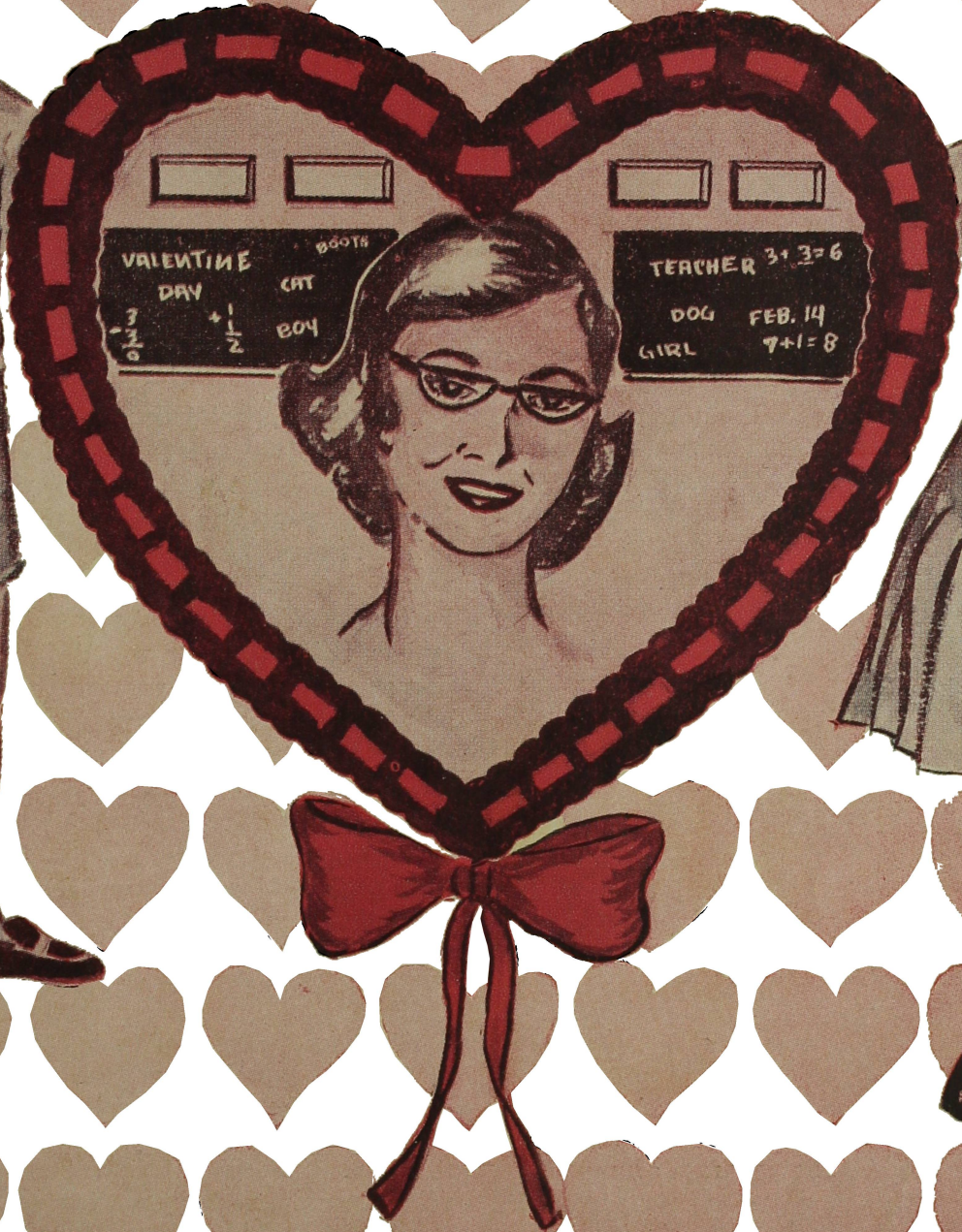
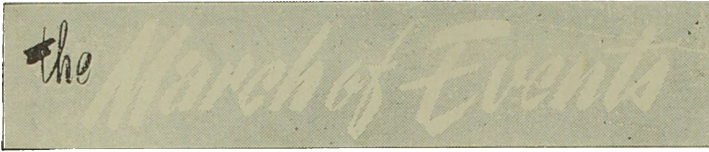


# PHILIPPINE EDUCATOR



OFFICIAL ORGAN OF THE PHILIPPINE PUBLIC SCHOOL TEACHERS ASSOCIATION  
(Member: INTERNATIONAL EDUCATION EDITORS ASSOCIATION)

Vol. XII \* No. 9 \* February, 1958



# Rice and Fall

By Benito Mencias

**P**LANTING rice is never fun, but during the next three years you'll just have to pretend that it is.

Manuel Lim, you'll recall, got the thing boiling under his hat. The price of rice was rising, up to ₱1.40 per ganta for the better varieties, and many families were having trouble getting the pot filled. This happened a bare two months after the Nacionalistas had won the elections partly on the promise of cheaper grain. Long lines of housewives were forming at the NARIC offices to buy rice at official prices. Outside, the hand of the profiteer was clearly to be seen, but people were saying that the situation was like this because there just wasn't enough rice to go around. Well, said the secretary of education, if this was the reason, then the obvious solution was to produce more.

Forthwith he unfolded a three-year production plan before the Cabinet and quickly got approval. The schools, Lim explained, were to be mobilized for the production effort. By the end of the third year, if program execution goes as smoothly as expected, at least 300,000 hectares of idle land shall have been put under cultivation and enough rice placed on the market at prices everybody can afford.

That put you and your pupils and your counterparts all over the Philippines in the middle of a rice production program that is perhaps the most ambitious in Philippine history. The program swung into motion February 1. This means that you have started tilling or at least have located idle land in the community where rice can be grown. The terms are strictly according to statute: you get 30 per cent of the produce, the owner of the land gets the rest.

But how do you get the rice to the pot while waiting for the harvest?

This question got Malacañang in wild-eyed confusion.

The obvious solution was to import rice. But this would mean the expenditure of dollars and would be quite inconsistent with the austerity policy which had been inaugurated precisely to shore up the weakening dollar reserve. At this point, the secretary of commerce, Pedro Hernaez, asked a question: Why not barter copra for rice? As copra was sold for dollars, such a deal should prove attractive to rice suppliers overseas. Hernaez persuaded the NAMARCO board, of which he was chairman, to get into such a barter deal. A Hongkong supplier, Nam Chiao Hong, was mentioned in the planning. The board thought the plan was splendid in principle but insisted on getting Cabinet approval. One member bluntly told Hernaez that more than one barter deal had in the past been held suspect in Congress and that he would hate to see NAMARCO criticized in this one. As it turned out, this judgment was right.

Hernaez, nothing daunted, got the endorsement of President Garcia and the Cabinet. Preparations were made for the transaction, which envisioned the procurement of 150,000 metric tons of rice — enough, it was said, to cover the production deficit. Then the newspapers picked up a wire story from Hongkong quoting the Philippine consul, Eduardo Rosal, that (1) Nam Chiao Hong was a very small outfit and (2) the Philippine consulate knew nothing officially about the deal. The tempest in a ricepot began.

The House of Representatives was unmoved by these developments, but the senators crossed party lines to demand an investigation. Several embarrassing questions were asked.

As the Philippine consul in Hongkong officially knew nothing about the plan, obviously the transaction was being arranged through private parties. Who, then, would make the profits?

Why, in the first place, should Philippine copra be bartered for rice when copra could be sold for dollars? Wouldn't it be simpler to sell copra for dollars and then buy rice, at the most advantageous terms, with the proceeds? Why engage in a deal that would add nothing to the dollar reserve?

The memory of the Senate was still fresh with a copra barter transaction, consummated a few months prior to the elections, which was reported to have netted a few big enterprisers a lovely sum of money. The Senate "blue ribbon" committee had investigated this deal and didn't like its odor.

In the beginning, the minority leader in the Senate, Ambrosio Padilla, led the fight against the transaction, but the play was soon taken away from him by a Nacionalista senator, Mariano Jesus Cuenco, who was so sore he almost called Hernaez names.

Cuenco's pressure proved so great that the President back-tracked and disauthorized the deal. Earlier, Nam Chiao Hong indicated he had lost interest in the transaction because the Philippine government wouldn't act quickly enough. Mr. Garcia made some statements, however, which gave the story a new twist.

At a news conference in Malacañang, a reporter asked whether there was awareness of the possibility that the rice would come from Communist China — Hongkong was such a small place it couldn't possibly produce 150,000 metric tons of rice. Yes, said the President, this was being looked into. If it turned out that the source was Red China, the plan would be dropped.

You should have heard the snickers in my neighborhood. Strictly, rice is not a war material, and it doesn't really matter where it comes from, so long as it is edible. But copra is — it is turned into oil and used in this form to run or lubricate machines or in the production of weapons such as high explosives and accessories for aircraft. If Philippine copra got into mainland China, it would be tantamount to strengthening the war machine of a potential enemy.

This introduced another question: Was the Philippines ready to change its policy prohibiting trade with communist countries? Emmanuel Pelaez, chairman of the Senate committee on defense and security,

asked this question from the floor. "If so," said Pelaez, "the government should say so categorically."

But feeling in favor of the deal had developed in the meanwhile. Rice was in short supply and prices were rising, thanks to speculators who were taking advantage of the government's indecision. The daily press thought that rice should be put on the market regardless of its source.

As a result, the President authorized the departure of a three-man team, representing NARIC, NAMARCO and the Department of Commerce, to look into the situation in Hongkong. The team, he said, would ascertain the source, quality and quantity of the rice and report its findings to Hernaez. Should the report prove satisfactory, negotiations would be started in Manila.

But Ben Estrella, general manager of NAMARCO, had another story. He said the NAMARCO representative in the team, Pablo Tapia, had been authorized to conclude arrangements for immediate shipments if the conditions were right.

The Cabinet wasn't putting all its eggs in one basket. As the copra-for-rice barter plan blew hot and cold, it approved the importation of \$35,100,000 worth of surplus farm goods from the United States to cover expected shortages. The products were rice (100,000 metric tons), yellow corn (15,000 metric tons), white corn (15,000 metric tons), cotton (38,500 bales), skimmed milk (30 million pounds), inedible tallow (16 million pounds) and wheat grain (34,000 long tons). As procurement was to be done under U.S. Public Law 480, payment would be made in pesos over a 25-year period.

For obvious reasons there wasn't a word of protest against the plan this time. When President Magsaysay

**INSECT BITES**  
*are not as harmless as you think. Play safe. Use KATIALIS!*

SOLD AT DRUGSTORES OR AT THE LABORATORY LOERE  
PRICES: SMALL SIZE ₱0.65, MEDIUM SIZE ₱1.65, BIG SIZE ₱2.90.

**VLORE** Laboratory Loere  
405 SAN LAZARO, MANILA • TEL. 3-74-42

FORMULA: MENTHOL 0.40GM, SALICYLIC ACID 1.50GM, RESORCINOL 3.00GM, ZINC OXIDE 3.00GM, PRECIPITATED SULPHUR 3.00GM, BENZOINATED LARD 30.00GM, OIL OF BERGAMOT 0.5

proposed this plan two years ago, the organized landed gentry raised a hue and cry such as you'd never heard before. Some members of Congress — and you'll remember them if you think hard enough — took up the cry. Really, they said, this idea of dumping U.S. surplus goods in the Philippines was simply fantastic. Did they want to wreck the market, remove all incentives to production and drive the farmer to the poorhouse? And to think that all this was cooked up by an administration pledged to protect the interests of the small man!

The fact that rice shortages were recurrent and that the Philippines didn't have to pay in dollars but in pesos was conveniently ignored.

This leads us to a story that has been told in whispers these many years in the inner councils of government. The substance of it is that the organized landed gentry seek to keep the situation the way it is. A rice surplus is no good. It would reduce prices and profits.

Things wouldn't be so bad if the producers were the merchandisers, too. The trouble is that there's a whole army of middlemen between the producer and the end-user. And it is standard practice among the big middlemen to keep the grain locked up the warehouse until the price is right.

If you think this is fantastic, you might check on a few things. Why, for example, should prices rise, like they did during the past four weeks, on the eve of a harvest? Wouldn't you say this is an attempt to clear the bodegas of old stock at the highest possible prices? How come the propagation of the *margate* and *masagana* systems is making such little

headway? Why is there no appreciable rise in production despite the fact that new irrigation systems are being established? NARIC abets the profiteers by announcing expected shortages in hysterical tones, thus creating a state of near panic, instead of acting quietly to cover deficits. The result has been a rush to stores to keep larders well stocked.

Magsaysay and his predecessors had an oblique approach to these questions — keep on building irrigation dams, talking about *margate* and *masagana*, encouraging the use of fertilizer, making the new deal for the small farmer real. It is a long-range approach. The objective is to build public opinion in favor of a production surplus.

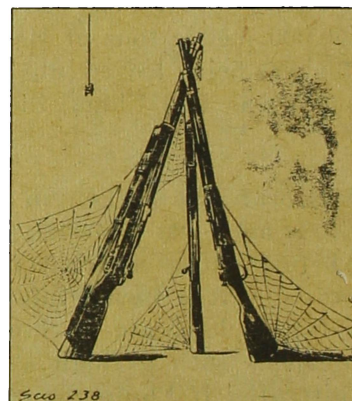
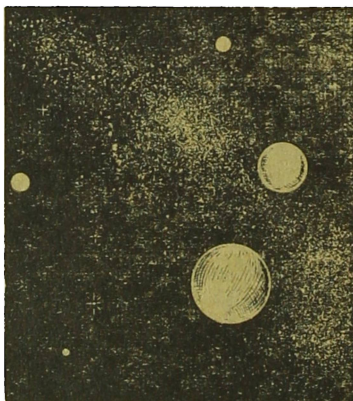
And here is where you come in. Lim's plan is to recruit every schoolchild and student into the rice production campaign. But schooling is a full-time job, and Lim would be the first to admit, I would suppose, that the drive would be able to hit no more than a small part of the target.

I suspect that Lim's real purpose is to create a state of mind among the youth. This kind of a situation an agricultural country like the Philippines being unable to produce its staple food in adequate quantities is strange indeed. It should not be allowed to last. The process of destroying the pattern begins in the mind of the schoolchild.

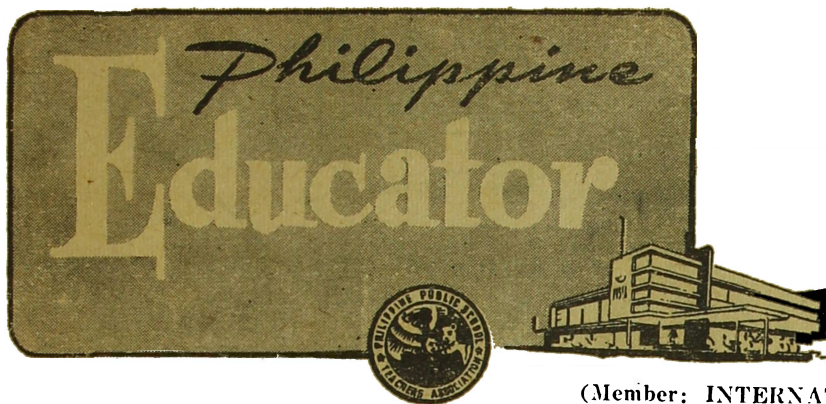
As a classroom teacher with about 30 kids under your wing, you are Lim's agent in the field. In many ways you are more important than Lim. It is you who will make the campaign in your area succeed or fail.

## DID YOU KNOW . . .

By Scio



(First panel) Only half-century ago, the earth's galaxy, the Milky Way, was thought by most astronomers to be the whole universe. Actually the Milky Way, despite its population of more than 100 billion suns, is but a drop in the fathomless ocean of space. (Second panel) Elephants make a dreadful din while feeding in the forests. Branches crack like pistols, and trees crash to earth. Yet, on scenting danger, the herd can move away almost in silence, hardly disturbing the foliage. (Third panel) If the Free World disarmament plan were accepted by the USSR, nuclear tests would stop on the first day, the first reduction in armed forces could start as early as the 2nd month, "Open Skies" air inspection could start in the 3rd month and the mothballing of the first batches of weapons under international supervision could start by the 7th month.



"Voice of 100,000 Teachers"  
Official Organ

of the  
Philippine Public School Teachers Association

Ricardo Castro, *Editor*

Quirico A. Cruz, *Managing Editor*

(Member: INTERNATIONAL EDUCATION EDITORS ASSOCIATION)

Vol. XII

FEBRUARY, 1958

No. 9

## Contents

Benito Mencias	3	Rice and Fall
Miguela Solis	6	Living and Learning Develop Children
Pedro T. Orata	10	Education and Public Relations
Marcelino Bautista	14	Thailand: Educational Statistics
Gaudencio V. Aquino	19	A Barrio Teacher Attends a Workshop
Luz E. Sangalang	25	Re-evaluating Our Guidance Program
Laureano Avendano	27	Looking Ahead
Cosme S. Quinto	29	Administrative Discipline
Hermogenes F. Belen	31	A New Home Industry for Panay
Paraluman S. Aspillera	33	Elementary Lessons for Non-Tagalogs
Carlos G. Beltran	35	Lead Us On...!
R. I. Cruz	37	Let Us Do Some Quick Thinking
T. I. Reyes	39	Materials for "Be My Valentine" Unit
Benigno C. Bagabaldo	40	Our Filipino Patriots and Their Achievements
	42	Pretty Teachers and Best Schools
Benjamin C. Batalla	43	A Unit on Thrift
S. M. Lanzanas	46	Knowing the Adult Education Supervisor Better
Salvador B. Espinas	47	Nicanor
Romeo P. Baniyas	49	The Forgotten Entry
Victor C. Malolot	50	Collection of Maxims on Education
Francisco C. Alcantara	51	Teacher Monopoly: An Educational Waste
Benedicto Duran Ortiz	53	School Teachers in Bolivia
Narajan Singh Uppal	56	Three B's of Assamese Culture
Pedro N. Manoos	58	WAPCO'S "Geographic Differentials"
Faustino Domine	60	A Whisper to Fellow Teachers
Jack Smith	62	The Teaching of Optional Physics
Harold H. Drummond	64	How Can We Decide What to Teach?

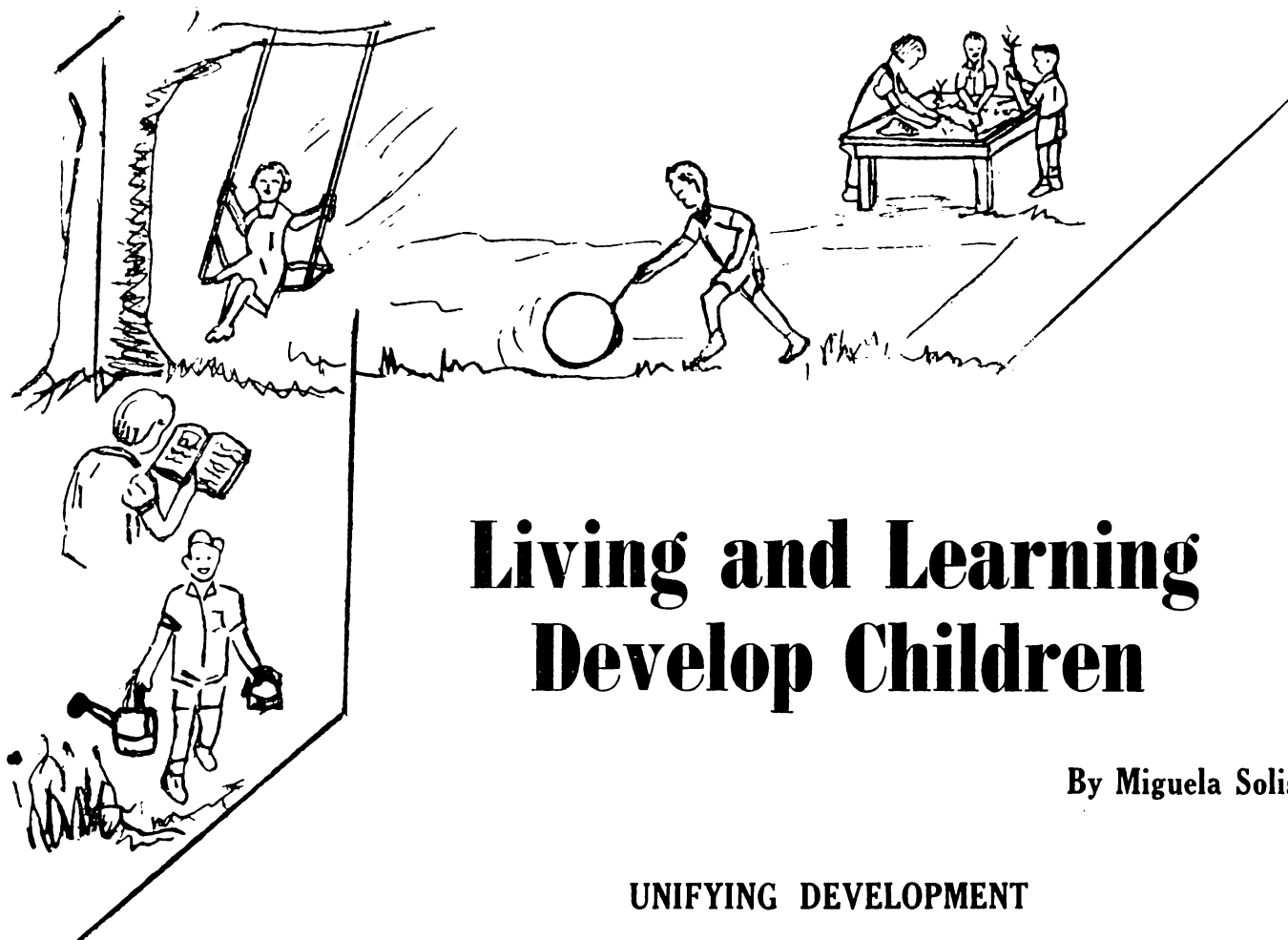
## Subscription Rates

The Philippine Educator is the official organ of the Philippine Public School Teachers Association, published monthly for ten months during the year. Approved by the Director of Public Schools.

Rates of subscription: P8.00 a year (ten issues), P.90 per copy. Foreign countries—P16.00 (\$8.00) a year (ten issues).

Entered as second class mail matter in the Manila Post Office.

Office of publication—27 Banawe, corner Quezon Blvd. extension, Quezon City.  
Tel. 6-51-73.



# Living and Learning Develop Children

By Miguela Solis

## UNIFYING DEVELOPMENT

### Right Living in a Democracy:

**D**EMOCRACY is life — a way of living that is moral, useful, happy, socio-economically contributive, and spiritual. It is living that is both individually and socially more effective, more satisfying and more responsible. It gives tremendous reverence for life and respect for the dignity and worth of all human beings. It operates in a framework of unity through the fully shared reflective and cooperative action to achieve common goals to better living in a community that develops in an expanding and concentric movement from the smallest community unit (barrio) to the world community. It aims to achieve and maintain the greatest good for the greatest number. This is **RIGHT** Living in a Democracy. This is the essence or undulying principle of human behavior and relationship in democracies.

### Chief Concerns of Educators in Child Development:

With the above operational concept of democracy in view, it becomes the chief concern of educators to determine the basic considerations in the development of democratic behavior in the children, youth and adults under their charge. The big question that confronts the educators and those involved in the desir-

able development of children and youth is: What are the basic considerations in helping children and youth develop democratic behavior? This question points to the governing principles and stimuli of behavior, the working knowledge of which is the basic foundation in the preparation of teachers. To gain competence in helping children and youth attain all-round development in democratic behavior within their limitations and cultural setup, the teachers should consider the following:

1. Major principles underlying individual development.
2. Motivations of behavior or causes of behavior.

The three major underlying principles of human development that are commonly accepted by educators, theologians, psychologists, sociologists, physiologists, pediatricists, anthropologists, and all other scientists picture the human organism as:

1. Unifying — develops as a whole.
  2. Interacting — interacts continuously with its environment.
  3. Individualizing—develops uniqueness or "self".
- These three major principles governing individual de-

velopment are interrelated, interdependent and complementary. They are equally important.

For this issue the first principle: The *organism as a unifying whole* will be discussed briefly and exemplified.

### WHY of Unifying Development:

In common parlance, unifying means being one or acting as a whole or as a unit. In term of the organism, it means that the organism acts as a whole; so it should be conceived as a whole. We notice that when one prays; when one writes; when one talks; when one sings; when one gets ready to swim; when one fits a dress; that one acts as a whole. All parts of the organism are participating in accordance with their respective roles in the execution of a particular behavior or a purposeful action. The glandular, the respiratory, the circulatory, and the visceral systems, and the autonomic and central nervous systems are in readiness to cooperate and contribute, each in its natural way, in the functional operation of the organism. Physiologists reveal that a change in one part of the organism is accompanied by a compensatory change in all of the others. Likewise, psychologists reveal that thinking, feeling and acting are interrelated, inseparable parts of every conscious action or behavior. It is universally accepted that any explanation of behavior today must be consistent with the principle of *unifying action of the organism*. This is the picture of the basis of the child's need for wholeness and integrity, in the all-round development of the organism in the various phases of growth — physical, mental, emotional, creativeness, aesthetic and spiritual within her biological and psychogenic endowments and limitations which have to be correctly conceived and accepted by the child. These conception and acceptance of the child are fundamental in helping him achieve wholeness and integrity.

In short, wholeness of the child is seeing him and helping him develop not in piecemeal but as a whole — spiritually, physically, mentally and emotionally. For instance, when we try to understand why a certain child does not pay attention in the class, we have to perceive simultaneously her physical, mental, emotional, creative, aesthetic and spiritual endowment and limitations in the light of her cultural and environmental setup.

Child wholeness needs to be achieved. It is one of the major objectives of child development in which education plays a significant role. The development of wholeness, like education, is evolutionary rather than revolutionary. It is reflected by the manifestation of a well-oriented wholesome personality which is achieved in a life-long process. It is never com-

pleted in a particular age level. It should be integrating so that it can make adjustments to the dynamics of society; for change is the dynamic of society.

### HOW of Developing Wholeness:

In helping the child develop wholeness and integrity, first he should accept his physical endowment and limitations. These include his physical strengths and disabilities and his appearance. Moving, perspiring, defecating, breathing, digesting, assimilating, feeling, and countless other body processes enable the organism to restore balance, to grow and to maintain its organization and integrity.

If a child does not accept his attributes and limitations, he not only creates adjustment problems but also blocks his achievement of unifying development. For example, Jose may insist to be a basketball player because he has the desired height yet he limps because of a left leg; and Anita isolates herself because of her homely looks. On the other hand, a child who accepts his "self" facilitates the development of wholeness more readily. For instance, Anita's homely appearance may be compensated by good posture, good taste in dresses and friendliness. Jose's leg disability may be overcome by his ability in music, fine arts, and/or craftwork and other areas of development. The child has to conceive and accept that deficiency in one or more aspects of life is compensable by excellencies in other aspects. This attitude is an asset to desirable development.

Second, adequate opportunities should be provided for meeting needs and solving problems by socially approved patterns. The child is part and parcel of the community. As such, he has to learn the socially approved patterns of behavior in order to attain appropriate adjustment to himself and with his fellows. The socially approved patterns of behavior are the desirable cultural patterns that are vital parts of the basic universal needs of the child. For example, through appropriate and cooperatively evolved teaching-learning experiences and situation, the desirable cultural patterns in: the quality and quantity of food, the preparation of the dishes, the way of dressing, the relationship between parents and child, the relationship to our Almighty God, etc., should be understood and appreciated by the child so that he will accept them as satisfactory ways of life in meeting his needs accordingly.

This is the process of attaining wholeness through the child's cultural setup. When the child is adequately founded in the desirable cultural patterns, the "self" or "ego" as Freud calls it, emerges readily to mediate

between the innate drives and cultural pressures. When the mediation is successful, the child achieves unifying development—a feeling of increased wholeness of himself and with his environment. In short, he achieves personal and societal integration or adjustment; the *personal* gives him uniqueness and the *societal* gives him wholesome group relations.

It has to be considered that *culture*, like any aspect of the universe, is subject to change. It is dynamic. The desirable new behavior patterns should be provided in the teaching-learning experiences designed to meet the child's needs satisfactorily.

Children should not be made to follow blindly or to conform too strictly to cultural demands, but should be stimulated to reflect on them in order to effect intelligent adoption. Blind adherence to social demands, more often than not, blocks unifying development on integrity of self. Either of the extremes, a child that is too sociable or one who is too independent makes the child lose his attractiveness to group acceptance. Wholeness demands for a balance of sociability and independence.

Third, wholeness in the education of the child should constitute all the aspects of growth — physical, mental, emotional, social, spiritual, aesthetic, creativeness, etc. Learning-teaching experiences and situations designed to achieve all these aspects of growth according to the child's natural endowments and limitations, needs, experiences and capacities should result into four major outcomes: (1) knowledges and ideas, (2) attitudes, appreciations, aspirations and ambitions, (3) skills and habits, (4) wholesome human relationships, such as courtesy, truthfulness, kindness, acceptance and execution of responsibility, cooperation, industry, and all other desirable behavior patterns. All learning experiences and situations in all units of work should purposely and meaningfully achieve all these major outcomes for all of them are equally important to the attainment and insurance of wholeness and integrity. For example, teaching *thrift*, demands for the basic knowledge and ideas on the *why, what* and *how* of *living thrift* which will serve as the basis of appreciation of *thrift practices*. The appreciation of thrift will stimulate the practice of thrift in school, at home and in the community. This work experience in thrift will be the working ground of skills and habits in thrift. *Living thrift* results from thrift habits and this becomes a sound ground for wholesome human relation.

