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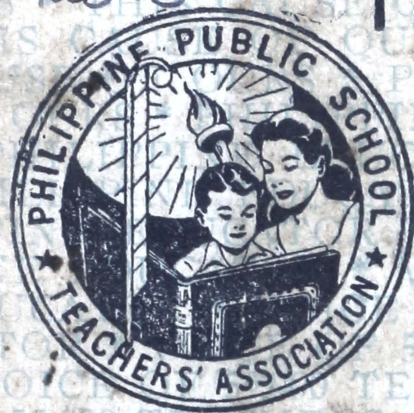
THIS ISSUE IS FOR E. R. ABADA, Educator

JUL 29 '47

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THE *Philippine* EDUCATOR



"The Voice of 56,000 Teachers"

JULY, 1947

SIXTY CENTAVOS

Organ of the Philippine Public School Teachers' Association

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An Open Letter

TO NATIONAL LANGUAGE TEACHERS

July 15, 1947

Dear sir/madam:

Confidentially, aren't you getting a little tired teaching the *balarila*? Isn't it dull? Aren't you afraid that your students would lose interest in the Filipino National Language altogether if they have too much repetitious and overlapping work in Tagalog grammar?

Most Tagalog teachers have expressed anxiety as they plan their work this year. For three years the students have been having nothing but *balarila*, *tuldik*, *pandiwa*, *pantukoy*, *pang-uri*, and what else—all repeated *ad nauseam*. The very idea of going through it again for another year is appalling. Teachers are desperate.

Now, here's a suggestion: Teach Tagalog literature instead. Literature, as you know, is at least a hundred times more interesting than grammar. Use the DIWANG KAYUMANGGI series (Books I, II, and III), collections from the best in Tagalog literature, edited and annotated by J. C. Laya, a student of Philippine literature and a member of the Institute of National Language.

At least 150 high schools, public as well as private, are now using these three books. The books are so valuable and so interesting that students are very glad to own copies if given the opportunity to buy them.

AND THE BOOKS ARE APPROVED BY THE INSTITUTE OF NATIONAL LANGUAGE!

There are three books in the series. Book I is for First Year, Book II for Second Year, and Book III for Third and Fourth Years. Book IV, a study of literary forms in Tagalog literature, is now in the press and will be released sometime in September. We shall let you know the big news through the *PHILIPPINE EDUCATOR* when the book at last comes out.

The price per copy is ₱3.50, postpaid. We allow liberal discount to schools and teachers who order 20 or more copies.

Incidentally, we handle also the following books:

KUWENTONG-BAYAN (for Grades IV-VI) ₱3.00 a copy,
post paid.

BASIC TAGALOG Vocabulary ₱1.80 a copy,
post paid.

For more information, write us.

Very sincerely,

INANG WIKA PUBLISHING CO.

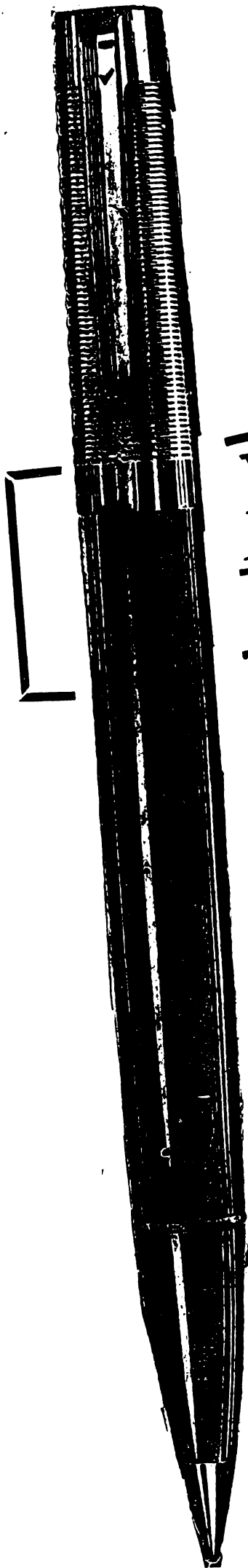
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LETTERS

FROM THE FIELD

Time and circumstance have proven that the teachers are the most over-worked employees of the government. On this score, the Congress, of which I am a humble member, will do its utmost in ameliorating the teachers' economic and social standard in the community which he or she faithfully serves.

(SGD.) FIDEL VILLANUEVA
Congressman

2nd District, Ilocos Sur

My initial perusal and study of your newly-amended Constitution and By-Laws has enabled me to make a favorable impression of your re-organized association. Several provisions are dynamic and aggressive — these are exactly what are needed in order to keep abreast with this so-called age of atomic fission—particularly those covering the duties and responsibilities of the Secretary-Treasurer. In fact the Executive Secretary is the live wire, and since he is well compensated and on a full-time basis and not so much a government personnel, he is free. And he can be instrumental in securing beneficent results for the cause of public school teachers.

SANTOS CANIESO

President

Negros Occidental Teachers' Federation

The *Philippine Educator* is indeed a very smart magazine. I am sure it can be an effective means of binding the 56,000 teachers by keeping them informed on what the government is doing for them and what the government ought to do for them in return for the noble service they perform. In this way the teachers can be more militant in asserting their rights.

Congratulations and good luck! By putting out this magazine you are doing a good job for all the teachers in the Philippines. It is my earnest hope and prayer that we teachers get an even break with our own government.

ROMAN C. TUASON

*Philippine Veterans
Administration*

The reestablished association, judging from the revised Constitution, should be able to meet the needs and purposes of the teachers in organizing themselves. At long last the teachers realized that they must have a real teachers' association and are willing to pay for it. I trust that a highly qualified Secretary-Treasurer can be found among the division superintendents. Personally I think the ultimate success of the association will largely depend not so much upon the President as upon the Secretary-Treasurer.

VITALIANO BERNARDINO

*Division Superintendent of Schools
for Marinduque*

How about telling me how I can get into print? I wish to write also, but I don't know how to do it and how to sell my work to editors. Please help me out. I wish to express my opinions in the columns of the *Philippine Educator*. I like your "US." It's chatty and straight from the shoulder. I wish to attend the camp for teachers the next time you will head one again.

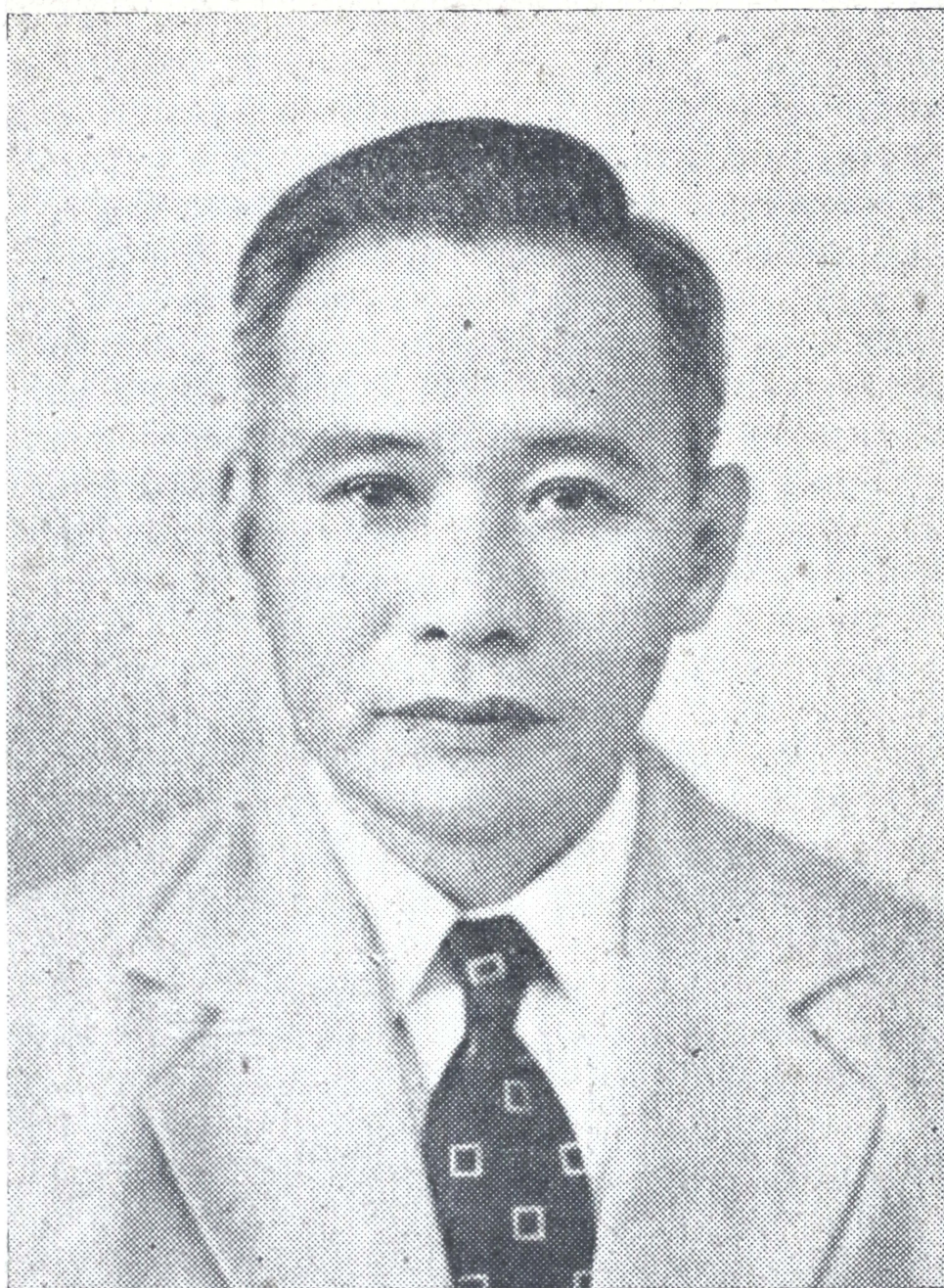
FILEMON V. FERNANDEZ

Bani Elementary School

NOTE: *It's easy to get into the PE. All we ask you to do is to write sincerely and truthfully. It need not even be correctly, much less beautifully, written.*

—Ed.

Beloved
Boss
(And Hope)



of
57,000
Teachers

ESTEBAN R. ABADA

Philippine Educator

Under his control and supervision, as of July, 1946, are 11 normal and technical schools, 188 secondary schools (including general, secondary trade, secondary agricultural, and rural), and 11,904 elementary schools, with their force of 56,851 teachers and their enrolment of 3,257,868 pupils.

He was born in the town of Saravia, Negros Occidental, on March 15, 1896, or about two years before Commodore Dewey battered the Spanish fleet at Manila Bay. He received his early schooling at the public school of Kabankalan, Negros Occidental. Later he came to Manila to enroll as a student pensionado at the Philippine Normal School. He was president of his class.

He became an elementary classroom teacher soon after graduation from the normal school in 1915. A little over a

year afterwards he was promoted as an elementary school principal, and in still another year rose to be a supervising teacher.

He arrived in the United States in the fall of 1919 as a pensionado of the Philippine Government. He obtained a Teacher's Life Certificate besides an academic degree (A.B. with distinction, University of Michigan), and was elected to Phi Beta Kappa. Like many others of his countrymen who have been to America, he developed a gen-

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firm faith in democracy and an abiding admiration for the American way of life.

After his return to the Philippines in 1922, he was assigned as a secondary school teacher. Two years later he became a high school principal, in 1927 a division superintendent of schools, and in 1939 the administrative officer of the Bureau of Education. By this time he had seen service in various parts of his country. During much of the Japanese occupation he stayed on his farm in Mindoro.

He is a member of the National Council of Education, the Board of Regents of the University of the Philippines, and the Government Radio Broadcasting Committee. He has likewise something to do with the preparation of regulations governing the selection of Filipino pensionados for the United States and other foreign countries.

In his book **A Decade of American Government in the Philippines**, Dr. David P. Barrows of the University of

California said: "American claims of contributing to the world's experience in the governance of empire lie in the personal and political liberty guaranteed to the Filipinos and in the success of popular education." Unfortunately, because of the war, the cause of popular education in the Philippines suffered a tremendous setback. At the time of liberation approximately 85 per cent of the school buildings in the country were found to have been destroyed or damaged. In many places school equipment, materials and supplies, let alone textbooks and supplementary readers, had virtually disappeared. And on top of all these difficulties, school children by the thousands sought desperately to gain admission in the public schools.

These were among the problems that faced Esteban R. Abada when he assumed office as Director of Education on June 27, 1946. They are his problems still.

BIG MEN'S ESTEBAN

Director



PROBLEMS R. ABADA

of Education

This convention has been called in order that superintendents can exchange ideas and opinions on our educational problems and agree upon specific and workable proposals for meeting them. I will not impose upon your patience and intelligence by a needless oral recital of our common problems. They are suggested on your copy of the convention agenda.

Neither is there any necessity for a long exposition of the magnitude of your task. For the circumstances have made our problems inherently big—big beyond words. The heavy hand of war

struck at our schools and left them in ruins. School equipment and supplies which it had taken us years to acquire or stock were wantonly destroyed or looted; books and records were put to the torch.

Other complicating factors added to our difficulty. When the inevitable wave of inflation came, teachers who survived the struggle and rejoined our ranks were again harassed by economic insecurity on account of abnormally high living costs which they had to meet with stationary, inadequate in-

comes. As a result many have left the service for more remunerative work elsewhere. Such turnover in our teacher personnel has become alarmingly frequent and large, and we have been compelled to recruit inadequately trained persons to carry on educational work.

Realizing the seriousness of the situation, the government has taken steps to alleviate the lot of public school teachers. New elementary teaching positions—8,380 in all, each at a basic monthly salary of P80 — have been created for additional classes. Qualified and deserving teachers may now be promoted to these items. Two hundred new national positions for supervisors have been provided for at P1,800 each per annum. Bonuses for secondary school teachers on the provincial rolls have also been allowed. B.S.E. graduates who are only junior teacher eligibles may now be extended regular appointments in the secondary schools. Other plans to give teachers freedom from fear and want are now under serious study. Among those are (1) the restoration of the teachers' pension system, (2) the establishment of a Teachers National Cooperative Association and of a Teachers Building and Loan Association. It is hoped that these measures will help bolster up teacher morale which is reeling under the impact of the hard times.

Instructional, administrative, and supervisory problems have become very acute. On top of the inadequacy of teacher preparation there is the problem of overageness among many of our pupils and students, accentuated by the lack of textbooks and other teaching materials. Because of the difficulties

and the prohibitive costs of transportation, some of the functions of administration and supervision have not received so much attention as they should.

There may also have been noted a disturbing slack in the morals of our people and, in a few cases, a consequent distortion of those age-old concepts of public duty and official integrity which have hitherto kept our service upon a high moral plane.

Another significant factor that has increased the magnitude of our current educational problems is our new-found national freedom. The birth of a nation brings in its train new problems and new demands. It is only natural that the agencies of public education, our bureau among them, should assume its due share of the responsibility of meeting the requirements of our new national life. Ours is the obligation to find out in what new directions lies the mission of the schools under our charge, and to perform the added functions with undiminished zeal.

