

L67

LEGISLATIVE PROPOSALS NUMBER

P633

no. 7

v. 1

THE

Philippine

EDUCATOR



"The Voice of 59,000 Teachers"

NOVEMBER, 1947

SIXTY CENTAVOS

Organ of the Philippine Public School Teachers' Association

IN THIS ISSUE

LEGISLATIVE PROPOSALS

I. Educational Act of 1948	5	
II. A General Retirement Plan	10	
III. Proposed Salary Allocations	13	
IV. Converting the Service Credit Into Cash	15	
WE TAUGHT WITHOUT COURSES OF STUDY E. H. Severino	17	
PRINCIPLES OF DEMOCRATIC SCHOOL ADMINISTRATION	19	
LET US PRODUCE BOOK LOVERS	D. T. Duño	20
HOW TO GIVE AN ASSIGNMENT	F. Milanes	22
MANUEL'S THANKSGIVING (A Short Story)	B. Santos	26
TRYST IN TIRAD	C. Joven	27
ACTIVITY GUIDE IN ARITHMETIC	M. B. Garcia	33
THE ROLE OF DEMOCRACY IN EDUCATION		35
THE PTA IN POST-WAR EDUCATION	I. Tupas	36
CUMULATIVE TESTING	T. B. Trinidad	41

DEPARTMENTS

PRESIDENTIAL TABLE TALK	M. Bautista	2
PROBLEMS IN THE NEWS	S. C. Laya	30
EASY TAGALOG	J. C. Katindig	37
SCHOOL NOTEBOOK		43
LETTERS FROM THE FIELD		48
US	J. C. L.	51

P633
v. 1, no. 7

PRESIDENTIAL TABLE TALK

Marcelino Bautista

LEGISLATIVE PROPOSALS

Elsewhere in this issue are bills proposed for submission to the next session of Congress. We invite teachers and Parent-Teacher Associations to discuss and criticize these proposals. If they meet with the approval of representative groups, resolutions may be sent to the Congressmen representing the different divisions asking them to support the bills.

The most important bill is the one proposing to revise the Educational Act of 1940. There would seem to be unanimous approval of the provisions to revise the present curriculum. The most controversial provision is that one about the financing of the intermediate classes. While it is true that any bill calling for additional taxes would be unpopular, it is believed that with proper build-up, the people will be convinced to share a little more of the support of education. Can the government spend more? If not, would the people be willing to continue with the inadequate school system that we now have, or would they rather directly share a little more of the burden of supporting better schools?

The proposal to improve salary allocation needs no defense. Teachers and school officials might wish to study the relative importance of the positions and determine if there should be changes in the salary rates proposed. Please note that the clerical positions have been included in this proposal.

The proposal to convert into cash the service credit given to teachers for the proportional vacation pay earned in 1941 also needs no elaborate defense. The right to the cash value

of this service credit is a vested right which has accrued to teachers through the years. The recent government policy to substitute service credit for the proportional vacation pay is a distinct disservice to the schools and to the teachers. A reversal of public policy which is not based on justice is obviously a repudiation of the high ideals of government that have been dangled as worthy goals before the eyes of the youth, the teachers, and the public.

A request has been sent to authorities concerned to do the same thing that is now proposed in this bill. The herein proposal will be sent to Congress in case no action is taken on our request.

The bill proposing the establishment of a general retirement system for all government employees was prepared by the Office of the Government Service Insurance System and the Budget Commission. It seems that it will be most difficult to revive the old pension system for teachers because other government employees will object to a special legislation for teachers, especially one as desirable as a pension system. On the assumption that it will not be possible to pass pension legislation for teachers only, we are in favor of the approval of this general retirement plan. Before the bill is officially taken up with Congress, however, teachers should study the plan and suggest ways of improving it. The provisions may not be as liberal as those of the old pension system for teachers, but this bill seems to embody features which make the proposed general retirement fund actuarially sound.



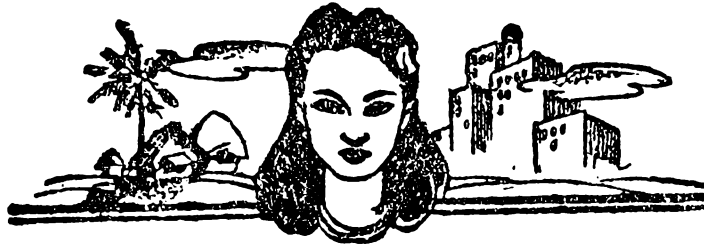
The First Home of the PPSTA

A home at last for the PPSTA! The original League of Philippine Public School Teachers Associations had no home of its own. It resided wherever the President of the League had his office, usually in some government building.

When Mr. Ricardo Castro was President of the League, its office was at the Rizal High School, where Mr. Castro was principal. When Mr. Bautista was President of the League, it had its office at the City Schools, Mehan Gardens, where Mr. Bautista was Assistant

Superintendent. When Mr. Pangilinan became President, the League had its home in the General Office. Once again Mr. Bautista became President, and the PPSTA held office at the Bureau of Education.

The PPSTA got tired of roaming around and now got settled down at 1289 Dos Castillas, just off the Forbes St. Rotonda. The building is rented but it is a home at last, where the small force of employees of the PPSTA have a place all to themselves and feel that they are at home.



GIVE ME LAUGHTER.

ALVARO L. MARTINEZ

**Give me laughter
Ringing laughter of an innocent child
Full toned and vibrant in the absence of guile.**

**Give me laughter
Hesitant laughter of a girl in her teens
Singing of the birth of woman in her dreams.**

**Give me laughter
Studied laughter of a college maid
Showing passions and desires in masquerade.**

**Give me laughter
Sensuous laughter of a fallen woman
Bearing color riots of the sins of Eve and Adam.**

**Give me laughter
Faded laughter of an aged woman
Arias of years gone by, never to return.**

**Give me laughter
And let me pry into the heart and mind
Of this whom God named—The Woman.**

LEGISLATIVE PROPOSALS

I. EDUCATIONAL ACT OF 1948

EXPLANATORY NOTE

The experience of teachers, supervisors, and school administrators since the Educational Act of 1940 went into effect has convinced them that this Act needs revision. The results of the operation of this Act have been detrimental both to the teacher and to the children under her.

In the primary grades, the teacher's load has been increased because she is required to teach two classes of forty pupils each, one in the morning and another in the afternoon. In the intermediate grades, the teacher is forced, because of the operation of the one-teacher-one-class plan, to teach subjects like industrial arts, home economics, or music, for which he or she may have had very meager or no professional training.

In the primary grades, a pupil comes only in the morning or in the afternoon. Hence, besides getting only a little amount of schooling, he may be exposed to unwholesome or even evil influences during half of the school day that he does not go to school. The school hours per session have been reduced and the length of elementary education has been shortened to six years, thereby giving the Filipino child not only a smattering of the school subjects but also an abbreviated elementary education. These facts are contrary to correct educational practices in the progressive countries of the world today.

In order to remedy the defects enumerated in the preceding paragraphs the attached bill has been prepared.

The bill proposes to restore the two-session plan in the primary grades in as many schools as possible and Grade VII in the intermediate grades.

Hitherto the National Government has been shouldering the burden of supporting elementary education. It is realized that with the restoration of the two-session plan in the primary grades in as many schools as possible and Grade VII in the intermediate grades, the National Government may not be in a position to maintain the present number of schools and teachers. The attached bill, therefore, proposes to turn over the support of intermediate schools to the local governments, to create local sources of revenue for the maintenance of these schools, and to retain for the National Government the support of primary instruction only.

The attached bill contemplates allowing the National Government to give aid, with the approval of the President, to chartered cities, municipalities, or municipal districts which may not be financially able to provide for the support of their intermediate schools; such aid to be distributed on the basis of the educational need, financial ability, and effort to meet the need on the part of such chartered cities, municipalities, or municipal districts.

An estimate made in the Bureau of Public Schools reveals that the total amount collectible from the school tax proposed in the attached bill is sufficient to run the intermediate classes with Grade VII on the three-teach-

PHILIPPINE EDUCATOR

er-two-class plan. Chartered cities, municipalities and municipal districts which have sufficient funds may operate their intermediate classes on the five-teacher-three-class plan.

With the transfer of the support of intermediate education to the local governments as herein proposed, the amount heretofore made available by the National Government for the support of elementary education is to be devoted exclusively for the support of primary education. While this amount is not sufficient to restore the use of the two-session program in the primary grades in all schools, it would make possible the use of this plan in many schools.

Heretofore the local governments have always looked to the central government for support. By turning over the support of intermediate instruction to the local government and by reserving the maintenance of primary instruction to the National Government, the disadvantages of the operation of the Educational Act of 1940 will be overcome. Then, too, local pride and initiative will be stimulated.

In view of the foregoing, the approval of the attached bill is strongly recommended.

AN ACT
TO AMEND CERTAIN SECTIONS
OF COMMONWEALTH ACT NUM-
BERED FIVE HUNDRED EIGHTY-
SIX, ENTITLED "AN ACT TO PRO-
VIDE FOR THE REVISION OF THE
SYSTEM OF PUBLIC ELEMENTARY
EDUCATION IN THE PHILIPPINES
INCLUDING THE FINANCING
THEREOF."

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

SECTION 1. This Act shall be known as the Educational Act of 1948.

SECTION 2. Sections 2, 3, 4, 6, 7, 8, and 9 of Commonwealth Act No. 586 otherwise known as the Educational Act of 1940 as amended by Commonwealth Act 656, are hereby amended to read as follows:

"Section 2. In order to improve the quality of instruction in the public elementary schools and to make elementary education more complete and adequate, a revision of the public school system is imperative. This revision shall aim: (a) to enrich and extend elementary education upward, thereby enabling each child to acquire a complete elementary education; (b) to afford every child of school age adequate facilities to commence and to finish at least the primary course of instruction; (c) to give every child completing the primary course not only a working knowledge of, but also the fundamental skills, habits, and attitudes in reading, writing, arithmetic, Philippine history and government, character, health and citizenship training; and (d) to insure that the children attending the elementary schools shall remain literate and become useful, upright, and patriotic citizens.

"Section 3. To effectuate the objectives set forth in section 2 of this Act, the Department of Education shall take steps to revise the elementary-school curriculum. The primary course shall be composed of four grades (Grades I to IV) and the intermediate course three grades (Grades V to VII). Once approved by the President of the Philippines, the revised elementary-school curriculum shall be adopted in all public schools as soon as practicable but not later than the beginning of the school year 1948-1949.

"Section 4. The age for admission to the public elementary schools shall preferably be between the ages of seven years and nine years.

"Section 6. The Secretary of Education may, with the approval of the President, authorize in the primary grades the holding of one class, morning and afternoon, under one teacher, or of one class in the morning under one teacher and another class in the afternoon under another teacher. In the intermediate grades classes may be held on the basis of two classes under three teachers or of three classes under five teachers.

"Section 7. Commencing with the school year 1948-1949, public primary education shall be supported by the National Government; and public intermediate education by the chartered cities, municipalities, and municipal districts.

"To provide funds for the support, improvement or extension of intermediate education in the public schools, a school tax of not less than Two Pesos (P2.00) shall be collected from all inhabitants of both sexes from the age of eighteen to fifty-nine years, inclusive; **Provided**, That chartered cities, municipalities, and municipal districts are hereby empowered to levy a tuition fee not more than Twenty Pesos (P20.00) if deemed necessary; **Provided**, That the amount thus collected shall go to a school fund which is hereby established in all chartered cities, municipalities, and municipal districts and which shall be appropriated by the municipal board or the municipal council with the approval of the division superintendent of schools; **Provided further**, That disbursements from this fund shall be subject to the approval of the division superintendent of schools or his authorized representative, and that any unexpended balance which may exist at the end of each fiscal year shall not revert to the general fund but shall

constitute a continuing appropriation to be spent for the construction or repair of school buildings, and for the improvement of school grounds. The municipal board or the municipal council by duly approved resolution may transfer from the general fund such amounts as are necessary for the support and maintenance of intermediate schools or classes.

"With the approval of the President, the National Government may grant aid to such local governments as may not be financially able to provide for the support of their intermediate schools or classes, such aid to be distributed on the basis of the educational need, financial ability, and effort to meet the need, on the part of the local governments.

"Sites for schoolhouses intended for primary and intermediate classes shall be acquired by the chartered cities, municipalities, and municipal districts, as the case may be, through purchase or conditional or absolute donation: **Provided**, That the Department of Education may, with the approval of the President of the Philippines, waive any requirements for the acquisition of school sites of standard size whenever these sites are not available.

"Matriculation fees in an amount to be determined by the President, but not exceeding two pesos for each pupil enrolled in the intermediate grades, may be collected in cities, municipalities, and municipal districts, the proceeds thereof to constitute a special pupils' fund to be deposited with the municipal or provincial treasurer concerned and to be expended by the local school officials for the purchase of supplementary readers and other library books which have been previously approved by the Board on Textbooks or by the Director of Education, essential library equipment, and for financing athletic activities in the intermediate classes: **Provided**,

That in the purchase of the books those which are a contribution to Philippine Literature shall be preferred."

"Section 8. To enable the National Government to properly finance the public PRIMARY schools and to meet the burden of their operation as provided in this Act, from and after July first, nineteen hundred and forty-eight, the disposition of the proceeds of the taxes under Commonwealth Act Numbered Four Hundred and Sixty-Five, known as the Residence Tax Law, shall be as follows:

"Of all the taxes collected and remitted to the Collector of Internal Revenue as provided in section 8 of Commonwealth Act Numbered 464, 50 per centum shall be allotted in the following proportions by the said Collector among the provinces, chartered cities, municipalities, and municipal districts on the basis of population as shown by the latest official census:

"One-half to the general funds of the provinces. A sub-province shall receive its proportionate share of the proceeds allotted to the provinces; and

"The other half to the general funds of the chartered cities, municipalities and municipal districts

"Out of the remaining 50 per centum of the proceeds of said taxes, chartered cities shall continue to receive the corresponding share to which they were entitled under the provisions of law in force prior to July 1, 1940. The balance of the proceeds shall accrue to the National Government.