Helping the child achieve wholesome human relation becomes the most fundamental responsibility of the school system, for the ultimate goal of education

is the achievement of a unifying self or wholesome living. The community schools are, to my mind, best fitted of the social agencies to provide the integrating or unifying experiences that are essential for the development of wholeness in children. An interested, alert, and prepared teacher in the development of child wholeness, accepts that child integrity and wholeness are reflected in his learning and behavior, in the way he perceives and meets living-learning situations, in his aspirations and hopes, and his associations with his peers and adults in making his "self".

Fourth, the child's unifying development is the privilege and responsibility of all — the home, the school and the community. All agencies in active cooperation with the home and the school pool their resources in providing the desired environment conducive to the growth of child wholeness. The child should be given every chance to grow up in socioeconomic security in the care of his parents whenever possible in an affectionate and understanding atmosphere in order to foster the full and harmonious development of his personality.

Fifth, basic to the attainment of wholeness in children is the *whole teacher*. Wholesome teacher-pupil relationship is of singular importance. Certainly, teachers lacking in wholeness will produce children of the same sort. The teacher is a key factor to the education of the child. We need WHOLE teacher to help the child develop wholeness. The wholeness of the teacher is translated into the living-learning situations knowingly and unknowingly by the teacher. The children are the keenest and most alert individuals that readily catch the teacher's revealing behavior patterns. What the teacher plans and does so do the children become. These teachers and all those helping in the development of the wholesome man in the child should remember what Earl Kelly said: "If we want to produce whole man, we will have to abandon our efforts to train or educate them in parts."

#### Resume:

The development of child wholeness is the essence of the total goal of community education. In the attainment of this goal, the following may be used for our guide:

1. The child is an integrating unit. He possesses functions, power, and controls which tend to operate to continue the desired wholeness of the child unless interfered with. To insure the unifying development, integrating living-learning experiences and situations evolved from the personal and societal needs, experiences, capacities, and goals of the child should be ade-





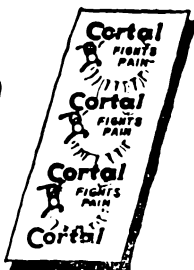
**FEVERISH?**



Here's Fast  
**RELIEF!**



**SPEEDY  
SAFE**



For that headachy, feverish feeling that usually accompanies a cold, take fast-acting CORTAL! CORTAL brings you dependable relief with amazing speed... peps you up too!

WHENEVER PAIN STRIKES  
Call for—

**Cortal**  
**FAST • SAFE • SURE**

Each tablet contains: Acetylsalicylic Acid 0.35 gm., Phenacetin 0.15 gm., Caffeine 0.05 gm. 12-4

quately provided. When the child comes to school, he comes as a whole child; he learns and lives as a whole child. When learning, he interacts in a unifying manner with the whole unifying teaching-learning situations.

2. The child possesses purposes and interests. He is an active organism. When his activity fills a need, interest is present. He naturally reacts with interest in four major fields: the first is physical activity wherein he uses the body as a whole with the hands most particularly prominently acting. The second is the use of tools in connection with some need of his own which may perhaps be only that of manipulating the tools. The third is mental reaction dominating the situation in thinking about things and solving problems that are meaningful to him are outstanding. The fourth is the associative activities of people around him — of his peers and the adults. Through his gradually and broadening contacts with people, he becomes concerned and enthused in all the vital aspects of human life and the total environment.

3. The individual is indivisible. In all his tasks at home, in school or in the community, all his facets of growth play a part, for all of them are interrelated and interdependent, — one facet or aspect influencing the other.

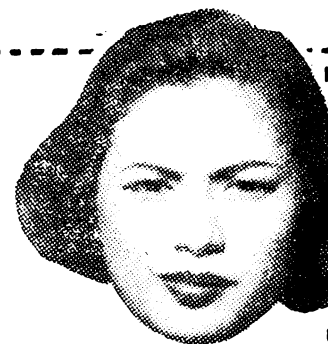
4. Adequate opportunities should be provided for meeting needs and solving problems by socially approved behavior patterns in order to achieve the expected adjustment and social security.

5. All learning-living experiences and situations should be meaningfully and purposefully designed to achieve the four basic outcomes — knowledges, attitudes-aspirations, skill-habits, and human relations which are fundamental in the achievement of all the areas of living constituting wholeness.

6. Child unifying development is the responsibility and privilege of all individuals and institutions. They should pool all their resources in systematic, continuous and cooperative processes to help the child achieve his need for wholeness.

7. Basic to the attainment of wholeness in children is the *whole* teacher. The teacher as a person and as a teacher should be competently prepared to help the child develop wholesome personality.

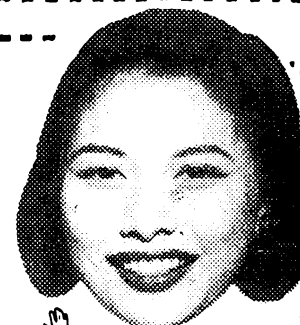
The emphasis in child wholeness can never be overdone if we recall what Rizal said, "The future of the nation depends immeasurably on the uprightness and whole development of its youth and children." On top of what is said, God reminds us— "These children deserve all our love and attention for they are created in the image of our FATHER.



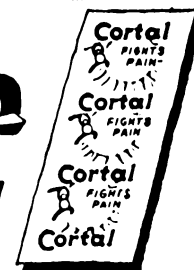
**PERIODIC  
PAIN?**



Here's Fast  
**RELIEF!**



**SPEEDY  
SAFE**



To relieve the discomfort of periodic pain the quick, dependable way—take fast-acting CORTAL! CORTAL chases your periodic "blues" away the safe, sure way.

WHENEVER PAIN STRIKES  
Call for—

**Cortal**  
**FAST • SAFE • SURE**

Each tablet contains: Acetylsalicylic Acid 0.35 gm., Phenacetin 0.15 gm., Caffeine 0.05 gm. 12-4

# Education and Public Relations

By Pedro T. Orata

## 1. Public Debates on Education

**PUBLIC** debates on educational matters are very much in the air in many countries. In the United States, they are usually held under the auspices of the Parent-Teacher Associations; in France, under the management of the major newspapers; in England, under the Local Education Authority. In each case, the parents of school children, representative laymen, as well as teachers and educational officials take an active part. In these debates are taken up all kinds of problems that confront the schools and other educational institutions. In the last issue (September 1956) of the *Ladies Home Journal*, for example, is recorded an open forum discussion among twelve persons among whom were: a professor of English, Harvard University; an official of the General American Life Insurance Company; the president of the Massachusetts Institute of Technology; the principal of a high school in Brooklyn, New York; the Minister of the Trinity Community Church of Minneapolis; a mother of three children; three high school and elementary students; and three journalists. This forum discussed the question: "Are high school standards too low?"

Following were among the opinions given on this problem, taken at random from a long article in the *Journal*:

*Housewife*: I think educators are showing a great contempt if they feel that people who are going into vocational fields are incapable of learning English, history and other subjects basic to their personal well-being and good citizenship.

*High school principal*: To graduate pupils from high school without requiring effort and achievement I consider grossly unethical—evil.

*Ford Foundation representative*: High-school requirements in terms of our society would certainly include English, mathematics and history. I am convinced the high-school diploma should not be given unless it has been earned by meeting those requirements. (This does not seem to me to be undemocratic. You don't help a youngster by blurring over his in-

adequacies or failures and giving him a diploma he does not deserve.)

*President of M. I. T.*: I think the guaranteed annual pass is a most unfortunate and unhappy development.

*English Professor*: Schools should have limited but rigorous objectives. Students need to know what intellectual labor means, to know the sense of growth that comes from insights won—I am speaking of character as well as intellect.

*A community church Minister*: You have most people assuming that they are going to get their high-school diploma if they go through their twelve years.

*An insurance representative*: It seems to me that many high-school courses have been watered down to suit the average student and that the average high-school graduate of today has not been trained to use his mind.

*A P.T.A. member*: I was an unhappy PTA member when my children were in school, because all we seemed to talk about in PTA meetings was how to provide curtains for the school stage, how to get a movie projector, how to get towels for the school, and so on—nothing of basic educational importance. I think people should be encouraged to consider the major questions, such as, what kind of people should the schools try to produce?

*A journalist*: I am still receiving letters about my article, 'The Challenge of Soviet Education' (*Journal*, May 1956). I am sure that the 'educators' are out of step with the classroom. It is also significant that almost every letter from a teacher ends with: "Please never mention my name."

In France, *Le Figaro* (an independent rather conservative newspaper) sponsors frequent public forums on all kinds of questions—economic, social, religious, educational, as well as political. In two recent issues of the paper—5 July and 13-14 October—education was the subject for discussion. The first debate in July was entitled: "Reforme de l'Enseignement" (School Reform), which was centered on the reforms proposed by the Minister of National Education. The main features of the proposed reform were:

1. *Democratization of education.* One of the speakers referred to the fact that in higher education (university), only 4 per cent of the enrollment comes from the families of workers and only 3 per cent from those of the peasants. He said: "This is caste system, not a democracy."

2. *Creating a middle or intermediate school,* after the primary grades of 6 years, which should be partly identical and partly differentiated in its curricular requirements, and should be for children of 11 to 13 years of age.

3. *Abolition of examinations up to the age 13.* The *baccalaureate* should no longer be the only means of access to higher education, but that there should be worked out a system of equivalences of courses and curricula so as to make university education accessible to a much larger group of students.

4. *Prolongation of compulsory education up to 16 years of age.*

5. *Adaptation of teaching to actual needs* at all levels of ability and aptitudes of pupils. This will mean that, while high standards will still be maintained, the students will not have to be subordinated to them, that is, the school curricula will be adjusted to individual differences more than ever before.

In the open forum were included a politician (of no lesser standing than Paul Reynaud, a former Prime Minister of France), a well known writer, a journalist, and three educators. The discussion was free and no attention was given to the speakers' standing in national affairs, the only consideration being given to the merit of their respective contributions. No decision was reached, but the problem was discussed *pro* and *con* frankly and critically.

In the open forum in October, the subject was the French polytechnique institution, and the verdict was: "Unanimite sur l'utilite de l'Ecole... et sur la necessite de la reformer" (Unanimity on the utility of the school and on the need for its reform.) At this forum were two non-polytechnicians and four that were—representing various facets of polytechnique education. It is interesting to note the variation in ages of the participants as follows:

Louis ARMAND, president of the French railway (nationalized), 51 years old; General HARTUNG, former president of the society of the friends of the Ecole Polytechnique, 80 years old; Pierre HELLY, director-general of calculating machine factory, 58 years old; Charles-Henri MARECHAL, an engineer, 26 years old; Ambroise ROUX, deputy director-general of a General electric company, 35 years old; and Thierry MAULNIER, 47 years old, member of the staff of *Le Figaro*.

This group discussed the following problems relating to the French polytechnique:

1. Does the institution still correspond to the needs of today for such an institution?

2. Are certain changes and adaptations necessary?

3. Does it measure up to expectations in furnishing leadership in modern industry and in the army of today?

Among the points taken up and in which there was a fair unanimity of points of view were: First, the polytechnique should devote two years to theory and two years to application, so that the graduates would be ready to go to work as soon as they finish their courses and would not have to flounder around and waste valuable time. Second, there is need for strengthening the curricula in science and mathematics and for relating the subject matter to practical work. Third, enrollment in the polytechnique may be increased this school year from 250 to 280 and next year to 300, provided however, that the facilities will be correspondingly increased so that each student will be given only first-class training in well-equipped laboratories and under competent staff members. Fourth, there is no need for teaching the students information which they can easily find in manuals and similar documents. It would be better if they are taught how to make use of such media for finding the solution to the problems that confront them in their practice.

As in other open forums, there was no indication that the conclusions reached or recommendations made were to be followed. The fact is that the discussion is opened in every case and it reaches all elements of the population in the capital city of Paris and in the provinces. The high quality of the contributions is quite obvious, and it would be surprising if they were not taken into consideration in final decisions rendered by the appropriate authorities. We have always thought that French education was so centralized that there was no chance for public opinion in influencing reforms, but the contrary is in fact the truth. There is not a subject that does not find its way into the public forum and in which the French people, including maids and unskilled workers, do not express an opinion. The fact is that they are perhaps the most literate people in the world when it comes to the question of being concerned and posted on public questions of the day.

In the next article, I shall take up the implications of the trends towards public debates on education for the reform of the schools in the Philippines, particularly with respect to the work of the new National Board of Education, the work of the hundreds of PTA's all over the country, and once again, the improvement of community schools. We take great pride in our democratic system, but I wonder if we are making use of the process of discussion in getting adults and representative laymen to express

their views as to educational reform and reorganization that is obviously in the offing.

## 2. Open Forums on Education

In the last article under this column I described recent trends in the United States and France towards giving laymen and parents as well as teachers and students opportunities to express their views on questions about education. As tax-payers and consumers of education the public have the right not only to know what is going on in schools, but also to help make decisions about school policy, curricula, and methods of education. To the extent that they are denied this right, the educational profession is deprived of the advice of patrons who are most concerned about what should be offered in school. In the United States, parents and laymen have all the right to take part in deciding broad questions about educational policy, and this right is being extended every year and in all sections of the country. In France, the open debate is a tradition which is finding its way more and more in to education which, though highly centralized, still, is becoming more and more the affair of all the people. The democratization of education is in the way in France, and the newspapers are helping through their sponsoring of frequent debates on all kinds of educational problems.

This trend is not without counterpart in the Philippines. In 1947, through the Joint Congressional Committee on Education which made a thorough enquiry about education at all levels, both public and private, thousands of open forums were organized by the members of the Board of Educational Consultants and its technical staff. These forums were scheduled in every nook and corner of the country, in cities and towns and in the remotest barrios of the nation, to sound out the people on such problems as these: Should the double-single session scheme in the primary grades be continued? Should the seventh-grade be restored? Should the high-school and college be opened to every boy and girl who has the ability and aptitude and can profit from the instruction that is offered? Should the curriculum be confined to academic subjects, or should it include experiences that will teach the students methods of work with their hands and heads? Should home economics be given only to girls, or to boys as well? Would you be willing to pay additional taxes for the support of the schools in order to carry out the reforms that you have suggested or approved?

The turn-out in the open forums was most inspiring. The people stayed hours to debate the issues, pro and con, but always came out with almost unanimous verdict in favour of liberal (not Liberal) educational reform. They wanted Grade VII restored and the double-single session abolished as a matter of right, and they were willing to pay the bill in the form of higher taxes to hire more teachers "on the

sole condition that the money should not go into the hands of racketeers." I attended several of these forums, and I can testify that the people can be trusted to decide rightly if given the chance to do so. As I read about the public debates on education in France and the United States I cannot help feeling that we are missing a great instrument in the present effort to reform the educational system of our country. It is for this reason that I make the following suggestions for what they may be worth to the Department of Education and the Bureau of Public Schools, which are doing everything possible to improve educational standards.

First, the new National Board of Education can strengthen its decisions against vested interests if it went to the people first to rally their support on proposed reforms. If the proposals are really sound, the people can be counted upon to second them. If they are not sound, the people will say so and it would be best to withdraw or modify them. I understand that there is already approved by the Board a new scheme of education. It would have been wise, as I suggested to one of the consultants to the Board, to consult the people by means of open forums. But since the new scheme is now an accomplished fact, the next best thing is to inform the people about the new scheme, through such forums, with a view to getting their support. If the people rally to the new scheme, the Congress will have an easier time to put up the necessary funds. Otherwise, some members of that Body may even oppose the scheme, as indeed I have heard some do. The Board will have everything to gain, and nothing to lose, in consulting the people, and its doing so could already be the most effective means of implementing one of its basic aims, namely, to improve the education of adults. By their participation in discussion of educational problems, the people will be educating themselves as citizens of the Republic, which is after all the main objective of adult education in any country.

Second, the thousands of PTA's in cities, towns and barrios, whether for primary or secondary schools or colleges, and whether for private or public schools, should organize open-forum discussions as similar organizations do in the United States, to which may be invited as participants various elements of the population—businessmen, farmers, priests and ministers, journalists, parents, teachers, government officials, and others who may have something to say. They need not be lawyers or degree holders, the fact is, that some illiterate persons may be better educated than a number in town who hold diplomas. I say this on the basis of experience. Way back in 1936-37, as principal of a community school in one of the Indian reservations in South Dakota, I helped organize open forum discussions among the Indian adults who, for the most part, were illiterate. We asked them a number of questions, such as, "What do you think we

should teach your children to do that we have not done?" "In what way can you help us to do so?" Timid at first, they soon gave their opinions on the basis of which they and we (the teachers of the school) formulated the objectives of the school and planned ways of implementation that resulted in the parents cooperating in every aspect of the year's programme. The result was a scheme of simultaneous education of children and parents which is really what is meant by community education. It is this scheme that fathered the open-forums in the Philippines in 1947, and it was also the scheme which I tried to "sell" to my colleagues in the Department of Public Instruction and the Bureau of Education, through the then National Council of Education, before the war and after liberation. The fact is that the way community education has been started and organized in the Philippines has a striking similarity with that experience I had in the nineteen-thirties in South Dakota.

Third, the community schools of the Philippines should organize open forums to discuss their problems and to rally the people's support for educational reforms. I see no better way, and this can be done in barrios as well as in cities and poblacions. A few adults at a time will suffice, and if the programme is interesting more would come next time. I would advise starting with simple problems. What should be done about stray animals? How may water be brought to the community? How to make simple composts and how to use them later on. How to prevent tardiness among the children. Why children should have breakfast before going to school, even if it is only a boiled "camote". What to do in order to encourage the children to do their homework at night and before and after school hours during the day. How may the parents cooperate with the schools to enforce compulsory attendance? What can teachers and parents do together in order to improve discipline among the youth who may be inclined to be a problem?

Fourth, daily newspapers can well afford to give the French scheme a trial. Once a week or month,

one of the clubs or organizations in town or city — Rotary, Lions, Knights of Columbus, YM or YWCA, PRRM, JCC—may take charge of getting the speakers and arranging the forum, say at the Manila Hotel, the Escoda Memorial, the FEU auditorium, the PPSTA building in Quezon City, or the Teachers' Memorial building in Dagupan. The newspaper will provide the stenographic service to note what the speakers say, the editing of the minutes, and the publication of the discussion and the pictures (individual ones) of the speakers in action. The French scheme is to devote an entire page of the paper, headed by a bold headline such as: AUX QUATRE COINS DE L'OPINION, followed under with a lesser heading: *Polytechnique: Unanimite sur l'utilite de l'Ecole—et sur la necessity de la reformer.* Below the headlines are the individual pictures of the speakers—six in the row—with their names and connections, and ages. Then, of course, the discussion is reproduced in the form of minutes, the words of the speakers being reproduced after being edited in substantially the same words as they used. The action pictures are taken to portray the personality of the speaker. The row of pictures is worth the time of study and analysis that it may take.

In a democracy, the open forum is one of the most effective means of developing public opinion and of bringing it to bear upon all kinds of problems—social, economic, educational, political, or what have you? The open forum, in fact, was the first instrument of democracy way back during the times of Plato, Socrates and the sophists. It was carried over into the United States and has been in use ever since colonial days. In France, it has always been the method par excellence to get the leaders of different political persuasion to express their views through the radio and the press and in the open. We can ill afford to neglect this device in our country which is becoming not only "the show window of democracy in the Far East" but also its strongest ally and supporter.

Because reading ability, more than any other single factor (other than intelligence), influences the academic success of the student, reading is a key skill. The public tends to judge the schools system on how well its high-school graduates have mastered the 3 R's. Since ability to read quickly and comprehend accurately is important in high-school progress, in higher education, and in many jobs, those schools which give continuous effort to improving the reading skills of all students at all levels will be most likely to win the approval of their communities. — *Lyle M. Spencer, president of Science Research Associates, Inc.*

# Thailand: Educational Statistics

By Marcelino Bautista\*

*The author of this article was Philippine delegate to the Unesco Seminar on the Standardization of Educational Statistics, which was held in Bangkok, Thailand (Siam), on Nov. 15-27, 1957. The purpose of the Seminar was to consider proposed Unesco recommendations for the standardization of educational statistics to insure international comparability.*

## Need for the Standardization of Statistics

Unesco has been publishing a Yearbook in Education, and the educational data presented for each country could be interpreted in various ways, depending on what is meant by certain terms. Unesco has also been publishing some data on illiteracy, and yet there has been no common understanding of what is meant by the term. It varies in different countries. In Japan, for instance, a person who can read and write both the "kanji" (Chinese characters) and the "katakana" (modernized characters) is considered literate, but one who knows only one of these types of writing is considered semi-literate, for the reason that in modern Japanese writing, both kinds of characters are used. Then, there is the matter of the age when literacy is expected to be acquired. Illiteracy in some countries is reckoned beginning at age 10, while in other countries it is reckoned at age 15. There seems to be little difference between the data produced by the two schemes, but the scheme at 15-years of age seems to yield more accurate figures because a 10-year old who has completed the first four grades may be presumed to be literate. Where reading materials are not adequate, however, there is a chance that fourth-grade graduates may eventually revert to illiteracy. The five-year period after, say Grade IV, will give a good picture of the number that have remained literate.

There are many terms that mean one thing in one country and another thing in another country. What is a private school, for instance? In the Philippines we say that an educational institution is private if it is financed by private funds. In some countries, the government supports fully or aids "private" schools. Any educational institution organized and

supported by a "public" authority, such as parent-teacher associations, charitable institutions and the like, are considered "public" schools. And, of course, this dig about English schools is well known: The English call an educational institution "public" if it is supported by private funds and "offers an academic curriculum with a major in soccer football." What is "school age population," for another instance? In some countries, this means the number of children and youth with ages comprehended by the compulsory education law, which varies in different countries; in other countries it means "ages 5 to 16." If one wishes to compare the percentage of the school age population with the school enrolment, he would get figures with varying meanings. There are other terms with varying meanings, such as the following: pre-school age, primary education, secondary schools, collegiate level, post-graduate, etc.

And so, Unesco is trying to standardize the meaning of terms used in educational statistics, so that data may have the same international meaning. Unesco is also trying to standardize methods of collecting data, classifying data, and tabulating them, to insure international comparability. That was the objective of the Seminar at Bangkok. There has been similar seminars in other regions of the world, and there will be two or three more, before a final international conference is held to standardize educational statistics. Before that final conference is held, therefore, the agreements at Bangkok cannot be considered final. All that is to be stressed in this paper at the moment is the fact that we must use international terminology in connection with our own educational statistics in the Philippines, and we must apply methods and techniques of collecting data that conform to international requirements. What is perhaps very urgent in the Philippines is to collect more precise and complete educational data pertaining to private education, which appear to be less precise and complete than data pertaining to public education. And another point that may be stressed at the moment is the need for a coordinating office for educational statistics in the Department of Education, so that we could have something that looks like a national picture in respect to educational data. Until recently the only figures on survival (from Grade I through college) were

\* Mr. Bautista is at present the chief of the Research and Evaluation Division, BPS.

those for public schools only, which meant we had only one-half of the national picture. When we had only the survival figures for the public schools, it was known both here and abroad that of 100 pupils entering Grade I, only 0.29 students survived to Second Year college. When public and private school figures were put together (these were not even complete at the time), the survival figure became 2.64 to Fourth Year College.

The world conference on educational statistics in November 1958 may have rough sailing, even with these preliminary seminars to seek international agreements. For it is reported that in Europe the statisticians are not yet sold to the idea of international standardization. There are statistics people in that region who are so set in their ways of doing things that there is little enthusiasm for standardization.

### The Seminar Itself

There were supposed to be 16 countries of East Asia in the Seminar, but Cambodia and Burma could not send delegates. The countries represented in the Seminar were: Afghanistan, British North Borneo, Ceylon, the Republic of China, Hongkong, Indonesia, Japan, Korea, Laos, Malaya, Pakistan, Philippines, Thailand and Vietnam.

The Seminar was held at the Santitham Hall, a very modern three-story, aircooled building with modern equipment and facilities. It has a huge auditorium with a seating capacity of 3,000, for international congresses. (There were six international gatherings going on in Bangkok at the time of the Seminar. The International Scientific Congress, which was held almost simultaneously with the Seminar, had its opening session in this auditorium.) The seats are in semi-circular tiers descending upon a platform. Each and every one of the seats is provided with earphones. Speeches are immediately translated into the official languages of the conference, and one using the earphone set to the particular language that he uses gets the speech almost simultaneously as the speech itself is being given. The conference room of the Seminar is a small replica of the the auditorium. And there are other conference rooms similarly appointed. The lounge rooms in the Hall are commodious, with upholstered seats. It seemed that toilet or comfort rooms were found in all nooks and corners of the building. The lobbies are very specious. There is a bank and a post-office in the building, and of course a soda fountain, which is well patronized during coffeebreaks.

There is no building in the Philippines that compares favorably with the Santitham Hall, not even the Congress building itself. It cost the Thai government something like \$2,500,000 to build it three years ago. The outside part of the building is not very im-

posing but inside it is a thing of beauty, not to mention its modern appointments. It is painted in pastel green and gray, with gold trimmings. The fixtures are chromium plated. The wooden paneling is teakwood.

The delegate from the Philippines nominated Thailand for the chairmanship of the Seminar; India and Japan were nominated for the two positions of Vice-President; and the Philippine delegate was nominated for the position of rapporteur. All nominations were approved unanimously.

For two weeks, the Seminar considered Unesco's proposals for the standardization of educational statistics. The proposals were thoroughly revised. (The report on the work of the Seminar was put together by the rapporteur and four other delegates, thoroughly revised by the Seminar, and submitted to Unesco for final editing. The report is therefore not yet available for publication.)

The Seminar was a meeting of statisticians. It cannot of course be expected that there would be anything but objective thinking and precise expression of ideas. But there were many issues that had to be resolved, and so there were divergent opinions, especially in the definition of terms. The chairman, because of his quiet dignity and magnanimous tolerance, had set the pattern of discussions: no rancor, no passionate "plea for a cause," no ruffled feelings, no violent disagreements. Whenever there was an issue difficult to resolve, the Unesco adviser on educational statistics (Dr. Liu, a Chinese) was always at hand to present a compromise statement of the issue. And when such a statement was ready to be voted upon by the Seminar, the chairman would always precede the show of hands with a compassionate plea, "I hope every one is now happy over the proposed consensus." And generally there were no strong minority votes. He did not ask "how many are in favor?" "how many agree to the statement?" He asked how many are *happy* about it? And from then on, the discussion of other items goes on as before. No wonder that when the Seminar was about to close, there was a prevalent feeling that "the ties of friendship that have been forged here giving assurance of international understanding will long endure." And when the delegates went on their separate ways, there was more than the sentimental feeling of parting in their handshake. "We must keep in touch with one another," was the common parting expression. Toward the end of the Seminar, many of the delegates felt like long-lost brothers determined to keep the feeling of international understanding and cooperation aflame, personally, educationally, statistically, and otherwise.

### The Thais Are Gracious Hosts

That feeling of camaraderie included the Thai colleagues, of course; to them the attachment was per-

haps stronger because of their gracious hospitality. We in the Philippines pride ourselves in our own version of hospitality, but the Thais cannot be beaten in this regard. They did everything possible to make the Seminar a joyous and profitable experience.

The Thais are mostly Buddhists. Their graciousness to fellow beings, their peacefulness, their detachment from ostentation and sophistication, and their civic spirit perhaps stem from the principles of Buddhism, which are the underlying regimen of their everyday life.

Our hosts were very friendly, and this quality is not due to any desire to condescend or to regard other people as superior. As history tells us, Thailand has never been under foreign conquerors, except for a brief period during World War II, when the country was overran by Japan. They have always been an independent people, and so they have no "colonial mentality;" they feel equal to all other peoples. They have never been conquerors themselves, and therefore have no feeling of superiority over other peoples. Their kings have had an unbroken line of descent for over five hundred years of independence, and so they feel no awe for other people, except perhaps for their own king, who usually is a benign one, seriously and sincerely interested in the welfare of his people.

The Thais' hospitality manifested itself in several other ways. The delegates were treated to typical Thai dances, a trip to the old capital of Thailand, a three-hour boat ride home, a trip to a seaside resort (the Thais go to the seaside in hot weather, while Filipinos go to the mountains), luncheons with small groups of delegates ("Small groups are better than large groups, because the conversation involves fewer people"), a cocktail party, guided shopping, etc. But it was not only through these earthly aspects that they showed their hospitality and friendliness. These were felt rather than tasted. It came in subtle doses. They were very solicitous over our comfort. The lady owner of our hotel would ask the delegates, "Are you comfortable in your room? Please tell me how your convenience could be better served." Our Thai colleagues went out of their way to guide us through the large City of Bangkok, whenever we had errands to do. A lady professor at the College of Education drove us around in her own car. "What can we do for you?" was an incessant query. If you were by yourself, at a party or gathering, there was always a Thai lady or gentleman who would come around and engage you in conversation. Our hosts did not want to have any one bored. If a delegate was not enjoying himself fully, on any extra-curriculum occasion, someone would come around and ask, "You are sad?", perhaps in the spirit of solicitousness and interest in your actual feelings. "What does your country look like? Does it resemble Thailand in any way? What food do you eat? What fruits do you raise?

(They have atis, chico and lanchat, which is lanzones.) Is the climate warm just like ours? Do many girls go to school? Do you happen to know so and so and so and so?" These questions and many others are asked, just to make you feel at home. If more of our hosts had had a good command of English (some of them spoke French to the delegates who spoke only French), perhaps they would have been more effusive in the manifestation of hospitality through conversation. Even those who knew little English wanted to talk to us. Thai English is tinged with Chinese pronunciation. Thai and Chinese seem to be more closely alike than Thai and the Filipino languages. Many of our Thai colleagues were educated in America or England; these were the more easy conversationalists.

### Some Thai Characteristics

The Thais are not given to violent reactions. Buddhism teaches the peaceful way of life. The gesture of greeting is that of placing the hands upon the breast, palm to palm, in much the same way that Catholics do, in very formal prayer. The recent coup d'état staged by the head of the Thai army to oust the premier has not disturbed the country's life in any serious manner. After the transfer of power, the Thai people carried on as before. In other countries, there might have been a revolution. Nothing of the kind happened in Thailand. The deposed premier just left the country, and another one was appointed to replace him. There was no stir, no ripple generated by the change. And it seems that most of the people who understand public affairs are happy about the change. The former seems to have been quite impulsive and arbitrary in his actuations, that is why he had been deposed.