As a group, we are thus faced with one of the greatest challenges of our time. The odds are, on the surface, against us. But superintendents are tried, experienced men. You have ample reserves of resourcefulness and you have not been known to shirk responsibility. You shall not fail our country in her hour of need. I am, therefore, confident that we shall be able to solve many of our problems in the same give-and-take, democratic fashion that characterized our pre-war conventions and conferences. Thus may we hope to contribute our share to the common welfare and to the success of our young Republic.

PRESIDENTIAL

MARCELINO



TABLE TALK

BAUTISTA

A. *Annual Report in the Making*

Let us review what the present administration has done for us so far.

Concretely, the administration has already taken the following measures in behalf of the teachers:

1. The revision of the allocation for classroom teachers from Grade 9 to Grade 9-8-7, allowing them salary of P960 per annum. Under the budget policy for the current year, which eliminates the lower rates in a grade allocation, the teacher should thus be able to get this amount of P960 a year as salary. This is so provided in various bills recently presented in Congress.

2. The cost of living bonus is provided in the proposed budget for the next fiscal year. This will insure the bonus for teachers for the next 12 months.

3. A bill has been presented to Congress allowing teachers to collect a fee of P0.50 for administering oath to claimants of war damages. This is an administration measure prepared in recognition of the need of the teachers for more income and in appreciation of their silent but effective services to the public.

4. In connection with the proposed census wherein teachers will handle most of the work of enumeration, measures are being devised to enable these teachers to get extra pay des-

pite the prohibition against double compensation.

5. The Cabinet has ruled that provincial school teachers should be given bonuses from tuition fees, regardless of whether or not other provincial employees can be given similar bonuses.

6. B. S. E. graduates who are Jr. teacher eligibles are now made eligible for regular appointment in the secondary schools.

7. Representations have also been made to enable U. P. graduates who are Jr. teacher eligibles by virtue of graduation to become eligible for salary promotions.

Said Sec. Gallego:

“These are only a few of the concrete measures already won in behalf of the teachers. The true amelioration of the teachers’ lot, however, cannot be achieved by the government alone, insolvent as it is now and will be for the next few years to come. It is for this reason that this Department has taken steps to help increase the teachers’ income through a method of self-help. I refer especially to the plan to create a National Teachers’ Cooperative Association which, as I outlined in the last convention of division superintendents, should give material benefits to our public school teachers everywhere.”

It is about time that our public school teachers appreciate and practice the principle of self-help, for in it lies

largely their own salvation. This implies that they should be creators, instead of mere consumers, of values. Too often we conceive of government as a kind of "physic shop" established to provide us with all the remedies for our problems. This was not the conception that made the Greeks of old sturdy citizens; this is not the conception that will improve our lot at present. Since a government is only as strong as its constituents, it cannot minister to all their needs. It is obvious from this that our teachers must solve many of their problems themselves—out of their initiative, their self-reliance, their cooperative spirit.

B. Congressional doings

In the last session of the Congress, some members tried very hard to make a good *palabas* for 56,851 teachers. The best *palabas* was the Francisco "Teachers' Bill of Rights." It is a wonderful show and the fighting Senator (who as we remember made many promises for the teachers in the pre-election) exploited its dramatic possibilities by sending teachers copies of the bill. But, alas and alack, could teachers believe that the bill had a chance? Did they not see that the bill if enacted into a law would have needed many times the total budget of the Philippine Government to carry into effect? The bill having served its purposes of making the teachers believe that the Senator was doing something for them went the way of all such bills—the ashcan. One other bill introduced in the Senate went through that body. That was the proposition to have the school year begin in August rather than July. Why the Senate should bother itself about such a bill is hardly comprehensible. No wonder it did not even go through the Committee on Education in the Lower House. Several times before the war the Bureau of Education studied

this problem. It was decided that June was the best time to open classes so that the children would not have to go to school during the hottest part of the year, which in most regions are the months of April and May. July had to be decided instead of June, however, because of budgetary difficulties. The school year and the fiscal year had to begin at the same time. The move to transfer the vacation months to June and July, strange as it may seem, engrossed the attention of the Committee on Education in the Senate.

And what about the Lower House? There were really many bills introduced in the Lower House. Those Congressmen are nearer the people and they are more familiar with their needs. They passed a measure making it possible for temporary teachers to enjoy certain privileges now enjoyed by civil service eligibles. The bill was finally enacted by both Houses and signed by the President. According to interpretations made on this Act of Congress, only those who have served the required number of years and can meet the other requirements, are entitled to the benefits of the law.

The Lower House also passed a bill providing a fund for the teachers who had been receiving the benefits of the Teachers' Pension Act before the war. The bill was finally passed by both Houses, but unfortunately the President vetoed the measure.

The last session of Congress also passed a bill allowing the vocational schools supported by the province to impose tuition fees. This bill was approved by the President. It will now be possible for the provincial vocational schools, which are now so anaemic for lack of financial support, to obtain some funds for replenishing their equipment.

The last session of Congress of course provided for the usual expenditures of

(Continued on page 33)



IN THE NAME OF SOCIAL JUSTICE

By MANUEL T. CASES

*Congressman, Second District,
La Union*

The bills H. Nos. 870, 871, 886, 820 and committee report No. 141 are all presented to the House of Representatives in response to our full awareness of the economic and social problems of the members of their just cause. We know that they are dedicating their best years to a service which pays so little yet serves the most.

The authors of these bills share with me the view that *it is high time now, in the name of social justice and in the name of the four freedoms, among which are freedom from want and freedom from fear, that we must do something to rectify the long standing social and economic injustice to which our humble, meek, diligent, and uncomplaining moulders of the intellectual patterns of the youth have long been subjected.*

Some of the rights and privileges provided in these bills are (1) increase in the basic salaries; (2) automatic increase of pay for every five years of continuous service; (3) automatic permanent status after serving continuously for five years; (4) restoration of the pension system; (5) sabbatical leave at the end of five years of continuous service; (5) free hospitalization and other medical services in case of sickness; (6) allowable absences due to illness and other unavoidable causes due to *force majeure* with pay; (7) grant of maternity leaves with pay; (8) right

to borrow money from the Philippine National Bank; (9) three months' pay to the family of any teacher in case of death while remaining under employment; (10) and finally (House Bill 932) the extension of the pension system to members of the teaching profession who are under the employ of private educational institutions.

These objectives embodied in these said bills, which propose to ameliorate the economic and social status of our army of teachers, may not all be realized now but at least the psychological climate in the House of Representatives at present is such that it is sympathetic to the move that something must be done for them. So at least the teachers have something to look forward to. They can be sure that *within the four walls of the present Congress especially in the House they have many friends who are sincere in espousing their cause, and in earnest in working for their interest.* This is not surprising because in the House Chamber alone there are nine members who have come from the teaching profession, and some of them are still continuing the said calling. With these nine who know the problems of the teachers, at least they have a strong bloc to look upon to take care of their plausible and just case.

"I am still able to write this," writes Mr. Faigao from Cebu, "because I am a teacher."

"KODOMO . . . SENSE-I . . ."

(Short Story) By C. FAIGAO

I collected my thoughts and surveyed my surroundings. There were about twenty people, virtual prisoners, in the kitchen. There was a young, flat-nosed, Nippongo-speaking Chinaman who acted as interpreter. There was Akoy, a neighbor of ours, a tall gangling Ichabod Crane of a man, who was now attending to the cooking. And there were three women, one of whom, I recalled, was a young girl who used to come to our house to buy *pinokpok* from my brother.

I helped in the slicing of the *gabi* leaves—I did not like the tall, tattooed Jap to see me doing nothing.

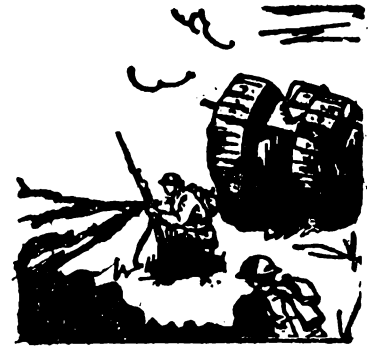
Between slices, I thought, and imagined hard. In the afternoon they would march us to the town—we would be staggering beneath heavy burdens—many days in a dark cell perhaps—hard labor under the heat of the sun—and then oblivion. Then I thought of my frail wife who had escaped to the other side of the brook. Having seen the look of lust in the eyes of the soldiers, she had run away, leaving our seventeen-day old baby on the floor of our house.

I began thinking of means of escape.

The Chinaman promised to help, but I waited until after dinner. A hungry Jap, like any other hungry man, would not be in a mood to listen.

The next minutes sped nervously away—the movements of the frightened women—the young girl with the look of annihilation and doom on her face. Where was my wife? And was my child still on the floor?

Three more jabbering Japs came up—and I saw more loot: the few clothes I had left from so much running, our silver and china, and a small basket



that contained the baby's diapers.

"You must eat," I told the other captives. "We may not eat again in many days. We may never eat at all anymore." Inside the house, the Japs devoured hunks of boiled chicken swimming in *gabi* broth.

After the meal, I pleaded with the tall, half-naked savage of a Jap. "I must go," I said, "I have children." I dangled a pass before his eyes, the one I had got from the town the day before and the one I had brought with me all the way from Cebu. I was not a soldier, I said. *Watasi wa sense-i deshita Cebu ni*. Lucky I had picked up a few words and he understood somehow.

Now I knew I should have run away like my brother instead of trusting on those slips of paper.

The Japs were adamant. *You go town. No go town... houses burn... tomorrow no go... patay.*

"Oke, oke," I said. "I go." An hour before that, on the yard of my house, I had seen death gleaming from the tip of a Batangas *balisong*. "You soldier Manira?" For reasons written only in heaven, the *balisong* did not descend.

"I go, *san*?"

"Oke, oke."

You can have all the mountains of Romblon all to yourself, I thought. And you can have the whole darn Co-Prosperity Sphere all to yourself, but I am a free man again.

That night we escaped farther into the mountains—in the total night, in the half-rain.

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This account should end right here, but I am not writing a short story. I am putting down a personal record of fright and fear and an ideal.

Three days later, way farther up in the mountains of Lagting, Romblon, I had time to collect my thoughts again and put my feelings in order.

The tall, evil-looking Jap was a member of the murder gang of Toyama. What had melted his heart to set me free?

In a few more days his name was to spread throughout Romblon Island like a syllable of terror. In a few more days he was to spill blood on the uplands. In a few more days the live body of the young girl was to be thrown into the flames of her own burning house. In a few more days the tall Jap would be called *Pika*—his body was tattooed—

and would spread terror even to the surrounding islands.

What had softened *Pika* towards me?

Then I remembered. An hour before I was set free, he had come up the house with the other soldiers, jabbering in Nippongo. I was able to pick up two words: *kodomo*... *sense-i*... *kodomo*... *sense-i*... child... teacher. And the stern look had vanished from his eyes and he was smiling.

There are little things in life that can break even the hardest man. Did *Pika* way down in Japan have a child of his own? Did he remember the slow, quiet teacher of his childhood days in a little Japanese prefecture?

In these days of comparative peace, sometimes I can hug the idea that I am still able to write this because I am a teacher.



TWO PROBLEMS

FRANCISCO A. ESQUIVEL

Batangas High School

This is not to belittle the choice of the delegates to the Representative Assembly, but rather in the performance of such heavy duties we are faced with a problem! How far can our present Board of Directors carry through our objectives? We must only remember that the members of Congress are wise politicians and the influence of politics often times spoil big plans and honest objectives. The task ahead is heavy and numerous and unless those entrusted with these duties and responsibilities are wiser politicians too, and unless we teachers have a strong backing in Congress, our dreams and objectives will be far from realization. A Congressman from the ranks of schoolmen is the need of the hour.

Another obstruction we have to consider in the progress of the association is the possible lack of support of the community. The organizers of the association have anticipated beforehand to be able to create a better understanding and good will between teachers and the community. The Association is not secure unless we have the full support of the people, and its success depends very much on the success of Parent-Teacher Associations.

My Most Unforgettable TEACHER

By SOLEDAD L. GARCES



One interesting little fact can not escape the notice of even the most casual observer of class programs of school convocations at a certain private school in Manila. One will readily note that the entire school population from the littlest kid in the kindergarten up have remarkable mastery of the *Pambansang Awit ng Pilipinas*, the Tagalog version of which is invariably sung on all occasions, for it is just one of the various ways the school adopts to teach nationalism, the subject that is accorded the most prominence in the curriculum of that school. That is because the moving spirit within the school, this teacher I now write of, believes that the most important phase of present-day education is nationalism — genuine Filipinism.

She thinks that, above all else, the pupil should be led to discover his true Filipino self, the origin of his race, the culture that is his by heritage, the potentialities as well as the limitations of his own country and nation, and the ideals and aspirations of his own people. And the pupils must not only know these, but they must learn to appreciate and love all that valuable inheritance their forefathers have handed down to them through the centuries.

Next to nationalism, she believes in training for the democratic way of life. The student government and other self-ruling organizations in school are some of the proper tools to attain this end. She does not believe that democracy put into practice by the students will

lessen their respect for teachers and other school authorities. On the other hand, these devices if properly utilized will be the fairest fields for training young citizens to respect constituted authorities, teachers including. Providing knowledge that prepares the student for the life that awaits him when he steps out of the school into the world, is the next important educational objective, according to her.

Like other educators, she deplors the outmoded educational system we now have. Having to educate students that are getting used to the whirlwind tempo of the atomic age, in accordance with an educational pattern that was ideal when airplanes did not exist even in the wildest dreams, is simply absurd. "We need changes along social studies, social sciences," she said. "And when I say social studies, I don't mean units in Oriental history, world history, etc. I mean that the student should be taught the imperative need for him to get along with his neighbors, his associates; that students be made to see that they are integral parts of their community, that their little community is a part of the country, that their country is a part of the world; and that the success or failure of that big world hinges on the success or failure of the smallest integral components, themselves and the others. Students must be made conscious, as never before, of the great responsibility for the happiness or woes of the world as a result of the friendly or belligerent attitude they take toward others. That is the additional stress on social studies I am referring

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to and which requires immediate attention in our school curriculum." To this end she thinks that more emphasis should be laid on group work, project methods of teaching and other communal activities wherein the students have to put their heads together to work for a common goal. In such cases the students will realize the value of fellow feeling for others and of a harmonious relationship with them.

As the head of a teacher-training institution, she is positive that mastering the cardinal principles of education, the pedagogical tenets and educational ideologies alone do not make for a good teacher. According to her, the success of a teacher depends, first of all, on her personal attitude toward teaching. One who thinks of being a teacher because the teacher course is short, or that it is the course that her limited means can afford, has the slightest chance to make a good teacher out of herself. Neither will one be a good teacher if she decides to take up teaching as her occupation because she is convinced that her mental equipment rates just average or below, and that she can

not tackle another course. One who expects to make teaching as a stepping stone to another course will not make a good teacher either. The urge to teach, she said, should come from within, for to teach should be a spontaneous desire—a calling, just as ministry is, and feeling that irresistible call is the first of the signs that a teacher will succeed as one.

Next to personal attitude as a factor for success in teaching is academic preparedness.

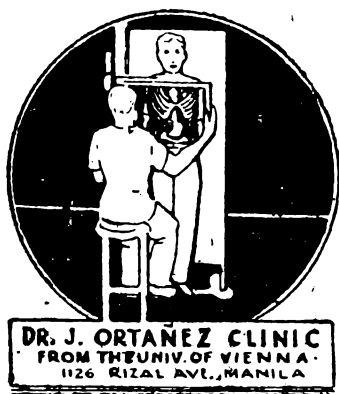
Then good health. A teacher will find that poor health will always stand on the way to efficient service in teaching as elsewhere.