"Similarly, the disposition of the proceeds of certain taxes under Commonwealth Act Numbered 466, known as the National Internal Revenue Code, as referred to in section 358, 360, and 363 thereof, shall be as follows:

"(a) Three-sevenths of the proceeds of the internal revenue percentage taxes on agricultural products prescribed in sections 187 and 188, as well as the taxes due from proprietors or operators of rope factories, sugar centrals, rice mills, corn mills, coconut oil mills, and dessicated coconut factories prescribed in section 189 of said Code, shall accrue to the provinces and the remaining four-sevenths shall accrue to the National Government. The apportionment of the provincial allotment shall be based on population as shown by the last official census.

"(b) Two and one-half per centum of the proceeds of the tax on income shall accrue to the provinces. The remainder shall accrue to the National Government.

"(c) Two and one-half per centum of the tax on estate, inheritance, legacies, and other acquisitions *mortis causa*, as well as on gifts, shall accrue to the provinces, two and one-half per centum shall accrue to the municipalities, and the remaining ninety-five per centum shall accrue to the National Government. The proceeds accruing to the province, and municipalities shall be apportioned on the basis of population as shown by the latest official census.

"Of the national internal revenue accruing to the National Treasury under section 362 of the National Internal Revenue Code, there shall be set apart ten per centum as allotment to provinces, to be divided equally between their general and road and bridge funds; **Provided, however, That** instead of ten per centum, only nine per centum shall be set apart as provincial, and road and bridge allotments. in the same proportion as specified herein, during the fiscal year 1940-1941; and ten per centum during the fiscal years thereafter.

"The foregoing modified allotments of the proceeds of certain taxes under Commonwealth Act Number 466, known as the National Internal Revenue Code, to the contrary notwithstanding, chartered cities shall continue to receive the corresponding share in the municipal allotment to which they were entitled under the provisions of law in force prior to July 1, 1940.

"Section 9. Tuition fees in an amount not exceeding TWENTY PESOS (P20.00) from each pupil enrolled in the intermediate grades may be collected annually by chartered cities, municipalities, and municipal districts, the proceeds thereof to accrue to the municipal school fund and to be appropriated and expended for the support of intermediate schools or classes.

SECTION 3. The Provisions of Section 5 of Commonwealth Act No. 586 pertaining to compulsory attendance in the primary grades shall continue to have the force and effect of law.

SECTION 4. All other laws or parts of laws which may be in conflict with this Act are hereby repealed.

SECTION 5. This Act shall take effect upon its approval.

Approved, _____ 1948

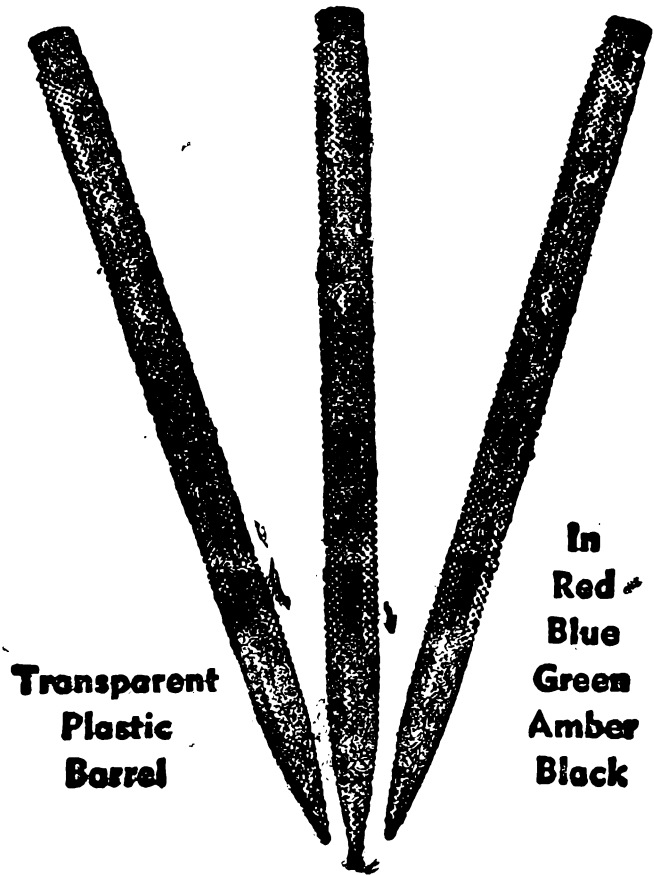
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PHILIPPINE REPRESENTATIVE

II. A GENERAL RETIREMENT PLAN

AN ACT

TO CREATE AND ESTABLISH A RETIREMENT FUND, PROVIDE FOR ITS ADMINISTRATION AND APPROPRIATE THE NECESSARY FUNDS THEREFOR.

Be it enacted by the Senate and House of Representatives in Congress assembled:

SEC. 1. There is hereby created a retirement plan to be known as "The Government Retirement Fund" or briefly the "Fund", which shall comprise all employees of the Government of the Philippines who have served therein for at least one year.

The term "employee" shall include any person in the service of the national, provincial, municipal, or chartered city government, but not an officer or an enlisted man of the armed forces of the Philippines; the term "Government" shall mean the Republic of the Philippines including the provinces, municipalities, and chartered cities, or any of its departments, bureaus and offices, and the corporations owned or controlled by it.

SEC. 2 (a) Each department, bureau, office or government-owned or controlled corporation shall deduct at the end of each month from the monthly salary of each employee who has completed at least one year of service therein two per centum of said salary if it is less than P200, three per centum if it is P200 or more but less than P300, four per centum if it is P300 or more but less than P400, and five per centum if it is P400 or more.

(b) Each department, bureau, office or government-owned or controlled corporation shall at the end of each month contribute to the Fund for each said employee the difference between the amount of his contribution described above and nine per centum of his monthly salary. Likewise, it shall make additional monthly contributions for every employee who at the creation of the Fund has rendered at least five years of service in it or in any other department, bureau, office or government-owned or controlled corporation. The amount of said contributions shall be computed by the actuary of the Fund, based on the additional benefit such employee will be entitled to on his retirement at age 60 years, and shall be paid during the lifetime of said employee beginning from the date the Fund was created.

(c) Beginning on the last day of the month this Act takes effect and quarterly thereafter, each department, bureau, office, or government-owned or controlled corporation, shall in advance pay and remit to the Fund three monthly contributions payable by each employee and its corresponding share for his as well as three additional monthly contributions that may be required under (b) above: **Provided**, that any monthly contributions not due and payable for and by said employee on his separation from the service shall be refunded to the government concerned.

SEC. 3 (a) Upon retirement the employee shall have the option to choose any one of the following benefits, which his own and the government's contributions credited to him will then purchase:

(1) Monthly annuity during his lifetime.

PHILIPPINE EDUCATOR

(2) Monthly annuity during his lifetime, guaranteed ten years.

(3) Monthly annuity during the joint-lives of the employee and his wife or other designated beneficiary which annuity, however, shall be reduced upon the death of either to one-half and be paid to the survivor; or

(4) Such other benefit as may be approved by the Fund.

(b) If an employee has served in any department, bureau, office or government-owned or controlled corporation at least five years prior to the date of approval of this Act, the monthly annuity described above shall be increased by the following amount: For each year of service thus rendered, one and one-half per centum of the average monthly salary he received during the last five years of his service, if he was at least 55 years of age on the date of approval of this Act; one and one-fourth per centum if between 50 and 55 years; one per centum if between 45 and 50 years; and three fourths of one per centum if between 40 and 45 years. The total monthly pension payable from the Fund shall in no case exceed ₱500 or sixty-five per centum of the average monthly salary as defined above, whichever is the smaller amount.

(c) Upon death before he becomes eligible for retirement, his legal heirs shall be paid his own contributions with interest at three per centum per annum, compounded annually; if however, on his death he is eligible for retirement, then the retirement benefit provided above shall be paid in accordance with the kind he selected previously.

(d) If he becomes permanently disabled and his services are no longer desirable, he will be discharged and paid his own contributions with interest at

3% per annum, compounded annually, if he has served less than 10 years; if at least 10 years but less than twenty years, he shall be paid also one-half of the corresponding government contributions, without interest; and if he has served at least twenty years, he shall be retired and be entitled to a retirement benefit provided above in accordance with the kind he selected previously.

(e) Upon dismissal for cause or on voluntary separation, he shall be entitled only to his own contributions, plus interest of three per centum per annum, compounded annually.

SEC. 4. On completion of thirty (30) years of service and attainment of age 60 years, an employee shall have the option to retire. A shorter period of service may be allowed, provided, that the minimum is twenty years and that each one year decrease in service shall be compensated by one year increase in age over 60 years, and vice versa, provided the minimum age is 55 years. Retirement shall be compulsory at the age of 65 years. The first year of service of new entrants after the creation of the Fund shall be excluded in the computation of benefits, length of service, and contributions. If an employee is a laborer or one whose work during the last five years of service is mostly manual, the ages mentioned above may be decreased by 5 years at the discretion of the Fund.

SEC. 5. The mortality and the annuity tables to be used shall be as determined from time to time by the actuary of the Fund, subject to the approval of the Board.

SEC. 6. The administration of the Fund shall be under the Government Service Insurance System, which, however, shall keep the assets and liabilities

ties of the Fund separate and distinct from those of the System proper.

SEC. 7. Act Numbered Two Thousand Five Hundred and Eighty-nine, as amended, and all other retirement and/or pensions systems heretofore in force in government-owned or controlled corporations, are hereby repealed; PROVIDED, That the gratuity payable to any employee who has established his right to retire under the said Act

or pension or retirement system shall be credited and paid to the Fund as of the date of approval of this Act, and shall be included in the computation of the additional contributions required to be made by the government concerned for the additional amount of annuity described in Section 3 hereof.

SEC. 9. This Act shall take effect upon its approval.

Approved.

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III. PROPOSED SALARY ALLOCATIONS

Teachers and other employees engaged in the educational service of the country deserve to be accorded a special position in the ranks of public servants because of the invaluable work they are doing in the building of an effective citizenry. The strength of any nation is measured in terms of the quality of its citizens. And the type of a country's citizens is determined to a great extent by the kind of education that young people receive from those engaged in the work of teaching.

For sometime past, there has been a recognition of the inadequacy of the salaries paid to teachers and all others engaged in the educational service. But for sometime past, too, very little has been done to enable these teachers to meet adequately the demands upon their physical strength, and to maintain the spiritual fortitude required by their arduous and exacting profession. So that those in the educational service could have both the spiritual and the material sustenance to enable them to do their work effectively and to meet the social obligations demanded upon them because of their position as mentors of the nation's children, higher salaries should be provided for them.

Perhaps the country is awakening a little too late in appreciating the serious predicament in which the teachers have found themselves these many years, when in the face of steadily rising costs of living they have had to meet their needs with a very meager income. The public sometime ago recognized the drain caused on the teachers' health by hard work and little pay, when our people contributed funds to build and maintain a haven for teachers who succumb to the dreaded sickness of tuberculosis. But we should build something better than a pavilion for tubercular teachers; we should build

a large source of fund which could be used to give these teachers the physical strength and the spiritual fortitude to carry on their noble work. In the meantime, every possible means should be used to give them higher entrance salaries and reasonable increases in pay.

In recent years there has been a general exodus from the ranks of the teaching profession. Many of the best teachers have gone to outside work and to other fields of service where the compensation is higher. The exodus has been so great that at present there are many schools and classes taught by persons who have had no professional training at all. More serious still is the condition where teachers are overloaded because many positions remain unfilled for lack of applicants. At no time in the history of education in the Philippines has the position of teacher been so unattractive as at present. There is now dearth of capable young men and young women who have any desire to study for the teaching profession.

It is a responsibility of this country to return the position of the teacher to the high category in which it used to be in the scheme of our national life. We must again make teaching the noble and attractive profession that it should be, so that the very best teachers may be induced to remain in the service and so that the very best types of students may be attracted to a life work of teaching our young people how to become upright and useful citizens. This can be done by raising the entrance salaries of teachers and others engaged in the educational service of the Government, and by offering them reasonable increases in salary from time to time. In view whereof, approval of this bill is recommended.

PHILIPPINE EDUCATOR

AN ACT PROVIDING FOR REVISED SALARY ALLOCATIONS AND AUTOMATIC SALARY INCREASES FOR PUBLIC SCHOOL OFFICIALS, TEACHERS, AND OTHER SCHOOL PERSONNEL OF THE GOVERNMENT OF THE PHILIPPINES.

Be it enacted by the Senate and House of Representatives of the Philippines in Congress Assembled:

Section 1. This Act may be cited as the "Public School Salary Act of 1947."

Sec. 2. The provisions of Executive Order No. 94, series 1947, and of other regulations notwithstanding, the minimum rates of monthly compensation of national, provincial, and city positions in the educational service of the Government of the Philippines as hereby classified shall be as follows:

Position	Grade	Salary Range
Chief of Division and Assistant Chief of Division, General Office	11-1	260-500
Division Superintendent and Superintendent of National School	7-1	330-500
General Office Supervisor Principal and Registrar, Normal School	11-4	260-400
Principal and Supervisor, Technical School; Supervisor, Training Department	11-6	260-350
Secondary Principal, Secondary Supervisor, Division Supervisor, and Manila City Supervisor	15-4	200-400
District Supervisor, Supervising Principal, Technical Instructors, and Normal Instructor and Manila City Principal of Elementary School	D-6	160-350
Secondary Classroom Teacher and Elementary Principal and Division Office Chief Clerk and Property Clerk	J-7	100-330
Critic Teacher, Normal School	J-7	100-330
Elementary Classroom teacher and elementary Head teacher	L-G	80-130
Teacher Nurse	L-G	80-130
Clerks	P-A	60-190

Sec. 3. The employees who, after the passage of this Act, do not come under above-indicated grade allocations shall be allowed to carry their salary rates with excess. Upon retirement or resignation, the excess shall be automatically dropped.