There is internal peace, there is very little said in the Thai newspapers about internal trouble or even communism. The appropriations for national defense are high compared with those for education, but that is because there are close neighbors who believe in another kind of life.

The Thais' lack of ostentation and affectation is shown even in their mode of dressing. The men have very little color, even in their neckties. These are mostly in subdued colors. The women's dresses, unlike those worn by other women of the Far East, are not colorful. The women generally wear a dark blue or dark (prescribed in the schools for both teachers and students) and a white or gray blouse. The Thai women's sex appeal perhaps lies more in her homelike qualities than in the slant on dress. Women of the educated class do not know what a night club looks like! There are no "social" dances in Thailand as we know them in the Philippines. Of course there are nightclubs and hostesses, and Thai men count among the customers of these places of entertainment. (Filipino orchestras provide music in



some night clubs.) The most common form of entertainment is their own native dances, which many young men and women learn with diligence and perform with grace. (Oftentimes, men's parts are played by women.) The Thai dances are very similar to Indonesian dances. Performance is good or bad depending on the preciseness of the rhythmic movements in fingers, hands and legs. The dance usually illustrates an episode in their rich legends.

Do Thai women then occupy a subordinate position in Thai society, because they do not go to social dances? Not at all. The women are very much in public life, some of them occupying important positions in the government. In a cocktail party tendered for the delegates by the Minister of Education, there were many Thai women. There are many women educators, and in the schools there are about as many girls as boys. This writer has formed the impression that the Thai women are as devoted home lovers as their counterparts else where. Educated women with whom the writer held conversations could talk expansively about cooking and other home arts. If the Thai women were occupying an inferior position in society, we would not see so many of them going to public places with their husbands. And this writer has seen many Thai women driving their own cars; there was even one who was driving a personnel carrier.

The average Thai is soft-spoken; he is not given to gesticulations and oratory. He speaks with subdued voice and generally with little emotion. He tries to carry a point, not by how he says it but what he says. People accustomed to contemplation in the Buddhist manner cannot be too outwardly expressive. But they are a happy and free people; they laugh wholeheartedly as the occasion and the spirit demands.

The Thai seem to be thrifty and economical. This is not due to the compelling necessity of poverty; they have rich resources and their economy is perhaps better than that of many countries of Asia. In this regard, it may be reported that the "tecal" (baht) is more stable than the Philippine peso.

### More About the Thais and their Country

*Thailand* means *the land of the free*. The Thais are a blending of Malay and Chinese blood. They founded their kingdom about 1,500 years ago. When the Mongol emperor drove the Laotians from their home in Southwest China, the Laotians mingled with the Thais (Siamese), and so the Thais are today a mixture of Laotian (Chinese) and Siamese blood.

Centuries ago, the Thais had a literature of wonderful stories and thrilling poetry. These form the themes of their native dances. Their kings lived in splendid palaces and wore magnificent robes. Evidence of this is found in their national museum at Bangkok.

The language of Siam has mostly one-syllable words. Since there are only about 2,000 words, each of them means many different things. The tone or pitch of voice makes it possible to tell one meaning from another. There are five tones in use today. The tone determines the meaning of what is intended to be conveyed. There is a story about the Chinese language to the effect that Chinese do not whisper, that is, they always talk in loud language, because without the right tone it is not possible to understand the meaning to be conveyed. That may also be true in the case of the Thai language, since the Siamese and Chinese are very much alike. The words in the Thai written language run together; spaces are left only between sentences. The names are very long, but most names have beautiful meanings, e.g., one place is called "The Restaurant with the Divine Taste"; one girl's name is "Right Attitude."

The Thais have not been a conquering people. But they had constant defense wars with their neighbors, especially the Cambodians, whom they once overpowered. Since the Europeans came to the Far East, the Thais have been at peace.

The elephant is held sacred. The kings usually had favorite elephants in the compounds of their palaces, and they had names. The elephant is a symbol of royal power, that is why the figure of the elephant is found in their art work, and sometime in the past, the figure of the elephant was on the Thai flag.

The economy of Thailand appears to be strong. While salaries are low compared to those in the Philippines, cost of living is also low. Top professors get ₱350 a month, teachers less than ₱100 a month. What is surprising is the large number of motor cars, mostly of European make, of small size. The Thais seem to be more sensible in the matter of cars. But if the salaries are low, how can they afford to have so many cars? There is one answer: the Thais may have other sources of income than just their salaries. There are so many cars on the streets of Bangkok that traffic is just about as bad as in Manila. There are about as many taxis as private cars. These have no meters, and so you have to haggle about the fare, that is, if you know how far you are going, just like you would, with the cochero.

There are many parts of Bangkok that have residential buildings as durable and as well built in the same style as those in the best suburbs of Quezon City and Manila. Their public buildings are certainly better looking and better built than those in Manila. The House of Parliament at Bangkok is made mainly of marble. The King's palaces are ornate and rich with native Thai architectural motifs. One of the biggest palaces has a classical foundation but the upper structure has typical Thai architecture. The office and commercial buildings are about as substantial

as those on the Escolta and Rizal Avenue. The Irawan Hotel, their best in Bangkok, looks more imposing than any of the first class hotels in Manila, and the appointments are just as good, perhaps a little better. Food in the restaurants and hotels is good and relatively cheaper than in Manila (Thai food has a lot of chili). There are foreign commodities in the stores but native products predominate. There is very little consumption of foreign foods. Import and exchange control do not seem to be as stringent as in the Philippines but their balance of trade is definitely more in their favor than that of the Philippines. Their largest exports are rice, teakwood, and tin. They have a wider market for their exports than the Philippines has.

This writer noted three important features of Thai agriculture. On the way from Bangkok to the seaside, we saw vast tracts of land that can be developed for agriculture. These areas presumably are not good for rice cultivation, otherwise they would have been so utilized long time ago. The farmers are building large dikes in this kind of land, and they are planting coconuts on the dikes. What seemed to me to have been first-class fishponds if so developed were not being utilized for the purpose. There may be no need for fresh-water fishponds, because Thailand has many canals and other waterways that yield plenty of fish. The coastal waters also yield abundant fish. It was noted, however, that the waters were being fished continuously, just as in the Philippines, and one wonders if the fish supply will not one day give out, without fishponds.

This writer noted many windmills in the paddies. For every hectare of land there may be three or four of these windmills. Since there is plenty of water, it would seem that the windmills are used mainly for pumping water out of the paddies. The windmill seems to be made of wood. There are two cross-pieces that serve as blades. The blades are thin wooden pieces about three meters long. These four blades are turned even by a slight breeze. By means of gears, the power thus generated causes a tread or

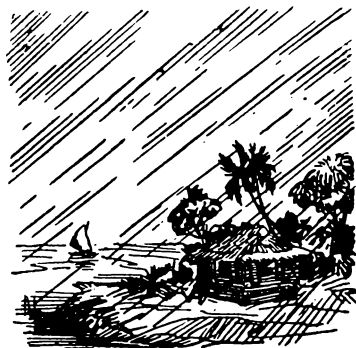
chain of water containers to scoop up the water and pour it out. The orientation of the blades is regulated by means of a rudder piece that is firmed with a rope.

It would seem that this kind of native windmill could be used in the ricefields of the Philippines. This writer has been wondering if our specialists in agriculture who have visited Thailand have ever thought of adopting it for the use of our farmers.

The most important aspect of Thailand's agriculture noted by this writer is the "floating" rice. This variety of rice grows in well-watered areas. In the Philippines, when the rice is ready to harvest, too much water in the paddy causes the rice to droop and be spoiled. The floating rice does not droop even when heavily loaded with grain. As a matter of fact, the top of the plant is so high above the water level that abundance of water does not seem to affect it at all. The water is so deep in those areas that the farmers use boats to harvest the grain!

In Thailand, there are rice varieties suited to the amount of water on the land. There is a variety for highlands, one for fairly wet soil, another for well watered soil. This writer has been wondering if the Filipino specialists of agriculture have ever thought of developing varieties suited to the amount of water available in the ricelands. A story is told that the Thai students who studied agriculture many years ago at Los Baños have made Thai agriculture thoroughly scientific. And now we should send our own specialists to learn from the achievements of former Thai students. One aspect of agriculture that is worth noting is that the canals are used for three purposes: irrigation, raising fish, and transportation. We use them in the Philippines for irrigation purposes only.

All told, the trip to Thailand has been profitable. This author has acquired new insight into educational statistics; he has formed friendships that contribute to international understanding; and he has learned a little more about the neighboring Thais, from whom much can be learned about life and living.



# A Barrio Teacher Attends a Workshop

By Gaudencio V. Aquino

**A**BOUT the first week of January a copy of the program for the regional curriculum development workshop to be held at the Philippine-UNESCO National Community School Training Center in Bayambang reached me from the division office. I had heard news about the proposed workshop: it would last two weeks and there would be delegates from two other provinces — Mountain Province and La Union — besides those from Pangasinan. All these delegates, plus a few others, would compose the workshoppers.

A word about the Philippine-UNESCO National Community School Training Center. One of three community centers in the world assisted by UNESCO, the PUNCSTC is a laboratory where — as mentioned by Dr. Harry A. Little in his talk to some supervisors and principals at Bayambang on June 27, 1953 — “the best community school practices will be demonstrated, where new ideas will be tried out and evaluated, where teachers will be educated for work in community schools, and where selected groups from other provinces and other countries may come to observe good community schools and get ideas for the promotion of the community school movement all over the world...” Dr. Little added: “The unique function of this project is that it will try out various methods and techniques which may be used by community schools and evaluate them in the light of the results achieved. It will also develop ways and means of training community school teachers and leaders so that they may become as effective as possible.”

As I scanned the ten-page program a number of questions entered my mind: Why did the division office send me the program? Was it possible that I would be one of the workshoppers? But why was there no accompanying letter?

My doubts disappeared the following Monday morning when the principal of David Elementary School, where I had been teaching the past seven years, handed me, just before the flag ceremony, an official-looking letter. It was an official letter and it came from Assistant Division Superintendent Juan L. Manuel of Pangasinan. “Dear Sir,” the letter began. “This is to inform you that you have been selected to attend the curriculum workshop which will be held on January 17-29, 1955 at the Pangasinan

Normal School at 8:00 o'clock, Monday morning, January 17.”

I had attended several workshops and conferences before. For instance, there had been a one-week workshop in Curriculum Development for Democratic Living held at the Dagupan East Central School in October, 1951. Mr. Federico Piedad was then the division superintendent. I remembered that the keynote address of Mr. Vitaliano Bernardino, who was at the time division superintendent for Bulacan, was read by Mr. Manuel. Mr. Bernardino's paper was about “Leadership in Curriculum Development.”

I remembered that on the last day of the plenary session — conscious of the fact that I had not contributed anything to the discussions yet — I mustered enough courage and in answer to one of Mr. Manuel's questions, I read a portion of Dean Jesus I. Martinez's article “Integration as a Concept in Curriculum Making.” (See *The Philippine Educational Forum*, July-August 1946). Dean Martinez's article generated an interesting discussion among the workshoppers, so I had shone in reflected glory.

Then there was the workshop in the Filipino Language held on January 7-8, 1955 at the Teachers' Memorial Building in Dagupan City. Dr. Rufino Alejandro, chief of the Institute of National Language, and Mr. Moises Simbulan, Filipino Language supervisor connected with the General Office, were two of our resource persons and they came all the way from Manila.

“This workshop is intended mainly for work and study,” the program stated. “Although there are to be formal discussions on various topics, yet the aim is to produce materials and devices which should serve as models when they (the workshoppers) return to their respective stations... It is hoped that the workshop will be so conducted as to typify democratic processes in action. All members are on equal footing. Each has a specific task to perform.”

The program explained further that each worker was expected to be able to help produce and bring home the following:

1. Resource units on various curriculum areas.
2. Models of visual devices which ordinary teachers should be able to make for classroom use.

3. Samples of test materials which ordinary teachers should be able to make for classroom use.

4. Enriched knowledge and experience in cooperative planning and group thinking.

The delegates to the workshop would be the division superintendents for Pangasinan, La Union, and Mountain Province, selected division supervisors for each division, selected principals, district supervisors, and teachers, and staff members of the Pangasinan Normal School, representatives from the General Office, Bureau of Public Schools, and educators of the FOA and UNESCO staffs.

Due to lack of accommodation the number of delegates, aside from the division superintendents and assistant division superintendents, was limited to two division supervisors, two district supervisors, one secondary school principal, three elementary school principals, and seven elementary school teachers — making a total of 15 delegates for each division-participant.

What impressed me most was the list of officials. The coordinator-chairman was Mr. Fabian V. Abitona. The consultants included a number of big names in the educational firmament—Benigno Aldana, Filemon Rodriguez, Vitaliano Bernardino, Zacarias de Vera, Saturnino Respicio, Dalmacio Martin, Tito Clemente, Payne Templeton, William Lucio, William Hart, Urban H. Fleege, T. Krishnamurthy, Nicholas Gillett, Ulf Ostergaard, Charles C. Roberts, Charles A. Holland, and others.

The resource persons and discussion leaders were no less prominent people and included several of the persons mentioned above.

I shall now give a day-to-day account of the workshop.

#### Monday, January 17 —

I rode on the 6:00 o'clock Pantranco bus in Dagupan, arriving in Bayambang at a little past 7:00. I proceeded to the Training Department of the Pangasinan Normal School where — so I had been informed — the men workshoppers would be housed. I scanned the list of names posted on the door of Room 8 and saw that 12 workshoppers, including myself, would be assigned to that particular room. My companions were from Mountain Province and La Union and two from Pangasinan.

When one registered he was given a registration sheet to fill and on his sheet one wrote his name, civil status, date and place of birth, what division he was assigned to, designation, etc. The workshopper was also given an identification tag indicating his name and division, and envelope containing curriculum bulletins, and a copy of the program of the workshop.

The morning session was devoted to the opening ceremonies which were held in the PNS Social Hall.

The singing of the Philippine national anthem was followed by a welcome address by the mayor of Bayambang and later by the opening remarks of Superintendent Bernardino. Mr. Bernardino stressed the significance of the two-week workshop and emphasized the importance of curriculum development in education. The presentation of the Pangasinan Normal School buildings constructed under the joint FOA-PHILCUSA assistance project was done by Mrs. Virginia Paraiso. The acceptance was made by Mr. Miguel B. Gaffud, chief of the Adult Education Division, Bureau of Public Schools, in behalf of the Director of Public Schools. Mr. William Lucio, technical assistant of the FOA, also gave some remarks pertaining to the workshop. The program closed with the cutting of the ribbon to mark the opening of the workshop.

After lunch there was a general session in the hall on the "Functions and Objectives of the Curriculum Laboratory." The discussion leaders were Superintendents Bernardino and Respicio, Mr. Payne Templeton, and Mr. Emilio Severino, assistant chief of the Curriculum Division, B. P. S. Mr. Templeton traced the background of the establishment of curriculum laboratories in the Philippine Normal College and in the eight government normal schools. He also described the functions of curriculum laboratories.

For his part Superintendent Respicio underscored the problem of how to make the equipment and facilities for the curriculum available to those assigned in frontier schools. To the question "How can those teachers who persist in traditional practices be made to adopt modern curricular trends?" Mr. Respicio replied that they should be encouraged to attend curriculum workshops.

Mr. Severino spoke on certain points relating to curriculum development and curriculum laboratories while Mr. Bernardino explained, among other things, that the curriculum guides, bulletins, course of study found in the curriculum laboratories are intended to serve as reference materials and as patterns for working out curriculum materials. He told about the advantages and practical uses of the facilities of the curriculum laboratory, such as books, pamphlets, study helps, and other printed materials, audio-visual apparatuses (movie slides, film strips, and opaque projectors, maps, globes, charts, science materials), and standardized test instruments including intelligence tests and scales, reading readiness tests, diagnostic and prognostic test, achievement tests, and so on.

3:00 to 4:00 the workshoppers browsed over the books and pamphlets in the curriculum laboratory to see what they could make use of during the workshop. About the same time there was a meeting of the Advisory Committee composed of Superintendents Bernardino, Respicio, and De Vera, and Dr. Urban H. Fleege and Mr. Payne Templeton.

From 8:00 to 10:00 P. M. there was an acquaintance party at the Social Hall. I was not able to attend the party because I had to return to Mangaldan on the 6:00 o'clock train to get a few things I'd need.

Tuesday, January 18 —

I arrived back in Bayambang at 7:15 A. M. and proceeded to our quarters in the Training Department. I asked my roommates how the party turned out and they said they had a good time.

Scheduled for this morning's general session was the theme "Resources of the Regional Curriculum Laboratory." Mr. Primitivo Lara, field director of the Philippine-UNESCO National Community School Training Center, and Mrs. Catalina Velasquez-Ty, the curriculum and textbook writer gave impressive talks.

Mr. Lucio gave the assembly an interesting overview of the resources of the curriculum laboratory. He explained that the Pangasinan regional curriculum laboratory had professional materials, teachers' guides, workbooks, resource materials, testing and evaluation instruments, science devices, audio-visual equipment, and miscellaneous materials.

Mrs. Ty dwelt at length on some of the curriculum books available in the curriculum laboratory. I found Mrs. Ty to be a fluent and forceful speaker. She had a charming personality. For his part Field Director Lara gave the background behind the establishment of the curriculum laboratory. He encouraged the workshopppers to make use of the laboratory's resources and in reply to a question whether the materials could be taken out he said that as a matter of policy the materials could not but that teachers could come and make their research work in the laboratory.

The planning for committee work was done after the general session. It was decided by the body to form different groups that would each prepare a resource unit on certain area of interest.

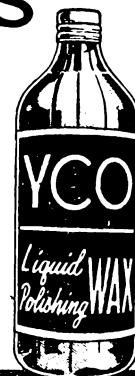
After the session Mr. Charles C. Roberts and Mr. William Hart gave demonstrations in the audio-visual room and the curriculum laboratory, respectively, on how to use the film strip and movie projectors. The demonstrations were done by division groups.

The whole afternoon was devoted to a training session on the operation, maintenance, and servicing of the slide and film-strip projectors. Many of the different groups practiced on how to use the projectors. Mr. Hart and Mr. Roberts helped the workshopppers on the use of the different kinds of equipment. The opaque projector was found by the workshopppers to be a very interesting audio-visual equipment.

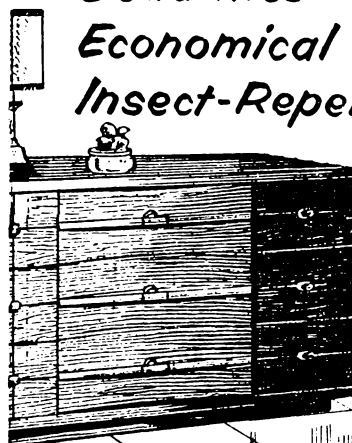
I tried to manipulate the film strip projector but before I did so I asked Mr. Roberts' assistance. He

# YCO

cleans as  
it waxes!



*Beautifies  
Economical  
Insect-Repellent*



*for-*

- LEATHER
- WOOD
- METAL

YW-1-35

**ELIZALDE PAINT &  
OIL FACTORY, INC.**

378 Tandang, Manila • Tel. 3-86-71

willingly obliged, giving me pointers on how to manipulate the device.

The entertainment in the evening was provided by the Bayambang High School Teachers Club. The program consisted of opening remarks by Mr. Dimas Sabangan BHS Teachers Club prexy, vocal solo by Miss Thelma Ceralde, who had played the part of Sabina in the Montano play during the first Pangasinan dramatic festival, two native dances, a *tula*, a piano selection, and a skit called "Of Parents' Love and Vision."

### Wednesday, January 19 —

There were two general sessions this morning. The first was on "The Extension of the Curriculum to the Community." The discussion leaders this time were Dr. Urban H. Fleege, chief of the UNESCO Technical Assistance Mission in the Philippines, Dr. Nicholas Gillett, UNESCO teacher-education specialist, Superintendent Zacarias de Vera of La Union, and Mr. Artemio Vizconde of the Adult Education Division, B.P.S. In the second general session the theme was "Report on the 1954 Baguio Curriculum Development Workshop."

Dr. Fleege stressed the great need for the curriculum and the community to be close to each other. "The school is the center of the community," he said. He talked at length on the community schools in Pangasinan he had visited. He emphasized that there must be a greater effort to utilize the resources of the community. Dr. Fleege mentioned the Arlington Farm School in the United States to stress his point and to show what community cooperation can do to produce better schools. It appeared that the Arlington school had no library and other facilities. This situation spurred the people in that community to action. They got together, made plans, and in due time they revamped the old buildings, and made them into a library and an art room. The resources of the community can and ought to be used for the school, Dr. Fleege pointed out.

Dr. Gillett spoke on his observations of some community schools he had also visited and emphasized the following points: (1) the curriculum also includes problems in the community, (2) the curriculum laboratory should not take our attention from the community, (3) the reading of books plus community work make an effective teacher, and (4) other problems than economic should be looked into in the community.

Superintendent De Vera pointed out the need for pooling resources together in order to solve the problem of extending the curriculum to the community. He outlined some guiding principles pertaining to the extension of the curriculum to the community: (1) the only justification for the school to exist is in the development of personal and social competence, (2)

we should find out and discover the experiences of the people and make these a part of the curriculum, (3) curriculum should be centered on life, (4) the objectives of education should be considered, and (5) curriculum should revolve around the needs and problems of the community. To illustrate the last point, Mr. De Vera said that an industry existing in a certain community should be a basis for the curriculum of the schools in that community.

During the discussions an interesting problem arose: How may three religious groups be brought together to some bases for action? Supervisors Isaac B. Corpuz and Mariano Hidalgo, both of Pangasinan, and Mr. William H. Faculo, of Mountain Province, gave some suggestions for solving the problem. They told their experiences in their respective stations along this line. Dr. Gillett asked, "Why not inject the factor of competition into the picture? Or why not bring the groups together out of the areas of conflict and lead them to other activities or interests common to them?"

Mr. Vizconde, in his talk, said that in order to extend the curriculum to the community, we should study and analyze the problems of community life and community living, and use the human and material resources of the community to solve those problems. He underscored the importance of community participation in curriculum development. Laymen should be encouraged to participate in certain phases of curriculum making, he said. Mrs. Ty also gave this contribution: curriculum development is a cooperative enterprise; laymen should be included in its preparation.

Mr. Templeton was set to leave that morning for Manila and so he was asked for his views. Among other things, he said that preparing resource units was not a simple matter — it should include, among others, audio-visual aids; therefore, the facilities of curriculum laboratories and curriculum centers should be availed of.

After a recess of ten minutes Mrs. Ty reported on the 1954 Curriculum Development Workshop. She enumerated the three phases of curriculum development: understanding of child growth and development, unit planning which may embrace such broad areas as language arts, social studies, arithmetic, science, music and arts, health and physical education, and evaluation.

In the afternoon Superintendent Bernardino spoke on the topic discussed the previous morning. He said that the topic was important because it was one of the earmarks of the emerging community school and provided many potentialities for community development. He explained that there are three meanings of the word **curriculum**. The first meaning may be viewed from the administrative viewpoint — "a series of courses leading to a particular goal." Cur-

riculum may be viewed from the sense of experience — “a whole body of experiences organized by the school for the growth and development of the child.” The third meaning is viewed from the layman’s point of view — that is, the curriculum is viewed as a school program.

Mr. Bernardino went on to discuss why the traditional school failed to extend the curriculum to the community. He also discussed the different ways of extending the curriculum to the community. The general approach, he said, is to make the curriculum life-centered; i.e., the entire curriculum should be based on the problems, needs, etc., of the community while the specific ways are to base topics of studies, arithmetic problems, and other phases of curriculum on community needs, and to use community resources. These three constitute the first way of extending the curriculum to the community. The second type is the Laguna Approach in which both child and adult profit from the same learning activities. The third type is by means of community service projects in which the learning activity is used for community service.

Immediately after Mr. Bernardino’s talk the workshoppers were divided into three groups. Group I worked on “Citizenship,” Group II on “Health and Sanitation,” and Group III on “Economic Security.” Each group was assigned to a particular room. There were a number of consultants for each group.

The members of Group II, to which I belonged, went to the audio-visual room. The consultants for our particular group were Mrs. Catalina Velasquez-Ty, Mr. Rufino Farin, Mr. Tiburcio Edaño, and Mrs. Dolores Poscablo. Mr. Isaac B. Corpuz was elected chairman of the group. I was elected secretary. The goal of the group was first determined. After some discussion the group agreed to work out a resource unit on the broad area “Health and Sanitation” in accordance with the objectives of the workshop as set forth in the workshop program. Mrs. Ty suggested that in working out a resource unit, provision should be made to include audio-visual aids, evaluation techniques, and test materials. The group decided that during the training session for the production of audio-visual aids, the making of these aids should be undertaken.

The terms **resource unit** and **teaching unit** were made clear. The group agreed on the point that a teaching unit is used for a particular class or grade. The problem pertaining to the structure of a resource unit was next tackled by the group. By way of suggestion Mrs. Ty said that the group should try to work out a teaching unit from a resource unit.

By way of orientation an article dealing with the structure of a resource unit was read by a member of the group. After this Mrs. Ty said that there are different ways to make resource units. She sug-

gested that the group try to look out for some other patterns for making a resource unit. After further discussions on the subject of the resource unit, the group proceeded to raise questions about the topic “Health and Sanitation.”

In the evening films were shown in the audio-visual room. The films were about life in Eskimo-land, education in India, a literacy program in Togoland (in Africa), and a cartoon entitled “The Four Musicians.”

#### Thursday, January 20 —

Our group raised some more questions on the broad area “Health and Sanitation.” Some of the questions raised yesterday were improved. The group framed the structure of a resource unit. A tentative outline of the structure was worked out by the group with the guidance of Mr. Corpuz, the chairman, and Mrs. Ty.

The problems were classified under four sub-topics: “Cleanliness,” “Safety,” “Mental Health,” and “Nutrition.” The group was then divided into four sub-groups, each to work on one of these sub-topics.

Research work began in the afternoon. The different sub-groups made their research work in the curriculum laboratory and in the library. At about four-thirty the workshoppers had a picture-taking in front of the PNS main building. There was another dance in the evening.

#### Friday, January 21 —

The workshoppers went on a field trip today. Taking a Pantranco bus and led by coordinator-chairman Fabian V. Abitona, the workshoppers visited several community schools in the province. Visited were San Vicente Elementary School, where community-school tie-up was observed; Alcala Central School, whose beautiful and well-kept lawns won the admiration of the workshoppers; the community projects and home industries of Bactad, Anonas, and Cayambanan, in Urdaneta; the Lauder’s Poultry Farm in Binalonan; the school and poultry projects of Laoac, and the school of Lipit, Manaoag; the Memorial Building of the Pangasinan and Dagupan City Public School Teachers Federation, Inc.; and the school of Talospatang, Malasiqui.

A unique project seen in Bactad was the “public wash and bath,” built cooperatively by the people in that community. The numerous fishponds of Bactad and Anonas also elicited praise from the visitors. In Anonas the visitors caught tilapia in the fishpond of Pangasinan delegate Felipe G. Lopez. Dr. Pedro T. Orata’s place in Bactad was also visited.

#### Saturday, January 22 —

The theme of today’s general session which began at 8:00 o’clock A.M. was “Vitalizing the Teaching of the Vernacular.” The discussion leaders were Superintendent Respicio, Mr. Artemio Vizconde, and Dr.

T. Krishnamurthy.

Mr. Respicio asserted that the general objective in the matter of language is that the Filipino language should be the medium of instruction from the intermediate grades through college. English may be used as an auxiliary medium of instruction. He enumerated the following advantages in the use of the vernacular as the medium of instruction: a more permanent functional literacy is attained, there is a tie-up of the task of educating children with the adult education program, school children will easily learn since they talk in a language native to them, and vernacular teaching leads to the development of the Filipino language because some basic elements are common to the different vernaculars. To prove his point, Mr. Respicio cited the case of India where the number of dialects had been reduced from 600 to 60 as a result of the development of a national language.

The lack of books and teaching materials was one of the major road blocks to instruction in the vernacular, according to Mr. Respicio. However, the curriculum laboratory, its facilities, and their use would offset this shortcoming, he added.

Mr. Vizconde emphasized the use of the vernacular to promote the development of communication skills. He said that the function of the adult education division was a part of the Bureau of Public Schools' program of community education. Other advantages of the vernacular were to promote the carry-over of learn-

ing from the school to the home and that it leads children to talk freely. In other words, the use of the vernacular has a socializing effect, he said.

