

PHILIPPINE PUBLIC SCHOOLS

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THE TEACHER'S CREED

By MABEL GRUNER

I believe in the public school-teacher as a potent factor in the life of the community, the upbuilder of character, the champion of high ideals, the finder of undiscovered minds, the founder of lofty ambitions, the maker of nobler citizens—in short, the law-giver and the prophet.

I believe in the sacredness of the teaching profession, in the dedication of mind and body and soul to the work, in personality as much as in pedagogy, in morality as much as in mentality, in individuality as much as in intellectuality.

I believe in proper respect for authority and prompt obedience to superiors, in inspiration to others and aspiration for ourselves.

May our prayer be that the words of our mouths and the deeds of our bodies be for clean living, and the meditations of our hearts for high thinking, and so may they be acceptable to our best selves, to the community, and to the greatest of all Teachers.—THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, May, 1928, page 143.

THE BEGINNING OF THE PUBLIC SCHOOL SYSTEM IN THE PHILIPPINES

By BENIGNO V. ALDANA

*Teacher on special detail, Academic Division
General Office*

The public school system in these Islands was formally organized with the passage of Act No. 74 of the Philippine Commission on January 21, 1901. This educational law, together with its subsequent amendments, now constitutes the fundamental educational legislation. But even before the passage of this law the military authorities realized the necessity of establishing schools. Shortly after the capture of Manila, several schools were opened under the informal supervision of Father W. D. McKinnon, chaplain of the First California Regiment. Between 1898 and 1900 the number of schools increased, so that it was found necessary to appoint a superintendent of schools for the Philippines to look after these schools. The schools were established with the avowed purpose of "training the Filipinos in the exercise of self-government," and to "provide them with a common language."

The present curriculum of the Philippine public schools has been the result of changes and modifications made since the organization of the public-school system. Education under the American government began with primary instruction. The aim was to place the elements of an English education within the reach of every social class in every municipality and barrio in the Islands. In August, 1901, an attempt was made to prescribe subjects of instruction. Circular No. 2, issued about this time, outlined the course of study as follows: reading, writing, arithmetic, grammar, geography, history, physiology, music, drawing, physical exercise, manual training, and nature studies. Instruc-

tion in the English language, however, was given the most emphasis. The subjects were arbitrarily prescribed, following the elementary course of study then in vogue in the United States. While this program of studies was not the outcome of investigation and observation of actual conditions, yet it furnished a basis from which the local differences might be ascertained and about which a more permanent course of study adapted to local needs might be organized.

The administration of this course of study was generally left in the hands of superintendents. As far as practicable, pupils were classified upon the basis of their knowledge of the subjects studied. Textbooks from the United States were used, and the grade-placement of these books was likewise left to the judgment of superintendents. A great number of the pupils were by no means beginners. Many of them had received some training in Spanish schools. They could read and write the Spanish language or the native dialect, and could manipulate figures. In 1900 and 1901 American teachers began to arrive in the Philippines. Most of them came on the United States army transport *Thomas*. It can be truly said that no other group of American teachers did more in laying the foundation of educational work in the Philippines than the "Thomasites." The coming of the Americans certainly gave much impetus to the cause of education in these Islands.

Those pioneer American teachers were truly heroes—"kings of themselves and servants of mankind." A few

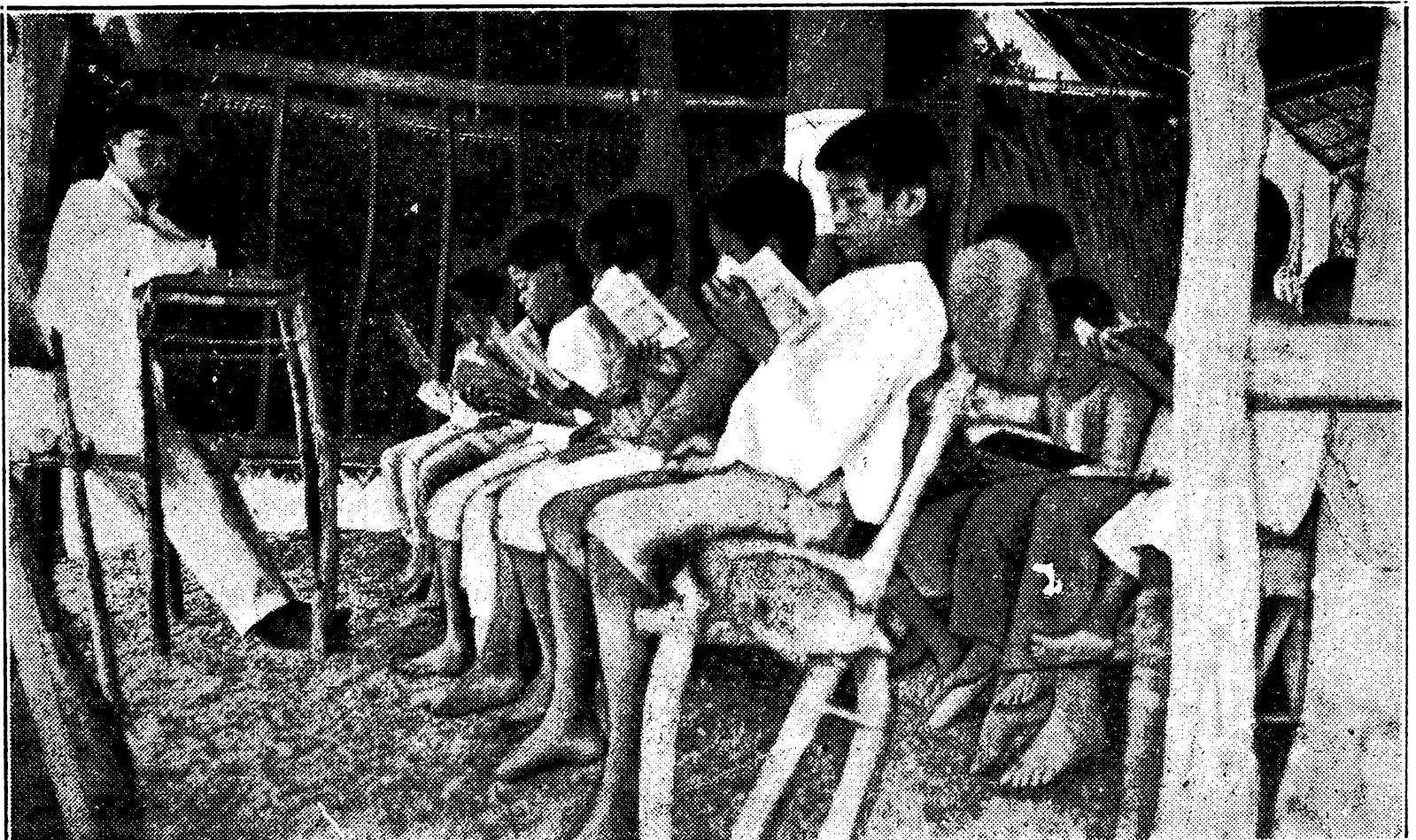
of them are still in the service, but most of them returned to the home land after spending the best years of their life in educational work here. With true missionary zeal and undaunted courage they left their homes and their loved ones to engage in a mission which was to produce more lasting results than Dewey's victory in the battle of Manila Bay. Upon their arrival in the Philippines they cheerfully accepted their assignment to places they had never dreamed of before. Living in a strange country among people who looked upon them with mingled fear and wonder, oppressed by the inclemencies of the tropical climate, and provided with little or nothing in the way of instructional materials, adequate buildings, and equipment, and much less in personal comfort, those missionaries of learning accomplished their labor of love. Real heroes they are, I repeat. In the words of Van Dyke, for them "no trumpets blare, no chariots wait, no golden decorations are decreed." May there be, at

some future time, a monument erected to perpetuate the memory of those who unselfishly came, earnestly worked, and gloriously conquered.

The question of providing Filipino children with suitable textbooks has confronted school officials from the beginning. Alongside with the imported course of study came textbooks originally prepared for American children. Even before the enactment of the educational law, negotiations had been going on between the military authorities and different publishers in the United States regarding textbooks for Philippine use. The following is a list of the early textbooks used in the schools. The list is not graded, inasmuch as the grade placement of these books was left in the hands of each superintendent of schools.

READERS

English Reading Chart. Carnefix
English Primer. Baldwin
English First Reader. Baldwin
English Second Reader. Baldwin



English Third Reader. Baldwin
Beginner's Reader, Book I. Bass
Thought Readers, Book I
New Educational Reader, Book I
Primer. Ward
First Reader. Ward
Fifty Famous Stories Retold. Baldwin
Big People and Little People of Other Lands.
 Shaw

Heart of Oak, Book I
Heart of Oak, Book II
Heart of Oak, Book III
Robinson Crusoe for Youngest Readers
Friends and Helpers
Fairy Tales. Grimm
First Reader. Cyr
Stories of Great Americans for Little Americans. Eggleston

GRAMMAR AND LANGUAGE BOOKS

First Steps in English
Mother Tongue, Book I
Mother Tongue, Book II
Elementary English. Lyte

ARITHMETICS

Elementary Arithmetic. Wentworth
First Steps in Arithmetic

HISTORIES

Beginners' History, U. S. Montgomery
General History. Myers

The Young American

GEOGRAPHIES

Elementary Geography. Frye
Introductory Geography. Tarbell
North America Geographical Reader. Guyot
Asia Geographical Reader. Carpenter

PHYSIOLOGY

Health Chats with Young Readers

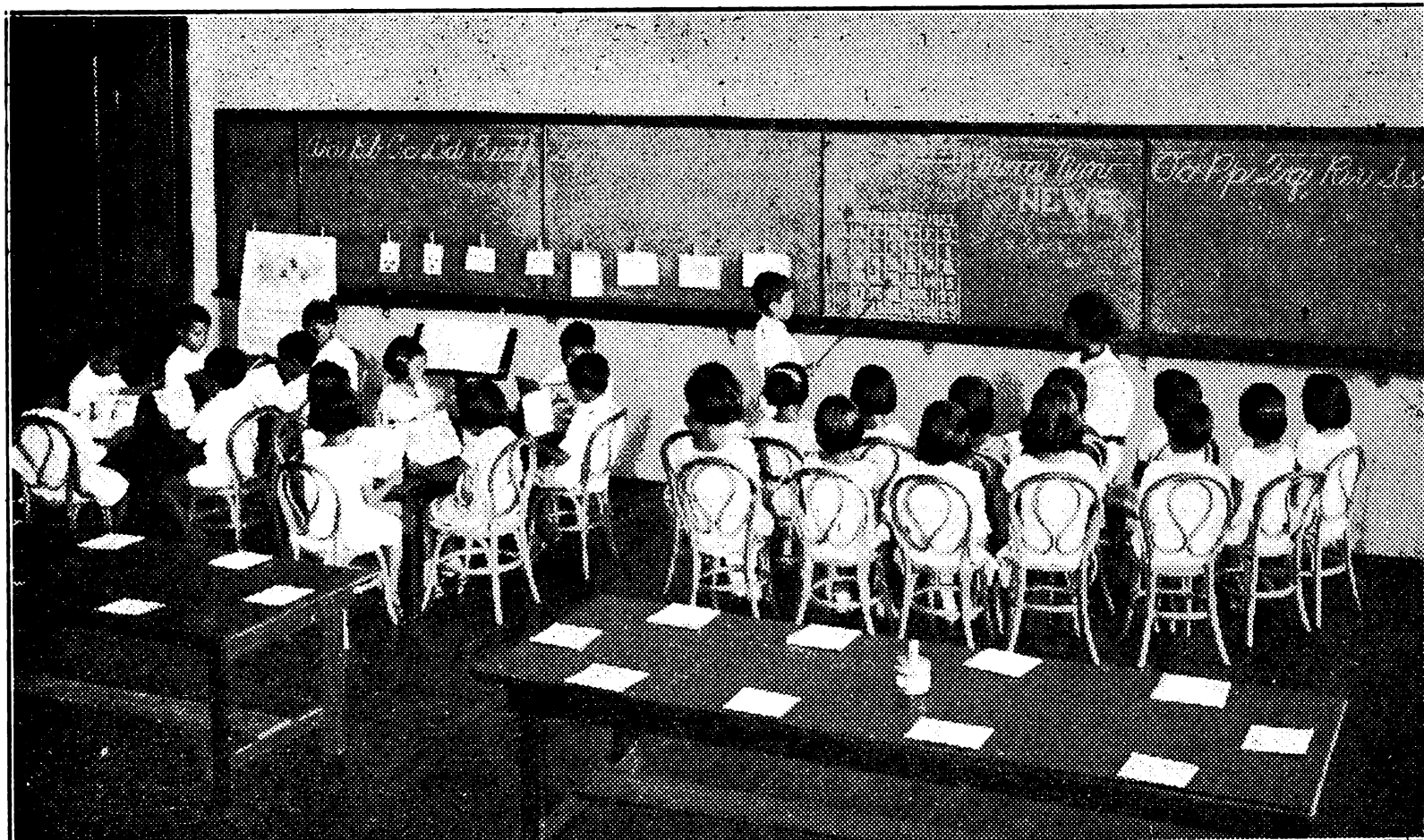
MUSIC

Songs of the Nation
Child's First Studies in Music
Normal Music Course, First Reader

NATURE STUDIES

Nature Studies for Youngest Readers
Little Nature Studies, Book I

A cursory glance at the above list is sufficient to convince a person of the unsuitability of most of the texts, especially the readers, to Filipino children. In order to remedy this difficulty, General Superintendent Atkinson, in 1902, sent out questionnaires to American teachers asking their opinion on the textbooks used. Unanimously the teachers answered that the stories and pic-



tures in the readers and in the language books were unfamiliar to the Filipino children and therefore appealed little to them. Such words as *snow*, *Jack Frost*, *fairy*, *strawberry*, etc., meant little, if anything, to the Filipino child. For this reason, the general superintendent, in his annual report in 1902, recommended that sets of readers expressly for Filipino children be prepared.

Next to the three R's, nature study was given much emphasis in those early days. In October, 1901, Circular No. 10 was issued to the field giving a suggestive outline of the course and some suggestions for teaching it. The aim of the course was "to develop in the child a love for the world in which he lives, and appreciation of its adaptation to the needs of life...." Upon the recommendation of superintendents, this course was included in the course of study which was formally prepared in 1903.

With all the noble intents and purposes of the government in its attempt to educate the people, it was quite strange that the masses did not always respond readily to the call on their behalf. In some quarters pupils were hard to secure, and often the assistance of the municipal police was needed to gather pupils. This was generally true in those places which a few years before had been the scenes of warfare. Gradually, however, the people began to understand the motives of the government. In all these years the policy of attraction was employed. Copy books and writing materials were issued free to pupils. Books containing beautifully colored pictures were distributed, and what child could not be tempted to go to school in order to own a book? As a result of this policy the enrolment in the schools increased, so that the problem of financing the schools became, as

it is now, a puzzle to the government authorities.

As fast as possible, Filipinos were employed as teachers. Generally they were assigned to barrio schools to transmit "the good tidings." Night and week-end classes were held for them. Usually they learned in these classes what they would teach their pupils in the ensuing week. A few were assigned as principals in towns, but, as such, they usually attended to the enrolment of pupils and to all details of school management, while American teachers took charge of the instruction. In order to train teachers for the field, the Manila Normal School, now the Philippine Normal School, was opened on September 1, 1901, under the principalship of Dr. E. B. Bryan, and since then this institution has furnished the greater bulk of trained teachers in the Philippine public schools. In the same year vocational courses were offered in the Manila Trade School, now the Philippine School of Arts and Trades.

All this time the school authorities were looking forward to a formal reorganization of the school system. In January of 1902, General Superintendent Atkinson, in a circular letter dealing with the organization of grammar high schools, requested superintendents to submit recommendations as to the support the provinces would give to these proposed schools, and to the kinds of courses to be offered. A little later division superintendents were again asked to submit a similar report on the establishment of industrial schools in the various school divisions.

The period of experiment was over. After three years of close observation of the conditions in the Islands, courses of study were formally prepared in 1903 and prescribed in 1904.

THE GROWTH OF THE PUBLIC-SCHOOL SYSTEM DURING THE PAST DECADE

By LUTHER B. BEWLEY
Director of Education
General Office

The growth of the public-school system during the past decade is perhaps most clearly reflected in the increase in enrolment from 675,998 in 1917 to 1,072,240 in 1927. Whereas in 1917 only 25.5% of the children of school age were enrolled in the schools, ten years later that proportion had increased to 34.86%. Similarly, during this time the number of schools increased from 4,702 to 7,300 and the number of teachers from 12,303 to 25,226.

The improvement in the quality of the personnel has been quite as marked also during this decade. Whereas during 1916-17 over 73% of the teachers were only elementary-school graduates or less, in 1926-27 this percentage had declined to a little over 15%. While in 1916-17 less than 3% of the teachers were normal-school graduates, in 1926-27 over 14% had received this training, and almost 4% more had attended a college of education. Not only have the qualifications of classroom teachers been raised, but better-trained principals have also been secured for the elementary schools, and higher requirements have been set for the appointment of supervising teachers and other school supervisors and administrators.

