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"The Voice of 57,000 Teachers"

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SIXTY CENTAVOS

Organ of the Philippine Public School Teachers' Association

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LETTERS from the Field

Dear Mr. Bautista:

Two days ago I received a copy of a teacher's magazine which I did not discover until this morning to be the *Philippine Educator*; and not until I looked carefully at the seal did I realize that it is the organ of the Philippine Public School Teacher's Association. It must be surprising to you that I reacted in this manner to the magazine. I was no less surprised, but upon reflection I was able to piece together the cause of the incident.

The first time I saw the face of the magazine, it was some three or four months ago in the General Office; and that was long time enough. All the while it was out of my mind because I gave it up for dead.

I do not claim to be up the pace of the Association and its organ, but if I lost track of its doings when I am only in Pampanga and a frequent visitor in the General Office, it is likely that to most Filipino teachers the Association does not exist at all. Now that is a very serious indictment against the men running the Association and its organ, but that is just my impression.

I reread and scrutinized several times the second issue that I received which is for July, 1947. See what I find:—no editorial to give the magazine its true color in its 50 pages. How could you expect the teachers in the field to find inspiration and courage to battle and carry on if they have no pole-star? It pains me to think that the management must have taken so much ado putting together a good selection of articles in the issue, adding on top of it the announcement that the issue is "ABADA, Educator," and yet

miss to provide a backbone, character and personality to the magazine for want of an editorial.

From now on I am like any provincial reader who can not guess or may not know what is going on in the inner circles of the Association, and for that reason we, of the field, must be properly and continually informed. I must not forget to mention that I am up to my dues. For the success of the Association, I am

Sincerely yours,

ISABELO TUPAS
Division Superintendent of
Schools of Pampanga

Dear Mr. Tupas:

Your letter explains why so little has been heard from provincial associations in spite of our circulars and the thousands of invitation copies we have sent out. The campaign for membership and subscriptions through provincial associations was not a resounding success. Some provincial associations are not organized enough to handle distribution of copies. We have been sending copies to provincial chapters in care of the Division Superintendents of schools, yet apparently we have failed to "connect."

In regard to the editorial, it is not easy to see eye to eye with your view. What is the "presidential table talk" but one loud editorial? What is "Us" but an informal editorial? The whole magazine fairly shouts PPSTA, even *reeks* with PPSTA. If anything, there is too much personality in our magazine.

Incidentally, we tried sending copies to all principals in all municipalities in the Philippines. The response has been gratifying, almost miraculous. We are now receiving subscriptions and even reservations by the hundreds.

—Ed.

(Continued on page 27)

How Can Your Children Learn Without Tools

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VICTORY FOR THE LITTLE MAN

(EDITORIAL)

The papers report that 71 teachers in Nueva Ecija have struck. Formal education for high-school children was halted for half a day in order that teachers may teach others what it is to be too small to be noticed when humbly and peacefully begging for the right to live. Then it was reported that Malacañan had ordered summary dismissal of the striking teachers before they could be formally heard. This last report (proved erroneous later) stirred feelings everywhere. The papers, always outspoken in favor of the little man, screamed for action.

The teachers themselves did not shout nor did they display placards. All they did was disappear for half a day just to teach the whole nation how important is their presence. How true to character it all was!

*At this writing, nothing is clear. But this is sure: **THE TEACHERS WERE HEARD.** Threats of mailed-fist justice did not materialize. Instead the teachers' just demands were heard. Sane and just men are, after all, at the helm of government.*

Why the sudden promise of justice?

It is simple. No educated Filipino can remain calm while seeing the man that educated him browbeaten by others more advantageously placed. It immediately became clear that those 71 teachers were not alone. It no longer seemed possible that all of 57,000 teachers would look on with indifference. It did not seem possible that the men who run the PPSTA and the PHILIPPINE EDUCATOR would be willing to continue in responsibility unless appropriate and prompt action was done to match the dire need of the 71 teachers of Nueva Ecija.

The issue remained unresolved, for happily the 71 teachers were promised (and practically given) what was rightly theirs. And there is peace again in Nueva Ecija.

We do not call it victory for the PPSTA, for indeed we had no chance to do anything beyond extending our sympathy through our president, who went personally to Nueva Ecija, but it was a victory for the little man nevertheless, victory for the brave 71 of Nueva Ecija, victory for the traditions of democracy that can make social justice a social necessity triumph over indifference and inertia no matter organized and how well entrenched.

DIPLOMA MILLS?

PEDRO T. ORATA



On two different occasions, Dr. H. H. Barlett, U.P. visiting professor of botany, gave his views in what the **Manila Times** considers as the severest broadside on "local degree factories" or "diploma mills," as Professor Bartlett calls all private colleges and universities of the Philippines. Following are among his observations:

1. Education in the Philippines is fast becoming a commodity to be bought and sold in the black market of private schools. The rate private "universities" and "colleges" have sprung up since liberation is "a matter for amazement."

2. These institutions are "run for profit," and "do not allow their faculties to maintain high ideals, even in routine instruction, to say nothing of advanced training and research."

3. Calling themselves "universities," they are really false, and it is better to give them the right name, "diploma mills" or "degree factories," since "they operate under false pretenses to bring cash profits to their owners."

4. These "commercialized institutions" cannot possibly replace "the real thing," namely, the University of the Philippines. Furthermore, "The existence of these bogus organizations adversely affects the University of the Philippines by nullifying its efforts to maintain standards."

5. If public higher education breaks down in this country, "there will soon be an end of liberty of thought and of a proper educational medium for discovering and developing leadership." This must be so because "the University of the Philippines has provided the higher educational training of 60 per cent of all Filipinos in positions of leadership." With the state university "in desperate straits, the outlook for such a fountain of Filipino leadership is gloomy."

6. Educational institutions in the Philippines must follow world standards of research and scholarship, except with grave danger to the future of the Republic of the Philippines.

7. For this reason, "The recognition given to . . . commercialized private institutions should be held within bounds determined by their material facilities and the competence of their staffs . . . Granting of degrees should be rigidly controlled."

8. "If the Republic once allows the University of the Philippines to slip from its recognized position of leadership, to give up its parity with corresponding universities abroad, if it once allows itself to be satisfied with the sort of education represented by the commercial private schools, its future in world affairs will have to be determined by the number of its able young men whose financial means will enable them to study abroad. This prospect can hardly be pleasing to a democracy."

9. A university so called, that does not promote research is not a university, but only a fake and a poor imitation "of the real thing."

10. "Well-known men so readily permit their names to be attached to these more or less fraudulent educational enterprises that the government is either deluded about the qualifications of the 'universities' to offer graduate work, or is forced into a false position by political pressure."

Dr. Bartlett reminds me of the occasion in Columbus twenty years ago when a British lecturer visited the campus of Ohio State University. In the lecture which he gave he told his audience about his impressions (using his own words as well as I can recall) "of so-called universities in America which . . . even compare with secondary

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in England and Germany." He went on to underrate the hundreds of men and women who obtained their Ph.D. degrees in American universities every year. Since I was then in my last year for the doctorate, I felt depressed until I was told by one sitting next to me that that was the habitual way Englishmen showed their "superiority complex" and their bad manners. My friend added: "These Briton behave as though America still belonged to them."

I cannot believe that Dr. Bartlett is laboring under a similar delusion. Nevertheless, one might wonder—since he mentioned research and scholarship and being himself a scientist by profession—where he obtained the facts which formed the basis of so sweeping a conclusion that all private schools in the Philippines are "diploma mills interested only in bringing cash to their owners." One also would like to know how he arrived at the strange conclusion that the University of the Philippines is the only institution in the Philippines worthy of the title of a university.

Be that as it may, and regardless of the source of his information—or misinformation—it is our purpose in this article to examine and evaluate his conclusions on their merit, not in the spirit of self-defense but of free speech and for the sake of truth, the pursuit of which, according to him, is the supreme objective of a university.

First, the rate private colleges and universities have sprung up since liberation should not be a matter for amazement. On the contrary, it was to be expected. Increase in enrollment in all grades, particularly on the college level, is a world phenomenon. Even in the United States, which was not a battleground, universities which had ten thousand students before the war increased in enrollment by as much as 100 per cent in the last two years. In the Philippines, which suffered a "cul-de-sac" for three and a half years, the increase in the young people's enrollment in the last two years is of thirteen million educa-

tional years, should it be any cause for amazement if, after the "clear signal" was given, they would all want to resume their interrupted studies?

Let us look at the facts. During the occupation, the highest enrollment in any year was less than 500,000, or barely one fourth of the total figure in 1941. Furthermore, the average daily attendance during the period was nearer zero than fifty per cent of the monthly enrollment. Meanwhile each year there was added over half a million children who reached the school age of seven. After liberation all these and those that did not go to school or went to school on a token basis wanted to enroll. At the time of the liberation approximately 85 per cent of the school buildings in the country were either destroyed or severely damaged, together with libraries, school equipment, and supplies. What was worse, a large number of the teachers left the service. In one town in Batangas, "Out of a total of 34 teachers, only 10 were 1941 incumbents," the remaining twenty-four being substitute teachers, including undergraduates, all without professional training. The University of the Philippines could accommodate only a thousand or so at first and the Philippine Normal School could not resume operation for nearly two years after liberation. Before the war the percentage of professionally trained teachers was fifty. At the present time, it cannot be more than thirty if it is that high. That is to say, out of 57,000 public school teachers 39,200 or more have had no preparation for teaching.

Now, which would have been better and more sensible—allow the private schools to absorb what the public schools could not accommodate, or wait for the attainment of world standards? allow the opening of new private schools to train teachers, or wait until the College of Education of the University of the Philippines and the Philippine Normal School could have enough room and teachers to enroll the 10,000 that were

then needed to replace those that had left the service? What would Dr. Bartlett have done in facing such a situation? Instead of being amazed, one should be thankful that the Filipino people proved equal to the task of meeting a real need by opening new private schools and that the proper authorities approved the opening of such schools. For, unlike the building of a new road or the writing of a book, the education of children cannot be long delayed.

Second, while we must admit that all private schools in the Philippines are run for profit, it is not true that all of them are run solely for profit much less that all of them do not allow their faculties to maintain high ideals of instruction and advanced training and research. It is not true that the University of the Philippines is the only institution of higher education that is worthy of the name "university." Long before—in fact three centuries before the University of the Philippines came into being—there were a number of institutions that offered higher degrees to students who later became leaders of thought and action in the Philippines. Do we need to name them? Before and after the war, Far Eastern University did excellent work in accounting and business and finance; Adamson, Mapua and lately, National, in engineering and technology; Philippine Women's University, in home economics and nutrition; Centro Escolar University, in dentistry, pharmacy, and optometry; Arellano, in law; Santo Tomas, in medicine, law, architecture, and music; National Teachers College, in the training of teachers. These institutions and others like them are not and never have been "diploma mills" or "degree factories." Most of them, in fact, suffered financial reverses during the depression, but they continued operating without cash profits to their owners. Centro Escolar University, for instance, had to sell half of its lot and pay the

teachers with "chits" and "shares" for quite some time.

And why must it be presumed that because an institution is run for profit it does not allow its faculty to maintain high ideals of instruction and advanced training and research? On the contrary, the owners of private schools know from experience that the better the instruction the larger the enrollment. Students, as a group, know which institutions have high standards and which do not. As proof of this, the private schools that have the largest enrollments are those with known high standards, such as those mentioned above.

Third, while it is to be admitted that the University of the Philippines has its own special lines—agriculture, medicine, and law, for instance—it must not be concluded that it excels in all lines. In agriculture it has no equal, for the simple reason, that there is no private college of agriculture. But in medicine, law, education, engineering, dentistry, liberal arts, home economics, and the rest, no U. P. alumnus would be so naive as to claim that his Alma Mater is unbeatable and cannot be replaced. Speaking of research what colleges of the state university are doing or have done significant research work besides those in agriculture and medicine? And even if it excels all the private schools in all lines, which it does not, why shouldn't it, with all its advantages as a tax-supported institution, preferential treatment, and other priorities?

Fourth, for graduate work the University of the Philippines is not by any means the foremost institution. Having examined forty-three Master's theses (1947) from the ten colleges and universities offering graduate work, I can truthfully say that the three theses from the University of the Philippines in science, English, and psychology, were not the best in the group. In fact, I would rate them as only average in quality. I do not conclude from this limited

tion that the state university is only average in standing in graduate studies. On the other hand, I cannot, from this fact and from other facts generally known, conclude that the University of the Philippines is the best in everything, much less that it is the only university worthy of the name. (See Abstracts of Master's Theses, 1947, in: **Philippine Journal of Education**, August 1947.)

Fifth, it must be admitted that there are private schools whose sole purpose or major concern is to make money. They are truly diploma mills or degree factories. But are there not diploma mills and degree factories in the United States? There are private schools and private schools everywhere. The diploma mill is not a Filipino invention. In fact, we have had it only since American occupation. During the Spanish regime there were no degree-factories. Dr. Bartlett seems to think that the diploma mill institutions in the Philippines would adversely affect the University of the Philippines. One might seriously ask: Why? Are the diploma mills in Chicago and New York and other large cities affecting Harvard, Columbia, Chicago, Cornell, and Michigan universities? One would think that a good test of greatness in anything is incorruptibility, and if the University of the Philippines would be corrupted by the presence of diploma mills, perhaps it is not so great as Dr. Bartlett would lead us to believe, after all. But that is not my own conclusion. It follows from Dr. Bartlett's own premises.

Sixth, why should one agree with Dr. Bartlett in thinking that if the University of the Philippines breaks down, "there will soon be an end of liberty of thought and of a proper educational medium for discovering and developing leadership?" Is not this another of the many assertions of Dr. Bartlett's that cannot be proved? Even granted that the state university has provided the educational training of 60 per cent of the Philippines in position of leadership, it follows that it will al-

ways do so? Would Dr. Bartlett admit that freedom of thought in the state of Michigan will end if the University of Michigan breaks down? If not, why the fear as far as the U. P. is concerned?