Sec. 5. Teachers and other school employees shall be entitled to these

minimum entrance salaries, provided they have the necessary educational qualifications as prescribed by the Bureau of Public Schools, have been qualified in appropriate civil service examinations, or have attained regular status. Teachers and other employees who do not have the necessary educational qualifications may be given such lower entrance

IV. CONVERTING THE SERVICE CREDIT INTO CASH

EXPLANATORY NOTE

From the earliest years of the Philippines school system, public school teachers under regular appointment on teachers leave basis, have been paid proportional vacation salary for services rendered during the year equivalent to three-tenths of their regular salary. Thus, the teachers enjoyed approximately seventy days vacation with pay for each year of service.

Public school teachers who served without absences between July 1, 1941 and December 20, 1941 and between February 27, 1945 and June 30, 1945 earned 51 days proportional vacation pay. By virtue of a long-established policy, the salaries that should have accrued to the teachers as proportional vacation pay should have been paid in cash. Instead, these were converted into service credit which teachers may use when they are on sick leave. It is obvious that few teachers will benefit materially from this service credit. Unless teachers are very ill, they attend to their classes for they feel personal responsibility for the advancement of their pupils. The maximum number of days that teachers can use as a result of the substitution of the service credit for the proportional vacation pay is fifty-one days. Not very many teachers will be absent from school this long on account of illness. The service credit is therefore of little material benefit to them.

The substitution of service credit for the cash value of the proportional vacation pay is a reversal of a long-established policy of granting proportional vacation pay to regular teachers on teachers leave basis for service rendered during the school year. Any rever-

sal of policy not consistent with justice and equity and inimical to the interest of public servants is a repudiation of the ideals of good government; more so when the people effected are government employees of whom no less than his Excellency, President Manuel Roxas, said in a message to Congress on January 27, 1947: "I know of no more underpaid group of government employees than the teachers... I know of no more important function than theirs."

To make manifest to all the interest of this government in the welfare of public servants thus further strengthening their faith and confidence in their government, and to give to the teachers what rightly belongs to them as a matter of established policy, it is the purpose of this bill to convert into cash the service credit given to teachers which was substituted for the proportional vacation pay earned by them in 1941 and 1945. In view of the relatively small amount involved and as a matter of justice and fair play to public school teachers, approval of this bill is recommended.

AN ACT PROVIDING FOR THE CONVERSION INTO CASH OF THE VALUE OF SERVICE CREDIT GIVEN TO PUBLIC SCHOOL TEACHERS ON TEACHER'S LEAVE BASIS FOR SERVICES RENDERED BETWEEN JULY 1, 1941 AND DECEMBER 20, 1941 AND SINCE FEBRUARY 27, 1945 TO JUNE 30, 1945.

Be it enacted by the Senate and House of Representatives of the Philippines in Congress Assembled:

Section 1. This Act may be cited as "The Act to Convert into Cash Service Credit of Public School teachers."

Section 2. Present regulations and decisions to the contrary notwithstanding, the service credit earned by regular teachers on teacher's leave basis for the period from July 1, 1941 to December 20, 1941 and since February 27, 1945 to June 30, 1945 is hereby converted into cash, to be paid to teachers as proportional vacation pay computed at three-tenths of the salary received for the total number of days served during aforesaid periods.

Section 3. The amount of P4,000,000 and whatever additional sums may be needed for this purpose shall be set aside from national sums may be needed for this purpose shall be set aside from national government funds not otherwise already appropriated for other purposes.

Section 4. The corresponding amounts needed to make the cash value of aforementioned Service Credit available to teachers paid from provincial, city or municipal funds shall be borne by the government entities concerned.

Section 5. This Act shall take effect upon its approval.

APPROVED.



Dra. T. F. Halili

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WE TAUGHT WITHOUT COURSES OF STUDY

By EMILIO H. SEVERINO

Curriculum Division

The strong desire of the children to resume their schooling immediately after the liberation was the overpowering motive that urged government officials, parents, and teachers to request authority to reopen old schools or organize new ones even if they had to start with nothing. Courageously they started to repair school buildings that were reparable or to construct new ones to take the place of those buildings of which nothing but charred skeletons were left as gaunt reminder of what the war did to them. Willingly the officials and parents provided the schools with all conceivable kinds of seats, blackboards, and other school equipment.

When the classes were organized, however, we teachers found ourselves facing a problem to which we had not previously given serious consideration—the lack, if not the total absence, of textbooks, courses of study, and other instructional materials. Having been used too much to dependence on the finished courses of study before the war, many of us felt helpless without some forms of teaching guides. While we could appeal to the officials and parents for the physical needs of the schools, we could not turn to them for instructional aids. We could direct our cry only to higher school authorities. Unfortunately the war was not discriminating in its choice of victims of destruction so that even the division offices and the General Office were almost stripped of materials for instruction.

Immediate response to our distress cry for courses of study was impossible. But classes must go on, teaching must take place. Inevitably we had to

answer our own cry. Somehow, somewhere we found old courses, had them copied and distributed especially to the inexperienced and untrained who admitted they could not be expected to show better than to be groping in the dark. Where we could find no old courses those of us who have spent the best years of our lives in the teaching service pooled our resources together and with the guidance of our principals, supervisors, and superintendents drafted tentative objectives and outlines of the subjects.

We have discovered that the absence of courses of study was not after all a serious handicap. We who knew that we should adapt teaching materials and teaching procedures to the needs and interests of the pupils and that we should place greater emphasis on the whole development of the child than on the mastery of the subject matter have found that even if we had the courses we could not make use of them to the extent that we could before the war. A first-year teacher of composition could not teach the units prescribed because he was facing a class composed of those who had not been to school since January, 1942 or prior, those who passed a year or two under the Japanese-occupation schools which did not teach English composition, and probably some who legitimately did not belong to the first-year class. What background could such students show that they were ready for the units prescribed for the first year? Not even a fair recognition of nouns, pronouns, and verbs. A general mathematics teacher found it necessary to take his students back to Grade V arithmetic.

The war has revolutionized ways of life, ideas and concepts. Students have changed. Parents have changed. Environmental influences have changed. Concepts have changed—concepts about nationalism and internationalism, about morality, about psychology, even about religion. There is a change of concept about our perennial language question, with the local dialects asserting themselves and seeking their legitimate places in the curriculum. With these changes objectives must change. The old courses would be good only as far as contents might remain unchanged but with objectives modified. We felt that we in the field are well qualified to modify objectives.

What did we do in the absence of textbooks? We had to find means of imparting worthwhile and usable contents of old textbooks. We discovered plenty of things to teach not found in old textbooks. We could get them out of the students themselves. We could see them in their eyes, in their faces, in their hearts, in their everyday acts; we could find them in the trees and plants, in the brooks; we could gather them in the streets, in the homes, in the various fields of community life. Even if we had sufficient copies of such textbooks as **Modern Times** and **the Living Past** and **General Science for Philippine Schools** how profitably could the students make use of them? Who is the teacher of either of these subjects who has not complained that these books are now too difficult for the first-year students, students who are products of the six-year elementary course, of automatic promotion from Grade VI completed up to December, 1941, and of half-baked instruction in the first days of the post-liberation schools?

This is the third post-war school year. Our cry for courses of study has not yet been satisfied. To a signif-

icant degree it is better that this cry was not satisfied right away. In some way we have profited by the absence of the courses. Our daily contacts with the pupils, our awakening toward our own chance to see the suitability of the teaching materials and teaching procedures to the needs of the pupils, our closeness to the homes, our direct participation in the varied activities of the community have shown us that we have much to contribute to the preparation of the courses of study. Henceforth we shall know when to deviate from the official courses of study as changes in the needs of the school population and the community warrant. In the past we had looked upon such deviation as sacrilegious. Had we been spoon-fed with courses right when the schools were reopened after the liberation, with the probable exception of those whose practical common sense, initiative, and resourcefulness would not permit themselves to adjust the pupils to the courses, most of us would have, in their natural tendency to follow the line of least resistance and to be complacent to authoritarian policy, would have placed themselves in total dependence on the courses regardless of conditions. I venture to say that the havoc which the war did to the courses of study has made the teachers more dependent upon themselves and has prepared them for greater usefulness to the General Office in the preparation of the courses of study and in the application, interpretation, and implementation of the courses. If it happens again—although we hope that will never happen—that destructive forces would cause the dearth of courses of study, the teachers will no longer find themselves helpless but will welcome the opportunity to make use of their creative abilities in providing themselves with what to teach.

Principles of Democratic School Administration and Supervision

1. Educational facilities should be made available to as large a number of young people as possible, who shall imbibe the ideals and learn to practice the ways of democracy.

2. The personnel of the school system should have the widest opportunity possible to take part in the formulation of policies of school administration.

3. Policies of school administration should reflect the best ideals, traditions and practices of the community that the school system serves.

4. The personnel of the school system should be given the opportunity to advance, compatible with the capacities of each individual.

5. It is the function of democratic school administration to try to reach the ideal of equality of educational opportunity by erasing the barriers, social or economic, which deny the benefits of education to a large number of young people.

6. School administration should provide for an effective instructional program which groups young people according to ability so that each group may be served adequately with such techniques and materials of instruction as will enable them to develop to their fullest capacities.

7. A definite trend in school organization and curriculum building emphasizes participation by the learner in meaningful experiences rather than the

accumulation of knowledge as the main objective of education.

8. The unifying and the differentiating principles should be utilized in working out any type of school program.

9. The relation of the school service to the services of other social agencies should be carefully considered with a view to coordinating all efforts to make education functional and effectively influence the life of the community.

10. The schools must be free from politics. The democratic form of government stands or falls depending upon the way the people act with respect to public affairs and how they regard their responsibilities as citizens. "The only sound basis upon which to maintain an intelligent citizenry is through education. If the schools are subject to partisan control, there is no assurance that a fair consideration of common social and governmental problems will be presented to children and to youth as an important part of their education. If schools become the agency through which any particular propaganda advocated by any section of the population is promulgated, then democracy is doomed."

11. School administration should work toward an independent fiscal control over the schools.

12. Uniformity of practice within a school system or a single school is neither necessary nor desirable.

LET US PRODUCE BOOK LOVERS

DOLORES TENSUAN-DUNGO



Yes, let us exert every effort to arouse in our pupils a genuine interest in selecting and in reading books independently, for unless pupils develop the desire to read during their out-of-school hours, our teaching efforts in the classroom are unproductive, to say the least. Let us awaken and develop in them a strong desire to read for their own personal enjoyment and growth and not merely to satisfactorily comply with the required number of prescribed book reports.

The love for reading does not simply sprout in the hearts of the pupils. To some, it comes with or without outside help, but to the majority, it must be planted, watered, and nurtured with painstaking patience and care.

There are many varied devices of developing an interest in reading but the most effective one is the teacher's enthusiasm. Therefore, we must radiate an interest in books so infectious that pupils can't help but catch it. Let us give book talks now and then. Let us tell our pupils part of a story with such pep that they will want to read it. And, let us once in a while, visit the library with our class and help them get acquainted with the books there.

The teacher's enthusiasm is but the preliminary step, or the planting of a the seedling, in this project of producing lovers of books. Following are the various ways and means of cultivating the growing seedling:

Suggested Methods of Motivating Wider Reading

1. Through bulletin boards:

a. Post attractive and illustrated

book lists.

b. Keep the bulletin board up-to-date.

c. Change the bulletin board to have its material coincide with the literature theme under consideration.

d. Post suggestions for reading appropriate to the season of the year.

e. Post suggestions for reading of literary materials which relate to other subjects of the grade.

2. Through exhibits and displays

a. Have an exhibit of books by themes.

b. Exhibit books of literature which correlate with other subjects of the grade.

c. Cooperate with librarian and other teachers in arranging in library and in corridor display cases containing lists of appropriate books.

3. Through classroom activities:

a. Don't require a formal report for each book read independently out of class.

b. Refrain from curbing spontaneous reactions to books.

c. Arrange frequent informal book discussions.

d. Follow each free reading period in the library with an informal book discussion in the classroom.

e. In a class period previous to a free reading period in the library, direct and guide the reading of pupils.

f. Arrange, if desired, a book exchange and give credit for shared book experiences.

- g. Suggest books which are related to school activities of the year: books related to current films, to the sports schedule, to holiday observances.
 - h. Occasionally challenge individual pupils to read books above their general abilities.
4. Through other means
- a. Encourage pupils to write for the school newspaper recommendations of books they have enjoyed.
 - b. Read provocative selections from certain books to arouse interest.
 - c. Have the pupils of one grade make a list of suggested books for the grade previous to read during the year.
 - d. Provide an imaginary book store. Let pupils sell books, not in terms of money, but on the basis of interest.
- e. Let pupils make their own library corner in the classroom.
 - f. Collect book jackets and show how the "blurbs" on them emphasize some outstanding interest in the book.
 - g. Let pupils dramatize a scene in a bookstore.
 - One plays salesman, the other, customer. Pretending that the customer is looking for a particular kind of book and asking the salesman to recommend one for him.
 - h. Organize a "Book of the Month" committee to select the most widely read and the best appreciated book during the month.
 - i. Encourage pupils to feel free to suggest the kind of books they would like to be purchased for the library.