She also thinks that a good teacher must possess emotional maturity. This should enable a teacher to view the problems of the classroom from a detached point of view, such that little things can not harrass her. In this connection, as stabilizer in a class, a teacher should be endowed with a happy disposition that can not tip off balance on the slightest provocation, a disposition that does not fail to shed cheer and warmth in spite of trifles, unpleasant though these may be.

Lastly, a good teacher should have attained that much of spiritual and moral development which places her on a level by which her own teaching, her very presence can exert a soul-lifting influence on those she teaches, on those around her.

I am referring to Mrs. Flora A. Ylagan, National Teachers College.

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THEY DID IT IN IRIGA

By JAIME MALANYAON
*Member, Board of Directors,
Cam. Sur Teachers' Federation*



Two years ago, many were wondering why teachers should return to teaching when many of them could earn four or five times as much outside. Still many were talking of enormous black-market profits, back pay, bonuses, and gratuities, and above all, guerrilla benefits. All these things were idle dreams to teachers of Iriga Elementary School, for though many of them were active members of the guerrilla movement, their first love was the school.

In the whole province, theirs was the biggest problem, for nothing was left of six big beautiful buildings except piles of debris, broken cement posts, land mines, bombed craters, buried barbed wire, and dangerous metal scraps. The school population numbering nearly two thousand pupils were housed in bodegas and in ruined buildings that smell of rotten foodstuffs and wastes. If teachers ever dared to stay on under these conditions, it was because they were determined to build their school houses in spite of these difficulties.

With teachers as leaders, the parents and pupils responded to their noble task of constructing twenty-five cottages, each a classroom by itself. From the smallest child of seven to the twenty-eight-year old grade-six boy came the cry, "Let's build them ourselves!" After three weeks of silent but fruitful effort, the "village" (the cottages are arranged like a small village) was made. Considering the materials and labor of parents and children, the project is valued at twenty thousand vic-

tory pesos. In the words of Mr. Joseph Rexroad, formerly principal of West Virginia Elementary School, then a sergeant in the 158 RCT, U. S. Army, the project is "a wonderful job that the teachers of Iriga Elementary School are doing".¹

In his letter sent to the Principal of the school, on September 11, 1945, Mr. Rexroad further said, "My friends and I have learned much by our visits and conversations. We have had our ego deflated, for we have decided that we are not very good teachers. A group of teachers that can give their services in such an efficient way, with small recompense as to finances, and the only reward expected, the well being and advancement of the human race, deserves the highest praise."

Not one of the teachers in this school ever thought that they played a major role in the history of rehabilitating the Philippine school system, for not long afterwards, hundreds of school houses were modelled from the Iriga school "village". At a distance, with the Iriga Mountain as its background, the beautiful village has been the symbol of the noble task which a group of deserving teachers has done in this period of rehabilitation. More than this, it symbolizes what power, what strength, what influence the fifty-six thousand school teachers can have when they work together.

¹ Mr. Rexroad and several educational experts of the 158 RCT visited the school several times from July to October 1945.



*The cost of vocational education,
according to one who knows.*

HOW FOOLHARDY

ARE WE?

ROMULO Y. MENDOZA

*Supervisor of Vocational Education,
Manila*

*Table I. Estimated Cost of Equipment
for a Class of 25 Students (Advanced
Courses)¹*

It has been observed that the present plan of vocational offerings as embodied in the general letters dated July 6, 1945 and June 10, 1946, could hardly be fulfilled even during normal times. How much harder would it be now to fulfill this order—now that we have hardly any tools and equipment! Before the outbreak of World War II, the City of Manila had spent no less than P1,500.00 in equipping each class in exploratory vocational course alone; yet the secondary schools of the City could hardly be said to be adequately provided with such tools. In the Torres High School before the war, the City of Manila spent approximately P10,000.00 for the machine equipment and hand tools for the woodwork course, but it was found out that the school could not keep pace with the requirements for equipment in view of its large enrolment. This amount did not include the equipment of the other courses, *viz.*, auto mechanics, general metalwork, electricity and others as well as the supplies needed for the operation of these courses.

All this shows how “foolhardy” we are in starting vocational courses in half-ruined buildings originally intended for academic classes, now with hardly any desk or even teacher’s chair. Either the City of Manila does not realize the tremendous expense of equipping vocational courses, or it has ignored the obvious needs and minimum essentials.

To equip each vocational (trade) class of 25 students in the high school the following outlay will be needed:¹

1. Auto mechanics		
a. Handtools ...	P1,724.70	
b. Heavy		
Equipment .	11,107.00	P12,831.70
2. General Metalwork		
a. Handtools ...	1,875.58	
b. Heavy		
Equipment .	8,500.00	10,375.58
3. Woodward (Furniture Making)		
a. Handtools ...	1,951.20	
b. Heavy		
Equipment .	7,970.50	9,921.70
4. Building Construction		
a. Hand tools ..	2,600.90	
b. Heavy		
Equipment .	1,878.40	4,478.30
5. Electricity		
a. Hand tools ..		4,360.00
b. Heavy Equipment		
6. Retail Merchandising		
(Good for a class of 40)		1,500.00
Total		P43,428.28

¹ NOTE: These estimates have been based on pre-war conditions. The heavy equipment for woodworking may be used alternately by different groups of students. This is also true for other courses. Each school should have only one set of heavy equipment for each course, but there must be as many sets of handtools as there are classes of the same course having shop work simultaneously. Data used in these tables have been taken from the lists of tools and equipment prepared in the Vocational Division of the Bureau of Education and Courses of Study for the Exploratory Vocational Courses.

Table II. Estimated Costs of Equipment for a Class of 25 Students in the Exploratory Vocational Courses

1. Auto Mechanics	₱1,800.00
2. General Metalwork	1,160.21
3. Woodworking	1,753.96
4. Electricity	769.15
5. Retail Merchandising	810.00
Total	₱6,293.32

To date, not even that amount has been appropriated to equip all classes in all secondary schools of the City of Manila. The City is concentrating its efforts in providing the barest essential in equipment—desks. Even these have not been supplied all classrooms!

Proper housing of vocational courses was another problem before the war, and it is a much more serious problem now since most of the buildings where the vocational courses had been housed were destroyed during the last World War. It would take a long time before we can rebuild these much-needed buildings for vocational work in view of the depleted funds of the City, and perhaps the city may not be able to rebuild these buildings without aid from the national government. The City of Manila is presently maintaining four general secondary schools and one trade school. These five secondary schools have a total enrolment of 11,936 students. To equip and provide adequately these schools with their vocational instruction needs is a big financial problem on the part of the local government maintaining them.

In a perusal of the present general secondary and secondary trade curricula, it is felt that the vocational offerings of the former are similar if not the same as those offered by the latter. This is particularly true in the so-called "specialization" courses in the

second, third and fourth years of the general secondary curriculum. The prescribed vocational (Trade) courses are almost identical except that in the the general secondary curriculum, these courses are given on a double-period-a-day time allotment, while in the trade curriculum these vocational courses are given on a three-hour time allotment. It is believed that unless our general high schools offering the so-called specialized trade, agricultural, or commercial courses could be equipped adequately to insure efficient vocational instruction, advanced vocational offerings in the third and fourth year should be abandoned, leaving only the exploratory vocational courses in the first and second years. Furthermore, it is believed that the general secondary vocational offerings should be limited to the first two years—that is, required practical arts instruction in the junior high school and the last two years of the senior high school may be devoted to college preparation and broad cultural training as silently clamored by parents. To effect economy in the operation and maintenance of these proposed practical arts courses, they should be organized on the basis of the general shop organization.² Students who desire to follow a certain trade or vocation may be advised to go to a trade school or farm school or commercial high school where they could be provided with real vocational training.

For the general high schools to attempt to accomplish two great things (vocational and college preparation) simultaneously is too ambitious and may result in much harm. Two years of intensive general vocational work in a

² For a more detailed discussion of the subject see, *The General Shop*, by Newkirk and Stoddard.

high school is long enough to provide each student adequate vocational-and-educational guidance, and semi-vocational preparation as is being attempted now. It is in this way that we may be able to economize in spending public funds and conserve as well as utilize human resources to the best advantage.

The sad lack of tools and equipment and poor housing facilities have been creating distaste and dislike for vocational instruction among students instead of arousing interest in and liking for it. This condition now obtaining in Manila possibly exists also in other divisions. Vocational competence can not be acquired and developed without the desired tools and equipment as well as a suitable place to work in. This is particularly true in the vocational (industrial) courses where such tools and equipment are essentially necessary.

In view of the reasons stated above, it is recommended that in the revision of the general secondary curriculum, the following be considered:

The vocational offerings in the general high schools should be limited to the first and second years. These courses should be called practical arts, similar to courses in industrial arts offered in the junior high schools in the United States. It is believed that it is only in this way that the government may be able to equip adequately and house properly vocational classes in our vocational schools and general high schools. The average second-year student is rather too young to start specialization in any trade or vocation. The mind of the average student of this age is still very changeable and therefore is not capable of making a genuine choice of a vocation to be followed in later years. Under the new plan, exploration and guidance work is continued up to the second year only. This plan gives the student greater opportunity to study himself and the various occupations, before making a final choice for a vocational study.

The third and fourth years in the general high school should be devoted exclusively to college preparation and greater cultural development of students. Students who after finishing the second year in the general high schools desire to become auto mechanics, cabinet makers, building contractors, house painters and draftsmen, stenographers and typists, retailers, and wholesalers, bookkeepers, agriculturists, florists, horticulturists, and the like, should be encouraged to enroll in vocational high schools offering such vocational courses. All these should be done under competent vocational guidance service to be sure that the student is rightly placed.

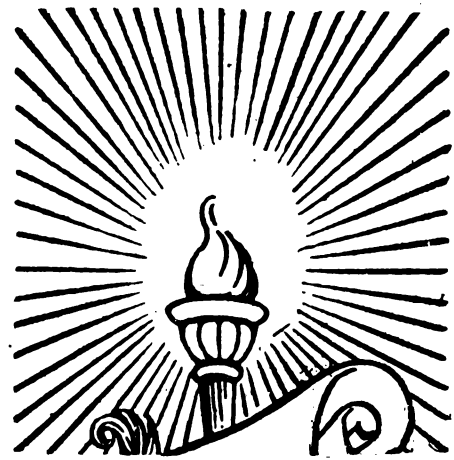
In order that adequate and competent vocational guidance service may be given to students, provision should be made for the employment in each secondary school (both vocational and general) with at least an enrolment of 100 to 500 students, a full-time vocational counsellor. In order that the vocational counsellors of the schools may be able to discharge fully and faithfully their duties as such, they should have no other assignments than the counselling and adjustments of students. Qualifications of this type of teachers should be prescribed by the Bureau of Education.

The local governments have been finding it extremely difficult to finance the operation and maintenance of the vocational and home-economics courses in the general high schools since this type of secondary schools is not entitled to receive vocational aids from the national government. For this reason, an additional amount, say ₱5 to ₱10, be charged against each student seeking admission into the high schools, for the operation and maintenance of the vocational courses of the said high schools, and the budgeting which should be left to the discretion of the Superintendent concerned.

A BIG GAME TO PLAY

By VICTOR M. DE LEON

*Div. Superintendent of Schools for
Misamis Occidental*



There is a big game we have to play and a battle we have to win. If we must win and come out the victor, let us snap out of it—join now the PPSTA and participate actively in its fight for the improvement of our lot and that of our school system.

And having joined up, how do we play the game?

Individually, there is a lot we can do on the matter of enlightening the people in our respective communities whenever an opportunity presents itself during PTA meetings, convocations, or community assemblies. We must, of course, exercise due care not to mislead our hearers into believing that we are criticizing or condemning the public school system of which we are a part. Rather, we should confine ourselves to the exposition of the bare facts or unfortunate truth, so to say, of the undesirable condition of our elementary schools ever since the passage of the Educational Act of 1940 and which has become more acute as an immediate result of the last war. We must frankly unfold to them that the introduction of the double-single-session plan in the primary grades was and still is an economic necessity in order to make the limited funds at the disposal of our government sufficient to accommodate twice as many school children as can be accommodated in our equally limited number of school rooms, with the same number of teachers at the same salary

rates. In other words, these must be emphasized, that under the double-single-session plan, our government actually saves much money at the expense of the thousands and thousands of teachers and sacrificing a more desirable teaching standard — all for the sake of economy of money but to the utter waste of human resources!

The people must be likewise told that the main reason why the teaching profession is no longer attracting good teachers and that the enrollment in our teacher-training institutions have markedly declined is the low pay that teachers who have had college training receive as compared with the wages of unskilled laborers and workers ranging from P120 to P150 a month.

Lastly, we should conclude by reminding our audience that the public schools belong to the people and are the schools of the people. That these school, if they must be operated, maintained, and managed efficiently according to desirable and accepted standards, the people must support them generously thru public taxation and other media.

Dra. T. F. Halili

Central Hotel, Room No. 217,
Manila

WOMEN'S DISEASES & CHILDBIRTH

Residence:

1430 Washington, Sampaloc
Manila



"I WILL NOT BE ANOTHER SOCRATES"

By ERNESTO R. BARBOSA

First Vice-President, Marinduque Teachers' Association

The mistaken conception of some perverted minds that teaching is a degrading profession has always discouraged many promising young men and women from choosing this noble career. A great majority of teachers now in our schools are high school graduates. I know a great many teachers who have left the teaching profession to look for a more remunerative job. Some of them have served as teachers patiently for years, but seeing the same treatment and prejudice accorded them year after year, I can not see how they could have done otherwise.

There is also a prevailing but wrong notion among the less-informed that only lawyers, doctors, pharmacists, engineers, dentists, etc. are professional men. This is a gross error. A real teacher undergoes an intensive and thorough preparation for the great responsibility she is to handle in rearing the youth of our land. If other professional men are required to undergo a thorough and rigorous preparation for their work, do teachers not undergo a similar course of training? Do they not study science, art, philosophy, history and ethics of education before being permitted to "practice"? Is a teacher not required to pass civil service examinations before being classified as a qualified civil service eligible? Let anyone who thus criticizes the teachers and the teaching profession try to qualify in the rigid entrance examination required of applicants for admission to the Philippine Normal School and study there for even one semester in order to find out for himself how a teacher is made; or

let him qualify in the civil service examinations required of teachers and see for himself if such things were as easy as saying "teacher only."

I am a teacher, too, but I will not tolerate anyone to affix the word "only" to my profession. I consider my chosen profession as noble as any in existence. Those who would look down upon a teacher with derision, contempt, and mockery are ingrates of the worst type. Let anyone who would call me a "teacher only" come to me, and I will ask him, should he possess some education, if he had become a professional man without being taught by a teacher in the grades. If my critic is a parent, I will ask him whether he has a child in school. I wonder if there would ever be lawyers, doctors, pharmacists, engineers, etc., if there were no teachers. That would be tantamount to climbing a tree without beginning at the bottom.

