

The other two speakers in the afternoon session were Martin Aguilar, administrative officer of the bureau of public schools, who dwelt on "The Lack of Professionally Trained Teachers" and Demetrio Andres, chief of the instruction division, bureau of public schools, who expounded on "The Lack of Instructional Material in the High School."

A new method of teaching English to Filipino students, called the "phonemic method," which does away with complicated markings was bared during the morning session by Miss Sims.

She suggested that English be taught "only as a second language" next to the accepted national language. She said that

the best way would be to teach the pupils as Filipinos, and not as if they were Americans.

Dr. Houston enumerated other reasons for the lack of instructional materials in local colleges, namely: 1) lack of knowledge on the part of the teachers on the right instructional materials, 2) reluctance of teachers to require students to buy their own books, and 3) inadequate facilities provided by school libraries.

The schedule of activities for today, the closing day, includes: reading of papers by Dr. Paul R. Hanna, Fr. Harry B. Furay, S.J., and Dr. Josephine Bas-Serrano, and business meetings. The site of today's meeting will be the University of the Philippines auditorium in Diliman.

The Swiss Educating For Work And Defense

CAMILO OSIAS



AFTER MY THIRD visit to Switzerland and seeing more of the country, its people, and its institutions I am thoroughly convinced that we have much to learn and we can derive a great deal of inspiration from this nation which is successfully educating its citizens for work and for defense.

It has long been my belief that we can get more encouragement from a study of countries relatively small and poor than from those which are large and rich. Of course, a nation like America has much to offer, but at times it is discouraging to see there a great

many things to envy but which can not be duplicated because we do not have millions to finance large projects and we do not live under an economy of abundance.

The experience and achievements of the Swiss are decidedly encouraging. Switzerland is small, its total area being only 16,000 square miles while that of the Philippines is 115,000 square miles. The population of Switzerland is only four million and a-half, while that of the Philippines is twenty million. The Swiss climate is severe, ours is benign. The soil of Switzerland is not naturally fer-

tile, while that of the Philippines is fertile. With these bare facts in mind, one is insensibly led to conclude that if Switzerland could achieve peace and progress, prosperity and happiness, we in the Philippines in larger freedom can do likewise.

What is the main reason for Switzerland's success? Unhesitatingly I answer: education.

There are several other factors that could be mentioned but I repeat for the sake of emphasis that the main factor is education, education properly oriented, education for good citizenship, education that educates for productive work, and for sacrificial service.

Education in Switzerland is general and thorough and practical. Illiteracy is non-existent. Everybody works, works intelligently, works hard, works for a definite purpose and with persevering will.

As it is not possible for my readers and my fellow-teachers to be inspired in person by a visit to this land of indescribable grandeur and enchanting beauty I desire to leave in their minds, if I may, certain impressions.

Looking out of my hotel window in Geneva one day I could discern among the throbbing throng a woman pulling a two-wheeled wagon heavily laden. She was well built, the picture of health and strength. Her head was thrown high, her chest forward, proud and unshamed because she had work to do and was doing it.

Crossing the bridge near-by were street cars, automobiles, motorcycles, bicycles, and pedestrians. When the signal light turned red everyone stopped each in a definite line and place without con-

fusion. And when the green sign turned up everybody moved. There was order; there was personal and collective discipline. This training for discipline started in the homes and lower schools.

At Berne, the capital, there is competition for beautifying the windows of houses, business establishments, and government offices with decorative plants and flowers. A prize is awarded at periodic intervals for the most beautifully decorated windows. The people are educated to appreciate the beautiful.

The lakes and streams are kept clean. Whether at Geneva or Lausanne, in city or village, the waters are kept clean and unpolluted. No papers, no rubbish may be seen floating to mar the scene.

And good sturdy trees are grown and properly trimmed along highways and streets. Flower gardens are everywhere — along the walks, in public parks, in private yards.

No wonder joy and pride are writ in the countenances of teachers in the schools and of the boys and girls under their charge working, studying, and playing amidst favorable surroundings and social climate.