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HOW TO GIVE AN ASSIGNMENT

Francisco Milanés
La Union High School

Perhaps one would say that giving an assignment is a very simple matter which needs no particular technique. On the contrary, giving or making an assignment is not to be trifled with, for the assignment of lessons proceeds generally in some more or less recognized order. There are various problems that recur again and again in much the same order. The problems concerned are the following:

1. How to lead up to a new topic
2. How to present a proposed unit, topic, or activity
3. How to organize an attack upon it
4. How to allot tasks
5. How to record proposed activities
6. How to clear up difficulties and misunderstanding
7. How to get pupils started to work
8. How to control time
9. How to control length of assignment

In order to help the teacher in giving assignment to produce satisfactory results on the reaction of the students in the lesson, the following suggestions are worthy of consideration:

1. In making an assignment, assume an attitude of interest. Even if you are not vitally interested, try to become interested. You cannot teach something in which you are not interested.
2. Remember that the students will understand your feelings toward what you are doing and gain an added incentive to attack the subject vigorously—or do the opposite, depending

upon how you feel about it.

3. Assume the cooperative spirit; expect cooperation from your students and show willingness on your part to cooperate with them.

4. Do not under any circumstances assume the bullying attitude of a traffic officer toward your students. Such a manner is generally a smoke-screen to cover up some real weakness

5. In planning an assignment, ask yourself, first: "What do my pupils need next?" and second, "What is the next thing suggested for them in the course of study?" See if these two things fit together. If not, attempt to make them fit.

6. Talk a great deal of opportunities, of good experiences to be had, and little of requirements.

7. In general, appeal to the will to work by making learning attractive; do not put it in a negative light to the students.

8. In planning a new assignment, allow plenty of time for preparation and presentation of the problem; do not hurry this matter. Enlist the will of the students by arousing their interest in the new undertaking. Do not assume that they should learn the new lesson whether they are interested or not. Remember that lack of interest makes learning very difficult, if not impossible.

9. If unit plans, contracts, guide sheets, or other materials are used, remember that these materials must be presented to pupils and their interest in them must be aroused.

10. Adjust the time of the assign-

ment to the needs of the situation. Let it come where it is most advantageous.

11: Let the duration of the assignment depend on the nature of the problem and the needs of the pupils.

12. Try to have in each assignment some challenge to the student's curiosity, to his ability to think, to his ingenuity in construction, or some other stimulus to his interest, so that he will find doing the work pleasant.

13. Distribute the work to be done according to the abilities of the pupils. Challenge each to the limit of his capacities. Don't discourage the backward.

14. Let every assignment end with encouragement. The student should have confidence in his ability. An attitude of despair or a sense of injustice is a poor preparation for a good attack upon a new lesson.

15. Remember that success in the performance of one assignment is the very best preparation for another. Make the assignment neither too easy nor too difficult. Let it be a pleasant exertion to the student, but let it be rigorous. Soft methods are not implied in this emphasis upon the necessity of success and interest.

From the above suggestions, it is clear that the assignment of lessons is a distinct technique in the presentation of the new subject matter to be taken up in the next recitation. A thorough perusal of the suggestions reveals a good application of common sense in the giving of assignments in order to attain the desired effective results in the learning process on the part of the students.

THE VALUE OF A DEFINITE ASSIGNMENT

One of the many good reasons urged

for new typewritten assignments is the quality of definiteness. It is obvious that if a definite assignment is given, the students know precisely what to do and how to do it. In this case, the minimum time wasted is negligible if at all and the results of students' reaction are satisfactory. It is therefore necessary that it pays to discuss here rather thoroughly the value and significance of definiteness in the assignment of lessons.

Now, our question is, When is an assignment definite? A lesson assignment is definite when it is so thoroughly understood by the student that it leads to successful accomplishment. It must set up in the mind of the learner certain purposes or objectives. It must suggest what is to be done, why it is to be done, how it is to be done, when it is to be done, and how well it is to be done. This applies equally well to assignments that are purely arbitrary announcements or commands by the teacher and to cooperative, socialized assignments that characterize the work in the modern school. Early training in definite types of assigned activity is a necessary preliminary to later freedom of choice and independent research. Guidance is very exact and detailed at first; later it becomes much relaxed; and finally, it is calculated to give the individual large freedom within a certain field or on a definite problem of some type without specifying unnecessarily the exact details of either method, materials, or results to be obtained.

From the findings of such educators, as Grace E. Bird in "An experiment in Focalization," W. L. Beauchamp in "A Preliminary Experimental Study of Technique in the Mastery of Subject Matter in Elementary Physical Science"

C. E. Germane in "Outlining and Summarizing Compared with Rereading as Methods of Studying"; G. A. Yookam in "The Effects of a Single Reading"; and Louise B. Wright in "The Value of a Motivated Assignment." We conclude that a definite, detailed assignment centers the child's attention upon specific things and motivates his efforts. Therefore, we could improve our teaching to a mark-

ed extent by giving more definite and detailed assignment.

After presenting to you the characteristics of a good assignment, you will have realized its importance as a vital factor in students' preparation. Other things being equal, under normal conditions, the degree of students' preparation depends much upon how the assignment is prepared, presented, and motivated.

HOW BADLY DO WE FARE In Comparison?

The following excerpt was taken from a report on the state of the national educational system, U.S.A., by Benjamin Fine, education editor of the New York Times. This was a six months' study. The article on page 12, Ladies Home Journal, for April, 1947 contains 20 items, among which are the following:

350,000 teachers left the American public schools since 1940.

125,000 teachers are serving on emergency basis.

70,000 teaching positions are unfilled — no teachers.

60,000 teachers have only high school education or less.

175,000 (25%) teachers are new in the job each year.

37 DOLLARS a week is the average pay.

200,000 teachers get less than 25 DOLLARS a week.

22% of all college students attended teachers' colleges in 1920; NOW only 7% attend teachers' college.

6,000 schools will be closed because of lack of teachers.

25,000 children will have no schooling during the year.

2 MILLION children will suffer a major impairment in their schooling because of poor teachers.

5 million children will receive inferior education this year because of the inadequate teachers supply.

Only 50% of teachers employed in 1940-41 are still teaching today.

Only 15% of all elementary and high school teachers are men.

56% of teachers in this country do not have tenure protection.

U. S. spends 1.5% of its national income for its schools; Great Britain, 3%; Soviet Union, 7%.

THE ASSETS OF DEMOCRACY

Among the important assets of which we are proud and which we can use in the defense of democracy are the following:

A common speech and a common culture;

A willingness to consider with open mind the contributions offered by diverse races, cultures, and religions, and to adopt those that promise enrichment of the national life;

A widespread respect for human personality and a recognition of each individual's right to live his own life so far as it does not interfere with the welfare and happiness of others;

A common conviction that it is the duty as well as the privilege of every individual to share in the making of decisions concerning general policies that affect the welfare of all;

A long experience in self-government, in which every adult may take such part as his interests and abilities warrant;

Dissatisfaction with the present, and hope that stimulates to activity for a better future;

Agreement that changes must be made by peaceful means;

A general willingness to abide by majority decisions made at the polls, with due respect for minorities who may continue their activities to influence a subsequent decision;

Recognition of the right of any minority, however small, to propose, to advocate, and even to agitate by proper means for social changes without as well as within the pattern previously approved by the majority;

A widespread approval of the right of the individual to secure, interpret,

and disseminate information, to come to such conclusions as it indicates, freely to express opinions, to exert the influence of argument, to choose one's associates, to assemble, to vote, to move freely, to labor at work of one's labor, after contributing a just and proportionate share to the cost of protection and promoting the general welfare;

Generally approved and practiced civil liberties, which may not be abrogated or curtailed, even by majorities;

A widespread system of free education;

Sympathy for and care of the unfortunate and the needy;

Intolerance of enduring social stratification, whether caused by birth, race, religion, or wealth, inherited or otherwise acquired;

The right to worship according to the dictates of one's conscience;

Equality before the law and a presumption of innocence until proved guilty;

Freedom from fear of persecution by those in authority...

With such general assets it is imperative that we clarify the meanings of democracy, develop a renewed faith in them and devotion to them, and also that we realize their implications for modern life. The defense of our nation demands that we understand what democracy is, that we passionately believe it superior to all other ways of living, and that we apply it consistently to making our country the best possible for a free people.

Reprinted from "Democracy and Education in the Current Crisis."

MANUEL'S THANKSGIVING

(Short Story)

BERNARDO SANTOS
Ilocos Norte Normal School
Training Department

"Good morning, Miss Dancel," politely greeted Manuel as he stepped into the room. The other children were already there. He was breathing deeply, trying to get to school on time. But just the same he was still late! He had been late to school many times but his kind teacher always knew what to do. She seemed to know everything about Manuel.

"Good morning, Manuel. Why are you late today?" asked Miss Dancel.

Manuel did not say a word. He just bowed his head. He was ashamed to tell his richer classmates that he had to help his mother at home before going to school. Poor Manuel!

Three years ago his father, who loved him so deeply, died and left Manuel with his mother. Manuel was seven years old then, but he was not going to school yet. But now he was in the Third Grade. He was a bright pupil. He could beat anybody in his class in language, arithmetic, or reading.

As he looked around from his desk, he saw his classmates all dressed in nice clean clothes. They had put them on, for that morning they were to hold a program. He looked at his clothes. They were ragged. There were holes in them. He said to himself, "If only my father were here, I could have new clothes also, and a pair of new shoes on!" His heart cried. He looked at his clothes again. "But they are as clean as the clothes of my classmates," he muttered.

Suddenly, "The first part of the program is a class song, 'Planting Rice.' Josefa will please lead the class," said Pablo, one of Manuel's friends.

The class sang. Manuel sang, too, but he thought his voice was drowned by the rest. On the program were dramatizations, stories, and pantomines. Manuel was going to give a recitation.

Later, "Manuel will give us a recitation, 'Father in Heaven, We Thank Thee,'" announced Pablo.

Manuel stood bravely. He had waited long to say his part. Had he not practiced reciting it at home to his mother that night? Now was his chance to show that he was better off than the rest.

He began:

"For flow'rs that bloom about our feet,

For tender grass...."

At the end of the first stanza, he paused then continued:

"For this new morning with its light,

For rest and shelter of night..."

He had never recited so well. No wonder as he said the last lines:

"For health and food, for love and friends,

For ev'rything His Goodness sends,
Father in heaven, we thank
Thee."

the room was filled with the clapping of his friends. He seemed to forget everything....poor boy, his old and ragged clothes were forgotten. He was very happy. Indeed there never was a day like this one he had now!

He whispered:

"For health and food, for love and Friends, and **HAPPINESS,**

For ev'rything His Goodness sends,
Father in heaven, **WE THANK
THEE."**

TRYST IN TIRAD

(A Play In One Act)

By **CEFERINO S. JOVEN**



SCENE 1

PLACE: Naguilian, La Union.

TIME: One evening late in November, 1899.

SCENE: The scene is the nave of the church at Naguilian, La Union. The walls are bare, but hanging here and there are tattered uniforms of loyal Katipuneros. Scattered around the place are church benches whereon tired soldiers lie at rest or asleep. The flag of Gen. del Pilar's brigade is leaning in the corner up at the right of the stage. Guns are stacked along vacant spaces between the benches. Down left center is a backless seat.

(At rise Cabo Eugenio Santos is seen untying his shoes on the backless seat. Then a sentinel appears from Right.)

CABO SANTOS: This is the first time we have had a good rest in many a day.

SENTINEL: Ah, yes. And that was a very good dinner, too. General Goyo is a real shot! Imagine hitting that bull at four hundred meters. By the way, where is he?

CABO SANTOS: He went on inspection on the other side of the river. He must have gone to report to Don Emilio, but he may return any time this evening.

SENTINEL: I hope he brings good news. You know, I am really surprised at the Americans. They seem to scent every move we make.

CABO SANTOS: You should not wonder. The Americans are rich, and

there are not a few of our countrymen who will sell information for a few pesetas.

SENTINEL: In that case, why does not Don Emilio give up?

CABO SANTOS: Be careful, my friend! Don't ever let General Goyo hear you talk like that. Besides, we shall not surrender just because some Filipinos have turned traitors. I tell you, they will never succeed. Gen. Tinio's army is already at Abra. They will soon join us.

(He yawns and stretches, then lies down).

SENTINEL: I do hope it is so.

(Noise of approaching horses is heard.)

The sentinel turns around and peers toward the sound.

He stands at attention and salutes as General del Pilar and Vicente Enriquez, his aide, enter. The sentinel continues across the stage and goes out Left).

GEN. DEL PILAR: I could not sleep well last night. That noise which kept us awake seemed to come from nowhere. I was just wondering...

ENRIQUEZ: Goyo, I did not know you are very superstitious.

GEN. DEL PILAR: Oh, well, it just occurred to me, that's all... Vicente, want you to take care of this. (He hands him a pocket book). You know what to do just in case.

ENRIQUEZ: Oh, Goyo, you are at it again. You are very young and you still have many years to live.

PHILIPPINE EDUCATOR

GEN. DEL PILAR: That may be so, but there's something much more important. We shall have to fight a great battle to resist the advance of the Americans. That battle is inevitable. I must fulfill my duty to my country; and since the enemy is strong and numerous, I will fight to the end.

(The sentinel enters and salutes.)

SENTINEL: Sir, there is a messenger who has just arrived. He desires to see you.

GEN. DEL PILAR: Bid him come in.

(The sentinel exits and then re-enters with the messenger.)

MESSENGER: Gen. Goyo, the Americans are nearing Aringay. Gen. Tinio will not be able to join you because they are intercepted on the way.