I am revolted and my blood boils whenever I think of this great injustice done to teachers and the teaching profession. The eagerness for a square fight which has not left me since the tragic days in Bataan still surges within my veins. I cannot remain silent now. I will not be another Socrates who calmly submits to his fate by drinking a cup of hemlock. I know I am teaching day after day, not for my own good but for the good of my country and my people. I am not afraid to assert, much less ashamed to be called a teacher. I can face anyone squarely, may his station in life be high or low, and proudly raise my head and say, "Yes, I am a teacher!"

ART EDUCATION

By SANCHO ENRIQUEZ

Supervisor of Art



The grade teacher has to inculcate art knowledge to the pupils not by talking but by doing—that is, by making the pupils experience a variety of art activities.

It is **imperative**, therefore, that students after taking a course in art appreciation, must know how to draw, how to design, how to do some sort of handicrafts, and, above all, must have developed a sense of appreciation of graceful lines, pleasing shapes, beautiful colors. They must also know some rules about balance, proportion, rhythm, emphasis, and subordination. In other words, they must be taught to see and know art so that the “art spark” in them may be bright enough to be seen, felt, and enjoyed by their pupils.

APPRECIATION (6 periods)

Nature Appreciation

The activities in appreciation (please see page 4 letter C of tentative outline) should include the observation of the beautiful things in nature, like (1) the brilliant colors of flowers, leaves, birds, insects; (2) colors of the rainbow; (3) flaming sunset; (4) fruit trees laden with blossoms; (5) the pattern or design on a butterfly's wing; (6) sparkling white of sails against a dark blue sky; (7) the changing colors of distant mountains; (8) fireflies darting about in the dark evening; (9) stars at night; (10) moonlight on the water; (11) shapes of trees; (12) curves of leaves of grass; (13) long shadows cast by late afternoon sun; (14) raindrops tumbling down; (15) breakers striking the seashore in rhythmic sequence; (16) clouds that sometimes look like gigantic puff balls and

at other times like feathers floating in the clear, blue sky. To this list the art instructor and art students can add many other local scenes which have moved them somehow with what we may call aesthetic experience.

Picture Appreciation

The art instructor should let students collect pictures from old issues of magazines that show how artists have tried to express in colors these beauty spots in nature. (The tentative outline suggests several ways of presenting these pictures to the class. Please read pages 6, 7, and 8 in the tentative outline.) Aside from color reproductions of paintings, let students collect (1) etchings, (2) woodcuts, and (3) lithographs. Then let them try a hand on these methods of printing even if the aim is only to give them an idea how these different processes work.

Students should also know how to read cartoons appearing in magazines and dailies. A cartoon is sometimes defined as an editorial in pictorial form.

These picture clippings brought in by students should be filed in school in alphabetical order.

Appreciation of Handicrafts

There are many articles we use at home, like furniture, cooking utensils, textiles, etc. that are made to serve conveniently the purpose for which they were intended. Art students should be made to see and appreciate the gracefulness of the structural designs of these articles as well as the simplicity of their decorations.

FOR MODERN OPTICAL NEEDS—SEE **KEEPSAKE OPTICAL**—80 Escolta

Let students study the native designs found on all useful articles, such as embroidery; wood carvings on utensils, weapons, boats; and designs on textiles woven in the locality. Let them analyze and find out what idea the design conveys.

Appreciation of Architecture

As regards appreciation of architecture, let students study pictures found in magazines, history books, and encyclopedias of Oriental, Egyptian, Greek, Roman, Byzantine, Romanesque, Gothic, Renaissance, Baroque, American, and modern architecture. Then let them explain the striking characteristics of each type of architecture. They may be asked also to read and find what materials were used in the construction of each building.

Exhibits

At least five of the students' best products chosen after every art activity should be kept in a large envelope in the office of the Principal. At the end of the semester, they should be exhibited in a conspicuous place in the building in four groups—(1) DRAWING and PAINTING, (2) DESIGNING, (3) HANDICRAFTS, and (4) APPRECIATION.

The exhibition itself should be arranged according to the principles of art. Good margins should be observed, the mounts should be hung in an orderly and attractive manner, and the handicrafts should be displayed well in cases or on tables. The art instructor should always remember that *order is the basis of beauty*. All the work exhibited should be kept afterward in three large envelopes in the office of the Principal with the exception of handicrafts which should be returned to the students.

CORRECTION FROM "MARIA TEVES"

To the Editor:

I wish to make the following corrections in Miss Edroza's article in the April-May issue of the *Philippine Educator*:

1. That GSP means Guerilla Specials of the President.

2. That the statement "she was released at 9:00 P.M. Oct. 21st, 1944" is not true. Instead, she revived at 9:00 P.M. of the same day after being thrown out as dead with a group of about 20 people who were electrocuted at about 6:00 P.M. She found her way by crawling to Ermita.

3. That the combat at Marikina Hills under the late Major Adjutant Marcelino Erfe-Mejia happened to August 7-9, 1943 not April 7, 1944.

4. That the Bolo Battalion under the late Major Antolin Asis, taken over by Lt. Segundino Yabes, fought in November, 1944 in Narvacan and other Ilocos towns in conjunction with the 121st, 14th and 15th Infantry under Col. Volckman. That Major Asis was unjustly executed by orders of a certain American Captain O'Day on December 16, 1944.

CONSUELO E. ALVEAR

GUIDANCE FOR DEMOCRATIC HOME LIVING

PEDRO T. ORATA

*Commission on Educational, Scientific
and Cultural Matters*



It is a truism that education, and most particularly education for democracy, like religion, must begin at home. Indeed if it does not, the efforts of the school toward that end will not be of maximum effectiveness. In fact, it is often the case that the work of the school is defeated where it should find its fullest application and fulfillment; namely, in the home, in the relationships of the members of the family with each other and with relatives and friends. Family life offers unlimited opportunities of making daily living meaningful and fulfilling. If democracy is to function as our way of life, it must be applied whenever and wherever human relationships exist. The integrity of personality around which the democratic ideal revolves is no respecter of social classes, and applies to the humblest *muchacha* as much as it does to the wealthy land owner.

The first school for democracy is, therefore, the home. With the exception of those who are in correctional institutions and a few other unfortunates, every child is a member of a family. For the great majority of the children of the nation the family can be made the first training ground for democratic citizenship, and since all of us are members of families, the home can be and should be made the center for practising the ways of democracy by everybody from the time he is born to the time he dies. Either that or the home will become, as indeed it is for many not only in dictatorships but in democracies as well, a center for learning and practising the ways of totalitarianism. From one or the other

there can be no escape and no other alternative.

How, then, may the family contribute best toward the education of the child and youth for effective membership in our democratic society? In what way can the school help the family toward that end?

Education involves inspiration, theory, and practice. The learner must have a motive for action, must know what to do and how to do it, and must practice what he knows in dealing with problems and situations that confront him. As ordinarily organized, the school offers mostly theory and little else—very little inspiration and much less practice. The home, on the other hand, gives a maximum of motivation and application and a minimum of theorizing. As a result it can be said without hesitation that as a center for learning the way to live, and of making a living, too, the home is far more efficacious than the school. Of course, it must be admitted that the school has more and better theories on the way to live and make a living than the home, but when it concerns the outcome in terms of demonstrated performance, the school is far behind.

A democratic atmosphere inspires the child to act—to express himself, to make known his wishes, to make suggestions, to be critical, to take on responsibilities, and to carry on a task to completion. As the child is habituated to do these at home in choosing his toys or his friends, in offering to help clean the stairway, in helping to plan a menu for Sunday dinner, and in participating in numerous other family ac-

tivities, he learns the ways of democracy spontaneously, not to say most effectively. An American child does all these "naturally," so we say, not because she is an American but because she was born in an American home of parents who have the democratic attitude and practice it at home in dealing with their democratic atmosphere. Filipino children born in America of parents who have the democratic attitude and practice it at home in dealing with their children, and other members of the family behave similarly. In fact, we all know of instances right in our country of relatively more democratic families among those of us who have never left the Philippines. It is the atmosphere, not the race or any accident of birth and economic or social status, that nurtures one to become independent in his ways, cooperative and helpful, and critical of himself and sympathetic toward others.

In progressive democratic homes, the family council is a common thing. It includes all the members of the family, and it decides and plans family activities from making a menu for dinner to planning the way to celebrate Christmas. The children are asked to make suggestions and evaluate those made by other members, depending, of course, upon interest and maturity. The parents who act by turn as leaders decide what problems and activities their children can profitably participate in, and encourage them to take part in planning and going ahead with the plan. If democracy is both an end and a means, participation in these family councils is a joy in itself as well as an effective preparation for life on any level. As a training ground for leadership and followership their worth cannot be overestimated.

Let us cite an example. All children play with toys. A wise parent should see that his children do not play with

dangerous toys or engage in hazardous activities, and he does so by precept. A democratic parent counsels with her children about what toys to have and what games to play. Pre-school children can tell what effect a nail has upon the skin if accidentally driven into it, and they can decide whether to play hide-and-seek in a yard which is not rid of broken glasses and other sharp things. To decide these things for them may be the most efficient way of getting them out of trouble, but giving them a chance to suggest the dangers and decide to do something else or removing the dangers before going ahead is not only more satisfying to the children who will do the playing, but is also a most effective method in educating them to take care of themselves when there are no adults to watch over them.

And why shouldn't a four-year old girl choose or at least help choose a style for a new dress? From pictures she can see what is most pleasing to the eye, and if given a few hints, she can tell that one style rather than another fits her slim figure. Wearing a new dress is more of a thrill to her if in addition to having it she was consulted as to the way it should be made. The same is true with a three-year old boy in matters pertaining to what he should wear or eat. The point is that the concern of the parents, educationally speaking, is not just to have the thing done but to do it in a way that will result in maximum education for the children, and, for themselves, too.

Other and more complicated activities may be cited in which family counseling may provide unlimited occasions for educating the children and the older members in the ways of democracy. Take the case of preparing for and celebrating Christmas, which is getting

to be a major occasion for many a Filipino family. If there is to be a Christmas budget, and there should be, the children as members of the family should be encouraged, at least allowed, to make suggestions. And budgeting includes such items as material, time, and labor, as well as money. Then there is the problem of what to buy for gifts and for whom to buy them. Should they ask for gifts? What should they see and feel when someone gives them a Christmas gift? Who should do the cleaning of the house, of the yard for Christmas? Who should help mother prepare the meal and wash the dishes later? Who should do the cleaning later? Who should do the decorating? Who should take charge of bringing home the Christmas tree? And after Christmas: How well was it celebrated? Did the family behave properly toward each other and toward the guests? Should the Christmas spirit be extended? To whom and when?

Taking up and discussing those and similar problems is a way of democracy which can be undertaken at home as an enduring family satisfaction in itself as well as an excellent training for dealing with bigger problems in business and in life generally. A girl who has had this kind of experience at home will very likely be prepared for a similar activity in school. She will also be better able to choose a good husband than one without the experience. Furthermore, she will the more be willing and able to extend the privilege to others in her own circles later. In short, she is apt to be more democratic, capable, and more agreeable to others than if she has had the traditional home atmosphere of being told always what to do and how to do it.

The difficulty with school-home-community relations in the past has been that it was nearly always a oneway

traffic affair. The school expected cooperation from the parents, but gave little of it, itself. The result is that while the school building and grounds give the appearance of modernity, inside and outside, the home is as primitive as it ever was. There are many exceptions, to be sure, but they are few and far between. A democratic school atmosphere is the first step, in the relation between the teacher and the pupils. The pupils are apt to talk about what they do in school and to expect or even demand it at home.

Then the teacher can help the parents to be democratic with their children by treating them democratically when they come to school to observe their children or to answer questions about matters of attendance and discipline. Parents admire teachers that are considerate and kind, who consult them about school problems, who give them other opportunities to participate in school affairs. In parent-teacher meetings, the teacher should describe what they are trying to do to teach the ways of democracy, and invite the parents to create similar situations at home. The home visit can be and should be democraticized, and as it is made so, the parents get the democratic atmosphere in their relation with the teachers. And as they acquire a taste of it, they tend to behave similarly in their dealings with their children.

How much democracy is practiced in the home can not be more than the amount and quality of it that the parents and the children have to give to each other. The least that the teachers can do is to give the children occasions to learn the democratic way of life so that they have that much to give to their parents and later that much to expect from them in return. The democratic process is a two-way traffic, and like the proverbial "gentle rain from heaven," it blesses both the giver and the receiver.



WHEN CHILDREN

REMEDIOS

Only last Monday, two G. I.'s brought over to Philippine Red Cross headquarters an eight-year old youngster who had spent a night and a day at Fort McKinley begging for alms. When questioned Ernie, as he said he was called, talked volubly about being from Imus, Cavite, how he had successfully begged for four pesos and a new T-shirt and how he desired to be helped to enter school that he may grow up educated, and not likely to be fooled by anyone.

We listened to his well chosen answers couched often in appealing language calculated to touch the sympathies of normal individuals, but inside us, we also realized the beginning of a tragic but now too familiar pattern to many—the pattern for Juvenile Delinquency. For this boy unless redirected and guided, was bound for where he had started so auspiciously—to Lost Boy's Town on the Highway, Juvenile Delinquency.

In the crowded busy lives of modern people, of modern parents in particular, there stands one rampart to which they rightly cling to safeguard the molding of their children's minds and character—this is the Teacher working in the most potent corner of modern society—the classroom.

When children now go astray or commit something wrong at home, the question asked now is not anymore "Is this what your parents are teaching you?" but "Is this what you are being taught in school?"

Verily the whole responsibility is now irrevocably in the hands of our teachers—and rightly so because there are none so capable and trained as they. And among the most important of these responsibilities must also be added that it is in their hands to curb and remedy juvenile delinquency—which we attribute together with many of our present ills to the aftermath of war.

To the average layman the common view is that juvenile delinquents are bred from out-of-school children. But you will be surprised to hear that many of our juvenile delinquents have started schooling and drifted to this unwanted path.

Why has this happened?

The development of desirable behavior patterns is a slow and diversified process and is influenced by the home, school, church, community, and many other factors in our complex living. The role of the school in this matter assumes prime importance in view of the fact that it guides the child, outside of the home, more hours than any other agency throughout the day.

To teachers these challenging questions may well be brought to for consideration; in the answers to these questions lie either the intelligent curbing or the unintentional fostering of juvenile delinquents among the children they teach.

GO ASTRAY

V. TUASON



First, in your dedication to the teaching of young people, in your dedication to the development of better human beings, as you encourage sincerity, honesty, and responsibility in your students, are you being sincere, honest, and responsible with them? Secondly, do you have faith in your pupils? Thirdly, are you encouraging them to take the first steps toward shared responsibility? Lastly, when pupils do a good job do you give them due recognition?

These challenges have been given to clarify the fact that we must have a happy medium of creativeness and cooperativeness on the part of our teachers in order that our goals of desirable citizenship, character, personality, and thinking ability will develop among our children—and that grim spectre—Juvenile Delinquency, will turn clanking bitter disappointment away from its schools and in this way, away from every home in the Philippines.

In order that these goals can be achieved, a formula can be suggested:

The formula is *harmonious behavior* plus *useful participation* with two abilities—the ability to get along with other people and the ability to adjust to changing situations—to be developed through two practices—carrying on active participation and sharing responsibility.

In this development of desirable behavior patterns, as the forces for juvenile delinquency, the school environment too, looms as an important factor. Environment is more than the sum of physical surroundings and personalities. It includes the things that children do; the acts of citizenship that they practice; the opportunities that they practice; the opportunities that they have to think to make decisions, to take responsibilities.