This strengthening of the personnel has been reflected in the improved quality of instruction, as evidenced by the increase in the percentage of promotions from a little over 63% in 1916-17 to over 80% in 1926-27, and by the re-

duction in the percentage of withdrawals during the school year from over 23% in 1916-17 to a little over 13% in 1926-27. The holding power of the schools has also been strengthened, as evidenced by the increase in the enrolment in the intermediate grades from 56,884 in 1916-17 to 185,531 in 1926-27, and in the secondary schools from 11,432 in 1916-17 to 59,207 in 1926-27. At the same time, more specific and more helpful courses of study have been evolved, and more intensive supervision has been developed. Hand in hand with the curriculum revision there has been a continued and increased stress on vocational education, with the result that the number of secondary vocational schools has increased during the decade from 5 to 61, and their enrolment from 889 to 8,750, or almost tenfold.

Progress has also been made in building up school plants. Each year fewer and fewer pupils are housed in rented and otherwise unsatisfactory buildings. There has also been steady progress in supplying the schools with classroom aids and teaching devices and in building up the school libraries.

This enlargement and strengthening of the public-school system has involved an increase in the annual expenditure for school purposes from ₱7,566,347 in 1916 to ₱25,424,434 in 1926, which has been made possible through the generosity of the Legislature and the keen interest taken by the people in the cause of education.

EXPERIMENTAL COURSE IN VOCATIONAL GUIDANCE AND SOCIOLOGY IN SECONDARY SCHOOLS

Five sets of books for trial use in a course in vocational guidance, and six sets of books for trial use in sociology have been purchased to be sent to certain divisions which can provide instructors in such subjects during the second semester. The books purchased for vocational guidance are *Vocational Civics* by Hill, *Occupations* by Gowin and Wheatley, and *Vocational Civics* by Giles and Giles. The books purchased for sociology are *Civic Sociology* by Ross, *Living and Working Together* by Morgan, *The New Social Civics* by Phillips and Newlon, *The Story of Human Progress* by Marshall, *Introduction to Sociology* by Williamson, and *Social Life and Institutions* by Hart.

A number of references have also been suggested for use in connection with these courses. In vocational guidance, the references suggested are:

BOOKS

- Fowler. *Starting in Life.*
 Hill and Sellers. *My Community, A Pupil's Manual.*
Manual for Teachers to Accompany Gowin and Wheatley's Occupations.
 Teeter. *A Syllabus on Vocational Guidance.*
 Bruner and others. *Case Studies in Educational and Vocational Guidance.*
 Bliss. *Your School and You.*
 Dodd. *Fiber and Finish.*

MAGAZINES

- Philippine Journal of Education.*
Philippine Education Magazine.
Philippine Public Schools. (Loyal Press, P1.80.)
Philippine Agricultural Review, published by the Bureau of Agriculture.
Commerce and Industry, published by the Bureau of Commerce and Industry.
Journal of the American Chamber of Commerce, published by the American Chamber of Commerce.
Commerce, published by the Philippine Chamber of Commerce.
The Philippine Agriculturist, published by the College of Agriculture, University of the Philippines.
Philippine Finance Review, published by the Philippine Finance Review Company.

Divisions giving these courses have been asked to make a report at the end of the school year regarding the suitability of the texts, to make recommendations regarding the advisability of continuing sociology or vocational guidance as an elective course in secondary schools, and to submit an outline of the course as taught. Divisions which have expressed their willingness to cooperate in this experiment are: Abra, Albay, Bohol, Camarines Sur, Cebu, and Manila, for sociology, and Batangas, Cavite, Laguna, Romblon, and Union for vocational guidance.

—J. S. McC.

LIBRARY READING CARDS

When the pupil has reached junior-high-school level, his range of interests is apt to expand, and he encounters in a well-organized program of study, a broader range of content courses. He is likely to read more. Accordingly, the device here described is utilized for keeping track of his reading. He is given two sets of 4-inch by 6-inch cards, one set in white and the other in buff. On the white

card he records all books read in or in connection with his literature courses; on the buff card are entered the titles of his free reading. Precisely the same principles are observed as those described for the guidance of reading at the elementary-school level.—Page 344, *The Practice of Teaching in the Secondary School* by HENRY C. MORRISON.

VICE-GOVERNOR GILMORE INTERVIEWED

(EDITOR'S NOTE: On returning to the Philippine Islands, after a seven-months stay in the United States, Vice-Governor Gilmore gave an interview to the reporters of the newspapers of Manila. In the interview, he discussed many educational matters which the editor feels are of vital interest to the teachers. These extracts are taken from *The Tribune* and from the *Manila Daily Bulletin* and printed below.)

I have come back to the Islands determined to make our educational system more responsive to the daily needs of the people and more effective in giving them a fuller, richer, and more productive life.

There is an indescribable and charming hospitality here which, when once experienced, becomes an almost irresistible force in keeping one here or bringing one back. It is sometimes considerable more than the traditional "call of the East," which means largely merely ease of living and freedom from social conventions. It is a genuine attachment born of sympathy and labor in a great enterprise which is never completed and which challenges the best that is in Americans and Filipinos alike.

For years I have been saying that we should emphasize the practical side of education and that our educational activities should produce satisfaction with our environment and a more productive and useful life in that environment. This can be done without neglecting the spiritual and humanistic side of education, which is equally important and must ever be carefully fostered and developed.

I regard vocational agriculture as a matter of first importance. Approximately three quarters of all commercial commodities in the Islands consist of agricultural products, largely in their raw state. We are still importing an-

nually fifteen million pesos of food stuffs. And this in face of the fact that eighty per cent of our available land is not yet under cultivation, and the portion that is being cultivated, is not giving the proper returns. Every one should recognize that the economic basis of the Islands is now agriculture, and we must glorify and dignify agriculture.

In recognition of the importance of agriculture, the legislature of 1927 passed an act similar to the Smith-Hughes Act of Congress, designed to aid and encourage the schools in teaching the vocations, including vocational agriculture. The legislature also made provision for a specialist in vocational agriculture and rural education.

I have visited most of the important agricultural colleges in the States in search of a competent and experienced man to assist in the important work of vocational agriculture, and have secured the services of Ray Fife, of the department of education of the State of Ohio. Mr. Fife is well trained on the technical side of agriculture and in educational methods and administration. He holds the degree of Bachelor of Science in agriculture from the College of Agriculture of Ohio State University, and is just completing the work for his Ph.D. in Columbia University. He has also studied in the College of Agriculture of the University of Wisconsin and of Cornell University. He was for four years assistant professor of agriculture in Ohio State University. Besides being well trained technically, Mr. Fife has had wide experience as a practical administrator. For the past six years he has been in charge of the program of vocational agriculture in Ohio. This State is regarded as having one of the best systems of schools for the teaching

of vocational agriculture and is noted for its successful utilization of the benefits of the Smith-Hughes law.

As a part of its program to develop vocational agriculture, the department two years ago sent Cecilio Putong, formerly division superintendent of Abra, to the States to specialize in rural education and the rural high school. He has been studying under the direction of Dr. Works, a leading authority on rural schools, at the University of Chicago and at Cornell University. He will take his doctor's degree from the former institution in about a year, and should then be ready to assist greatly in the improvement of our rural schools.

Health education is also to receive special attention. I have frequently said we ought to be more economically-minded; we ought also to be more health-minded; to acquire a strong health conscience. The schools, both public and private can do much in developing this state of mind and in promoting habits of sound and healthful living.

The elementary school needs development. The first obligation of a public-school system is to overcome illiteracy and to provide a minimum of educational opportunity for every child of school age. This means in the Philippines at least four grades of work, and as soon as funds will permit, seven grades. We must cease to be a three-grade system. The great mass of the children now in school are in the first three grades, and too few get beyond this stage. We must get them through seven grades. While high-school and college education are important, they should not be developed at the expense of the elementary school.

The legislature of 1927 recognized the importance of elementary education by increasing the insular aid for elementary schools and providing for a specialist on elementary education. Peter L.

Spencer, now at Stanford University, has been employed to help with the elementary-school program. He has had a wide experience in school work and has given special attention to the elementary grades. He will take his Ph.D. from Stanford in December and will immediately sail for the Islands.

Closely related to the problem of elementary education is that of curriculum construction. The Bureau of Education has already done a great deal in modifying the curriculum and adjusting it more accurately to the needs of Filipino children.

To assist in this work of curriculum adjustment, Edwin H. Sanguinet has been employed. He arrived in Manila recently. He is a graduate of the University of Missouri, has been assistant in Education in the University of Illinois, and has taken his master's degree at Teachers College, Columbia University, where he has been specializing in curriculum problems as a part of his work for the doctor's degree.

With regard to teacher training, negotiations are still being carried on for a specialist in this field. With our increasing number of normal schools and with the emphasis being laid on professional training for our teachers, the problem of a well arranged curriculum is very important. Two years ago the department sent Mr. Trinidad, Principal of the Bayambang Normal School, to the States to specialize in the field of teacher training.

The teaching of English will continue to receive much attention. A large part of the American personnel in the bureau are now assigned to this work. English is the commercial language of the Orient. The people of the Islands need to master this language if they are to become one of the commercial people of the Far East.

PHILIPPINE NORMAL SCHOOL STUDENTS SING CHRISTMAS CAROLS

On Friday evening, December 21, the music classes of the Philippine Normal School held the traditional Christmas convocation at which many of the famous old Christmas carols were sung. This convocation has been a tradition long established in the Philippine Normal School, and each year the program becomes more impressive than ever before, partly because of the traditional feeling in connection with the convocation. The carols, on the evening of December 21, were particularly well rendered. The program follows:

PROCESSIONAL

- I. At Solemn Midnight Came a Call.
- II. Hark! A Burst of Heavenly Music—*Nevin* (Old French Noel)
- III. I Hear the Bells of Christmas—*Baines*. Solo—*Miss Cirila Caguia*.
- IV. Be Glad and Rejoice, O Daughter of Zion—*Hayward*.
- V. The First Noel—(Traditional)
- VI. God Rest You, Merry Gentlemen—(Traditional)
- VII. Glad Tidings of Great Joy—*Bornschein*.

VIII. The Carols of Three Kings—*Rimski-Korsakov*

IX. A New Heaven and a New Earth—*Gaul*. Solo—*Mr. Eliseo Abellanosa*.

X. Great and Marvellous Are Thy Works—*Gaul*.

XI. O Little Town of Bethlehem—*Dressler*. Solo—*Miss Anacleto Juego*.

XII. O Holy Night—*Adam*. Solo—*Miss Leopolda Feliciano*.

XIII. The New Born King—*L'Espoir*. Solo—*Miss Salud Villanueva*.

XIV. O Night, Peaceful and Blest—(Normandie Carol) Solo—*Mr. Augusto Jimenez*.

XV. Silent Night—*Gruber*.

RECESSIONAL

It is to be expected that graduates of the Philippine Normal School will all resolve to plan weeks ahead for similar Christmas-carol programs in the schools to which they may be assigned. Nothing can be more beautiful than a program made up of carols sung by school children. Splendid programs can be worked out whereby each grade may participate.—*J. S. McC.*

SENTENCE STORIES IN FIRST-GRADE AND SECOND-GRADE CLASSES

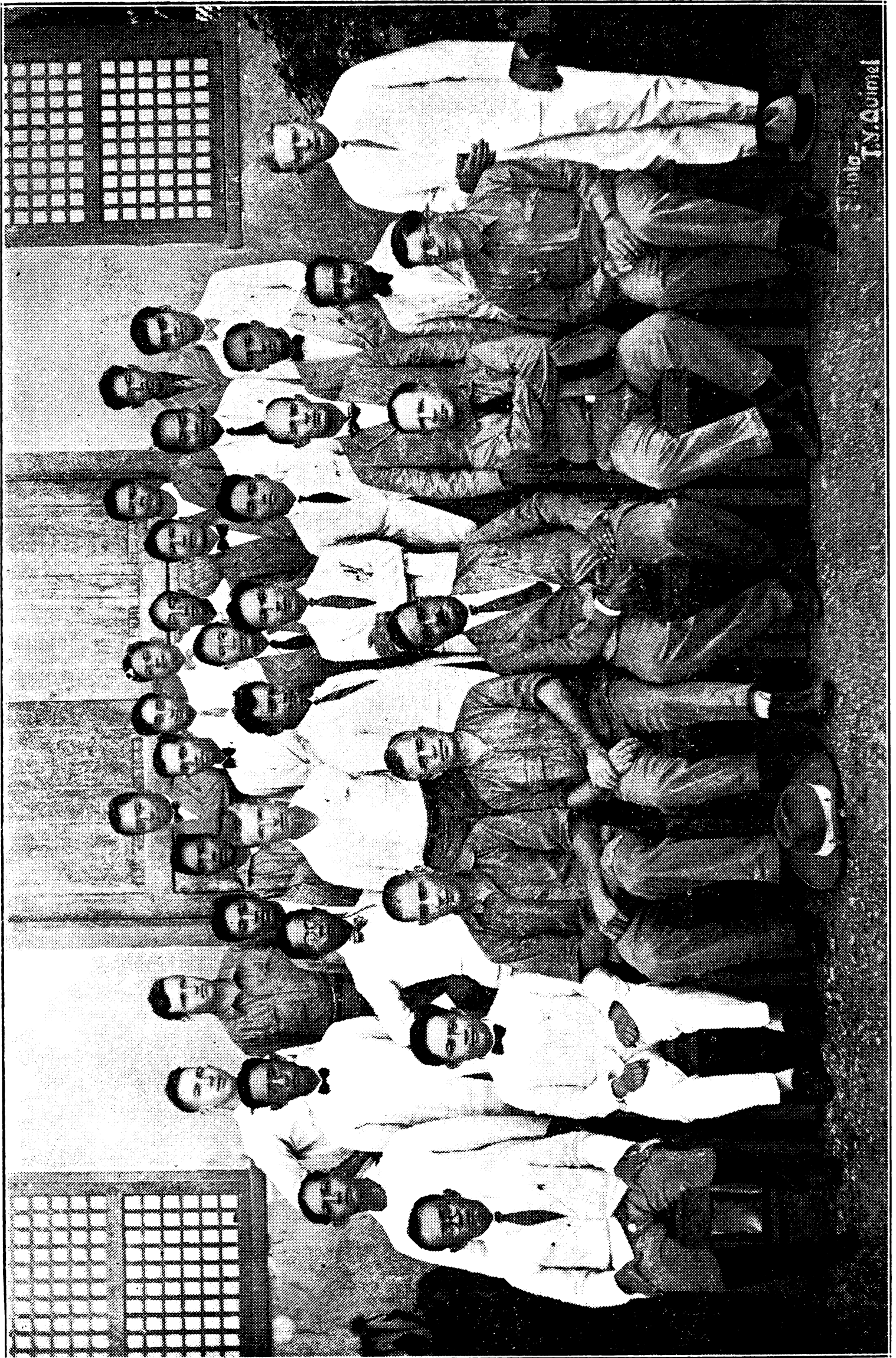
[Academic Bulletin No. 2, s. 1928, Misamis]

During the first semester, first-grade and second-grade pupils have been drilled at the beginning of each language recitation (see Division Memorandum No. 7, s. 1928) to touch or hold an object and say something about it. The principal aim in this daily drill work is to make the pupils thoroughly familiar with the names of the most common objects in the classrooms, on the schoolgrounds, on the street, and in the home. It is mainly for the development of the children's vocabulary. During the second semester, however, the aim should be not only to preserve and increase the vocabulary that they have acquired but also to develop their modes of expression.

Instead of simply naming an object and saying something about it, the pupils may be drilled to tell stories, different stories, about each object. Example: A pupil may come to the

front, take an object, and tell a story about it. He may say, "THIS IS A PLOW. IT IS MADE OF WOOD. MY FATHER HAS ONE LIKE THIS." Another pupil may take the same object and say, "THIS PLOW IS SMALL. WE HAVE A BIG ONE IN OUR HOUSE. MY FATHER USES IT IN THE FIELD." Still another pupil may tell a different story and say, "I LIKE THIS PLOW. IT IS STRONG. IT WILL NOT BREAK. JOSE MADE IT." Later, about the end of the semester, the pupils may be allowed to write their stories instead of telling them. First-grade pupils may tell two or three sentence stories, and second-grade pupils, three or four sentence stories.

(The making of stories need not necessarily be deferred until the second semester. Story telling should begin as soon as the children have a vocabulary sufficiently large to make it practicable.—*J. S. McC.*)



Principals and Supervisors Who Attended the Agricultural Conference at Muñoz, Nueva Ecija, November 12 to 15, 1928

CONVENTION OF FARM-SCHOOL PRINCIPALS NOVEMBER 12 TO 15, 1928

A convention of all agricultural-high-school and rural-high-school principals was held at the Central Luzon Agricultural School at Muñoz, Nueva Ecija, from November 12 to 15. Reports from this convention indicate that it was highly successful. A picture taken at the conference is printed on the opposite page.

Just as the work being done in the agricultural high schools and rural high schools of the Bureau of Education is very practical in nature, so many of the activities of this convention took on a decidedly practical aspect. For example, the members of the convention inspected various departments and model projects at the Central Luzon Agricultural School, and, in their desire to carry back the best information obtainable, they made an excursion to the nearby Tarlac sugar central.

Ten committees were appointed to give special reports and to make recommendations. These reports would make interesting reading even to academic teachers and supervisors throughout the Islands, if it were possible to publish them in full. A few excerpts from the reports of various committees follow.