GEN. DEL PILAR: (to messenger). Good work, my lad. (To sentinel). Give him food and let him rest. Tell the bugler to sound assembly.

(The sentinel and the messenger exit. Soon the sound of assembly is heard. Soldiers awaken and others appear from right and left of the stage.)

GEN. DEL PILAR: (to Enriquez). Well, Vicente, the time has come. (To the soldiers). My men, the enemy has pursued us doggedly. Don Emilio, with implicit confidence, entrusted in us the task of checking the advance of the Americans. Comrades, which would you rather do—die fighting or die retreating like cowards?

SOLDIERS: (in chorus with raised rifles). We shall all fight, and die fighting if need be.

C U R T A I N S

SCENE 2

PLACE: A position at Tirad Pass.

TIME: Late morning of December 2, 1899.

SCENE: The scene is a hillside

where there are several big rocks. The place is covered with low cogon grass. Up center is an unfinished trench.

(At rise there is an intermittent cracking of rifles. Two Katipuneros are seen digging the trench cautiously.)

SOLDIER 1. As I was telling you, our position here is impregnable. Did you see how we repulsed the two cavalry charges of the enemy?

SOLDIER 2. Yes, and on the third charge they had to abandon their horses. Those horses cannot climb these hills.

SOLDIER 1. This trench is deep enough. I will go and report to Capitan Juanchito. (Exits).

SOLDIER 2. Go ahead! I shall dig several spadefuls more and then I'll be through.

(Enter Capitan Juanchito and Soldier 1. The captain inspects the trench.)

CAPITAN JUANCHITO: Good work, men. This one will strengthen our position.

(Enter Gen. del Pilar and Enriquez, his aide. The captain and the two soldiers salute. The soldiers go down the trench.)

GEN. DEL PILAR: Juanchito, how is our position?

CAPITAN JUANCHITO: Excellent! I believe we can still win the battle.

ENRIQUEZ: We have a limited supply of munitions. Do our men know that?

CAPITAN JUANCHITO: Yes, they do. Some even suggested rolling down big boulders, if need be.

GEN. DEL PILAR: Return to your men, Juanchito. Tell them to give no quarters.

(The captain exits. More rapid firing is heard. General del Pilar looks over the place with his field glasses.)

The Americans will never pass

PHILIPPINE EDUCATOR

through this place. If they do, it will only be over my dead body.

ENRIQUEZ: Don Emilio was right, Goyo. As you can see, our officers and men are doing well. You should have taken his advice and stayed with him.

GEN. DEL PILAR: He may be right, but I cannot let my men down. We have always been together in all the battles we have fought. I must share with them whatever dangers they may face... Remember the cowlick on my horse? Don Emilio said it is a sign of bad luck.

ENRIQUEZ: Superstitious again! You are fated to serve your country. The Philippines still needs you. Surely no amount of ill luck can cross your path. No, not this time.

GEN. DEL PILAR: I bow to the destiny that awaits me and my valiant men. I shall die gladly fighting for my country. Vicente, let me have my pocket book for a while. (Enriquez hands him the wallet. Gen. del Pilar writes something while Enriquez views the enemy's position with field glasses.)

ENRIQUEZ: (pointing). That hill must be a good place to observe the movements of the enemy.

GEN. DEL PILAR: (puts the wallet in his inside coat pocket). Where

is that? Let us proceed there. Have my horse ready.

(Enriquez exits hurriedly. Gen. del Pilar follows. Soldier 1 steps out of the trench and stops the general.)

SOLDIER 1. Gen. Goyo, the enemy lie just ahead in ambush!

GEN. DEL PILAR: (Peering with his field glasses). I do not see anything ahead. It must be only the breeze fanning the grass. (Exits.)

(Soldier 2 steps out of the trench hurriedly and joins Soldier 1.)

SOLDIER 2. I am sure those are Americanos.

SOLDIER 1: We are helpless. He is gone.

(Sound as if someone mounting a horse is heard. Then follows the sharp report of a rifle and the sound of a body falling. Enter Enriquez breathing heavily.)

SOLDIER 1: Why, what happened?

ENRIQUEZ: Gen. Goyo is dead! We are lost! The Americans will soon be here.

(Sounds of rapid firing getting louder and louder. Men fight grimly on. They fall one by one. Smoke gradually engulfs the scene as THE CURTAIN FALLS.)

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PROBLEMS in the NEWS

BY SILVINA C. LAYA



1. A systematic campaign to attract American capital into the Philippines so as to take advantage of the parity law will be launched jointly by the Philippine government and the Beyster advisory group on Philippine industrialization. The Beyster report points out that Philippine capital alone cannot adequately handle the possibilities of Philippine natural and mineral resources.

This campaign is also aimed at counteracting discouraging reports about lack of peace and order in the Philippines. The government campaign aims to prove that the Philippines is the best place for investment in the Far East.

- a. Why do you think American capital is slow in coming to the Philippines?
- b. Is Philippine capital not enough to develop our resources or is it only timid?
- c. Should the government conduct this campaign in America?
- d. Is this campaign necessary?
- e. How may our natural resources be developed without foreign capital?

2. Public bonds bearing $4\frac{1}{2}$ per cent interest will be floated by the RFC (Rehabilitation Finance Corporation) to capitalize one-fourth of the government partnership with Westinghouse International on the establishment and operation of an electrical plant in Manila for the manufacture of incandescent bulbs and fluorescent lamps.

This bond series will be redeemable at the beginning of the fifth year of a ten-year amortization period.

- a. Do you think these bonds are good investment? Why?
- b. Is this partnership with a big foreign firm beneficial to the Philippines? How?
- c. What are the dangers of this partnership?
- d. Would not the Meralco be a better project than this Philippine Electrical manufacturing company? Why?

3. President Roxas ordered the Department of Finance and the Bureau of International Revenue to prosecute tax evaders. President Roxas was most emphatic in the prosecution of war-profit tax evaders who are alleged to have amassed wealth during the occupation.

- a. How may the Department of Finance and Bureau of Internal Revenue apprehend tax evaders?
- b. Will this measure improve our finances?
- c. Should those who amassed wealth during the Japanese occupation be heavily taxed? Why?
- d. What are the taxes which are most often evaded? Can you suggest ways of preventing evasion for each particular tax?

4. Modesto Farolan, Consul General for Hawaii, said that the once-flourishing million-dollar rattan furniture and cigar trade in Hawaii died as a result of dumping below-standard products by some local exporters.

- a. Why have goods of inferior quality been dumped into Hawaii?
- b. May we say that failure to meet specifications when orders are many is a weakness of our manufacturers and exporters?

- d. What measures can the Government adopt to prevent further exportation of inferior products?
- e. Give an example of countries whose export trade was stimulated by high-quality goods exported?
5. U. S. Ambassador Emmet O'Neal urged the youth of the Philippines to strengthen and perfect the democratic way of life which "is the highest plane to which civilization has climbed, and without it no education can be devoted to the search for truth."
- a. What part may the Department of Education play in developing the democratic way of life? the schools? the teachers?
- b. Can truth go hand in hand with totalitarianism? Give reasons for your answer.
- c. In what ways is democracy superior to, say, communism?
6. President Roxas in his rally speech in the Manila Jockey Club on October 18, 1947, took the Nacionalista Party to task for presenting themselves as champions of collaborators.
- a. Should the Nacionalista Party be condemned if it favors some collaborators? Why?
- b. What important "collaborators" are influential in the government today?
- c. Should amnesty be granted to so-called collaborators?
7. The Philippine Newspaper Guild and the Civil Liberties Union denounced the suspension of the broadcasts of Arsenio Lacson as an infringement of the constitutional right of free speech. Lacson is one of the most fearless critics of the government. Lacson had to stop broadcasting or else the station's charter would be revoked.
- a. Why are radio stations willing censors of radio programs?
- b. Should the broadcasts of Lacson be stopped? Why?
- c. Should the government tolerate criticisms? Why?
- d. The government owns and operates KZFM, a powerful radio station. Should this station be made purely a pro-administration mouthpiece? Is it actually so now?
8. Mayor Fugoso reprimanded Chief of Police Manuel de la Fuente for refusing to obey Secretary Zulueta when the latter ordered the reinstatement of Patrolman Alfonso Layog, who was found guilty by the Merit and Trial Board of connivance with crooks.
- Chief de la Fuente said: "I do not intend... to dispute the law or disobey orders. But above all these, I have to protect public interest and preserve the dignity of the department of which I am the head."
- a. What must have been the reason of Layog's exoneration?
- b. Has politics anything to do with the case?
- c. Do you favor de la Fuente's stand? What are your reasons?
9. It is believed that Russian-trained Chinese communists from Amoy, China, have been steadily getting into the Philippines. They are specially trained to help the Huks, it is said.
- a. How do these Chinese Reds get in illegally?
- b. If they do get in, what is the Bureau of Immigration doing to prevent their illegal entry?
- c. Why do Communists go into such trouble to extend help to the Huks?
- d. Are some sections of the Philippines fertile ground for communism? Explain your answer.
10. An "Eastern Bloc" to be composed of Turkey, Persia, India, Pakistan and Afghanistan is being discussed as a defense of the Middle East and Moslem World against future aggression.

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It is said that communism lost what it gained for seven years in these countries in the one hour during which the Soviet representative in the UN supported the partition of Palestine into Arab and Jewish states.

Mustafa Al Umari, deputy president of the Iraqi Senate, said: "Neither the Americans nor the Soviets are really the guaridans of peace. Any nation must depend on itself for freedom and independence."

- a. Why has Soviet Russia lost ground in the Middle East?
- b. Do you believe in what Umari said? Has the Philippines learned this lesson already?
- c. What can the Philippines do to help maintain its freedom and independence? What is it doing now?

11. A group of British parliamentarians claimed that Josef Stalin advocates close political and economic relations with the U. S. and Great Britain and has no thought of making war.

- a. Do the actions of Stalin support this statement? Prove your answer.
- b. Granted that it is true, what can Stalin get from the United States and Great Britain as a result of closer political and economic relations?

12. The Anti-Franco group in UN plans to ask the members to refrain from any commercial arrangement with Spain.

- a. Why is Spain unpopular in the UN?
- b. If the plan of the Anti-Franco group goes through, what should the Philippines do?

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ACTIVITY GUIDE IN ARITHMETIC GRADE SIX

Marcela B. Garcia

I. Drill

- A. Group remedial drill on addition of like fractions.

Note: Grouping of the children is based on the results of the diagnostic test on addition of like fractions, p. 29, The New Curriculum Workbook.

- B. Abilities Involved:

1. Group I.

Addition of like fractions with answers not reducible to lowest terms.

Type: $\frac{1}{3} - \frac{1}{3} = \frac{2}{3}$

2. Group II.

Addition of like fractions with answers reducible to lowest terms.

Type: $\frac{1}{4} - \frac{1}{4} = \frac{2}{4} \frac{1}{4} = \frac{1}{2}$

3. Group III.

Addition of like fractions with answers reducible to whole or mixed numbers.

Type: $\frac{3}{4} - \frac{1}{4} = \frac{4}{4} = 1$

4. Group IV.

Addition of whole numbers and fractions or mixed numbers.

Type: $7 - \frac{7}{12} = 7 \frac{7}{12}$

5. Group V.

Addition of mixed numbers, the fractional sums of which are proper fractions.

Type: $6\frac{1}{8} - 1\frac{5}{8} = 7\frac{6}{8} = 7\frac{3}{4}$

6. Group VI.

Addition of mixed numbers, the fractional sums of which are improper fractions.

Type: $7\frac{3}{4} - 4\frac{1}{4} = 11\frac{4}{4} = 12$

C. Procedure

1. Provision is made for those pupils who scored perfect in the diagnostic test. They solve problems given on the board.
2. Corrective drill exercises based on the different abilities are placed on the board.
3. The teacher takes up corrective teaching with one group at a time, starting with the simplest type of exercise missed.
4. While one group recites with the teacher, the rest of the class study the exercises corresponding to their respective groups.

II. Problem Solving

- A. To develop the ability to solve mental problems involving everyday arithmetic.

1. Specific abilities involved in:
 - a. Making changes.
 - b. Buying and selling.
 - c. Finding averages.
 - d. Finding increases or decreases in weight.
2. Mental problems (samples)
 - a. Yesterday, Jose bought 2 notebooks at ₱0.20 each. If he gave the seller a 50-centavo piece, how much change did he receive?
 - b. At recess, Mrs. Dungo ordered 2 cups of soup at ₱0.15 a cup and 2 special sandwiches at ₱.15 each. If she gave the seller a peso, how much change did the seller give her?

- c. Mother went marketing this morning and bought 2 kilos of sugar at ₱0.60 a kilo and a dozen eggs at ₱1.40 a dozen. How much did she spend in all?
- d. A dress material, 3 yards long costs ₱4.20. What is the cost per yard?
- e. Last month Pedro's weight was 28 kilos. Yesterday, while waiting for the dentist, he weighed himself. His present weight is 32 kilos. What was his increase in weight?

3. Procedure

- a. The teacher reads aloud the mental problems.
- b. Pupils solve these problems mentally and write down the answers.
- c. The pupils check their answers.
 - (1) The teacher reads the answers aloud while pupils check their own papers.
 - (2) The teacher finds the frequency of errors and takes up with the class those problems missed by the majority.

III. Development Lesson

- A. To know how to find the area

of a triangle when the base and the altitude are given.

