

and cultural courses and should minimize the tendency toward specialization. Integration and correlation are especially needed in the courses in education as well as in the prescription of major and minor subjects.

In addition to broad general education, the curriculum should provide ample opportunities for an informal study and discussion of special problems and for investigations of community agencies and conditions outside the schools as well as for actual participations in a variety of socio-economic activities. The purpose is to develop a teacher who is competent both as a teacher and as an effective member of the community.

In line with the democratic theory of education, prospective teachers should be given opportunities for active participation in such activities as planning and evaluating the details of instruction, making adaptations and modifications in

the courses of study, faculty meetings, etc.

For the purpose of insuring for the teaching service the availability of the most promising young men and women, extreme care should be exercised in the selection of students for admission to our teacher-training institutions.

To cope with the needs arising from the rapid expansion of the school system, the plan of the Bureau of Education for the establishment of ten regional normal schools should be carried out without delay. The facilities for teacher education in private institutions of learning should likewise be increased.

With an overwhelming majority of teachers now in the service unprofessionally trained and in realization of the fact that teacher education is a continuous process, a vigorous program of in-service education of teachers should be launched.

ADULT EDUCATION

SEGUNDO INFANTADO

Director, Office of Adult Education

During this period of nation building for the Republic of the Philippines, adult education is of paramount importance, for in a democratic mass society only the diversity and intelligence of free individuals will make representative government work. Self-government demands maturity of mind and heart which rarely grows up but in the long cultivation of the individual for tolerance and freedom, Liberty and progress are fragile and have to be carefully cultivated. They are the product of continuous educational growth.

It is surprising that the Government in its efforts to restore peace and order has forgotten past experiences about

the effects of making martyrs of small groups which are assumed to be disaffected. Nor has the lesson been learned that a better method of counteracting bad ideas is to emphasize good ideas as emphatically and as vigorously as possible.

"You can not make men sober by law, neither you can make men loyal by law or by police methods," are statements which would have been well to remember by those who are now engaged in suppressing the disaffected elements. Suppression creates martyrs, and martyrs may win sympathy in the most unexpected quarters. A great statesman

before retiring from office urged his fellow citizens to establish institutions for the dissemination of knowledge, for, as he said, "in proportion as the structure of government gives force to public opinion, it is essential that public opinion should be enlightened."

The problem of adult education in the Philippines is essentially that of overcoming illiteracy which is 51.1 per cent.

On June 19, 1926, the late President Quezon issued a public statement to the effect that

"Illiteracy is taken all over the world as a sign of backwardness and unfitness for civilized government. It is a curse that brings in its train bigotry and superstition, corruption and anarchy. Our country must have a wholly literate population, because only on the foundation of an intelligent public opinion can we build the structure of liberty and sound government.

"Thus far, our money and efforts have been devoted to the education of the nation's children. We are busy building for the morrow without thinking of the present, forgetting that the Filipino nation of today is composed of the parents of these children, the men and women who are beyond the reach of the public school. In proportion as this adult population is enlightened are the Filipinos assured of their liberties."

After the disaster suffered by humanity in this generation, it ought to be clear that our civilization and culture can not be saved by educated leaders at the head of uneducated masses; and

the need for continued lifelong educational endeavor becomes a necessity.

The schools are but one agency for adult education, but through parent-teacher activities, evening and extension classes for adults, and the opening of school buildings to a variety of community activities, adult education may be fostered.

Another important institution is the public library. Public libraries should be established in the cities and large towns and as much as possible library service should be extended to all large barrios. Museums of science, art and industry should be founded in every city for these also serve educational purposes in the same way as those of the library.

In addition, organization of all kinds, including community and professional societies, labor unions, and political groups should be urged to use effectively the techniques of forums and public discussions.

Extensive use should be made of documentary films, especially those which demonstrate the functioning of democratic institutions and of radio programs such as forums and round table discussions in the different local dialects.

College and university administrators should extend their activities to the development of educational programs for trade and labor unions, youth groups, churches and other organizations. Extension programs and correspondence courses should be given due emphasis and encouragement.

In the furtherance of these ends the present adult education services should be enlarged and vitalized.

The Filipino Expert

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