COMMITTEE ON ORCHARDS

The following recommendations may well be observed by agricultural clubs in intermediate schools, and the suggestions given should furnish guidance and inspiration to teachers and other individuals regarding the cultivation of fruit trees:

“* * * 3. *Extension Work.* Schools are expected to make the home fruit projects of equal importance with the school orchard by having home orchards of the size noted under *d* for (Size of Orchards). [(*d*) 30 banana trees, or 100 pineapple plants, or

20 papaya trees, or 10 large fruit trees is considered a suitable home project for pupils attending farm agricultural schools.]

a. Three home projects for bananas, 3 home projects for papayas, 2 home projects for pineapples, and 1 home project for large fruit trees are desired at farm schools and at agricultural schools.

b. Two home projects in fruit-growing are expected of every settlement farm school. It is suggested that bananas, papayas, or pineapples be grown in these home projects.

c. A good school nursery should be maintained, and selected young plants of desirable varieties of bananas, papayas, etc., should be sold to the public at nominal prices.

The requirements for extension work make it necessary for a school developing an orchard to have a number of boys engage in fruit-growing at their homes. Each school must also arrange to secure sufficient seeds for producing an abundance of young plants for distribution at reasonable prices.

“4. *Productions Obtainable.* The amount of production possible may be stated in general terms for different fruit trees, as follows:

a. 170 papaya trees can be planted on one-fourth hectare of land. Out of this number of trees, 160 should produce from 20 to 40 papayas a year after the first twelve months, for a period of four to five years. A properly planted and well cultivated papaya orchard of this size should bring ₱2,000 to the owner within five years after the time the trees are first planted.

b. 300 banana suckers may be planted on one-half hectare of land. When properly cultivated, each sucker will develop into a four-plant clump. Small harvests will be secured during the second and third years, and after the third year, yearly harvests of 600 to 700 bunches may be expected. A well-cultivated, one-half hectare banana orchard should bring ₱3,000 to the owner within five years after the suckers are planted.

c. Yearly returns equal to about one half of that estimated for papayas can be secured with properly located and well-kept pineapple orchards.

d. For larger trees it is difficult to estimate the yearly returns. A mango tree will not be fully producing until it is twenty-five to thirty years old. A single crop of fruit from one matured tree often brings 300 to 400 pesos. A chico tree may not be fully producing until it is fifteen to twenty years old. Orange and pomelo trees produce earlier, and annual productions of 20 to 50 pesos a tree are not uncommon.

In order to equal, in actual money, these estimates of production, a fair market for fruit is essential. It will also be necessary for the owner of the orchard to plant only desirable varieties and to secure vigorous trees. The suitability of the soil where the trees are planted, as well as the cultivation and care the trees receive, will influence the yields secured.

The length of time necessary to bring large fruit trees into bearing makes it obligatory that there be careful selection of young plants so that only desirable varieties will be propagated.

"5. *Planting Standards.* Only three of the most common defects are covered, because it is expected that suitable methods will be followed without fail.

a. All plantings should be made together, so as to form an orchard or a field planted entirely to fruit trees.

b. All rows should be straight and at regular intervals, while the same kinds of trees should be planted equal distances apart in the rows.

c. Give each young tree the space it needs to develop properly.

"6. *Management Standards.* Under this heading are mentioned certain administrative features that should receive constant attention in order to make a success of fruit growing.

a. If bananas are to be planted, secure either "lakatan," "buñgulan," "latundan," "saba," or "gloria" varieties.

b. Select well-drained soil, rich in humus, for the banana orchard.

c. If papayas are to be planted, secure either long Southern or Hawaiian varieties.

d. Select fertile, well-drained soil with a gravel or porous subsoil for papayas. Plant papayas in sheltered places to avoid having the trees destroyed by storms.

e. If pineapples are to be planted, secure either Spanish Cayenne or Hawaiian Queen variety.

f. If large trees are to be planted, secure either mango, or chico, or orange, or pomelo, or mandarin (naranjita), or bread fruit.

g. Follow the best orchard practices, in so far as it is possible to do so, by planting young trees that have been secured by vegetative processes. This means securing young trees by grafting, budding, cutting, marcottage, and layering.

h. Secure mango seedlings from fruit that grew on healthy trees which regularly produced large crops of fair-sized and well-flavored fruit.

i. When chicos are to be planted, secure the young plants by marcottage.

j. When mandarin (naranjita), orange, pomelo, and other citrus seedlings are to be planted, pay close attention to such tree qualities as resistance to disease, productiveness, and flavor of the fruit. Know the tree that grew the fruit from which the seeds were taken for planting in the nursery.

k. Dig a hole at least 60 centimeters in diameter and 50 centimeters deep, and leave it open four weeks before the tree is planted in it.

l. Protect the trees from damage by stray animals by placing a bamboo frame around each tree, or by maintaining a good fence around the orchard lot.

m. Keep the land between the young trees cultivated by planting successive crops of corn, camotes, cowpeas, and mungo.

n. Give each tree ample room to develop. Consider the size of the full-grown tree in estimating the space needed."

LIVESTOCK COMMITTEE

The committee on Livestock Projects and Pastures made the following recommendations, which should be of help to livestock-club members in elementary schools:

"* * * 5. Where possible, cultivated pasture lots where animals can be moved from time to time are recommended:

(1) For cattle, carabaos, and horses there should be at least one hectare of pas-

DAMAGE CAUSED TO SCHOOLS BY RECENT TYPHOON

Compiled by A. MAXIMIANO RAZON
Chief, Records Division, General Office

The typhoon which hit the Islands last November is believed to be the most destructive that has visited these shores in recent years. The extent of the damage done to the schools may be judged from the following incomplete reports received from some divisions.

Antique.—"Because of the typhoon there were several schools in the division that could not hold sessions on the 22nd and 23rd. The typhoon blew away roofs of many barrio schools, but no school building was blown down."

Batangas.—"The typhoon which passed through Batangas on November 24 damaged the roofs of four barrio school buildings. About 50 per cent of the orange crop has been destroyed."

Bohol.—"The typhoon wrecked or damaged several temporary school buildings in widely separated parts of the province. Telephone communication within the province is interrupted, so reports are still incomplete, but thus far thirteen buildings are known to be damaged. It is said to have been the severest storm in Bohol since 1912."

Camarines Agricultural School.—"It is estimated that the damage to the rice crop will be about ₱1,000; the damage to bananas, hemp, and coconuts about ₱1,000; and the damage to buildings about the same amount. Repairs to buildings will be made by students; otherwise the damage would amount to approximately ₱5,000."

Camarines Norte.—"The recent typhoon caused a damage of approximately ₱120 to temporary and semipermanent school buildings. No permanent building was affected."

Camarines Sur.—"The baguio did considerable damage, especially to the temporary buildings. Our gardens are

almost a complete loss. In Caramoan and in Goa the iron roofs were carried away from the central schools. In nearly every town considerable damage was done to buildings."

Capiz.—"In some districts, floods did more damage than the wind. Teachers, principals, and supervising teachers made frantic efforts to save school books and other property, but in spite of their efforts the wind and water wrought much damage. Many classes are now conducted in private homes. Garden crops were practically ruined. The total estimated damage to school property is between forty and sixty thousand pesos; that is, it would take that amount to replace the property damaged."

Cebu.—"A very severe typhoon swept the division, especially the north end, completely destroying or severely damaging gardens, nurseries, shedhouses, resthouses, etc. Forty temporary school buildings, mostly in barrios, were completely destroyed, but there was little damage to permanent and semipermanent buildings."

Isabela.—"This division was visited by a destructive flood on November 24-25. The greatest single loss is that sustained by the Ilagan Rural High School. The entire field was flooded for several days to a depth of four meters. The crop is a complete loss. The small cottages were covered with water that rose in the larger edifices above the ceiling. Water from the Cagayan river and its branches rose at the rate of one meter per hour on November 25."

Leyte.—"While on an inspection trip in the barrio of Caridad, Babay, I was overtaken by the typhoon. It was the worst storm I have ever experienced.

The force of the wind was terrific and the roar terrifying. It rained without cessation from 10 A. M. on November 22 until 6 A. M. on November 24. The country everywhere was devastated. The high-school building withstood the typhoon well. Information from Kawayan is to the effect that the home-economics building was blown away, and the carpentry shop, now nearing completion, was blown down. The home-economics building in Naval was badly damaged. Several private houses were blown to the ground. The lowland rice, just beginning to bear fruit, is believed to be almost totally destroyed. The people fear that famine may prevail due to the shortage of rice. At Dagami, where many persons were killed, school property was lost, including library books, shop equipment, and home-economics supplies."

Marinduque.—"Of all the municipalities, Torrijos is the worst hit. From the latest reports, the loss of the province is estimated to be ₱600,000.00. The principal losses consist in cattle, coconuts, abaca, bananas, and buildings. No school building was razed to the ground except the temporary shop building in Gasan and the temporary domestic-science building under construction in Torrijos. Some schools have been reported unroofed. Our school and home gardens were all destroyed. Because a financial crisis is expected next year, many schools may be closed unless an emergency fund is created to bring relief."

Masbate.—"It is reported unofficially that the buildings under construction in San Jacinto and San Fernando were blown down by the storm. One building in Mobo was also destroyed completely."

Mindoro.—"The typhoon destroyed and damaged many temporary school

buildings. Many classes are now accommodated in private houses. Plans are under way to replace as soon as possible the damaged buildings. The councils and the people are ready to help in the needed undertakings."

Occidental Negros.—"Considerable damage was done to trees on school sites, and it is expected that when telegraph lines and mails are restored, several temporary buildings in barrios will be reported as damaged."

Oriental Negros.—"The recent typhoon did no damage of any consequence in this division. Four temporary bamboo buildings were reported blown down, but all of them were in poor condition and needed to be replaced."

Romblon.—"The baguio totally destroyed thirteen temporary barrio buildings, causing a damage estimated at about ₱5,000."

Samar.—"The damage to school buildings was not so great as might be expected, due to the fact that most buildings are either of permanent or semi-permanent construction and comparatively new. Of course, all buildings of a temporary nature were demolished and others were damaged—roofs carried away. Complete reports are not yet available, due to interrupted communications. The report in Manila papers that Samar High School has closed for the remainder of the year due to the baguio is false. The high school has not been closed even for one day. Some barrio schools may be closed due to absolute lack of quarters, but we are using every possible means to keep classes going."

Sorsogon.—"Besides the destruction of buildings, municipalities have lost a great part of the seat-work material purchased for the first and second grades. In all schools inspected, holo-

HOW CAN WE MOTIVATE AND VITALIZE CLASSROOM INSTRUCTION?

By MARTHA L. WELCH

*Acting Principal, Laoag Normal School,
Ilocos Norte*

(EDITOR'S NOTE: The following is a paper read by Miss Martha Welch at the secondary institute at Laoag on August 16, 1928. Teachers in the normal school submitted the material.)

Teaching problems are discussed in cycles. Each decade, a new problem confronts us. This is necessary, in order that we have more definite objectives in our school work. The present generation is more interested in motivation than in any other school problem. The word motivation is derived from the Latin word "motum" meaning, "that which moves one." To motivate classroom instruction means to move the pupils to action. In *Modern Methods in Teaching*, by Wilson, Kyte, and Lull we find this definition: "To motivate is to launch and guide the pupil in his tasks so that he has a strong reason for doing them." He must see clearly and feel deeply that he must do the tasks in order to acquire something he needs and should have. To vitalize a lesson means to make it alive, and to make it continue to live.

It is important that we should motivate and vitalize classroom instruction. Motivation is the driving force of life, both in work and in play. Everything we do in life, we do through some motive. When a child comes to school, he has certain natural interests, but it is necessary for him to acquire other interests. The acquired interests are brought about through motivation and vitalization. It is necessary to bring about activity on the part of the pupil. One can not pour knowledge into a child's mind. Knowledge can be acquired only by the activity of the person concerned. We need more teaching

and less telling. We are not so interested in the quantity of work accomplished as we are in the quality of work accomplished.

MOTIVATING HISTORY

In the teaching of history, we can motivate and vitalize the classroom instruction in the following ways:

1. Relate history most intimately to the present, and regard the past as vital because it gives meaning to it. Pupils should know the social, political, and economic evolution of the country studied.

2. Whenever possible, present and past must be placed in contrast in connection with modes of travel, transportation, lumbering, manufacturing, or commerce. This should be done through pictures, verbal descriptions, anecdotes, and visits to museums.

3. Encourage much correlated reading in literature, biography, and fiction.

4. Stress the hero of peace as well as the hero of war. Civilization grows in years of peace and is retarded by conflicts.

5. Broaden history to intensify the socializing influence on our young people. It must be the history of mankind as well as the history of the people in the country to be studied. For example, the study of Philippine history must be a study of mankind as well as of the Filipinos.

6. Arouse the pupils' imagination by (a) pictorial aids, (b) vivid oral presentation, (c) dramatization, (d) pageantry, (e) visiting places of historical importance, (f) intelligent study of maps, and (g) correlation.

7. Have pupils solve problems which touch them personally. In order that pupils may be able to solve the problems, organize the content of history topically rather than chronologically. Interpret the events of the period in terms of underlying tendencies. Encourage logical inferences and casual expectations. Trace the geographic influences upon the development of mankind.

MOTIVATING GEOGRAPHY

The following ways of motivating and vitalizing geography are suggested:

1. Have the class take an imaginary trip. With this motive in mind, the teacher should inculcate in the minds of the pupils the idea that they travel in a country or continent in order to bring stories to their friends. They are led to the use of books, magazines, and newspapers in order to equip themselves with interesting information which may greatly entertain their friends. They study the map of a country thoroughly so that they may be able to determine definitely the means of transportation which may connect the places they wish to visit. Besides studying the location of places, they also study the industries, the products, the climate, and the rainfall of the country. Their resourcefulness may bring forth startling information with regard to the biographies of great men and the incidents at historical places. If they travel on the sea they may learn the use of time tables. From magazines and newspapers, children should cut pictures to paste in their albums. They may collect products which represent the different regions visited. In addition, they may be encouraged to write interesting letters to their friends.

2. The class may be divided into groups for the solution of problems.

3. The exhibit plan encourages pupils

to collect pictures involved in the study of geographic facts. The exhibitor lectures on his exhibits. The rest of the class may ask him questions.

4. The teacher may assign debatable questions to the class, such as "The Philippines should restrict the number of Filipinos migrating to Hawaii." This problem will bring about facts in agriculture, and at the same time will awaken the pupils to the need of the development of the virgin lands of the Philippines.

5. The teacher may present a table of comparative study of statistics of the pupils' country and other countries. This table should present the population, area, products, education, percentage of illiterates, and location of the countries compared. After the comparison is made, the pupils draw conclusions which illustrate the greatness or deficiencies of their country. This knowledge will equip the pupils with reliable facts pertaining to their country.

MOTIVATING ENGLISH

English may be vitalized and motivated in the following ways:

1. The recitation may be socialized. The class may be organized as a club with a chairman and a secretary. The offices should be held in rotation. A student, usually the brightest one, should act as teacher. "How" and "why" questions are helpful.

2. Students may be permitted to take part in debates.

3. Certain parts of the selections studied may be dramatized.

4. The students may draw certain scenes of the story.

5. A graph for silent reading may be made to show the progress of each student.

6. Create an interest in reading. The teacher may read a part of an interest-

MATERIAL FOR THRIFT INSTRUCTION

BY VENANCIO NEBRIDA

*Division Superintendent on leave in the
United States*

WHY TEACH THRIFT

As a people, the Filipinos are extravagant and improvident. Waste is very common among both rich and poor. Materials are wasted, money is wasted, and time is wasted. The natural resources of the Philippines are not properly utilized. Evidences are so conspicuous that their mention becomes unnecessary. Filipinos have a rich country, but they are poor. Why? Because they have not learned to practice thrift and to make wise use of their opportunities and resources. The school has, therefore, a great opportunity to serve the country by teaching children to be saving. Only a thrifty people can make a thrifty and great nation.

THE MEANING OF THRIFT

Thrift is a state of the mind; it is not hoarding. It is thinking straight on five things: earning, saving, spending, investing, and giving. Most people believe in thrift in all its angles and practices—thrift in money, thrift in time, thrift in energy, thrift in health, thrift in conservation of natural resources.

“The habit of saving is itself an education; it fosters every virtue, teaches self-denial, cultivates the sense of order, trains to forethought, and so broadens the mind.” “A sound economy is a sound understanding brought into action. It is calculation realized; it is the doctrine of proportion reduced to practice; it is foreseeing contingencies and providing against them; it is expecting contingencies and being prepared for them.”

THRIFT AND WORK

It should be understood that work and thrift go hand in hand. The one reacts

upon the other. The children need to understand the fundamental importance of seeing a life in terms of work rather than in terms of pleasure and leisure. They need to recognize that work is the normal sort of human life, and that honest work is honorable and dignified and a necessity for self-respect and for financial independence. All necessary work is a service, and service is the means to the highest human ends. Every child needs to have daily and weekly tasks to perform. We should begin early to train them in certain regular duties outside of the school routine work. There are many opportunities in school life which can be utilized for training children to work and to assume responsibilities.

Early in life the boy and the girl need to have placed before them incentives to thrift—inspiration to definite, continuous, and sustained effort. Stories and books telling of the success of humble men and women, who have through thrift, work, and perseverance attained eminence and usefulness in life, should be repeatedly brought to their attention and made accessible to them.

SAVING TIME

Direct the attention of the children to the many ways by which people about them waste their time, in idle gossip and in frivolous pastimes, in utter idleness, in having no ambition to improve themselves and their homes, etc. Advise pupils to shun the company of loafers and the places which they frequent. If the pupils desire to rise above the average, they must use their time wisely. Tell them by means of concrete illustrations the value of time. Cite such examples as Arellano with one hand

holding an open book and at the same time cooking, Watt studying the tea-kettle, Franklin in the printing office, and Thomas A. Edison working days and nights together without sleep. These men attained to eminence because they made a wise use of their time. Teach that time is the agency by which one can bring himself to any degree of perfection of which his talents are capable, or by which he can take himself to the lowest depths of degradation. That "time is gold" should be brought home to the children.