B. Procedure

1. Drill on arithmetical terms. Filling the blanks.
 - a. Area means_____.
 - b. Area should always be expressed in _____.
 - c. Perimeter means _____.
 - d. The dimensions of a parallelogram are its _____ and _____.
 - e. A parallelogram with a base of 9 dm. and an altitude of 5 dm. has an area of_____.
2. The teacher presents a triangle to the class and asks the pupils to show its dimensions; the surface; and the perimeter.
3. By comparison, the teacher makes the pupils realize that a triangle is one-half the area of a parallelogram of the same dimensions.
4. The pupils are then led to discover and formulate the general principles for finding the area of a triangle.
5. The teacher takes several examples by illustrations to generalize the idea.
6. The teacher takes up exercises and problems calling for the application of the principle just formulated.

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THE ROLE OF DEMOCRACY IN EDUCATION

In the United States, the word **supervisor**, is being changed to **consultant**, to indicate the newer relationship between teacher and supervisor which is that of partners and co-workers in a common enterprise. The degree to which the supervisor can get the goodwill of the teachers whom he supervises, the extent to which teachers have confidence in him, to that extent will a supervisor succeed. There is common feeling in the Philippines that the supervisor is a fault-finder. In fact, the word **supervisor** has been corrupted, and some people now use the word **snoopervisor**. The supervisor who is endowed with the gift of making teachers like him because they know that they can be helped by him is the supervisor who will succeed. If the supervisor-teacher relation does not make for mutual confidence and friendliness, much of the effectiveness of supervision is lost. It cannot be too much stressed that the supervisor must be human and humane.

Democracy is not merely a political concept nor a form of government it is a way of life.

The democratic way of life implies the following; (1) opportunity for everyone to develop and progress to the fullest extent possible in accordance with his capacities; (2) the burdens of life are shared by all in accordance with the relative strength of the individuals composing the group; (3) the members take personal interest in the welfare of each and every member of the group; (4) there is incessant search for truth, which alone can make people really free; people given access to a knowledge of truth and use that knowledge to shape public opinion and direct activities of the group; (5) common counsel is widely made use of to clarify issues and to promote the common welfare, the minority abiding by the decision of the majority.

The school system in a democratic society must implement these basic principles to the end that society will cherish these principles and actually practice the democratic way of life.

This implementation comprehends the curriculum, the learner, the teacher

and her methods, and administration and supervision of instruction.

The schools must teach the principles of democracy and of cooperative living. The learner must be provided with every opportunity to develop his individual personality and to learn his duties and responsibilities as a follower and as a potential leader. The learner must be provided with the opportunity to learn how to make personal adjustments in the environment in which he lives. He must be given the means of exploring his interests to the end that he will exploit them for the enrichment of his life and of society.

The teacher must help in the implementation of democracy by making her personality exemplify human and humane relationships with the learner and by relating learning to life.

Administrators and supervisors must likewise contribute to the democratization of education by dealing with teachers in such a way that the spirit of teamwork, of fellowship, and of mutual regard and understanding may be utilized to the full.

In essence, democracy and democratic relationships must permeate every aspect of education.

The PTA In Post-War Education

ISABELO TUPAS

DIVISION SUPERINTENDENT, PAMPANGA

From the material chaos and moral and spiritual blackout left us by the war, the immediate postwar problems of education are self-evident: in the material field, we have the reconstruction of school buildings and construction of new ones; the repair and replenishment of school equipment; the replenishment of books and educational materials. In the human field, we have the rehabilitation of the children's health to the end that they may regain their former vigor and bouyancy of spirit; the restoration of confidence in and respect for their elders, for law, for human and property rights, and for those in authority; the stabilization of character and emotional life to the end that there be calm instead of hysteria; that there be a feeling of security instead of fear; love for humanity instead of indifference; faith instead of disbelief and a sensitivity to the values of human life and the dignity of human personality. We must make sacrifices now to remove the traces of destruction from our landscape and wipe away the harrowing memories and evils of the war from ourselves so that we can have the peace of mind, strength, and optimism to restore the family, the community, and the nation to normal progressive living.

In the curriculum we must seek and stress such studies as will make the children what we hope them to be — happy, efficient social beings free men instead of inhibited, inarticulate individuals; and as we abhor war as the rest of the people do, we here should pledge also that "since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed."

As we are confronted by problems,

urgent and grave in the material field and even more in the character-emotional field, the PTA as supporter of the schools assumes a pivotal role in our educational system. Because of the limited financial resources of the government, it is compelled to shift a part of the burden of school support upon the PTA—an incidence in the fiscal policy of the government which gives the PTA some official standing. Where the PTA has limited resources, it has also succeeded in obtaining municipal school appropriations which provision may be considered a signal proof of municipal capacity for local autonomy. This also signifies the awareness of the people and the municipal officials that the schools are a community project.

Until recently, when almost everyone but teachers was making big money in business or in army camps the PTA came to the rescue of the teachers by giving them extra pay in cash or in kind, or otherwise took kind care of teachers. The PTA stood by the teachers through thick and thin and the most loyal and long-suffering among them kept faith with the association in the service of the children. Thus in the most trying hours of need for survival and the call for public service, the bond of understanding and respect between the parents and the teachers has been forged.

From this interrelation arose the new consciousness that the parents and the teachers have become partners in the educational enterprise. The teachers give instruction to the children in school while the association, through the parents, check them at home about their lessons or otherwise ask them, "What have your teachers

(Continued on page 40)

EASY TAGALOG

By JOSE G. KATINDIG

Mag-aralan nating ang wastong gamit ng mga sumusunod na salita:

(Let us study the correct use of each of the following words:)

1. kapatid brother or sister
magkapatid brothers or sisters (only two)
magkakapatid brothers or sisters (more than two)
2. kaibigan friend
magkaibigan friends (only two)
magkakai-
bigan friends (more than two)
3. kasama companion
magkasama companions (only two)
magkaka-
sama companions (more than two)
4. kasamá partner in business
magkasamá partners in business (only two)
magkaka-
samá partners in business (more than two)
5. kalaro playmate
magkalaro playmates (only two)
magkaka-
laro playmates (more than two)

6. kapitbahay neighbor
magkapit-
bahay neighbors (only two)
magkaka-
pitbahay neighbors (more than two)
7. kababayan townsman
magkaba-
bayan townsmen (only two)
magkaka-
babayan townsmen (more than two)
8. kalalawigan provincemate
magkalala-
wigan provincemates (only two)
magkakala-
lawigan provincemates (more than two)
9. kanayon (kababaryo) barriomate
magkana-
yon (mag-
kababaryo) barriomates (only two)
magkakana-
yon (mag-
kakababar-
yo) barriomates (more than two)
10. kapanahon contemporary
magkapa-
nahon contemporaries (only two)
magkaka-
panahon contemporaries (more than two)
11. kapangkatin two persons belonging to the same party
magkapang-
katin two persons belonging to the same party

magkaka-		magkakaa-	
pangkatin	. more than two persons belonging to the same party	way	enemies (more than two)
12. karelihiyon	. one person belonging to the same religion	16. katulong	a person helping each other
magkareli-		magkatulong	two persons helping each other
hiyon	two persons belonging to the same religion	magkakatu-	
magkakare-		long	more than two persons helping each other
lihiyon	more than two persons to the same religion	17. kakampi	a person who takes one's side in a quarrel
13. kababatá	childhood friend	magkakampi	two persons taking the same sides in a quarrel, etc.
magkababa-		magkaka-	
tá	childhood friends (only two)	kampi	more than two persons taking the same sides in a quarrel, etc.
magkakaba-		18. pinsán	relative
batá	childhood friends (more than two)	magpinsán	relatives (only two)
14. kaanib	ally	magpipin-	
magkaanib	allies (only two)	sán	relatives (more than two)
magkaka-			
anib	allies (more than two)		
15. kaaway	enemy		
magkaaway	enemies (only two)		

Wastong gamit sa pangungusap ng bawa't isá sa mgá salitang nasa-itaás:

1. Si Maria ay aking kapatid.
Siyá'y kapatid ko.
Si Maria at ako'y magkapatid..
Kami'y magkapatid.
Sina Felisa, Fe at, Lucia ay magkapatid.
Sila'y magkakapatid.
Maria is my sister.
She is my sister.
Maria and I are sisters.
We are sisters.
They are sisters.
Felisa, Fe and Lucia are sisters.
2. Si Pedro ay kaibigan ni Juan.
Si Pedro at si Juan ay magkaibigan.
Sina Jose, Marcos at Pablo ay magkakaibigán.
Pedro is Juan's friend.
Pedro and Juan are friends.
Jose, Marcos and Pablo are friends.
3. Si Petra ay aking kasama.
Si Petra at ako'y magkasama.
Siná Epifania, Felicidad at Ines ay magkakasama.
Petra is my companion.
Petra and I are companions.

Epifania, Felicidad and Ines are **companions**.

4. Si Fe ay **kasama** ni Lusia sa hanapbuhay.
Si Fe at si Luisa ay **magkasama** sa hanapbuhay.
Sina Fe, Luisa at Carmen ay **magkakasama** sa hanapbuhay.
Fe is Luisa's **partner** in business.
Fe and Luisa are **partners** in business.
Fe, Luisa and Carmen are **partners** in business.
5. Si Luis ay **kalaro** ni Marcelo.
Siná Luis at Marcelo ay **magkalaro**.
Siná Luis, Marcelo at Matias ay **magkakalaro**.
Luis is Marcelo's **playmate**.
Luis and Marcelo are **playmates**.
Luis, Marcelo and Matias are **playmates**.
6. Si Mang Isko ay **kapitbahay** ni Mang Doro.
Si Mang Isko at si Mang Doro ay **magkapitbahay**.
Siná Mang Isko, Mang Doro at Mang Anong ay **magkakapitbahay**.
Mang Isko is Mang Doro's **neighbor**.
Mang Isko and Mang Doro are **neighbors**.
Mang Isko, Mang Doro and Mang Anong are **neighbors**.
7. Si Don Pablo ay **kababayan** ko.
Si Don Pablo at ako ay **magkababayan**.
Siná Escolastica, Ines at Pilar ay **magkakababayan**.
Don Pablo is my **townmate**.
Don Pablo and I are **townmates**.
Escolastica, Ines and Pilar are **townmates**.

8. Si Francisco ay **kalalawigan** ni Rufino.

Siná Francisco at Rufino ay **magkalalawigan**.

Siná Francisco, Rufino at Alejandro ay **magkakalalawigan**.

Francisco is Rufino's **provincemate**.

Francisco and Rufino are **provincemates**.

Francisco, Rufino and Alejandro are **provincemates**.

9. Si Marta ay **kanayon** ni Lydia.

Siná Marta, at Lydia ay **magkanayon**.

Siná Marta, Lydia at Sisa ay **magkakanayon**.

Marta is Lydia's **barriomate**.

Marta and Lydia are **barriomates**.

Marta, Lydia and Sisa are **barriomates**.

10: Si Dr. Rizal ay **kapanahon** ni Don Marcelo del Pilar.

Siná Dr. Rizal at Don Marcelo ay **magkapanahon**.

Siná Dr. Jose Rizal, Don Marcelo del Pilar at Don Mariano Ponce ay **magkakapanahon**.

Dr. Rizal was Don Marcelo del Pilar's **contemporary**.

Dr. Rizal and Don Marcelo del Pilar were **contemporaries**.

Dr. Jose Rizal, Don Marcelo del Pilar and Don Mariano Ponce were **contemporaries**.

Ngayon, humigit-kumulang, ay nalalaman na ninyo ang wastong paggamit ng karamihan sa mga salitang ating pinag-aaralan. Subukin nga ninyo ang inyong kakayahan sa pamamagitan ng paggamit sa wastong pangungusap ng bawa't isá sa sumusunod na mgá salita.

(Now, more or less, you know how to use correctly in sentences many of the words we are studying. Try your ability by using in a correct

sentence each of the following words:)

1. kapangkatin
magkapangkatin
magkakapangkatin
2. karelihiyon
magkarelihiyon
magkakarelihiyon
3. kababatá
magkababatá
magkakabatá
4. kaanib
magkaanib
magkakaanib

5. kaaway
magkaaway
magkakaaway
6. katulong
magkatulong
magkakatulong
7. kakampi
magkakampi
magkakakampi
8. pinsán
magpinsán
magpipinsán

(Continued from page 36)

taught you?" In this way the pupils become conscious that education takes place both at school and at home.

Because of the great damage to school buildings and loss of equipment, the parents more than before are drawn to the schools to help put up something for the children. The parents do not only see the material needs of the teachers and the pupils but see and hear and realize how and what their children study. This is a great opportunity for the parents, for they catch glimpses of school life and of the contents of the school curriculum. They somehow begin also to weigh the values of what pupils learn. This is where the PTA is to play its greatest educational contribution. Seeing the machinery of the schools and knowing its ideals, its democratic life, and the contents, substance and values of school offerings, the PTA carries and transmits the sum total of school influence to the community, thereby stimulating it to think critically on the objectives of education. On the other hand the PTA brings community interest and ideals to the teachers, thereby giving color, value, and force to their instruction.

To keep this interflow of influence in constant motion is the joint function of the PTA and the local school

administration. In this manner the PTA does not only serve as the main agency of public school relations, but it plays the part of stabilizer of the work of the school. In order that this function may attain a high degree of competence and efficiency, the PTA should visit the schools more often to appreciate the work of the children and understand the goals of their various activities. Parents should speak more often in school convocations and programs. In return school officials should make themselves available in PTA meetings, to interpret the schools to the public or otherwise explain certain phases of school work and administrative practices which ordinary observation does not reveal to the parents.

From the close interrelation and mutual cooperation of teachers and parents; from the common effort directed toward a common goal, the PTA should be able to encourage better scholarship among the students and make their education the first concern of the public. It should also help greatly in establishing local libraries, organizing community orchestra or band, choral and dramatic clubs, and town hall meetings to enliven and enrich community life. For this purpose the PTA should attract

(Continued on page 47)

CUMULATIVE TESTING

By TOMAS B. TRINIDAD

Paoay Elementary School, Ilocos Norte

Division Memorandum No 8, series of 1947, of the Superintendent of Schools for Ilocos Norte, advocates the use this school year, of the cumulative system of rating pupils through the six grading periods into which the school year is divided. Alongside of the cumulative system of grading is the cumulative system of testing.