If then, we are set on stamping out those factors that breed juvenile delinquency and are bent on setting up those conditions conducive to the development of desirable behavior patterns, let us consider what the school and its environment itself can contribute to mental and physical health; let us search for realistic means of developing a school community code; let us examine carefully our own attitudes; let us provide the opportunity for children to make real decisions and to take carefully graduated responsibilities; let us give children an abundance of practice in the skills of citizenship; and let us be elastic enough in our thinking and working to try a new way of doing things when we are convinced of its value and to part with a practice—new or old—when we know it is useless.

And one thing we are convinced now as to its value is an all out coordination of all efforts to develop citizenship, personality, character, and thinking ability in every classroom, home, nook, and cranny of every community—for then and there only would the problem of juvenile delinquency disappear from our midst!



IN THE SCHOOLS— THESE REMAIN

By MARCELINO A. CUSI
Principal, Calaca Elem. School, Batangas

— I —

While this survey is limited in scope (embracing only one municipality) yet, it is believed that conditions are typical of those obtaining in average towns. Out of a total of 34 teachers, only 10 were 1941 incumbent, the rest (24 of them) being employed only after liberation due to lack of better-qualified teachers. Add to this the fact that a lot of these substitute teachers left during the school year for the following reasons:

1. They found better-paying jobs in the numerous army camps or private firms.
2. They secured more stable jobs with all the chances to study.
3. They engaged in small-scale business which brought them better re-

turns and less responsibility.

Vacancies thus created necessitated the employment of other substitutes without any professional training.

One only needs to recount that in pre-war days teachers were either: (a) professionally trained who held regular appointments, or (b) graduates of teacher-training institutions without civil service eligibility who held temporary or substitute appointments. Not only a few of such teachers switched to jobs which can assure them of old age security.

— II —

The following table, will offer fitting answers to the article "IN THE SCHOOLS — WHO REMAIN?" by Mrs. Pura Santillan-Castrence (*Philippine Educator*, April-May, 1947):

TABLE

EDUCATIONAL QUALIFICATIONS AND STATUS OF TEACHERS

Educational Qualification	Regular Temporary		Subst. Total	
Graduates of Teacher-Training Institutions ..	0	4	0	4
First Year, College	2	0	5	7
High School Graduates	2	0	17	19
Under High School Attainment	2	0	2	4
Totals	6	4	24	34

— III —

It is high time that the government attract to the teaching profession the talents of the country. Moreover, the present plight of teachers should be remedied—and at once—or else:

- (1) the public schools will be a

flop;

- (2) the "fair hopes of my Fatherland" will not receive the training that they rightfully deserve;
- (3) democracy will walk down the plank; and
- (4) the future will not be secure.

TEACH THEM TO CONVERSE WELL

By JOSE FELICIANO
*Division Superintendent of Schools
for Bukidnon*



Undoubtedly no other art is more useful to man than the art of conversation: as a child, he becomes conscious of his membership in the family group when he begins to learn to talk, and from that time forward talking becomes to him an absolute necessity, a part and parcel of his earthly existence. In society or in the world of leisure the most sought-after members and the members who contribute most to the gaiety and the savor of life are usually those who have acquired the ability to converse fluently and effectively. In the professional, business, or political world, too, such persons often meet with success where their less skilled companions or associates lick the dust or have the worst of it.

CONVERSATIONAL SKILLS TO DEVELOP

In order to become a truly effective conversationalist, a person must learn:
To be a good listener.

To talk neither too much nor too little.

To overcome self-consciousness or timidity.

To develop self-confidence.

To develop poise of mind and of body.

To develop graciousness.

To develop tact.

To develop thoughtfulness and consideration for others.

To acquire pleasant address or manner in conversation.

To speak with clear utterance.

To speak readily on topics of general or special interest.

To think and talk in terms of the other person's interest.

To bring in a person who is being left outside a conversation.

To use correct forms of language.

To clothe his thoughts in appropriate words and phrases.

To arrange his ideas in good order.

To contribute his share to a conversation.

Never to be sharp, curt, or sarcastic.

Never to become too inquisitive.

Never to indulge in gossips or idle talks.

To change the topic of conversation when it is becoming unpleasant to others.

To avoid heated arguments.

To avoid becoming a bore by always talking about himself.

To avoid loud talking.

To avoid contradicting others.

SUBJECT-MATTER

Any topic which is within the comprehension and experience of the pupils is fit to use for a conversational lesson, but naturally some topics or subjects have greater appeal and more widespread interest than others. The following are examples:

Timely Topics. Timeliness, the fact of occurring at the proper or opportune moment, is an important consideration in choosing a topic. People like to talk about the latest events, the most recent news, the newest ideas, and the things that have just happened, because by discussing such topics they get a feeling that they are abreast of, and not behind, the times.

Animals. Animals, whether wild or domestic, because they are so much a part of the living world and so full of interest, make a very strong appeal to practically everyone. What normal persons do not like dogs, cats, chickens, horses, cattle, pigs, fish, birds? What children wouldn't like to keep a pet animal of some kind or other if they have a chance to do so? Therefore, the various forms and phases of animal life may be counted good subjects for conversation.

Amusements. People, young or old, are generally interested in pastimes and entertainments, and so there will be no dearth of zest in talking about such things as motion pictures, games, parties, excursions, fiestas and festivals, picnics, dancing, special days and holidays, theaters, athletic sports, playthings.

Hobbies. We know that in these exciting times there is hardly a person whose interest in life is centered solely on his daily occupation. Most of us like to work at or study something which is not our main business but which makes our lives happier and fuller; moreover, everyone likes to talk about his particular hobby, whatever it may be—perhaps stamp collecting, gardening, raising poultry, cooking, fishing, making gadgets, huntings, or what not.

Adventures. Adventures are always stimulating and thrilling subjects to talk about, and what school boy or girl has had no adventures in this day of crowded and surprising events? In every youth's life there is usually an adventure connected with a week-end trip or holiday, an outing or camping expedition, or a difficult undertaking. Even our most commonplace experiences may not be without their moments

of excitement or moments of fun, unless we have become completely callous or indifferent in our attitude towards life.

The Familiar. Persons, places, and things with which we are quite familiar need not become threadbare or colorless topics of conversation because even in an old thing we can somehow find something to admire, love, or appreciate. An old man in a community may be a favorite or an outstanding character because he is a great storyteller and dispenses words of wisdom. A stretch of clean beach may have always attracted people to it mornings, afternoons, and evenings because of the beautiful things they see and the pleasant times they have there. Familiarity does not have to breed contempt.

CLASSROOM PROCEDURE

Having decided on the specific aim or aims and on the particular subject-matter of instruction, we must plan our teaching procedure in such a way as to attain the highest degree of success possible.

The first step in a conversational lesson is the motivation by means of which the teacher endeavors, with all the ingenuity and persuasive power of which she is capable, to arouse the will to learn on the part of the pupils. Unless such an inward desire has been actively stimulated and kindled, any method which the teacher may use is bound to meet with disaster.

The second step is the selection of the specific method or methods through which the pupils are given opportunities to practice conversation in accordance with the rules of good address and good manners. Dramatization, dialogue, group discussion, club meeting, question-and-answer, story-telling and story reproduction, interview, informal debate, conference, impersonation, puppet show, marionette show—all these

are effective devices whereby pupils and students can be trained in the art of conversation. Whatever device the teacher may choose, the important thing is to make the spirit of the game enter into the class exercise and put life into it.

The third step consists in the actual conduct of the conversational lesson. As soon as the pupils are ready for the game the teacher should start it, not with too much fuss and formality but with a great deal of enthusiasm. Timid pupils should be encouraged to participate in the game early and get into the spirit of make-believe. Efforts should be exerted to make the exercise a cooperative undertaking by many rather than a monopolistic affair by a few. Criticism is the teacher's prerogative, and so good work should be fittingly praised and unsatisfactory attempts sympathetically criticized by her.

CONVERSATIONAL LANGUAGE

The teaching of conversation is closely bound up with the enrichment of the pupils' vocabulary and the improvement of their command of English. Conversation presupposes on the part of the speakers thoughts and ideas, which in turn presuppose appropriate words and phrases if such thoughts and ideas are to be well expressed. Therefore, in order to become proficient or skillful in the practice of the conversational art, a person must have thorough mastery of language.

Because of the power of example and the fact that spoken language is acquired largely through imitation, every teacher is duty bound to use only the best English at her command. The pupils reflect their teacher's address or manner of speaking as well as her speech habits.

The fourth step may be termed the instruction phase of the lesson. After the pupils have played the game a number of times, the teacher may proceed to give instruction on the skills to be acquired by them, as, for example:

Give attention to the person who is talking to you.

Avoid loud talking.

Don't interrupt a person who is speaking.

If you have to contradict a person, do so politely.

Don't boast of your good deeds.

Be pleasant in speech and manner.

Be considerate of the feelings of others.

Look at the person you are talking to.

Express your thoughts clearly and well.

Pronounce your words correctly and distinctly.

Use good English.

English is rich in expressions of sociability which, if used with charm and propriety, do much to smooth conversation and add spice to it. Here are examples of such expressions: (It is certainly worth any teacher's effort to make her pupils or students learn to use them.)

With pleasure.

If you please.

I am pleased to know you.

Thanks!

Thank you.

Thank you very much.

Thank you kindly.

Yes, sir.

Yes, Mr. Damasco.

No, sir.

No, Mr. Ramos.

May I go now?

How do you do?—I am very well, thank you.

I am glad to see you.

Welcome!

Welcome home!

You will always have a welcome here.

You are welcome to pick the flowers.

I am sorry that you are sick.

I am sorry I can't come to the party.

I am very sorry to hear of your mother's illness.

I am sorry for that blind man.

It is so good of you to come!

I am so glad!

Have you met my sister?—No, I do not know her.

I beg your pardon.

Please excuse me.

Excuse me; I have to go now.

Please do me a favor.

Do you mind if I smoke?

May you be happy!

Take a seat, please.

I see what you mean.

I have seen so little of you.

I will see you to the station.

Make yourself at home.

I am charmed with your house—it is so cozy and attractive!

Are you comfortable in that chair?

Are you enjoying yourself?

Would you like a cup of coffee?

Would you like to go to the show?

What would you like to eat?

I should like to ask you to dinner.

How cleverly you do it!

I won't do it any more, I promise you.

Will you come in?

Shall I do this?—Yes, please.

Oftentimes it is necessary that before the conversational game starts the teacher should provide her class with a list of words and expressions that are essentially related to a given topic and that the students fully understand. For example, the following list should be built up cooperatively by both the teacher and her class before a conversation on airplanes is commenced:

Airplane parts: cockpit, propeller, landing wheels, wings, motor, fuselage.

aeronautics: aviation, flying, aerial navigation.

aeronaut: aviator, pilot, flyer, airman, airwoman, aviatrix.

aircraft: airplane, aeroplane, landplane, seaplane, waterplane, amphibian, helicopter, glider.

airport: aviation field, flying field, landing field.

air base: airport and headquarters for military airplanes.

hangar: a shed for airplanes.

runway: a way or track for airplanes in landing or taking off.

air pocket: any current or condition in the air that causes an airplane to drop suddenly.

airway: route for aircraft from airport to airport.

air line: a system of transportation by aircraft, or the company owning such a system.

air mail: mail sent by aircraft, or the system of sending mail by aircraft.

air-minded: having much interest in aviation.

air raid: an attack by airplanes, especially for bombing a position or a city.

aircraft carrier: a ship designed to carry aircraft and so built that aircraft can be launched from it and landed on it.

aerial transportation: travel by air.

bureau of aeronautics: bureau in charge of aviation or navigation in the air.

flight: trip in an airplane; group of airplanes flying through the air together, as, a *flight* of ten airplanes.

to land: to come to the ground, or, in the case of a seaplane, to alight on the surface of the water.

to take off: to leave the ground or the water.

to taxi: to run along the ground or on the water when starting or coming in after a landing. An airplane or a seaplane taxis to get into a position for rising.

(Continued from page 9)

the school for the year 1947-1948. They did not provide funds for new classes. The Bureau of Education was merely authorized to use its savings to open additional classes. The savings will come from last school year's funds for the operation of elementary classes. The estimated savings will be about ₱3,000,000. At the rate of ₱1,700 per class, there will be about 2,000 new classes this year.

That is about all—not so wonderful a record!

The PPSTA was interested in two bills: One proposed to improve the salary allocations for teachers and other employees in the educational service of the Government. This bill did not go through. The other bill was the one which would have brought far-reaching reforms in the present educational system. The bill proposed to return Grade VII and to eliminate the double-single session program. The bill proposed to levy a school tax of ₱2 and to impose a tuition fee of not more than ₱20 if the school tax fund was not sufficient.

It seems that the legislators got scared by the tax proviso of the bill (election time is coming, you know), and they pigeonholed it. That is what happened to the bill that would have brought a better kind of education to thousands of children.

The whole thing leaves us a little sad but not disillusioned. We know that we 57,000 teachers are not yet organized enough. We need more unity so that those pathetic little voices can be heard. You out there in the various school divisions who have not replied to our call for membership—may we hear from you soon. With the results in the last session of Congress as they were, we have to work harder. May we hope to see more action from school divisions and local teachers' associations this year. May we be able to reach more of you through more subscriptions to the **Philippine Educator**? Congress is not exactly laughing at us, but certainly they are not noticing us much. Not yet. They are waiting for the time when we wake up to our possibilities as a united group.

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MANILA TRIBUNE * LAS NOTICIAS



EASY TAGALOG

By JOSE G. KATINDIG

MGA PAGSASANAY (PRACTICE EXERCISES):

I—Gamitin ang itó, iyán, ó iyón sa bawá't puwáng.

(Use itó, iyán, or iyón in each blank)

- 1.—ay iyó. (malapit sa kinakausap—*near the person spoken to*)
- 2.—ay kanyá. (malapit sa nagsasalita—*near the speaker*)
- 3.—ay akin. (malayo sa nagsasalita at sa kinakausap—*far from both the speaker and the person spoken to*)
- 4.—ba ay akin? (malapit sa kinakausap — *near the person spoken to*)
- 5.—ba ay kanyá (malapit sa nagsasalita—*near the speaker*)
- 6.—ba ay iyó? (malayo sa nagsasalita at sa kinakausap—*far from both the speaker and the person spoken to*)
7. Ang aklát na—ay iyó. (malapit sa nagsasalita—*near the speaker*)
8. Ang sukláy na—ay akin. (malapit sa kinakausap—*near the person spoken to*)
9. Ang tsinelas na—ay kanyá. (malayo sa nagsasalita at sa kinakausap—*far from both the speaker and the person spoken to*)
10. Ang aklát na—ba ay kanyá? (malapit sa nagsasalita—*near the speaker*)
11. Ang sukláy na—ba ay iyó? (malapit sa kinakausap—*near the person spoken to*)
12. Ang tsinelas na—ba ay akin? (malayo sa nagsasalita at sa kinakausap—*far from both the speaker and the person spoken to*)

II. Gamitin ang mga itó, ang mga iyán, ó ang mga iyón sa bawá't puwáng.

(Use ang mga itó, ang mga iyán or ang mga iyón in each blank.)

