

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

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

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

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

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

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

Trade and Industrial Education *

By Jose S. Roldan

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

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

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

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

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

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

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

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

2nd. Our people must know the place of industrial education in the total program of education. It has its own place and it should not be expected to serve as a panacea for all the economic problems of the country.

3rd. The program of industrial education should be maintained with sufficient funds, if the training is to meet the requirements of an industrialized society.

4th. The cooperation of industry should be sought in order to effect the proper coordination of industrial standard demands for workers and the industrial education program relative to such matters as curriculum, training facilities, and industrial orientation through off-campus assignments.

5th. The educational system in charge of the program must feel that the administration of industrial education is not static but flexible and is therefore ready to meet the changing and varying demands of the industries.

The responsibility of trade and industrial education in the Philippines is not only to train persons for successful employment in the skilled or semi-skilled trades, crafts or occupations but also to develop in them desirable social skills, good attitudes, and habits of work. Trade and industrial education also aims to build up the doing side of our ideal — the things which tend to make one competent in his vocation or those which enable one to meet with confidence the situations in his daily life which require some mechanical ability, or knowledge of industrial practices.

Every trade and industrial school is aware of its immediate responsibility that of training efficient citizen-workers. And this responsibility is to be met through the implementation of the objectives of trade and industrial education as provided for in Vocational Education Act No. 3377 of 1927. One objective of this act is concerned with providing pre-service training in the basic manipulative skills, technical knowledge and related information necessary in preparing the individual for employment in trade and industrial pursuits. The other objective is concerned with providing in-service training and extension or supplemental education for the purpose of upgrading work skills technical knowledge, related information, and job intelligence, for persons already employed in the trade and industrial pursuits with a view to helping them to obtain a higher position and/or better wages in the industry.

To carry out the program of trade and industrial education, the curricula were so designed to have this program started right from the elementary level. And this program includes the prevocational level, the vocational education level, the technical level, and the collegiate level.

Conscious of its fundamental share in the total education program, the Philippine School of Arts and Trades, the pilot school in trade and industrial edu-

cation in this country, has assumed the responsibility of enriching its curricular offerings through its various service programs such as (1) the cooperative training in industry, (2) the guidance and counselling service, (3) the intramural and extramural student teaching, and (4) the research development center. The common objective of these various service programs is geared towards the philosophy of learning by doing and sometimes earning while learning.

In the Philippine School of Arts and Trades, we are enriching the curriculum for trade and technical education students with a view to turning them into efficient industrial workers. This enrichment is covered partly by our program of coordinating with industry. In their senior year, our students are given the opportunity to work for assignment in plant training in industry thus complying with the theory of vocational education which states that vocational education only functions in proportion as it will enable an individual actually to do the job. This theory points out that vocational education must establish habits of correct thinking and correct doing.

One serious problem that confronts the trade and industrial education is the lack of qualified and highly trained industrial teachers. To meet this problem, two types of curricula of teacher education in arts and trades are now offered. One is a four-year course leading to the degree of Bachelor of Science in Industrial Education (BSIE) and the other is a four-year course leading to the degree of Bachelor of Science in Industrial Arts Education (BSIA). Graduates of BSIE are prepared to teach specialized courses in vocational industrial schools and BSIA graduates are qualified to teach either industrial arts in the elementary schools or practical arts in general secondary schools. Unfortunately, however, our trouble does not end here.

Many teachers in the trade schools who have had efficient training may suddenly leave their teaching positions because they are offered a very much higher salary to work in the industry. We find, therefore, that our trade schools are often short of trained instructors. If only the money allocated for salaries of our teachers could be adequately increased so that they will not be attracted to the salaries offered by the industry our problem of employing qualified teachers will be solved.

Our teacher education program is based on the philosophy that in order to produce good workers we must produce good teachers. To implement this philosophy our students are given intensive student teaching in our training department and in other vocational schools. The off-campus student teaching puts students in the natural setting of schools where subsequently they may be appointed upon graduation. It acquaints them with the community school along with the rural development program. This training pre-

prepares fully the student in the intricate duties of a trade and technical teacher just as it gives all the preparations needed for becoming citizen-workers in their respective communities.

In our school, we have a research development center whose main objective is to encourage our students to continue developing their creative talents, as well as their manipulative skills and technical knowledge. This has made possible our new display of claybrick making machines, special patterns for tools such as benches, vises, and many other items which may be produced in larger quantities for use of students in their respective communities as they become productive citizen-workers. With the help of this center, we realize a more concrete facility for assisting in the rural development program of our country.

It might be recalled that at one time the great technician and idol of the masses remarked that he was not satisfied with the curriculum of the trade and vocational schools and that in his opinion it has to be revised in order to give our young people good technical training. He hurled this challenge that kept the education people astir and alert. We are meeting this challenge today with the increasing attention being given to vocational education to the end that success and proficiency can be insured and guaranteed every earnest student who goes through any of its different phases of training. And with this help we are enabling our educational system to fulfill its present mission in the growing economic expansion of the Philippines.

Conversant that we are, in the fundamental objectives of our educational system which we have been implementing, we still have to exert greater efforts to develop in our youths habits of industry and thrift. We still have to face the gigantic job of equipping them with the necessary skills and knowledge which would enable them to earn an honest livelihood and to contribute to the economic well-being of the country. This fundamental objective will go a long way in harnessing the potential capabilities of our youths towards economic productivity for the common good.