The periodic test should be a cumulative total of the golden texts of all the daily recitations within the grading period. An easy way to do this is to state the golden text of the lesson as a clinching summary in the form of a principle, rule, generalization, statement or question—depending upon the nature of the lesson—at the end of every daily lesson plan. For example, the lesson today in language is the formation of the plurals of nouns ending in *y* preceded by consonants. The golden text of the lesson which ultimately will be an item in the periodic test may be stated in the form of a question, as follows:

Golden text (test): How do nouns ending in *y* preceded by a consonant form their plurals?

It may also be stated as a rule with the keyword (which ultimately will be an item for simple recall) underlined, as follows:

Golden text (test): Nouns ending in *y* preceded by a consonant form their plurals by changing *y* to *i* and adding *es*.

It may also be stated as group of exercises, as follows:

Golden text(test): Form the plurals of the following nouns: **lady**, **city**, **country**, **duty**.

Different subjects vary in the form of expressing the golden text or gist of the daily recitation. In arithmetic the main essential of the lesson may be stated as a rule, principle, type-problem, example or exercise with a specific difficulty involved. In reading, it may be a series of vocabulary or a bit of general information gained from reading. Much depends upon the individual judgment of the professionally trained teacher.

These golden texts will become the test items but not necessarily worded in the forms in which they will be in the periodic test. At the close of the grading period the teacher will draw his "table of specifications" for his test in order to decide on how many items to allot to each phase of the subject matter covered by the test, the number to depend upon the relative importance and degree of difficulty of each phase. By this time, if the teacher had been regularly writing down his golden texts daily, he has already the first draft of his periodic test in his daily lesson plans the number of items which accord with his "table of specifications" and reword or edit those items into the type of questions (judgment, recall, recognition, essay) which best suits them respectively and individually. Thus the periodic test is an accumulation of the main essentials of the daily lessons.

Operating under the same principle, the last grading period test at any time of the year, should be cumulative. Fifty percent of the test items should be taken from the new phase of sub-

PHILIPPINE EDUCATOR

ject matter covered during the last grading period so far, and the other 50% of the test items should be review questions—the proportional number of review items from each preced-

ing grading period to decrease further backward. Examine the following table which explains the above principle in terms of figures.

TEST Specifications	G R A D I N G P E R I O D					
	1st	2nd	3rd	4th	5th	6th
Percentage of new items	100%	90%	80%	70%	60%	50%
Percentage of review item decreasing proportionally further backward	0%10	10%	20%	30%	40%	50%

	G R A D I N G P E R I O D					
	1st	2nd	3rd	4th	5th	6th
New Items						50%
Review Items						50%

For further analysis, let us take the sixth grading period as an example. According to the above table the following exists:

50% of the items for the sixth grading period is based upon the new lessons covered during the sixth grading period;
 50% of the items are review items taken from the 4th, 3rd, 2nd, and 1st grading periods. Presumably, the review items must be the most essential items which should be mastered or items which should point to the pupils the most important phases of subject matter for further study, and/or these review items are the remaining difficulties of the pupils revealed in the previous

periodic tests. This implies that our periodic tests should be achievement as well as diagnostic in nature. They must motivate learning and embody main essentials to lead pupils in their study or review for mastery. It must be clearly understood that tests are not to be presented again in the same form as when they were originally presented at first, but should be reworded and presented in a new form. The reason for this is: The answer to an item reviewed verbatim may be correctly memorized, but in this way the item loses its power as a test of knowledge or ability.

Going back to a further analysis of the sixth grading period test in the table above, examine the following figures:

The 50% review items may be distributed as follows:

- 25% from the 5th grading period 25%
- 15% from the 4th gdg. pd. 15%
- 5% from 3rd gdg. pd. 5%
- 3% from 2nd pd. 3%
- 2% from 1st. .. 2%

Total 2 & 3 & 5 & 15 & 25 are 50%

SCHOOL NOTEBOOK

1. "While this Office appreciates the spirit of the local parent--teacher association which paid the high school teachers their bonuses, it cannot overlook the disadvantages derived from this system. In the first place, it is not democratic to concentrate the burden of educational support upon the shoulders of the parents of the direct recipients of education. In the final analysis it is society in general that profits from the education of any single individual. In the second place, the system hurts the feeling of teachers, for in some cases some of the parents who help pay their bonuses are heard to say unkind words whenever they see teachers wearing new shoes or shirts. "There goes the bonus we paid," some of them have been heard to say, and no self-respecting individual can continue to enjoy any privilege so dearly acquired.

The High School and the Intermediate School, as a result, continue to lose many of their experienced personnel who are receiving more attractive offers from private schools. This would serve as a timely warning against a proposed plan to denationalize the intermediate classes." — From a Superintendent's Annual Report.

Editor's Note: Could this be a general condition?

2. "The administrative machinery of the division and the attitude and the work of the teachers are of such a high degree of excellence that it can be attributed only to the educational leadership of a long and splendid line of predecessors, both American and Filipino. It is very seldom that such a leadership leaves a high educational tradition that even devastations of war could not destroy. It is my earnest hope that I shall be able to maintain the tradition and strengthen it and

add to it. To this end I am bringing to the supervisors and principals a fuller realization of education for democracy encouraging them further to adopt principles and practices consistent with the democratic philosophy. Toward this end, I have also taken steps to reorganize the PTA's in the barrios and in the central schools by providing them with a new vision of relationship with the schools"—From the Annual Report of the Division Superintendent of Schools for Pangasinana.

Editor's Note: It is not often that one says such gracious things about one's predecessors in Office.

3. "The Arellano (Manila North) High School Alumni Association, already a big organization, has enthusiastically endorsed the administrative program to encourage creativity by doing the following:

a. Created yearly awards to encourage student all-around leadership — Juan de la Cruz award (a statuette of Juan de la Cruz) for the outstanding boy student leader of the graduating class and the Tandang Sora award (a statuette of Tandang Sora) for the outstanding girl student leader of the graduating class. These awards have become highly desirable to the student body and have done much to encourage all-around participation in extra-curricular activities and social service work.

b. Created special awards given to five teachers who have rendered twenty-five years of continuous and faithful service. The five teachers who received the awards in September, 1946 were greatly touched by the loving recognition of their services and considered the awards enough recompense for seemingly fruitless and poorly compensated years of service.

c. Created the pins of merit award to the valedictorian and the salutatorian of each graduating class.

d. Created alumni sponsorship of indigent students so that outstanding but poor students receive not only financial assistance from well-to-do alumni but also personal inspiration and guidance. To date fourteen such sponsorships have been secured, ready to be made use of in July 1947. Class 1922 has decided to create one such sponsorship every year for ten years. Other graduating classes are expected to follow.

e. By their special interest in school activities and the spirit of big-brother friendliness toward the students, the alumni have created an atmosphere highly favorable to the development of all-around leadership and extra-curricular participation.

f. Plans are being made for more service to the school next year. The alumni association is now initiating a move to form a Supreme Coordinating Council to tie up the activities of the Parent-Teacher Association, the Student Council, and the Alumni Association so as to achieve coordination in the extension of service to the school." — From the Annual Report of the Principal of the Arellano High School, Manila.

.. Editor's Note: The Alumni Association of Arellano High is unique in its whole-hearted cooperation with the administration in the promotion of student activity.

4. "One way to improve the holding power of the school is for the national government to give aid in the form of salaries for teachers. For the present, besides the principal, not one of the present teachers is national. The bankruptcy in finance and the inability of the province to offer good salaries place this high school at a great disadvantage in regards to securing good teachers. It is therefore impera-

tive that national teachers, two or three, be assigned to this school as a part of the aid it receives from the national government. This province being special in kind, should be treated and helped differently from the regular and rich provinces which, as far as finance is concerned need no help from the national government. It stands to reason that a great majority of big provincial high schools have national teachers among their faculty. The Palawan High School should be given national teachers aside from the Principal."—Annual Report of the Palawan High School, 1946-1947.'

Editor's Note: It is sad but true that the equalization of educational opportunity is far from being realized in this country. In such remote places, higher salaries should be offered to induce teachers to go there. This can be done by more liberal national aid.

5. "Davao City High School has been quite lucky during the year in being able to employ teachers who are mostly eligibles. Some of them were already in this school before the war and have come back at some sacrifice. They have denied themselves the attraction of better jobs which are offering higher pay because they were hoping that the teachers' lot would be improved. With the present high cost of living, they find it impossible to 'make both ends meet' with the meager salaries that they are receiving. The family needs of each teacher are such that the call of the outside becomes more attractive. When they must prevail, it is feared that we may lose some of our best teachers, especially those receiving less than P130 per month. The call of the private schools offering living wages is gradually taking away our most capable and efficient teachers. Something must be done, if we must keep those teachers with us." — Report from the School last year 1946-1947.

Editor's Note: There has been a report that these teachers "struck" recently. Too bad that authorities could not see the handwriting on the wall.

6. "WHEN AN EMPLOYEE OF THE GOVERNMENT IS TRANSFERRED FROM ONE PLACE TO ANOTHER, IN THE INTEREST OF THE SERVICE, HIS OFFICIAL TRANSPORTATION SHOULD INCLUDE NOT ONLY HIMSELF AND PERSONAL EFFECTS BUT ALSO HIS FAMILY.

The family of an employee is more important than his personal effects. It is strange that his wife and children are not entitled to the same privilege as his personal effects enjoy." —Annual Report of the Academic-Industrial Arts Supervisor, Division of Mountain Province, 1946-1947.

Editor's Note: We agree! How much money is being spent by the government on "junkets"? And no transportation expenses for a school official's family! Would-be supervisors, take heed; after this, limit the size of your brood.

7. "A cursory examination of the preceding table and chart shows that only 48% of the teachers employed in the division as of March 24, 1947, were fully qualified for the job of teaching. This figure was deplorably low. With such low educational attainment of those handling the educational work of the government we can not expect high-grade instruction. Rivers can not rise above their sources.

"The reasons we can not attract better trained teachers is the insufficiency of the salary given them. If the government is in earnest about raising the educational qualification of

our teachers, we have to raise their salaries. Of course the bonus was a boon to the teachers but as soon as this bonus is withdrawn dissatisfaction will prevail. There is no shelter from that truth.

"One important point we should not forget is this: We have not yet reached a point in our educational development in which our teachers will be willing to sacrifice for the teaching profession. The truth is that the rank and file of our teachers are in the teaching service now because they can not find any job that will give them higher remuneration. We should not be deluded into thinking that they are in the service for some patriotic reasons. They are not. We should view the situation in a most realistic manner. As leaders in the profession we should know the truth about the attitude of our classroom teachers toward teaching as a life work. We are still very far from our goal to give teaching an element of apostleship. Money is still the main, and in some cases, the only consideration. And in view of this attitude of majority of our educational workers teaching can hardly be called a profession. It is, at least for the present time, more of a trade.

"Going back to the teachers' qualifications. Speaking of the teachers in Bataan I wish to state that many of them want to take summer courses but their present salaries do not allow them to do so. It is believed that the Director of Education should authorize division superintendents of schools to open such professional courses as are included in normal schools of the collegiate level on Saturdays and the summer vacations in order to enable teachers to raise their educational qual-

ifications. This is of course on the assumption that in the divisions where such courses are to be offered there are available qualified instructors who can handle such courses. I am confident that such a system can be worked out. Here in Bataan that is possible."—Excerpt from the Annual Report of the Division Superintendent of Schools of Bataan for the School Year 1946-1947.

Editor's Note: High quality goods are costly; perhaps our people cannot afford to pay the cost of producing high quality citizenship.

Saturday classes have been authorized where normal schools are located.

8. "To keep a good attendance during the summer sessions seems to be a common problem of all agricultural schools in the Philippines. There is a strong tendency on the part of the students to minimize the importance of the summer classes. Many get the habit of escaping from the work. Others stop attending their classes with some ailments as alibis. Still others go home pretending to get provisions. But the fact is, they do it to follow the line of least resistance. Not only that the students are generally indifferent toward the work; their mental sets are not geared to work. Such at-

titude is more noticeable in their academic classes. The undersigned attributes such behaviour to two reasons: (1) The weather is too uncomfortably hot to concentrate on any kind of activity. (2) The idea that all the other students from academic schools are vacationing made them feel like going home to join them."—Excerpt from the Narrative Report of the Acting Principal of an Agricultural High School for the month of May.

Editor's Note: Perhaps these students are in the wrong school. It is a little difficult to make people do what they have not been cut for. A better motivation of school work, or a change of environment, may be?

The observance of the National Language Week gave impetus to the popularization of the language and an added zeal to push through the campaign started last March requiring students to use the National Language or English within the school grounds and in the neighborhood of the school. Students caught using the local dialect were fined and the money collected was used by the home-room organizations for class projects. Letters of award were given students who excelled in the use of the National Language.—From the Annual Report of the Principal of a High School for 1946-1947.

Editor's Note: The prohibition against the use of the native language is reminiscent of the pre-Commonwealth regime when we were dominated by the American point of view. It does not seem consistent with our ideals of nationalism to make Filipino students ashamed of their native tongue. We should encourage the use of English and the Filipino National Language, by all means, but let us not punish young people for speaking the language in which they were born. This is a part of their national heritage of which they should be proud.

THE PTA . . .

(Continued from page 40)

to the organization the best minds and talents of the community so that it may be provided with the dynamic leadership it deserves.

