuring sustained interest.

17. THE RESOURCE PERSONS —Of the 27 resource persons and observers, 17 have made effective contributions. In general, the resource persons showed evidence of their preparation to assume their responsibilities, give contributions and provided the technical and expert guidance to the individual or the group. They had acquainted themselves with the nature of the group and the purpose of the meeting. On many occasions, they were able to supply the necessary information and materials whenever pertinent and needed, and cited experiences either at the request of the group or whenever the occasion demanded. No doubt, they were of assistance to the chairman in keeping the discussion move toward achieving the goals by stimulating the group process and bringing information to bear upon the topics at hand. Perhaps, a more sustained verbal participation could have been achieved through adroit questioning.

18. RESULTS—It is the consensus among the members of the committee that this convention has made vital and significant contributions to the cause of Phil-

ippine education and to the advancement of educational thinking and the observance of democratic practices that transcend the accomplishments of past conventions, the far-reaching influence of which is destined to bear upon the direction that Philippine education is bound to take in the coming years. There had been a general feeling that the time and money spent in attending the convention had been a wise investment that paid big dividends in terms of richer experience acquired by the members and the important contributions made to the immediate problems in the field. There was evidence of general satisfaction that common and vital problems had been satisfactorily threshed out and that the outcomes responded to the actual needs in the field because the suggestions and recommendations were applicable to conditions and situations actually existing. There was also evidence of satisfaction for work well done and that a forward step had been taken. There was satisfaction that the reports were presented in simple, correct and understandable English and provided a distinct contribution to educational literature. Some superintendents, however, voiced the sentiment that the value of the convention would be enhanced if more of the recommendations and suggestions adopted by the committee could be implemented by the policy-making body. In general, the members felt that the outcomes of the convention were in accordance with what they expected. The high degree of democratic atmosphere that characterized the proceedings of the convention which placed almost the entire responsibility upon the shoulders of the superintendents

themselves was in itself a signal achievement and a tribute to the democratic policies of the Directorate.

19. But the real accomplishment of this convention could be evaluated when the superintendents returned to their respective stations bringing with them the inspiration and the know-how to more effectively implement the cognizing their own personal program already started, and re-growth in professional stature, in the development of self-confidence, and in growth to sensitiveness to welfare, feelings, and rights of

others as a result in participating in the democratic procedures of this convention. They were better prepared to extend this great resource of human power to their professional co-workers and thru them to all of the children and adults in their respective divisions.

20. As a fraternity of professional leaders dedicated to the task of re-orienting and vastly improving Philippine education, this group of superintendents was unique. The fellowship, friendliness and cooperation demonstrated in every way reflected the finest in Filipino tradition.

Republic of the Philippines
Department of Education

BUREAU OF PUBLIC SCHOOLS
Baguio City

STANDARD FOR EVALUATING CONVENTIONS

C R I T E R I A		YES	NO	Doubtful
I. OBJECTIVES				
1.	Are the objectives clearly stated and defined? .....	.....	.....	.....
2.	Do the objectives touch on a vital and significant aspect of Philippine education and the profession? .....	.....	.....	.....
3.	Are the objectives determined out of felt need by the Superintendents? .....	.....	.....	.....
4.	Are the objectives formulated on a cooperative basis following democratic practices? .....	.....	.....	.....
5.	Are the objectives derived through a community of purposes and interests among the members? .....	.....	.....	.....
II. ORGANIZATION AND PLANNING				
1.	Is there evidence of early planning and organization to give sufficient time for study and deliberation by the different study groups? .....	.....	.....	.....
2.	Do the members have a part in determining specific problems? .....	.....	.....	.....
3.	Is the convention organized on a cooperative basis? .....	.....	.....	.....
4.	Is there evidence of systematic planning? .....	.....	.....	.....
5.	Is there reasonable division of work? .....	.....	.....	.....
6.	Does the plan cover all important phases of the problem? .....	.....	.....	.....
7.	Does the plan provide for the recognition of all individual contributions towards the goal? .....	.....	.....	.....
8.	Are the individual members given the opportunity of "belongingness?" .....	.....	.....	.....
9.	Does the plan operate smoothly for the specific group and specific work? .....	.....	.....	.....
10.	Is the plan flexible and fluid? .....	.....	.....	.....
11.	Is there provision for screening, integrating and coordinating reports? .....	.....	.....	.....
12.	Is there provision for planning the next conventions? .....	.....	.....	.....