Seventh, what does Dr. Bartlett mean by world educational standards? What world? Before the war, Germany, not the United States, was the leading center of research and scholarship. In the history of education books which I have read, including those written by Cumberley and Paul Monroe, we find statements claiming that M. A. and even Ph.D. degrees in America were the equivalent of the A.B. degree in Germany. Presto! Where did Germany and German research lead the world in 1939? What if Germany had six more months to continue the research on the atomic bomb before V-E Day? Dr. Robert M. Hutchins said only a few days ago that two of the bombs being made now would render the entire United States uninhabitable. Just a little more research and one bomb will be sufficient to make our planet uninhabitable! What a prospect that is!

One way to argue a point is to beg the question. Why should a university exist exclusively or even primarily for research and the pursuit of knowledge? We used to believe that knowledge is power. We still do, but what power and for what end? This is no research question, but it is a very pertinent question at this time when the world is at the brink of a war that may end human existence. Why does the Western world mistrust Russia and the U.S. as shown by a recent Gallup poll (**Tribune**, August 8), if not because they have the secret of atomic power? Research? Yes, but for what end!

Going back to standards, is it not about time that we evolve our own standards of value, of research, of education, of law, and the rest, not disregarding the rest of the world but taking into account also our own local needs and conditions? America developed its own independently of English standards

in research, in scholarship, and in everything else. Why must we be so dependent upon America and the rest of the world that we must always have to base our patterns of government, education, social life, and the rest upon what is going on elsewhere? What are standards for? Are they merely to serve to measure ourselves against other peoples, or are they to serve to make us live better lives in our own country now? Nowhere in the world is the double-single session system practised except in the Philippines. That is a condition and a fact which we have to face. Our teacher-education program must take account of it and prepare teachers accordingly and regardless of standards in Ohio or Paris. We have only a few Ph.D.'s in all lines, so if we want to give the Master's degree to those who may be assigned college work, we cannot impose the same standards and requirements as those imposed in Chicago. Only thirty per cent of our teachers are professionally equipped to teach. We have to accelerate normal work and encourage private schools to train teachers. The education of the Filipino youth—only half of whom are going to school now—cannot be further delayed because we cannot have college graduates to teach in the elementary grades or pay them P400 a month as they do now in some cities and states in the United States. There are no fixed standards of value, except at the risk of subordinating human welfare to such standards. Standards of education, of living, of sanitation, of government, of traffic, and of everything else must be flexible enough to meet human needs, which means that they are relative to the time, place, and culture of the people. **Standards are for man, not man for standards.**

Eighth, Dr. Bartlett complains that "well-known men so readily permit their names to be attached to these more or less fraudulent educational enterprises that the government is . . . deluded about

the qualifications of the 'universities' to offer graduate work." In answer to this grave charge, all we can say is: "The view depends upon the point of view." First of all, private schools are rendering a very useful service, which the government is unable to provide, and they should not be closed. If this be so, staying away from them is not the way to help them improve. I take it that what Dr. Bartlett means is that those who have had the benefit of higher education in American and other foreign universities must keep away from the private schools. What a strange attitude to take! Is Dr. Bartlett concerned about Philippine education and the welfare of the Filipino people as a whole, or is he interested only in condemning the private schools and in seeing them closed because they constitute a threat to the leadership of the University of the Philippines? Secondly, if so-called "well-known men" do not help the private schools, who should help them? Thirdly, does their joining the private schools necessarily mean their connivance with these schools for evil purposes, or might there be a chance that they be a factor for good? In fact, might they have joined the private schools purposely to help improve educational standards there? How can Dr. Bartlett be so ungenerous as to impute unworthy motives where, for all he knew or cared to find out, the intention and result might be just the opposite of what he claims? *Physician, heal thyself!*

We have heard that members of the faculty of the University of the Philippines are prohibited from teaching elsewhere. Would it not be better, taking a total view of the Philippine educational situation, if they were allowed to, first, so that they may help improve standards in the private schools, and, secondly, to enable them to earn a little more than they are now from the government? *Af*

professors have to live before they can teach or do research work. Perhaps such an arrangement will help prevent the future exodus of U. P. professors to other schools, where they are paid better salaries and given more freedom to use their spare hours to earn more money with which to support their families on a standard of living that befits their social standing in the community. While it is true that professors cannot live by bread alone, it is also true that they cannot live without bread.

And while we are on the subject—helping to improve the private schools—might it be suggested that the government do more than supervise them and grant them permits or recognition to operate? Like the proverbial chain that is only as strong as its weakest link, the Philippine educational level will be raised only if all the schools—public and private—are improved simultaneously. Why shouldn't there be exchange professorships between the private schools and universities and colleges abroad through the good office of the government? Or, for that matter, why shouldn't there be exchange professorships between the University of the Philippines and the private universities? After all, no institution, be it ever so great and exalted, has the monopoly of wisdom and knowledge; and no private school, be it ever so humble, lacks the initiative to improve its standards.

A few years ago, the State of Ohio was considering very seriously giving financial aids to parochial schools on the ground that, like all other parents in the State, the parents of the children attending these schools pay school taxes. In the Philippines we all pay the taxes that support the University of the Philippines, but only a selected few can be admitted there. Why not give some financial aid to private schools as an incentive to the students who cannot be accommodated in the state university? Is not this arrangement be-

better than requiring the private schools to pay one per cent of their gross income from tuition fees for the supervision of their work? An arrangement of this kind would make the private schools public institutions, as indeed they are or should be in the sense that they are a part of the educational system of the nation. It will also do away with the negative and suspicious attitude toward these schools which, unfortunately, does not make matters any better either for the private schools or the public.

In closing, may we ask our distinguished visiting professor to help us with our problems by showing how our private schools might improve their standards, select better teachers, train scholars and research workers in short, to give us the benefit of his positive wisdom and experience? We have trouble enough trying to increase the percentage of the youth of school age in the scholars and research workers in short, it should not matter in what school the unaccommodated fifty per cent go if they have even half a chance to become literate. The private schools are now taking care of over ten per cent of the total enrollment. Every means should be employed to encourage them to improve the offering of these schools, and it is everyone's duty to see to it that they do so by not tempting the private schools to lower standards or by demanding unreasonable concessions from them.

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GUIDANCE

as the Philosophy of Philippine High Schools

By MARCELINO BAUTISTA
Superintendent of Elementary Schools



The most important single phenomenon in education is the fact that every individual student has a unique personality with its own structural make-up and its own behavior and reaction patterns. Each individual student needs a distinct type of instruction suited to his peculiar personality. Ideally speaking, therefore, there should be as many types of educational procedures as there are individual students.

We should realize as teachers that the student is a whole personality if we are to forestall the error of regarding the education of the individual as divisible into parts. The imparting of information and the training of students in a certain specific branch of study is not the whole of education; it is only a part of the picture. The other part, which is just as essential, is that of equipping the student with specific techniques of making easy, effective, and desirable adjustments in the social setting in which he lives. These two phases of education should be regarded together as a unity, as belonging to a complete whole. An integrated personality is the end of all education; it is the goal of our educational endeavors.

The individual personality acquires certain characteristics and equips itself with certain abilities as a result of education. In the case of the Filipino student, these characteristics and abilities spring from and take root in the educational objectives of the Philippines Constitution, which are as follows: "To develop moral character, personal discipline, civic conscience and vocational efficiency, and to

teach the duties of citizenship." These objectives form the basis of all our educational endeavors.

To realize the objectives set forth in the Constitution, we must do effective teaching as well as guidance work proper. Guidance, of course, includes three phases: (1) educational guidance, which concerns itself with enabling the learner to get the most out of his studies; (2) vocational and economic, which concerns itself with the discovery for each student the use that can be made of his talents and capabilities so that he can be prepared for some occupational work for which he has some fitness and thus enabled to secure the best possible adjustments in his economic life; and (3) personal guidance, which endeavours to help the student secure adjustments in his health, his emotions, and his social contacts. All of these phases of guidance are important.

Guidance is of course not to be considered as broken up into parts. The phases of guidance here indicated should be considered as belonging to a whole program—that of securing the best possible adjustments between the student and his school and environment. The student cannot be considered as being apart from his social environment. He and his environment should be considered in their combined totality. Education is therefore most effective and complete if it effects student growth as it takes place in the reality of his environment.

Since we are concerned with the development of individual personality, the

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problem of guidance really resolves itself to "seeing through George and then seeing George through," as some wag has put it. We must know the individual student thoroughly and well. We must not regard him merely as a name on our rolls, a mere shadow that flits on the stage of school life. We must try to find out what he is good for; what his interests and desires are; what emotional and other handicaps he is laboring under; what efforts he is exerting to attain his objectives; what success he is making toward this end; in what way the curriculum fits him and ministers to his needs; and what attitudes and reactions he is forming toward his studies, his school, his fellow students, his teachers and the people around him. In a word, we must try to discover him. In each student there might lie some hidden spark of genius; we must catch that spark and make it glow and spurt into flame. We remember, of course, what the poet Gray has said about the hidden gem or beauty:

"Full many a gem of purest ray
serene
The dark unfathomed caves of ocean
bear;
Full many a flower is born to blush
unseen,
And waste its sweetness in the
desert air."

Only after knowing the individual thoroughly may we discover the hidden sparks of genius. Only then may we be able to train and direct him to develop himself into a useful and happy being.

Guidance is a part of the regular school work; it permeates every phase of school activity. In fact, it can be truly said that all school work is guidance. We must provide the time and the opportunity for the teacher to know the student well, and to secure the best possible adjustments for him. Perhaps this could be done if we realized that much of what we now consider as teaching is not really attaining the ends of education. If we have students "occupied" in things that they do not really

need, if they have to study subject-matter that is not functional, if they take part in activities that only accentuate the ver-studies, perhaps our endeavors are being wasted. It should be possible to pinpoint certain essentials in the work of the high school which we consider absolutely necessary knowledge and skill for effective citizenship and for laying ship. We should be able to limit these firm foundations for training in leadership to a very few so that students can really attain mastery of fundamentals. What is now being wasted in the "teaching" of non-essentials could be better spent in real guidance work and in securing personality adjustments, by having the students participate in activities that are practical applications of the things that are learned in the classroom.

The curriculum is the chief vehicle of guidance. An effective curriculum is one that anticipates and removes some of the persistent problems of guidance. If it ministers to the needs, interests, and abilities of students; if it provides activities in which the students can find things of real worth, things which are really functional in their everyday life, if it contains opportunities for the application of book learning, many guidance problems are then taken care of. If school work is regarded by the student as really vital and necessary to his growth, if school procedures are natural and he sees in them real opportunity to learn how to live more abundantly, then we have done guidance work effectively and we have given the student true education.

The successful teacher is he who takes real interest in the individual personality which is the student, who tries to know him and his problems, who keenly watches how the student is growing, and who is ever anxious to direct and guide that growth toward the development of the effective, helpful, and happy citizen. And the teacher can do this task only if he is given sufficient time and facilities to do so. All of us who are concerned with the work of education are charged with the duty and the responsibility of making these things possible.

IN THE WAYS OF DEMOCRACY

LEANDRO L. LUMBA

Division Academic Supervisor, Tarlac

We are today in the grip of class conflicts and social uncertainty. Radical movements are revolutionizing our national life, endangering individual liberty, and the peace and security of the state. The tightening struggle for survival on account of the high cost of living is very alarming. There is a great demand for work; laborers clamor for living wages; peasants demand social reforms. In view of these social demands, there is a serious conflict between capital and labor; grave misunderstanding between landlord and tenant; and mutual suspicion between the government and the underdogs. The government is studying ways and means of promoting social improvement and has effected already some social reforms in an effort to solve the growing complexity of social living. Yet, we see in our midst unrest and dissatisfaction, threat and intimidation, corruption and graft, and an utter disregard for law and order. The psychology of the whole situation is perplexing, and it demands careful study and analysis. Today, more than at any other time, there is a great need for spiritual regeneration, moral rejuvenation, intellectual sanity, and social charity. It is the duty of education to do its share in promoting these social objectives, if we must have peace, happiness and prosperity in this new and growing republic. **Our youths must be nurtured in the ways of democracy. The schools should aim to develop moral character, civic conscience, personal discipline, vocational efficiency and to teach the duties of citizenship.** These are the major objectives of education. These objectives have been interpreted in various department bulletins which, for our purpose, are summarized brief-

ly as follows:

1. Learning is an affair of desirable and useful action.
2. The best type of action is one that is practical, intelligent, and deliberately planned to achieve a well-conceived purpose.
3. Each intelligent action must be directed toward the realization of a socially desirable purpose; or every learning must result in intelligent social action.
4. Education should promote healthful, happy, and efficient living.
5. Every subject matter must have some specific, practical, and functional value.
6. The choice of subject matter must take into account the problems of personal and social living.
7. Educational reconstruction must be a reflection of a growing Filipino life and improving Philippine conditions based on progressive Philippine experience.
8. Educational procedures should inculcate and develop the ways of democracy—respect for human personality, the greatest good for the greatest number, equality of opportunity, social justice, freedom from fear, freedom from want, freedom of worship, freedom of speech and inquiry, sane nationalism, international understanding and goodwill, rule of the majority, and respect for justice.

A careful perusal of the foregoing statements drives us to the conclusion that our educational program is dedicated to **the development of a well-rounded, socially-efficient individual in**

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a democracy. This is natural and logical since it is necessary that our education should prepare the youths of the land to meet the rapid changes in our social life and to enable them to assume their obligations and responsibilities under our sovereign republic. It is incumbent upon the teachers to assume the responsibility of carrying out this educational program effectively. Every teacher should study thoroughly the courses of study and the specific objectives in each subject.

In planning his lessons he should constantly keep in mind the principal objectives of education in a democracy. The choice of subject matter which must serve as the material of instruction with which to carry out a specific aim or purpose should deserve a careful attention. From experience, too often, it is noted that the subject matter is either unnatural, illogical, or unnecessary. It does not serve the aim or objective, nor give emphasis or attention to the proper development of our philosophy of education.