SAVING AND HEALTH

Teach the relation of good food, fresh air, pure water, play, work, and clean living to good health. Thrift means saving health as well as saving time. In the health-lessons, teach the economic value of health. Show that the man in poor health cannot be an asset to himself, his family, or country. On the other hand, he may be a liability. Teach hindrances to good health, such as eating candy and other sweets between meals, using tobacco and liquor, carelessness in the care of body, and all kinds of dissipation. Take up the waste that is due to illness. Proper habits of personal hygiene and home sanitation are necessary if an individual is to be thrifty. Waste in human energy is due not only to lack of industry and laziness but also to illness. Roosevelt said that the greatest waste was the waste in human energy. This waste can be avoided by the formation of proper habits of work, study, recreation, personal hygiene, and home sanitation.

SAVING MONEY

In the beginning it is not so much the amount saved as the formation of the habit of saving that counts. Indeed, the habit can be formed with a few centavos as well as with pesos. It is for

this reason that one should save, no matter how small his income is. Many persons think that one can not save on a small income, so never try. Such persons believe that sometime in the future, when their income is larger, they will begin to save, but by that time, in all probability, they have learned the habit of spending and, since more desires are to be satisfied, it would be found to be even more difficult for them to save than it would have been at first.

Young people should look forward to owning their homes and should save with this end in view. To realize this, some present desires will have to be sacrificed. To desire to own a house or a farm for one's family is certainly an inspiring motive.

Teach the pupils how to start an account in the Postal Savings Bank and also how to start savings accounts in other banks when these are accessible. Remember that the habit of thrift can best be inculcated through its exercise. In your thrift campaign secure the cooperation of the local postmaster. Invite him to speak on points about the Postal Savings Bank which you believe your children ought to know.

Pupils should be trained to keep accurate accounts of their allowances from their parents, and of money earned and spent. The important thing is to lead the pupils to form the habit of keeping a personal account. When this habit is once formed, the chances are that it will be continued through life. Such an account is of great assistance in apportioning our income and determining the amount that can be saved each week or month. It is a guide to economic life. Fixing this habit of keeping a personal account is one of the most important steps in teaching thrift.

PAPER CUTTING IN THE LOWER GRADES

By BONAVENTURE DAGOBERT

Pangasinan Academic High School

The value of paper cutting as a means and stimulus for visual expression in the lower grades is no longer questioned. By common consent it has become one of the most popular and successful methods of representation for children. The reasons are obvious to any teacher who has observed a class engaged in this kind of work. All the manipulations necessary for the process, such as cutting, pasting, pressing, and mounting, call into play activities which the children enjoy.

The finished product is enjoyed as well. Crude in form as it will necessarily be, the color effect may possess all the quality of modern decoration. The even color tones of the paper surface are highly satisfactory to the eye, and could not possibly be matched by any crayon or brush work performed by children so young.

Moreover, the ever-threatening problem of perspective is completely eliminated. Objects in paper cutting are rendered in profile, and the representation is purely symbolic. This fact insures that directness of attack which modern decoration demands and which the child instinctively appreciates.

In addition, the process is flexible. Each part may be replaced, rearranged, or pasted over as desired, before the final space division is agreed upon. Various arrangements may be tried, observed, and experimented with. Such practice furnishes invaluable lessons in spacing, margining, and composition.

In other words, the process teaches the prime fundamental of all visual arts: The organization of a given space.

The equipment for paper cutting is at a minimum. Positively nothing is needed except scissors, paper, and paste.

In spite of the few materials needed, paper cutting as generally practiced in our elementary schools is extremely wasteful. Not only is paper wasted but time, energy, and interest are dissipated, and the finished products are discarded without regret. In an effort to remedy this condition, the following methods have been developed and have proved to be helpful in some of the elementary schools of Pangasinan.

1. Instead of individual plates, a large poster or picture is produced by organized group work.
2. All practice cuttings are made of rough wrapping paper, regardless of the final color plan.
3. All objects are cut, as far as possible, in parts.
4. All cutting is competitive, the best to be selected for the poster and used as a pattern for duplication in colored paper.
5. The color scheme is strictly limited to three values: light or medium against dark, or dark or medium against light.

A series of lessons leading up to cutting the poster, *Barrio Homes*, shown in the accompanying cut, is here given:

Subject matter: Barrio homes

Medium: Paper cutting

Grade: One or two

Color plan: Blue, dark; green, medium; yellow, light

Time: Two weeks

Procedure:

First lesson: Nipa houses observed—symmetrical forms, unsymmetrical forms; roofs observed—symmetrically slanting, unsymmetrically slanting; windows observed—doors and steps observed.

Second lesson: Free-hand cutting of

Barrio Homes

Suggested color plan :

(Background)

background - blue

foreground - green

trees and shrubs - green

houses & steps - yellow

trimmings - blue or green

(Foreground)



Model for the Poster, *Barrio Homes*

symmetrical house, door, and windows.

Third lesson: Free-hand cutting of an unsymmetrical house with doors, windows, steps, and stairway.

Fourth lesson: Free-hand cutting of a house with porch, stairway, doors, and windows.

Fifth lesson: Free-hand cutting of banana leaves of various sizes; free-hand cutting of stalk, shoot, fruit. Cuttings assembled.

Sixth lesson: The teacher places before the class a large poster paper, with a background of dark blue and a foreground of medium green pasted on. The pupils are instructed to represent barrio homes. The cuttings made the week before are tried against the background. The best cuttings are agreed upon. Colored paper, for duplication, is given to the pupils who made the best cuttings.

Seventh lesson: The duplicates are cut from colored paper, while the rest of the class cuts such details as flowerpots, flowers, shrubs, and steps.

Eighth lesson: The houses are pasted against the given background to form a barrio street.

Ninth lesson: The details are added. The finished poster is exhibited in the schoolroom where all may enjoy it for the time being. As the year progresses other posters will be exhibited.

Projects worked out successfully in this cooperative group method, some of which may be described in a later article, are for Grade Two, *Our Town Plaza*; for Grade Three, *Rainy Season*; for Grade Four, *Going to Market*; for Grade Five, *Washing Day*; for Grade Six, *Our Pottery Market*; for Grade Seven, *A Map of the Philippines* in colored paper.

DAMAGE CAUSED TO SCHOOLS BY RECENT TYPHOON

(Continued from page 16)

plates have been found blown from the walls and destroyed. A further and more complete report will be made later."

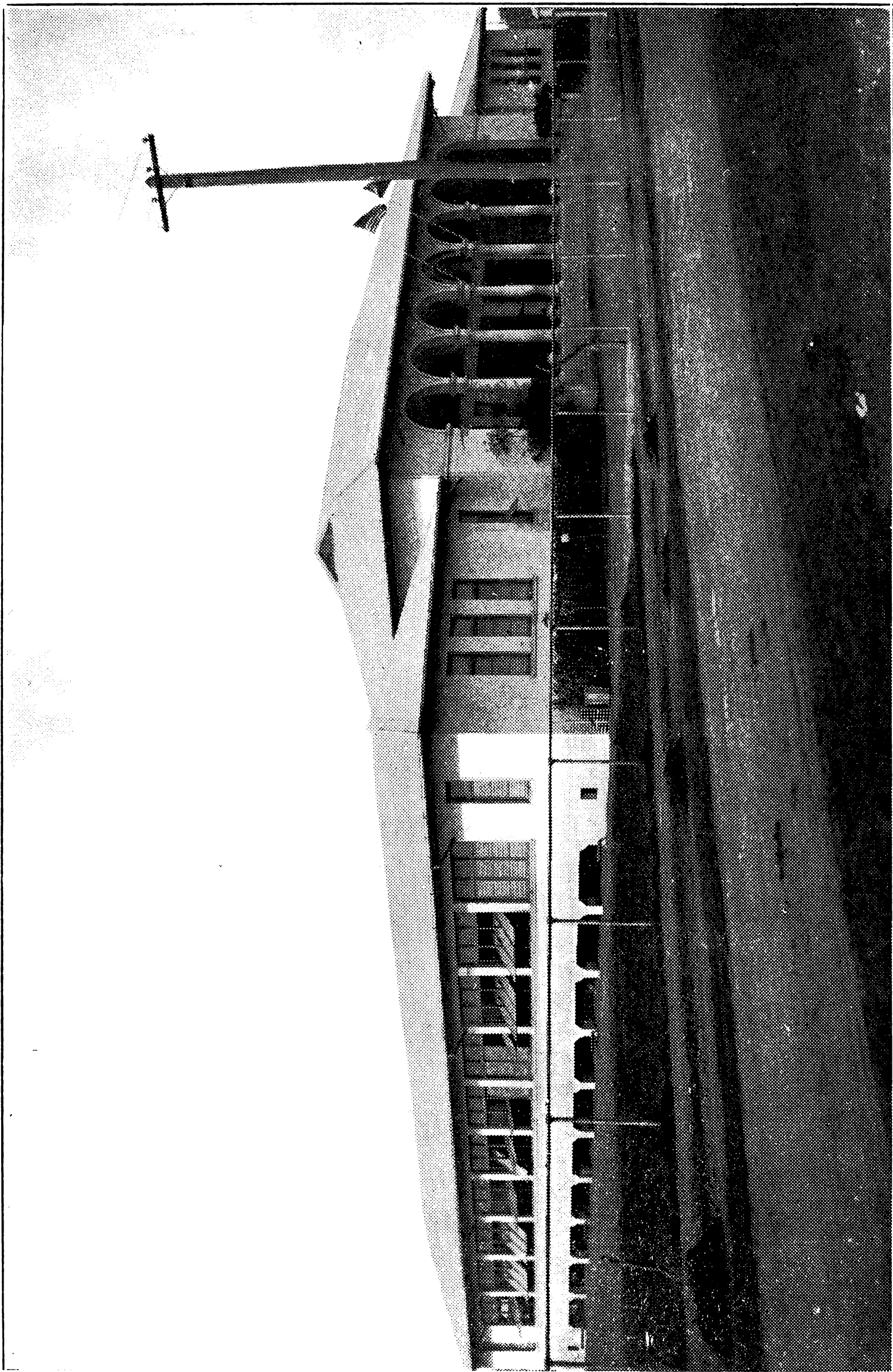
EXPERIENCE OF A SUPERVISOR IN SAMAR

"I arrived at the Catarman Agricultural High School about two o'clock in the afternoon with the typhoon already doing untold damage to buildings, crops, and roads. Student cottages and sheds for hogs and sheep were blown down. Several windows, parts of the roofs and walls of some of the teachers' cottages, and the mess hall and academic building were damaged. A number of pili trees were uprooted. Practically all the banana and abaca trees were blown down, and the nursery

and vegetable garden were flooded. Because the lowland rice had just been transplanted, not much damage is expected; but the loss to coconuts will be felt for about a year, because most of the small nuts were destroyed.

The typhoon lasted about thirty-six hours, and the school barometer went down to 72.3. According to information from people who live in the barrio, the typhoon was the strongest ever experienced in the locality. Almost one-half of the houses in Cauayan were blown down, and the barrio school was greatly damaged.

During the typhoon a student was bitten by a snake. The timely aid and remedy given by the principal and the school nurse saved the boy."



Rizal Elementary School, Manila
Erected in 1924
One of Several Modern Elementary-School Buildings Now in Use in the Philippine Islands

MUSIC FOR PRIMARY SONGS

Below is the music for the very appropriate little song, *I Have Two Hands*, which is sung in all of our primary schools. Members of the supervisory corps of the General Office have heard this song sung with several variations in tune. The music of the song has been included in this number of the *Philippine Public Schools* so that all schools may learn to sing the song to the same music.

The page references to the various little songs given in supplementary music books in the appendix of the *Course of Study for Primary Grades* are here given. Teachers using these songs should teach the right tunes.

Page 246—The tunes for the two little songs on this page are found in *First Year Music*, by Hollis Dann,

pages 24 and 73.

Page 248—The tune for the first song is found in *Physical Education*, page 107.

Page 251—The tune for the song on this page is found in *The Progressive Music Series*, Book One, Philippine Edition, page 21.

Page 254—The tune for the first song is found on page 12, *The Modern Music Series*, *Primer*.

The tune for the second song is found on page 8, *Flying Kites*, *The Progressive Music Series*, Book Two, Philippine Edition.

Page 256—The tune for *Jack and Jill* is adopted from *Yankee Doodle*, page 76, *Universal School Music Series*; *Intermediate Song Book*.—Academic Division.

I HAVE TWO HANDS



I have two hands, the left and the right, Hold them up high so clean and bright,



Clap them soft-ly, One two three, Clean lit-tle hands are good to see.

MATERIAL FOR THRIFT INSTRUCTION

(Continued from page 20)

This subject, personal budgets, is a splendid one for arithmetic work. Begin the work by using a definition something like this: A personal budget is the plan one makes for saving and spending an expected income. Continue by having the pupils make a list of the things for which they spent their money during the previous week or month. Ask them to check off the things for which they spend money unwisely, or using this list as a basis, request each pupil to write in a column the amount of money which he expects to receive in earnings and allowances during the next week or month. In another column have him write the things for which he expects to spend this money. Insist that pupils endeavor to live up to their budgets.

A successful business man gives these five rules as the ones that made him a wealthy man:

1. Spend money only after due consideration.
2. Keep a personal budget.
3. Live within your means.
4. Save some part of your income.
5. Pay your bills promptly.

The attention of the children should be called to the following principles of personal thrift, and they should be urged to practice them:

1. Learning how to keep healthy.
2. Learning how to work efficiently.
3. Learning how to save time, energy, money, and materials.
4. Learning how to spend wisely.
5. Learning how to invest intelligently.

THRIFT SUBJECTS AND LANGUAGE

The subject of thrift can be very well correlated with language recitations and composition work. The following topics are suggested:

1. How old clothes and shoes can be saved.
2. Wasted material is always paid for.
3. Material costs money that someone has

worked hard to get.

4. How we save at home.
5. The most extravagant thing I ever purchased.
6. What I intend to do with the money I saved.
7. Wholesome recreations that cost nothing.
8. How I earned money during vacation.
9. My first investment.
10. My first bargain.
11. The value of good roads to the community.
12. Money spent in good schools is well invested.
13. Why one should keep a personal budget.
14. The waste of illness.
15. How the natural resources of the country are being wasted.
16. How the natural resources of the country can be conserved.

THRIFT AND PUBLIC PROPERTY

A certain boy who took a twig from a shrub in the town plaza was terribly offended when one of his classmates called him a thief. He said, "I am not a thief; this plaza is free." He viewed the case differently when the teacher explained that the plaza belonged to all the people of the municipality; that they, through their taxes, hired men to take care of it, bought flower seeds and shrubs to beautify it, and spent money every year to make it attractive. It belonged to everybody, and therefore no one person had a right to take anything from it. It is usually a misunderstanding as to the ownership of public property that causes children to break, mutilate, or carry it away. Every teacher should set her pupils right on this point, and the schoolhouse, grounds, and equipment may be used as an object lesson with which to begin. It should be shown that everybody pays when public property is destroyed, and everybody has a share when public property is being used extravagantly or wasted. Recall instances of public property in the imme-

diate vicinity being wasted. Are public roads, streets, public buildings, and bridges kept in repair? Are municipal and provincial funds spent to the best advantage? Are they invested in things that will help toward the development of the community along all lines?

THRIFT AND THE NATURAL RESOURCES

The children should know nature's greatest gifts: trees, lands, water, birds, all useful animals, light, and mines. Show the danger of deforestation and the need of reforestation. Let the children know the economic loss due to wanton destruction of useful birds and animals. Make it clear to the children that letting lands and forests remain idle is wasting them. They should be utilized to the best advantage. Conservation has been defined as the proper utilization of nature's gifts to man. "Mature trees that rot in the forests for want of the woodman's ax, potential water power that flows untouched to the open seas, idle lands that stare up at the skies and wonder when their hidden wealth will be claimed by man, all this is not conservation, but waste, regrettable waste." Governor-General Stimson well said: "At the present rate with which agricultural land of these Islands is being distributed among their people, it will be four hundred years before that great asset, that great guardian of a people's stability, is fully put to use. This is not conservation; this is waste. Idle land does not minister to the welfare of a people; while land wisely distributed and wisely used is a most valuable instrument to lead them into the habits of thrift and patriotism and into conditions of comfort and individual independence."

THE METHOD OF INSTRUCTION

Direct presentation of the ideals, purposes, and principles of thrift may be

made through morning talks, discussions, special exercises, and opportunities that are abundant in the school life. In the elementary grades, some of the periods used for the opening exercises and for the teaching of civics, good manners, and right conduct can be utilized for thrift instruction; in the high school, some of the periods used for current events, history and government, and economics may be used. The principal may deem it wise to declare a thrift week in his school at the beginning of the school year in which the principles of thrift will be fully discussed and stressed; particular attention should be given to ideals and projects which are to receive chief attention during the school year.