III. PROCEDURE (Plenary Session)

A. *Conduct*

1. Is there provision to set up a favorable emotional climate to insure a feeling of ease and security, and active participation, and prevent shyness, and a passive, lukewarm attitude among the members?
2. Are the rules of procedure determined from a sharing of experiences?
3. Is there a definite time limit set for each speaker and are the speakers informed accordingly in advance?
4. Is there an open-minded approach until the whole truth is revealed?
5. Is the atmosphere democratic and natural?
6. Does the procedure show cooperative and constructive action?
7. Is the group morale we-centered?
8. Is the leadership of other members in the group utilized?
9. Are the decisions preceded by a free exchange of views towards a consensus instead of merely taking a majority vote?
10. Does everyone in the group participate freely and voluntarily?
11. Is there evidence that the conventionists are made to feel comfortable by providing comfortable chairs and a convention room appropriate to the size of the group?
12. Is an adequate library provided for the conventionists?

B. *Discussions*

1. Does the discussion move progressively forward from the standpoint of thought and development and increasing interest?
2. Does the discussion move toward consensus by full discussion of the minority point of view in an effort to harmonize conflicts of value and method?
3. Does the discussion lead to group decision after clarifying issues?
4. Is there evidence of the spirit of searching for truth or light?
5. Do the discussions contribute towards the solution of the problems and the realization of the goal?
6. Is there a spirit of mutual give and take?
7. Is there a spirit of understanding and tolerance?
8. Are the discussions the product of individual thinking in search of truth and not merely made to provoke a debate or give expression to personal obsession to contradict or orate?
9. Do the discussions concern major issues instead of wasting time on insignificant details and personalities?
10. Is there evidence of high professional standard of thinking?
11. Are the discussions limited to the issues involved instead of being off-tangent?
12. Are the discussions brief, definite and to the point instead of long drawn-out speeches?
13. Are the discussions made in correct grammatical English?

IV. THE CHAIRMAN (Leader)

1. Does he start the session punctually and close promptly?
2. Does he foster confidence, ease, security, and poise in the members of the group so that they would be will-

- ing to contribute their ideas freely instead of feeling shy and constrained?
- 3. Does he define the problems clearly and clarify the issues?
- 4. Does he keep the group moving toward solution?
- 5. Does he try to tap the potentialities of the group by discovering and realizing further leadership within the group?
- 6. Does he recognize the worth and dignity of each member and show a genuine respect for his ability to make his own unique contributions?
- 7. Does he make provisions for recognition, for probing, making differences clear and sharp, to make possible integrating their values instead of smoothing-over differences and permitting either-or attitude?
- 8. Is he alert in terminating digressions and futile discussions?
- 9. Does he clear up imaginary difficulties?
- 10. Is he effective in avoiding unnecessary arguments?
- 11. Does he keep the discussions on an impersonal level?
- 12. Is he able to steer the group away from the either-or attitude?
- 13. Is he alert in keeping a few out-spoken members from monopolizing the discussion?
- 14. Does he interpret truthfully and faithfully the ideas contributed and reflect the attitudes, opinions, and ideas of the group rather than those of his own?
- 15. Does he sustain a fertile atmosphere and maintain balance of discussion?
- 16. Does he make provision so that contributions and ideas expressed by the members were adequately understood by the group?
- 17. Does he refer questions to the members rather than assume the responsibility of answering them?
- 18. Does he coordinate the efforts of individual members to help the group move toward consensus?
- 19. Does he allow sufficient time for the pooling of facts and harmonizing of conflicting values?
- 20. Does he exert effort to increase interaction and sharing of experiences?
- 21. Does he try to enrich group thinking?
- 22. Does he seek to increase unity of the group?
- 23. Does he help the group to see clearly the boundaries of its authority?
- 24. Does the chairman give a summary:
 - (a) whenever a point is finished before going to the next?
 - (b) whenever the discussion is fairly long and drawn out and confused?
 - (c) shortly before the end of the period so that ideas brought out may be crystallized into minds of all?
- 25. Does he succeed in whipping the discussion into line whenever it wanders away?
- 26. Does he show ability to enforce the adopted rules of procedure and keep order and discipline?