It is necessary to study the educational values of the separate subjects, if we are to properly place the emphasis of instruction. In language, we should lay stress on correct speech and social communication; in reading, we should teach the child to read for experience and personal enjoyment in order to broaden his outlook of life; and in arithmetic, we should emphasize the study of the functional processes and useful information which shall enable the child to transact his business activities efficiently. In the field of social studies the basic aim of all teaching is good citizenship and character development.

In geography, for instance, we should give particular attention to the relationship of man with his environment; in history, we should study time relationships, economic factors, customs, institutions, and social ideas; in civics, the child should be given a careful under-

standing of the problems of human relationships in the home, the school, the community, the state, the nation, and the world; in health education, the child should be given training to acquire correct and permanent habits of personal hygiene and develop an abiding interest in community sanitation and public welfare; and in character education, the child should acquire better moral attitude and develop a strong civic conscience and a right sense and feeling of social charity. The individual should be taught to do a good turn everyday, and to give away a part of what he has whenever he can afford it. Wealth should promote happiness and social welfare. It must not foster distrust and envy. In the field of industrial arts the child should acquire a deeper interest in, and an appreciation for, manual work, and develop technical skill and ability to be able to practice a vocation or a trade for rightful living.

Briefly stated, the principal objective of education in a democracy should be **to prepare the child for intelligent, successful, and cooperative citizenship. To understand, participate in, and improve society—these are great goals of his education.** In this connection we might consider the fact that we have a socially significant curriculum which is diversified and democratic. It is child-centered. The teacher should therefore draw the learning activities from human experience and human relations. No activity should be chosen unless it has a social significance. To be educationally useful the subject matter should contribute to the development of the child as a social being, conscious of his rights, obligations, and responsibilities as a citizen in a democracy.

Dra. T. F. Halili

Central Hotel, Room No. 217,
Manila

WOMEN'S DISEASES & CHILDBIRTH

Residence:

1430 Washington, Sampaloc
Manila

BAD BOY

(A Short Story)

By CESAR S. TIANGCO

Principal, Muntinlupa High School

Looking out of his office before the bell rang and overhearing Lupo boast of his experiences to a group of boys gathered just below the window, Mr. Santos shook his head. Talk of violence and brutality was bad enough but the real danger lay in the false values he had developed out of those experiences. To him brute strength was god, and to be strong and ruthless was to be worshipped. Indeed, the look of awe and wonder in the eyes of his listeners could not but strengthen the boy's belief in that value, and he basked in the frank admiration he received from them.

In a little card in his drawer, Mr. Santos kept a record of the boy's offenses. It was a long list and two or three of the offenses had been serious. On one occasion, he had whipped out a knife and chased another boy around the schoolyard and might have killed him had not the male teachers intervened. In both cases, he "found extenuating circumstances."

That Lupo had possibilities Mr. Santos soon found out. Mr. Santos liked to tell about an incident: One morning a boy's father appeared in his office and asked him whether it was true that in the past ball in school his son had got drunk and thrown a glass of water at a group of students and teachers. Mr. Santos knew only that somebody had committed such offense but had not been able to find out who had done it. He called the boy for questioning. The boy refused to admit anything. Mr. Santos called witnesses. Two witnesses said they had seen the boy throw the glass of water; two others were certain somebody else had done it. Balked by conflicting evidence, Mr. Santos faced the class and said he expected the real of-

fender to put up his hand and tell the truth.

It was Lupo who raised his hand. "I did it," he admitted.

Later on, after the matter had appeared settled, Mr. Santos learned that Lupo had not done the offense in question but had taken it unto himself to save another boy, his friend, from beating. Mr. Santos called him to the office. "Lupo, you know you deserve to be expelled, and I ought to expel you." The boy was defiant. "But I am not going to have you expelled. I believe that you will change and someday be a source of pride to this school. You have fine qualities I'd feel sorry to see going to waste. Toughness, courage, strength should be used to good purpose only, just as you did for your country as a guerrillero. It is for you to know what those good purposes are but exhibiting your physical prowess by quarreling with other boys and daring your teachers is not of them. I would regret very much if you get expelled from this school because of misconduct. I consider you and all the others like my own sons."

A frank look of surprise appeared on the boy's face. He had expected the worst—expulsion. This was something different. His code of violence did not apply here. The boy did not utter a word, but Mr. Santos knew he had touched him—inside.

Since the incident, the boy had formed a habit of hanging around his office or engaging him in conversation about anything at all. Though the boy took much of his time and distracted him—he was a glib talker, conceited and unabashed—Mr. Santos did not discourage him.

For a while, the boy did not cause any

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outbreak, and Mr. Santos believed that he had made a good start in his reformation. He hoped Lupo would continue showing good signs. It would take time certainly for him to shake off the perverse influences of misguided childhood, of unwholesome environment, of bad company, of the brutal years of war, all too well manifested in his vulgar language, insolence, and violent temper. Particularly was Mr. Santos concerned about the last, that predisposition to violence which was not only bad but dangerous. It would take more than talk and sermons to remove that danger. It would require something decisive, even tragic and violent.

After classes one afternoon, Mr. Santos called the participants in his play, "The Moon Goddess," which he intended to stage at the closing program of the school.

A slim, dark girl sat on the throne. Before her, six boys who were supposed to be warriors squatted.

"Music," Mr. Santos called, and boys, the vocal orchestra, intoned a weird dance air. The warriors rose slowly and danced the tribal dance of invocation.

Thus, the rehearsal progressed from scene to scene and with few hitches now and then that got promptly smoothed out. It was at last concluded with the moon goddess coming down from heaven amidst thunder and lightning to expose an impostor, the queen. There was clapping of hands.

"Now, once more," Mr. Santos said. "We'll do it without mistakes now. This will be the last. We shall not rehearse anymore until the actual performance."

The queen took her place on the throne again. The warriors squatted before the throne—all but one who remained seated on a desk.

"Go to your place now," Mr. Santos called to him.

But the boy did not move. "I am tired, Mr. Santos. Please excuse me. I don't want to participate in the play anymore, sir."

"Why not?" Mr. Santos asked. The boy made no reply but instead stood up and turned to go.

Lupo, who was seated on a desk nearby, stood up and blocked the way.

"Go head," he told him. "Come on. Will you put Mr. Santos in a fix about the play? Go 'head."

"Mind your own business," the other retorted.

"Oh you'll fight?" Lupo challenged him. "You'll fight, huh?"

Before Mr. Santos could intervene, there came a quick and furious exchange of blows. Mr. Santos and the bigger boys present tried to break them apart. They succeeded in holding one away from the other with great difficulty and only by force of number.

"Take him out," Mr. Santos motioned to the boys holding Lupo's opponent.

"You'll pay for this!" Lupo shouted to the other and he laughed aloud suddenly and queerly as though it was all some great fun.

But his face was bleeding. Blood gushed out of an ugly cut above his left eye and streamed down his face and shirt.

"Better go to the dispensary and have that cut fixed up," Mr. Santos told him.

"Oh, this is nothing. Just a scratch. His nail... Nobody has drawn blood from me before... not even in the mountain," he said meaningfully. He turned to go out.

Mr. Santos held him by the shoulder. "I know what is on your mind," he told him. "You got into trouble on my account. I should thank you for that. But I want you to do something else. I want you to forget this fight and let him alone."

Lupo looked at him with an expression of surprise, even pain. "Nobody has ever drawn blood from me before," he said.

"You told me once that am your friend."

"Yes," Lupo said. "I have come to regard you as my own father—even more."

"If you do, then you will do what I am asking you to do. Promise."

"I cannot promise," he said and, without another word, walked out with that swinging, manly gait of his.

As he rested on a chair by the window after supper, Mr. Santos had a worried look. He was thinking about Lupo's case. It had grim possibilities—a boy like him and a gun. He had used it before with less provocation, as rumors went.

He was so absorbed in his thoughts that he failed to hear the knocking at the door. But it came again, this time much louder.

When he became aware of the knocking, he knew who it was. "Come in," he said and stood up.

Lupo stood before him. A gun and a big hunting knife were in his hand. Tape crossed over his brow, and his face had

been wiped clean. The characteristic appearance of bizarre gentleness and languor was more noticeable than ever.

"Mr. Santos," he said quietly, "I have come to hand you these."

"I am going away," he continued after a long, speechless moment. "I know of a place where I can get a job. I'll study in the evening."

"You don't have to leave," Mr. Santos said. "We—we have learned to like you here. The boys will miss you." The curious thing is Mr. Santos meant every word of it.

"Oh, I've been a source of so much trouble in our school," he said. "Good night, sir. I—I have learned to like this school, too. That is why it is so hard to leave."

The boy turned and left. Mr. Santos stood there for a long while holding the gun and the knife. In his mind, he was following the career of the boy as he strode forth in the dark with new plans and resolutions warring in his breast.

U.S.

(Continued from page 4)

could be defiant against methods that no longer work...

If only we had a Flores whose youth is the only barrier toward the fulfilment of his brilliant, if unorthodox, dreaming...

If only we had an Alvaro L. Martinez (writer, once a teacher, now a Y.M.C.A. general secretary) whose mind teems with ideas of organization and attraction, who is always working out ways and means of harnessing mass psychology for mass benefit...

If only we had an Osias whose oratory, mass-magic, and clear thinking in the midst of the most gruelling intellectual battle might be coupled with less national renown that sometimes weans a great man from the people that he loves...

If only we had an Imay Pecson whose social graces and charming feminine sympathy could be coupled with less preoccupation with the comforts of the great so that the well-being of the disinherited may have a chance to be remembered...

If only we had a Cayco whose soundness of educational thinking and whose firmness of conviction makes fun of the illiterate compliance and orthodoxy even among nationally-known leaders...

If only we could telescope all of them and make an eclectic Executive Secretary-Treasurer, what could we not do with our PPSTA! What could we not do with 57,000 teachers all solid for education and themselves! What could the country do against so vast an army of educated and determined and ORGANIZED men and women!

(Continued on page 25)



Objective: Citizenship Training

ELPIDIA E. BONANZA

Supervising Principal, Cavite City

1. To impress upon our people that they are citizens of a republic; to instill in them love and veneration for their country; and to train them to discharge willingly and faithfully their duties and obligations as citizens of an independent state.

(a) To explain to the children the meaning of the word "republic" and to show them what they can do to make a success of our new government.

(b) To teach the public that the laws of a country are made for the benefit of its citizenry and it is the duty of every citizen to be loyal and to obey such laws.

(c) To inculcate in our children's minds the fact that life is for service and only when one serves can one be truly happy and that while serving others one serves also his country.

(d) To acquaint every child with the Constitution and to see that the Preamble is memorized and the Bill of Rights thoroughly discussed.

(e) To teach reverence for the Flag, what it symbolizes, how to properly handle and display it and the "don't's" in regard to its use.

(f) To demand correct singing of the Anthem and its proper interpretation, as to the sentiment expressed by its melody and its lyric.

2. To evolve a healthy, enlightened and thoroughly upright citizenry imbued with an abiding faith in Divine Providence.

(a) To help develop a distinctive per-

¹ These objectives (lettered) were based on the "Fundamental Objectives (numbered) of the Philippine Education System" as promulgated by the National Council of Education and pending approval by His Excellency, the President of the Philippines.

sonality out of every child, who should be taught that the destiny of man is guided by Divine Providence and who should, therefore, have an abiding faith in It.

(b) To enhance the soul, "that third side of the triangle". (Body, Mind, Spirit), the basis of all that is fine in a man or woman, the source of his humanness and his virtues.

(c) To show the importance of enlightenment, through the development of one's mind, in making his life fuller and richer, in allowing him to develop his faculties for self-expression, and in giving him enjoyment of the "new horizons," through his readings and social contacts.

(d) To teach that the body is a God-given heritage, a wonderful, self-replacing mechanism that must be properly cared for, kept beautifully geared and used to advantage for the enrichment of one's life and for the service to "His Sheep."

3. To inculcate in our people the ideals of democracy; to make them realize that the fundamental rights of a man should be preserved at any cost if they are to attain self-fulfillment.

(a) To teach to the children the ideals of democracy and the rights of man in a democratic country.

(b) To show them that they have individual rights but that such rights must be observed within limitations.

(c) To demonstrate the applicability of the Bill of Rights to each individual.

(d) To make them realize that the fundamental rights of man are encroached upon by others and that this has to be costs.

4. To develop in the people habits of industry and thrift and to equip them with the necessary skills and knowledge which would enable them to earn an

honest livelihood and contribute to the economic well-being of the country.

(a) To train each pupil in some kind of trade for an honest livelihood and to met by continued vigilance often at high make him realize that he is expected to be an asset rather than a liability, a producer rather than a consumer.

(b) To inculcate in our Youth the habits of thrift, which is the basis of security, progress, comfort and wealth.

(c) To show each child that the economic well-being of the nation depends upon what its citizens can contribute to its progress in productivity, construction projects, manufacturing, home development and the harnessing of our national resources.

5. To train our men and women for family responsibilities and the obligations of the home.

(a) To enhance family life before the eyes of our children so that this factor of national stability will be perpetuated.

(b) To teach the child that as an individual in a family circle, he must be tactful in adjusting himself among the other members and he must perform his duties with the aim of preserving the peace, harmony and happiness of all concerned.

(c) To make the children regard the father as the head of the family and to consider his wishes and decisions as the guidance for the actions of its other members, because in "Union there is strength."

6. To guide our people in the wise use of leisure so that it may contribute to their personal growth and promote the welfare of the community.

(a) To make the pupils understand the saying, "All work and no play makes Jack a dull boy."

(b) To guide the children in the wise use of leisure for their personal growth.

(c) To help eliminate the undesirable use of the hours of leisure as in gambling, in drinking orgies and in bad company.

(d) To help promote the welfare of the community by organizing the children for communal activities.

7. To infuse in the individual the desire and the willingness to help his community; to instill in him sympathy for, understanding of, and goodwill toward his fellowmen.