These studies should correlate the subject-matter in thrift with the different subjects and school activities. The economy of time, effort, and materials should be observed in all school exercises. The following principles of thrift should be emphasized in the various subjects of the curriculum:

1. Conservation—in geography, economics, and sciences.
2. Opportunity—in biography.
3. Cooperation and service—in history and civics.
4. Industry and ideals of thrift—in literature.
5. Earnings, savings, and investment—in arithmetic.
6. Hygiene and sanitation—in physiology.
7. The proper kind of materials, and economy of their uses—in industrial courses.
8. Economy and right use of food—in cooking.
9. Health—in athletics and games.
10. Enthusiasm, concentration, and singleness of purpose—in all subjects.

The habit of thrift can best be formed through the actual practice of saving time, material, and money. Economy of material should be observed in the classrooms, and in the domestic-science, shop,

and garden classes. Insist that pupils come to school promptly. Instructions should be followed without delay. Urge your pupils to deposit savings at the

Postal Savings Bank. The school life is rich with opportunities at the teacher's disposal to be utilized in the inculcation of thrift habits.

EARTHQUAKE DAMAGES COTABATO SCHOOLS

The following radiogram was received at the General Office: "DIRECTOR OF EDUCATION MANILA SEVERE EARTHQUAKE SEVEN THIRTY FIVE EVENING DECEMBER NINETEENTH DEMOLISHED PRINCIPALS QUARTERS PIANG RURAL HIGH SCHOOL MORO GIRLS DORMITORY

HERE DAMAGED BEYOND REPAIR COTABATO ELEMENTARY AND HIGH SCHOOLS SLIGHTLY DAMAGED OTHER SCHOOLS PROBABLY NOT AFFECTED SCHOOL DAMAGE TWENTY FIVE THOUSAND PESOS AT LEAST CASUALTIES SCHOOL PERSONNEL SLIGHT LATTER FOLLOWING KUDER.

MOTIVATING CLASSROOM INSTRUCTION

(Continued from page 18)

ing story. When she reaches a thrilling point, she should stop reading and suggest that the students continue it.

MOTIVATING ECONOMICS

In teaching economics, we can motivate and vitalize the instruction by the following means:

1. Make use of clippings from newspapers and magazines to supplement the textbooks used. These clippings furnish material and facts from everyday experiences which exactly interpret the principles and theories in the textbooks. A part of the class period should be devoted to reading and hearing the reports. Discussions and questioning should then take place. Reports of these kinds require the exercise of judgment and evaluation. In one class, in the Laoag Normal School, the students were discussing dividends on stock. One student, who had clipped an account of the division of stock of a local rural-credit association, read the article to the class. Immediately, the interest of the students was aroused, especially of those who happened to have some shares in the bank under discussion. It developed that these students related how they came to join the association, how much their shares cost, and how much interest and profit were accumulated by their

investments. The whole class became interested because they were able to apply what they had learned in business to what they were learning in school.

VITALIZING OTHER SUBJECTS

Language work may be vitalized in several ways. Some methods are by creating real situations, by the use of the socialized recitation, by correlation with other subjects, and by means of games and plays.

In letter writing, the work may be motivated by having the children write letters for some real purpose; as when invitations are studied, the class may invite another room or the parents of the children to visit their room, or to see a dramatization which has been planned for their entertainment. Or, if the theme for the letter is business, have the children write business letters to each other. Have a small post office right in the school room. (This can easily be made of bamboo rods and paper.) Then the children can mail and receive letters. Since business letters require answers, all letters received will need to be answered. This post-office idea may be expanded as much as the teacher likes. The work may very easily be correlated with arithmetic, writing, and spelling.

APPROVED NEW BOOKS

PROFESSIONAL

Orleans, Jacob S. and Sealy, Glenn A. *Objective Tests*. 273 pp. World Book Company, c1928. \$2.20

In most cases, when departmental tests are given, the procedure consists of the principal or head of the department selecting, from questions submitted by the different teachers, items to be included in the test. This method is far from adequate because of the fact that oftentimes choice as to what items are to be selected is dependent not upon the frequency with which certain subject matter is included by the teachers but upon other factors, such as the care with which questions are framed, the efficiency of the teachers submitting the questions, and personal preference of the principal or supervisor.

This book describes a very excellent method by which teachers of the same subject might construct tests in such a way that each item is approved by all teachers teaching the same subject. It also explains how test results are tabulated and interpreted so that comparisons can be made.

It should be of real value as a basis of discussion in teachers' reading circles, teachers' institutes, and as a reference book in tests and measurements.—*P. T. O.*

371.26 Educational measurements.

Smith, H. L. and Wright, W. W. *Tests and Measurements*. 540 pp. Silver, Burdett & Co., c1928. \$3.00

The book discusses the subject of tests and measurements from the standpoint of four of the basic principles in educational measurement. By applying these principles to each subject and by using a number of examples from standard tests, the authors present a comparative study of the value of different tests. The book gives a summarized study of the various standard tests in different subjects. A comprehensive bibliography and list of standard tests with the price of each, the grade for which they are intended, and the time it takes to give each test will be found very useful by those who have occasion to use these tests. The book makes a valuable reference for professional reading.—*F. S. F.*

371.26 Educational measurements.

Martin, L. J. and De Gruchy, Clare. *Mental Training for the Pre-School Age Child*. 133 pp. Harr Wagner Publishing Co., c1923. \$1.00

This is a book written for parents and teachers, presenting the subject of mental hygiene in a simple and understandable way. The book takes up the child's training during the pre-school age from the standpoint of heredity, physical, and psychological examinations; the interaction of the physical and the mental; imitation; habit formation; emotional development; attitudes; environment; play; delinquent tendencies; punishment; sympathy; and the reading habit. The book gives illustrative cases and offers suggestions for guiding the child during the pre-school age. This book will make a good reference for teachers in dealing with parents and

bringing up problems of child behavior in parent-teachers' associations.—*M. L. C.*

136.7 Child Study || Pre-school children || Mental hygiene.

Jordan, A. M. *Educational Psychology*. 460 pp. Henry Holt and Company, c1928. \$2.50

This is one of the most recent books on educational psychology. It is an attempt to compile and present in a unified whole the data on this subject from such eminent psychologists as Thorndike and Judd. It presents the problems of educational psychology involved in learning the school subjects, the problems concerned with individual differences, and the problems involved in measuring mental traits. It takes up practically the whole subject of psychology in its application to education from its general phases to those that bear on child psychology and the psychology of the common branches. The book contains up-to-date material from the experimental and statistical points of view. This book should prove valuable to teachers in their reading circles and to students of educational psychology in normal-school classes.—*M. L. C.*

370.15 Psychology, Educational

Collings, Ellsworth. *Project Teaching in Elementary Schools*. (Century education series.) 571 pp. The Century Co., c1928. \$3.00

The book should appeal to a critical reader who has a thorough background of sociology and a sound philosophy of education. The discussion of the part of the teacher in guiding the children in the four steps of the project method, namely, purposing, planning, executing, and judging, is very illuminating because it is based upon activities taken from the children's everyday life. The suggested types of projects should give the classroom teachers an idea of the possibilities of the project method of teaching. The portion of the book which deals with the measurement of child activity, guidance, and child growth is not very important because the associate and concomitant outcomes of teaching are as yet unmeasurable. Supervisors and principals who have the necessary professional and academic training may find the book very helpful in interpreting to classroom teachers the nature, meaning, and scope of lessons based on the project method.—*F. G.*

371.36 Project method

Averill, Lawrence Augustus. *Hygiene of Instruction; a study of the mental health of the school child*. (Riverside textbooks on education.) 386 pp. Houghton Mifflin Co., c1928. \$2.00

Appropriate as a supplementary text for senior students in teacher-training institutions, as well as for students taking educational administration and supervision. This little volume should also be read by school principals, supervising teachers, and teachers who are in charge of "special classes" composed of backward or "problem" pupils.

Chapter one includes an enumeration and an excellent

discussion of some of the fundamental hygienic attitudes which every learner should develop along with the more formal knowledge and skills which he acquires from the course outlined for him. The hygiene of classification of pupils, with particular reference to the mentally deficient and gifted children, is discussed in chapters six and seven. Chapters eight and nine take up the mental health of the various types of non-conforming children, and offer practical and wholesome suggestions in training, the following: (a) The Deceitful Child, (b) The Disobedient Child, (c) The Emotionally Abnormal Child, (d) The Indifferent Child, (e) The Irresponsible Child, (f) The Lazy Child, (g) The Child Lacking in Self-Control, and (h) The Selfish Child. The author claims that every curricular subject possesses distinct possibilities for mental hygiene, and ought to be taught in such a way as to bring out these values strikingly. These realizable values or aims of our curricular subjects and suggestions for teaching them are taken up in chapters ten and eleven, in connection with the discussion of such subjects as language, reading, spelling, writing, composition, literature, mathematics, drawing, music, history, geography, and science.

—S. V.

136.7 Title || Child Study || Mental Hygiene
Yoakum, Gerald Alan. *Reading and Study; more effective study through better reading habits.* 502 pp. The Macmillan Co., c1928. \$2.00

372.4 Reading || Study

SECONDARY

Schmidt, G. H., Ross, W. A., and Sharp, M. A. *Teaching Farm Shop and Farm Mechanics; a teacher's manual.* (Century vocational ser.) 288 pp. The Century Co., c1927. \$2.75

A workable knowledge of farm mechanical operations is absolutely essential today to the farmer who would be successful. A recent survey of 273 California farms indicated that over ten per cent of the farmer's time is devoted to unspecialized mechanical work. The increasing use of machinery on the farm demands that the modern farmer be something of a mechanic. The importance of this phase of farming is receiving more and more attention in vocational agricultural instruction, and it is now generally recognized that the subject of farm shop work and farm mechanics is deserving of a place by itself in the curriculum of secondary schools giving vocational agricultural instruction under the Federal Vocational Education Act, and that the subject should be taught by a trained instructor experienced in farm shop work and farm mechanics.

Teaching Farm Shop Work and Farm Mechanics, discusses this whole problem of giving effective instruction in the mechanical work required on farms. It tells exactly what the instructor should know about his subject, about teaching methods, about the problems with which he must deal, and about his duties and responsibilities. It gives numerous illustrative outlines of courses, tells how to make and analyze lesson plans, and deals fully with such matters as the keeping of shop records, grading class work, the purchasing of equipment, the planning and carrying out of projects, etc. This book is designed to serve both as a textbook in teacher training courses and as a manual for instruc-

tors engaged in teaching farm mechanics."—G. S. P.

631.3 Farm Mechanics || Farm Mechanics—Shop Work.

Field, A. M., Olson, R. W., and Nylin, V. E. *Farm Mechanics; a guide-book for students and farmers.* (Century vocational ser.) 385 pp. The Century Co., c1928. \$2.50

The outstanding features of this text are its thoroughly practical and common-sense directions and its clear, to-the-point instruction. In its pages will be found no wasted words, no long discussions of theory, no confusing digressions. The book is organized on the job plan. In the treatment of each job, the authors state what material and equipment are required, give such general information about the job as is necessary, and then describe the procedure, step by step, in a brief and understandable manner which will be quickly grasped by the average pupil without additional aid from the instructor. The use of a self-teaching manual of this kind has many advantages. It affords the instructor time to help his more backward students, and it gives the intelligent students the invaluable experience of self-instruction."

This book and *Teaching Farm Shop Work and Farm Mechanics* should be in every agricultural-school library. They contain only one chapter which does not apply to local conditions, and they are written in a language which can be easily understood by our secondary-agricultural students.—G. S. P.

631.3 Farm Mechanics

Tanner, William M. *Correct English.* 452 pp. Ginn and Co., c1928. \$1.32

The symbols and key on the inside covers for correcting compositions are very helpful.

Parts I and II are splendid for use in teaching the fundamentals of grammar and sentence building before taking up the study of the paragraph and different forms of composition beginning with Part III. Such a study as outlined in this text insures better results in oral and written composition in the upper years of the high school.

Clear explanation of grammatical construction and of composition followed by adequate drill material in the hands of the students are the features of *Correct English* that are superior.—M. J.

808 English Language—Composition || English Language—Grammar.

Ward, C. H. *M. O. S. Book; a text designed to maintain the skills of composition learned in the earlier years.* 215 pp. Scott, Foresman and Co., 1926. \$0.60 (paper)

808 English Language—Composition.

Harris, J. W. and Lacey, E. V. *Everyday Foods; ed. by A. F. Blood.* New edition. 512 pp. Houghton Mifflin, c1928. \$2.50

Food

Elser, Fred Johnson. *Radio in the Philippines.* 141 pp. The Author, Manila. c1925. P2.50

An elementary treatise on the principles of radio communication. Mathematical formulas and equations have been eliminated to as great an extent as possible.

Copies in the high-school library should prove of value in connection with the fourth-year classes in physics.

621.38 Radio communication

Whitlock, Brand. *Big Matt*. 283 pp. D. Appleton and Co., c1928. \$2.00

This is an extremely interesting novel of present-day politics in America. The conflict between the hero's political and his personal loyalty is skillfully presented and offers the reader material for thought—H. P. O'M.

Note.—Due to an error in printing, the above comment appeared on page 359 of the magazine under the book Dean, E. L. *Dolly Madison, the Nation's Hostess*.

Browne, Lewis. *Graphic Bible*; from Genesis to Revelations in animated maps and charts. 160 pp. The Macmillan Co., c1928. \$2.50

220 Bible. Whole—History || Bible. Whole—Geography

Taeusch, C. F. *Professional and Business Ethics*. (Student's ed.) 370 pp. Henry Holt and Co., c1926. \$2.40

174 Professional ethics || Business ethics

McKnight, G. H. *Modern English in the Making*; with the assistance of Bert Emsley. 590 pp. D. Appleton and Co., c1928. \$4.00

A scholarly investigation of the development of our language from the Pre-Chaucerian days to St. John Ervine.

420 English language

Snaith, J. C. *Surrender*. 294 pp. D. Appleton and Co., c1928. \$2.00

Powel, Harford, Jr., and Carter, R. G. *Grant's House*. 229 pp. D. Appleton and Co., c1928. \$1.75

Dewey, J. M. *Lessons on Manners*; arranged for grammar schools, high schools, and academics. 147 pp. Noble and Noble, c1927. \$1.00

395 Etiquette

Smith, D. E., Reeve, W. D., and Morss, E. L. *Exercises and Tests in Junior High School Mathematics*; Part II. (Smith-Reeve-Morss Mathematical Tests.) 144 pp. Ginn and Co., c1928. \$0.48

510 Mathematics—Problems, exercises, etc.

ELEMENTARY

Harper, Wilhelmina and Hamilton, A. J. *Pleasant Pathways* (Treasure trails) 262 pp. The Macmillan Co., c1928. \$0.88
Suitable as a supplementary reader for Grade V.

————— *Winding Roads* (Treasure trails) 291 pp. The Macmillan Co., c1928. \$0.88
Suitable as a supplementary reader for Grade VI.

428 Title || Readers

Hepner, W. R. and Hepner, F. K. *Junior Citizens in Action*; a social civics reader for intermediate grades. 257 pp. Houghton Mifflin Co., c1928. \$0.92 (7)

323.6 Citizenship

Davidson, Isabel and Anderson, C. J. *Lincoln Readers for Grammar Grades and Junior High Schools*; illus. by Bernice Oehler; book seven. 480 pp. Laurel Book Co., c1925. \$1.00

————— Same; Book eight. 496 pp. Laurel Book Co., c1925. \$1.00

508.8 American literature—Collections || English literature—Collections

Knight, F. B., Studebaker, J. W., and Ruch, G. M. *Standard Service Arithmetics*; grade three. (Standard mathematical service.) Scott, Foresman and Co., c1927. \$0.80

————— Same; grade four. 443 pp. Scott, Foresman and Co., c1927. \$0.80

————— Same; grade five. 414 pp. Scott, Foresman and Co., c1927. \$0.84

————— Same; grade six. 471 pp. Scott, Foresman and Co., c1927. \$0.84

————— Same; grade seven. 482 pp. Scott, Foresman and Co., c1927. \$0.92

511 Arithmetic

Lummis, Jessie I. and Schawe, Williedell. *The Safety Hill of Health*. (Health readers, book one.) 90 pp. World Book Co., c1927. \$0.68

————— *Building My House of Health*. (Health readers, book two.) 136 pp. World Book Co., c1927. \$0.72

————— *The Road of Health to Grown-Up Town*. (Health readers, book three.) 152 pp. World Book Co., c1928. \$0.76

Good health practices taught through stories. Provides material for the library table or supplementary readers for grades two to five.

613 Title || Hygiene

Clark, Imogen. *Suppose We Do Something Else*; a collection of indoor and outdoor games for young and old. 268 pp. Thomas Y. Crowell Co., c1927. \$2.00

790 Title || Games

Turkington, Grace Alice, and others. *Lessons in Citizenship for the Junior High School and the Upper Grades*. 487 pp. Ginn and Co., c1928. \$1.32

A good reference book containing supplementary material which is helpful in developing attitudes and abilities in good citizenship.

323.6 Citizenship

HERE AND THERE

(EDITOR'S NOTE: Most of the following is taken from the monthly reports of division superintendents. The provinces from which the reports have come are given.)

Considerable physical improvement has been made in the high school in the division of Cebu during the present year. The sum of ₱7,000 has been expended for the purchase of science equipment and some ₱6,000 for the purchase of other needed classroom equipment. Noticeable improvements for providing rest rooms, study halls, library rooms, more playground space, and better toilet facilities has been made at the south extension annex.

In Cebu Normal School, ₱4,000 has been expended for additional science equipment and about ₱2,000 for other necessary equipment. About ₱1,500, provincial funds, has been expended for securing reference books and other necessary library books. A new home-economics building has been completed and is well furnished. It is believed that this building may be considered as a model home-economics building. The sum of ₱2,000 has been expended during the year in improving the normal-school grounds.