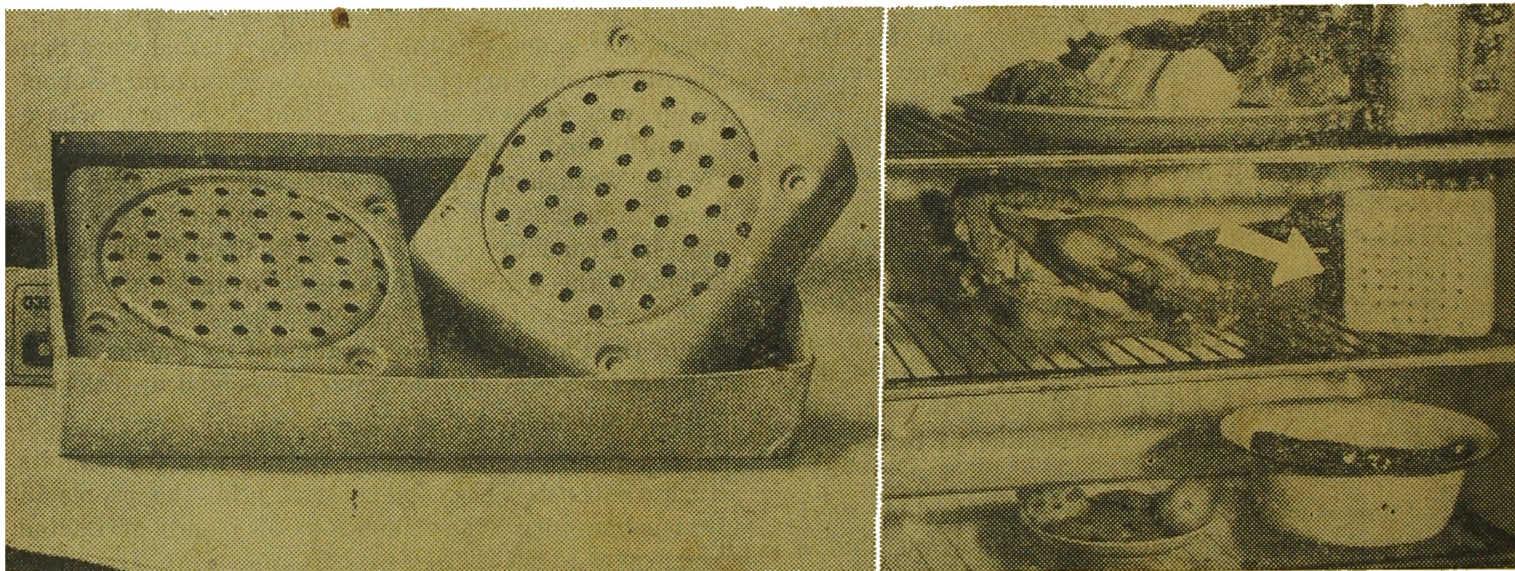
"The problem of language instruction should be viewed not only from the point of view of immediate needs but also that of the future," Dr. Krishnamurthy said in his talk. He pointed out that the vernacular is a means of connecting the school and the home. There are two uses of language: as a means of communication and as a medium of expressing personal experiences. He encouraged the workshoppers to vitalize and enrich instruction in the vernacular.

Miss Remedios B. Jimenez, PNSTD critic teacher, read a story in Pangasinan and its translation in English. Mrs. Clara V. Bernabe, another critic teacher, sang Pangasinan songs and their English translations, and rhymes in connection with the teaching of number work.

The setup involved in the preparation and publication of the materials used in teaching in the vernacular was explained by Dagupan City H. S. principal Eduardo Q. Edralin. From 10:00 A. M. to 12:00 there was a demonstration of how to prepare materials in the vernacular. Dr. Krishnamurthy led the demonstration. The whole afternoon was a free period. Many of the workshoppers left for a short visit to their respective homes.

*(To be concluded)*

## **New Deodorizer, FILTAIRE, Eliminates Bad Odor From Refrigerators and Kitchen Cabinets**



A BOON to housewives constantly plagued by unpleasant odor in refrigerators and food cabinets is 'Filtaire,' a wonderful new deodorizer designed to eliminate the disagreeable smell usually found in closed food containers. Available in sets of twos (left panel photo). 'Filtaire' is used one after the other (arrow right) and is guaranteed for a year.

Filtaire, made from chemically inert substances, eliminates the offensive odor by absorbing it within itself. Available in sets of twos, each packet of Filtaire is ready for use and one packet may be stored at once in the place where it is needed, immediately after the set is acquired.

For further information write to:  
**EDIPINC ENTERPRISES, Room 505, Maria-Dolores Building, 1679 Azcarraga, Manila**



# Re-Evaluating Our Guidance Programs

By Luz E. Sangalang

**W**E are rightfully proud that guidance is a recognized function of our secondary schools today. Almost all of our high schools have some kinds of a dean or counselor. The homeroom period is a part of most school programs. Yet it must be admitted that the effectiveness of our efforts leaves much to be desired. Ask the following questions to the average teacher and not the responses:

- How does guidance relate to the goals of education?
- Why do we have guidance in our schools today?
- What are the possibilities of the subject you are teaching for guidance?
- How many of your students this year have benefited from the guidance services of the school?
- What is the homeroom period doing for your students?

Too often teachers are just given mimeographed sheets listing the topics that can be taken up in the homeroom period with an admonishing sermon from the principal that hardly clarifies the home-room period to the teacher advisers. It is probable that we have jumped at putting guidance into our schools without clarifying its philosophy and purposes. Are we having it merely because it is the prevailing practice? In some instances the guidance program is rammed down our throats or the position of deanship is created to make an item for a teacher who must be promoted. As teachers who know, feel and recognize the importance of motivation in learning, we are not using it on ourselves. For guidance to be effective administrator, counselor and teacher should feel a real need for the guidance program, see its value and realize what it can do to the entire educational atmosphere of the school. In this connection, a university professor and authority in the theory and practice of guidance has mentioned how he has tried to interest school teachers in a guidance program. Dr. Schimdt, instead of launching into a scholarly discussion of guidance goes to the school two or three hours before he meets the teachers. He digs up facts about a number of problem students, studies them and begins his talk with the teachers by discussing these students without giving their names. Pretty soon the teachers begin to identify these students or talk about cases similar to them and a round of pertinent

talk is started. In this way there is emphasis on what the guidance program will do for the teachers instead of what the teachers will do for the guidance program.

Fundamental to a successful guidance program is the spirit of cooperative group work. Guidance to be of real value must involve everybody in the staff, the administrator, the guidance specialist, the school doctor and nurse, the librarian, the teacher sponsor, the home and the community and the psychologist or psychiatrist if they are available. It cannot be imposed but must be accepted by everyone as education itself. Guidance is education and education is guidance, every teacher is a counselor and every subject a means for guidance service.

With only a sincere intention to think through our present guidance problems and to focus attention on probable pitfalls for our own edification, an analysis of what experience has found to be the deficiencies of present practices will be made. At this point we emphasize that we are doing well but can do better.

## 1. The lack of leadership and organization:

So much depends on the principal for, like the captain of a ship, chipping paint here and there and repainting, he keeps the program going towards its goal. He must have a sound philosophy of education and a firm belief in guidance. He must give the program his personal support. Teachers very quickly sense if he is only giving lip service to guidance and they readily fall in step with his attitude. It becomes truly regrettable when some teachers have a better understanding and feeling for guidance than he does and are continually frustrated but administrative red tape in their efforts to do what they believe is right. Consider the teacher who wishes to do counseling but has neither the time in his program nor the place and cumulative record with which to do effective counseling or who sends her problem students to the principal or counselor only to get a more embittered student back to the class.

## 2. Teachers do not have the right conception of guidance and do not participate in laying down the school's policies.

Most teachers are capable and willing to understand and contribute their efforts for a better guidance program. Students are not to be discussed as though teachers were gossiping about these problem cases. The professional attitude and the policy of keeping information about the students confidential is a sign of professionalization.

This can be secured by group study and discussions of the philosophy of guidance, the need for it supported by actual studies of students, rates of drop-out, facts about delinquency or by inviting resource persons or guidance specialists and having open forums with them. When finally a guidance program is planned, it is important that teachers participate in laying down policies and defining each functionary's duties. This insures cooperation instead of mere lip service.

3. Poor relationships between counselors and teacher, nurses and others involved in the work.

Where teachers do not possess a clear understanding of guidance and lack of professional attitude the tendency is to give cases to the counselor saying it is the counselor's job and not the teacher's job. Sometimes the counselor works in complete disregard of the teacher who also handle the student. In some cases the teachers and the counselor come into heated argument over students, which is most unfortunate and often amusing to students. The counselor should recognize that there are things a classroom teacher is in a better position to know and act upon since she meets the student everyday. The classroom teacher should likewise recognize that there are many things a counselor by virtue of her training, facilities and her program of work can handle better than she can. Case conferences over individual cases that are difficult should bring together the teachers, nurse, doctor, and counselor in a cooperative venture to help the student with his problems.

4. The inadequacy of information in the cumulative record.

Most cumulative records contain a cursory listing of parents, address, occupation of parents, hobbies, clubs and grades. At the end of the year the teacher fills in all the blanks to be over with it and get the clearance for vacation. Such records are usually kept and rarely used except to have when checked. One has yet to see a cumulative record that contains running accounts of previous conferences or interviews with the student, anecdotal records of incidents that help give insight into the behavior of students, statements of patterns of growth and development from the school nurse, facts about family backgrounds, comments of previous teachers, and results of intelligent tests, aptitudes, interest and vocational plans. (We realize that our present class size renders this work most cumbersome if not almost impossible).

Again such files should be confidential. Students hate being discussed by the teachers as problems. We each want privacy of our lives. To adolescents a loss of prestige among his peers can be very damaging. As teacher our outlook regarding human behavior and its development into socially approved patterns differs from that of people without educational philosophy. Strict care in keeping these records confidential may extend to court situations in which certain information may not be divulged and used against the student.

5. Guidance counselors perform work that are not in the field of guidance.

In many instances the counselor issues excuse slips for absences, handles discipline, watches passing in and out of students, supervises extra-curricular activities, gives out forms and supervises athletics. Counseling becomes a minor function when these duties are added to guidance work. Such practices bespeak of a lack of sound understanding of guidance on the part of administrators and the counselor themselves. When counselors handle discipline students will naturally develop negative attitudes towards going for counseling. It is all too true that when a student is asked to see the counselor, the class thinks he has done something wrong and will be punished. We have many students who do not cause trouble but need real help too. We have students who are doing so well that we should commend them. When parents are requested to drop in to a counselor's room or the teacher adviser's room the first impulse is to think that the student has done something wrong. May we not call on parents and say how much we have enjoyed having their child in our classes?

6. Lack of clear ideas of the function of the homeroom.

In most of our schools we spend from 30 to 40 minutes a week for homeroom. This becomes for most advisers a chance to collect this and that fee, complete the form that are due, talk to this boy and girl of his grades, deliver a sermon on honesty etc., or just a chance to let go and allow the class to have a program extemporaneously.

The homeroom period is an excellent opportunity for group guidance activities. Occupational information, human relation classes and group discussion of teen-age problems are best conducted in the homeroom period in its atmosphere of freedom, informality and absence of grades. Role playing, panel discussions, inviting parents and other resource persons to speak and just plain discussion among all members of the class will give variety to present procedures and help teacher-advisers gain an insight into pupil problems, interests and motivations.

# Looking Ahead

By Laureano Avendaño

## What Has Gone Before:

A FEW years ago, the schools in Bulacan started a program of community improvement—to raise the standard of living of the people in the rural areas. The teachers with their pupils were seen sweeping the roadside on the highways, cleaning market sites and digging canals for drainage. These activities were followed by school visitations. Material improvements to a certain degree were visible. Reading centers were a common sight in the barrios, trash cans lined up the streets in the puroks and the construction of new latrine types of toilets was undertaken in many homes. However, projects did not attain permanency, for lack of proper understanding of their importance. This year, in cooperation with other agencies engaged in community development, the division started a program of community education thru a series of seminars for teachers and lay leaders throughout the province.

## Encouragement:

In all these seminars, the Provincial Governor and the Division Superintendent provided the necessary stimulation and encouragement for the successful implementation of the community school program. The Governor commended the teachers for their spirit of leadership in helping the people improve their ways of living thru community projects. He encouraged the lay leaders, parent teachers association, barrio councils and civic leaders to support and cooperate with teachers and other agencies in the pursuance of the program of community development. The Division Superintendent laid down the principles on how the educative process may develop the school child, educate the out-of-school youth and adults and achieved community uplift. The Governor and the Division Superintendent agreed on an effective and unified program of action for the proper implementation of the community development program.

## Presentation:

An effective community program needs a thorough understanding and support of both the teachers and lay leaders. Guest speakers with practical knowledge of community problems were invited to present the following topics:

- a. The role of the school in community development

- b. The community, its problems, needs and resources
- c. Development & enrichment of the curriculum
- d. Organization & Administration of the community school program
- e. The function of the health units in the rural areas
- f. Leadership, principles of coordination in community development
- g. The propagation of poultry and swine for better community living
- h. Ways and means of implementing the five areas of living.

Briefly, the teachers and the people of the community ought to know their problems, needs and resources, so that they can incorporate them in the development and enrichment of the curriculum for classroom instruction.

## Methods of Approach:

Among the various techniques, the indirect or the curriculum approach is most appropriate in community education. Here, the teacher makes her plan of teaching in the light of problems and needs of his community. He prepares a unit of work commonly called curriculum unit. Classroom instruction is therefore vitalized. Skills, abilities and knowledges in the different subjects are enriched through the curriculum. Learning activities are tied up with the problems of the community, so that whatever is learned in the classroom will influence and affect the adult through the children and other school activities. At times, adults are invited in the classroom to observe some lessons in occupational activities either in the shop or in the home economics. While the children learn, the adults also get important information on new aspects of occupational activities, and on the other hand, there are times when the adults present in the classroom may have experiences not known by teachers and pupils, and here is when the adults may serve as resource persons. The teacher and the pupils learn from the rich experiences of the adults. This process of interaction is vital in our community schools. It has created among them a feeling of belongingness and a desire to learn more.

## Group Activity:

On the second day of the seminar, the entire assembly organized themselves into smaller groups for

further study of problems in the different areas. They elected the chairman, the recorder and the observer.

During this group activity, they planned out possible solutions to community problems. Some of these problems were:

- (1) What the schools can do?
- (2) Who will stimulate the barrio council to action?
- (3) How to get the laymen and other organizations to cooperate in community development?

#### **Re-action:**

The success of the seminars given in all parts of the province was not only felt by the school teachers but also by the lay leaders. The discussion in the general assembly and the group work in committee meetings gave the conferees a more comprehensive picture of the goals of the community school. At first the teachers had the belief that the program of the community school along community improvement was an added burden and needed extra time to achieve material improvements. In the same manner, the lay leaders present believed that the community activities of the teachers were really additional burden. Attempts were made by the lay leaders to have teachers concentrate their activities on community improvements. But further discussion and inter-change of ideas made them arrived at the conclusion that community improvements alone would not give permanent achievements on the goal of the community school unless the improvements made are accompanied by the corresponding change of attitudes, knowledges and skills of the people of the community. The need of an educative process through the study of community problems from the schoolroom to the community and vice versa was felt. At this juncture, came the spark of idea, and a more favorable reaction that a new program of community development be prepared cooperatively by the teachers and the people of the community, through group study and group action.

#### **Future plan:**

For a more successful implementation of what the participants agreed in the seminar, a suggestive plan of community education has been proposed to be launched throughout the province.

- a. A pilot for each municipality will be selected by the municipal community development council for the holding of the barrio seminar under the auspices of the barrio council.
- b. Similar barrio seminars will be held in other barrios of each municipality for the enlightenment of the masses in community development.
- c. To launch an action program in the following areas of living:

#### **Social-cultural:**

1. Organization of literacy classes for the

irradication of illiteracy and the promotion of better ways of life

2. Establishment of multi-purpose community centers which may serve as the meeting place (government center) of the barrio council, the health center and the cultural and recreational center of the barrio.

#### **Health and Sanitation:**

1. Construction of individual and community toilets
2. Improvement of housing facilities and home beautification
3. Fencing and general cleanliness of yards and surroundings.

#### **Socio-Economic:**

1. Preparation and use of compost and other local facilities.
2. Demonstration farming (seed selection, margate and masagana, pest control, poultry, piggery) through the technical assistance of other government agencies.
3. Vegetable home gardening (sitao culture and other vegetables)
4. Two or three fruit trees (papaya, mango, banana, santol, caimito, oranges, etc.) in every home of teachers, pupils and government employees
5. Promotion of home industries (sewing, basketry, weaving, knitting)
6. Establish school and community nurseries

#### **Civic and Citizenship:**

1. Regular open forum on rights and obligations of every citizen.
2. Attendance to group meetings for the solution of community problems
3. Study of the constitution and by-laws of puroks, PTA's and cooperatives

#### **Moral and Spiritual Life:**

1. Faith in Divine Providence and obedience to the ten commandments of God
2. The home as the center of Philippine Society
3. Preserving Filipino culture and family solidarity

#### **Evaluation:**

1. Organize evaluation committee on barrio, town and provincial levels.
2. Prepare an evaluation instrument for the yearly evaluation of the program.
3. Conduct a social research project on the impact of the community school movement upon the life of the people in the rural areas.

# Administrative Discipline

By Cosme S. Quinto

THE fact that public school teachers are government employees under the Civil Service laws and rules is enough reason for them to be interested in administrative discipline. Not a few of them, however, fell impertinent their reading of any kind of legal literature. Considering that the teachers are officially prohibited from taking courses which have no direct relation to their professional competence, they are with much justification in regarding Law as foreign to their profession. It is well to repeat here, notwithstanding its redundancy, that ignorance of the law is not an excuse for whatever infraction is committed on the legal provisions, statutory or constitutional.

Administrative discipline starts its legal binds on the teacher only after taking his oath of office. He swears among other things to uphold and defend the Constitution and to discharge well and willfully the duties incumbent to his position, so that any breach he commits thereto is enough ground for taking administrative disciplinary action against him. A particular instance where a lady teacher was separated from the service because she acquired the citizenship of her husband who is a Chinese illustrates how administrative discipline was applied in a case of a failure to fulfill an oath. While the teacher may have done nothing prejudicial to the Constitution itself, the reason for her separation is that she has become an alien and therefore she cannot be compelled to uphold and defend the Fundamental Law of the Land.

One feature of administrative discipline is that immoral acts heretofore committed, when taken cognizance by the Bureau of Civil Service, constitute a basis for administrative disciplinary action against the teacher or employee concerned. This is obvious in the filling up of an information sheet as a routine prior to being appointed to a government position where among the data called for is whether or not the appointee has ever been convicted in a court of justice. Not to mention other items asked in the information sheet, any falsification made in it is an act that warrants a penalty, both administrative and criminal. Meanwhile, the purpose of taking account of the past actuations of an employee is to have in

the government service only persons of good moral character and exemplary good conduct.

It may be a popular knowledge that a teacher, or any employee for that matter, cannot resign if a pending administrative case is filed against him, but this provision of a provincial circular remains only a fact to many. Obviously, the cause for non-acceptance of a resignation while an administrative charge is being investigated is that once the employee concerned has resigned, the Bureau of Civil Service can no longer take action against him. Resigning from one's position during the process of an investigation, if allowed, would be an excellent means of refuge for guilty employees from the penalties that will have been imposed on them by the Bureau of Civil Service. Likewise, when an employee who had run counter the Civil Service laws and rules, in the course of the investigation of his case, is permitted to resign, the chances are that he can again apply for a position in another public office and prejudice those who are worthy and are deserving to enter the government service.

With the apparent view of removing doubt and insuring faith on the people in the integrity, character, and fitness of an employee for public service, it is characteristic of administrative discipline that anonymous letters of complaint are investigated. This is upheld by Executive Order 370, series of 1941, where the head of an office can act *motu propu* against a subordinate employee and, under certain special circumstances, investigate an anonymous letter of complaint even if the complainant cannot be sworn in. An argument may be made to the effect that since taking action on an anonymous complaint is discretionary upon the head of an office, it is possible that such discretionary power would be abused. It follows, however, that an employee who becomes a respondent in an ex-parte investigation can engage the services of a legal counsel who will protect his rights and interests during the proceedings of the case. And if it were only to show how a head of an office is restrained from abusing his prerogatives vested in him by Executive Order 370, the respondent employee is not barred by law from filing an administrative charge of abuse of powers against his superior. It would not scare teachers, therefore, to

know that even a mere information from a news item is a sufficient basis for ordering an administrative investigation against the employee involved.

An ordinary classroom teacher may regard suspension from the service only as one of the various penalties imposed on erring employees by the Bureau of Civil Service. Considering the dual nature and purpose of suspending an employee from his office, there are two kinds of suspension from the service that may be mentioned. One is suspension as a form of penalty and the other is the so-called preventive suspension. The former is invariably imposed if the guilt as found after an administrative proceedings warrants it as a penalty, and which does not exceed two months. Of course, during the period of suspension the employee does not receive any salary, except in the case of preventive suspension when, as a result of the investigation, the employee is exonerated that he receives his full compensation covering the duration of his suspension.

The term "preventive suspension" may create a vague idea in the mind of the teachers without explaining to them its purposes and principles. Foremost fact to know is that preventive suspension is resorted to in cases where the accused employee or official performs duties that provide opportunity to oppress, intimidate, and coerce witnesses against him. A Memorandum Order of Governor General Francis Burton Harrison dated November 7, 1917, also contemplates that if there are strong reasons to believe that the respondent employee is guilty of the charges which, when finally proven, would warrant his removal from the service, then preventive suspension may be necessarily affected. There are instances when a criminal action against an employee is likewise ordered by the chief of an office or bureau with the approval of the proper head of the department.

Considering the loss the Government incurs in the payment of salaries of suspended employees who are exonerated and subsequently reinstated in the service, it is also intimated by Governor General Harrison in his Memorandum Order that the authority to order preventive suspension should be exercised with utmost caution. Where the position of a suspended employee cannot be left unfilled without detrimental effect on public service, it is obvious that in the event the suspended incumbent is exonerated the Government pays two salaries, one to the substitute employee and the other to the incumbent. On the premise that government interest is the primary concern of administrative discipline, Provincial Circular (Unnumbered) dated February 9, 1955, makes provincial governors, and municipal and city mayors who are responsible for any illegal suspension of employees under their offices personally liable for the payment of their salaries upon reinstatement in the service.

The salary paid to a suspended employee who is exonerated from the charges against him is surely a compensation without any services rendered and is not only a loss on government finances but also on the individual citizen's in the form of taxes.

Summary dismissal may be instituted against an employee who is convicted of a criminal offense in a court of justice. An appeal from the sentence before a higher court should not delay the institution of administrative proceedings for the removal of the employee and his immediate suspension be ordered. It is also in the interest of the Government that the convicted employee is immediately suspended pending his appeal before a higher court because the salaries he shall have received until after his appeal is decided would be forfeited in case the sentence of the lower court is affirmed.

It appears from all view that since decisions handed down by courts of justice are made the basis of summary penalties on Civil Service employees, the courts have a more superior prestige in the administration of justice than administrative bodies. However, it is much more logical to consider the standard of convicting an accused that court decisions are looked upon as having a greater weight in evidence. In the courts, proof beyond reasonable doubt is required to convict an indicted person while only moral certainty will suffice to establish the guilt of a respondent in an administrative action. The fact is clear, therefore, that it is far more safe to accept a court verdict than a decision on an administrative action.

The Commissioner of Civil Service makes decisions on all administrative cases, but which decisions may not be final upon appeal by the respondent or respondents to the Civil Service Board of Appeals. A 30-day period from receipt of a decision is allowed a respondent within which he should file his petition to the Chairman of the Civil Service Board of Appeals. The date of receipt of the decision which is the subject of an appeal is a significant item because failure to state it may technically cause its dismissal. If an appeal is sent by mail to the Civil Service Board of Appeals, the same is considered filed on the date shown by the postmark of the envelope which eventually would become a vital part of the records. New evidences which are material to the case may be included in an appeal to reinforce the arguments of the appellant.

The respondent in an administrative case is afforded with liberal chances to make his defense even after he has filed his appeal with the Civil Service Board of Appeals. Another 20-day allowance may be granted him if he so requests with justifiable reason, aside from the 30-day period previously mentioned. Furthermore, within 15 days after receipt of the Board's decision, a petition for reconsideration can be

filed by him through the Commissioner of Civil Service, specifying clearly his grounds for petitioning and presenting his arguments supporting each ground in an orderly and concise manner. Incidentally, the decision of the Civil Service Board of Appeals is still subject to modifications and reversions by the President of the Philippines.

Another essential information about administrative discipline is that administrative investigations are conducted to rid the Government of undesirable employees and not to give relief to the complainants who should merely play the role of government witnesses. On one occasion a complainant said, "My aim is mainly to inform the proper authorities of the respondent's act as a violation of the Civil Service Law and not an act that has caused damage to my personal interests." But, generally, a complaint is filed only as carry-over of a personal conflict between the prospective respondent and the prospective complainant. It seems that a wholesome human relationship among each other is the greatest defense for teachers from any future complaints against them.

# A New Home Industry for Panay

By Hermogenes F. Belen

LITTLE DID the people of rural areas in Panay (Iloilo, Antique, Capiz, and Aklan) realize that a few feet below their low-yielding rice and corn crops lay a vast deposit of dormant gold. Lesser still did they suspect that the white, red, or bluish mud—hard during summer and extremely sticky during rainy days—can be turned to money with little effort.

Today, a new home industry is born with a bright prospect of development. This was not a product of mere accident. It was the offshoot of a well-directed technical research program at the Iloilo School of Arts and Trades that was started in July, 1954. Heretofore, this sticky mud was useless to the farmer. To the potter, it was used only for making the century-old types of cheap banga (drinking jar), Kolon (cooking pot), or ka-ang (flower pot). The research program at the trade school in Iloilo has supplied the missing link—technical know-how and technical know-why. It is now possible to transform this vast deposit of clay into usable products like plates, bowls, cups, wash basins, toilet bowls, saucers, decorative bric-a-bracs (flower vases, wall pockets, small figurines, ash trays), or electrical insulators. In the market these are known as ceramic wares or plain earthenware, stoneware, or porcelain. The process is simple: prepare the clay, form the ware, fire the raw ware in a kiln, and, finally, glaze the ware. The result would be a ceramic ware—may be a plate, electrical insulator, toilet bowl, or flower vase. Any farmer with average intelligence can easily learn the techniques which have been simplified at the trade school. Complicated chemical formulas have been reduced to simple proportions of clay, silica, and feldspar in terms of weight or volume.

We had always believed that China, Japan, England, France and the United States have a monopoly of manufacturing ceramic wares. Little did we dream that we have raw materials which could be utilized for this basic home industry. But that belief is not true any longer. The clay deposits of Panay have been tested and found to be comparable with any clay in the Philippines like those found in the Bicol region, Laguna, Marinduque, Cebu, and in Northern Luzon. Several towns in Iloilo have vast deposits of this raw

**They all Love...**

**Bireley's**  
CHOCOLATE DRINK

**So good for you!**

**BIRELEY'S**  
**CALIFORNIA ORANGE INT., S.A.**  
2990 TAFT AVE. EXT., PASAY CITY TEL. 8-12-03

material. Lemery, for example, has extensive deposits of clay, silica, and feldspar—the basic elements needed in making ceramic wares. The towns of Dingle, Sara, Ajuy, Concepcion, Batad, Balasan, Estancia, Carles, Jordan, and Miag-ao have kaolinite clay and silica. Bayas Island off the shores of Estancia has deposits of clay. Dingle has mountains of silica deposits. The beaches of Guimaras Island just across the channel from Iloilo City are covered with quartz sand. Alimodian, which is only thirty-five minutes' ride from Iloilo City, has a vast deposit of feldspar—a critical ingredient in the construction of high grade porcelain wares. Pandan a town in northern Antique, has one of the best deposits of clay found. Many towns of the newly-created province of Aklan — Libacao, Banga, Kalibo, Ibajay, Malay and the small islands at the northern tip of the province — have also deposits of clay in varying qualities. Hibao-an — a pottery district just at the northern periphery of Iloilo City — also has deposits of low-grade clay. Red clay is widely distributed in varying quantities throughout Panay Island.

The researches conducted by Mr. Federico F. Costales and his students at the Iloilo School of Arts and Trades have brought out one fundamental fact—that the clay of Panay is strong, easy to fashion into ceramic wares, and highly adaptable to the production of any kind of ceramic wares from flower vases to electrical insulators. Several school teachers and laymen of West Visayas have frequented the laboratories of the trade school at Iloilo in their enthusiasm and desire to know more about this money-making new home industry. The trade school has patiently shown the simple and practical way.

A new wood-fired kiln has just been recently constructed at the campus of the Iloilo School of Arts and Trades. This kiln — the first successful one of its kind in Panay — has a firing chamber of about 350 cubic feet. It could contain about one thousand ordinary-sized plates at one firing. It could

generate heat to a temperature as high as 2700° F in 35 hours using ordinary firewood. Under the technical help of the trade school, the town of Miag-ao — a few kilometers west of Iloilo City — has also constructed a small kiln of this type. A project at the Boys Town in Guimaras Island is also being fast completed. Other towns like Leganes, Balasan, Dingle, Pototan have shown great interest in the construction of small wood-fired community kilns. Interest has also been shown by the people and leaders of Antique, Capiz, Aklan, and Negros Occidental.

With the completion of the big wood-fired kiln, the Iloilo School of Arts and Trades has taken the lead to make refractory bricks to supply the needs of rural towns. This is a positive move to cut down the excessive price of refractory bricks imported from foreign countries.

All materials needed in the manufacture of ceramic wares are found in Panay. The processing of clay, silica, and feldspar and the compounding of glazes have also been simplified by the trade school. The few samples of work done by the students can compare favorably with any imported ware. This is attributed to the simple and practical research program of the trade school.

The initial investment for starting a small home industry in ceramics is as low as five hundred pesos with, of course, a two-year foundation of skill training and laboratory work. With the low-priced refractory bricks being produced at the Iloilo School of Arts and Trades, the growth of this new home industry in Panay is bright. We do hope that the publication of the result of this three-year old research program of the Iloilo School of Arts and Trades will encourage other schools to help in the development of the young home industry. It is hoped, too, that the government can put up a plant in Iloilo for the mass processing of clay, silica, and feldspar to supply the needs of the people. The processing plant is the vital key to the growth of this new home industry.