Let us not forget that industrial education should be given only to a selected group. Not everybody can be qualified to study in trade and technical schools. That is the reason why we are careful in the selection of our students. If the student will not be able to find out for himself whether or not he is fitted to the course he plans to take, the government will be losing ₱260 per capita a year which it puts as the expenses for training a person in a technical school. For example: If there are 1000 students enrolled in the technical schools, and 20% of this do not meet the requirements of the course they are taking, the government will be spending ₱52,000.00 for these misfits. This amount could have been spent for deserving boys. This hap-

pcns in any trade school where unguided students and unwise parental decision make way for the admission of these misfits to the trade school. Let us bear in mind that trade and industrial education must be given only to a selected group.

Of late our leaders in Congress have shown sympathetic understanding and cooperative attitudes in carrying out measures to further implement the vocational education objective in our total education program. Regional schools of arts and trades, of agriculture and of fisheries, have been established in all strategic places of the country. These vocational schools as envisioned by our leaders in education and in Congress, reflect the growth of industry, and are enough to cope with the complexity of the economic life.

The Philippines is not a very big country. Like Japan we are short of oil, coal, and iron which are basic to industries but we have a tremendous manpower which if properly trained and developed would be enough to balance the shortage of basic raw materials. Japan is neither an agricultural country nor a country that is rich in oil wells and other mineral resources. But Japan is one of the richest countries in the world shortly after the war and this could be attributed to her highly skilled manpower.

In our efforts towards industrialization, our government is putting up all plants and is encouraging even foreign investors to come in. We have been sending observers to highly industrialized countries to study their industrial life with the objective of starting our own home industries. We import machineries to be used by our people in producing marketable goods but all these have failed to tap our basic resource — the people. As yet we have a very insignificant number of skilled workers and technicians who can run the program of industrialization of the country. The vast hydroelectric plants and the resulting industries that these plants will feed will be needing trained men who can utilize this power in producing consumer goods which our people need. With the idea that the Filipino people will devote themselves not only to agriculture but also to industries, the trade and technical schools have been carrying on a program of training for the youth along the different lines of industrial pursuit. Besides training our youth to enter the skilled occupations, they are also being taught how to make use of our local raw materials in manufacturing important controls. On account of this great responsibility of the trade and technical schools, our program on vocational training has been geared in such a way that trained workmen could be supplied to the different industries to put to reality the plan which our government has started since the advent of our Independence. What is paramount now is the enrichment of the curriculum being offered so that our youth might find their rightful place in the sun and

that working men might see that these vocational schools extend to them the help necessary for improving their economic lot and are developing in them an appreciation for the beauty of the working hands and a pride for the dignity of labor.

If graduates of trade schools were to be taken as a gauge in determining the degree of responsibility the trade and industrial education has shouldered for our economic progress then it can proudly be said that this phase of vocational education has done much for the economic development of the country. This fact is supported by the studies of the Trade and Industrial Division and by a study made by a faculty member of the PSAT who graduated from the State University. The Trade and Industrial Division found out that only 6.13% of the trade school graduates from 1947 to 1952 were unemployed. And in the study "A Follow-Up of the Occupations of the Graduates of the Philippine School of Arts and Trades from 1948 to 1952" Nario found out that 72.78% were employed. This study reveals that most of the

graduates of trade schools were either absorbed by industry or were able to create jobs for themselves. The 6.13% representing the unemployed will probably account for the unguided student and the unwise parental decisions that found their way to the trade and technical schools.

It may be well to point out here that without vocational education it would have been difficult for this country to attain whatever little economic development we have attained at present. Henceforth, the greatest concern of all of us therefore, should be to further push the gains that we have already made and to secure the material means of moving farther the frontiers that we have so far been able to establish.

With the present emphasis on vocational education and with all those concerned — educators, lawmakers, capitalists, and industrialists, and the industry doing their own share in the economic sphere; we can look forward to a stronger push towards economic progress and justify our outlook with optimism.

Good Discipline is Good Mental Hygiene*

By James J. Heaphy

EVEN in the best of classes, with the best behaved children, there arise situations which threaten to interrupt the lesson. These situations occur because pupils, for various reasons, lose their self-control. Our problem, then, is to help pupils to regain self-control as quickly as possible, with a minimum of distraction to the rest of the class. In order to see how experienced teachers handle some of the typical situations, let's look at the teacher's casebook.

The fourth grade class is reading quietly the story which the teacher has skilfully motivated. She is noting the names of pupils whose lip movements show that they are reading word for word.

But his peaceful scene is about to be shattered. Frank brought his water-pistol to class. They are "de rigueur" in his neighborhood now and no self-respecting member of his gang would go abroad without one. Of course, Frank knows that such toys are forbidden in class and that his mother "would kill

him" if she knew he had sneaked it to school, but this is the most wonderful water-pistol in the whole world. It cost 49 cents; it shoots 500 shots; and the gang's eyes will pop when they see it!

He has been fondling the pistol in his pocket all morning and conjuring day dreams of high adventure with it. Those day dreams are now building up a high level of excitement; Frank's blood pressure is way up and his self-control is going way down. It is slipping away so fast that the pistol is coming out of his pocket. In his day dream he is taking a shot at Tommy — didn't Tommy squirt him yesterday? Oh boy, wouldn't Tommy jump if I gave this trigger just one... little squeeze...! Now the ego-censor fights hard for control; the danger signals are up. Frank looks around to see if the coast is clear — yup, everybody's readin'... too bad Dick ain't lookin' this way... how about the teacher?

At that precise moment the teacher espies the drama that is about to unfold; she sees the gun poised behind the reader, the furtive glances... and then she catches Frank's eye. What would you do in this situation?

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