- 1.—ay akin. (malapit sa kinakausap—*near the person spoken to*)
- 2.—ay kanyá. (malapit sa nagsasalita—*near the speaker*)
- 3.—ay iyó. (malayo sa nagsasalita at sa kinakausap—*far from both the speaker and the person spoken to*)
4. Iyo ba—? (malapit sa nagsasalita—*near the speaker*)
5. Kanyá ba—? (malayo sa nagsasalita at sa kinakausap—*far from both the speaker and the person spoken to*)
6. Akin ba—? (malapit sa kinakausap—*near the person spoken to*)
- 7.—ba ay kanyá? (malapit sa kinakausap—*near the person spoken to*)
- 8.—ba ay iyó? (malayo sa nagsasalita at sa kinakausap—*far from both the speaker and the person spoken to*)
- 9.—ba ay akin? (malapit sa nagsasalita—*near the speaker*)
- 10.—ay mga bakya. (malapit sa nagsasalita—*near the speaker*)
- 11.—ay mga medyas. (malapit sa kinakausap—*near the person spoken to*)

III—Ibigáy ang katumbás sa Inggles ng bawá't isá.

(Give the English equivalent of each)

1. Itó ay isáng aklát.
2. Iyán ay isáng sukláy.
3. Iyón ay isáng panyo.
4. Iyán ba ay alpilér?
5. Iyón ba ay payong?

6. Itó ba ay relós?
7. Ang mga iyán ba ay mga sombrero?
8. Ang mga iyón ba ay mga sapatos?
9. Ang mga itó ba ay mga singsing?
10. Itó po ba ay gora?
11. Iyón po ba ay kahón?
12. Iyán po ba ay panyo?

IV—Ibigay ang katumbas sa Wikang Pambansa ng bawa't isa.

(Give the equivalent in the Filipino National Language of each.)

1. *Are these shoes?*
2. *Are those umbrellas? (yonder)*
3. *Those are raincoats. (near the person spoken to)*
4. *That is (a) cap. (near the person spoken to)*
5. *That is (a) watch. (yonder)*
6. *This is (a) hat.*
7. *These are umbrellas.*
8. *Those are handkerchiefs. (yonder)*
9. *Is that (an) umbrella, sir?*
10. *Is that (a) ring, madam? (near the person spoken to)*
11. *These are shoes, sir.*
12. *Those are wooden shoes, madam. (yonder)*

V—Gamitin ang *anó* o *anú-anó* sa bawa't puwáng.

(Use *anó* or *anú-anó* in each blank)

1. —ba itó?
2. —po ba iyán?
3. —ba iyón?
4. Itó ba ay—?
5. —ba ang mga itó?
6. Ang mga iyón po ba'y—?
7. —ang mga iyán?
8. Iyán ay—?
9. Itó po ay—?
10. —po ang mga iyón?
11. Ang mga iyán po ba'y—?
12. —po ba itó?

VI—Ibigay ang katumbas sa Inggles ng bawa't isá.

(Give the English equivalent of each.)

1. Itó ay anó? o Itó ba ay anó?
2. Iyán ay anó? o Iyán ba ay anó?
3. Anó ba iyón?
4. Anó ba iyán?
5. Ang mga itó ba'y anú-anó?
6. Anú-anó ba ang mga iyán?
7. Anó po ba iyán?
8. Itó po ba'y anó?
9. Ang mga iyán po ba'y anú-anó?
10. Anú-anó po ba ang mga iyón?
11. Anó po itó?
12. Anó po iyón?

VII—Ibigay ang katumbas sa Wikang Pambansa ng bawa't isa.

(Give the equivalent in the National Language of each.)

1. What is that? (yonder)
2. This is what?
3. What is that? (near the person spoken to)
4. That is what, sir? (yonder)
5. Are those books? (yonder)
6. Are these umbrellas, sir?
7. Is that (a) cap? (near the person spoken to)
8. Are those handkerchiefs, madam? (yonder)
9. What are those, sir? (near the person spoken to)
10. Those are what, madam? (yonder)
11. Is that (a) comb, sir? (near the person spoken to)
12. Is that (a) box, madam? (yonder)

Paunawa: Ang mga wastong sagot ay matatagpuan sa mga araling nalathala na sa PHILIPPINE EDUCATOR.

(The correct answers may be found in the lessons previously published in the PHILIPPINE EDUCATOR.)



MODEL LESSON

PLANS

FILIPINO NATIONAL LANGUAGE

I. PAG-AARAL: MGA SALITANG PANGALAN

I. LAYUNIN: Upáng málaman ang kabuluhán ng iláng salitáng pangalan at magamit ang mga itó nang was-to.

II. PAKSANG-ARALIN: Salitáng pangalan:

babae—*woman*

lalaki—*man*

bata—*child*

halaman—*plant*

III. PARAAN NG PAGTUTURO:

A. Pamamaraán—

Ipakita ang larawan ng isáng babae. Tawagin ang iláng mga nag-áaral, ipaturo ang larawan at ipabigkás sa kanilá, pagkatapos ninyóng mabigkás ang salitáng: “Babae.”

Ipakita ang ibáng larawan ng isáng pamilya na may isáng babae. Subukin kung máituturo ng mga nag-áaral ang babaing nároon. Sabihin ninyóng: “Ituro ninyó ang babae sa larawang itó at sabáy na sabihing *babae*.”

Ituro ang “lalaki” at “bata” sa ganitó ring paraán.

Ipakita ang isáng tunay na halamang nasa-silíd. Sabihin ninyóng: “*Halaman*.” Ipasabi sa mga nag-áaral ang salitáng *halaman*. Sabihin ang: “*Ituro mo ang halaman*.” Ipagawa itó sa iláng nag-áaral at ipasabing sabáy-sabáy ang salitáng *halaman*. Bayaang ang iláng nag-áaral ay humingi sa kaniláng kamag-aaral na humanap ng ibáng halaman sa silíd at sabihing “*halaman*” kasabáy ang pagtuturo. Mag-utos ng: “*Humanap ka ng ibáng halaman sa silíd*.” Ang mga nag-áaral ay turuang mag-sabi ng: “*Itó ay halaman*.”

B. Laróng Pagbibigáy ng Pangalan o Pagtuturo sa Bagay:

Bayaang ang mga nag-áaral ay humanap, hanggáng makákita ng mga larawan ng *babae*, *lalaki*, *bata* at *halaman* sa loób ng silíd. Sabihin ang: “*Ituro mo ang lahat ng mga larawan ng babae sa silíd*.”

Bayaang ang isáng nag-áaral ay mag-utos sa kanyáng kamag-aaral na humanap ng mga gayón ding bagay at sabihin ang mga katumbás na salita sa Tagalog samantalang ang mga itó’y itinútro.

Baguhin ang laro upáng ang isáng nag-áaral ay siyáng magturo lamang sa larawan samantalang ibá ang nagbibigáy ng pangalan sa Tagalog ng bagay na itinútro.

II. PAG-AARAL: MGA SALITANG PANG-URI

I. LAYUNIN: Upang máunawaan ang kahulugán at kagamitán ng mga salitáng sumúsunód: *magandá*, *malakí*, at *maliít*.

II. PAKSANG-ARALIN:

magandá

malakí

maliít

III. PARAAN NG PAGTUTURO:

A. Pamamaraán—

Pumili ng isáng malakíng batang babae sa klase. Sabihin ninyóng “*Ang batang babaing itó ay malakí*.” Gayón din, pumili ng isáng malakíng batang lalaki at sabihing “*Ang batang lalaking itó ay malakí*.”

Pagkatapos, pumili ng isáng maliít na batang babae at sabihing “*Ang*

batang babaing itó ay maliít." Ituro ang isáng silya at sabihing "*Ang silyang itó ay maliít.*"

Ganitó rin ang gawín sa isáng *lapis* at sabihing "*Itó ay isáng maliít na lapis.*" Ipakita ang larawan ng isáng magandang bata. Sabihing "*Ang batang itó ay magandá.*"

Ipakita ang larawan ng isáng magandang babae at ng isáng magandang bahay at sabihing:

"*Ang babae ay magandá.*"

"*Ang bahay ay magandá.*"

B. Laro—Pagbibigáy ng Pangalan—

Ituro ang iláng malalakí at maliít na bagay sa loób ng silíd (isá-isá lamang). Kasabáy ng pagtuturo sa mga bagay, ang mga nag-áaral ay magsásabi ng sumúsunód, sang-ayon sa itinúture:

"*Maliít na silya*"

"*Maliít na lapis*"

"*Batang maliít*"

"*Batang malakí*"

"*Bahay na maliít*"

"*Malakíng bahay*"

Pará sa salitáng *magandá*, bayaang pumili ang mga nag-áaral ng mga larawan ng magagandang bagay at mga tao. Ipasabi sa kanilá ang:

Magandang babae

Bahay na magandá

Batang magandá

Magandang bata

III. PAG-AARAL: MGA PANDIWA

I. LAYUNIN: Upáng málaman ang kahulugán at kagamitán ng iláng pandiwa, katulad ng *lumálakad* at *tumútubo*.

II. PAKSANG-ARALIN: Mga pandiwa (*Mga salitáng nagsásaád ng galaw at kilos.*)

lumakad—walk

lumálakad—walking

tumubo—grow

tumútubo—growing

III. PARAAN NG PAGTUTURO:

A. Pamamaraán—

a. Gawín muna ang sinásabi ng pandiwa. Sa pagtuturo ng salitáng *lumálakad*, sabihin ninyó samantalang kayó ay lumálakad: "*Akó ay lumálakad.*" Iutos sa iláng nag-áaral (isá-isá lamang) na parisan ang inyóng ginawa at ulitin ang inyóng sinabi. Iutos sa kaniláng gawín ang sinásabi ng mga sumúsunód: "*Lumakad ka, José.*" "*Rosa, lumakad ka,*" atb.

b. Sa pagtuturo ng salitáng *tumútubo*, ipakita ang isáng halamang nasa-paso. Sabihing "*Ang halaman ay tumútubo.*" Pagkatapos, padungawin ang mga nag-áaral. Ituro ang mga halamang nasa-hardín o kalye at sabihing "*Ang mga halaman ay tumútubo.*" Iutos sa iláng nag-áaral na hawakan ang pasóng may halaman at ipasabing "*Ang halaman ay tumútubo.*"

B. Pagsasanay—Isáng Laro sa Paglakad—

a. Ang guro ay mag-útos sa iláng nag-áaral (isá-isá lamang) ng:

"*Lumakad ka, Pedro.*"

"*Lumakad ka, José.*"

"*Rosa, lumakad ka.*"

Samantalang bawa't nag-áaral ay sumúsunód sa utos, siyá ay magsásabi ng: "*Akó ay lumálakad*" o "*Lumálakad akó.*"

b. Ang mga nag-áaral ay mag-útos sa kaniláng kamag-aaral ng:

"*Juan, lumakad ka.*"

"*Paula, lumakad ka hanggáng sa bintana.*"

Samantalang ang mga nag-áaral ay sumúsunód sa mga utos, utusan ang mga ibáng nag-áaral na sabihin kung anó ang ginagawa ng kaniláng mga kamag-aaral katulad ng:

“Lumálakad si Juan” o “Si Juan ay lumálakad.”
 “Si Paula ay lumálakad hanggáng sa bintana.”

k. Sa pagsasanyay ng salitáng *tumútubo*, utusan ang mga nag-áaral na humanap sa buntón ng mga larawan noóng mga naglalarawan ng “*Ang halaman ay tumútubo.*”

IV. PAG-AARAL: MGA PARIRALA

I. LAYUNIN: Upáng makagamit sa mga pariralang maiikli ng pangalan, pang-uri, at pandiwang ginamit na sa mga nakaraáng pag-aaral bilang paghahanda sa pagbuo ng pangungusap.

II. PAKSANG-ARALIN

A. *Ang* (Pantukoy na tiyák at isahan)—

1. *ang babae*
ang lalaki
ang bata
ang halaman
2. *ang magandáng babae*
ang magandáng halaman
ang malaking lalaki
ang maliit na bata
3. *ang babaiing lumálakad*
ang lalaking lumálakad
ang batang lumálakad
ang halamang tumútubo

B. *Ang mga* (Katagáng pangmáramihan na karaniwang isinásama sa mga pantukoy na isahan)—

1. *ang mga babae*
ang mga lalaki
ang mga bata
ang mga halaman
2. *ang mga magandáng babae*
ang mga magandáng halaman
ang mga magandáng lalaki
ang mga maliit na bata

3. *ang mga babaiing lumálakad*
ang mga lalaking lumálakad
ang mga batang lumálakad
ang mga halamang tumútubo

III. PARAAN NG PAGTUTURO:

A. Mga Pangalan—

Ipakita ang isáng larawan ng babae at sabihin ninyóng “*Ang babae.*” Ipaulit sa iláng nag-áaral ang pariralang “*ang babae*”, samantalang ipinakíkita ninyó ang larawan. Ilagáy ang larawan sa sálalayán ng pisara. Isá-isáng papuntahín ang mga nag-áaral sa sálalayán. Samantalang hawak ng isáng nag-áaral ang larawan, ipasabi sa kanyá ang: “*Ang babae.*”

Ipakita ang ibáng larawang may mga babae at sabihin ninyóng “*Ang mga babae.*” Utusan ang isáng nag-áaral na hawakan ang larawan sa harapán ng klase samantalang sinásabing “*Ang mga babae.*” Ipaulit itó sa maraming nag-áaral hanggáng maári.

Hawakan ang isáng larawan sa harapán ng klase upáng mákilala ng mga nag-áaral sa pamamagitan ng pagsasabi ng *ang babae* o *ang mga babae*, sang-ayon sa larawan.

Ituro ng sumúsunód na mga parirala sa ganitó ring paraán:

- ang lalaki*
- ang bata*
- ang halaman*
- ang mga lalaki*
- ang mga bata*
- ang mga halaman*

Pagkatapos máibigáy ang lahat ng parirala, ilagáy ang mga larawan sa sálalayán ng pisara. Ipalaro sa mga nag-áaral ang sumúsunód:

1. Sabihin ang pariralang katulad ng “*ang mga halaman.*” Isáng nag-áaral ang púpuntá sa sálalayán at pípli ng isáng larawang

kátatagpuán ng isinásaád ng pariralang *ang mga halaman*. Itátaás niyá ang larawan samantalang inúlit ang pariralang "*ang mga halaman*."

2. Utusan ang isáng nag-áaral na pumuntá sa sálalayán at pumili ng larawang kanyáng ibig. Ipakíkita niyá sa klase ang hawak niyáng larawan at ipakíkilala itó sa isáng nag-áaral sa pamamagitan ng pag-sasabi ng pariralang angkóp dito.