# Elementary Lessons for Non-Tagalogs

By Paraluman S. Aspillera

*These lessons are prepared by Mrs. Paraluman S. Aspillera one of our most experienced teachers of the National Language. She is at present the director of the Institute of Filipino Language and Culture of the Philippine Women's University and head of its Tagalog department. She has authored PAGTU-TURO NG TAGALOG (sa Mataas at Mababang Paaralan), the widely-circulated BASIC TAGALOG book; and the IMPROVE YOUR TAGALOG series published daily by the MANILA TIMES. Mrs. Aspillera is also with the editorial staff of the Tagalog newspaper BAGONG BUHAY and is the president of the PANITIK NG KABABAIHAN, only society of women Tagalog writers.—EDITOR.*

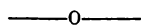
## FIRST WEEK

To the teacher:

These lessons are intended for non-Tagalog children. Each week's lessons will be good for five teaching periods of a third grade class. *The home language or dialect of the children shall be the medium of instruction.* The English text of the lessons are intended for the teacher *only*, so she must translate them to the dialect of the class. It is to be presumed that the teacher of the non-Tagalog children knows fairly well how to speak and write in the National Language.

If these procedures do not meet the requirements and the need of the school, the teacher is at liberty to change them. The variety of subject-matter is of utmost importance to the teacher who finds it quite a problem to present something new every day. He will find them in the succeeding lessons chronologically presented according to the interests and acquired knowledge of the children.

Give but three to five new words to learn and use every day.



### I. Aims.

- A. To learn some common names of things.

- B. To learn how to use words to point these things.
- C. To put these words together in sentences to make sense.

### II. Subject-matter.

- A. Common names of persons and things.
- B. Words that can point out these things.
- C. A simple Tagalog sentence. The use of *ay*, *si*, *sina*.

### III. Vocabulary.

- A. Common names: *lalaki*, *babae*, *batang lalaki*, *batang babae*.
- B. Pointers: *ito*, *iyon*, *iyon*.

#### Lesson I.

A. Let us pronounce these words together. The teacher leads and the pupils repeat.

*babae* — ba ba e (sketch of a woman)

*lalaki* — la la ki (sketch of a man)

*batang lalaki* — ba tang la la ki (sketch of a boy)

*batang babae* — ba tang ba ba e (sketch of a girl)

E. Point to the sketch of the woman:

*Ito ay babae.*

Point to the sketch of the man:

*Ito ay lalaki.*

Point to the sketch of the boy:

*Ito ay batang lalaki.*

Point to the sketch of a girl:

*Ito ay batang babae.*

(The teacher may give the equivalents in the dialect)

Let the children repeat, pointing to the sketches at the same time.

### C. Drills.

1. Ask the children to point to any of their mates and repeat:

*Ito ay batang babae.*

*Ito ay batang lalaki.*

Ask the children to point to their teacher and say:

*Ito ay lalaki.* or *Ito ay babae.*

- The teacher will point to the girl or a boy and let someone fill the omitted last word.

Example:

*Ito ay \_\_\_\_\_.*

*Ito ay \_\_\_\_\_.*

- The teacher will erase the writings on the blackboard and let the children point to the sketches and

*Ito ay lalaki. Ito ay batang lalaki.*

*Ito ay babae. Ito ay batang babae.*

### Lesson 2.

A. Send four children to the blackboard to make their own sketches of a man, a woman, a boy and a girl. Review words taken up in previous lesson.

B. Pick a boy and let him stand by the door of the room, far from you or the rest of the class. Point to the boy and say:

*Iyan ay batang lalaki.*

Do the same with a girl and say:

*Iyan ay batang babae.*

Let the whole class repeat, pointing to the boy:

"*Iyan ay batang lalaki.*"

Let the whole class repeat, pointing to the girl:

"*Iyan ay batang babae.*"

Then explain the difference in distance between *ito* and *iyon* in the children's dialect.

Call on the children farthest from the blackboard and let them point to the sketches repeating the same sentences.

C. The teacher will then look out of the window or out of the room and point to anyone passing by to the children, saying:

*Iyan ay lalaki* or *Iyan ay babae.*

Emphasize the pronunciation of *iyon*. The children must be made aware of the difference in distances. Call on them to point anyone in the distance and repeat the same sentences accordingly. (The teacher may explain the role of *ay* in a Tagalog sentence if she finds it necessary. Otherwise, it may just be taken up as a part of a sentence until the inverted sentence pattern is taught.)

D. Review questions to be asked in the dialect. Tagalog answers to be copied by the teacher on the blackboard.

- What do you say when you are pointing to a man near you?
- What do you say when you are pointing to a girl near you?
- When you are pointing to a boy near you, what do you say?
- What do you say when you are pointing to a woman near you?

- When a man is near me but far from you, what do you say when you point to him?

- When a boy is near me but far from you, what do you say when you point to him?

- When a girl is very far from you or me, what do you say when you point to her?

- What do you say when you point to a woman far from you but near me?

- What do you say when you point to a woman far from you and me?

- What do you say when you point to a man far from you and me?

(Keep these sentences and the Tagalog answers on the blackboard for the next lessons.)

### Lesson 3.

A. Reading in unison. Let the whole class read the sentences on the blackboard.

B. Let the children copy the sentences on the blackboard on their paper. Check on correctness of spelling and neatness. Let them exchange papers and grade their classmates' papers on correctness of spelling, penmanship and neatness. Grade "A" for a perfect copy; "B" when short of one quality; "C" when short of two qualities; and "D" for a poor, dirty and incorrectly copied paper.

### Lesson 4.

A. Yesterday, we learned how to point to persons. Today, we are giving them names. I have a name. What is my name? Yours is \_\_\_\_\_ (to a child). Let us look at the pictures on the blackboard.

(Picture of a woman)

*Si Maria*

(Picture of a man)

*Si Pedro*

(Picture of a girl)

*Si Nati*

(Picture of a boy)

*Si Ramon*

B. The teacher will point to each picture and say:

*Ito ay babae. Si Maria ay babae.*

*Ito ay lalaki. Si Pedro ay lalaki.*

*Ito ay batang babae. Si Nati ay batang babae.*

*Ito ay batang lalaki. Si Ramon ay batang lalaki.*

When you tell something about Maria, Pedro, Nati and Ramon, you must put *si* before each of them.

C. Write on a piece of paper the names of the woman, the man, the boy, and the girl. Do you know of any other names? Write the names of your father and mother and all your brothers and sisters. Write in Tagalog whether they are man, woman, boy or girl.

D. Give five names of a woman.

Give five names of a man.

Give five names of a girl.

Give five names of a boy.

E. Collect the papers and correct the spelling of the names given.

#### Lesson 5.

A. This is a continuation of Lesson 4. We aim to introduce now to the children, the other and more commonly used pattern of a Tagalog sentence, where the *ay* is omitted and the positions of the subject and the predicate are exchanged.

Emphasize the similarity in meaning of these two sentence patterns:

*Ito ay si Maria. Si Maria ito.* (Sketch: a hand pointing to a woman very near.)

*Iyan ay si Pedro. Si Pedro iyan.* (Sketch: a hand pointing to a man farther away.)

*Si Maria ay babae. Babae si Maria.*

*Si Pedro ay lalaki. Lalaki si Pedro.*

*Si Naty ay batang babae. Batang babae si Nati.*

Both these forms are used but the form without the *ay* is a more popular pattern in oral Tagalog. We shall use both forms.

B. Give one sentence pattern and call on the pupils to give the other, and vice versa.

C. Give the children opportunities to make their own sentences. As a general review, ask each to give one sentence in any form similar to those taken up during the whole week.

# Lead Us On . . . ! \*

By Carlos G. Beltran

THE teacher must have to go on; plodding a chartered path . . . some with light buoyant steps, others with leaden feet. There are those who tarry and stagnate while the rest lengthen their strides with each passing moment. Some view their task from a hazy and limited perspective while others regard it with a missionary zeal born out of love, devotion, and sacrifice. The pace, extent, and direction of gearing the teachers' mental and professional competencies to meet the exigencies of the service and the call of the times rest on the type and quality of leadership at the helm especially available on the local level.

The influence of the school administrator or supervisor upon his teachers cannot be minimized; his very outlook and even his disposition cannot fail to register a telling effect on those who look up to him for guidance. His is the hand that shall either make or unmake the teachers; his powers are vast and far-reaching.

The progressive school administrator of today is well conversant with the needs and problems of the

times, ever alert to exploit newer trends and avenues to effect the optimum growth of his teachers; his line of thinking is a departure from the "fossilized" concepts of a fast disappearing era and whose course of action is a far hue-and-cry from the stereotyped patterns of the past decades.

It is a common knowledge that there are some school administrators who are marking time in the field; who haven't had refresher courses for almost a decade. It is a forgone conclusion that new ideas rehabilitate man; enhance his personality and sharpen the intellect often dulled by the humdrum and monotony of daily routine. All that there is to be learned is not done at one setting or in a single leap or bound. New and fresh theories, products of evolutionized thinking and experimentation, crop up now and then . . . rendering obsolete certain fads and practices. In the wake of these changes; social, mental and professional rejuvenation is the antidote to set back the creeping hands of age over youth . . . with the flowering of the heart, the mind and the talents within reach of the sunset years!

While the classroom teacher is often being prodded to grow horizontally and vertically in the profession,

\* This article is a part of a series bearing on certain situations in the field, as based on the writer's personal observations.

his superior can not likewise remain complacent and oblivious of the changing times . . . continuing to dish out the same moth-eaten ideas to the tune of the same old refrain. In such a situation, one cannot help discerning a vacillating vacuum, a hollow shell upon which the teacher is obliged to draw on . . . for counsel and inspiration! If the faith of the teachers must have to be justified, there must be a common quest for professional growth and the acquisition of better competencies. It is not a one-sided venture only on the part of the teachers but the school administrator or supervisor must take the responsibility unto himself to set the pace toward a more dynamic and progressive thinking not only for self-improvement but as a model of well-knit efficiency. There are those who seek refuge in the "I know-more-than-you," attitude, backed up by the authority of their positions . . . an untenable stand that bears the unerring marks of suppression and undemocratic supervision.

Effective professional guidance cannot be lifted all the time from mere reading; poring over the pages of a professional book or delving into an article isn't always a sure-fire guarantee for imbibing a well-rounded growth or experience. Something within the lines of print is sadly missing. The minute details which can only be functionally evaluated in the light of experiences gleaned from the field adapted to prevailing local conditions remain to be threshed out in the individual's own line of thinking and reasoning. A certain concept or theory can well become a bone of contention . . . hence, the battle of terminologies!

A handwriting on the wall reflecting the strength or weakness of the hand that steers the helm and which constitute a significant aspect of teacher growth and guidance is the *in-service* meeting. Some school administrators and supervisors have taken the utmost pain and effort to infuse life and vigor and inject into its proceedings uninhibited yet intelligent appraisal of subject areas that form the core of common interest.

On the other hand, there are many *in-service* meetings that are not only flat and boring but dull and lifeless as well. A more radical verdict will return a diagnosis of: "anemic!" Among the glaring defects are: lack of organization and sensible planning, lack of direction and guidance, lack of coordination and group inter-action. Above all, some principals and supervisors are more interested in talking about con-

tributions, reports, and a lot of unrelated topics, rather than improving the teaching-learning situation and the teachers' competencies. The teachers do not feel fully compensated when, for the time and effort spent, only a lot of suppositions and glib-talk is their recompense.

At the Baguio Vacation Normal School, a class in Audio-Visual Education was asked: "What is your greatest problem in the field?" A young lady teacher from way down south graciously replied: "After the last summer I went back to my assignment loaded up with a lot of new trends and techniques which I was so eager to try in my class in order to give my young wards the maximum benefit of what I have learned. The irony of it, was that my principal was indifferent and pessimistic."

That could mean one of two things: the school official did not know entirely what it was all about, or he was egotistic and did not relish the idea of a subordinate showing him new wares and tricks. In either case, the consensus of the class was: the official concerned and his "kind" should be sent to school.

In the same school (the Baguio Vacation Normal School) many principals, district supervisors, and even division supervisors find themselves in the same classroom with the average teacher. Where superiors and subordinates come to a plausible agreement arising from the same plane of thinking is one aspect that should be transplanted to the field . . . where the average teacher can freely speak out his mind and his views without fear of censure yet within ethical limits and where authority invokes respect but not sacred privileges.

Vacation time is just around the corner; the school-days are numbered like the falling leaves of the trees. It will soon be time for teachers to roll down their sleeves and take up their books. What about those immediately above the teacher-level? Will they do the same and match the pace toward better and progressive teaching on which their subordinates are definitely heading . . . or, ensconced in their official sanctuary, they are way above the drift of the clouds and far from the reach of the creeping hands of time?

In retrospection, come this lingering refrain from the rank and file, fragment of a song that breathes of hope and inspiration . . . "O, kindly light, amid the encircling gloom . . . lead us on!"



# Let Us Do Some Quick Thinking

By R. I. Cruz

(FOR GRADES V AND VI)

**DIRECTIONS:** Read each set of exercises as carefully as you can. You will be given five minutes to read and answer each set. At the end of the time, you will put your pencil down. Get ready to check your answers so you will know how fast you can think.

I. Write the correct word in the blank that will make the thought of each selection complete.

1. The wind blew very hard last night. The rain fell heavily. Some big trees were uprooted. Many roof-tops were blown away. There was a \_\_\_\_\_ last night.
2. The leaves on the plants do not move at all. The smoke goes up. The flag hangs limp on the flagpole. There is no \_\_\_\_\_ blowing.
3. Many people began to run out of the apartment house — carrying bundles of clothing and food. Children began to cry. Billows of smoke were seen coming out of the building. At a distance was a fire engine rushing to the scene. The apartment house was on \_\_\_\_\_.
4. Mr. Reyes got his plane ready. In a few more minutes the airplane was soaring high in the sky like a big bird. Once in a while Mr. Reyes would make his plane dive and then go up again. Mr. Reyes was an \_\_\_\_\_.
5. Trees are needed to be planted along the sides of a mountain to prevent erosion. The forest rangers have some young trees taken care of in a place which they call a \_\_\_\_\_.
6. During the Spanish time, we traded with Aca-pulco, Mexico. This trade was carried on by slow-moving ships called \_\_\_\_\_.

7. Thomas Cavendish was an Englishman. He became famous for robbing ships on the high seas. He was an English \_\_\_\_\_.

8. One morning as the children were going to school, it began to shower. When they looked at the sky, there was a beautiful arch. It had pretty colors. The children saw a \_\_\_\_\_ in the sky.

9. The bell rang which was a signal for classes to begin. Jose was only half-way to school. As he walked hurriedly, he muttered to himself, "I am \_\_\_\_\_ today. I hope my teacher will excuse me."

10. The river overflowed its banks. There was water all over the land. Many of the houses were under water. There was a \_\_\_\_\_.

II. Write the word on the blank near each short selection which is not needed in the selection.

1. My aunt got her box where she usually kept the clothes that had been washed. She also got a needle, thimble, thread and soap. Then she began to mend the torn clothes. \_\_\_\_\_

2. Antonio sells newspapers everyday. He gives a part of his earning to his mother and another part to his pet dog. The rest he puts in a coconut shell bank. \_\_\_\_\_

3. The chauffeur had his automobile filled with gasoline. He had it also filled with oil, water and pebbles. Then he drove away to continue his day's work. \_\_\_\_\_

4. Luis got up early to milk their carabao. He carried with him a small, low bench, a pitcher and some water. He washed the udder and

then, the tail. He sat down on the bench to milk the carabao. \_\_\_\_\_

- The postman went from house to house delivering the mail. When he came to Ricardo's house, he put a letter and a milk bottle in the mailbox. \_\_\_\_\_

III. Think of some words you have met in your Social Studies. This exercise will test you on how well you remember them. Write on the line the word.

- What is a hole in the ground from which hot ashes, bits of rocks; molten lava and steam are blown up? \_\_\_\_\_
- What is the imaginary circle around the earth which almost divides it into two? \_\_\_\_\_
- What is a dry, barren and very sandy region called? \_\_\_\_\_
- What is an area of land almost surrounded by water called? \_\_\_\_\_
- What is a narrow channel connecting two bodies of water called? \_\_\_\_\_
- There is usually a small fertile piece of land in a desert. We call this place an \_\_\_\_\_. \_\_\_\_\_
- What do you call an arm of an ocean or sea which extends into the land? \_\_\_\_\_
- What is half of the earth's surface called? \_\_\_\_\_
- What is a broad piece of land usually above sea level called? \_\_\_\_\_
- What is the seasonal wind which comes from the Indian Ocean and Southern Asia called? \_\_\_\_\_

IV. Identify each occupation as correctly as you can.

- a person who specializes in the art of teaching. \_\_\_\_\_
- a person who stuff animals. \_\_\_\_\_
- one who makes an airplane fly. \_\_\_\_\_
- one who makes plans for buildings. \_\_\_\_\_
- one who is paid for collecting garbage. \_\_\_\_\_
- a person who digs graves for the dead. \_\_\_\_\_
- a person who plays in a band. \_\_\_\_\_
- one who specializes in nutrition. \_\_\_\_\_
- one who studies and makes discoveries about nature. \_\_\_\_\_
- a person engaged in legal practice. \_\_\_\_\_

V. This is an exercise in Elementary Science. Think of the correct word. Write the word on the line.

- The \_\_\_\_\_ of a butterfly used for sipping nectar from the flowers.
- The dustlike grains of a flower. \_\_\_\_\_
- A \_\_\_\_\_ of a camote plant that is planted to grow a new plant.
- A \_\_\_\_\_ of pigs.
- A simple tool with a head. \_\_\_\_\_
- A pair of \_\_\_\_\_ of an insect used for feeling its way about.
- A \_\_\_\_\_ of a banana plant.
- A \_\_\_\_\_ is an instrument used to tell the direction from which the wind is blowing.
- A \_\_\_\_\_ attracts things made of iron and steel.
- A long-haired dog. \_\_\_\_\_
- The \_\_\_\_\_ of bees.
- A cud-chewing animal. \_\_\_\_\_

- |              |              |           |            |           |              |
|--------------|--------------|-----------|------------|-----------|--------------|
| 1. proboscis | 2. pollen    | 3. runner | 4. litter  | 5. hammer | 6. antennae  |
| 7. shoot     | 8. wind-vane | 9. magnet | 10. setter | 11. hive  | 12. ruminant |

V

- |                 |                |                 |              |                      |
|-----------------|----------------|-----------------|--------------|----------------------|
| 1. teacher      | 2. taxidermist | 3. aviator      | 4. architect | 5. garbage-collector |
| 6. grave-digger | 7. musician    | 8. nutritionist | 9. scientist | 10. lawyer           |

IV

- |            |            |               |            |             |
|------------|------------|---------------|------------|-------------|
| 1. volcano | 2. equator | 3. desert     | 4. island  | 5. strait   |
| 6. oasis   | 7. gulf    | 8. hemisphere | 9. plateau | 10. monsoon |

III

- |         |                  |            |
|---------|------------------|------------|
| 1. soap | 2. pet dog       | 3. pebbles |
| 4. tail | 5. a milk bottle |            |

II

- |                     |           |            |            |                  |
|---------------------|-----------|------------|------------|------------------|
| 1. storm or typhoon | 2. wind   | 3. fire    | 4. aviator | 5. plant nursery |
| 6. galleons         | 7. pirate | 8. rainbow | 9. late    | 10. flood        |

I

KEY

# Materials for "Be My Valentine" Unit

By T. I. Reyes

## I. A LITTLE STORY TO REMEMBER

**L**IKE many other customs that began a long time ago, it is not possible to explain accurately the date and origin of St. Valentine Day. There were seven Christian martyrs named Valentine. The two most celebrated were a priest of Rome and a bishop of Umbria. They lived in the third century and died February 14. The anniversary of their death has come to be known as St. Valentine's Day. It is said that one St. Valentine went from house to house leaving food for the poor, and that the custom of sending unsigned valentines developed from this kind act.

1. Who were the two most celebrated Valentines?
2. When did they die?
3. How did we come to have St. Valentine's Day?
4. Where did the custom of sending unsigned valentines come from?

## II. MAKE FRIENDS THROUGH VALENTINE CARDS

Conversational lessons on the topic "Friends"

1. Why we want friends.
2. What makes a good friend (certain characteristics a friend should possess.)
3. How to keep friends.
4. Who can be our friends aside from classmates or acquaintances. (parents can be friends and so with community helpers.

## III. CELEBRATING VALENTINE'S DAY

Here are only a few suggestive activities the children may want to do:

1. Make valentines for father, mother, friends; use scrap materials or doilies. (Out of the latter many beautiful valentines can be made because these can be easily colored.)
2. Have a miniature valentine shop or store in the room.
3. Read valentine messages to classmates.
4. Collect some humorous or comic valentine messages and share with your classmates.
5. If it can be possible, bring to class samples of valentine cards for father, mother, a sweetheart, a dear friend, etc. See how each differs in make-up and message.

6. Make a list of prices of valentine cards.
7. Obtain some locally-manufactured valentine cards, if there are any. How do they differ from foreign or imported valentine cards?
8. Compose friendly messages and funny rhymes for valentines.
9. Plan and get ready for a valentine party; make baskets, napkins, hats.
10. Make pretty valentine decorations for the room.

## IV. POEMS TO READ AND ENJOY

### 1. TO MY VALENTINE

*I've made you a little valentine  
All trimmed with dainty lace  
And hearts of gold and arrows bright,  
'Cause no one else can take your place.*

—Jane Mattsen

### 2. MY VALENTINE

*Guess what I found at the door today?  
A valentine, lovely to see!  
It was addressed to a girl named Beth,  
So I knew that it was for me.  
It is so pretty, all red and gold,  
The verses say, "My love is true."  
Now, who sent this valentine to me?  
I wonder, could it have been you?*

—Ester Atteberry

### 3. SUSY'S VALENTINES

*Susy made valentines  
For Dick and Paul and May.  
She painted on some paper lace  
Flowers bright and gay.  
She cut some little scarlet hearts  
And fastened them with glue;  
Then on each one she wrote the words  
"My Valentine! For you!"  
Susy mailed the valentines  
To Dick and Paul and May.  
She gave them to the postman  
For St. Valentine's own day.*

*He took them to her little friends.  
As postman always do;  
Then when he came to her house,  
He left some for Susy, too.*

—*Solveig Paulson Russell*

*But still I am a valentine  
Although I am so small,  
Because I have a heart that's full  
Of love for me and all.*

—*Alice Crowell Hoffman*

(Note: Filipino names may be used in place of Dick and Paul and May.)

#### 4. A VALENTINE

*I am not made of paper,  
I do not cost a dime,  
I am not full of hearts and darts  
I have no loving rhyme.*

#### REFERENCES

The Instructor, 1939.  
The Instructor, 1940.  
The Grade Teacher, February, 1950.  
The Grade Teacher, February, 1952.  
Social Education of Young Children — Mary

Willcockson

# Our Filipino Patriots and Their Achievements

(A Study Unit)

By **Benigno C. Bagabaldo**

## I. GENERAL OBJECTIVES:

1. To know the different significant epochs in Philippine history.
2. To know the deeds of our heroes in their pursuit of freedom.
3. To know about the different countries that governed us.
4. To know the full meaning of independence.

## II. SPECIFIC OBJECTIVES:

### A. Knowledge and Understanding:

1. To know the Filipino patriots responsible for our liberty.
2. To know the aims of Spain in governing the Philippines.
3. To know the bad effects of Japan's occupation of the Philippines.
4. To know how the United States improved the culture and living conditions of our people.

### B. Attitudes and Appreciations:

1. To realize the patriotic deeds of our heroes.
2. To instill in the minds of our youth the value of independence for our country and people.
3. To emulate the noble acts of our heroes.
4. To appreciate the noble customs and traditions of our people.

5. To develop the attitude and spirit of patriotism.

### C. Habits and Skills:

1. To develop the habit of honoring our heroes.
2. To develop the habit of cooperating with others.
3. To gain skill in the use of informative materials.
4. To gain greater skill in the preparation of oral and written reports.

## III. CONTENTS INVOLVED:

### A. Significant Epochs in Philippine History:

1. The system of government during the pre-Spanish time.
2. The system of government during the Spanish period.
3. The different Spanish governors-general and their administration.
4. The Filipino patriots:
  - a. "Gomburza"
  - b. Dr. Jose Rizal
  - c. Andres Bonifacio
  - d. Apolinario Mabini
  - e. The Luna Brothers
  - f. Marcelo H. del Pilar
  - g. Gregorio del Pilar



- h. Tandang Sora
- i. and others
- 5. The Philippine Revolutionary governments.
- 6. The Philippine Revolution
- 7. The Philippine-American war:
  - a. reasons why it started
  - b. significant events that took place during it
  - c. results of the war
- 8. The American regime in the Philippines
  - a. Its educational achievements
  - b. Economic conditions and standards of living of their people
  - c. Different American personalities and their achievements
  - d. Autonomy given to the Filipinos
- 9. The Japanese regime in the Philippines:
  - a. Causes of the Pacific War
  - b. Important events that took place during the - period
  - c. Evidence of Japanese Tyranny
  - d. The guerilla movements
- 10. Return of Gen. MacArthur to the Philippines:
  - a. Reestablishment of the Commonwealth Government
  - b. Rehabilitation of the Philippines
  - c. Realization of the promised Independence— July 4, 1946.

#### IV. EXPERIENCES INVOLVED:

##### A. Preparatory Activities:

- 1. Initiation;
  - a. Changing of home-room atmosphere.
  - b. Display of different visual materials pertaining to Philippine history. Underneath the materials are captions related to our independence.
  - c. Reading selections, stories, etc., about Philippine independence.
  - d. Informal discussion of the unit.

##### B. Research Activities:

- 1. Suggested books for reference:
  - a. The Government of Our Republic, Zaide
  - b. Philippine Government, Fernandez
  - c. Philippine History in Stories, Benitez
  - d. A Brief History of the Philippines, Fernandez
  - e. Intermediate Geography, Polley and Miller

##### 2. Anticipated Problems:

- 1. What are some significant epochs in Philippine history?
- 2. What are some of the noble deeds of our heroes in the pursuit and acquisition of liberty?

- 3. What different countries governed the Philippines at one time or another?
- 4. What do we mean by independence?
- 5. Who were the better known of the Filipino patriots?
- 6. How did Spain rule the Philippines? What were her contributions to our culture?
- 7. How did Japan rule the Philippines? What did your parents say about that rule?
- 8. How did America improve and develop our country?
- 9. What are some noble traits of the Filipinos worthy of emulation?
- 10. What are the worth-while customs and traditions of our people?
- 11. What is patriotism?
- 12. How can we show patriotic deeds?
- 13. What is the value of independence to a country and people?
- 14. How should we honor our dead heroes?
- 15. Why should we cooperate with one another? (These are examples of anticipated problems to be researched on by the groups or by individual pupils.)

##### C. Expressional Activities:

- 1. Writing original compositions, poems, and songs about the Philippine independence.
- 2. Writing playlets. Possible topics:
  - a. The Cry of Balintawak
  - b. Guerilla Movement during the Japanese Occupation.
  - c. Execution of Dr. Jose Rizal at Bagumbayan field.
  - d. MacArthur's Return to the Philippines.
  - e. Inauguration of Philippine Independence.
- 3. Collection of pictures of historical interest.
- 4. Making of dioramas depicting the lives of the Filipinos during the Spanish period.
- 5. Writing compositions. Possible themes:
  - a. The Value of Independence
  - b. National Solidarity
  - c. Ways of Showing Patriotism
  - d. Conservation of Natural Resources

##### D. Oral Reports:

Oral reports will be done by the different groups. These reports, which will be on topics chosen by the groups, will include also the results of their experiences during the working out of the unit. Among such experiences are the data, expressional activities, construction work or even interviews, field trips, and observations, if any.

E. Culminating Activities:

- a. Class Pageant: "Our Independence"
- b. Class Program
- c. Exhibits of finished projects
- d. Class party

F. Evaluation:

- a. Unit test
- b. Writing summaries
- c. Prepared questionnaires to be given to the children about their reaction to the unit studied.

G. References:

- Zaide, Gregorio F. — The Government of Our Republic
- Malcolm, George A. — Philippine Civics
- Tolentino and Zaide — The Government of the Republic of the Philippines
- Reyes, Jose S. — Elementary Civics
- Sinco, Vicente G. — A primer of the Philippine Constitution
- Melencio and Reyes — Elementary Civics
- Benitez, Conrado — Philippine History in Stories
- Polley and Miller — Intermediate Geography
- Fernandez, Leandro — A Brief History of the Philippines

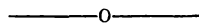
# Pretty Teachers and Best Schools

What makes a teacher the "sweetest and prettiest" in the world?

A contest sponsored by the **Akron (Ohio) Beacon Journal** uncovered some unusual reasons. One youngster, stressing physical qualities, said: "She has pretty, soft eyes like the cocker spaniel we had." Another, emphasizing teaching skill, said: "She teaches like English isn't English at all but something exciting, interesting, and you don't know what's going to happen next."

The winning teacher turned out to be Mrs. Jane Power who teaches third-grade at the Overland School in Tallmadge, Ohio. She was nominated by pupil Diane Sue Short, who said:

"When we can't make something out, she helps us do it. She is a sweet teacher; her voice is soft. Everybody in the room likes her."



What makes a secondary school outstanding?

As president of a school board planning a big new high school, Robert Marschner of Homewood, Ill. (near Chicago), had good reason to want an answer to this question.

When no one was able to provide one that satisfied him; Marschner, an oil company research official, decided to provide his own. His yardstick for judging:

those secondary schools which produced the most finalist — "20 or more — in National Merit Scholarship competitions in the last two years.

On this basis, only 38 schools (all but three public) in 22 states qualified for the list.

Having determined the "outstanding" schools, Marschner sought the answer to the big questions: what makes them outstanding? This is what he found:

\* Most give long hours of homework. Erasmus Hall H. S. in Brooklyn, N.Y., requires students to do about three hours of after-school work each day.

\* Most have special classes for brighter pupils, so they will not be held back by their slower classmates. A few even give college-level courses. At Evanston Twp. H.S., Ill., students can earn college credit for some high school courses.

\* An important ingredient of an outstanding school is a staff of dedicated teachers. In the schools surveyed, emphasis was on knowledge of subject matter, rather than teaching methods. Pointed out one principal: "Teachers should have freedom to go ahead and do a job, using their own techniques." Also important in order to attract good teachers: "better than average salaries."