(a) To aid in the development of neighborly love by assisting one's neighbors when they are in need.

(b) To develop in the individual child the community spirit, so that he would take pride in its improvement and progress.

(c) To encourage in the pupils the perpetuation of the "pabayani system" and the "give-and-take attitude" among our people.

8. To promote in our youth a way of life which embodies the best of our cultural heritage, enriched by the valuable experiences of other peoples.

(a) To present to our children the best in the Filipino way of life and to work for its wide adoption.

(b) To help glean from the foreign customs, ways which are worth emulating and which are in consonance with our cultural ideas, so that we, in the crossroads of the East and the West, shall inherit the best from both hemispheres.

(c) To establish a set of cultural principles, the result of 30,000 years of commingling of all the peoples who have preceded us and handed down to us a heritage, which is a new type of culture all our own, with its peculiar characteristics and its blending of adoptable ideas that have "spices" of the Orient and the Occident.

9. To foster among our people appreciation of the arts, sciences, and letters so that their taste may be refined, their lives enriched, and their sympathies deepened.

(a) To introduce music into the lives of our already musical people, so as to make them more gay and so that they may learn to sing "in the rain" as well as "in the sunshine, in the stormy days"

as well as "in the calm days" of their lives.

(b) To encourage the development of talents in the arts, sciences and letters so that prospective artists, scientists, poets and writers shall be introduced to their future callings.

(c) To teach the children the beauty in music, in nature, in paintings, in short, in literature and arts, so that their lives may be richer and their hearts made more sympathetic.

10. To cultivate in our people a sympathetic understanding of other nations through a study of the contributions that these nations have made to civilization.

(a) To introduce to the pupils the study of other countries of the world.

(b) To arouse the interest of every child in the lives, customs, traditions, culture, religions, etc., of other peoples of the earth, so that he may understand them better and learn to tolerate them.

(c) To instill in the child the idea that all men are alike before God and the laws of nature regardless of color, creed, looks, and therefore must be the same before all men.

(d) To teach the pupils the contributions of each nation to civilization, which have helped make the life of man on earth more comfortable and luxurious.

(e) To develop the idea of one-world government in which all men are equal, so as to help achieve the goal of ultimate world peace.



I LOVE TO TEACH SHOPWORK

By CONRADO DE LOS REYES

Rodriguez Vocational High School

I love to teach shopwork. Teaching is a science and an art. In teaching, I know I am doing a humble share in shaping the destinies of mankind. I love to watch young minds, like lovely flowers, unfold into wonderful patterns of tomorrow's culture. I love to witness young hands, like those of a sculptor, fashion the designs and specimens of tomorrow's exploits and achievements. I love to feel young hearts, like delicate chords of a violin, chant the romance of tomorrow's adventures.

I love to teach shopwork. In teaching shopwork, I feel the proximity of God. I seem to hear His voice saying: "Go on. Thy Father who is in Heaven seeth that which is in secret and shalt reward thee openly." Jesus Christ Himself was a teacher and a worker.

In teaching shopwork, I feel conscious of the fulfillment of my solemn obligation to my God, to my country, and to my people. I feel happy in the thought

that the "sweat and blood" and the gray hairs shall not have been shed and grown in vain.

The shoproom, which is my laboratory, is the training center of future citizens. In the shop, through shopwork, a student is developed physically, mentally, morally, socially, aesthetically, and vocationally into an integrated personality that is capable of contributing his utmost to the security and progress of the race. He is furnished with the necessary knowledge and information, habits and skills, appreciations and general patterns of conduct before he is allowed to go out into the world . . . the world of work.

I love to teach shopwork. I realize that my country, born out of a tragic war, is in dire need of rehabilitation. . . . moral and physical rehabilitation. I believe that through shopwork, nay, through hard work alone shall we be able to survive as an independent nation. I shall work with them; I shall teach them to love LABOR that we all might live to see a greater and happier Philippines.

"EL QUE NO LLORA..."

BERNARDO PICARDAL
Actg. Division Industrial Arts
Supervisor for Lanao

It is sad but true that for many years there has been "hard feelings" between public school teachers and other public servants as well as the general public. This is especially true with those whose position and earning capacity are superior compared with the meager salaries of public school teachers. Both in public and private enterprises, teachers are often discriminated against and sometimes, in official and personal conversations, they are referred to as "mere teachers," underpaid, suffering from low standard of living and even privation. Such attitude of discrimination against so-called "mere teachers" common even among the responsible, intelligent and well-to-do people of all nationalities, forgetting the fact that these underprivileged servants of the government (as most of the critics call them) are the molders of the ethical character of the Filipino youth, including the critics and commentators themselves.

This condition of public school teachers is undeniable. This is particularly so with those teaching in the elementary schools whose basic monthly entrance salary is as low as P45.00, without hope of increase until they become civil service illegibles no matter how efficient they may be. Precluded by existing rules and regulations, the division superintendents of schools, and even the Director of Education, are not in a position to remedy this disquieting situation. Eventually the poor but hard-working teachers have to be contented with their salaries, and unless he has another means of livelihood it is next to impossible for him to maintain a desirable standard of living and to keep a high social standing in the community. Who is to blame for this? Will the division superintendent of schools or the Director of Education

be held officially responsible? The answer to the last question is "No," and the answer to the first one is "Congress." It is regretted that the writer is constrained to "talk" like this, but it is an undeniable fact that the law makers are the members of the Philippine Congress whose duty it should be to protect the teachers' welfare by enacting a law standardizing substantially the salaries of teacher so as to enable them to have a presentable front as loyal educators and dependable care-takers of the youth. Congressmen can very well see from all angles the imperative need of teachers. When the public needs schools for the education of the children and for the uplift of the country, teachers are imminently indispensable, no matter whether they are civil service illegibles or not, because the schools can not function without them. During elections the teachers are counted the most honest and most powerful group of intelligent voters to support those candidates whom they believe interested in the improvement of the country regardless of whether their (teachers') lot and welfare are taken care of. By chance, however, teachers heard speeches of some political campaigners, besides campaign letters that they received from a number of candidates, that legislations would be introduced by them the moment they were elected to Congress, promises which were not asked by the teachers; but it is regretted that after the elections they got nothing out of those promises, for those who enjoyed the wholehearted support of teachers have forgotten their promises and failed to fulfill their assurances to their loyal maestros.

The school administrators are fully aware of the perpetual critical conditions of public school teachers, but in spite

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of their eagerness to provide their subordinates with adequate compensations, their good intentions do good only as far as the allocation of salaries based on the available funds allotted by the Philippine Congress. However, they are not prevented from submitting to the Philippine Congress for congressional and presidential action their recommendations for salary increases and other measures intended to improve the lot of teachers, but the approval of their recommendations alone seems remote. **Therefore, we 57,000 public school teachers, must have a united strength and undivided determination to be militant.** We have always been too timid and reluctant to

reveal to the law-making body our hardships as teachers; we have forgotten, it seems, the Spanish saying "El que no llora no mama." It is for all of us to declare together our desire to solve our economic and social strangulations and to back up anybody who can see our point of view. If we still fail after our earnest pleadings have been consummated, then it will be for us to hold our peace until the time comes again for us to meet our deceptive "liberators" in the booths of the next election precincts. I am sure we shall not forget. And we rely on the **Philippine Educator** to keep us reminded of our real friends.

—oOo—

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MARCELINO BAUTISTA



1. In the July issue of our magazine we reported to the Association that a proposed bill presented by school authorities in the last session of Congress, which would have resulted in the improvement of the school system, had been squelched. It is not our plan to take this apparent rebuff as final. The Congress of the Philippines will still do something for the school system if sufficiently impressed with the fact that the proposed educational bill (we fondly called it the Educational Act of 1947) is what the people want. Let us get our Parent-Teacher Associations strengthened, let us discuss the provisions of this bill in the meetings, and let us get the meetings approve resolutions asking our respective Congressmen to sponsor or support the passage of the bill in the next session of Congress. The democratic processes should of course be followed, and we should endorse or reject the bill purely on the basis of its merits. It is our feeling that the present resources of the government will not be able to meet adequately the demand for the revamping of the school system; hence the proposal.

2. We have hesitated to publish a tabulation of the memberships received so far from the different school divisions; we were afraid to embarrass those that have not made much of a remittance. We are of the belief that their failure to send in their membership fees is due, not to any indifference but to a misunderstanding of the process of getting affiliated. A school division does not have to wait to be organized into a Division Association before its teachers can send in their membership dues. Those may be sent even by supervising districts; in fact, individual teachers could send in their dues individually.

Because it would be very difficult to account for such individual remittances, however, we prefer that remittances of membership dues be made by districts. Total membership to date is only 14,196. This, out of a prospective 57,000! Are we or are we not interested in organizing ourselves, and presenting a united front on all matters affecting the school system and the people engaged in the educational services of the government?

3. Between now and the next session of Congress, we intend to revive, work out, and work for the following bills:

- a. The Educational Act of 1948 (The same as the Educational Act of 1947.)
- b. A general retirement act for all government employees, if we cannot get a separate teachers' pension act.
- c. Improving the salary allocations of positions for teachers, clerks, and school officials. (It passed the Lower House in the last session.)
- d. Securing cash equivalent for the service credit given to teachers for the proportional vacation pay rendered in 1941 and in 1945 (prior to July 1).
- e. Removing sources of inequalities in the pegging of salaries due to the operation of the Salary Standardization Law and its various interpretations.

What other measures do the members of our Association want us to work for? Let us not have too many of these; let us concentrate on a few, and if we can get these few approved, we shall have done well.

4. We have not yet elected your Executive Secretary-Treasurer because we do not have enough funds to be able to offer the position to capable people. If

we offer the position to someone, he will ask, "How much money do you have? Will there be enough to insure its stability?" I wish we could give the right answers as soon as possible. This is why we need your one peso very badly. We requested the Director of Education to give us an office room in the PNS compound for the prospective Executive Secretary-Treasurer. We were to pay the usual nominal rentals. Rentals downtown for small office space are at least ₱150 a month. This is what the Director said in reply: "I believe it will look better if you have your PPSTA locate its office elsewhere. I do not want any people to believe that your Association is merely a tool of the Director of Education. If it should come to such a pass that you will fight the Director of the Bureau of Education himself, you will not be in a position to do so if you are occupying an office space which he provided for you." He does seem to expect that someday the Association may have to work against him! This need not be, since he is with us.

5. I have a feeling that our Editor feels he is a little overworked. He has been doing the work of Editor, Business Manager, Accountant, messenger, general utility man—all in one. Why? Because we have not appointed the people who should perform these other functions. We have not done so because we wanted to save money so that we can soon set up the Office of the Executive Secretary-Treasurer. But I have not told the Editor that we need at least ₱10,000 a year to set up an office for the PPSTA. I have a feeling that we have not been fair to him. This is what he wrote to me recently: "Incidentally, if I did not know you, I would think you have abandoned me and the **Philippine Educator**. I want someone to help me in the proofreading. If I have to do all this myself, my eyes will make me resign soon. Addressing the subscription copies alone takes two weeks to do on the typewriter. The work has mounted.

New subscriptions are coming in at a tremendous rate. Please assign another clerical-messenger for the morning work." We cannot let the Editor down. Send in your dues.

5. You must have known by now that our Director had almost been drafted to run for the senatorial election next November. Several Provincial Boards and Parent-Teacher Associations had sent resolutions to the Central Committee of the Liberal Party, asking that he be drafted. Whenever he was asked about his prospective candidacy, the Director always said, "I have been appointed by the President to head the Bureau of Education, and I will stay here as long as he wants me to. He alone can decide whether or not I should run for the Senate." The Liberal Party mugs asked the Secretary of Instruction if he thought that the Director could be dispensed with in the Bureau of Education. This is what the Secretary wrote to President Avelino: "I should like to say offhand . . . that if I could have my own way I would retain him in his present position as Director of Education. Director Abada is an able man, keen in perception and decisive in action, and by training, experience, and sympathies is eminently qualified to hold this position, the importance of which is obvious, particularly so at this time when the Government is confronted with many difficult educational problems pressing for prompt and adequate solution.

"It appears to me, however, that there is a general feeling among the teachers which is fully shared by the numerous parent-teacher associations scattered all over the country that now, more than ever, they need somebody in the Philippine Senate who has come from their ranks, who thoroughly understands the problems of the schools and of their profession, and who has on more than one occasion proved himself ready to go out of his way to help them. It is not for us to ignore, let alone thwart, this sentiment among our public school teachers. For this reason, much as I

should want Director Abada to stay in his present position, I feel I should endorse his candidacy for the office in question. That he will make a very valuable addition to the upper chamber of our Congress, I have no doubt.

"I am of the opinion that the candidacy of Director Abada will be an asset to the Liberal Party in the coming elections, especially if there is some kind of assurance that the Party will back him up in his proposals to improve the school system and the lot of the teachers. With such a prospect before them, I feel that the teachers as a body will give their support to the entire ticket of the Party, knowing as they do that their candidate Director Abada, if elected, will perforce need the backing of his colleagues in the Senate. There is a large portion of our intelligent population who think, in all earnestness, that

the problems of our schools are serious and transcendental. An educator of the caliber of Director Abada is needed in the Congress to present adequately a plan which will assure an effective solution to these schools problems, and I have every reason to believe that the people will rally behind the Liberal Party if it sponsors such a plan. For it has been adequately demonstrated that our people consider the schools as the fountainhead of their liberties." Up to the last balloting of the recent convention of the Liberal Party, the Director's name was prominently mentioned.

6. Let us have your subscriptions so that we can go on improving the magazine. Let us get a subscription for at least every five teachers. This will be considerable help toward making the magazine what you want it to be.

US... (Continued from page 17)

As it is, what do we have in our organization to keep it running? We have a president who is tied to a desk sky-high with official work and who can hardly be expected to devote more time than what he is devoting now to the welfare of the organization, considering that he does not receive a single centavo.