B. Mga pang-uri

Alalahanin ang mga sumúsunód na pang-uring nápag-aralan na:

magandá malakí maliít

Ipabigkás sa mga nag-áaral ang pangalan ng mga bagay na náki-kita nilang *magandá, malakí, o maliít*. Sa pamamagitan ng mga angkóp na larawan, tiyakín kung alám ng mga nag-áaral na ang salitáng *ang ay pang-ísahan samantalang ang salitáng ang mga ay pangmáramihan*.

ang magandang babae
ang magandang halaman
ang malakíng lalaki
ang maliít na bata
ang mga magandang babae
ang mga magandang halaman
ang mga malakíng lalaki
ang mga maliít na bata

Isulat ang mga pang-uring sumúsunód na kasama ang mga puwáng:

..... magandang
 maliít na
 malakíng
 malakíng
 magandang

Utusan ang mga nag-áaral na punán ng angkóp na mga salita ang mga puwáng sa pamamagitan ng pagbigkás, katulad ng mga sumúsunód:

ang magandang batá
ang mga maliít na halaman
ang malakíng babae

K. Mga Pandiwa:

Alalahanin ang nakaraáng mga pag-aaral na may mga pandiwang nápag-aralan na, gaya ng mga sumúsunód:

lumakad—lumálakad

tumubo—tumútubo

Padungawin ang iláng nag-áaral. Ipasabi sa kanilá kung anó ang náki-kita niláng lumálakad. Ipasabi rin ang mga sumúsunód:

ang o ang mga batang lumálakad

ang o ang mga babae lumálakad

ang o ang mga lalaking lumálakad

Ituro sa mga nag-áaral ang mga bagay na tumútubo sa hardín. Ipasabi sa kanilá ang mga sumúsunód:

ang o ang mga halamang tumútubo

ang o ang mga tumútubong halaman

Ipasabi sa mga nag-áaral ang pangalan ng mga halamang tumútubo sa hardín. Ipasabi sa kanilá ang mga sumúsunód:

ang o ang mga tumútubong saging

ang o ang mga tumútubong talóng

ang o ang mga tumútubong papaya

ang o ang mga tumútubong kamatis

ang o ang mga tumútubong kamote, atb.

V. PAG-AARAL: PAGBUO NG DIWA SA PANGUNGUSAP

I. MGA LAYUNIN:

- Upáng magamit sa mga ganáp na pangungusap ang salita at pariralang nápag-aralan na.
- Upáng magkaroon ng diwa sa pangungusap.

II. PAKSANG-ARALIN:

- Mga salita at pariralang nápag-aralan na sa mga nakaraáng pag-aaral.
- Mga pangungusap—
Ang babae ay lumálakad.
Ang bata ay maliít.

*Ang lalaki ay malakí.
Ang mga halaman ay tumútubo.
Ang mga bata ay magagandá.*

III. PARAAN NG PAGTUTURO.

A. Padungawin ang iláng nag-áaral at pagkatapos ay ipasabi sa kanilá ang mga bagay na kaniláng ná-kita. Itala ang mga salita at pariralang itó sa pisara, gaya ng mga sumúsunód:

*babae
lalaki
bata
halaman
mga babae
mga lalaki
mga bata
mga halaman*

B. Pagbuo ng pangungusap—

Ipasabi sa mga nag-áaral ang isáng bagay tungkól sa kaniláng ná-kita. Tulungan silá sa pamamagitan ng pagtatanóng, gaya ng:

*Anó ang ná-kita mo?
Anó ang ginágawa ng babae?
Maliít ba ang batang ná-kita mo?*

Tumútubo ba ang halamang ná-kita mo?

K. Pagsasanay—

a. Tapusin ng mga nag-áaral ang mga pangungusap na sinimulán ng guro.

Ang babae ay _____.
Ang bata ay _____.
Ang mga halaman ay _____.
Ang mga bata ay _____.

b. Isulat ang iláng mga salita upáng buuín ng mga ang-áaral sa ganáp na mga pangungusap.

ang bata
mga babae
magandang halaman
maliít na bata
malaking lalaki

k. Ipakita ang iláng mga pangungusap at mga parirala lamang, at iutos sa mga nag-áaral na piliin kung alín ang mga pangungusap.

*Ang mga lalaki ay lumalakad
Mga batang lalaki
Magandá ang babaeing lumalakad
Ang mga batang maliít
Maliít na bata*

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PROBLEMS IN THE NEWS

By S. C. LAYA



Now that there is no more need for a news digest to help prepare teachers for civil service examinations by giving current-events sampling, we have remodelled this department so as to serve another purpose—to furnish aids for social science classes. Teachers at a loss for material to take up in their current-events classes may turn to these for suggestions. Teacher discussion groups may also find fruitful material here. Ordinary citizens may be led to profitable social thinking by the challenge in the items presented here.

1. President Truman made known to the world that the U. S. would not stand idly by while communists force their way to the help of European governments. The Truman note accused Soviet Russia of actively participating in the fall of Premier Nagy of Hungary, which led to the success of the *coup d'etat* of Matyas Rakosi, a brigadier general in the Russian army. The note also accused Soviet Russia of violating the Yalta agreement on the protection and development of the political independence of former enemy small nations.

The note not only threatened to take up the question of the Communist *coup d'etat* in Hungary with the UN but also "strong economic and diplomatic action against communism's westward march in the interest of preserving the democratic government in France, Italy, and Austria."

- a. What has caused tension between the U. S. and Russia?
- b. Is the U. S. justified in taking the side of Premier Nagy?

- c. Should the UN act on the Hungarian problems if brought before it? Reason out.
- d. How would the U. S. curb further expansion of Soviet Russia's influence?

2. How real is the threat of communism? Here are some facts:

The Russians have a jet plane that can travel 660 miles per hour, 40 miles faster than official world record held by Great Britain, according to John Foster, Jr., editor of the New York aviation trade magazine. He also said that the U. S. holds now a third-rate place in air power.

Pro-communist Lajos Dinneys, premier of Hungary, said that the communists are determined to turn Hungary into a pro-communist state.

Alcide de Gasperi, premier of Italy, announced that an Italian government without communists will be formed under him. Now answer these:

- a. Is Communism winning against democracy in the race for world domination?
- b. What advantages over democracy has communism in its attempts to propagate itself?
- c. Is communism gaining ground in the Philippines?
- d. What social conditions make a country fertile ground for the seed of communism to grow?
- e. What are the best ways of stopping the growth of communism?
- f. Is it wise to pass laws outlawing communism and communist organizations?

3. The UN face two major international

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al problems: control of atomic energy and reduction of armaments. How is it progressing in the solution of these problems?

4. The UN commissions investigating the Palestine and the Balkan questions are stalemated. Is there no way out of this dangerous inaction?

5. The major Indian parties are in favor of the British compromise plan of a divided India. What does this plan imply? Is there a need for this compromise?

6. Jawaharlal Nehru is head of India's interim government. Is this fortunate or unfortunate for India? Why does India need strong leadership at present?

7. The French Socialists introduced a bill in the National Assembly to put a stop to "parliamentary eloquence which has become excessive." Would it be wise to adopt this same rule in our own congress? Is this "gag" rule not repressive of free expression? Is this law democratic in implication?

8. "Japan must pay reparations according to the Potsdam Agreement even if the Japanese starve." Does this policy help promote international understanding? Does it help promote world peace?

9. "Any citizen of the Philippines who allows his name or citizenship to be used for the purpose of violating the law, and any alien or foreigner profiting thereby will be punished by imprisonment of not less than five or more than fifteen years..." (Act No. 134)

Will this act help eliminate dummies? Are there no ways by which aliens may continue to use unpatriotic Filipinos for their own selfish ends?

10. Act No. 134 also provides that 25% of the fine imposed on the guilty be given to the informer. Is this prac-

tice not too reminiscent of totalitarian tactics? Does it help in the enforcement of the law?

11. The Joint Philippine-American Finance Commission indirectly recommended against more U. S. loans in its report to President Roxas. It came to the conclusion that the Philippine government can be financially independent in 1948. The Commission stressed that government expenditures be met from taxes or from domestic rather than international borrowing; that the government live within its income from these sources.

- a. What are the main sources of government income?
- b. How may the government meet the deficit in our budget?
- c. Can international borrowing adequately solve this financial problem?

12. A proposed administration measure is a tax on private schools "to help finance the supervision" of private education. Will this measure help raise the standard of private schools? How may this affect students?

13. Act No. 149 provides for the reappropriation of all balances of authorized appropriations remaining unexpended for the opening of new or additional public elementary classes. Which is better, equip old classes with much-needed equipment and materials or create new classes? Would it be better to use these unexpended funds for salary increases of teachers?

14. Says Randall Gould, American editor of the *Shanghai Evening Post*: "The Filipinos have many good points but when it comes to energy in going after the retail business of their islands, they have never been within hailing distance of the energetic Chinese, who have come, seen and conquered

large fields of enterprise." Can you cite proof of this statement? What qualities of Chinese merchants may Filipinos copy with profit? What business practices of Chinese merchants may be considered unethical?

15. President Roxas is considering the resumption of private trade with Japan. Are Filipinos now willing to buy Japanese goods if these are cheap? Would the resumption of trade with Japan now benefit both the Philippines and Japan?

16. President Roxas has allowed the limited exportation of logs on condition that local prices of timber are maintained on a reasonable level. Will not this exportation raise prices in spite of the condition about "reasonable level" of prices? Of what good to the country is the exportation?

17. The U. S. department of agriculture predicted that the 1947 Philippine rice production may approximate the pre-war output. Would this be sufficient to solve our rice shortage?

18. "Crime is fundamentally rooted in the maladjustments of the economic order so that in order to solve our crime problems, we must make society more agreeable," said Eliseo de los Reyes of the Parole Board. How may you apply this principle to the solution of the Huk problem? the labor problem? juvenile delinquency?

19. Sonya Rodolfo, a 14-year-old Filipino, won second place in the national spelling contest in the United States. How do we as a people benefit from this?

20. Dr. Maria Lanzar-Carpio, associate professor of political science in the University of the Philippines, has been appointed to the United Nations secretariat. Mrs. Paz Policarpio-Men-

dez was appointed delegate to the Pan-Asiatic Conference held in Delhi. Dr. Encarnacion Alzona was a delegate to UNESCO and was the only woman chairman of a subcommittee of that body. Can you explain how this leadership on the part of Filipino women has been made possible? Is this a healthy sign? Are there other achievements of Filipino women which you can cite?

21. The Bureau of Health is preparing to equip four mobile-health units "to bring health education to the people by means of visual aids, through educational films, and lectures on health education." How will this help solve our health problems? Are there other health measures which you can suggest for adoption?

22. The circulation of pre-war treasury certificates has been extended to August 31, 1947, by President Roxas. This is the fourth time this extension has been made. This is only a small matter, but in what way is it a symptom of more serious shortcomings?

23. The coalesced minority parties in the Philippines are the Nacionalista Party, the Democratic Alliance, the Philippine Youth Party, and the Popular Front. Will this coalition be sufficient to put up effective opposition? Why is effective opposition necessary?

24. Some congressmen have written an open letter proposing that Mr. Esteban R. Abada, Director of Education, be candidate for Senator. Should this candidacy go through, would it be wise for the PPSTA to come out openly in favor of it? Would it be wise for the PPSTA to remain neutral? Which is the better course for the PPSTA to follow in matters like this—to remain politically passive or to give all-out support of candidates who are openly for teachers' welfare?

BOOK CHATS

By the Editor



WITHOUT SEEING THE DAWN (a novel) by Stevan Javellana.

Little, Brown and Company. 1947.

Price \$2.75.

At last we have competent Philippine writing in an extended scale.

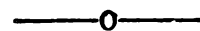
The Philippine novel in English has had a stunted growth. Zoilo Galang's adolescent sentimentality in *A Child of Sorrow* and *Nadja* made an indifferent beginning. Ocampo's *The Brown Maiden*, though published in America, is also in the adolescent tradition. In 1931, Maximo Kalaw gave his mite with *The Filipino Rebel*, an indifferent love story thrown out of focus by obtrusive and unassimilated political science. Then, in 1940, came N. V. M. Gonzales's *Winds of April*, which is composed of much lyrical, albeit somewhat episodic, novel writing. Laya's *His Native Soil* came in with its realistic social exposition and satire in 1941. And now, 1947, a first-rate Philippine novel published in the United States, the latest and perhaps outstanding novel so far written in English in the Philippines.

There is color and excitement in this book—perhaps a little more color and excitement than are necessary for painting the truth. There is episodic writing, too, as though much has been deleted by editors from a much longer manuscript. But the abrupt transitions and the gaps are not enough to mar our appreciation of the narrative flow.

Whether or not this novel has enough humanity to outlast the topical interest of the anti-Japanese underground, we are not sure. We are not sure if the

occasional strain of melodrama, now overlooked because of the reader's emotional receptivity to everything anti-Japanese, would not later come out to cast doubts on the veracity of the book. Only time will tell.

In the meantime, here is exciting reading (for adults only). The young, who can not stand stench and the turbulence of passion, might wait until they have grown up before they peep into the book.



13 PLAYS by Wilfrido Maria Guerrero.

University Publishing Co. 1947.

Price ₱15.00.

It is not often that Philippine plays come out in book form. The first one, we remember, is *Philippine Plays*, edited by Sol Gwekoh. Then in 1940, Jean Garrot Edades' *Short Plays* was published by Progressive Schoolbooks. About this time, Mrs. Dean S. Fansler put out also a collection of Oriental dramas, containing plays by Severino Montano and Gabriel Bernardo. *Philippine Prose and Poetry* also contains plays, the best for classroom use that teacher committees can find in local periodicals. Aside from these few anthologies, we have not seen any book devoted to this thankless field of Philippine publishing.

Then, in April 1947, the long-awaited collection of plays by Wilfrido Maria Guerrero came out. All sorts of word, kind and not so kind, have been said about Guerrero. Many have praised his courageous pioneering spirit, his brave effort to fight illegitimacy on the Philippine stage and to establish a theatrical tradition. This collection

contains some of the best plays which he has written and himself produced with the help of college amateurs — plays that have found actual performance and reaped satisfying applause.

Here are those gay satires on the foibles of youth—"Movie Artists," "Women Are Extraordinary," "Wanted: A Chaperon," etc. But we feel that Guerrero is never at his best in comedy. There is something forced in his gaiety. Witness "Wow, These American," "Movie Artists," etc. Guerrero is essentially serious. His best plays are easily

the serious ones—"Half an Hour in a Convent," "Frustrations," "The Forsaken House," "Condemned," "Forever." These are truly worthy plays, and we do not know of any Filipino playwright writing in English today who can match them in emotional power and smoothness of technique.

(Incidentally, the book contains an appendix which reminds theatrical groups that playwrights are people who need not be hurt by deserved royalties.)

—o—

US...

BY:

Juan Raya

The PPSTA *Practice Tests* were sold out in one week after publication. It was a very successful first venture of the PPSTA in publishing for service. And, we understand, the tests in principles of teaching in the Junior Teacher and in the Teacher Examinations did not, could not possibly, stray very far from the practice test items. Didn't we tell you?

We have received many kind words regarding the PPSTA *Practice Tests*. Some teachers, principals, and superintendents have even volunteered to contribute something in the next edition to be published next year. People have been impressed by the low cost of the publication. All these the organization appreciates, for the publication of the *Practice Tests* has been an act of sacrifice in order to serve teachers in the field. The PPSTA lost money on it, but the PPSTA is a service organization and does not go into publishing to make

money — it ventures out only to serve "this cause of ours." Next year we shall put out an even better book.

* * *

There is a plan to print in the *PE* summarized forms of courses of study. What do you think of this one? Let us know so we can start it soon.

* * *

This issue of the *PE* contains many teaching aids. In former issues, we were concerned with problems of organization. Also, civil service review. So much so that an advertiser laughingly commented that the magazine seems to say nothing but "Join, join, and join the PPSTA."