The Provincial Trade School now offers the complete secondary woodworking course. At present, there are two sections of Grade VII in the school, but these classes will be closed at the end of this school year. An entrance test was given to the trade-school freshmen in June. For the first time in the history of this school, it was necessary to turn away students desiring admission. The sum of about ₱2,000, provincial funds, has been expended for the trade-school library. The trade-school library, while not adequate, is believed to be above the average for vocational schools. The sum of about ₱2,500, provincial funds, was expended for the purchase of physics laboratory equipment. A new trade-school site containing an area of about one hectare, with an assessed value of ₱300,000, has been set aside by executive order, and the sum of ₱50,000 is available for the construction of a new trade-school building.

The Cebu High School has an enrolment of 3,872 with 69 teachers. The teaching corps has been much improved during the present

school year by the employment of twenty-five college-of-education graduates.—*Cebu.*

* * *

An open shelf is kept outside of schoolrooms where pupils freely and on their own accord deposit pencils, hats, umbrellas, money, and other articles they have found in the school or on the ground. Losers of these objects apply to this open shelf, and when they discover their property, they simply get it without the intervention of a teacher.—*Bataan.*

* * *

A committee of principals and supervisors was appointed to study and suggest the best use of the correct-usage chart. The committee also worked out the list of sentences which are to be written in the charts for illustrations in the different grades.—*Bataan.*

* * *

We have more children in school than we can well take care of with our limited finances, and many more schools could be opened advantageously if we had the necessary money. The attendance in Ganassi is excellent, and the datos, for the first time in the history of this province, are sending their own children to school rather than the children of their "sacops."—*Lanao.*

* * *

The following books, which have been recommended for secondary schools, are being sold at one dollar each by The Chemical Foundation, Inc., 85 Beaver Street, New York City:

Slosson. *Creative Chemistry.*

Gregory. *Discovery.*

Vallery-Padot. *The Life of Pasteur.*

* * *

There is marked evidence of progress made by teachers and pupils in this division in phonics and oral English. The progress along this line is probably the most outstanding phase of work in this division. The most common faults are the over-stressing of the final consonants and the indiscriminate buzzing of the final consonants.—*Rizal.*

* * *

Much time is being devoted to hygiene and sanitation, thrift education, and Junior Red Cross work. School gardening is unusually good this year.—*Ilocos Norte.*

(Continued on next page)

EDUCATIONAL RESEARCH

THE 1928 TESTING PROGRAM

By MANUEL L. CARREON
*Chief, Measurement and Research
Department*

(EDITOR'S NOTE: The following is the second in a series on the central-academic-normal survey conducted by the General Office during the period from June to September, 1928. This article reports the first results of Form II, Philippine Educational Achievement Tests, Series B—Reading. The next article will take up the results of the tests in language and dictation. Owing to the vast amount of time it takes to rate the composition papers, the results of Test 3: Composition, of Series C, will be reported later in another article.)

DIVISION REPRESENTED

The same 21 divisions tested with the Series A test were tested with the Series B test. It is to be noted that the results from Cagayan, which were not complete at the time the last paper was prepared, are also presented. As in all previous testing programs of the General Office, only the best sections of the grades and years selected were tested.

II—RESULTS FROM THE READING TESTS

The results from the Philippine Educational Achievement Tests, Series B,

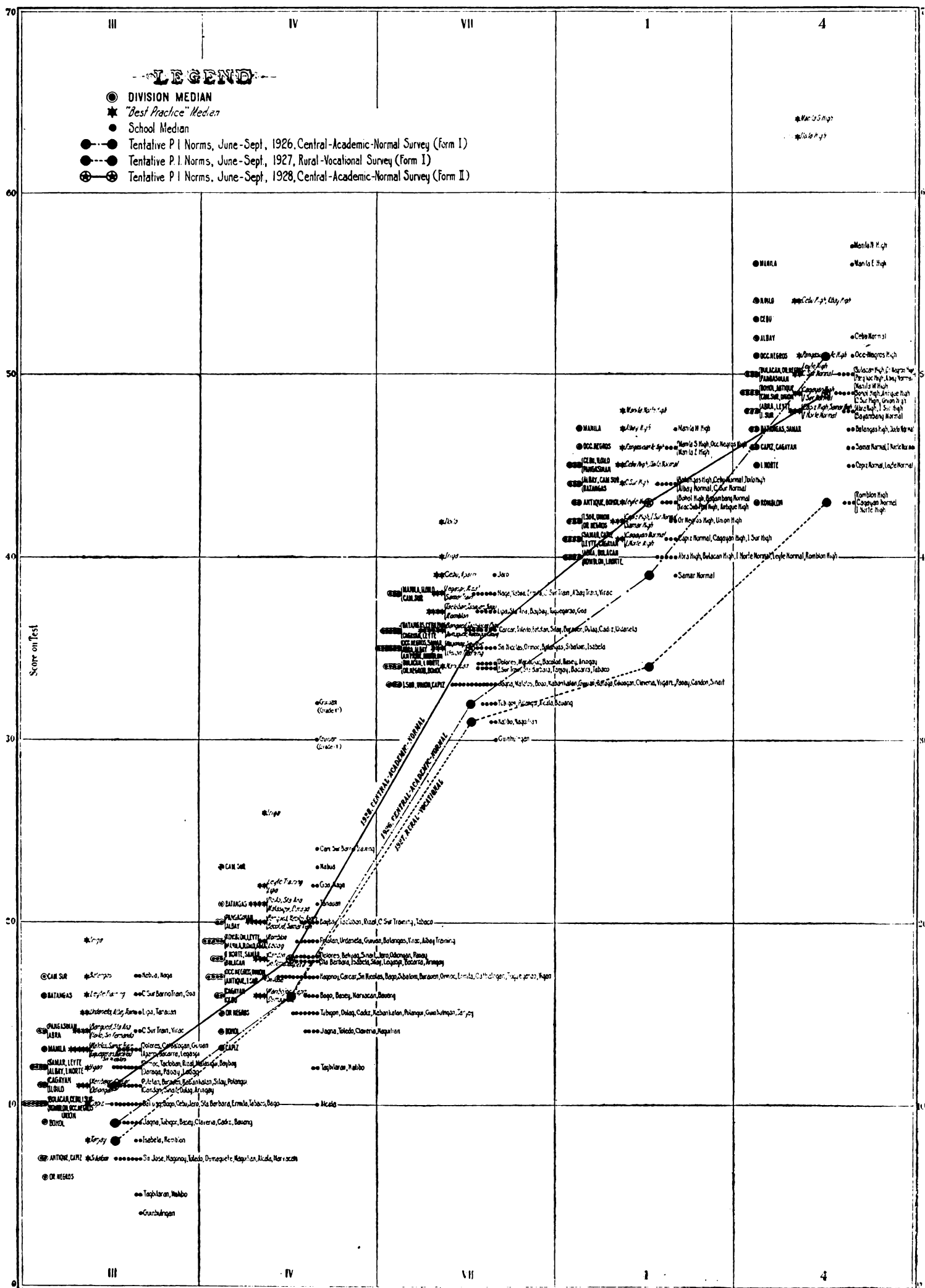
Form II—Reading, in the June-September Central-Academic-Normal Survey, are shown graphically in Figures I, II, III, and IV. Figure I shows the results from Test I, Word Meaning; Figure II, the results from Test II, Sentence Meaning; Figure III, the results from Test III, Paragraph Meaning; and Figure IV, the combined results from Series B, Form II—Reading. The capitals indicate the Philippine and division medians, the italics the "best practice" medians, and the ordinary type the school medians.

The table on page 38 shows the number of cases and the Philippine, division, school, and "best practice" medians. Philippine and division medians are indicated in boldface type, school medians in ordinary type, and the "best practice" medians in italics. In both figures and table are also indicated, for comparative purposes the Philippine grade medians from Form I in the 1926 central-academic-normal survey and in the 1927 rural-vocational survey.

(Continued from preceding page)

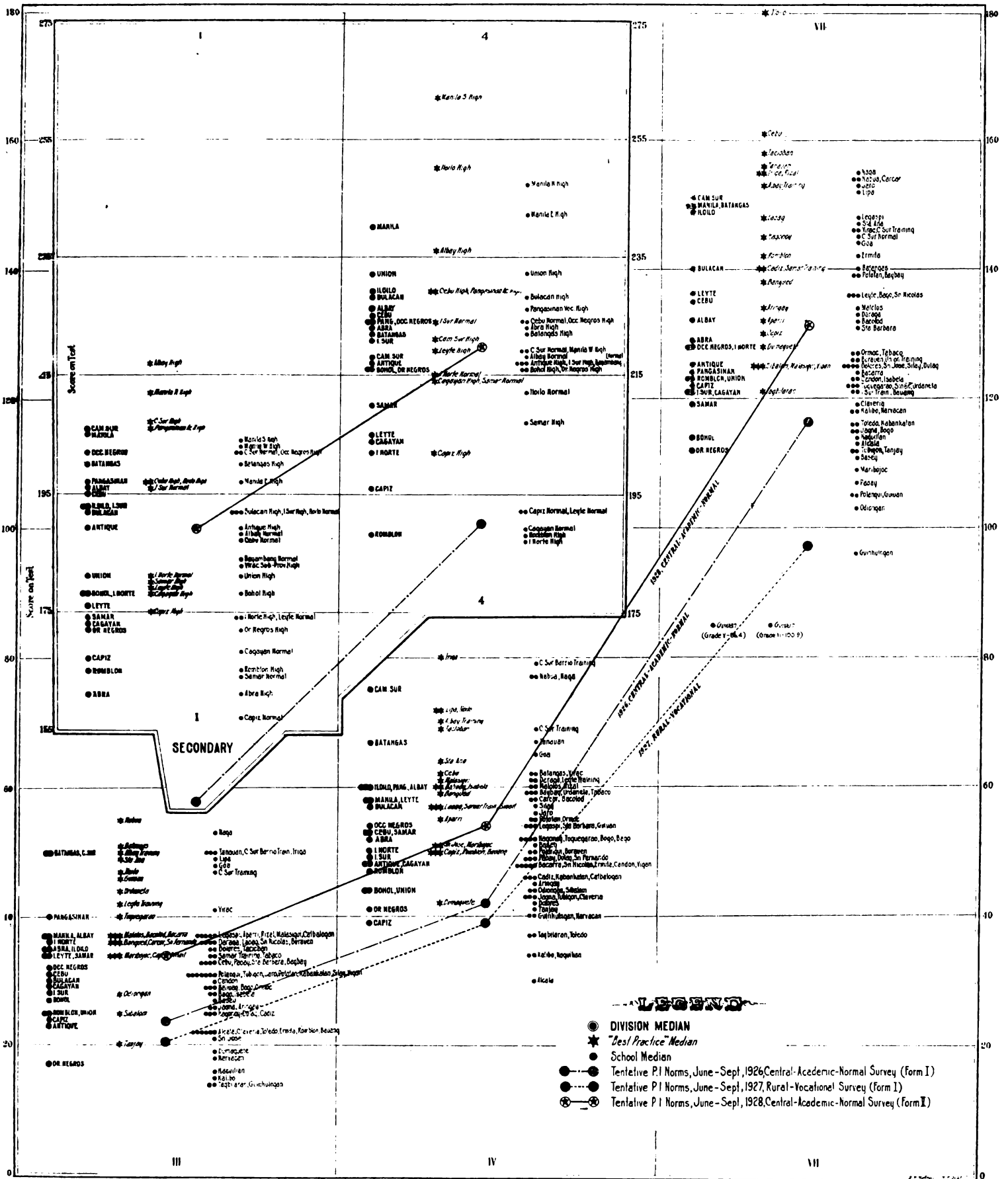
In my inspection of the central school of Santa Cruz, I was attracted by some 50 birds' houses built by the seventh-grade boys. These houses have been placed in the trees near the school buildings. In my conference with the boys and teachers, I was informed that the birds were at first shy and timid, but when grains of rice and other food were placed in and around the houses to attract them, the birds were at last befriended, and began to love their houses.—*Marinduque.*

The big problem of the month was to keep the children from being used by their parents during harvest time. In many cases the parents take their children with them to Negros to work in the centrals. The exodus of laborers from Antique begins in November. As many as 600 laborers leave San Jose for Negros daily. The greater majority of the laborers come back after the milling season. This migrating greatly affects school attendance.—*Antique.*



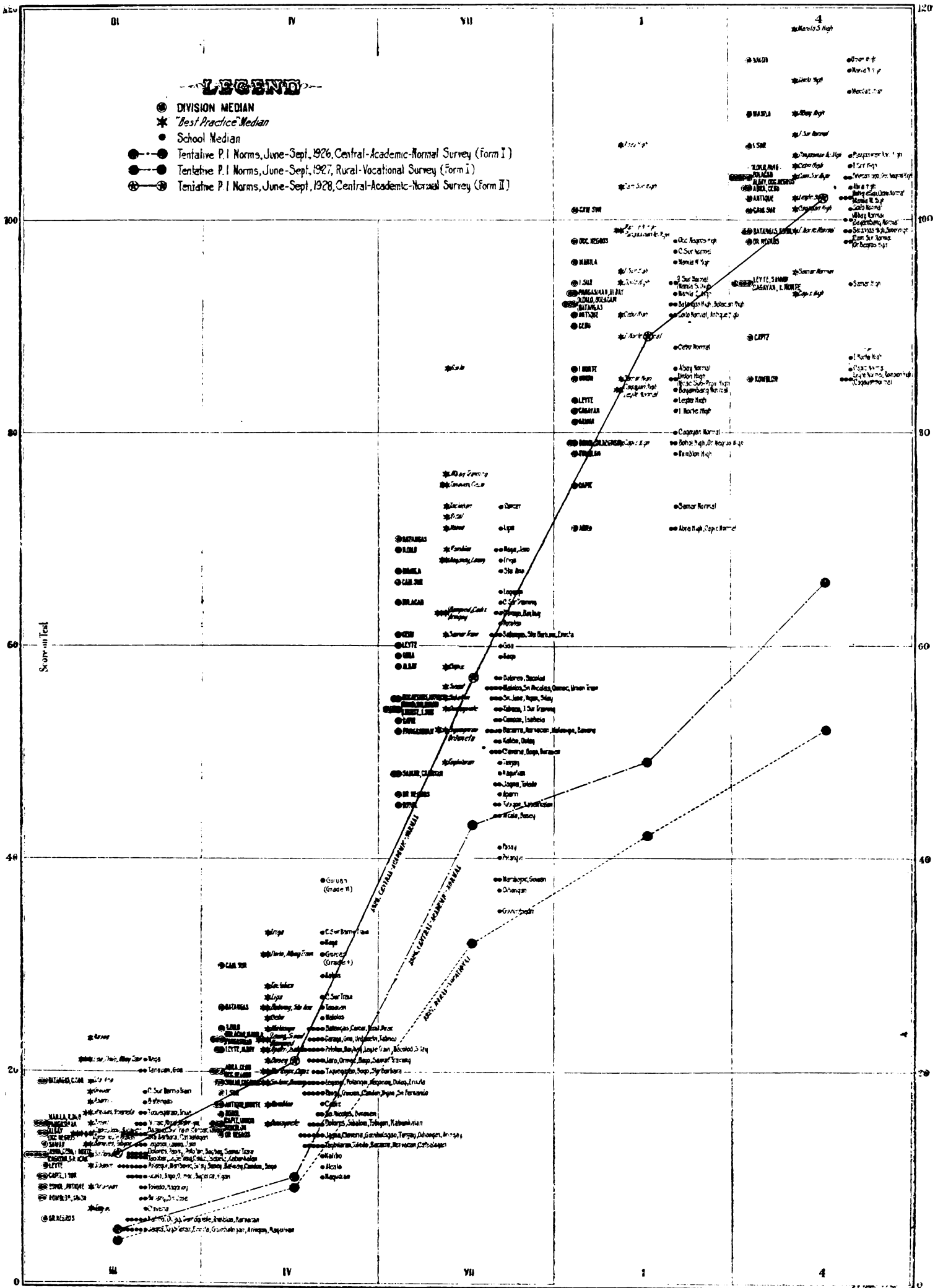
SURVEY OF CENTRAL ELEMENTARY, AND ACADEMIC AND NORMAL SECONDARY SCHOOLS, JUNE-SEPTEMBER, 1928
 PHILIPPINE EDUCATIONAL ACHIEVEMENT TESTS, SERIES B-FORM II, READING
 TEST I - WORD MEANING