We have the editor and proofreader who is also of the **Philippine Educator** business manager, advertising manager, circulation manager, and office manager of the PPSTA, all in his evening hours and a few minutes' visit at the office in the morning and in the afternoon. During the day, he administers a big high school in Manila. In keeping the PE alive and kicking, he is assisted by a part-time clerk-messenger who receives a salary of thirty pesos a month and devotes nearly all of his four hours to addressing and wrapping the subscription copies of the PE. (Some consider this

a miracle.) The other office help is a clerk-bookkeeper who works also part time and who does all the typing of the PE and PPSTA. Aside from these, we have only a few active sympathizers and God above to help.

All this economy is necessary so that we may live within our income. We are not a well-financed organization yet, although we are now making much noise. Our power should be slowly built with patience and perseverance and faith and hope. Our power is not now but in the next few years. We do not care to predict how far away this day is, but as long as we work on and on and on, building slowly but surely, working unselfishly and unselfishly supported by the thousands of teachers who are now daring to hope, we shall succeed.

By the way, the annual membership is only one peso. Have you clipped in your share of our group insurance?

And do you keep yourself informed by reading the **Philippine Educator**? Yearly subscription, 12 issues, is ₱7.00. How about it, partner?

My Most Unforgettable Teacher

By PURA SANTILLAN-CASTRENCE

I have two most unforgettable teachers, my professor in Italian in college, now the President of the Boston University, and a newspaperman with whom I used to work, who is now in a Washington government office, after a successful war-career as a major. Both of them have given me part of themselves, and every decision I make now, every worthwhile thought that flashes in my mind would not be quite that decision or that thought had I never known Professor Camillo P. Merlino or Nat C. Floyd.

Curiously enough, or perhaps it is to be expected, in the most fundamental values, the two men have the same principles. For that matter these self-same principles had been inculcated in their children by my father, whom I adored, and my mother, who is still very much of a dreamer. There is only, after all, one absolute value for honesty and goodness be the evaluator Italian, American or Filipino.

But more than honesty, more than goodness even for many people are still honest and good in this war calloused world, Professor Merlino taught me the importance of kindness in a teacher, of infinite patience, strict self-discipline.

I was the only Filipino in the class. In a land of prejudices such as America, for all her excellent qualities, still is, Professor Merlino would single me out for what he insisted was my excellent pronunciation in Italian, or for this and that about my interpretation of Dante or Cellini or Petrarch. I know now, in all humility, that the encomiums were little deserved and that these were intentionally given to put me at ease—the only brown creature among so many pink—and—white ones. How many times, in my classes now, I would be tempted to poke fun at a maverick of a student, the only one in the group, for instance, too

thick-headed to understand my simple explanations, and there would flash in my mind the picture of the dear figure of Professor Merlino, kind, gray eyes, strong, squat form, big, powerful hands, but mostly the eyes, coaxing me out of my timidity, making me feel important, showing me that I was just as good as any white boy or girl.

You would say that my reason there for idealizing this great teacher was strictly personal. That is because you do not know Professor Merlino. I was only one individual student. But for him each of us was an individual student to be dealt with differently from the rest, to be shown special attention, to be encouraged according to his own particular need, personality and temperament. I sincerely believe that a number of my classmates in that Italian class would write of Professor Merlino were the editor of the **Philippine Educator** to ask them, as he asked me, to tell his readers who was their **Most Unforgettable Teacher**.

For this beloved teacher had the "it" in teaching technique. He drew the best out of you, because, God bless the man, he expected only the best. Why would you not be extra-careful in preparing your lesson in Renaissance Italy literature if the professor told you every so often how glad he was that he had you in his class, or if he took time to drink tea with you so that he could talk Italian to you and tell you of the lovely country from which his ancestors came? The next tea-hour you would see him at your classmate's table and you felt sure that she too would come out of his talk with her glowing like you when he was your guest.

I would have been more homesick had Professor Merlino not been my teacher in Italian. Strange cause—and—effect sequence, isn't it, but nonetheless

true. For did I not have Professor Merlino's subjects to make me forget to miss home and family all the time, I might have had a worse time of my studies abroad than I did.

My other teacher did not even know that he was teaching me. Yet I do not believe anyone could associate with him for any length of time which placed integrity above everything else and truth to self as the guiding star of existence. Never did it occur to him that there might be a compromise with expediency, as many "integrity-mouthing" people have shown by their acts, for to him there was only one way to be honest—and that was to be honest. Always he was himself, humble yet arrogant, humble for he knew all the time his limitations, arrogant, because he never allowed any sully of his personal self-respect, the respect he felt he owed to his dignity as a human being.

I have named one child in honor of Professor Merlino, hoping with all my mother's heart that something of the greatness of his namesake would be his, sheer force of mother suggestion. I have made Nat Floyd the godfather of my little girl, praying that his spirit of self-reliance, the essential goodness of all his actions, be it taking his houseboy to the hospital or writing only what he believed was right, not what others thought, should somehow be his spiritual gift to her.

I can see Professor Merlino now befriending a lonely Filipino girl in a country with its mind-your-own-business philosophy; I can see Nat dancing little Lina around, telling me how he admired Goethe, idolized Emerson. I can see them together hand in hand, and when my spirit is troubled by the vicissitudes of living they still teach me what to do to conquer myself, yet not admit defeat.

LETTERS FROM... (Continued from inside back cover)

Gentlemen:

I have the honor to ask information regarding your subscription rates for the benefit of the twenty teachers of Guimba District, Nueva Ecija, who signified their intentions of subscribing to the **Philippine Education**.

Very respectfully,

CAMILO JACOBA
Elementary Principal
Guimba, Nueva Ecija

Dear Mr. Laya:

I owe you apologies for having remained quiet about the copies of the **Philippine Educator** which you mailed sometime ago. They were distributed among the teachers' associations in the eleven districts but, in view of the absence of any instruction to dispose of them by sale, I did not collect the money to cover the cost of the first issue. It is too late to exact the payment of the magazine as late as this time.

I have sent out copies of your letter of July 30, 1947, to the field and have asked several district supervisors to solicit subscriptions among their teachers. The subscriptions will probably be sent direct to you

Yours truly,

TIBURCIO BORJA
President
Misamis Occidental
Teachers' Association

(Continued on page 40)

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Little Gods That Starve

By ANTONIO N. NAVALTA
Luna Elementary School, La Union

"It takes a week more before we receive our salary for this month, and there are but a few centavos left for family expenses." "I cannot figure out what I will do with my son in college asking money for his fees when there are still seven days to count before we receive our salary." "My brother came home for vacation a couple of days ago purposely to ask for money to cover up rentals for his books, but what could I give?"

These are a few of the remarks often heard from teachers a few tormenting days before the end of the month. A week or so after pay day, one would hear them say, "I paid the amount of P50.00 for my child who is sick in hospital" or "Half of my salary was used to cover up my debts last time."

Modesty aside, it is safe to say that teachers who should live decently to command the respect of the populace and his pupils and who should go to school with appropriate attire and live up to certain standards are living with an income barely sufficient to make both ends meet. Thanks to the resourcefulness and initiative which in him were traits developed during student days or during the trying days of the Japanese occupation, teachers have learned to "do

things on the side."

With the ravages of war inflicted upon our native land, the problems confronting a teacher nowadays are ten times more than his problems six years ago. Classroom handicaps such as books, devices and the like are of secondary importance as adjustments could be made so as to lighten the daily task of teaching. His major problem is how he could possibly budget his meager earning in order to meet all his needs and cover up all expenditures. With the present high prices of commodities, it is almost unbelievable how an average classroom teacher would be able to squeeze his pocket in order to carry him through in a month's time.

The teachers' problem on financial status is so far bearable, but it is feared it might get more acute in the next few years. This is not to undermine the far-sightedness of our law-makers to take up measures for the good of the masses, but what if they would deem it right and proper to decrease the monthly bonus or cancel it entirely for "economy's" sake? It would not be so bad if the cost of living would then return to pre-war level but what if not? What would the "forgotten public servants" do?

Only God Knows.

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For The Weak—Mutual Aid

CLEMENTE MALUENDA
Principal, Balilihan, Bohol

The organization of the "Philippine Public School Teachers' Association" is a splendid idea. It is through this organization that the teachers' opinions and sentiments and voice can be expressed. It is through this, that we, 57,000 strong and intelligent, can loudly be heard. The teachers congratulate the men who first conceived the idea, through whose efforts the membership has considerably increased. Despite its infancy, already it has participated in the preparation of bills which aim to ameliorate the lot of the forgotten teachers. Through this association the following bills were introduced in the Philippine Congress—House Bill Nos. 683, 871 and 820.

All the above bills aim to help the teacher while in active duty or when he retires, but none has as yet been prepared to help him when he is ill or physically disabled during the performance of his duty. I suggest through the PPSTA that a "Teacher's Disability Fund" be created.

What is this fund? Where does it get its fund? Who will administer it? How will it disburse money to its legal claimants? The "Teacher's Disability Fund" is a fund by public school teachers the purpose of which is to extend financial aid to teachers when they are ill or physically disabled. This fund gets its financial support from the contribution of teachers. Every time a teacher collects his salary he deposits with the Municipal Treasurer 1% of it for this fund. This is to be administered by the government and the 1% contribution from teachers are collected in the same way as our 3% Government Service Insurance System. Regular, temporary, and emergency teachers are entitled to



the benefits of this fund. It is from them where the 1% collection is made. It is obvious why substitute teachers are not obliged to become members of this "system." He may, however, become a member if he desires.

When a teacher is absent due to illness, he receives his regular monthly salary in full. The supposed deductions due to absence will be covered by the "Teacher's Disability Fund". In order that he will be eligible to receive full pay, he should attach to his C.S. Form 48 a Physician's certificate or in cases where physicians are not available a certificate of the District Supervisor will suffice. Only Government Physicians are eligible to issue such certificates.

Perhaps you will ask this question: If a teacher resigns or if he retires, will he be able to withdraw the amount he has deposited? My answer is "No." The amount that he deposited cannot be withdrawn. It is presumed that when a teacher subscribes to this fund, he does it for charity's sake, and unless he gets sick (which you and I certainly don't wish) he can't enjoy directly the benefits of this fund. Sometime ago, I suggested this idea to a group of teachers. The majority welcomed the idea, but there were some who scorned and ridiculed it. The oppositionists say, "That's useless. It's nothing but an "art swindle."

My fellow teachers, let's go deeper into the realities of life. Out of your salary, can you set aside some amount for the "rainy days"? Are you always

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sure that you will be in good health? Do you admit that, whether you like it or not, some day you may get sick? Perhaps you fear that some teachers may take unfair advantage of its easy provisions for benefits, but do you think there is a sane teacher who can afford to do that? A teacher is honest, reliable, and sincere, so that there is no need for that fear. In the present regulation, does a teacher receive full pay when he is sick? Is there any institution which insures him of this financial support when he is ill? There is none. The BOTMA, Bohol Teachers' Mutual Aid Association, has its aim of extending financial aids to needy teachers, but its financial capacity is limited. It cannot give substantial aid to teachers for most often its funds are exhausted. Should this proposition be given favorable action by the teachers, the poorly paid teachers will be relieved of his "unnecessary" anxiety. Many times a teacher becomes moody. If you ask him why, his answer is, "I have not made any savings since the school opened. My salary is barely enough to make both ends meet. It is good if I am always in good health, but if I get sick, how will my family live? What would I pay for medicine and medical attention?"

My friends, in spite of your limited income, how much do you spend monthly for cigarettes? For hair oil, pomade and other foibles? I know of a teacher who smokes moderately. Every month he consumes two cartons of "Camel." One carton of this kind of cigarette costs ₱2.80. How much does he spend for "smoke" monthly? Simple arithmetical computation gives us ₱5.60. Does he think of any return for this investment? What good does he get from the "smoke"? None, in whatever form, yet he does not hesitate to part with this amount. Suppose he subscribes to this fund, how much does he give out in one month? Let us assume that his salary per month is ₱45.00 (basic). Then he contributes ₱.45 to this fund. Is this amount too much for him to part with?

A teacher is not too stingy to part with this amount nor is he too dull to recognize the social service he renders by subscribing to this fund. He easily understands that by subscribing to this fund he serves three people—his fellow teachers, his family, and himself. Another question that you might ask is: Do you think that this fund is stable enough to serve those who need help? Sufficiently enough, it is. Let's use some computation to support my answer.

Last school year, in the Municipality of Clarin, Bohol, there were 54 days' absence due to illness. Assuming that the teachers who made the absences had an average salary of ₱45.00, how much would have been given to those teachers by the Disability Fund? It would have been ₱81.00. How much was collected from the teachers of that municipality for the same period? In that municipality there are 41 regular, temporary, and emergency teachers. Out of these 41 teachers, only 12 are regular, therefore, the amount of ₱191.00 would have been collected as subscriptions. There is then a balance of ₱113.00. This happens when no one suffers from a lingering disease. If so, the disbursement would be bigger. The teacher who suffers from a lingering disease will continue to receive aid until he is cured or until he dies.

The next probable question that you may ask is: What will be done with the accumulation of balances? This accumulated amount will be deposited as "reserved" fund. Time will come when this fund would amount to a considerable sum. The Philippine Public School Teachers' Association may take proper steps for the disposition of this fund. Hospitals, dispensaries, and other charitable institutions may be constructed out of this.

Through the PPSTA, I would like to invite my fellow teachers to reflect on this matter. This plan, if given a "try" would be a great help to us and all our teachers—the less fortunate ones especially.

Plan for an Inductive Lesson in Language, Grade IV

JUAN C. DALISTAN

Barrio Principal Paco, Obando, Bulacan

AUTHOR'S NOTE

Under present conditions, in which the average new teacher has little training and often teaches from the brief lesson plans that she has borrowed from more experienced teachers, she has much difficulty in conducting her lesson. It is therefore necessary for her to adopt a more detailed plan, for in this plan enough information is given to keep the new teacher from wandering.

Topic: The use of comma after "Yes" and "No" when they are used as part of an answer to a question.