The PTA is no longer the mere provider of sites and builder of school houses and makers of school desks. Its post-war role is both civic and educational. It is in a strategic position to be the coordinator of all community activities of civic nature. It is decidedly a great moral force that sustains the spirit and morale of teachers and improves the conduct and scholarship of pupils. It must also serve as a critic and booster of the school system.

The PTA is the one single civic organization that has grown with our school system and kept faith with it. In peace and in war, it has stood firmly by the teachers and the schools. It is the association that can speak and should speak loudly for the teachers. If the PTA is the people, as I believe it is, then it must not fail to secure for the teachers the social standing and financial security they so highly and justly deserve for the sake of the children of all the people.

PROPOSED . . .

(Continued from page 14)

salary rated as may be recommended by the Director of Education with the approval of the Secretary of Instruction.

Sec. 6. After two years of satisfactory service under regular status the personnel in the educational service of the Government of the Philippines shall be entitled to automatic promotion in salary, in accordance with the rates of compensation authorized on section three of Commonwealth Act Numbered Four Hundred and two, for every three years of satisfactory service they have rendered or until they have attained their maximum salary rates. Promotions in salary shall, as heretofore, be made upon promotion in position or because of increase in duties and responsibilities.

Section 7. Teachers paid for provincial, City or municipal funds shall be given salaries not lower than the minimum rates established in this Act.

Section 8. This Act shall take effect on July first, nineteen hundred and forty.

Approved.

The Filipino Expert

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1220 Tuberias, Quiapo, Manila

LUIS MENESES

ATTORNEY-AT-LAW
CERTIFIED PUBLIC
ACCOUNTANT

1111 Don Quijote Sampaloc,
Manila

LETTERS from the Field

Dear Mr. Laya,

I enjoyed immensely reading our paper. It is very chatty and informal. It may have less coverage than other teachers' magazines, but its contents are more interesting and illuminating than the latter. It has awakened consciousness among our "downtrodden maestros."

No doubt you did already receive our remittance of ₱100.00 covering the membership fees from the highest paid employees to the lowest paid janitor. We are all one-hundred per cent active members in this district.

We are indeed very gratified for the big and timely moves of our "bigwigs" of our association as published in the previous issues of our PE. In due time we'll send you our resolution from this chapter, endorsing 100% all the moves undertaken and to be undertaken by our top leaders of our tribe to improve the teachers' lot.

Very sincerely.

SALVADOR ESTILLORE
District Supervisor

Dear Mr. Estillore:

Other teachers in other places will remember the teachers of Plaridel and the spirited schoolmen that lead them. Thanks.—Ed.

S i r :

The teachers are being asked to contribute so much a month for the capitalization of the proposed National Teachers' Cooperative. There has been no enthusiastic support of the drive for funds. Why? The teachers do not understand what this is all about. There has not been sufficient building up of the purposes of the Cooperative,

how it will function, what degree of success is to be expected from it, how it will affect the teachers materially, economically and financially. Teachers are suspicious of "cooperatives" because they are informed of the experiences of a large number of cooperatives all over the Islands that have flopped. Is this going to be a repetition of the same story? The mother of cooperatives, the National Trading Corporation, has not been such an inspiring example either. We have read about the mishandling of commodities that have been allowed to rot instead of benefiting the people.

Why does not the PPSTA take over the National Teachers' Cooperative? The PPSTA is an organization that is definitely ours; we are very sure that it will do better than the Department of Education in handling the Cooperative. It seems that the National Teachers' Cooperative is a brain-child of the Secretary. Suppose the Secretary leaves the Department, who will carry it on since the enterprise does not have the solid backing of those below? If an enterprise is a creation of the PPSTA, we know that it will go on indefinitely because the PPSTA is more permanent than the present Secretary's tenure of office.

Very truly yours,
PEDRO L. SANTOS

Dear Mr. Santos:

You may have something there. The PPSTA is here, already working full blast. Perhaps it can be of help.—Ed.

Dear Mr. Laya,

I realize the difficulties that you are meeting as I read "US" and I would like to share a bit of the burden by boosting the PE and the PPSTA. Sharing the burden of 57,000 would, I am sure, help the bunch of us get to the top without anyone "pitying" us. Do you think we should be pitied? And how do you enjoy hearing peo-

ple call us the "poor teachers"? Sometimes it gets under my skin, for our work is more or less missionary in nature and the heights we reach in our innermost thoughts, as well as the depths we feel in the core of our hearts, cannot be felt by those who always pity us, but won't give us a break to better our economic conditions.

May the "poetic" in you help pull the PE thru.

Sincerely yours,
ELPIDIA BONANZA
Imus, Cavite

Dear Mrs. Bonanza:

As long as teachers like you, feel rightly and promptly and generously, we do not despair.—Ed.

I take pleasure in informing you that the Representative Assembly of the Iloilo Public School Teachers' Association in a meeting held on March 8, 1947, approved the affiliation of our association with that of the Philippine Public School Teachers' Association. We are still collecting the membership fee of one peso per teacher and as soon as we have collected an appreciable sum, we will send the same to you.

We are trying our level best so that the 3,200 teachers in this province may join the provincial and national associations. With the help of our Division Superintendent, who is interested in making our associations strong, we are optimistic that we may secure a high, if no 100%, membership.

IGMEDIO PARCON
President
Iloilo PSTA

Dear Mr. Parcon:

We need everybody's level best. Where the Superintendent is interested in the welfare of his teachers, we have not lacked membership in the FPSTA.—Ed.

Dear Mr. Bautista:

I am pleased to acknowledge receipt of your letter dated October 15, 1947, which I quoted in the Division Letter dated October 22, 1947, a copy of which is herewith enclosed.

Please rest assured that over three thousand elementary and secondary teachers, principals and supervisors in the Division of Leyte are solidly behind you in your leadership in running the PPSTA.

We are watching with keen interest the work and progress of the PPSTA and please be at liberty to call our attention to whatever cooperation you may wish us to do calculated to aid the accomplishment of the aims and objectives of our association.

We pray that you may always be in the best of health in order that you may be in a position to continue the work so well started to a successful finish we all gladly desire.

Very respectfully,
BENITO SAAVEDRA
Academic Supervisor
In Charge of the Division
of Leyte

DR. VICENTE SIOJO
DENTIST

CORNER A-MABINI & STA.
MONICA, ERMITA

US . . .

(Continued from page 51)

punishment especially on wrapping and mailing week.

* * *

So far we have been talking about Arellano High School a little more than about other high schools. Reason: we used to run that school actively. Now, we are on a little vacation from administration, mostly for our health but also for our personal balance. Now we have a little more time to get to know US and perhaps we can write rollicking accounts of the scoundrels and the heroes of Philippine Education. Perhaps we can run, a series on the Bureau, the better to explain it to that thing we call the "field." I am sure there are many things we can talk about that are not in the annual reports and will never be but which are important nevertheless and may be the real forces that turn the wheels of policy and decision.

Or who knows we might be able to turn out, a novel about teachers which can be serialized in the PE. It will not be another **Goodbye Mr. Chips**, but at least it will fill a need for giving personality to the Filipino teachers. It will be in line with our editorial policy.

* * *

MB has chosen to accept the position of Executive Secretary-Treasurer. He is the best from among those who signified their willingness to accept. Those who did not so signify are automatically ruled out of consideration, for who but the willing partner to sacrifice should leave a steady job in order to run an unwieldy mass of US? We congratulate him on his unselfish decision and promise to root for him and if need be come down from the bleachers to lend a hand at massaging the fighting muscles.

More about MB next issue. We'll try to tell you about him, his virtues and shortcomings. We are sure he won't stop US even if our note be sour. He is like that, you know.

CUMULATIVE . . .

(Continued from page 42)

The above distribution of items need not be followed absolutely. What is essential is to make the teacher conscious of the working principle which should influence him and guide him in his work and to make the operation of such principle evident and apparent in his working system, for one working under the light or within the bounds of a well-conceived clear-cut principle can mentally outline his steps and foresee his goal. The absence of such a working formula leads to cursory, desultory and discursive product.

ACKNOWLEDGEMENT: Acknowledgment is given to Mr. Justino Galano, District Supervisor of Paoay, who furnished the central theme of this paper and who revised it before it was sent for printing—**Author.**

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7:00 A.M. - 6:00 P.M.

US by:

The other day, higher authorities called us to answer a charge that we have been campaigning for Dr. Camilo Osias for senator. The tumult and the passion of election have ceased, so we feel that higher authority need not get cross if we let out a little squeaky note of news to the rest of US. Well, we did not deny that we would vote for Csias. Neither did we deny that we would vote also for Imay Pecson. We vote Osias not because he is opposition but because he is Osias the educator, the man who can perhaps give light to this groping for educational policy in our political leaders. We vote for Pecson because we feel that although her voice will not be absolutely hers, still we hope she retains the memory of the fact that once she was a teacher and, though no longer, retains the kindness that resides in the heart of a real teacher. Thus we explained.

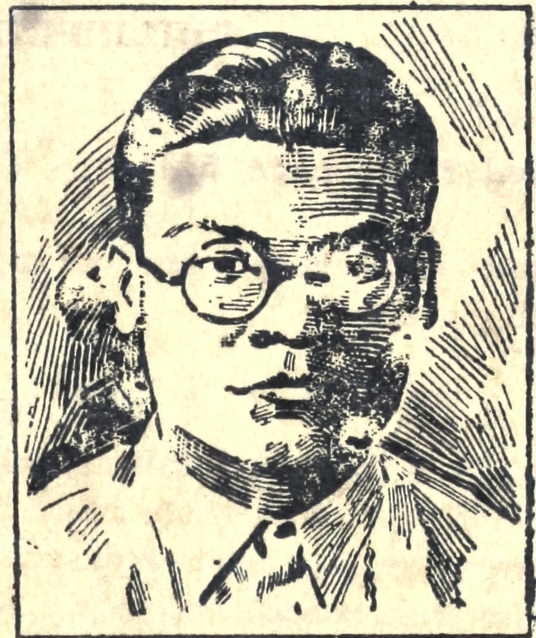
Which reminds us of the fellow who said that love is a crime but nobody gets hanged for it since the hangman himself is in love.

* * *

The PE has been given into the of a new printer, the Kayumanggi Press, 633 Legarda. This press is new, but it promises to serve the PE with more promptness and enthusiasm than the previous one. The first issue may be just a shade delayed, because the Kayumanggi Press has just moved to its present location, but even then it has managed to come out earlier than the previous issue.

* * *

Mr. Marcelino Bautista, our president, went on leave beginning October 1 in order to use his own time to organized the office of the PPSTA and to campaign for more membership. We visited him a number of times and found him hale and healthy,



sleeves rolled, mouth crackling with dictation in the direction of an experienced stenographer, sparks of wisdom and protest and campaign stabbing out from 1289 Dos Castillas, office force scurrying to catch up with the new schedule, me dropping in of mornings to get a mouthful of enthusiasm and plans that sometimes sound good and sometimes don't sound so good.

Which reminds me of the Arellano Torres basketball game two Saturdays ago. Those boys put up a lot of fight and fouled each other more than necessarily and worked up plenty of excitement in the bleachers, but there were a few unnecessary motions, some unintentionally harmless, some—sorry **na lang**... very intentionally harmful. But there is no doubt about the fighting spirit and the will to win. What was lacking was the experience of the professional.

When you call at 1289 Dos Castillas, you will perhaps have contact with a boy named William. (Nevermind the other half of the name.) He is the general utility men of the PPSTA—messenger, bookkeeper-to-be, paymaster, clerk, hewer of wood, drawer of water. But he is a GI ("Genuine Ilocano") and can take long and heavy
(Continued on page 50)



PERCENTAGE OF MEMBERSHIP TO THE PPSTA

As of November 15, 1947

ABRA	8.85	MISAMIS ORIENTAL	125.40
AGUSAN	83.96	MOUNTAIN PROVINCE	38.17
ALBAY	0	NEGROS OCCIDENTAL	0
ANTIQUE	0	NEGROS ORIENTAL	4.00
BATAAN	0	NUEVA ECUIJA	66.37
BATANES	0	NUEVA VIZCAYA	72.04
BATANGAS	100.10	PALAWAN	55.40
BOHOL	31.08	PAMPANGA	27.00
BUKIDNON	0	PANGASINAN	23.11
BULACAN	36.53	QUEZON	0
CAGAYAN	25.62	RIZAL	96.55
CAMARINES NORTE	104.00	ROMBLON	0
CAMARINES SUR	15.00	SAMAR	73.91
CAPIZ	0	SORSOGON	0
CATANDUANES	1.40	SULU	0
CAVITE	94.68	SURIGAO	0
CEBU	5.32	TARLAC	39.72
COTABATO	0	ZAMBALES	94.51
DAVAO	0	ZAMBOANGA	0
ILOCOS NORTE	8.26	BAYBAY NATIONAL AGRI. SCHOOL	0
ILOCOS SUR	89.64	BUKIDNON NATIONAL AGRI.	
ILOILO	67.78	SCHOOL	0
ISABELA	95.89	CEBU SCHOOL OF ARTS AND	
LAGUNA	60.45	TRADES	0
LANAO	94.70	CENTRAL LUZON AGRI. SCHOOL	0
LA UNION	0	ILOILO SCHOOL OF ARTS AND	
LEYTE	52.60	TRADES	0
MANILA & QUEZON CITY	68.78	PHILIPPINE NORMAL SCHOOL	0
MARINDUQUE	39.61	PHILIPPINE SCHOOL OF ARTS AND	
MASBATE	0	TRADES	0
MINDORO	36.27	PHILIPPINE SCHOOL OF	
MISAMIS OCCIDENTAL	24.00	COMMERCE	0
		CENERAL OFFICE	27.85