Fig. 1

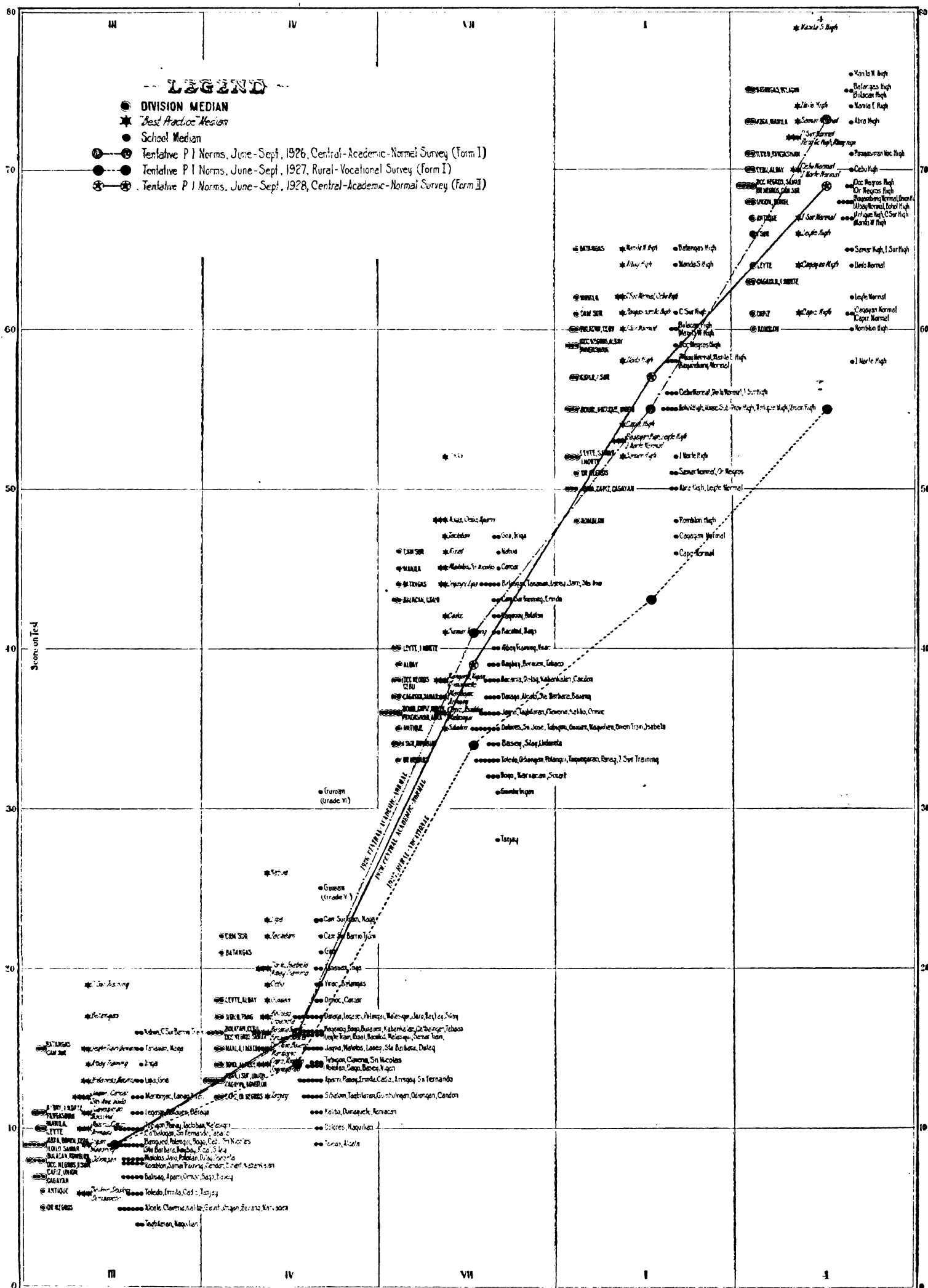


SURVEY OF CENTRAL ELEMENTARY AND ACADEMIC AND NORMAL SECONDARY SCHOOLS, JUNE-SEPTEMBER, 1928
 PHILIPPINE EDUCATIONAL ACHIEVEMENT TESTS, SERIES B FORM II READING
 TOTAL (WORD MEANING, SENTENCE MEANING, PARAGRAPH MEANING)

Fig. IX



SURVEY OF CENTRAL ELEMENTARY, AND ACADEMIC AND NORMAL SECONDARY SCHOOLS, JUNE-SEPTEMBER, 1928
 PHILIPPINE EDUCATIONAL ACHIEVEMENT TESTS, SERIES 3-FORM II, READING
 TEST 3-PARAGRAPH MEANING
 Fig. III



NUMBER OF CASES AND MEDIANS, PHILIPPINE EDUCATIONAL ACHIEVEMENT TESTS, SERIES B—FORM II, READING, JUNE-SEPTEMBER, 1928
(CENTRAL-ACADEMIC-NORMAL SURVEY)—Continued

Divisions and Schools	Grade III					Grade IV					Grade VII					First Year					Fourth Year				
	Medians					Medians					Medians					Medians					Medians				
	N	1	2	3	T	N	1	2	3	T	N	1	2	3	T	N	1	2	3	T	N	1	2	3	T
CAPIZ	90	6.9	6.7	10.0	23.6	98	12.5	12.3	14.5	39.3	93	33.4	35.9	53.0	122.3	75	41.4	50.3	75.3	167.0	68	46.1	61.1	88.6	195.8
Capiz Normal	39	10.2	10.2	13.7	34.1	47	16.3	14.4	19.6	50.3	47	36.2	36.3	57.5	130.0	37	40.6	45.5	70.5	156.6	23	45.4	60.8	85.6	191.8
Capiz High	51	4.7	4.6	6.1	15.4	51	11.8	10.5	12.0	34.3	46	31.3	35.8	51.1	118.2	38	41.9	54.3	79.2	175.4	45	48.0	61.3	92.5	201.5
CEBU	162	9.5	9.1	12.3	30.9	163	16.2	16.4	20.1	52.7	170	36.1	37.9	61.2	135.2	81	44.7	60.4	89.7	194.8	90	52.8	69.7	102.8	225.3
Bogo	44	9.5	8.8	10.2	28.5	41	15.7	16.3	19.7	51.7	41	32.9	31.9	50.0	114.8										
Carcar	46	10.9	11.6	13.5	36.0	31	16.8	18.0	23.5	58.3	33	35.9	45.4	72.9	154.2										
Cebu	44	10.0	9.4	13.8	33.2	45	18.3	18.8	24.7	61.8	48	38.8	47.9	74.5	161.2										
Toledo	28	7.0	5.5	9.1	21.6	46	14.1	9.3	13.3	36.7	48	36.0	32.8	47.1	115.9										
Cebu Normal																									
Cebu High																									
ILOCOS NORTE	199	12.2	11.3	12.1	35.6	188	18.1	14.8	16.8	49.7	158	34.3	39.6	54.0	127.9	81	40.3	52.0	85.6	177.1	84	45.2	63.1	94.0	202.3
Bacaria	48	12.8	13.4	10.3	36.5	50	18.3	16.3	13.1	47.7	46	34.0	37.5	52.0	123.5										
Laoag	52	11.5	11.6	12.7	35.8	54	19.1	15.0	23.3	57.4	45	36.0	44.2	67.8	148.0										
Paoy	53	11.6	9.6	12.0	33.2	39	18.0	12.9	17.7	48.6	36	33.1	32.9	41.3	107.3										
San Nicolas	46	12.9	9.1	13.5	35.5	45	17.3	14.3	16.3	47.9	31	34.8	45.4	55.8	136.0										
Ilocos Norte Normal																									
Ilocos Norte High																									
ILOCOS SUR	197	10.3	7.8	10.3	28.4	185	17.4	13.4	18.4	49.2	218	33.4	34.4	53.6	121.4	82	41.6	57.3	94.2	193.1	82	48.1	66.2	106.5	220.8
Candon	46	10.8	8.2	11.4	30.4	54	18.1	11.8	17.9	47.8	49	33.4	37.5	52.5	123.4										
Narvacan	56	7.3	7.7	5.8	17.8	55	15.8	11.1	13.3	40.2	46	34.3	31.7	51.7	117.7										
Sinaitan	49	11.1	8.1	14.5	29.7	39	17.8	16.2	23.1	57.1	35	33.3	32.3	56.2	121.8										
Vigan	46	11.8	8.8	10.4	31.0	37	17.3	13.6	17.5	48.4	48	32.5	38.3	54.5	125.3	40	40.0	52.6	88.6	181.1	45	47.5	69.6	99.4	214.5
Ilocos Sur Normal																									
Ilocos Sur Normal																									
Ilocos Sur High																									
ILOILO	207	11.0	9.0	14.5	34.5	219	19.1	16.7	24.0	59.8	204	37.5	42.8	68.5	148.8	80	44.6	56.8	91.9	193.3	85	54.2	71.0	103.8	229.0
Iloilo	50	13.6	12.2	21.2	47.0	59	21.0	20.1	31.0	72.1	50	42.4	51.7	85.6	179.7	40	41.8	60.0	93.8	195.6	40	48.5	67.3	107.5	223.7
Jaro	50	10.3	7.8	13.3	31.4	50	18.3	17.3	20.8	56.4	51	38.9	41.4	69.2	152.5	42	41.3	55.6	95.0	191.9	42	47.5	64.5	105.0	217.0
Pototan	52	10.6	7.7	12.2	30.5	58	19.3	14.2	21.7	55.2	56	35.5	41.5	62.1	139.1										
Sta. Barbara	55	9.9	8.8	13.9	32.6	52	18.3	15.3	20.0	53.6	47	33.5	36.6	60.5	130.6	39	44.8	56.1	91.0	191.9	42	46.7	64.4	101.0	212.1
Iloilo Normal																41	44.4	58.1	94.4	196.9	43	53.0	74.3	112.5	249.8
Iloilo High																									
LEYTE	301	12.2	10.2	11.2	33.6	299	18.6	17.5	21.7	57.8	249	36.2	40.1	59.8	136.1	70	41.2	52.0	83.3	175.5	94	46.7	64.0	93.8	205.4
Baybay	55	11.8	9.4	11.7	32.1	56	19.8	17.1	21.6	58.5	50	36.5	39.4	63.0	138.9										
Burauen	55	11.1	10.8	13.8	35.7	51	17.4	16.2	15.9	49.6	52	36.3	39.3	50.0	125.6										
Dulag	52	11.0	8.0	5.5	24.5	43	14.7	15.2	18.9	48.8	50	35.8	38.3	51.0	125.1										
Ormoc	40	11.6	7.2	10.0	28.8	50	17.3	17.6	20.5	55.4	48	35.0	36.3	55.8	127.1										
Tacloban	50	12.3	10.3	12.1	34.7	51	19.6	21.5	27.8	68.9	49	37.1	47.2	73.2	157.5										
Leyte Normal	49	15.8	14.8	11.5	42.1	48	22.3	16.1	22.3	60.7															
Leyte Normal																									
Leyte High																									
MANILA	227	12.6	10.0	14.7	37.3	191	19.3	15.0	23.2	57.5	185	37.6	44.7	67.3	149.6	266	46.8	61.7	96.0	204.5	285	56.2	73.0	110.4	239.6
Ervita	46	10.3	6.4	5.0	21.7	45	16.7	12.7	18.8	48.2	43	37.7	43.4	61.1	142.2										
Rizal	88	12.3	9.4	15.0	36.7	93	19.7	15.7	24.3	59.7	101	38.1	45.5	71.5	165.1										
Sta. Ana	93	14.3	11.9	18.6	48.8	53	21.3	15.9	26.3	63.5	41	36.5	44.3	66.5	147.3										
Manila North High																									
Manila South High																									
Manila East High																									
Manila West High																									

OBSERVATIONS AND SUGGESTIONS

BY GENERAL OFFICE SUPERVISORS

ENCOURAGING PUPILS TO COMMEND THEIR CLASSMATES' WORK

"In the oral language and reading lessons, I observed a general tendency on the part of teachers to allow their children in their after-story-telling comments to over-emphasize the errors their classmates committed while telling the story or reciting before the class. It is believed children should be taught to commend the merits as well as point out the shortcomings of their classmates in order to lead the children away from the purely fault-finding attitude we find in some critics."

INTERIOR PAINTING OF ROOMS DESIRABLE

"In one or two schools, I found the interior as well as the exterior painting of the walls totally white. While perhaps this color admits, reflects, and distributes the largest possible amount of light, it is believed that it produces such glaring and trying effects on the eyes that it loses some of this advantage. It is suggested, therefore, that in case of future repaintings any one of the following colors mentioned in the color chart inclosure to General Circular No. 49, s. 1928, be used for the interior painting of the walls of the aforementioned room: ivory, cream color, medium buff, medium green, and pearl gray. My own personal preference is for the cream or the medium green."

* * *

COURSES OF STUDY TO BE FOLLOWED, NO OMITTED

"In looking over lesson plans of the sixth-grade teachers, I noticed a common mistake of many intermediate teachers. This is the skipping of important lessons in the basic language text which are out of the ordinary or which the teacher may never have seen demonstrated. It appears that teachers are fearful of attempting such lessons as writing a cooperative theme or finishing up a story of which the first sentence or two are suggested. Lesson 87, pages 95-96, of the sixth-grade language text is an example. This was omitted by the teacher apparently because it was different; yet it represents an important lesson type—a type on which our pupils need drill."

WANTED: YOUR SCIENTIFIC STUDIES

"The studies that he has already made are those relating to the causes and remedies of over-ageness, the relation between salary on the one hand and qualifications and experience on the other hand, and the study of common errors in lesson planning and suggestions for their improvement. I have carefully examined the Surigao studies, and I am convinced that they compare favorably with the scientific studies that are reported in American educational journals. Doubtless there are other scientific studies made in other divisions. In order to give due credit to these men and to encourage them to further their work, and to encourage others to do the same thing, it is suggested that these scientific studies be collected in a convenient form, annotated and described briefly, and reported in the *Philippine Public Schools* from time to time under the heading, "Educational Research." It is further recommended that a few of the studies be sent for publication in some American educational journals."

* * *

The day I visited the class in biology every student had the required specimen for laboratory work. The practice of writing the answers in the manual directly after the classroom discussion is commendable.

* * *

IN THE PHONICS PERIOD TEACH PHONICS

The time allotted to the drill in phonics should be devoted entirely to the pronunciation of words and sounds. Phonics time is not intended for drill on definitions. Teachers should stand a little closer to the pupils, pronounce the words more frequently themselves, and, when necessary, demonstrate how certain sounds are made.

* * *

"Intermediate gardening is a continuation and not a repetition of the boys' experiences in the primary grades. In intermediate gardens there should be a nursery for seedlings of fruit trees and ornamental plants, a small orchard of papayas or bananas, field plots for vegetable and farm crops, trellises for native vines, a compost pit, a seed house, and a rest house."

EASY ACCESS TO MAGAZINES

"It seems to me that much greater use could be made of encyclopedias, newspapers, and magazines if they could be made freely accessible to the students. Whenever magazines and newspapers are placed under regulations whereby they must be checked out, there is a tendency to hamper their free use. The complaint that magazines will be mutilated or carried off is not a valid excuse for keeping magazines out of free circulation, for I believe that high-school students will be responsible for school property if properly made responsible for it."

* * *

"English teachers should not fail to teach the units of material prescribed for their year in composition and should strive in every way to master the units prescribed."

* * *

"Classrooms are being fitted up with small pieces of furniture appropriate for first-grade children. Building blocks and the like are being placed on small work tables. Their construction is simple, and would be a good exercise for shop classes."

* * *

SCHOOL NURSES

"One outstanding and most commendable feature is the employment of seven school nurses in the division, five municipal, one insular, and one red cross. Would that other divisions felt the need of employing municipal nurses or even the one insular nurse for which authority was given long ago. The divisions with nurses all speak highly of them."

* * *

USE OF PAST TENSE IN FIRST GRADE

"First-grade teachers should not be afraid to use the past tense form from the very beginning. Natural situations are desired. A teacher should never use 'Who plant the corn?' in place of, 'Who planted....' Past tense forms can be learned easily in early language periods. More use should be made of, 'What did you do?' rather than, 'What can you do?' or, 'What are you doing?'"

1. Run to the door; Juan.

What did you do?

I ran to the door.

Pedro, what did Juan do?

Juan ran to the door.

He ran to the door.

2. Maria, tell Juana to hop to the table.

Juana hopped to the table, etc.

"Too often a teacher is satisfied if the pupil

can say: 'I see a pot.' In Bataan weeks ago, classes of beginners were able to say:

This is a pot.

It is red.

It is round.

I can cook rice in it."

* * *

"Primary teachers, instead of driving their pupils out of the classroom prior to the opening of school, might carry on an individual or group conversation with the children. The pupils hear little English outside of classroom hours, so why can this opportunity for growth not be taken advantage of? See page 128 of *Philippine Public Schools, Unit VI-a.*"

* * *

"Teachers are learning the new tune of *Philippines, My Philippines*, and incidentally I hope they will learn the second, third, and fourth stanzas of the song. I suspect that there are some teachers and many pupils who would be surprised to learn that this song and *America* have more than one stanza. Why not make the singing of patriotic hymns more of an occasion, singing them less often perhaps, but singing them in their entirety?"

* * *

PROJECT MAKING IN PRIMARY GRADES

"It is difficult to get third-grade and fourth-grade teachers to see the benefit derived by letting the class collect museum articles, label them, prepare geographical charts, label them, initiate sand-table projects and prepare them. A beautiful chart prepared by the teacher often means more to her than the educational and psychological effect upon the pupils who participate in the making of a chart even though crude. The finished product means more to her than the training of children. When will teachers learn that the supervisors praise the crude chart made by the children and condemn the beautifully constructed chart made by the teacher?"

* * *

"I presume that the word 'these' in such phrases as 'these words,' 'these books,' etc., was mispronounced by ninety per cent of the teachers every time the word was used. Cannot this word be mastered if nothing else is? Barrows and Cordts say that the muscles of the face are tense on long *e* and lax on short *i*. Let teachers *feel* the tenseness and laxness. Barrows and Cordts discuss the voiced and voiceless pairs, such as *s-z*, *p-b*, *t-d*, etc., and suggest feeling the vibrations on *z* or *b* or *d*, or hard *th* or *v*."