One night of entertainment was given for the enjoyment of delegates from many nations at the 41st Inter-Parliamentary Union Conference. The program consisted of beautiful musical numbers — solos, duets, quartets, choruses — sung by people from different sections of the country in their colorful costumes. Boys with fine physique performed gymnastics evidencing unusual strength, skill and grace. I was thinking

the entire evening of our own health, music and art education and what could also be accomplished for the joy and satisfaction of our people and visitors if and when tourism will pass the talking stage and we have places, facilities and activities to attract tourists to our lovely shores.

In Switzerland there is no wanton waste of man-power and useful time. Trains, planes, boats, and busses arrive and depart at scheduled hours. In the hotels, restaurants, business and government offices there are no excess employees. Loafing during work hours, "slow men at work" at public projects, sit-down strikes are unknown.

All these are seen and done in a land where at least one-quarter of its soil is barren, a land without natural resources. Switzerland developed prosperity from poverty, strength from weakness, unity from diversity.

Land being limited, the smallest plot of land is cultivated and made to yield its utmost. Vineyard and orchards are found at the highest possible altitudes. The best-looking sheep and cattle are cared for and raised along precipitous mountain sides. The small farmer-class is the rule; there is no absentee landlordism. Agricultural output is intensified, methods of planting and animal-breeding have been modernized and the young farmers are scientifically trained and they apply their training for life improvement.

Switzerland educates for the vocations and the professions. Small in territory and population it has seven universities. Three of them I visited and I noted that they have overcome the diversity of lan-

guages. Three are official and national — German, French, and Italian. A fourth, the Romanish, a Latin dialect, is national but not official. Swiss consciousness proves that languages are not a bar to the development of national solidarity and strong nationality.

There are a number of technical and technological schools in the country. These are sources of supply for skilled workers and technicians for the heavy industries, the watch industry, and other industries. Specialized workers receive technical training from scientific institutions and laboratories.

The Swiss love precision and admire quality. The shabby, the common-place, trash is abhorred. I saw men and women at work in the Cortebert watch factory and each has a special work and every one must do good work or else the watch of about 300 little parts will not work well.

The country being without mineral resources, its people had to specialize in making small, useful, and beautiful articles that command good prices in the world's markets. Switzerland is noted for precision instruments and apparatus and machines. Good taste, good craftsmanship, good quality are emphasized in the college and factories.

The government of Switzerland is parliamentary and democratic. The legislative body consists of two branches, (1) the Council of Estates wherein each canton has two representatives and half-canton one, and (2) the National Council with members elected by universal male suffrage through a system of proportional representation. The two chambers unite to

elect the Federal Council of seven members. This is the executive branch. Each year the Federal Assembly chooses from among the seven members of the Federal Council the President and the Vice-President for the Swiss Confederation. The judiciary, corresponding to our Supreme Court is not in Berne, the capital, but in Lausanne. In Switzerland citizens must be educated and habituated to read because every elector is at the same time a legislator. Acts approved by the legislative body are for the most part subject to review by means of popular referendum and popular initiative.

One high official, asked about the Swiss Army, said, "Switzerland has no army but the whole nation is an army." This is literally correct. There is but a nucleus of professional soldiers. There is a citizen's army and the youth of Switzerland deem it an honor to be conscripted. Every citizen is trained as a soldier. The courses and activities in educational institutions are synchronized with the national militia system.

Every citizen is called for a certain period each year to take part in military maneuvers and pursue special courses and special training. He takes his arms, his kit and munitions, and his uniform back home with him and is ever ready for a call to arms at any time. The Swiss stress the educational value of army service teaching order, discipline, team work, self-direction, comradeship, cooperation, democracy.

I asked many Swiss acquaintances, "Do you have communism?" The unanimous answer is "No. We drive out communists. They are trouble-makers."

The citizen army of Switzerland mirrors good citizenship and serviceable nationhood. The preparedness of the Swiss, their will to defend their native soil, their devotion to peace and freedom have been responsible for the success of their policy of neutrality. Switzerland has education that educates for work and defense, for productive work and serviceable citizenship.

Important Announcement

Republic Act 728 extends the filing of preference for Act 660 (for those who have already established their rights to retire under Act 2589) up to December 31, 1952.

Just write a letter to the Manager and Actuary, the GSIS, stating your preference to retire under Act 660. Then, accomplish "Designation of Beneficiary" Form, which can be filed later. But letter of preference should reach the System not later than December 31, 1952.