\* Only one principal cited his school's fine physical plant as a major reason for his school's excellence.

# A Unit On Thrift

By Benjamin C. Batalla

**I**N order to become self-sufficient and economically secured, we must abide with some rules of thrift. Being thrifty will help one accomplish a certain goal of life—self sufficiency. Now-a-days, many children, if not most of the children are not aware of the value of thrift. Most often they spend their money unwisely, not knowing that their parents had labored much only to find something they could give their children at school. How could this act of lavish spending be remedied? Unless we stress the importance of thrift in our instruction these children would not be “thrift-conscious.” The government set aside a month for thrift campaign, national in scope, to encourage children to be thrifty. So that, children can understand better the value of thrift, a unit of study is suggested for classroom use.

## I. GENERAL OBJECTIVES:

1. To develop awareness on the importance of thrift.
2. To develop “thrift-consciousness” among our children.
3. To learn to work cooperatively with others in a democratic spirit.

## II. SPECIFIC OBJECTIVES:

### A. Attitudes and Appreciations:

1. To appreciate the value of thrift.
2. To develop appreciation of men who became rich because of their thrift.
3. To develop “open-mindedness” and tolerance toward criticisms.
4. To grow in the attitude as:
  - a. Respect for the rights and belongings of others.
  - b. Acceptance or adherence to the will of the majority.
  - c. Tolerance on the shortcomings of others.
  - d. Feeling of security on what one can do.
  - e. Use of critical judgment before making conclusions.
5. To develop appreciation on all stories, rhymes, poems and plays related to the unit.

6. To develop proper attitudes on thrift.

### B. Habits and skills:

1. To develop the habit of working cooperatively in any class or group activity.
  2. To develop the ability to think critically and clearly about the solutions of one’s own problem or problems as well as those of his group.
  3. To know how to discuss problems of interest in a democratic way.
  4. To be able to:
    - a. Discuss and make plans for work.
    - b. Execute plans made.
    - c. Locate sources of materials and select materials that will solve the problem of problems.
    - d. Make good use of materials selected in carrying out activities and projects.
    - e. Evaluate individual as well as group activities and accomplishments.
  5. To develop correct habits of expression through:
    - a. Discussions
    - b. Reporting on the data gathered.
    - c. Dramatization, storytelling and debates.
    - d. Arts and handwork.
- ### C. Knowledge and Understandings:
1. To know:
    - a. Some ways by which one may practice thrift.
    - b. The ways of earning money.
    - c. The ways of saving money, time, materials and food.
    - d. Why we should save our money, time, materials and food.
    - e. The thrift activities at home, at school and community.
    - f. The disadvantages of wasting our money, time, materials and food.
  2. To understand why we should be thrifty and industrious.

3. To find out practical means by which a pupil may practice thrift.

4. To understand that being industrious is being thrifty.

5. To realize how one values money, materials and clothing when he/she has exerted much effort in acquiring them.

### III. SUGGESTED OUTLINE OF THE UNIT:

#### A. Ways of earning money:

1. Running errands for others.
2. Shining shoes.
3. Repairing chairs, tables, lamps, shoes, slippers, etc.
4. Working as:
  - a. Salesgirls
  - b. Waitresses or waiters (in restaurants)

(Other means may be given by the pupils, as in different communities, they have different ways of earning money.)

#### B. Ways of saving:

1. Money:
  - a. Having postal savings book, shell banks, etc.
  - b. Stamp collections
2. Time:
  - a. Doing things or projects immediately.
  - b. Working for quality, not for quantity.
3. Materials:
  - a. Covering books.
  - b. Using bags.
  - c. Using play clothes or work clothes while working or playing.
  - d. Using both sides of paper.
4. Food:

- a. Cook cheap foods with valuable food substances.

- b. Cover foods cooked.

- c. Do not throw "refuse" of food. Have them for another serve.

(Other ways will also be left to the pupils to give.)

#### C. Activities of thrift at home, at school and in Community:

1. At home:
  - a. Be careful to buy only fresh fruits, vegetables, fish or meat so that you may get your money's worth in the form of nourishing food.
  - b. Serve vegetables and the cheaper cuts of

meat because they are nutritious and they cost less.

- c. Store food in clean containers so that they will not spoil easily.

- d. Cover food with screens to protect food from flies, ants, cockroaches, mice and other forms of household pests.

- e. Learn how to cook food so as to conserve their vitamins.

- f. Put only enough food on your plates. Putting too much and leaving it is wasteful.

- g. Avoid overeating — this too is wasteful.

- h. Make use of left-over food by serving it in another way.

- i. Be thrifty in the use of fuel. Do not overstuff the stove.

- j. Be thrifty in the use of lights. Use lights when you are in need and put out after using it.

- k. Be thrifty in the use of water. A waste of water runs up your water bills.

- l. Do not throw old bottles, newspapers, old clothes and old shoes. These can be sold in junk dealers.

- m. Use work clothes while playing. Do not use your school clothes for play and work.

- n. Use wooden shoes or rubber boots during rainy days.

- o. Make over old dresses into new garments.

- p. Use cloth scraps for piecing skirts or making blankets.

- q. Avoid leaving soap in water. Keep it dry always.

#### 2. At School:

- a. Cover your books. Place the min bags.

- b. Save your pencils, paper or chalk stubs.

- c. Avoid drawing and "doodling" on tablet paper. Use scratch paper instead.

- d. Use both sides of your paper.

- e. Have a plan for study and relaxation.

#### 3. In the Community:

- a. Working with others in any group activity which your help is needed. Do not be selfish of your neighbors.

- b. Fencing surroundings of the house to protect the plants from animals.

- c. Organizing "Home Industry Clubs."

- d. Catch fish with the good means. Do not use dynamite or any poison in catching fish.

- e. Help in reforestation.

(These community activities about thrift are also activities of thrift about our natural resources.)

#### IV. SUGGESTED ACTIVITIES:

##### A. Preparatory:

1. Have the room some materials like pictures, posters and objects which depict thrift.
2. Pictures of the following men:
  - a. Teodoro R. Yangco
  - b. Halili (Owner of Halili Transit)
  - c. Benjamin Franklin
  - a. Abraham Lincoln
4. Possible Problems:
  - a. What do we mean by thrift?
  - b. What are the ways of earning money among children?
  - c. How do we save our money? time? materials? food?
  - d. What activities on thrift can we do at home? at school? in the community?
  - e. What is the value of thrift to us?

##### B. Developmental Activities

###### 1. Research:

Read:—

- a. Putting Money in a Bank, pp. 439 & 454 (Phil. Sch. Life—Jan. 1955)
- b. Let's Start a Thrift Club, (Phil. Sch. Life—Jan. 1953)
- c. Biographies or autobiographies of:—
  1. Apolinario Mabini
  2. Marcelo H. del Pilar
  3. Teodoro R. Yangco
  5. Benjamin Franklin, etc.

###### 2. Field Trips to:

- a. Post Office
- b. Phil. National Bank or any bank available in your locality.
  1. How do we save money in the post office? bank?
  2. Why do we place our money in the bank?
  3. How do we apply for a savings account in a bank?

In case of restaurants: —

1. What foods are cooked in the restaurants?
2. How do they save the food? water? fire?

In case of factories: —

1. How do the laborers save their time? materials and tools?

###### 2. What materials and tools are saved?

In case of schools:—

1. How do the pupils save their materials? clothings?

2. What materials and supplies are being saved?

###### 3. Expressional Activities:—

- a. Oral conversation on what were seen in the trip.
- b. Inviting a resource person to talk on thrift.
- c. Writing themes about these topics?
  1. Why do we save?
  2. How Can We Be Thrifty?
- d. Reading and appreciating poems related to the unit.
- e. Singing songs suited to the unit.

###### 4. Construction:—

- a. Making savings banks out of coconut shells, bamboos, etc.
- b. Constructing a thrift box.
- c. Making graphs and charts about the earnings and savings of pupils—monthly, bi-monthly, quarterly, semestral or yearly.
- d. Making a list of articles that could be saved at home and at school.
- e. Making albums of men who became rich because of their thrift.
- f. Making set of rules to follow.
- g. Children may make individual record chart of their savings each day, weekly, monthly, if they so desire—their yearly savings.

###### 5. Reporting and discussing:—

All problems raised maybe reported on and discussed.

##### C. Culmination:—

1. Exhibition of class or individual finished project.
2. Program and Party.

##### V. Evaluation:—

1. Observation of pupils attitudes toward thrift rules.
2. Test on the unit.

##### VI. References:—

1. Memorandum No. 46, 2, 1954 (BPS)
2. Philippine School Life
3. Philippine Child Life
4. Filipino Teacher
5. Course of Study in Social Studies—
6. Integration as Practiced in the PNC

# Knowing the Adult Education Supervisor Better

By G. M. Lanzas

AMONG the different supervisors assigned in any school division, the adult education supervisor is perhaps the most misunderstood and the most maligned. At times he is called an "adulterous supervisor" as if this fellow has natural proclivities for, and special abilities in cultivating illicit human relations that can only mean adultery. If he refuses to be called adulterous, then he is adulterated — an adulterated supervisor. And that official becomes a sad counterfeit; not a genuine supervisor but a spurious one that should be avoided or maybe put out of circulation, like a bad coin.

There are times also when this school official is referred to as the division adult supervisor. This handle may not sound crude or funny at all. But hearing it makes other supervisors blush in silent embarrassment. For then it is innocently shown that the adult education supervisor is the only adult among the supervisors in the whole division.

Not infrequently, the supervisor of adult education is associated only with the instruction of illiterates. At one time, at a graduation program of adults where he was the guest speaker, he was, in all good faith, introduced as the "Illiterate Supervisor." The poor supervisor could only try the classic Mona Lisa smile and become game at the moment.

But in spite of all the unsavory cognomens and slanderous appellations given to the adult education supervisor, he goes about his multifarious functions and legitimate duties assiduously, unperturbed. At this juncture, it is well to know his role in the total educational program of the community school that he may be better understood.

The adult education supervisor is primarily concerned with the education of the youths out of school and adults of the community through the framework of the community school curriculum. His functions may be described as follows:<sup>1</sup>

1. He helps to organize the community for self-help through purok, barrio, municipal and provincial community development councils.
2. He stimulates the interaction among the school, the home and the community through the

development of the school as a service center and through the greater participation of the community in school activities.

3. He promotes the coordination of activities of all government, civic, religious and other agencies working for community development.
4. He helps to initiate community projects in the fields of literacy, library reading materials, community recreation, moral and cultural development, and cooperation in the initiation of projects in other aspects of community living.
5. He helps to develop better vocational skills in the community to improve its economic standards.
6. He assists in training leaders of the community and of the school in all aspects of community education.
7. He helps in the continuous evaluation of the province.

Now, the Philippine Community School program aims at (1) promoting the optimum growth and development of the school child, (2) giving basic education to out-of-school youth and adults, and (3) effecting improvements in all aspects of community living.<sup>2</sup> If the total community school program may be said to consist of three parts, as shown above, then by all indications the adult education supervisor is immediately concerned with two of these parts—that of giving basic education to out-of-school youth and adults, and that of helping effect improvements in all aspects of community living.

It is an educational axiom that we cannot successfully educate the child in a social vacuum. His education in school must find fulfillment in an understanding and responsive home, community, and the larger social aggrupations. Without purposive community education, school education alone is futile.

The responsibility of the adult education supervisor involves vital aspects of our educational program. With this responsibility the significance of his role dawns upon us with a supreme impact. Indeed, the importance of his role in the total Philippine educational program should be enough to make the adult education supervisor in any division merit a name with a more respectable connotation.

<sup>1</sup> The Philippine Community School Bulletin, Vol. XIII, No. 3, Div. of Adult. Ed., BPS, Manila.

<sup>2</sup> The Philippine Community School Bulletin, Vol. XIV, No. 4, Div. of Adult. Ed., BPS, Manila.

# Nicanor

By Salvador B. Espinas

**N**ICANOR was eight years old, a second grade pupil in Miss Mapa's class. He was very irregular in his attendance and negligent of most of the school work assigned him by his teacher. As a result he was very poor in his class — and indeed a problem child.

Since the opening of classes in June Miss Mapa had been encouraging him to study his lessons and to attend class regularly. Seldom was Nicanor present the whole of a school week, and only twice or thrice since June was a given assignment fully accomplished by him. She had tried every remedial measure she could think of but her every effort held no promise. How could she make him better? It was almost late December and the school year was more than halfway through.

"Why were you absent again this morning?" Miss Mapa asked.

"I did not wake up early, Miss Mapa," Nicanor answered evading Miss Mapa's questioning eyes.

"Why?" Miss Mapa inquired kindly.

"I played SAN PEDRO with my friends so I went to bed very late," he answered truthfully.

"You should not play late at night, Nicanor. A good boy goes to bed early and wakes up early. 'For early to bed and early to rise,' 'Tis the way to be healthy and wealthy and wise'. Do you remember that rhyme?"

"Yes, Miss Mapa," Nicanor answered meekly.

"Now, join your friends and play. It is still very early."

"Thank you, Miss Mapa," Nicanor said as he joined his friends who were playing outside.

Miss Mapa followed him with her eyes and said to herself "Nicanor is not really a bad boy. He is honest, polite, playful, healthy—but he is too lazy to come to school everyday. He neglects his lessons. What makes him so? What wrong have I done? What can I do?"

The next day Nicanor was absent again.

"Did you see Nicanor this morning?" Miss Mapa inquired of Rita who was Nicanor's neighbor.

"He went to the river early with his younger brother to take a bath. When the school bell rang they were not home yet," Rita reported.

That Christmas vacation Nicanor occupied most of Miss Mapa's thoughts. She read and reread books on the psychology of children, how to deal with problem children, growing children, etc. At last she found what she wanted. It was something great, a discovery that might change Nicanor who had gone astray from her flock. She would try it; she was most determined when she entered her class the first day after the Christmas vacation.

Nicanor and some children were in the room sitting when Miss Mapa came. "Good morning, children."

"Good morning, Miss Mapa," the children chorused. One of them was Nicanor.

Miss Mapa was very glad to see Nicanor in school. She could apply the remedial measure she had found—and how victorious she felt at the moment! Of course she needed much care in making her initial approach. Nicanor, she understood, needed sympathy most. He needed recognition of the good qualities that he possessed which were dimmed by his irregularity and his laziness. Any boy cannot be altogether bad.

"Children, this is the first school day of the new year. Let us all start the year in the right way. Let us promise to be always good and do good." Miss Mapa told the children with sincerity in her tone. "Will you promise, children?"

"Yes, Miss Mapa," the children chorused.

"Now, children, can you tell me what promises you can keep that will make you good children?"

Everyone's hand was in the air. Nicanor, Miss Mapa observed, also raised his hand, but very shyly.

"Nicanor, what promise can you make?" Miss Mapa called on him gently.

"I will be a good boy!" Nicanor almost shouted without hesitation.

"Very good, Nicanor, but what is it that you must promise in order to become a good boy?"

Nicanor had nothing more to say so Rita volun-

teered to help him. "I will come to school every day."

"Very good, Rita," the teacher said as she wrote it on the board.

"I will study my lessons every day," it was from Dina. The teacher wrote it too on the board.

"How many promises do we have now on the board, children?"

"Two," the children chorused.

"Will you read them to us, Nicanor?" Miss Mapa called on Nicanor who was raising his hand.

Nicanor read the promises very carefully.

"Very good, Nicanor. I hope everyone keeps those two promises," the teacher said smiling.

"We have more promises to make, Miss Mapa," a group of children stood up to contribute more.

"Keep them children, because I will let you write them neatly on a piece of paper now. Add them to these two on the board. I will give a pad of paper and a new pencil as prize to the one who writes the best promises. Write them very neatly."

"Yes, Miss Mapa," the children said in unison. Then each child copied the two promises and added

more promises to them.

When the bell rang for dismissal, everyone handed in his paper. The teacher told them that she would announce the winner in the afternoon, and reminded them of the pad and pencil she would give to the winner.

Every one was in school very early that afternoon. Nicanor was the earliest bird. He was already in the room when the children came.

"Who is the winner, Miss Mapa?" Everyone wanted to know.

When the bell rang and everyone was seated, Miss Mapa said very gently, "I am very proud to announce that Nicanor made the best promises. They were written very neatly." Then she gave him the pad of paper and the new pencil wrapped in a beautifully colored paper, and all the children clapped their hands for him.

"Thank you, Miss Mapa," Nicanor said as he retreated toward his seat, holding the prize proudly, with a smile on his lips.

Miss Mapa smiled at the boy feeling very much relieved. Then she looked out of the window with tears of joy in her eyes.



The issues and events that worry and shame us today will pass away, but the public school system must not. — *Don E. Blackmon in Journal of Arkansas Education.*

---

#### The Study of Children

It's foolish to worry about confused, miserable teenagers. Give them a few years and they'll turn out to be normal, miserable adults. — *John Harold in Midland Schools.*

---

Six-year-old Bobby's first report card showed excellent marks except in deportment. "Bobby", said his mother," the teacher has a note attached that says

you were a little boisterous". "Well, what did you expect", bristled Bobby. "Did you think I'd be a little girlsterous?" — *From National Parent-Teacher.*

---

The children in the first grade were discussing the many products the milkman delivers to our homes. They had mentioned milk, chocolate milk, cream, and buttermilk. Then little Carole waved her hand. "At our house", she said proudly, he also leave "cabbage cheese". — *Dorothy Takacs in The Instructor.*

---

Children need selfrespect, security, and activity as much as adults do, and these needs should be recognized in the school as well as in the home. — *Ralph Ojeman.*



# The Forgotten Entry

By Romeo P. Banias

LEMERY, our small town, literally hummed with activity that particular day in 1956. A municipal athletic meet, under the auspices of the local public schools, was in progress. It was our immediate purpose to look into the athletic potentialities of the school children and pick out the best bets to represent our municipality in the forthcoming dual meet at Sara. (Sara and Lemery comprise a school district.)

The whole morning and the greater part of the afternoon was devoted to the purely physical aspect of the meet — the ball games and the track and field events. To climax the festive occasion, a literary-musical contest was held later in the afternoon and into the evening. The latter activity, non-athletic in the strict sense of the term, has nonetheless become an integral component of athletic meets by strength of tradition. No meet would seem complete without the contests in declamation, both English and Filipino Language, recitation in the vernacular, and song.

I was, incidentally, named one-man committee to shape up the literary-musical program into its final form. Days previous to the actual holding of the meet, I requested my fellow-teachers to submit their entries to the contests, together with all data pertinent thereto. From these, I worked out the tentative draft of the program. To determine the sequence of numbers in each set of the contest, lots were drawn. We did this in the interest of fair play. For it seems to be the consensus, mistakenly or not, that the first participant in any contest is relatively at a slight disadvantage, for reasons which are obvious.

Since the program was also to carry the names of the teachers who were to compose the different boards of judges for the different contests, our principal, who himself was bogged down by many other matters, told me to go ahead and manage the selection. I consulted a number of teachers on the matter. We decided on the idea to equate each line-up as much as possible, such that the central school and the barrio schools would be proportionately represented. We even entered the factor of sex into the equation, believing that men and women are inclined to look into a thing from different perspectives. We left the selection of the chief judge to the board, to

be done immediately at the start of the program. Ours was a sincere effort to minimize, if not eliminate, the elements of bias and prejudice in the final choice of winners.

The seeming dearth of a qualified male teacher in music resulted in my inclusion in the board of judges for the song contest. (The rest of the judges were women.) In college, it was my misfortune to have been given a minor role in an operetta. As a result, I was assigned to teach Music almost exclusively during our student-teaching term. (The other students in our segregated, wholly male class preferred not to have anything to do with Music, if it could be helped.) This, and the fact that I was able to wheedle a flat 1 rating from a kindly music instructor in an advanced music course during the previous vacation, clinched my "appointment," despite the seemingly unethical aspect of my having a hand in the selection of judges.

When everything was settled, I personally cut the stencil for the program and thereupon had it mimeographed.

That afternoon of the meet, we worked frenziedly to transform the front corridor of the central school building into a stage. We effected this through the simple expedient of sprucing the walls up with colored paper cut-outs, fern leaves, and flowers. We hired a person to install a sound and light system.

Long before the start of the program, the corridor-turned-stage already teemed with contestants. Almost each teacher in the municipality trained a contestant. And there having been no previous elimination, you can just imagine the number of contestants. We somehow managed to squeeze them into the seats which lined the whole length of the stage at the back. They were a motley group, mostly youngsters in the lower grades, dressed in their gaudiest for the occasion. They squirmed and giggled impatiently in their seats until the program began. Studying the mimeographed program, I saw that there were in all seventeen entries for the song contest.

To provide variety, the numbers in each set of contest were interspersed with the numbers in the other sets, that is, an English declamation was followed by a song, and so forth. This required a little more concentration on the judges' part. We have to appraise each rendition of an entry as objectively as we can in consonance with the criteria provided for, for we were inclined to lose our sense of comparison after the lapse of several numbers.

The song contest terminated a little ahead of the other sets. We made final adjustments in the points in our respective rating sheets, and made our individual rankings of the contestants. We then compared notes. Disregarding the percentile rating of each contestant, we added up the numerical figures representing each contestant's rank in each different

rating sheet. We picked out the winners, giving first place to the contestant getting the lowest numerical sum, and so forth. (This is highly accurate, and it does away with the subjectivity involved where the individual ratings are taken into account.) There-with we accomplished the decision sheet, signing our names below.

That finished our work. Reclining on our seats, we watched the rest of the show at our leisure.

On stage, a declaimer was going through the imaginary act of plugging a leak in the dike with a mere arm, hoarsely calling for help. My eyes wandered among the tired and sleepy faces of the contestants. I only shot a passing glance at the familiar figure of a boy, a pupil of mine, who was impatiently squirming in his seat. All of a sudden something flashed in my mind, causing my eyes to jerk back, as if pushed by a spring, to the boy.

The boy was Warlito, my own contestant in the song contest. He was the best bet of the lot. He romped off easily with the top prize in the previous year's song contest. His winning first place in the current song contest was a conceded matter. It was all in the bag, in a manner of speaking.

What unnerved me was the fact that Warlito had not yet rendered his number. And we have already finalized our decision as to the winners. I turned to the mimeographed program and scanned the pages furiously. Warlito's name was nowhere to be found there. Then it dawned on me. In my frenzy of framing the program, I all but remembered to include the name of my own contestant in the entries for the song contest!

There was nothing I could do anymore. Officially, the song contest was already concluded. I could not raise the issue of the inadvertent non-inclusion of Warlito's name in the program. It might boomerang to my utter carelessness.

If anybody was at fault, it was I. I personally framed, finalized, and cut the stencil for the program.

"What's the matter?" a fellow judge inquired. "Are you sick?"

"I forgot to include Warlito in the program," I answered curtly.

"Oh!" she exclaimed. She turned her eyes to the boy on the stage. The other judge followed. Warlito was watching the emcee who was approaching the microphone. He was obviously still waiting for his number to be called.

"What shall we do?" my fellow-judge asked.

"What shall we do?" I tossed the question back. "We can't start the contest all over again, can we?"

"But he must yet be waiting for his turn to sing."

That brought me back to my senses. I tore out the blank portion of a used sheet and hurriedly scribbled a note to the emcee. It read: "Please announce a special number while the other board of judges are deliberating on their decisions. Call on Warlito, last year's winner in the song contest, to render a vocal solo."

So it was that Warlito's part constituted the finale of the show. He sang "Sol Mio" in his distinct, enrapturing voice—soft, pliant, and almost feminine, as yet unaffected by adolescence. The applause that followed when he finished was spontaneous. If the audience's reaction was any gauge at all of the song's quality, then Warlito's was the best that evening. He would have easily deserved the top prize again.

Throughout that applause, I seemed to have been the only one unaffected. I sat there unmoving and morose, like a school child who has just been chided in front of his fellows. For then in my mind, I was busy thinking out a plausible reason to tell Warlito, short of an outright lie.

# Collection of Maxims on Education

By Victor C. Malolot

1. The great end of education is to discipline rather than to furnish the mind, to train it to the use of its own powers, rather than fill it with the accumulations of others.—Tyron Edwards.
2. The aim of education should be to teach us rather how to think than what to think—rather to improve our minds so as to enable us to think for ourselves, than to load the memory with the thoughts of other men.—Beattie.
3. Education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave.—Ruskin.
4. Educate your children to self-control, to the habit of holding passion and prejudice and evil tendencies subject to an upright and reasoning will, and you have done much to abolish misery from their future lives and crimes from society. — Daniel Webster.

5. Knowledge does not comprise all which is contained in the large term of education. The feelings are to be disciplined; the passions are to be restrained; true and worthy motives are to be inspired; a profound religious feeling is to be instilled, and pure morality inculcated under all circumstances. All this is comprised in education.—Daniel Webster.
6. Education is a companion which no misfortune can depress—no crime destroy—no enemy alienate—no despotism enslave, at home, a friend; abroad, an introduction; in solitude, a solace; and in society, an ornament. Without it, what is man?—a splendid slave, a reasoning savage.—Varle.
7. Modern education too often covers the fingers with rings, and at the same time cuts the sinews at the wrists—Sterling.
8. Education should be a conscious, methodical application of the best means in the wisdom of the ages to the end that youth may know how to live completely.—Malley.
9. Education is the only cure for certain diseases the modern world has engendered, but if you don't find the disease, the remedy is superfluous.—John Buchan.
10. The whole object of education is, or should be to develop mind. The mind should be a thing that works. It should be able to pass judgment on events as they arise, make decisions.—Sherwood Anderson.
11. The problem of education is twofold: first to know, and then to utter. Everyone who lives any semblance of an inner life thinks more nobly and profoundly than he speaks.—R. L. Stevenson.
12. Observation more than books, experience rather than persons, are the prime educators.—A. B. Alcott.
13. Character development is the great, if not the sole, aim of education.—O'Shea.
14. There are five tests of the evidence of education — correctness and precision in the use of the mother tongue; refined and gentle manners, the result of fixed habits of thought and action; sound standards of appreciation of beauty and of worth, and a character based on those standards; power and habit of reflection; efficiency or the power to do.—Nicholas Murray Butler.
15. The true order of learning should be, first, what is necessary; second, what is useful; and third, what is ornamental — To reverse this arrangement, is like beginning to build at the top of the edifice.—Mrs. Sigourney
16. If we work upon marble, it will perish; if on brass, time will efface it; if we rear temples they will crumble into dust; but if we work upon immortal minds, and imbue them with principles with the just fear of God and love of our fellow-men, we engrave on those tables something that will brighten to all eternity.—Daniel Webster.
17. The more purely intellectual aim of education should be the endeavor to make us see and imagine the world in an objective manner as far as possible as it really is in itself, and not merely through the distorting medium of personal desires.—Bertrand Russell.

# Teacher Monopoly: An Educational Waste

By Francisco C. Alcantara

**O**FTEN has it been said that a bright teacher begets bright children. In a limited sense, this may be true, depending upon the method of presentation that the teacher uses. But the question arises: Can pupils' mental ability be improved? Or, psychologically wording it, can one's I. Q. be improved? Some educators are of the belief that one's mentality or his index of brightness remains constant despite the increase in his chronological age. A number of edu-

cators, however, are of the belief that one's mental ability can be improved. The teacher's technique, the use of effective teaching aids and devices, the creation of proper learning atmosphere, and many other factors, tend to improve mental ability as claimed by the latter school of thought.

Some teachers are inclined to believe in the plausibility of these factors. In so believing they are apt to have a monopoly of classroom and off-campus acti-

vities, hoping that the pupils, by their example, can effectively comprehend. In one school, the writer had the occasion to observe a teacher, who, judging from her scholastic ratings while in college and from the ease in which she passed the Junior Teacher examination, is bright. Possibly conscious of her brightness but unmindful of the capacities of her pupils, she speak in fast tempo and never pausing to allow the children time to deliberate or to think. This teacher possibly assumed that her pupils had her brightness and, therefore, had given them no time to reflect.

Another teacher took pride in her mastery of the subject matter and spent the whole period lecturing with the pupils apparently listening to her but miserably missing her point. Even occasional questions to check on their comprehension of her "lecture" were conspicuous in their absence. The blackboards remained clean and the devices never touched. The period was almost wholly spent in useless lecturing. This particular teacher was often exhausted at the end of the day, but consoling herself at the thought that the day had ended perfectly.

**Child's potentialities.** A teacher should not lose sight of the fact that the child has a bundle of potentialities. He has capabilities inherent in him. If the teacher monopolizes the recitation, how in the world can these potentialities be transformed into actualities. How can these inherent capabilities be allowed to play? Some pupils are shy and lack the enthusiasm to display their wares. Others are passive and care not whether or not they contribute something to the recitation. Good ideas that they may possess are not circulated because they are not given a chance to do so. Their ability to speak has no chance to improve.

It should be remembered that no individual has a monopoly of everything. More minds produce greater results. Mort and Vincent in **Modern Educational Practice** rightly say that "no matter how brilliant or wise the professional staff, they do not have a corner on ideas." This also applies to the classroom teacher who believes that she knows better than her pupils. Because of this belief, he does not give them a chance to show to others what they know.

**Self-activity.** It is a popular psychological truism that a child learns only by his own activity. There is no learning without the learner. The active participation of the pupils in the recitation and in all other activities should, therefore, be encouraged. The learning-by-doing principle should be adhered to. It is said that the tongue is the only tool that sharpens with much use. So, a teacher who is conscious of this should refrain from monopolizing the recitation. The pupils should be called upon to recite often, thus giving them opportunity to exercise their potentialities. They should be encouraged to share what they

have to others. Participation enhances learning.

**Over-dependence.** Children who happen to be with teachers who have the tendency to monopolize cultivate the habit of laziness and may become over-dependent. What is the use of studying when the teacher studies and recites for them, anyway? How many of our children are energetic enough to know things and acquire knowledges and facts by themselves? Many pupils cannot express adequately what they want to say because they have been devoid of a chance to exercise their capabilities. Many pupils resort to copying because they lack the proper background and are not in possession of necessary skills and knowledges. They become so dependent that they are at a loss to perform tasks without the teacher actively participating instead of merely guiding.