NEW RULES AND REGULATIONS

(EDITOR'S NOTE: In case of doubt consult the publication cited.)

Since the last issue of this magazine went to press, the following matters have been taken up in circulars and memorandums issued to the field from the General Office:

CIRCULARS

Collection of Junior Red Cross Membership Dues

Circular No. 83 reiterates previous instructions to the effect that collection of Red Cross dues shall not be made compulsory.

Physical Examination of Teachers

Circular No. 84 makes obligatory the physical examination of all teachers, and prohibits anyone suffering from a communicable disease from teaching.

Changes in the Supervision of Home Economics

Circular No. 85 announces that hereafter the home-economics supervisor in each division shall be directly responsible to the division superintendent.

Change in Geographical Name

Circular No. 86 announces that the spelling of "Magalang" has been made official by the Philippine Committee of Geographic Names, for the said town in Pampanga.

Provincial Automobile Allowances for Division Superintendents

Circular No. 87 quotes the indorsement of the Secretary of the Interior to the effect that no new additional automobile allowances for insular officials may be made.

Correspondence-School Degrees not Recognized

Circular No. 88 states that the policy of the Bureau of Education is not to recognize degrees obtained wholly by correspondence.

MEMORANDUMS

Manual for Mechanical Drawing in Elementary Schools

Memorandum No. 76, after stating that a new *Manual for Mechanical Drawing* is being distributed, draws attention to the fact that Chapter IV is to be considered as suggestive.

Recommendations of the Advisory Council of Health and Physical Education

Memorandum No. 77 makes recommendations for providing suitable toilet facilities, drinking water, and water and towels in all schools.

School Sites Acquired, Surveyed, and Registered

Memorandum No. 78 compares the progress made in different divisions in acquiring, surveying, and registering school sites during 1927.

Additional Percentage Data for Statistical Tables X, XI, and XII of the Twenty-Eighth Annual Report

Memorandum No. 79.

Match Sticks for Use in First-Grade Classes

Memorandum No. 80 announces the distribution of 15 match sticks to each pupil in the first grade.

Percentages of Promotions in 1927-28

Memorandum No. 81.

Preliminary Report of Number of Teachers to Attend Vacation Normal Classes at Baguio

Memorandum No. 82 requests an early report on the number of teachers who expect to attend vacation normal classes in order that adequate preparations may be made.

Reports on Outstanding Obligations and Division Superintendents' Collection

Memorandum No. 83 is the annual announcement to division superintendents regarding outstanding obligations.

Dictionaries for Fifth-Grade Classes

Memorandum No. 84 announces that a supply of Webster's *Elementary-School Dictionary* is being distributed to fifth-grade pupils and recommends further that copies of this dictionary already in the field be used to complete sets for classroom use.

Payment of Salaries of Temporary Teachers for the Month of March, 1929

Memorandum No. 85 announces that if all work and responsibility of temporary teachers is finished on March 27, 1929, they may receive salary at that time for the entire month of March.

Key Words for the Course of Study in Phonics for Primary Grades

Memorandum No. 86 accompanies a list of key words which should be diligently studied by every teacher of phonics in the primary grades, in preparation for the new *Course of Study in Phonics for Primary Grades*.

Photographs for the Annual Report

Memorandum No. 87 requests that photographs suitable for the Annual Report of the Director be sent in, and invites attention to Circular No. 76, s. 1927, regarding the manner of submitting these pictures and payment for them.

Teaching Devices and Helps Desired for Publication

Memorandum No. 88 requests that interesting teaching devices or projects developed throughout the field be sent to the General Office for publication in the *Philippine Public Schools*.

The Teaching Load of Intermediate Teachers

Memorandum No. 89.

HOUSING FACILITIES AT BAGUIO FOR FILIPINO TEACHERS WITH FAMILIES

The Bureau of Education has leased a building formerly used by the Department of Public Instruction at Government Center, Baguio, for the use of Filipino teachers with families who desire to keep house during their stay in Baguio. The apartments will be furnished with equipment for light house-keeping.

As the Bureau of Education has agreed to pay to the Bureau of Public Works the average income formerly derived from this building, it is necessary to require such rental as will reimburse the Bureau of Education for its expenditure. However, the rent of the apartments during the vacation months of April and May has been reduced, as it is hoped that with the help of the teachers the building may be kept occupied by families of teachers desiring to spend some time in Baguio during the off season.

The travel rates from Manila to Baguio have now been reduced to such an extent that teachers may find it possible to send their families to the mountains to enjoy a change of climate.

The following are the former and present monthly rates for the summer season and for the off season.

Suite No.	Bed Rooms	Season Dec. 16— June 14		Off Season June 15—Dec. 15	
		Old Rates	New Rates	Old Rates	New Rates
1	2	P60.00	P50.00	P40.00	P30.00
2	2	60.00	50.00	40.00	30.00
3	1	40.00	30.00	27.00	20.00
4	1	60.00	50.00	40.00	30.00
5	1	60.00	50.00	40.00	30.00
6	1	40.00	30.00	27.00	20.00
7	1	40.00	30.00	27.00	20.00
8	1	40.00	30.00	27.00	20.00

The building will be turned over to the Bureau of Education April 1, 1929, on which date it will be ready for occupancy.

Teachers desiring to make reservations should apply to R. G. McLeod, Superintendent of the Philippine School of Arts and Trades, Manila.—*R. G. McL.*

PROFESSIONAL-MAGAZINE CLUB

A teachers' club purchases the professional magazines in the Oriental Negros High School. In order that these magazines may serve the greatest number of teachers possible, they are allotted to certain teachers to be critically reviewed, and the best articles pointed out. In this connection the principal of the high school has issued the following memorandum:

"After opening the magazines, the librarian should distribute them at once to the teachers who are responsible for reviewing them. In each magazine or newspaper the librarian should insert a blank 'Magazine Report Form.'

"The reviewer assigned should then look through the magazine carefully to find out whether or not there are any articles of special importance to any of his fellow teachers. If, after reading it in whole or in part, he decides that it has

valuable material, he writes the name of the article, gives the page, and names the teachers to whom it should be referred; if he finds nothing of special interest, he should write 'no report' on the form and return it with the magazine.

"No magazine should be kept longer than two days. No daily newspaper should be kept more than one-half day, and no Philippine weekly should be kept more than one day."

The report form is arranged as follows:

MAGAZINE REPORT FORM

..... Name of Magazine	 Date
Title of article	Page	Teacher or teachers to whom referred

—*J. S. McC.*

SELF-INSTRUCTION IN ENGLISH

QUESTIONS

I. Pronunciation (accent)

Which syllable should be accented in each of the following words?

1. dictionary
2. orchestra
3. kilometer
4. vocabulary
5. geography
6. economy

II. The use of capitals

Should the italicized words in each of the following sentences be capitalized? Why?

1. Looking *south*, we saw a flock of birds flying *north*.
2. The people of the *north* are Ilocanos.
3. The *southern* farmers grow coconuts.
4. I was told that *aunt* Nina had written to *mother*.
5. Mercedes named her *father's* dog, Spot.
6. The *nacionalista* party is a *political* party in the Philippine Islands.
7. Our English *professor* has become a *major* in the volunteer army.
8. If *professor* Burgos resigns, *major* Casia will succeed him.
9. President Coolidge attended *Amherst college*.
10. The *high school* at Bangued, Abra, is named the Abra *high school*.
11. My son studies *history*, English, and *economics*.
12. The teacher said, "*hand* in your papers."

ANSWERS

I. Pronunciation (accent)

The syllables which should be accented are italicized:

1. *dic*tionary
2. *orch*estra
3. *kilo*meter
4. *voca*bulary
5. *econ*omy
6. *geo*graphy

II. The use of capitals

1. No.

Correct: Looking south we saw a flock of birds flying north.

North, south, east, west, and their compounds (*north-west*, etc.) and derivatives (*northern*, etc.) should not be capitalized except when they designate divisions of the country.

2. Yes.

Correct: The people of the North are Ilocanos.

3. Yes.

Correct: The Southern farmers grow coconuts.

4. Yes.

Correct: I was told that Aunt Nina had written to Mother.

Words denoting family relationship, such as *father, mother, sister, aunt*, are capitalized only when they are used with the name of a person or as a substitute for it.

5. No.

Correct: Mercedes named her father's dog, Spot.

6. Yes and No.

Correct: The Nacionalista Party is a political party in the Philippine Islands.

Capitalize the names of political parties.

7. No.

Correct: Our English professor has become a major in the volunteer army.

Titles of persons should not be capitalized unless they are used in connection with proper nouns.

Note.—Titles of government officials of high rank should be capitalized.

8. Yes.

Correct: If Professor Burgos resigns, Major Casia will succeed him.

9. Yes.

Correct: President Coolidge attended Amherst College.

Capitalize *college, high school, street*, or any other common noun when it is made a component part of a proper noun; not otherwise.

10. No and Yes.

Correct: The high school at Bangued, Abra, is named the Abra High School.

11. No.

Correct: My son studies history, English, and economics.

SELF-INSTRUCTION IN ENGLISH

(Continued from page 45)

Do not capitalize words which there is no reason for capitalizing.

12. Yes.

Correct: The teacher said, "Hand in your papers."

III. The use of italics

A. A word in a manuscript is italicized by drawing one straight line below it.

B. The word or words to be italicized are indicated by italics in the following sentences:

1. The *Philippine Public Schools* is a magazine for teachers.

Italicize titles of periodicals.

2. Frank Stockton's *The Lady or The Tiger* is an interesting short story.

Italicize titles of literary works.

Note.—The author's name is not italicized.

3. The *Manila Daily Bulletin* is published in Manila.

Italicize titles of newspapers.

REFERENCES

Woolley, E. C. *New Handbook of Composition*, pp. 220-224; 225-227; 261; 268; 271.

Ball, F. K. *Constructive English*, pp. 298-312; 417; 482.

The University of Chicago Press. *A Manual of Style*, pp. 25-44; 45-53.

Mawson, C. O. S. *Stylebook for Writers and Editors*, pp. 55-71; 116-122.

Wells, J. E. *Practical Review Grammar*, pp. 313-315.

—G. Y. N.

CONVENTION OF FARM-SCHOOL PRINCIPALS

(Continued from page 14)

ture land per head and one wallow in each lot in case of carabaos.

(2) For swine there should be 200 square meters per pig. The pasture should be divided into three or four lots.

(3) For the poultry range there should be at least 100 square meters for every flock of six birds.

6. Sheds and Equipment:

(1) In the permanent pasture a 5 by 10 meters gable-type nipa or galvanized iron roofing shed is recommended. There should be a well-made feeding box and water trough in each permanent lot. A concrete trough 1 x 2 x ½ meters is recommended.

(2) For poultry a 3 x 5 meters, two-thirds span-type of nipa-roofed building located on a well drained place is recommended.

(3) For swine a building of three-fourths span roofing type, 1½ meters high with an inside space of 20 sq. ft. per head is recommended."

ACADEMIC WORK

That academic work is not neglected in farm schools is seen from the following abridged quotation:

"Special arrangements should be made for the cooperation of English teachers and teachers of agricultural subjects, es-

pecially for vocabulary study. Working vocabularies should be provided the students by the teachers of every subject, and the use of unnecessarily difficult words should be avoided. The need of this study is realized when we ask a fourth-year student how to saddle a horse. He cannot tell clearly, for he does not know what a cinch, a girth, a crupper, a curb, a throat latch, nor, a saddle pommel is. He uses the term 'this one' to designate the things which he does not know the names of.

"There should be a weekly convocation program of some kind. This program may consist of twenty minutes of singing, or it may be a more or less extemporaneous program given by the students before the opening of classes.

"Agricultural clubs should be encouraged. These clubs help greatly in creating an interest in project work.

"There should be class or club trips to points of interest. Information gained from these trips should be correlated with the teaching.

"It is recommended that a boy-scout troop be established. This is especially true in schools where there are intermediate boys. It is believed that there is no better way of building character in the boys than by giving them the boy-scout training."—K. K.

PERSONNEL NOTES

Mr. G. R. Mañalac, Assistant Director of Education, left New York on December 17th via Europe for the Philippines. He is expected to arrive on February 4, 1929.

* * *

Mr. R. K. Bass, of Memphis, Tennessee, was appointed to a position as teacher of English in the Batangas High School, effective January 6, 1929.

* * *

Mr. George R. Stewart, who has been on leave of absence in the United States, returned on the *President Pierce*, which arrived at Manila on December 20, 1928.

* * *

Mr. Frederico Piedad, Principal of the Balyambang Normal School, Pangasinan, was operated on for appendicitis at the Mary Chiles Hospital in Manila on December 13. He is recovering rapidly.

* * *

Miss Clara Palafox, of the Home Economics Department of the Bureau of Education, was married on Saturday afternoon, December 22, to Rev. Francisco Cariño. The wedding took place at the Union Theological Seminary, Taft Avenue, with Dr. Ryan, assisted by Dr. S. W. Stagg, officiating. The maid of honor was Miss Elvessa A. Stewart, Chief of the Home Economics Department. The bride was given away by her brother.

* * *

Dr. Toribio Vibar, formerly connected with the College of Agriculture as assistant professor and secretary, was assigned to the Division of Vocational Education as supervisor of agricultural instruction, effective November 5, 1928.

* * *

Miss Bertha Hill was transferred from Lingayen, Pangasinan, to Laoag, Ilocos Norte, effective December 4, 1928.

* * *

Miss C. Amy Jackson was re-assigned to the Laguna High School as Principal, effective December 10, 1928.

* * *

Mrs. Sarah M. England, who resigned from the service in 1925, was reinstated. She re-

turned to the Philippines on the *President Madison* December 10, 1928. She was assigned to the Manila South High School.

* * *

Mr. David Innis, Acting Division Superintendent of Schools for Oriental Negros, was married to Miss Frances Boomer on the evening of December 19, in Manila. The Reverend Mr. Higdon performed the ceremony. Mr. and Mrs. Innis sailed for Dumaguete at midnight on the 19th.

* * *

Mr. John C. Gamble, of Macon, Georgia, was appointed to a position as teacher of English in the Pampanga High School, effective December 6, 1928.

* * *

Mrs. Mary H. Franks returned to the Islands on the *President Madison* on December 10th from leave of absence spent in the United States.

* * *

Miss Dorothy Kolbeck, formerly assigned to Laguna was transferred to Tacloban, Leyte, effective December 10th.

* * *

Mr. Donald K. Wilson of Sheridan, Missouri, was assigned to the Laguna High School to teach English, effective January 6, 1929.

* * *

Mr. George R. Summers, Assistant to the Director, left Manila on December 8th to inspect schools in Samar.

* * *

Mr. Gilbert S. Perez, Chief of the Division of Vocational Education, left for Tacloban, Leyte, on December 6th on inspection trip.

* * *

Mr. E. H. Sanguinet, Specialist in Reconstruction of School Curricula, visited schools in Iloilo and Occidental Negros during the first week of December.

* * *

Mr. Celedonio Salvador, Division Superintendent of Schools for Batangas, was a visitor to the General Office on December 11th to confer with the Director of Education on school matters and to transact other official matters in connection with his division.

Mr. Venancio Trinidad returned from the United States via Europe on the *President Harrison* on December 4, 1928. Mr. Trinidad is the first of the pensionados appointed under Act 3290 to return to the Philippine Islands. He attended the Colorado State Teachers' College and Teachers' College, Columbia University, New York City, where he obtained the degree of Master of Arts. Mr. Trinidad left New York on September 22nd and visited schools in some countries in Europe. He has been assigned to the General Office on special detail.

—J. A. de K.

PHILIPPINE PUBLIC SCHOOLS

This magazine is published by the Bureau of Education at Manila, P. I., monthly during nine months of the school year from July to March, inclusive. A copy of this issue is supplied each teacher in the public schools of the Philippine Islands. All requests for extra copies or for subscriptions from outside sources should be addressed to the printers, the Loyal Press, Manila.

It should be understood that the Director of Education does not necessarily subscribe to all the views expressed herein.

All teachers, principals, supervisors, and superintendents are invited to contribute. Articles which involve the policies of superiors should, of course, be sent through channels; others may be sent direct.

All articles submitted should be written in good English and typed double space. They should not duplicate material elsewhere available.

Principals and supervisors should see to it that the fullest possible use is made of the material published in this magazine.

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1929

To the more than 26,000 public-school teachers in the Philippine Islands, *Philippine Public Schools* extends greetings for the new year.

APPROPRIATIONS FOR 1929

The Legislature passed on November 8, 1928, and the Executive approved on December 8, 1928, two acts, which include the appropriations for the public schools for 1929.

The first, Act No. 3459, known as the general appropriation act, appropriates for public-school purposes the sum of ₱17,424,210. The second, Act No. 3460, known as the public works act, appropriates for public-school building purposes the sum of ₱2,201,000. The total appropriation for 1929 of ₱19,625,210 represents an increase of ₱1,298,873 over the sum appropriated for 1928.

The chief increase in the school appropriations for 1929 goes to the elementary schools. This means more teachers, more buildings, and more pupils enrolled in the public schools. It means opening the doors of the public schools to a larger percentage of the children of school age than ever before. It brings a little nearer the day when free public-school education for all the children of school age in the Philippine Islands shall be an established fact.

The *Philippine Public Schools* thinks this is a fine record for the Legislature and the Executive, and it wishes to congratulate them on their achievement. The achievement not only shows their growing faith in mass education in these Islands, but it also represents a practical expression of that faith.—G. Y. N.