

who bombard him with facts and lies—what course of action can he take to separate the chaff from the grain?

How truthfully and fittingly has a leading magazine summed up the prevailing situation: "Who is the enemy? The enemy is potentially every man or woman running for election who eagerly or weakly sacrifices the country, a chunk of it, or all of it for that extra fistful of votes that wins the present for him and loses the future for everybody else. He has done it before, he is doing it now and he will do it again if he is not stopped."<sup>1</sup>

Only when the teacher shall talk freely and add the weight of his voice to that of his contemporaries to form a mounting tide that shall re-echo without fear or restraint...can it then be possible to reap the assurances we seek! To rebel against the ills and spoils of politics can be uphill but it no longer

<sup>1</sup> Weekly Women's Magazine, "Lesson Plan For Politicians," September 13, 1957, by Yay Marking.

shall be sporadic and futile. A hundred thousand teachers backed by a sizeable potential strength of dependents constitute a formidable force that will make any politician think not only twice but a thousand times...before attempting half-baked educational measures, niggardly doles, juggling of items and abolishing positions, pressure and intervention. No longer have the teachers to depend on the unpredictable temperament of the powers-that-be for much needed appropriations; nor do they have to "beg" for what is rightfully theirs...for those antagonistic to the cause of the teachers and of education, have a score to settle on the day of reckoning at the polls.

Let the teacher talk! Only when the rigid ban on his all-out participation as the vanguard of an enlightened citizenry be finally scraped, and only when the standing regulation thrust into his mouth as a gag be repealed...can we finally hope to contain and eventually ward off political encroachments and preserve the sanctity of our educational system.

# How Responsible Are We?

By **Silvina C. Laya**

**W**E influence our students for good or for bad. Some ape the way we talk, walk, act. The teacher does everything just right. The teacher is perfect. For there is such a thing as teacher crush.

We also influence students for the worse. Of course, we indignantly say "never!" for what teacher will ever do that? Our attitudes and habits may have negative effect on students. How?

When we see nothing good in the actuations of government officials and when we criticize mercilessly government institutions, we develop cynicism among our students. Worse, we may develop hatred of government. For who can be more destructive and unreasonable than those who have no background of facts and whose minds have been made up for them?

We want our students to have good habits. We want them to come to school on time and to be regular in attendance. But what do we do? We come late to class. (Any way it is only second bell.) Or we absent ourselves a period or two when we feel like doing it. We mark ourselves undertime, you say. But we forget many things could happen when we are out, and morally, we are responsible. When students play truant, who are we to give them a piece of our mind?

We want our students to form the habit of studying every day. We give them kilometeric assignments. Our subject is the most important, you know. We call the roll, scold the class a little for exercise; or if in the right mood, tell stories. The bell rings and we get surprised. Accomplishment: lesson hardly touched.

We give the class homework. All must submit or else... We collect and we fail to check. Once, twice, thrice. And the students get wise. (Was that the wrapping paper at the corner store?)

We want to develop a sense of fair play among students. Yet we play favorites. Our "pet" does nothing wrong. Worse we listen to gossip and swallow it hook, line and sinker. Are you surprised then to see flagrant violations of the merit system?

We think it nothing to say a word or two against a colleague who has displeased us. We are not beyond juicy bits of information about this and that person. Do you see the connection between this and mud slinging of election times?

We want our students to study for love of it. Grades do not matter; it is what you get that counts. But you and I go to a diploma mill. Yes, you have

guessed it — to get a diploma with the least possible effort on our part. And to get salary adjustment.

We want honest students and we hammer honesty down their throats. We give tests and then neglect to supervise them. We give either too easy a test or too much time. Then we do all the little things we forgot to do before — get the class attendance, put the date to our lesson plan, record quizzes. Without intending it, we give the class license to look around, and before we know it even the wrong answer is passed around. Are you surprised at the many anomalies in civil service examinations?

We want our students to stand up and fight for their rights. Look at what we do. When the big boss is not around, we are very vocal about our rights and privileges. When he is around, we are as meek as a lamb. Remember the salary adjustment we want to get? And so the boot licking begins and the fight dies before it starts.

We dream of a democratic Philippines with a citizenry free from colonial mentality. Yet what do we do? “Stupids” and “morons” rain from our lips. Then say in a tone of despair: “This is my poorest section” within the hearing of that class. And the class cringes with embarrassment or decides to accept that fact philosophically and live down to the teacher’s expectation. Or worse, we destroy the children’s selfconfidence by withering sarcasm. We are always right! Woe unto the student who dares voice his dissenting opinion.

We really intend to be good teachers and models. We want to be respected and looked up to. Our intentions are good. We try to be good teachers, but better *let us be*.

P.S. If you are a real teacher, the above thoughts are not for you.

# Trade and Industrial Education \*

By Jose S. Roldan

I WELCOME this opportunity to participate in your lecture series as a fitting memory to that illustrious teacher of teachers, Dr. Francisco Benitez. Having been dedicating myself to the training of our youths to become productive citizen-workers and exponents of the dignity of labor in their respective communities for the last 40 years now I must say that I am pleased to accept another invitation from the U.P. people to speak on Vocational Education; and for this occasion, I have been requested to talk on *The Responsibility of Trade and Industrial Education for Economic Progress*.

In discussing this topic, I shall attempt to answer very briefly a few questions which I foresee you may want to ask. These questions are: What is trade and industrial education? What is its scope? What are the functions of trade and industrial education? How is the program of trade and industrial education carried out in our curricula? And the answers which I shall endeavor to give are the main points that will contribute to the development of my topic.

Undoubtedly, we say that trade and industrial education which is a phase of vocational education, is

charged with the main responsibility of carrying out the dominant aim of education embodied in the Constitution, particularly, that which deals with the development of vocational efficiency for the economic progress of our country.

The term trade and industrial education which is interchangeably used with vocational industrial education is a comprehensive and integral part of the whole program of vocational education. It is generally considered to be less than the college level and it is organized to train persons — both youths and adults — for successful employment in skilled or semi-skilled trades, crafts, and occupations. It includes the acquisition of all knowledge and training that will contribute to a life employment that is satisfying and useful. This means that the emphasis is on the preparation of students for entry into an occupational field.

The trade and industrial education is a tremendous program and the responsibility of the school towards it is great. This responsibility should be balanced with a certain authority in connection with the preparation of the program.

1st. Our attempts to industrialize should be guided by a thorough consideration of the present conditions obtaining in the different industrial fields.

\* Speech delivered by Jose S. Roldan, superintendent for the Philippine School of Arts and Trades at the University of the Philippines on September 14, 1957.