V. THE CONVENTIONISTS

- 1. Do the conventionists show active interest and initiative in the discussion?
- 2. Do they listen attentively to the discussions instead of adopting a passive, lukewarm attitude?
- 3. Does everybody participate freely in the discussion including the "new-finds" who tend to show reluctance and shyness?

4. Is there evidence that only a few members who are glib of tongue monopolize the discussions?
5. Do the members show alertness and participate in an active engaging manner?
6. Are they effective in their participation?
7. Do they show initiative?
8. Do they participate constructively by stressing issues instead of personalities?
9. Do the members share proportionately towards the solution of the problems instead of passing the buck to the committee chairman?
10. Do they assist the chairman in achieving progress toward the final purposes?
11. Do the members show clear objective thinking?
12. Do they show regard for and courtesy to the other members of the group?
13. Do they show cooperation and a unity of purpose in the discussion?
14. Does every member show willingness to accept responsibilities for the group?
15. Are the questions from the group pertinent and thought-provoking?
16. Do they listen critically and provide questions, answers, and suggestions which are relevant?
17. Is there evidence that they have acquainted themselves with the purposes and problems of the meetings?
18. Do their contributions show deep study, investigation and sound preparation on the subject?
19. Do they regulate their thinking and action in terms of group goals?
20. Is there evidence of sustained attention and understanding of the issues involved?
21. Do they observe and respect the accepted rules of procedure instead of out-shouting the chairman whenever he is ruled out?

VI. COMMITTEE WORKSHOP

1. Is there evidence that the committee chairman has acquainted himself with the nature of the group, the purposes of the meeting, the problems of the committee and his responsibilities?
2. Is there evidence of systematic planning by the chairman?
3. Has he succeeded in stimulating group process by clever questioning and bringing information to bear upon the topics at hand?
4. Is there a reasonable division of work?
5. Does the chairman recognize the worth of the individual members of the committee and their ability to make their own contributions?
6. Is there evidence of group responsibility?
7. Is there evidence that the members of the committee are prepared to give contributions towards the solution of the problems?
8. Do they contribute freely and voluntarily towards the realization of the goal?
9. Is there a spirit of give and take?
10. Is there evidence of high professional thinking in search of truth?
11. Do they show sincerity and willingness to assist the chairman?
12. Is there evidence of cooperative, constructive, and creative action?
13. Does the discussion move toward consensus after

clarifying issues, harmonizing conflicts, integrating values, clearing imaginary difficulties, and coordinating efforts?

14. Is there evidence of thinking and action in terms of group goals?

15. Does the secretary keep an accurate record of the proceedings, prepare necessary reports reflecting faithfully the attitude, opinions, and ideas of the group?

VII. THE RECORDER (Secretary)

1. Does he keep a record of the problems, issues, ideas, facts, decisions, etc, as they develop in the discussions?

2. Does he write the questions raised by the members?

3. Does he record the highlights of the discussions?

4. Does he summarize at appropriate intervals?

5. Does he have an understanding with the group about the kind of final report that are to be made?

6. Does he prepare the final report and submit it to the clearing committee?

7. Does he check attendance daily and promptly?

VIII. THE RESOURCE PERSON (Consultant)

1. Does he provide the technical and expert guidance to the individual or to the group?

2. Does he cite experiences and give information either at the request of the group or whenever the occasion demands?

3. Is he of assistance to the chairman in keeping the discussion move toward achieving the goals?

4. Does he show evidence that he has acquainted himself with the nature of the group, the purposes of the meeting, and his responsibilities?

5. Is there evidence that he is prepared to give contributions?

6. Does he stimulate the group process and bring information to bear upon the topics at hand?

7. Does he sustain verbal participation through adroit questioning?

8. Is he of assistance to the participants by suggesting books, journals, and bibliographies?

IX. RESULTS OR ACCOMPLISHMENTS

1. Is there a feeling that the convention made significant and vital contributions to public education and the profession?

2. Do the members feel that the time and money spent in attending the convention are justly compensated because they have grown richer in experience and important contributions made to the immediate problems of Philippine education?

3. Do the members feel that the outcomes of the convention are in accordance with what they expected?

4. Is there evidence of satisfaction that an idea or plan has taken a forward step?

5. Is there evidence of satisfaction for work well done?

6. Is there evidence of satisfaction that a common problem has been satisfactorily threshed out?

7. Does the outcome respond to the actual needs in the field?

8. Are the reports presented in simple, correct, and understandable English?