**Discouragement.** The writer once overheard a remark from a child: "I do not like my teacher. She talks very fast and she does not call me when I raise my hand." This child is only one of the great number who go home disappointed because they cannot display what they know. Prepared for the day's grind but not given a chance to share with others what he knows, the child naturally goes home discouraged. Why some pupils select their teachers can be traced back to this fact.

Jockett and Jacobsen in their book entitled **Modern Practices in the Elementary School**, said, "ALL human beings have in common certain fundamental urges, needs, or drives to action. When the outlets employed by the individual bring satisfaction to himself and others because of the furtherance of some worthy purpose, the result is desirable." And, of course, the reverse is true.

**Sociability.** "The child becomes a social being only through sharing the aims, ideals, and activities of his social group." Do not allow the child to share what he possesses and you have a child who is shut up from the social group. "Pupil participation is democracy in action," says Mort and Vincent, and there can be no democracy without the group as a social nucleus. A child is socially efficient if he mixes freely with the group in an atmosphere of cooperation and in a spirit of comradeship be it in class discussions or in class activities. This is possible if and when teachers forget their monopolizing influence and instead encourage their pupils to be friendly to one another and to be desirable members of the social group.

**Summary.** The writer has attempted to discourage teachers from monopolizing the classroom recitation and activities on one hand and to encourage active and free pupil participation on the other by asserting that teacher monopoly (1) inhibits pupil potentialities; (2) discourages self-activity; (3) encourages over-dependence; (4) promotes discouragement; and (5) curtails sociability.

# School Teachers in Bolivia

By **Benedicto Duran Ortiz**

Dear Colleague,

In your letter of 8 February you asked me to supply you with information about the training given to school teachers in Bolivia, their standard of living as compared with other members of the community and their activities inside and outside the school. I shall meet your request with pleasure, although I doubt whether it will be possible for me to keep strictly to the points covered by your question.

FOR the eighty-four years that followed the foundation of Bolivia in 1825, the technical and administrative organization of its schools constituted a problem its founders and their followers were practically unable to solve. Education statutes, acts, regulations and projects for the creation of various different kinds of educational establishments had resulted in failure after failure until the foundation, in 1909, in the city of Sucre, on the occasion of the Chuquisaca centenary celebrations, of the NATIONAL PROFESSORS AND TEACHERS TRAINING SCHOOL OF THE REPUBLIC, known today as the NATIONAL TEACHERS' TRAINING SCHOOL. From 1838 to 1909 the various attempts to establish a teachers' training school had failed due to the lack of a technically qualified and professionally reliable staff. In 1909 the Belgian pedagogic mission, presided over by Mr. Georges Rouma, established the Bolivian Teachers' Training School on a firm and lasting basis. To this institution are due many radical reforms in education, as well as the very structure of the present system, which covers pre-school (kindergarten), primary, secondary and professional training. 2500 school teachers trained in this school between June 1909 and October 1955 are now engaged in teaching in those different fields which over forty-seven years makes an average output of 53 school teachers per year.

The Teachers' Training School is at present divided into the following sections: EDUCATION FOR HOME LIFE, a section for the technical training of school mistresses in the sciences and arts of the home; MUSICAL EDUCATION for pre-school mistresses; PRIMARY EDUCATION for primary school teachers, and SECONDARY EDUCATION for teachers in the secondary and professional schools,

the latter being composed of 4-sub-sections. (Biology and Chemistry; Mathematics and Physics; Philosophy-Grammar and Literature-Grammar, History and Geography).

Each section has its own staff under the direction of a head of section, while professors of general subjects or educational sciences, who work in all the sections, have the role of coordinators. The director, aided by the heads of sections, and in exceptional cases by the Board of Professors, has sole responsibility for running the school. As you may see, the five sections make up in practice five different training schools. This system provides a unified teaching staff, with resulting unity of action.

The following conditions must be fulfilled by a candidate to the National Teachers' Training School:

a) Education for Home Life Section: a candidate must have passed her fourth year at a secondary school or concluded her studies at a professional school for girls.

b) Kindergarten and Music Sections: Owing to the urgent need throughout the country for Kindergarten mistresses, entrance will be granted for one more year to pupils who have passed their third year at a secondary school, provided they have an elementary knowledge of the piano or show some aptitude for music.

c) Primary Section: candidates must have passed their fourth year at a secondary school or have taken their baccalaureate. Those who have passed the latter are admitted into the third year course, provided they have also passed the entrance examination held by the Institute of Pedagogic Investigation. If in this examination their making falls below a certain standard, they begin in the first or second year course.

d) Secondary Section: candidates must have passed the baccalaureate and corresponding entrance examination.

Apart from the above conditions, each candidate must present the following documents: birth certificate, good health certificate, certificate of studies and good behaviour, certificate of good conduct (*vita et moribus*), vaccination certificate, and in the case of a scholarship, certificate of insufficient means. Pu-

pupils join the school from all parts of the Republic, and form lasting bonds of friendship and solidarity while attending it. The School has always been run on co-educational lines, a regime now gradually being extended to other education establishments throughout the country.

The preliminary selection and distribution into the different sections carried out by the Institute of Pedagogic Investigations is revised and adjusted yearly, to meet the actual requirements of pupils in each section, as they become apparent during the first year of study. These flexible arrangements, although resorted to only sparingly during the first few months, make it possible in due course to proceed to a final redistribution. Pupils who have chosen a particular section, are thus given time to form a truer estimate of their special aptitudes and capacity. After a little enlightening personal experience, the zeal and optimism of the early stages fall into proper perspective, and under the guidance of the Director and professors, many of the pupils manage to plan their future programs in a permanent and balanced way. The period of study in all sections is divided into two clearly distinct stages of training:

I. GENERAL CULTURE, of a greater or lesser duration and thoroughness according to the requirements and nature of each section, devoted to systematic revision and to completing and broadening the future school teachers' knowledge, so that he can acquire a sound, integrated, and practical culture. This stage is specially stressed in the Home Life Education, Music, Kindergarten and Primary Sections, although in the second year some of the specialized educational subjects are already introduced into the curriculum.

II. THE PROFESSIONAL STAGE, which is predominant both as to theory and practice in the last two years and particularly in the fourth year. Practical training is introduced by graduated stages. In the second year pupils begin to study the simpler aspects of administration, and to gain experience in looking after children, watching over them at play or at work and acting as prefects. In the third year they attend model classes given by their own teachers, by school-teachers from outside or by their companions. After each lesson they draft a report which is submitted, first to the teacher which class they attended, and then to their teacher of pedagogy. At this stage pre-teaching practical work begins. Third-year pupils must submit 12 valid periods of practical work before taking the general exams. Fourth year pupils spend one day a week of their lesson time at a primary, secondary or professional school, and two months before the end of their studies, they carry out a "professional initiation". For a week the candidate takes full charge of a class or one of the subjects of the class, sets objective tests, qualifies his

pupils and then presents himself for a final and very exacting practical examination. Failure to pass this examination entails the loss of one year of studies.

In the secondary section, specialized teaching and professional training are undertaken together, although in the third and fourth years particular importance is attached to pre-professional and professional initiation practice, which is continued in the two first years of actual teaching.

At the end of the fourth year of study, after passing the yearly and the final examinations, pupils receive a final certificate and may apply to the national authorities for the corresponding diploma, as soon as they have fulfilled the following requirements:

1. Primary, Kindergarten and education for home life teachers, after two years' exercise of their profession, must submit a certificate of efficiency endorsed by the Director of the school they have taught in. Teachers of education for home life are free to work in any type of school, but they usually start with primary teaching.

2. Music teachers must submit a thesis based on the practical work carried out at a primary school over two years. Although also authorized to work in any type of school, they too prefer to start with kindergarten or primary school work.

3. Secondary school teachers, after two years' teaching, must submit a thesis on subjects or problems connected with secondary education. This thesis is discussed, approved and qualified in accordance with provisions laid down on the subject.

On leaving the National Teachers' Training School or any other teachers' training school, such as the Rural Training Schools, all qualified pupils are entitled to the same basic salary as that paid to teachers who have already obtained their diploma. For the purposes of percentage increment (explained below) they are placed in the fourth category.

School teachers are appointed by the General Director of Education, subject to the appropriate ministerial approval. The teacher takes up residence in the place to which he has been appointed and at his own cost. However, the Education Code, promulgated on 20 June 1955, lays down that the State shall pay for his travel and that of his family.

Until very recently the standard of living of Bolivian school teachers was anything but high. In fact, during the past year and the beginning of this one, it fell to an alarmingly low level, and was considerably below that of even the more modest manual workers. Under conditions so unfavorable to their individual and collective interest, Bolivian school teachers, slowly but surely set to work to strengthen their position and in the last few days they have obtained further victories. The following rights have been revindicated by them to date:

a) Readjustment of basic salary to 290% of the amount previously received, by an agreement reached between Government representatives and those of the teachers' unions;

b) Family allowances; allowances for each child, according to a special scale;

c) Housing allowances, a fixed sum paid to all school teachers whether married or single;

d) Nursing bonus: received throughout the period of nursing in accordance with the provisions of or social welfare laws in force;

e) Rent allowance, as established by social welfare law;

f) Additional percentage increments paid to all school-teachers, according to a scale based on length of service as follows: 30% to those in the fourth category, 40% to those in the third category, 50% to those in the second category and 60% to those in the first category.

g) Books allowance: a monthly sum allocated for the purchase of books;

h) Zone and frontier rights: the former consisting of a fixed monthly sum and the latter of an allowance of 20% of the basic salary, as compensation for residence and travel cost, exceptionally high in certain frontier areas. Before the present agreements, the frontier rights were 30%, paid in sterling or in US Dollars.

As I mentioned earlier the standard of living of school teachers in Bolivia was until very recently inferior to that of the humblest manual workers, but, due to the above mentioned readjustments and recognition of the school teachers' right to social welfare benefits, it is now definitely higher. The teaching profession is looked on in Bolivia as a moral and material force worthy of respect and able to make itself heard by reasonable means, compatible with due respect for law and order. Its sense of unity and awareness of its own strength is growing with the growing numbers of young people entering its routes from the institution I always refer to as the Bolivian "Normal" (Teachers' Training School). A highly original indeed a unique school in its way, which in forty-seven years of high purposed and intense work has succeeded in considerably raising the cultural strength of men and women of our nation, set in the very heart of South America.

—o—

A great deal of the kinder and primary school teachers' time is taken up in carrying out his school tasks and responsibilities.

On leaving training school, a teacher is required to serve his first two years in a primary or secondary school in the provinces. (In some Bolivian provinces there are mixed secondary schools, complete or incom-

plete). At the end of his time, he may apply to be transferred to a town.

I will now describe the activities, inside or outside the school, of the Bolivian school teacher, known in my country as "*maestro normal*" or "*Preceptor normalista*".

The Bolivian school teacher is responsible for organizing all the technical and administrative details connected with the course he is in charge of. On appointment he takes down personal data about his pupils, gets in touch with their parents, plans their hours of work in accordance with the appropriate program of studies, finds out the level of advancement of his pupils, studies the official program, etc. After a week of careful preparations, he sets about adapting the program to local conditions, making out a time-table duly planned in accordance with customary period or the instructions of his Director. Once work has begun he will spend the next 180 to 200 days between school and home at his work table or enjoying a few moments rest. He prepares his lessons, noting them in a special book which is checked by the Director once a day or once a week, according to the practice of different establishments.

At the end of June and the beginning of July there is a small winter holiday of 15 to 20 days. Some teachers take advantage of it to pay a brief visit to their homes. Most of them remain on the spot and spend their time resting or looking after their private affairs. Hard work is done from January to June by both teacher and pupils, and this winter holiday is appreciated by all.

The primary school-teacher has little time for an active social life. If he leads one, it is completely subordinate to school interests and affairs. Recently more interest has been shown in parents and in the organization of special parents associations. Many schools throughout the country today are developing and progressing under the influence of such associations, through which parents show a very active interest in the material and moral welfare of the school their children attend. The school teacher today does all he can to encourage parents to share the duties, cares and responsibilities of educating their children. Thus the school and all its problems are projected into the home. The school teacher's initiatives and perseverance in overcoming all kinds of difficulties is gradually breaking down family indifference.

Every year towards the middle of October, the 180 to 200 days required by the law are concluded with the promotion examinations. The school year is at an end and school teachers are free for about two months. These long vacations may be used in two apparently contradictory ways. School-teachers working in the provinces prefer to spend them in town, and those who work in the towns generally chose the provinces or "the country" — preferably the banks of

rivers, the hills or the valley. Both sectors of the teaching profession thus find rest from their toil and the satisfaction of their desires through this interesting and quite natural exchange.

One of the principal aspirations of the Bolivian school teacher is to achieve mastery in the true skill of teaching, to "practice intuition" as the expression goes. He will wear himself out in the attempt and stop at no economic sacrifice to obtain the necessary books and materials. While fully appreciative of any balanced theoretical doctrine, he remains eminently practical. He is not fond of theorizing, pedagogic chatters and is more interested in seeing and learning "how it's done" than in hearing merely "what ought to be done". He tends to be skeptical the kind of pedagogic literature in which teaching is made to appear as one uninterrupted succession of achievements, successes and triumphs, and sometimes wonders whether the school-teachers, children and young people overseas are not as human as those of his own country. He is no longer much impressed by the well meaning theories of missions or by any verbal form of cooperations. For forty-seven years he has seen and is still seeing the development of a technical work that speaks for itself, that is its own practical proof. The work of the National Teachers' Training School as it is known today, and of the other teaching centers of the country.

Primary and secondary teachers have made considerable contribution to the cultural development of

the country by publishing books for the use of teachers. Today the fervent wish of a Bolivian school teacher is to obtain practical aid in the attempt to revise and improve his techniques, and to broaden his essentially balanced and pragmatic culture.

The teaching profession in Bolivia is grouped into two large unions: the Syndicate of Fundamental Education Teachers and the Syndicate of Urban Teachers. Each has a central committee presided over by a government official, and both together form part of the National Confederation of School teachers, with the leadership of the Central Executive Committee which sits at the headquarters of each in turn. If the latter Committee fails to serve the interest and wishes of the profession adequately, it may be deprived of its authority. The district unions agree to pass a vote of censure, and control of the Unions is taken over by a Provisional Committee.

Every two years a School Teachers' Congress discusses all Union matters concerning the profession as well as those connected with the organization of the schools and the economic structure of education. These Congresses have been highly influential in building up a unified teaching staff. They have eliminate all barriers between the different types of education, and have even done away with political differences.

I hope this modest effort will go some way towards providing you with the information you wanted about the education system and activities of school teachers in my country.

## Three B's of Assamese Culture

By Naranjan Singh Uppal

THREE "B" 's dominate the cultural life of the people of Assam, an Indian state sandwiched between East Pakistan and Burma. They are Bhaona (drama), Bhaoria (the lyrical poet) and Bahua (the jester).

**Bhaona** may not come within the full definition of drama as it is understood in the West, but it conveys events and characters with great dramatic effect, and uses dance and music in the presentation.

The **Bhaoria** is a lyrical poet who composes verses extempore. These verses are sung, mostly on religious and social occasions, either solo or in chorus with others. After a day's hard work, the Assamese enjoy an evening's rollicking and dancing to the Bhaoria songs and, for a moment, they forget all the worries of life.

The **Bahua**, in his jester's garb, regales the audi-

ence with his pokes and comic acting his "turn" is generally interspaced between acrobatic feats by other performers.

Early dramatic expression in Assamese took the form of naratives accompanied by singing and dancing. Tales from the **Puranas**, the Hindu sacred book, were presented occasionally with the help of "mudres" or gestures. Later, the **Ankiya-Natas**, one-act plays, came into being.

The oldest form of Assamese drama is called **Ojapali**. It is performed in the open space with the people forming a ring. The principal actor narrates mythological stories in verse. Occasionally he dances and holds dialogues in prose with another actor, and the whole company joins in singing and dancing. Once or twice during the play, a muste female character called **Deodhani** dances to please the Goddess **Manasa**.



There is much vigour in these dances, which vary from place to place. The **Mudras** or stylised gestures are exquisite, the whole basis being the footwork, the timing and the rhyming of the verses. The theme is narrated with great emotion and pathos.

During the 15th and 16th centuries, Assamese drama came into its own. The main guiding force was a saint and reformer, Shankerdev (1449-1568). He cultivated the art of dance and music and propagated his themes through the **Ojapali**.

It was his disciple, Madhavdev (1489-1596), who introduced the **Ankiya-Natas** (one-act plays) to spread his master's religious message. With their music, dance and metre, these plays were rich and original in their technique, though their main basis was the Sanskrit drama.

The actual play is prefaced by chorus singing to the accompaniment of khols and cymbals. This is followed by a concert of khols called **Guru Ghat**. Then the **Sutradhar**, who serves as the main link between the audience and the drama, comes on the stage to give an elaborate dance and sings a devotional song. Only after these preliminaries does the actual play begin with the appearance of actors on the stage. At the end of the play, come the **Mukti Mangal** and **Bhattima**, songs in praise of the Lord by the entire troupe of artists.

These plays, inspired by religious fervour, were colourful and appealed to popular sentiment. The scenes were descriptive and replete with romance and chivalry. There were no women-actors, female roles being taken by men. In some of the plays, where demons like **Baka Sur** (Religious Mighty Power) and **Kali Nag** (Black Dragon) appeared, huge masks were used to represent them.

This glory lasted for nearly 150 years, but the decline came when local kings withdrew their patronage. New life, however, was again instilled into the drama toward the end of the 18th century when Lambodar Bora translated the famous Sanskrit drama, **Sakuntala**, into Assamese.

And the real renaissance of Assamese drama was brought about in the 19th century by Makhinath Bernarua. He wrote many plays such as **Litikai** and **Chikarpati Nikarpati**, introducing mirth and humour into the theatre.

This period also marked the advent of modern Assamese drama with the appearance of about a dozen prominent playwrights. Plays nowadays have varied themes. Some centre round patriotic scenes of India's struggle for freedom and the country's effort in the social and economic field. Others depict village life. Social dramas, written by Hemchandra Barua for instance, concentrate on the defects of

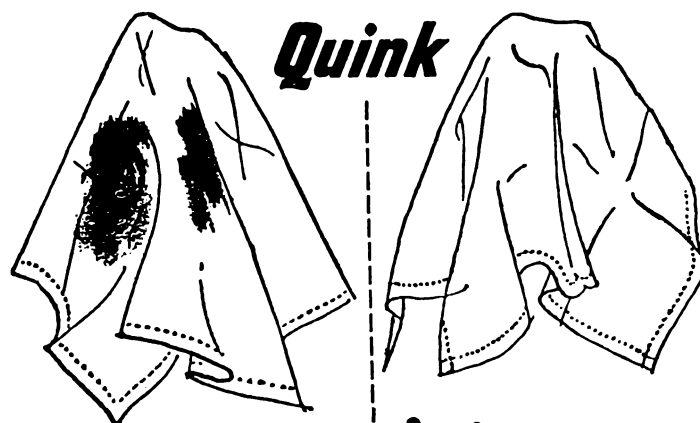
society. But general pattern of their presentation continues to be modelled on the **Ojapali** and the one-act plays, the **Ankiya-Natas**.

Many plays still depend on music and dance for their appeal. The main exponent of such plays is Jyoti Prasad Agarwalla, author of **Sonit Kunwari** and **Larenger Ligiri**, who has a natural aptitude for blending different kinds of tunes. Songs based on these tunes have created a world of romance and beauty.

Even today there are no commercial theatres or professional actors in Assam. Dramatic activities are confined primarily to amateurs in towns and villages which have stages and halls. In other places, plays are stage under specially-erected canopies. And nowadays women have also taken to acting, meeting with a good measure of success.

The wave of drama seems to have caught the Assamese people and it is assured of a promising future. (UNESCO)

## ROYAL BLUE WASHABLE



*washes right out*



The only ink containing Solv-X

Soap and water wash out every trace of Parker's Royal Blue Washable Quink from clothing and fingers. For safety, use Washable Quink. For permanence, use Permanent Quink. All Quink contains Solv-X... which cleans and protects any pen.

Factory Sales Representatives:

Carbannel & Company, Inc., 606 Trade & Commerce Bldg., Manila  
Tel. 2-97-75

# WAPCO'S "Geographic Differentials"

By Pedro N. Manos

EDITOR'S NOTE: *Pedro N. Manos, former Analyst in the Wage and Position Classification Office is at present Budget Officer of the Institute of National Language. He is the author of two previous articles about the WAPCO Plan which were published in the Philippine Educator\**

*He sent the present article as a sequel to the previous ones and in answer to the many letters of inquiry he has been receiving from teachers in the field. He hopes it will clarify the questions now in the minds of thousands of teachers in the provinces concerning their salary adjustments under the WAPCO Plans.*

REORGANIZATION Plan No. 2-A, otherwise known as the WAPCO Pay Plan provides for a rate of pay for Manila and surrounding provinces, which is different from that in the rest of the country. This "geographic differential" as it is called, places the salary of a position in the Manila area (which includes the provinces of Rizal, Cavite, Laguna, Pampanga and Bulacan and the chartered cities of Manila, Pasay, Quezon, Cavite, Tagaytay and San Pablo) four ranges higher than those for similar positions in the provincial area which comprises the rest of the provinces and chartered cities.

It is, therefore, not surprising that when the various bureaus and offices began doling out adjustment salaries of their personnel, the provincial employees, notably the teachers, voice their protests against the "injustice" done to them. The following table shows the various classes and pay ranges for teachers in

the different levels as well as a comparison of the Manila and provincial rates.

Range	Minimum Salary	Range	Minimum Salary	Range	Minimum Salary
23	— 1800	29	— 2424	35	— 3264
P	— 1476	P	— 1980	P	— 2676
24	— 1884	30	— 2544	36	— 3432
P	— 1548	P	— 2088	P	— 2808
25	— 1980	31	— 2676	37	— 3612
P	— 1632	P	— 2196	P	— 2952
26	— 2088	32	— 2808	38	— 3792
P	— 1884	P	— 2304	P	— 3108
27	— 2196	33	— 2952	39	— 3984
P	— 1800	P	— 2424	P	— 3264
28	— 2304	34	— 3108	40	— 4188
P	— 1884	P	— 2544	P	— 3432

Note:

The provincial rate denoted by "P" is four ranges lower than the corresponding Manila rate.

It may readily be seen in the table that a teacher stationed in the Manila area, whose position is in level 1, range 27, gets a minimum salary of ₱2196 per annum. (See range 27). If this same teacher were assigned anywhere in the provincial area, say Marinduque or Samar, she would get only ₱1800. (See range 27-P).

The teacher in either case, however, will not actually receive the full minimum salary. If in the first

Classes	Ranges of Pay					
	Level	Less than ETC or Equivalent	ETC or Equivalent	BSE or Equivalent	BSE + 20 or Equivalent	MA or Equivalent
Elementary Classroom Teacher ) Secondary Classroom Teacher )	1	24	27	30	31	32
Elementary School Head Teacher ) Secondary School Head Teacher I ) Guidance Coordinator )	2	26	29	32	33	34
Sec. School Head Teacher II ) Teaching Positions (Instructors) ) 2-year Post Secondary School )	3		31	34	35	36
Sec. School Head Teacher III ) Arts & Trades Instruction Supervisor I )	4		33	36	37	38
Sec. School Head Teacher IV ) Arts & Trade Instruction Supervisor II )	5			38	39	40

\* Pedro N. Manos—"WAPCO'S Classification Plan"; Philippine Educator, November 1956, Vol XI, p. 21; 'The Teacher

Under the WAPCO Plans", Philippine Educator, January 1957, Vol. XI, p. 34.

case she were receiving, say ₱1680 before the implementation of the WAPCO Plan, her actual salary as adjusted would be ₱1734.80 (or ₱1735 in round figures). This is found by subtracting the current salary (₱1680) from the WAPCO minimum (₱2196) and then adding 30% of the difference, which is ₱154.80, to the current salary.

In the second case the teacher would receive ₱1716 which may be arrived at in the same way. That is, ₱1800 (WAPCO minimum) less ₱1680 (current salary) equals ₱120, 30% of which is ₱36. This added to ₱1680 gives ₱1716.

Following the above procedure, any teacher (or any employee whose position has a range equal to one of those given in the table) who is entitled to adjustment in salary equal to or more than the WAPCO check up his adjusted pay.\* An employee already receiving a salary equal to or more than the WAPCO minimum for his position, is not entitled to any adjustment this year unless she raises her position level and/or salary range.

Going back to the question of geographic differential, many believe that its application in the WAPCO Pay Plan is rather impractical and arbitrary. Granting that the cost of living in Manila, Quezon City and Pasay is higher than that in other cities and in the provinces outside the Manila area, no amount of explanation can convince the teacher in a barrio school in southern Tarlac that he spends less for his food, clothing, and lodging than does another barrio teacher just across the border in northern Pampanga, and is therefore entitled to a lesser salary.

A much less understandable situation is that of a head teacher in a school in Nueva Ecija who under the WAPCO Plan receives the provincial rate of ₱1980 (range 29-P), while an ordinary classroom teacher in a neighboring school in Bulacan would get the Manila rate of ₱2196 (range 27). There are many more similar situations which tend to prove the impracticability of applying the geographic differential in a small and economically homogeneous country like ours.

In its annual report dated December 29, 1954 the WAPCO justifies the application of the geographic differential in its pay plan by stating that data collected from private employers in various places in the country show significant differences between the general level of salaries prevailing in Manila and that found in other areas. It is reasonable, therefore, to expect that these salary differences reflect differences in the cost of living between Manila and the provinces, the report says.

---

\* Computations in the previous articles of the author as mentioned above were based on the Manila rates.

In the absence of definite figures or data on the cost of living in the provinces and in Manila, which the WAPCO admits are not available, many think that the geographic differential in the WAPCO pay plan is rather onerous and should, therefore, be eliminated.

Speaking of cost of living standards, it may be said that house rentals are generally higher in Manila and its suburbs than in the provinces. This, however, is compensated by the cheaper prices of certain foodstuffs, clothing and construction materials in the city. In addition to this, the opportunity of getting or continuing one's education is greater for those who are employed in Manila or the neighboring provinces.

Public School teachers in Manila have the special privilege of working for lesser number of hours than those in the provinces because they hold classes either in the morning or in the afternoon, only. This places teachers in the Manila area at a greater advantage since they can pursue higher studies during their off sessions, thus raising their educational qualifications and consequently their salary ranges. A study conducted by this writer revealed that under the WAPCO plan the average salaries of public school teachers in the divisions of Manila, Cavite, Pampanga, Rizal, Bulacan and Laguna, all in the Manila area, are the highest among those in the various school divisions. This may be attributed to the higher educational qualifications of teachers in these provinces on account of the proximity of these places to the colleges and universities in Manila. This fact, alone, should be sufficient argument for the non-application of the geographical differential to the teaching positions.

The application of geographic differential to provincial positions runs counter to the principle of "equal pay for equal work," upon which the WAPCO Classification plan is said to be based. It defeats the very purpose of position classification, which is the standardization of salaries, for it adopts different standards of pay for the Manila and the provincial areas. Whatever explanations the WAPCO experts may give, the employees affected by the geographic differential will always question why those performing exactly the same duties, just because they happened to be stationed in different cities or provinces should be given different salary rates.

This principle of geographic differential may work out well in the United States, but it is doubtful if it could be justifiably applied in the Philippines. This is one thing the American consultants of the WAPCO forgot to consider when they made their recommendations. Our own Filipino classification experts should look into this matter deeply with a view to eliminating this onerous provisions of the WAPCO plan. Congress, likewise, should respond to public opinion regarding the Plan so that its apparent inequities and injustices could be corrected.

# A Whisper to Fellow Teachers

By Faustino Domine

- 1 — Govern: Temper, Tongue, Conduct;
- 2 — Cultivate: Courage, Affection, Gentleness;
- 3 — Commend: Thrift, Industry, Promptness;
- 4 — Despise: Cruelty, Arrogance, Ingratitude;
- 5 — Wish for: Health, Friends, Contentment;
- 6 — Admire: Dignity, Gracefulness, Intellect;
- 7 — Give: a. Alms to the needy,  
b. Comfort to the sad,  
c. Appreciation to the worthy.

The above quotation was circularized to us by our district supervisor, for he found it "essential for habit-formation among the teachers who are models in character — in the community." He also suggested that it be "written on a large tag-board — to be placed on the wall with frame." "It is imperative," he concludes, "that they will be observed by all teachers everyday in their daily life."<sup>1</sup>

Personally and professionally, I am in full accord with my energetic supervisor. And to substantiate my stand, I am expanding on the first line, the First Trinity of Life that one should:

## Govern: Temper, Tongue, Conduct

Would you be a successful teacher? Then govern your temper. But, just what is a successful teacher? we may ask ourselves. Presently, I am turning the hands of the clock to the late '20's and try to recall my different teachers in the grades, normal, and college.

Different professors of education give innumerable qualities that teachers should possess in order to succeed. Dr. Herman Gregorio<sup>2</sup> of Siliman University, being of our race, would make a good reading for any would-be successful teacher.

There are as many standards of a "successful" teacher as there are individuals. To one, high salary, reaching perhaps to one grand;<sup>3</sup> to another, high position, maybe the Superintendentcy, the directorate, or the secretaryship; and still others, doubtless a rosary of titles of no less than the doctorate, either earned or conferred. But what I mean is simply the sweet-

tempered guro who is remembered by his pupils or students as long as life lasts. His stipend maybe rack-bottom but is contented in his own kingdom of a classroom. His educational attainment? Well, he may possess the minimum requirement or hardly it, but for diligence in study and application, and brilliance of mind, he possesses C. S. eligibility that makes his tenure as lasting as his good behavior in the service of the Republic.

