

# PANORAMA

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## THE REAL REVOLUTIONS

Does history justify revolutions? This is an old debate, well illustrated by Luther's bold break from the Catholic Church versus Erasmus' plea for patient and orderly reform, or by Charles James Fox's stand for the French Revolution versus Edmund Burke's defense of "prescription" and continuity. But in most instances the effects achieved by the revolution would apparently have come without it through the gradual compulsion of economic developments. America would have become the dominant factor in the English-speaking world without any revolution. To break sharply with the past is to court the madness that may follow the shock of sudden blows or mutilations. As the sanity of the individual lies in the continuity of his memories, so the sanity of a group lies in the continuity of its traditions: in either case a break in the chain invites a neurotic reaction...

Since wealth is an order and procedure of production and exchange rather than an accumulation of (mostly perishable) goods, and is a trust (the "credit system") in men and institutions rather than in the intrinsic value of paper money or checks, violent revolutions do not so much redistribute wealth as destroy it. There may be a redivision of the land, but the natural inequality of men

*(Turn to Page 5)*

school will help establish values, attitudes, behavior traits and so forth. Although the ostensible function will be to educate our youngsters, they will in fact be assuming the responsibility for a share of the child's basic personality development, a function which in the past has been almost exclusively the domain of the family.

I am not suggesting whether this will be a wholesome, beneficial move or a debilitating and disastrous one. This question cannot be answered at this juncture, certainly not without knowledge of how this will be programmatically accomplished. We do know from

past experience that the results will be disastrous if this is considered just another responsibility of the school undertaken without constructive change in teacher training programs utilizing the knowledge and skills of psychoanalytically oriented mental health specialists.

There seems to me no question that the increasing complexity of our world will demand changes in the family, its functioning and sphere of influence. The questions we need to ponder, discuss and argue are what kind of change, for what purpose, and by whom? By *Marvin Ack, Ph.D.*, Science Digest, March 1969.

## THE REAL REVOLUTIONS . . .

soon re-creates an inequality of possessions and privileges, and raises to power a new minority with essentially the same instincts as in the old. The only real revolution is in the enlightenment of the mind and the improvement of character, the only real emancipation is individual, and the only real revolutionists are philosophers and saints. — *From The Lessons of History by Will and Ariel Durant.*