1. **Preparation:** To-day we shall take up another use of comma. Name some uses of comma that we have studied.

Answers: In the heading of the letter.

After the greeting.

After the closing.

Question: Now, children, do you wish to know another use of the comma?

Answer: Yes.

2. **Presentation:** Let us consider some of the examples in which comma is used. Examples:

Do you live in Obando?

Answer: Yes, I have always lived there.

Question: Did you go to Baguio last vacation?

Answer: No, I went to the farm with grandfather.

Question: Isn't it a pretty nest?

Answer: Yes, it is a pretty nest indeed.

Question: Will you tell us where the Oriole's nest is?

Answer: No, I won't tell you.

3. **Comparison:** In these answers, after what is the comma placed?

Answer: After "Yes" and "No."

Question: How are the "Yes" and "No" used in the answers?

Answer: "Yes" and "No" are parts of the answers to questions.

4. **Generalization:** What rule can we derive from these examples?

Answer: Comma is used after "Yes" and "No" when they are used as part of an answer to a question.

5. **Application:** Get your paper and pencils. Write down the answers to the questions that I shall see if you fully understand the lesson.

For all new teachers in the service, this form of lesson plan will be the best, because they will not forget the details of the procedure easily.

This plan is an outline of the major points in the lesson. Many questions and answers may be needed in addition to the ones cited here, but the plan as it is is detailed enough to keep the lesson from "straggling." Teachers often experience much difficulty in keeping the class from wandering. This is mainly because their lesson plans are not clear. The inductive lesson must be planned clearly if it is to be very successful, though it is not necessary that every detail be included.

WORKING DRAWING

R. Y. MENDOZA

Supervisor of Vocational Education, Manila

WORKING DRAWING

PROJECT SHEET I-WD

- I. To draw the third-angle orthographic projection of a TABORET.
- II. Drawing Tools And Materials Needed.

Tools

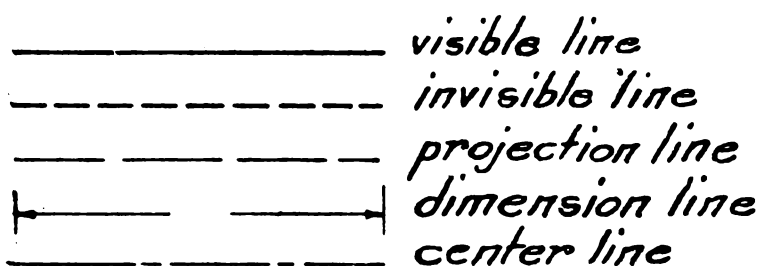
1. Dividers or Compass
2. T-square
3. 2-H Pencil
4. 30 x 60 & 45-degree Triangles
6. Thumbtacks
5. Drawing Board

Materials

1. Sketching Paper
2. Drawing (coupon bond)
26 x 30 cm.

III. Convention of Lines

III-A Lettering



These lines are commonly used in industrial or working drawings.

Use inclined single stroke commercial Gothic letters as illustrated below.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m
n o p q r s t u v w x y z
1 2 3 4 5 6 7 8 9 0

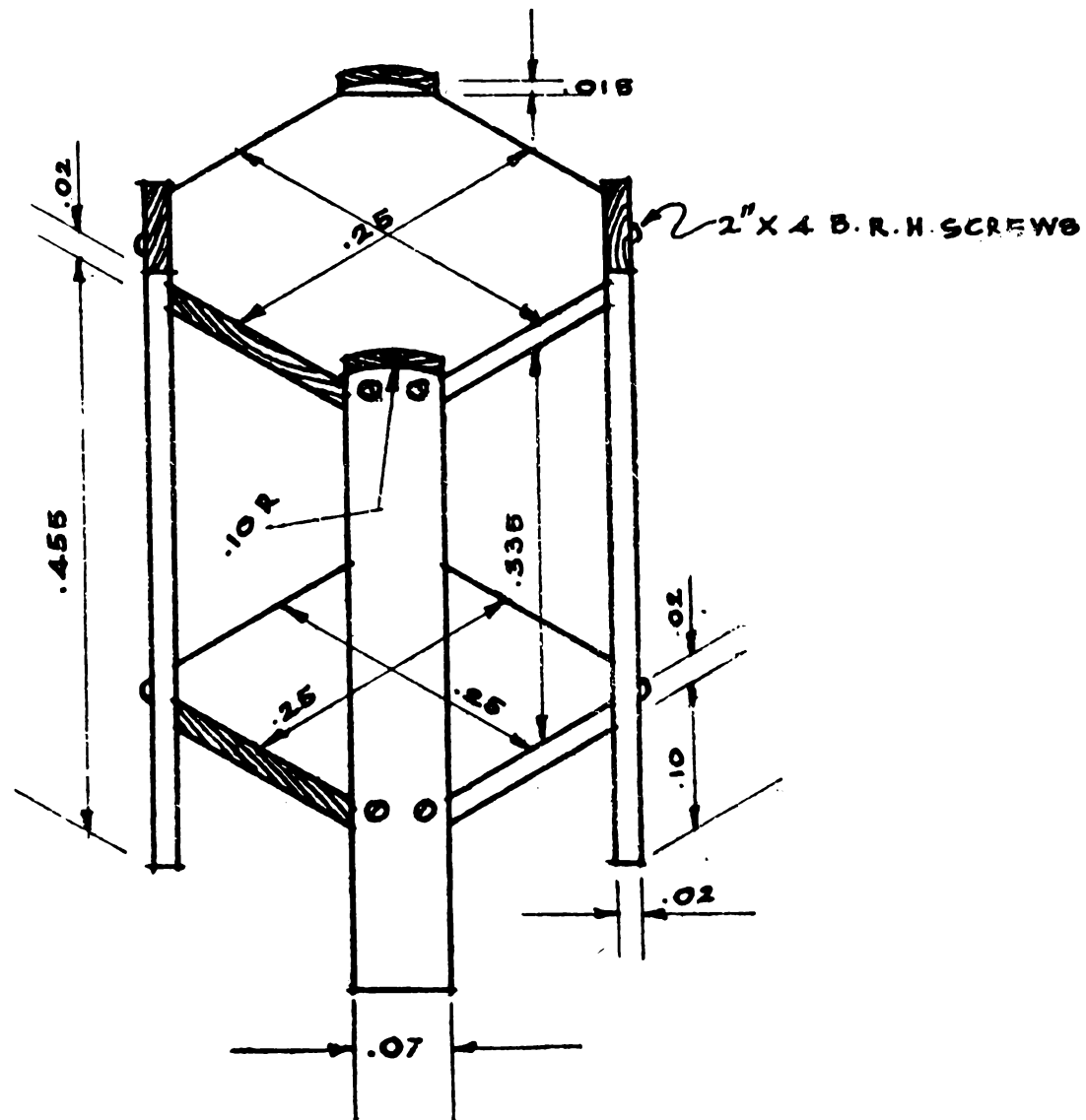
IV. Learning Units in This Project

In making this drawing, you will have an opportunity to develop skills and abilities in the following:

1. Ability to mount paper on the drawing board
2. Ability to use correctly the triangles and T-square
3. Ability to draw horizontal and vertical lines
4. Ability to arrange properly views of an orthographic drawing
5. Ability to use dividers in transferring measurements from the foot-rule or scale to the drawing
6. Ability to read and write metric measurements
7. Ability to letter legibly
8. Ability to draw to scale
9. Knowledge of the conventions of lines
10. Knowledge of the relationship between the working drawing and the object
11. To know the meaning of the scale and third-angle orthographic projection

Note: Below is the pictorial drawing of a taboret from which you are expected to draw the third-angle orthographic projection:

PICTORIAL DRAWING OF A TABORET
SCALE $\phi 1 : .10$ CM.



V. Working Directions

A. Drawing the sketch

1. With the use of a soft pencil, make your sketch of the above project in the orthographic projection.
2. Draw only the top and front views.
3. Indicate all the necessary dimensions and pertinent notes.
4. Check your sketch in accordance with the pictorial drawing above.
5. Practice lettering on your sketch by indicating all the pertinent notes and your name using the style of lettering given in the preceding paragraph.
6. Present your sketch to the teacher for checking. As soon as it is approved, you may start making your regular working drawing of the article mechanically.

B. Making the working drawing mechanically

1. Select the desired size of white paper.
2. Mount this on the drawing board with thumbtacks as demonstrated.
3. Select a convenient scale to suit the size of your paper.

(Continued on page 46)

Banghay Ng Pagtuturo Ukol Sa Maikling Katha

Gamit sa Ikaapat na Taon

ROSARIO BELLA GANA

I. Mga Layon

- a. Upang mabatid ang ilang katutubong kaugalian sa nayon
- b. Upang makilala at kagiliwan ang mabisa at maingat na paglalarawan ng mga tauhan
- k. Upang malaman ang mga katangian ng isang mabuting maikling katha
- d. Upang akitin ang mga nag-aaral sa pagbasa ng maikling katha

II. Paksang Ituturo

KUNG BAGA SA PAMUMULAKLAK (Maikling Katha), ni Macario Pineda
(Sa DIWANG KAYUMANGGI Unang Aklat, dahong 83-98)

III. Paraan ng Pagtuturo

A. Pagsubok sa Takda

1. Paligsahan sa paggamit ng mga salita.

Ang bawa't salita'y isusulat ng guro sa kapisasong papel na may bilang. Ang klase ay hahatiin sa dalawang pangkat. Ang mga nag-aaral na kabilang sa bawa't pangkat ay padudukutin ng papel. Sa hudyat na magsimula ay bubuksan ng bawa't nag-aaral ang kaniyang papel. Ang may blg. 1 ay siyang unang gagamit ng kaniyang salita sa pangungusap, susunod ang may blg. 2, ang may blg. 3, hanggang sa matapos. Ang pangkat na may kaunting mali ay panalo.

Mga Salitang Gagamitin

- | | |
|----------------------|---------------------|
| 1. kalakian | 24. mag-atubili |
| 2. magsuga | 25. palalaman |
| 3. daang-patubig | 26. uugud-ugod |
| 4. napatigagal | 27. pangitain |
| 5. patalilis | 28. sugo |
| 6. nalingid | 29. nabulunan |
| 7. tumalungko | 30. maipaglilingkod |
| 8. nakimasid | 31. balintataw |
| 9. humahalimuyak | 32. pananalig |
| 10. nakabadha | 33. pagkaumid |
| 11. naaaligagaan | 34. papatnubayan |
| 12. matipuno | 35. mabagkat |
| 13. inuusal-usal | 36. adhikain |
| 14. napalatak | 37. nakatatarok |
| 15. nakatuklaw | 38. mapusok |
| 16. tabi sa kaluluwa | 39. ipinagugunita |
| 17. magigi | 40. lukan |
| 18. musmos | 41. sumasailalim |
| 19. hagikgik | 42. ipakli |
| 20. pinanlulusungan | 43. mabako |
| 21. angi | 44. ipamansag |
| 22. pagpapautusan | 45. matimyas |
| 23. maipakisuno | 46. lumusong |

2. Pagpapaliwanag ukol sa gawaingbahay

Ang mga sumusunod na tanong ay isusulat ng guro sa pisara at ipasasagot sa mga nag-aaral:

a. Naibigan ba ninyo ang pamagat ng maikling kathang "KUNG BAGA SA PAMUMULAKLAK"? Bakit?

b. Ipaliwanag ang patalinghang katuturan ng pamagat. Angkop ba sa kuwento? Magbigay kayo ng iba pang pamagat na sa akala ninyo'y maaaring gamitin.

k. Saan nagsimula ang kuwen-

to? Kaakit-akit ba ang simula? Iguhit o kaya'y ilarawan sa salita ang unang tagpo. Ilang araw ang nasaklaw ng kuwento?

d. Ang paglalarawan ba ng mga tauhan at mga pangyayari ay totoo sa buhay? Patunayan ang inyong sagot.

e. Anu-ano ang apat na bahagi ng isang kuwento? Aling bahagi ng kuwento ang kapana-panabik? Ano ang tawag sa bahaging ito?

g. Madali bang maunawaan ang maikling kathang ito? Bakit?

h. Alin ang pinakamahalaga sa kuwentong ito—balangkas, tauhan, paksa o lunang pinangyarihan. Patunayan ang inyong sagot.

i. Sino ang pinakamahalagang tauhan sa maikling kathang ito?

l. Anu-anong katangian ng ating lahi ang nabanggit?

m. Sa mga karaniwang nangyayari sa buhay-nayon, alin ang hindi na mangyayari sa ngayon?

n. Isalaysay ang mga katutubonating kaugaliang binanggit. Alin ang karapat-dapat tularan? Alin ang lipas na sa panahon?

B. Paglalarawan

Ilarawan sa salita o ipakilala ang mga tauhang sumusunod:

1. Teresa
2. Desto
3. Inkong Pento
4. Impong Sebia
5. Mang Tibo
6. Aling Merced
7. Tisya
9. Pasing
10. Edes

K. Pagpapaliwanag ng mga Parirala

Ang klase ay muling hahatiin sa dalawang pangkat. Ang dalawang pangkat na ito'y magkakaroon ng paligsahan. Bawa't kaanib sa pangkat ay durukot ng isang papel na kinasusulata ng parirala o pangu-

ngusap na ipaliliwanag. Bibigyang-diin ang pagbasa ng mga salita o pariralang may salungguhit sa pangungusap. Ang pangkat na maraming tumpak na sagot ay panalo.