We continue to urge teachers to join the PPSTA, for indeed our main problem continues to be that of organization. On the other hand, there are other needs to be served and among them

the practical and immediate task of in-service training for teachers. Hence, the teaching aids that start with this issue. Other departments of the *PE* have been remodelled so as to serve in-service training best.

* * *

We received a letter from A. V. H. Hartendorp, former editor of the pre-war *Philippine Magazine*. Among other things, he writes: "Let me congratulate you on the second issue of your own publication. It fills a definite need. I think that Isabelo Pinson's 'Such Now is the Barrio of Imurung' is especially good." Isabelo Pinson, by the way, is a barrio teacher in the Division of Isabela. He never expected to be published in the *Philippine Educator*, much less to be so highly commended. Mr. Pinson's triumph goes to show that good writing does not come from literary skill alone but also from sincerity and depth of personal experience.

* * *

We do urge more contributions from barrio teachers. This magazine is not intended to serve the big shots of the Bureau of Education alone. We wish to receive letters from the field, for we feel that our usefulness is in direct proportion to our intimacy with the problems that meet us. Often we read in the *Philippines Free Press*, the *Manila Times* and other publications the activities of teacher organizations. Sometimes pictures are published. Limited space in the *PE* does not allow the publication of every item regarding teacher organizations, and we do not have facilities for the publication of many pictures but we do hope that our magazines will more and more serve all of US.

We have sent copies of the *PE* to provincial associations. To be sure these are received, we sent them by registered mail. Somehow we have not yet heard from them either in acknowl-

edgement of receipt or in payment of the consignments. Very sad. If your division association does not receive any more consignment of materials, it is perhaps because we believe your association is not yet organized well enough to receive this particular kind of service to teachers.

* * *

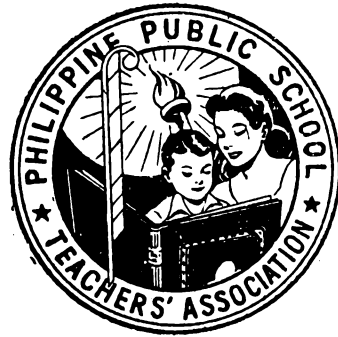
We have received letters commending and indorsing the PPSTA movement. To most correspondents, it is inconceivable that any public school teacher should ever wish to be left out of the movement merely by his unwillingness to contribute the nominal amount of P1.00 for one year. Yet we have entire schools and entire divisions left out because of unexplained silence and an utter lack of contact with the headquarters of the PPSTA. Some teachers in these divisions have never even heard of the *PE* and the PPSTA *Practice Tests*, and those who heard of these publications immediately started reproaching their immediate superiors for having failed to inform them of these. Perhaps provincial chapters in these divisions have not been organized? Perhaps school head remain indifferent to the movement? Perhaps they are unconvinced of its importance in the promotion of teachers' welfare? We can only wonder.

* * *

We have received letters from widely-scattered sources inquiring about the possible candidacy for senator of Director Esteban Abada. Although we have read speculations about this matter in the papers, we have not received definite confirmation of it, and the *PE* has no official opinion regarding the matter. The *PE*, however, is an organ of the PPSTA, and whatever the PPSTA thinks serve the welfare of public school teachers as a group will receive the unqualified support of the *PE*.

BY-LAWS

Philippine Public School Teachers' Association



ARTICLE I—BOARD OF DIRECTORS

Section 1. The Board of Directors shall be composed of the elected officials and six (6) other members at large. These officials shall be elected at the annual meeting of the Association by a popularity vote by the official delegates present.

Section 2. Regular meetings of the Board of Directors shall be held as often as they are necessary.

Section 3. The Board of Directors will be given actual and necessary expenses and per diems while attending the meetings.

Section 4. A quorum at meetings of the Board shall be at least five (5) members of the Board of Directors in office.

Section 5. Action on any matter, or authority granted, not inconsistent with any of the expressed or implied provisions of this Constitution and these By-Laws may be had without the necessity of holding a meeting, by putting the note "approved" with the Board member's signature on the notice sent him on the case.

Section 6. The order of business at regular meetings of the Board shall be:

- Calling the roll
- Reading of the minutes
- Report of officers
- Report of Committees
- Unfinished business
- Miscellaneous business

Section 7. If the office of any director or officer becomes vacant by reason of death, resignation, disqualification or otherwise, the President shall appoint with the advice and consent of

the remaining members of the Board of Directors a successor, who shall hold office for the unexpired term.

ARTICLE II—ANNUAL MEETINGS

Section 1. The annual meeting of the Association shall be on the first of June or on such day or days as shall be designated as the annual convention of the Association.

Section 2. Special meetings of the Association may be called by the Executive Sec.-Treasurer upon the written request of at least fifty official delegates to the Representative Assembly of the Association, or by the Board of Directors upon thirty (30) days' notice and sent to the President or Secretary of all affiliated teachers associations.

Section 3. Thirty (30) official delegates to the Representative Assembly of the Association shall constitute a quorum at any meeting.

Section 4. All meetings shall be held at Manila, unless otherwise decreed by the Representative Assembly of the Association.

Section 5. Every active member of the Association is entitled to attend the annual meetings to take part in the discussions during the annual meetings of the Association, but only official delegates to the Representative Assembly of the Association are entitled to vote; provided, however, that any member having failed to pay his dues or his fees or delinquent in the payment of any contribution which may be required by the Association shall be debarred from attending the meeting or from taking part in the discussions.

Section 6. Official delegates to the Representative Assembly not present at any meeting of the Association in person shall be represented by their alter-

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nates; if both the delegate and the alternate cannot be present at a meeting of the Association in person, the delegate may be represented by proxy who is an active member except for the purpose of counting a quorum.

Section 7. At all elections of officers and directors of the Association, a committee on election composed of three members shall be appointed by the presiding officer or chairman of the meeting called for said election.

ARTICLE III—COMMITTEES

Section 1. All committees of the Association, shall be appointed by the President by and with the advice of the Board of Directors. All such committees shall be designated official committees of the Association, and shall have in their membership at least one member of the Board of Directors of the Association.

Section 2. The President shall appoint standing committees which will study from time to time the improvement and needs of the Association.

ARTICLE IV—DUTIES

Section 1. The President shall call every meeting through the Exec.-Secretary-Treasurer and he shall preside over the meeting, deciding with his vote all questions which may result in a tie. He shall preserve order and defend the rights and prerogatives of the members; order all payments authorized by the Board of Directors; approve all accounts and administration papers; sign all communications addressed to outsiders; and see to it that this constitution with its by-laws and all the resolutions adopted by the Representative Assembly of the Association and those of the Board of Directors are strictly complied with.

Section 2. The Vice-President shall take the place of the President in case of the latter's illness or absence; and the Vice-President shall have in such cases the powers and obligations of the President.

Section 3. The Executive Secretary-Treasurer shall have the following duties and responsibilities:

(a) Other duties of the Exec. Sec.—

1. Act as Secretary of the Board of Directors and of the Association in every meeting.
2. Plan for the execution of the policies formulated and approved by the Board of Directors.
3. Take all the necessary steps which he deems expedient for properly effecting the purposes of this Association as expressed in its constitution and by-laws, such as,
 - (a) To consult with or seek assistance from the Director of Education, the Secretary of Instruction, members of Congress, other officials of the Government, and responsible citizens for the purpose of realizing the objectives of the Association.
4. Keep alive the spirit that prompted the organization of the Association as well as vitalize its functions through adequately planned activities.
5. Encourage, articulate, and coordinate the work of the

- different standing committees of the association.
6. Act for and in the name of the Association on all matters affecting its welfare which can not wait for the action of the Board of Directors, except where the expenditures of funds are involved, in which case the prior approval of the Board of Directors must be secured.
 7. Be responsible for giving the Association the adequate publicity that this body should have.
 8. Maintain, edit, and publish the official organ of the association, which shall be its official publication and which shall implement the aims, policies, purposes, and activities of this Association.
 9. Appoint and fix the salaries, subject to the approval by the Board of Directors, of all the technical and clerical help needed to effectively perform his duties both as Secretary and as Treasurer and as editor of the official publication.
 10. Encourage, articulate, and coordinate the activities of the different division associations affiliated to this association.
 11. Submit an annual report of his achievements, the activities of the Association, and the plans of the Association for the ensuing year, in the annual convention of the Association.
 12. Act as the Treasurer of the Association. The duties of the Treasurer are:
 - a. Keep all funds of the Association and all necessary account books.
 - b. Campaign for the collection of all necessary fees and dues.
 - c. Keep a register book showing the names of all the members with their respective payments of fees and dues, and another book where all collections and deposits made each day are entered in detail.
 - d. Issue receipts for all collections.
 - e. Pay all authorized expenses, or with the approval of the President, issue the necessary checks countersigned by the President to effect payment.
 - f. Keep his books and records open for examination at any time by any member of the Association or any duly authorized person at any reasonable time.
 - g. Submit monthly trial balance to the Board of Directors with a copy furnished each Division Association.
 - h. Furnish a bond for the security of the funds in his custody, the expense of such to be borne by the Association.

(To be continued)

LETTERS . . . (from page 4)

Before the PPSTA was organized I tried to organize the teachers here, but I did not have much luck. I am the president of the Cebu Teachers' Association, but this one is membered mostly by the teachers from the City private schools.

I wish to congratulate you for the *Philippine Educator*. It's fine work in and out.

CORNELIO FAIGAO

NOTE: *Cebu is a very big province. The weight of so big a group of teachers could be nationally felt. What a pity 'tis 'tis true, and 'tis true, 'tis pity —Ed.*

* * *

I wish to invite your attention to the misprint noticed on page 47 of your March 1947 issue. The objectives of education in the Philippines are embodied in Article XIV, Section 5 of the Philippine Constitution, not Article XIII as printed in said issue.

PLACIDO L. LUMBAY

NOTE: *Thank you. Ed.*

* * *

Please send me a sample copy of the Constitution and By-Laws of the PPSTA. May teachers in the provinces be allowed to apply for individual membership in the PPSTA? I have some teachers who desire to be members and are willing to pay their yearly dues.

M. A. VELASQUEZ
Dist. Supervisor, Jolo

NOTE: *All public school teachers are welcome. The important thing is to get together and act together. Incidentally, the Constitution was published in the March issue. The By-laws are in the July issue.—Ed.*

* * *

The undersigned, members of the Board of Canvassers, hereby certify to the election of the following officers of the Federation who will serve during the remaining period of the present school year:

- Mr. Raymundo de Castro....President
- Mr. Pelagio Battad.....Vice-President
- Miss Praxedes Crispin.....Secretary
- Miss Blandina Peralta.....Treasurer
- Mr. Felix U. Gabiño.....Auditor

H. F. HILARIO

*Chairman, Board of Canvassers
Zambales Teachers' Federation*

* * *

The newly-elected officers of the Albay Teachers' Association are the following:

- Mr. Jose Ramirez President
- Mr. Lorenzo Santelices..Vice-President
- Mr. Francisco Ruivivar Secretary
- Mrs. Amancia G. Renovilla...Treasurer
- Mr Benigno T. Reyes Auditor

* * *

We are trying our level best so that the 3,200 teachers in Iloilo may join the provincial and national associations. With the help of our Division Superintendent, who is interested in making our association strong, we are optimistic that we may secure a high, if not 100% membership.

IGMEDIO PARCON

President

* * *

If the teachers' role in our national life has not been properly recognized in the past, it is due to the fact that the teachers of all public schools in the islands had not been united. We believe that the time has come for us to exert our united effort to give the teachers social justice and their role due recognition.

FRANCISCO G. ESQUIVEL
Batangas High School

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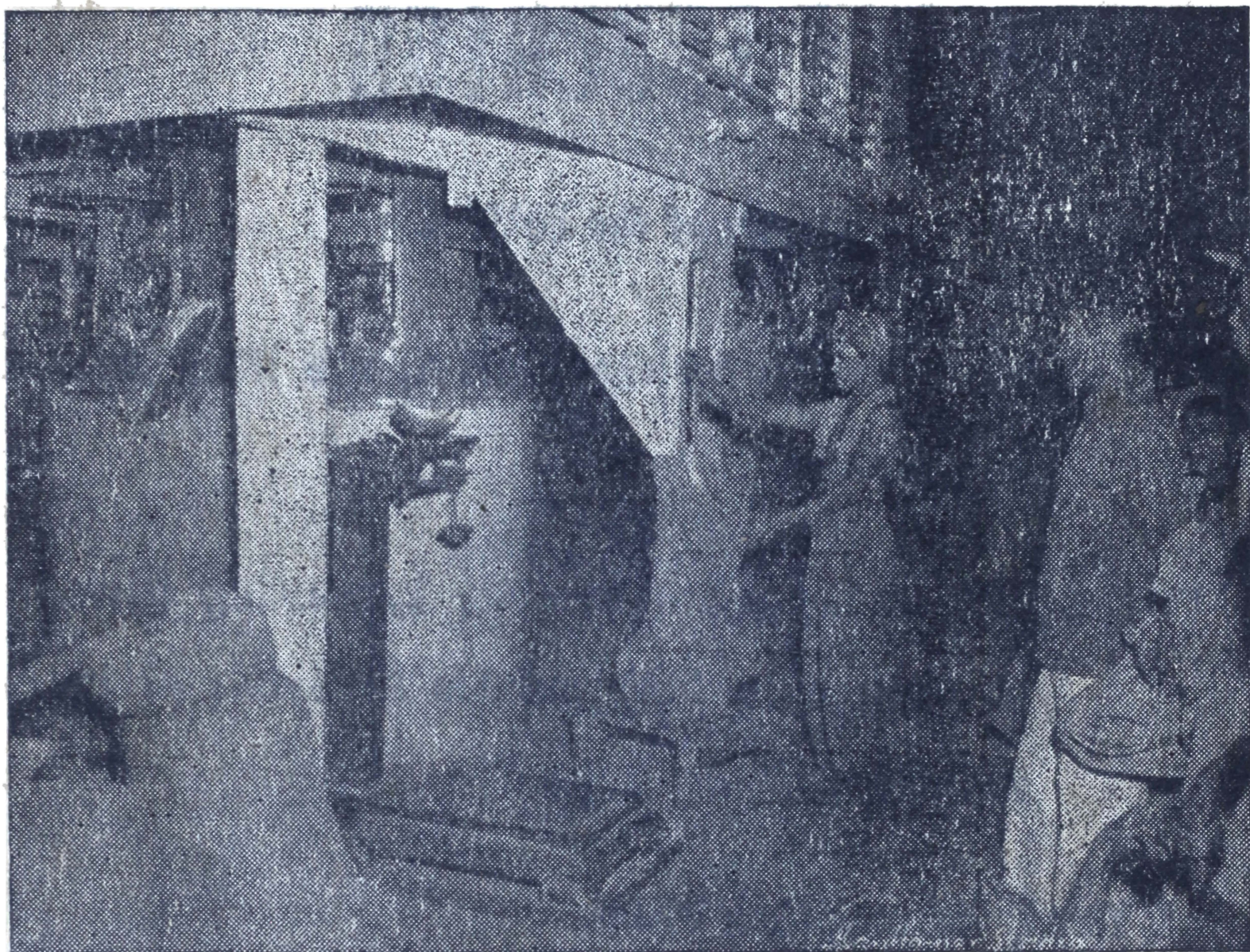
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