As a premise, I confess that I had been a problem at home, at school, and in the profession. For this alone, there was enough reason for any teacher of mine to dislike me. But there were those teachers of mine whom I cannot forget and for that matter, I consider them successful. And if one asks me why, it is just this: They were sweet-tempered despite my being a problem to them. I remember a teacher of mine in the grades. For a boyish prank that I did intentionally in class, I was scolded severely *before* the class, too, and furthermore, was made to stand in the corner for the rest of the period. I was not bitter about it because as the period ended, my teacher came placing his big arm around me and led me to the corridor, away from the eyes and hearing of others. "I am very sorry, Fa . . .," he was talking very softly. "Yes, sir, but— but— I— I— I— was all to blame!" I cut him short. I looked up to him and saw two pearly tears rolling down his aging cheeks. From that time on, there was no more pranks and we were fast friends. He indeed felt the punishment more than I did. His anger was short-lived as a child's. Two little tots fought hard during a marble game, but in no time they were arms-in-arms again on the playgrounds. Teachers should not only be sweet-tempered, but also short-tempered. The Apostle Paul admonished his constituents of old in this wise: "Let not the sun go down upon your wrath."<sup>4a</sup>

There are no doubt not a few such teachers who are flesh-and-blood examples of what the Service Manual says the teacher is to his pupils and that is, he is in loco parentis to them.<sup>5</sup> This relationship is well portrayed by Miss Noemi Reyes in her poem:

4 Holy Script (a) Ephesians 4:26  
(b) Proverbs 16:24  
(c) Mark 7:14-23  
(d) Matthew 7:12

5 Section 1207, B.E. Service Manual (1927)

1 District Cir. Letter, Oct. 10, 1957 (P.V. Echavez, Tamparan)

2 Gregorio, Herman: PRINCIPLES OF TEACHING, pp. 285-289

3 P1,000 in Guerrilla Term, Panay, W W II.

## ANG PALO NG INA

*Tunay nga ba anak na ikaw'y naglampo  
Dahilan sa aking pagpalo sa iyo?  
Nagwalang kibo ka't nang kausapin ko  
Ay patak ng luha ang isinagot mo.*

*Halika nga anak sa aking kandungan  
At ating iwasan ang pagtatampuhan;  
Di kita pinalo upang ikaw'y saktan,  
Ang hinahangad ko'y iyong kabutihan.*

*Kung alam mo lamang na sa baw't palo  
Puso ko rin itong siyang nagdurugo;  
Bata ka pa, anak, di mo natatanto,  
Pagpalo sa mahal ay di gawang biro.*

And now, what of the tongue? I heard a Maranaw Muslim telling his group that if there ever was one thing which Allah, the Compassionate, failed to control in Creation, it is the tongue. "For look!" said the narrator (opening wide his mouth for emphasis and demonstration). "In the beginning, Allah imprisoned this innocent-looking something called the tongue (wagging it for effect!) with these fort-like and seemingly impregnable teeth." (The Muslim pointed to his two lines of glistening gold teeth.) "And to assure Himself that this metallic wall would hold on, Allah plastered it with fleshly layer." He clapped the top of his head with his left hand and simultaneously with the right hand he pushed up his chin. The small crowd was all attention when suddenly the tip of his naughty tongue showed out! The women laughed to the cagrin of the men in the group.

Modern engineering has demonstrated with pride the closing of rivers to the advantage of mankind, but in vain have we heard of any discovery to shut up this contrivance of a tongue from destructive circulation except in the humour page<sup>7</sup> of magazines and newspapers.

I was fortunate to have been under a tall, slow-moving, and soft-spoken American English supervisor in my senior year in the Old Philippine Normal School. The moment Miss O. entered our class, we were all ears to her, lest we would miss a word of her every explanation. To me her "pleasant words are as honeycomb, sweet to the soul, and health to the homes."<sup>4-b</sup>

The successful teacher should take heed to himself, specially herself, never to be a tell-tale nor a gossip. "A school official or teacher should hold inviolate all confidential information concerning his associates and school; he should not divulge to interested persons documents which have not yet been officially released..."<sup>8</sup> "...Anonymous or fabricated criticisms of an associate is unwarranted. ...No criticism of

an associate should be made in the presence of pupils or students, fellow teachers, or parents, and patrons."

The Code of Morals for Boys and Girls<sup>10</sup> runs in this wise, "The good Filipino controls himself," for those "who best control themselves can best serve their country." So then, "I will control my tongue, and will not allow it to speak mean, vulgar, or profane words." Again the same Code enjoins us to "be kind in all our speech," for "words may wound or kill."<sup>11</sup>

Often it is better said than done that example is the best teacher. A mother was observing closely her little girl at the mirror busying herself with her hairdo. "That's how ma'am does it!" whispered the little imp as she kissed Nanay goodbye for school. The children's own speech, too, not infrequently is a revelation of their teacher's. Why should we not blame the twins, Totoy and Nene, for their obscene and vulgar language? Listen to this conversation of the two at recess time before World War II.

Totoy: Salbaheng guro iyan!

Nene: Sino? Aling guro, Kuya

Totoy: (Evading) Tila talo't puyat na naman sa madyongan ang walang hiya!

Nene: Ah, si ma'am ba? Bastos ngang talaga! Kay ruming dila mayroon siya!

Totoy: Walang puno't dulo kung makapagmura! Mabuti't 'saved by the bell' ako, ah!

Nene: (More to herself) Bakit kaya pinapagturo ang mga katulad niya?

"Only one in a thousand" we may say in defensively. Yes, some such isolated cases should be the deep concern of administrators from the principal up for the children's sake. Investigate and recommend for appropriate action at the end of the school term. For why should we tolerate such? There is an over-supply of teacher-applicants. Undoubtedly, true democracy does not and should not countenance this. Any administrator bypassing a teacher of this brand indicates similarity of feather.

And now, most important in the trinity of life that we ought to govern in us is our conduct. I remember in the grades, we were required to memorize:

"Sow a thought and you reap an act;

Sow an act and you reap a character;

Sow a character and you reap a destiny."

This is a ladder of three rungs: Act, Character, Destiny. The solid foundation upon which this life ladder is planted is the Thought of man.

After an allegorical discourse on Thought<sup>4-c</sup> to the masses, the eager pupils of the Nazarene Teacher asked Him in private to explain the parable further to them. "From within, out of the heart of men, proceed evil thoughts," resumed the Master in his dis-

<sup>9</sup> Art. 5, Sect. 5, *Ibid.*

<sup>10</sup> Second Law, CODE OF MORALS FOR BOYS AND GIRLS (Inc. 2, Memorandum 107 s. 1957)

<sup>11</sup> Ninth Law, *Ibid.*

<sup>6</sup> Page 50, SCHOOL AND COMMUNITY, October, 1955

<sup>7</sup> Page 72, Philippines Free Press, October 12, 1957

<sup>8</sup> Art. 5, Sect. 4, Professional Ethics

course and enumerated 12 common specific evils on which men often ponder in themselves and ultimately do. "All these evil things come from within, and defile men," concluded the Teacher of teachers.

One principle I should like to pass on to fellow teachers" is teach as you live. Emerson, one of the most beloved of American philosophers, made a remarkable statement to that effect when he said, "What you are speaks so loud that what you say can't be heard." And again the Golden Rule<sup>4-d</sup> when reduced to its lowest term as the give-and-take way of life, would make a safe rule of conduct if we stick to the order enunciated, viz, first give, then take; never reverse the order. In other words, Be whatever you desire to impart to the children and the result shall follow. Slowly, perhaps, but surely! All our teachings

are as writings on water if these are not flesh-and-blood in us, first of all. "Teachers and educators have the right to be treated as persons of dignity and worth—and the corresponding duty to treat their co-workers and their pupils in the same manner." This *corresponding duty* should be first expected from us, "fellow-teachers," before we "have the right to be treated as persons of dignity and worth."<sup>12</sup>

Would you like to have your name written forever in the hearts of men? Then, govern your temper, tongue, and conduct. Your personality shall continue for eternity in the lives of your children in spite of your attainment, position, and remuneration.

12 Art. VII, a CHARACTER FOR EDUCATORS AND EDUCATIONAL PROFESSION.

# The Teaching of Optional Physics

By Jack Smith

PHYSICS, as a school subject, has been dreaded by most students. In some secondary schools, the subject is offered as "optional," perhaps, to attract the students, especially those who are interested in the study of science but could not tackle the mathematical side of the subject. At any rate, the contents of Physics are taught similarly to students taking the subject as an optional or regular course. While this practice is wholesome, yet much disappointment and discouragement has been felt by the students taking the subject as an optional course. Something should be done to evolve a certain course of study of Physics as an optional subject or a subject fit for students of low intelligence, without defeating the purposes and objectives of the course. The idea is to make a modification of the course of studying to fit a particular kind of students to it.

The writer, for this reason, is suggesting the inclusion of but three study units in Physics as an optional course or as a course for those desiring to take it but has a low intelligence to pursue it as offered in the regular curriculum. These units are: (1) Mechanics and Sound, (2) Heat and Light, and (3) Magnetism and Electricity. The following are the breakdown of the details for each unit:

## (1) Mechanics and Sound

a. Rectilinear motion: velocity and acceleration, uniform acceleration, simple problems on the variation of displacement and velocity with time. The relation between force, mass and acceleration with simple problems. The determination of  $g$  by a simple method. Vector and scalar quantities; parallelogram (triangle) of displacements, velocities and forces. The resolution of a force into components at right angles. Moments. Center of gravity and its experimental determination.

b. Work, energy and power; the conservation of energy; simple problems involving the units erg, joule, watt, foot-pound weight and horsepower. Simple machines: levers, the common balance, the inclined plane, the single pulley, the block and tackle; the hydraulic press, the wheel and axle, the gear wheel, the screw. Mechanical advantage, velocity ratio and efficiency. Qualitative ideas on friction.

c. General differences between solids, liquids and gases. Elementary ideas of the kinetic theory of matter. Density; relative density (specific gravity); principle of Archimedes and flotation; the common hydrometer. Pressure in fluids; barometers (excluding

Fortin pattern), siphon; lift pump, force pump, Boyle's law. Simple forms of air pump (compression and exhaust).

d. Elementary treatment of wave motion; the relation between velocity, frequency and wavelength. The production and propagation of sound. The physical factors which determine the loudness, pitch and quality of sounds. Experimental determination of the velocity of sound in air; its variation with temperature. Reflection of sound, echoes. Determination of the frequency of a tuning fork by any one method. Factors which affect the frequency of the note from a vibrating string and from a vibrating air column. Resonance. Beats.

## (2) Heat and Light

(a) Temperature; the liquid-in-glass thermometer, Centigrade and Fahrenheit temperature scales and their conversion, determination of fixed points. Maximum and minimum thermometers.

(b) Elementary calorimetry, determination of the specific heat of solids and liquids (excluding the method of cooling). Meaning of calorific values of fuels and foodstuffs. Expansion of solids, liquids and gases. Coefficients of linear and volume expansion, coefficients of real and apparent expansion. The relations between pressure, volume and temperature of a gas, treated quantitatively. The gas equation  $PV/T$  equals constant. The idea of the absolute zero of temperature.

(c) Change of state: volume changes which accompany it (only a qualitative study in the case of evaporation). Latent heats of fusion and evaporation. Vapors and vapor pressure. Effects of pressure and dissolved substances on the boiling points of liquids and on the melting point of ice; regelation. Cooling by evaporation; simple refrigerator circuit of the volatile liquid type. Moisture in the atmosphere, relative humidity, dew point; a study of the Regnault type hydrometer; the principle of the wet and dry bulb hygrometer.

(d) The processes of conduction and convection; examples of their practical application. Approximate comparison of thermal conductivities.

(e) The mechanical equivalent of heat and its experimental determination by a simple mechanical method. Heat as a form of energy. Simple treatment of steam engines and internal combustion engines. Radiant energy; the relative emission and absorption of such radiation by different surfaces.

(f) Propagation of light in straight lines, shadows. Eclipses of sun and moon. Pin-hole camera.

(g) Photometry. The standard of luminous intensity. Illumination (normal incidence only); the law of inverse squares; the foot-candle; comparison

of candle powers by a simple method; a simple light-meter for measuring illumination.

(h) Reflection from plane surfaces; laws of reflection; construction of path of reflected ray; rotation of plane mirror; reflection by two parallel plane mirrors and by two plane mirrors at right angles. Reflection by concave and convex spherical mirrors; principal focus and focal length; formation of real and virtual images; determination of the focal length of a concave mirror; magnification.

(i) Refraction; laws of refraction; refractive index and its determination by simple methods (critical angle methods not expected); real and apparent depth; total internal reflection, critical angle, use of right angle prism. Refraction by a prism, deviation. Thin converging and diverging lenses; principal foci and focal length; formation of real and virtual images; magnification; determination of focal length; formation of real and virtual images; magnification; determination of focal length of converging lens by conjugate points and by use of plane mirror. The eye as a simple optical instrument; long and short sight and their correction by means of spectacles (numerical problems need not be given). Simple camera, magnifying glass, projection lantern. The elements of the structures of the compound microscope and refracting telescopes, excluding numerical calculations and ray diagrams. (Numerical examples on both mirrors and lenses may be solved either by the graphical method or by use of the formula involving  $u$ ,  $v$  and  $f$  using any consistent sign convention.)

(j) Dispersion; simple experiments on the analysis and the recombination of white light. Formation of a pure spectrum (spectrometer not expected). Color; color absorption; addition and subtraction of colored lights and pigments, treated simply. Descriptive study of the electro-magnetic spectrum including radio-frequency, infra-red and ultra-violet radiations, X-rays and gamma rays.

## (3) Magnetism and Electricity

(a) Simple phenomena of magnetism, experiments on magnetic induction; methods of magnetization; laws of magnetic force, unit pole, magnetic field strength, comparison of field strengths with the deflection magnetometer; representation of magnetic fields by lines of force, fundamental ideas of the earth's magnetic field.

(b) Simple phenomena of electrostatics; electrification by friction, positive and negative charges, conduction, induction, gold leaf electroscope, distribution of charge, discharging action of points; electrophorus, one type of influence machine. Unit charge, strength of electric field, potential, electrostatic field and its representation by lines of force, capacity, con-

densers, effect of dielectric. (Numerical problems involving an application of the law of inverse squares need not be set.)

(c) The electric current: demonstration of its existence by its chemical, magnetic and thermal effects: the simple voltaic cell and its defects; Leclanche cell, dry cell; lead accumulator. (The nature of the electrodes when charged and discharged should be known, but details of the chemical processes involved should not be required.)

(d) The magnetic field due to a current, galvanometers for detecting currents, force on a current-carrying conductor in a magnetic field (treated qualitatively), the moving-coil galvanometer, ammeters, the simple motor; moving-coil loud-speaker.

(e) Faraday's laws of electrolysis with simple numerical applications.

(f) Ohm's law; potential difference, resistance, electromotive force; voltmeters; comparison of resis-

tances by meter bridge; resistivity; shunts. Comparison of e.m.f.'s with potentiometer.

(g) Heating effects of current; kilowatt hour; consumption of energy in D.C. circuits, costs of domestic supply.

(h) Experiments to illustrate the fundamental phenomena of electromagnetic induction; direction of induced currents; simple forms of A.C. and D.C. dynamos.

(i) Simple demonstration of the magnetic, heating and chemical effects of A.C. One type of A.C. ammeter. The comparison of the behavior of a condenser in an A.C. and a D.C. circuit. Effect of a choke on the strength of the current in an A.C. circuit. Transformers; advantages and disadvantages in using A.C. and of high voltage transmission.

(j) A simple study of the production and properties of electrons; the diode valve as a rectifier.

# How Can We Decide What to Teach? \*

By Harold H. Drummond\*\*

**H**OW can we decide what to teach? Let me share with you my own concerns about this basic curriculum question. I wish I knew the answer. There are times — brief moment they are — when I wish I could give you the final word today so that you would nevermore hereafter have to worry about deciding. For just a second or two I wish that I could be sure — that you could be sure — but then I realize, as Elmer Davis has so simply stated the rebuttal, **“But We Were Born Free.”**

This nation was conceived in liberty and dedicated to the principle — among others — that honest men may honestly disagree; that if they all say what they think, a majority of the people will be able to distinguish truth from error; that in the competition in the market place of ideas, the sounder ideas will in the long run win out. For almost four years past we have been engaged in a cold civil war — it is nothing less — testing whether any nation so conceived and so dedicated can long endure.

I believe it will endure, but only if we stand up for it. The frightened men who are trying to frighten

us, because they have no faith in their country, are wrong; and even wronger are the smart men who are trying to use the frightened men for their own ends. The United States has worked; the principles of freedom on which it was founded — free thought as well as political liberty — have worked. This is the faith once delivered to the fathers — the faith for which they were willing to fight and, if necessary, die, but for which they fought and won. Those men, whose heirs and beneficiaries we are, risked, and knew they were risking, their fortunes and their sacred honor. We shall have no heirs and beneficiaries, and shall deserve to have none, if we lack the courage to preserve the heritage they left for us... This will remain the land of the free only so long as it is the home of the brave.<sup>1</sup>

And so I'm fundamentally glad that I don't have the answer for you today — **for you were born free.** But decisions have to be made. They cannot be put off. Every day teachers in the schools you represent have to decide:



- ...whether or not to have a prayer during the opening exercises.
  - ...whether or not to teach the glory of war.
  - ...whether to continue teaching an outworn and outmoded of measures or to develop competence in the metric system used throughout most of the rest of the world.
  - ...whether to teach about children in Holland or about children in Indonesia, or about both, or about neither.
  - ...whether to teach about great Negroes in our history or to confine our study to "white" Americans.
  - ...whether to sing a hymn or just a song.
  - ...whether to sing a song because of its relationship to a unit of work — or to sing a song just because it is fun to sing.
  - ...whether to spend thirty minutes on arithmetic — or forty — or fifty — or sixty.
  - ...whether to teach children folk dances openly or whether to provide, somewhat surreptitiously, "folk games."
  - ...whether to help children find answers to questions they ask — or whether to steer clear of all questions except those that are clearly academic and safely non-controversial.
- There are several ways of proceeding, of course.

Among the possibilities are these:

**Simply use what's in the textbooks.** This procedure is pretty safe. Be sure to adopt textbooks in everything and make sure that every child has the same book. Start on page one and work logically right thru the books. To be extra sure, have all the books screened by everybody you can think of to be sure there is nothing controversial in them!

**Ask the kids what they want to learn.** This procedure is fraught with danger, yet certainly this is a factor that has to be considered. In spite of what some of our critics say, I don't believe that teachers have ever relied solely on this approach.

**Consult the parents.** Lot of persons recommend this procedure highly — but there are some problems connected with it. Unfortunately, all parents don't agree!

**Teach just what the supervisors say should be taught.** Safe ground again. No boats will be rocked by such a procedure — and supervisors are pretty savage creatures many times, too. They usually have some good ideas.

**Follow the guides put out by the state department of education.** If you have such guides the safe thing to do is follow them slavishly. Be sure that

everything is taught just as the state department has recommended.

**Tell the teachers what to teach.** After all, you are the principal, aren't you? What did they hire for? Assert yourself!

**Don't decide.** Let nature take its course, and every teacher his. You can't be criticized for being an autocrat this way. Perhaps you can become well known for being "democratic."

You know, I expect, that I don't think that any of these is, in and of itself, a satisfactory basis for selecting curriculum content. And no combination of two or more of them, or even all of them, is satisfactory either. So what do we do? Where do we go for help?

May I suggest four basic convictions (some of you may prefer to regard them as hunches) that undergird choice-making, that provide some guidance for deciding what we shall teach:

1. No decision can be made intelligently about anything except in terms of values to be supported or values held.
2. The principal can't decide by himself.
3. Hammering out decisions is hard work. It requires, thought, time, willingness to compromise, and effective leadership.

Within this basic framework, then, let's turn to the question and attack it directly.

### **How can we decide what to teach? In Terms of Our Values**

We decide in terms of what we want children to learn, in terms of what we want them to become. We decide in terms of our values. Unfortunately, decisions are not simple and easy, because values sometimes reinforce each other and sometimes cancel each other. Also, most values are relative and may change in the light of circumstances. Nevertheless, it is possible to agree on some yardsticks to use.

**We want to teach our children to be loyal to country and mankind.** We select content to help children develop loyalty to, concern for, understanding of, and interest in this land of ours and the principles which have made it great. Loyalty to country, as essential as it is, is not sufficient, however. We want to teach our children concern for all of mankind, concern for principles such as those enumerated in the Universal Declaration of Human Rights. Until the whole world subscribes to such principles, wholeheartedly and with dedication, we shall continue to have wars — hot or cold or simmering.

We want our children to be literate. Why? So we may remain free. Listen to some of our forefathers:

**Daniel Webster:** "On the diffusion of education among the people rests the preservation and perpetuation of our free institutions."

**Thomas Jefferson:** "By the most important bill in our whole code is that for the diffusion of knowledge among the people. No other sure foundation can be devised for the preservation of freedom and happiness."

**James A. Garfield:** "Next in importance to freedom and justice is popular education, without which neither justice nor freedom can be permanently maintained."

**Horace Mann:** "Education is our only political safety. Outside of this ark all is deluge."

And the kind of literacy required for the preservation and improvement of our democracy is no longer, if it ever was, encompassed by the traditional 3 R's. It is still important for us to teach children to read well, write legibly, and figure accurately. But reading well is laboriously copying a model; and figuring accurately is more than simple regurgitation and intelligently, how to speak clearly and distinctly, how to observe carefully, how to participate in groups effectively, how to find answers to problems, and how to make intelligent choices.

**We want our children to be creatively imaginative.** Margaret Mead, one of our keenest minds, recently revisited Manus Island in the Admiralty group off New Guinea just twenty-five years after her first anthropological study there. In the meantime a million Americans had come and gone — young men in uniform — defending freedom and living its fruits even in a military organization. In thinking about her experience and what she learned from these Manus Islanders who are jumping from primitive living to the twentieth century in a generation, Margaret Mead writes the following in her recent book entitled **New Lives for Old:**

For what we need today is imagination, imagination free from sickly nostalgia, free from a terror of machines bred of mediaeval fantasies or from the blind and weather-bound dependence of the peasant or the fisherman. And yet that imagination must not be empty imagination and a free imagination are not the same thing. From a room out of which all the devils have been swept come only meditations about other devils or counter-devils. Then the mind is free only to take horns on or off the frightening face of the future...

This book... is based on the belief that American civilization is not simply the last flower to bloom on

the outmoded tree of European history, doomed something new and different. American civilization is new because it has come to rest on a philosophy of production and plenty instead of saving and scarcity, and new because the men who built it have themselves incorporated the ability to change and change swiftly as need arises. This book is based on the belief that Americans have something to contribute to a changing world which is precious, which Americans have developed, thru three and a half centuries of beginning life, over and over, in a virgin land, is a belief that men can learn and change — quickly, happily, without violence, without madness, without coercion, and of their own free will... As we have learned to change ourselves, so we believe that others can change also, and we believe that they will want to change, that men have only to see a better way of life to reach out for it spontaneously.<sup>2</sup>

To keep that "something precious" in American civilization alive, we must, as we work with children, stimulate their imagination — their creative imagination. It was imagination that created the assembly line, the photo-electric cell, the Declaration of Independence and the Constitution of the United States, the free public school system, the Tennessee Valley Authority, the free and responsible press. Ralph Emerson said it in these words: "What the tender and poetic youth dreams today, and conjures up with inarticulate speech, is tomorrow the vociferated result of public opinion, and the day after is the character of nations."

So, if our nation is to continue to have character, our children must have creative, imaginative dreams of a better land, a better world, a better life. And we who have responsibilities for helping select curriculum content have another yardstick or guidepost to help us. We select content which in our best judgment will help children develop creative, imaginative power. Deliberately we eliminate from the curriculum experiences, activities and content which interfere with or contribute little to the achievement of this goal.

**We want our children to be healthy — mentally and physically.** Somehow we want our children to learn to live with themselves successfully. We want them to accept themselves — to be able to wake up in the middle of the night and go back to sleep successfully. We want them to have strong and healthy bodies — as straight and as sturdy as possible. We want them to know how to play so as to recreate interest and zest in living. And we want them to know how to work, to lose themselves in work, to submerge themselves in following a goal.

**We want our children to be thoughtful.** We want them to base action on thought instead of on fear, tra-

dition, prejudice, considerations of economic gain, or all the other possible bases. We want them to be thoughtful, too, in terms of the "nice things to do" — acts which may best be described by words such as courtesy, kindness, helpfulness, friendliness. Perhaps most of all we want them to know how to use their God-given intelligence to find answers to problems, to think thru issues, to analyze statements made by other persons, to guide their own choice-making. Most of the people who have really made a difference in human history have been thinkers — thoughtful men and women. As our civilization continues to become more complex, the demand for thoughtful persons continues to mount.

**We want our children to be courageous.** Free men need to be courageous or they will cease to be free. What we have in this republic is worth preserving and improving. And so we must build courage into our boys and girls — courage to stand for the right in spite of criticism, courage to stand for the right in spite of peer pressure, in spite of sneer and slander.

We have recently passed thru a tremendously significant period of history in our land when, for a time, it began to appear that freedom to differ from what certain persons or groups thought was no longer to be tolerated. I'm thankful that that battle seems at the present to be, if not wholly won, at least so conclusively held in suspended animation that the air seems cleaner and fresher and more worth breathing again. Some people were hurt, were vilified, were practically crucified because we, as a people, were afraid to be brave. If you haven't seen the film, "Three Brave Men," — try to see it when it comes to your neighborhood. Also try to get in at the first of the show. It is based on a true story of an honest servant who was caught in our hysteria.

Growing up in such an age — thru a time when many people seem less willing to stand for what they truly believe than a generation or two ago — our children are bound to be affected. And they will learn their standards of courage from us. The question becomes, then, a very personal one. Do we stand forthrightly for the values which we espouse? State of New York, at Albany on October 24, 1952, made a memorable statement which has been quoted frequently. It bears repeating here.

God knows, there is risk in refusing to act till the facts are all in; but is there not greater risk in abandoning the conditions of all rational inquiry? Risk for risk, for myself I had rather take my chance that some traitors will escape detection than spread abroad a spirit of general suspicion and distrust which accepts rumor and gossip in place of undisputed and unintimidated inquiry. I believe that that community is already in process of dissolution

where each man begins to eye his neighbor as a possible enemy, where nonconformity with the accepted creed, political as well as religious, is a mark of disaffection; where denunciation, without specification or backing, takes the place of evidence; where orthodoxy chokes freedom of dissent; where faith in the eventual supremacy of reason has become so timid that we dare not enter our convictions in the open lists to win or lose. Such fears as there are, are a solvent which can eat out the cement that binds the stones together; they may in the end subject us to a despotism as evil as any that we dread; and they can be allayed only insofar as we refuse to proceed on suspicion, and trust one another until we have tangible ground for misgiving. The mutual confidence on which all else depends can be maintained only by an open mind and a brave reliance upon free discussion. I do not say that these will suffice; who knows but we may be on a slope which leads down to aboriginal savagery. But of this I am sure; if we are to escape, we must not yield a foot in demanding a fair field, and an honest race, for all ideas.<sup>3</sup>

How can we decide what to teach? By clearly deciding what we want our children to learn — then by using our best judgment to select content which seems to promise the maximum probable achievement of the goals we have set. It seems to me, this year of 1957, that we want our children:

- to be loyal to country and to mankind
- to be literate
- to be creatively imaginative
- to be healthy
- to be thoughtful
- to be courageous

Achievement of such goals is essential for the maintenance of freedom and opportunity. Content should be selected or repudiated in terms of its probable contribution. The best judgment of every elementary school principal and of every elementary school teacher must be marshalled in the process. The United States has "something precious" to communicate to the world.

\* Reprinted from the *National Elementary Principal*, Volume XXXVII: October, 1957; Number 2. pp. 8-11.

\*\* Harold Drummond is Professor of Education, George Peabody College for Teachers, Nashville, Tennessee, U.S.A. His article is based on a speech which he gave at the Annual Meeting of the Department of Elementary School Principals at Cincinnati, March 24-27, 1957.

<sup>1</sup> Elmer Davis, *But We Were Born Free*. New York: The Bobbs-Merrill Company, Inc. 1954. p. 114-115.

<sup>2</sup> Margaret Mead. *New Lives for Old*. New York: William Morrow and Company. 1956. p. 5-6.

<sup>3</sup> Judge Learned Hand, as quoted in "New News," *National Education Association*. Vol. 7. No. 3 (Feb. 27, 1953), p. 8.

*PPSTA Silver Jubilee and Annual Assembly of Delegates*

*Flash!*

- ★ TO ALL PPSTA CHAPTERS —
- ★ THE NATIONAL ORGANIZATION WILL CELEBRATE ITS SILVER JUBILEE AND AT THE SAME TIME HOLD ITS ANNUAL ASSEMBLY OF DELEGATES.
- ★ WHEN? — APRIL 14-17, 1958.
- ★ WHERE? — IN MANILA.
- ★ THEN — ORGANIZE YOUR DELEGATES — 1 DELEGATE FOR EVERY 200 MEMBERS AND A FRACTION THEREOF.
- ★ KEEP ABREAST WITH NEWS RELEASES ON THE AFFAIR IN THE *PPSTA HERALD*.
- ★ WHY?—VITAL PROBLEMS AFFECTING YOUR WELFARE AND THAT OF THE PUBLIC SCHOOL SYSTEM ARE IN THE AGENDA OF THE ASSEMBLY.
- ★ AND, PRESIDENT CARLOS P. GARCIA OF THE PHILIPPINES AND SECRETARY OF EDUCATION MANUEL LIM WILL ADDRESS THE CONFERENCE.

**THEREFORE!**

- ★ LEND A HAND IN MAKING THE CELEBRATION A BIG SUCCESS!



Philippine Public School Teachers Association  
27 Banawe, Quezon City