Mga Salita't Pariralang Ipaliliwanag

1. Si Eto, ang **naniningalang-pugad**, ay sakay ng kanilang kalakian.
2. Kay-gandang malasin ang tahanan ni Inkong Pento—isang wari'y **dalan-ningang** nakalilim sa sariwang luntian ng mga punungkahoy.
3. At si Tisya, na **kasalo sa mga lihim**, na mga kapatid ay nakatungo.
4. Si Eto ho ay mayroon nang **pinan-lulusungan** sa gawa namin.
5. Ang mga dalagang ito ay di sakailan at **pagpapautusan** na.
6. Sa buhay ng tao, kahit di sadyain ay dumarating ang **panahon ng pamumulaklak**, kung baga sa mangga.
7. At kung baga sa mangga, ang pamumulaklak na ito ay aming inihahanap ng lunas upang sakali ay huwag **mabagkat** at nang maging bunga pagdating ng araw.
8. Ang tao, hindi man magsabi't magbadya, **sa anyo naman ay napagkilala**.
9. Kung baga sa inararong palayan, ang ilug-ilugan ay hindi mangyayari sa isang paraan lamang ng araro kundi **may kasalungat na kapwa tudling**.
10. Nagmamadali ang nahuhuli at **nag-sisisi ang nauuna**.
11. Hindi kaning mainit ang bagay na ito na **upang makapaso ay mailuluwa**.
12. Siya ay hindi **patay na lukan**.
13. Kung baga sa paggapas ay **maayunan namin ang hilig ng palay**.
14. Kung inaayunan man ang hilig ng palay ay **upang huwag mayapakan ang uhay**.
15. Sa maayos sa paghilig ng palay nasasalig ang **pagiging matimyas ng butil** at pagiging mabuti ng pagkahinog.

16. Kung бага sa pagpipilapil, kaya lamang natin tinataasan ang pilapil, ay upang lalong maraming tubig ang matipon so pitak at nang huwag matuyuan agad-agad ang pananim kung sakaling mag-init.
17. Kung kailan maligaya ay saka lumuluha.

D. Pagbibigay ng Kuru-kuro.

Ang mga nag-aaral ay magbibigay ng sariling kuru-kuro tungkol sa mga sumusunod na katanungan:

1. Alin ang mabuting gamitin sa pakikipag-usap—ang ho o ang po?
2. Naibigan ba ninyo ang pagwawakas ng kuwento? Ano ang ibig ipahiwatig ng pagpuputakan ng mga inahing manok, at ang pagungol at pagkawag ng buntot ni Negro?
3. Sang-ayon ba kayo sa pagpapagawa ng bahay ni Desto gayong di pa sila kasal ni Tesang?
4. Ano ang hiniling ng ama ni Tesang sa magulang ni Desto? Mabuti bang kaugalian iyon? Iyon ba'y ginagawa pa sa ngayon? Ano ang tawag sa ipinapanhik na iyon? Sa ipinapanhik na iyon, ay maaari na kayang mabuhay nang mariwasa si Desto at si Tesang?
5. Mahirap ba ang magpautos? Bakit? Ano kaya ang loobin ni Tesang nang dumating, at gayon din nang umalis ang pautos?
6. Ano ang kapuri-puri sa pag-uusapan ng mga matanda? Sino sa ka-

nila ang matabis na nag-aalaala at nabibigatan sa pag-uusapang iyon?

7. Bakit hindi kasama ang ina ni Desto sa pautos?
8. Saan lamang maaaring mangyari ang kuwentong ito? Bakit?
9. Kanais-nais ba o nakayayamot ang maligoy na salitaan ng matatanda? Bakit?
10. Sa akala ninyo, ay sino ang lalong nakaririwasa, ang ankan ni Desto o ni Tesang?
11. Ano ang ginanap na tungkulin ng matandang tininti ng nayon? Dapat pa kaya siyang isama?
12. Bakit malimit tumikhim at umubo ang mga nag-uusap?

IV. Takda.

A. Magsalaysay ng isang kaakit-akit na maikling kathang nabasa o narinig.

B. Sagutin ang mga sumusunod:

1. Kailan at saan nangyari ang kuwento?
2. Sino ang pinakamahalagang tauhan? Ilarawan sa salita.
3. Sinong tauhan at aling pangyayari ang katangi-tangi?
4. Alin ang pinakamasaya o pinakamalungkot na bahagi?
5. May tagpo bang nakagagalit o nakayayamot?
6. Ano ang sinasariwa o ipinagugunita ng katha?

(Continued on page 50)

N O T I C E

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COLOR HARMONY

SANCHO ENRIQUEZ
Supervisor of Art Education

Munsel and Prang Color Systems

Art students must be thoroughly familiar with the use of the Munsell Color System and Prang Color System.¹ Place these two color charts in front of the art class all the time. These color charts may be prepared by the instructor on strong, white drawing paper with either water colors or No. 16 Crayola.

Colors Have Visual Weights

Color areas have, what artists call, visual weights. Two circles of the same size, for example, are filled with a light red hue and a bright red hue. It will be noticed that the **bright red** circle looks heavier than the **light red** circle. If one circle were filled with **bright yellow** and the other circle with **bright purple**, the **purple circle** will look heavier than the **yellow circle**. Colors, therefore, appear light or heavy depending upon their difference in hue, in value, or in intensity. This is the way designers train their eyes to balance colors. It is by this method that the law of color areas had been determined. According to this law, large areas of color should be quiet in effect, while small areas may show strong contrasts.

Warm and Cool Colors

There are two large groups of color that every art student should know—the warm colors, including the reds and yellow, and the cool colors, which are around blue. Designers believe that the most beautiful color harmonies are those which give a single impression: an im-

pression of warmth with perhaps a note of coolness for variation; or of coolness with an accent of warmth. It would look less interesting, for example, to display in a store window suits and dresses of cool colors—blues, blue-greens, and greens—unless some accents of warm colors are brought in, like orange and red-orange bandannas, ties, or scarfs.

Keying the Colors

Another way designers harmonize colors is by “keying” them that is to say to make each color have something in common with every other color. Colors may be keyed to each other by (1) neutralizing them, (2) mixing them to introduce a color in common, (3) glazing, veiling, or topping them, (4) tying them together by means of a neutral color, or (5) using a rough texture.

Let students bring in clippings showing color suggestions. These clippings may be colored covers, illustrations, or advertisements from discarded magazines; colored fabrics such as cretonnes, chintzes, printed linens, and silks; color reproductions of paintings; or colored pictures of flowers, leaves, birds, insects, etc.

Monochromatic Harmony

This harmony—in different values, intensities, and textures—is effective for a small area, as in a dress, a rug, or even walls and rugs. It is tiresome, however, to use it in an entire room.

Remember that the neutrals black, white, and gray may be used in any harmony.

Analogous Harmony

Colors that lie near each other on the color chart are called analogous colors.

¹ Read Chapters Eight and Nine of *Art in Everyday Life* by Harriet and Veta Goldstein, Third revised edition.

Usually the colors between any two primaries are the most agreeable. These colors, like those in the monochromatic, when used in a harmony should always be in different values and intensities. Analogous harmony is sometimes used in decorating a room but a variety of textures is introduced and the colors of materials are of different values and intensities.

Complementary Harmony

Colors opposite each other in the color circle are called complementary colors. When using this harmony, the two opposite colors are usually neutralized, or one of the complements is made light or dark, or only a small note of the opposite color is introduced. On the Prang chart, red and green are difficult to combine beautifully. Red with blue-green or green with red-purple on the Munsell chart are apt to be more pleasing.

Double Complementary Harmony

Two neighboring colors and their complements, when used together, form a double complementary harmony. "In using a double complementary harmony, there should be one outstanding hue, which would be the largest amount used, and it should be the duldest of all the colors; the next color may be a little brighter, but should still be dull; the third color, used in only a small amount, ought to be about one-half neutralized; the fourth color, for the

smallest accents, may be in or near its brightest intensity."²

Split Complementary Harmony

Combinations of a primary or an intermediate color with the colors on either side of its complement form a split complementary harmony. One cannot start to plan a split complementary harmony with a secondary color, because its complement is a primary which is impossible to split because it is an element in itself.

Triads

Of all the harmonies, the triad is the richest but it needs the most careful treatment. A safe guide to follow is to neutralize the two colors for the large areas and to brighten the third color for the smallest area.

On the Prang color chart, the triads are (1) primary triad: red, blue, and yellow; (2) secondary triad: green, orange, and violet; and (3) intermediate triads: (a) yellow-orange, blue-green, and red violet, and (b) yellow-green, blue-violet, and red-orange.

Three triads, containing red-purple in each, on the Munsell color chart are (1) red-purple, yellow, and blue-green; (2) red-purple, green-yellow, and blue; and (3) red-purple, yellow, and blue. Any similar triangles on the chart will locate the other triads.

If the foregoing principles are followed, much jarring color combination may be avoided in situations close to students' lives.

² Harriet and Vetta Goldstein, *Art in Everyday Life*, p. 209. The Macmillan Co. New York, 3rd Edition, 1946.



THE *Philippine* EDUCATOR

Organ of 57,000 Teachers

Entered as Second Class Mail Matter in the Manila Post Office.

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Index of Art Clippings¹

(Recommended by The School Arts
Magazine)

Credit: SANCHO ENRIQUEZ

Mount selected material on cards of appropriate color, 10 x 14, large size, to be filed long edges horizontal, and 7 x 10, small size, to be filed short edges horizontal.

Decide under which of the general topics each card would be most likely to be in demand. Write that topic in the upper left corner of the card, and place after it the index number of that topic. For example, WOODWORK 79.

In the upper right corner write the specific subject. For example, STILL-LIFE CABINETS.

In the center at the top add the index number, indicating other topics under which the card might be in demand. For example, 62, 46, for it is a good example of **School Topic**, and is related to **Object Drawing**.

At the bottom of the card or on the back write such other useful information as may be needed.

File the cards alphabetically by general topics (left-hand corner), and under each topic alphabetically by specific subjects (right-hand corner), and keep them always in this order.

To find **every** card in the Alphabeticon that might be used to illustrate any one topic (for example, Color Study) select every card having the **index number** of that topic at its head.

¹ "Alphabeticon System," *The School Arts Magazine*, Vol. XXX, No. 3, (November, 1930), pp. X-XI.

ALPHABETICAL INDEX OF CLIPPINGS

- A—1. Advertising
- 2. Animal Life
- 3. Architecture
- B—4. Basketry
- 5. Bird Life
- 6. Block Printing
- 7. Blue Prints
- 8. Bookplates
- 9. Bookbinding
- 10. Borders
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- C—12. Calendars
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- 16. Color Study
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- D—21. Decorative Arrangement
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- F—24. Finger Painting
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- 32. Initials
- 33. Insect Life
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- L—35. Labels
- 36. Lace Work
- 37. Landscape
- 38. Leatherwork
- 39. Lettering
- 40. Lithographs

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- M—41. Machinery
 42. Metal Work
 43. Money, Paper
 44. Monogram, Calligrams
- N—45. Natural Forces
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- W—75. Water Color Work
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 78. Weaving
 79. Woodwork
 80. Working Drawing

LETTERS from.... (Continued from page 27)

Dear Mr. Borja: Nevermind the apologies. Get all your teachers to be members of the PPSTA and subscribers to the PE, and you are forgiven.—Ed.

Dear Mr. Laya:

As one means of letting Americans know what we are doing educationally, I am endeavoring to have our educational magazines included in the **Education Index** and in the **Education Digest**. The editors of both have written requesting me to send samples of our magazines to be submitted to their board of editors for study and decision.

I believe your magazine should be included in the bunch that I am sending. We need five (5) copies of your last issue—three for the **Education Index** and two for **Education Digest**. The **Education Index** includes classified index of all worthwhile articles in education. Our magazines deserve notice in America as a result of which they will most likely be subscribe for by individuals and libraries.

In order that the bunch may be sent to the States without delay, will you

please send me the five copies of your last issue that are needed.

Cordially yours

PEDRO T ORATA

I thank you very much for the sample copy of your magazine which you sent this school. Believe me, it is only now that I know of the existence of this Organ of the Philippine Public School Teachers' Association. And as a consequence of this knowledge I hasten to request you to enter my name for a year's subscription to this magazine, the cost of the subscription to be sent later (after pay day). And if I may not be asking much, may you please send me copies of the first two issues of the PHILIPPINE EDUCATOR? I wish to make my file complete.

You may be interested to know that I am for a strong national association of public school teachers. This being so, I have asked the teachers here to join the organization and we hope to remit our yearly membership fees soon.

(Continued on page 50)

PROBLEMS IN THE NEWS

By SILVINA C. LAYA



We are glad to hear from the field that news items cited, analyzed, and threshed for social implications are being used effectively by social science classes and by teacher discussion groups. Here are some more items suitable for discussion.

1. A more rigid scrutiny will be exercised by the Department of Foreign Affairs before issuing passports to Filipino citizens. This is the result of a mistake made in issuing a Philippine passport to Chinese Maximo Go.

- a. Explain why this mistake may lead to more serious violations of our laws?
- b. Why should the Government be very careful in handling passports?
- c. How may this power of issuing passports be abused? What are the consequences of abuse?
- d. Has this question any relation to another serious problem, the illegal entry of aliens to the Philippines? Explain.

2. Secretary of Justice Roman Ozaeta amended Circular No. 14 "to permit the registration of sales of urban and non-agricultural lands to aliens." This ruling has made possible the registration of the property of Adamson (a Greek citizen) and Gaston Willoquet (minister for the Republic of France).

- a. Is this ruling a possible violation of the Constitution or not? Explain.
- b. How may this ruling affect adversely the rights of future generations of the Philippines?
- c. Is this ruling consistent with the

Parity Act?

- d. Should we welcome the development of our lands by aliens? Why?

3. President Roxas made the stand that he has no power to grant immunity from criminal prosecution to Abner, Bicol Huk chief. Abner offered to surrender to the authorities provided that he and his men be granted immunity from prosecution.

- a. Should the President have compromised with Abner or, say, Taruc?
- b. Would the late President Quezon have compromised? Cite a specific act of the late president which would make you believe as you do.

4. A forgery on a sales invoice caused the new million-peso Surplus Property Commission scandal. The National Bureau of Investigation stated that it could not get state witnesses to testify against a high government official believed to be a party to the fraud.

- a. Does this speak well of the Government? of the moral fiber and civic conscience of our people?
- b. What can the Government do if witnesses are afraid to testify against high government officials?
- c. How can schools help if not immediately at least in the long run—in the solution of this problem?
- d. Should the Government take this scandal tamely? If no evidence is found, should the Government congratulate itself or should it feel ashamed of its failure to cleanse itself?

5. Twenty-eight convicts staged a jail-

FOR MODERN OPTICAL NEEDS—SEE **KEEPSAKE OPTICAL**—80 Escolta

break in the Bulacan provincial jail on August 24. This is not the first time a jailbreak has happened.

- a. Does this mean that the Government instrumentalities concerned are inefficient?
- b. If so, what steps has the Government taken to "clean up" its backyard?
- c. If not, what steps should it take?
- d. What effect has jailbreaks on society in general?

6. The U. S. Department of Commerce has published an economic survey which states that "prospects for large-scale land settlement projects are favorable, particularly in the potentially rich and undeveloped island of Mindanao." The survey further states that there are favorable prospects for a \$1,000,000,000 economic development program.

- a. Why is Philippine capital so timid when it comes to developing our own natural resources?
- b. Why have Filipinos shown little interest in settling public lands?
- c. What can our own government do to develop these potential sources of wealth?
- d. Why are we so slow in seeing and appreciating our Nature-endowed wealth?
- e. How does Parity come in here?

7. The cabinet decided to hold public contests to select the best textbooks for public elementary schools. The Government will purchase the copyrights for the winning textbooks.

- a. How feasible is the plan?
- b. Will this plan prove attractive to local writers?
- c. Will it lead to better textbooks?
- d. Why does the Government take so much trouble to have textbooks prepared for the elementary schools?

8. Secretary Gallego suggested to the Cabinet the use of charts in the elementary schools and to dispense with textbooks.

- a. What motives prompted this recommendation?

- b. In what way may charts be used to advantage?
- c. What are the disadvantages?
- d. Will this plan be really economical in the long run? Explain.

9. Edgar Crossman, co-chairman of the Joint Philippine-American Finance Commission, expressed his disappointment over the failure of the Philippine Government to put into effect the Commission's recommendations. "There has been much tax evasion going on among wealthy island interests," he said.

- a. Why is Crossman disappointed over the failure of Congress to put into effect the recommendations of the Commission?
- b. Who should be blamed, the Government or the tax evaders? Why?
- c. What are the immediate results of tax evasion? the remote, but nonetheless real, results?
- d. How may tax evasion be reduced?

10. Colonial Secretary Arthur Creech Jones declared that Great Britain is facing a very serious economic crisis. Britain would have to cut her imports from the U.S.A. and to increase the production of "dollar-saving products." The survival of Great Britain lies in a program of economic self-sufficiency, he says. Minister of Agriculture Tom Williams approves of widespread increases in prices and subsidies to British farmers.

- a. What factors have brought about this economic depression?
- b. Are economic depressions to be expected a few years after wars? Cite instances from history.
- c. How will England meet this problem? How is England meeting it now?
- d. Why doesn't England resort to foreign loans?
- e. What lesson might the Philippines learn from the British?

11. Jose Maria Velasco Ibarra of Ecuador was ousted as president. The minister of defense, Colonel Carlos Mancheno, engineered the "bloodless

revolution" that resulted in the ousting, and assumed control of the government in the name of Ecuador's armed forces.

a. Are the people justified in changing their Government officials? Justify your answer.

b. Besides revolution, what other means may the people employ to achieve reform?

12. The U.S. government protested against "Communist rigged" elections in Hungary which deprived about 1,000,000 Hungarians of the right to vote. The U.S. government declared that "overwhelming majority of Hungarian citizens thus far disenfranchised are non-Communists."

a. How does this situation bode ill for the one-world idea of President Truman?

b. Why is the U.S.A. interested in keeping the elections clean not only in Hungary but in other nations as well?

c. How may clean elections be achieved?

d. Are there existent dangers of our having a similar deprivation of our rights to elect our own choices for public office? Explain.

13. The Dutch have proposed two things to the UN Security Council: for the UN to send troops to Indonesia or to let the Dutch take measures to insure peace and order. Compromise efforts were made by China, Poland and Australia are deadlocked.

a. Why may the Dutch Indonesian trouble be considered a test case for the UNO?

b. Why should the Philippines be interested in it?

c. Brigadier General Carlos P. Romulo opposed China's proposal to appoint a single "impartial state" to supervise the Indonesian trouble. Why?

14. Russia vetoed the application of Italy and Austria for membership in the UNO. The Soviet Union has used the veto (Big Power voting privilege) "18

times to block security council majorities." Argentina, alarmed, submitted a resolution for the abolition of the veto privilege.

a. How may this Big Power veto privilege be abused? Has Russia abused this privilege?

b. Why do the small powers want this privilege abolished?

c. Why do you think Russia is against the entry of Austria and Italy into the UNO?

d. Are her motives above reproach?

15. The United States has given up hope of settling the dispute with Russia in Korea over unification of the country. Is the American ideology so different from that of Russia that the two never can agree?

16. U.S. government employees will be given loyalty tests by the Federal Bureau of Investigation.

a. What may have induced the U.S. government to give such tests? Can any test be a fair gauge of one's loyalty?

b. What are the dangers of such tests? In what way may such tests be used for political advantage?

c. Is there a real need for it? Explain.

17. A third political party in the United States will back up former vice-president Henry Wallace. It has been named "The Independent Progressive Party of California."

a. Which is better: a two-party or a tripartite system?

b. Would a tripartite system be workable in the Philippines?

18. Representative Bender of Ohio said that fraud and overpayment costing the U.S. millions of dollars have been found in war contracts.

a. Who should be blamed: The War Office or the contractors? Why?

b. How may such anomalies be prevented?

19. The Government has definitely decided to do educational extension work

(Continued on page 50)

EASY TAGALOG

By JOSE G. KATINDIG



PAGHAHAMBING—COMPARISON

Pag-aralan natin ang wastong paghahambing.

(Let us study correct comparison).

A. PAGHAHAMBING NG MGA TAO O MGA BAGAY NA MAGKAKATULAD

(COMPARING PERSONS OR THINGS THAT ARE ALIKE)

1. **Kasintaas** ni Petra si Juana.
(Juan is as tall as Petra.)

Si Juana ay **kasintaas** ni Petra.
Magkasintaas sina Petra at Juana. (Petra and Juana are of the same height)

Sina Petra at Juana ay **magkasintaas**.

2. **Kasinsipag** ni Pedro si Luis.
(Luis is as industrious as Pedro.)
Magkasinsipag sina Pedro at Luis.

Sina Pedro at Luis ay **magkasinsipag**.

3. **Kasinlinis** ng panyo ko ang panyo mo.

(My handkerchief is as clean as your handkerchief.)

Ang panyo ko'y **kasinlinis** ng panyo mo.

Ang aking panyo ay **kasinlinis** ng iyong panyo.

Magkasinlinis ang mga panyo natin.

Magkasinlinis ang ating mga panyo.

Ang mga panyo **natin** ay **magkasinlinis**.

Ang **ating** mga panyo ay **magkasinlinis**.

4. **Magsinghaba** ang lapis ni Taling at ang lapis ni Trining.

(Taling's pencil is as long as Trining's pencil.)

Ang lapis ni Taling at ang lapis ni Trining ay **magkasinghaba**.

(Taling's pencil and Trining's pencil are of the same length.)

Magkasinghaba ang mga lapis nina Taling at Trining.

Ang mga lapis nina Taling at Trining ay **magkasinghaba**.

5. **Kasintanda** ni Adela si Pacita.
(Pacita is as old as Adela.)

Si Pacita'y **kasintanda** ni Adela.
Magkasintanda sina Adela at Pacita.

(Adela and Pacita are of the same age.)

Sina Adela at Pacita'y **magkasintanda**.

B. PAGHAHAMBING NG MGA TAO O MGA BAGAY NA DI-MAGKAKATULAD.

(COMPARING PERSONS OR THINGS THAT ARE NOT OF THE SAME QUALITY, ETC.)

I. Hambingang Pasahol:

1. **Maliit** ang aklat ni Fe kaysa aklat ni Luz.

(Fe's book is smaller than Luz's book.)

Ang aklat ni Fe ay **maliit** kaysa aklat ni Luz.

2. **Pandak** si Juan kaysa kay Benigno. (Juan is shorter than Benigno.)

Si Juan ay **pandak** kaysa kay Benigno.

3. **Mahirap** si Fermina kaysa kay Lucila.)

- (Fermina is poorer than Lucila.)
Si Fermina ay mahirap kaysa kay Lucila.
4. **Tamad** si Rosa kaysa kay Delfina.
(Rosa is lazier than Delfina.)
Si Rosa ay tamad kaysa kay Delfina.
5. **Tamad-tamad** si Justo kaysa kay Pascual.
(Justo is a little bit lazier than Pascual.)
Si Justo ay tamad-tamad kaysa kay Pascual.
6. **Mabagal-bagal** si Lourdes kaysa kay Pilar.
(Lourdes is a little bit slower than Pilar.)
Si Lourdes ay mabagal-bagal kaysa kay Pilar.
7. **Pangit-pangit** ang payong ni Ines kaysa payong ni Dolores.
(Ines' umbrella is little bit uglier than Dolores' umbrella.)
Ang payong ni Ines ay pangit-pangit kaysa payong ni Dolores.
8. **May-kababaan** ang bahay namin kaysa bahay ninyo.
(Our house is little bit lower than your house.)
Ang bahay namin ay may-kababaan kaysa bahay ninyo.
May-kababaan ang aming bahay kaysa inyong bahay.
Ang aming bahay ay may-kababaan kaysa inyong bahay.
9. **Lalong pangit** si Nena kaysa kay Nene.
(Nena is uglier than Nene.)
Si Nena ay lalong pangit kaysa kay Nene.
10. **Di-gasinong-matapang** si Teofilong tulad ni Norberto.
Teofilo is not as brave as Norberto.
- II. **Hambingang Palamang:**
11. **Matangkad** si Luisa kaysa kay Felisa.
(Luisa is taller than Felisa.)
- Si Luisa ay **matangkad** kaysa kay Felisa.
12. **Malaki** ang bahay namin kaysa bahay ninyo.
(Our house is bigger than your house.)
Ang bahay namin ay **malaki** kaysa bahay ninyo.
Ang aming bahay ay **malaki** kaysa inyong bahay.
13. **Mahaba** ang tag-araw kaysa tag-ulan.
(The dry season is longer than the rainy season.)
Ang tag-araw ay **mahaba** kaysa tag-ulan.
14. **Mataba** ang aso ni Anita kaysa aso ni Ana.
(Anita's dog is fatter or stouter than Ana's dog.)
Ang aso ni Anita ay **mataba** kaysa aso ni Ana.
15. **Mabait-bait** ang guro namin kaysa guro ninyo.
(Our teacher is little bit more virtuous than your teacher.)
Ang guro namin ay **mabait-bait** kaysa guro ninyo.
Ang aming guro ay **mabait-bait** kaysa inyong guro.
16. **Malaki-laki** si Rufino kaysa kay Marcelo.
(Rufino is a little bit bigger than Marcelo.)
Si Rufino ay **malaki-laki** kaysa kay Marcelo.
17. **Higit na masunurin** si Pilar kaysa kay Prima.
(Pilar is more obedient than Prima.)
Si Pilar ay **higit na masunurin** kaysa kay Prima.
18. **Lalong masipag** si Mamerto kaysa kay Francisco.
(Mamerto is more industrious than Francisco.)
Si Mamerto ay **lalong masipag** kaysa kay Francisco.
19. **Labis na matulungin** si Perfecto kaysa kay Patricio.

(Perfecto is more helpful than Patricio.)

Si Perfecto ay labis na matulungin kaysa kay Patricio

20. Di-hamak na marunong si Diego kaysa kay Daniel.

(Diego is wiser than Daniel.)

Si Diego ay di-hamak na marunong kaysa kay Daniel.

PALIWANAG: Gaya nang mapapansin ninyo, sa paghahambing ng mga tao o mga bagay na magkakatulad, ang ginamit ay ang mga sumusunod na anyo:

1. Ang pang-uri at ang "kaysa"
2. Ang "kasing" o "magkasing" at ang pang-uri

Sa paghahambing ng mga tao o mga bagay na hindi magkakatulad, ang ginamit ay ang mga sumusunod na anyo:

1. Ang pang-uri at ang "kaysa"
2. Ang inuulit na pang-uri
3. Ang paggamit ng "lalong" at ng pang-uri

4. Ang paggamit ng "di-gasinong" at ng pang-uri

5. Ang paggamit ng "may-kababaaan," atb.

EXPLANATION: As may be noted, in comparing persons or things that are alike, the following forms are used:

1. The adjective and "kaysa"
2. The use of "kasing" or "magkasing" and the adjective

In comparing persons or things that are not of the same quality, etc., the following forms are used:

1. the use of the adjective and "kaysa"
2. the reduplicated adjective
3. the use of "lalu-lalong" and the adjective
4. the use of "di-gasino" and the adjective
5. the use of "may-kababaaan"

WORKING DRAWING . . . (Continued from page 31)

4. With the aid of the drawing tools, reproduce the working drawing mechanically following exactly the sketch approved by the teacher.
Two views will have to be drawn as in the sketch.
The drawing should be at the center of the border lines.
5. Indicate the desired dimensions and pertinent notes as in the sketch.
6. Consult the teacher for additional instructions.

VI. You will be graded on the following:

1. Arrangement of views
2. Neatness
3. Lettering
4. Quality of lines
5. Dimensioning and completances of information

REFERENCES

In order to acquire the desired conveniences in drawing, you are expected to read the following references:

1. French, Engineering Drawing, pp. 13-39; pp. 85-120; pp. 171-187
2. McGee-Sturtevant, General Mechanical Drawing, pp. 3-10; pp. 15-24; pp. 30-43

A PROPOSED EDUCATIONAL ACT

LEON CABARROGUIS

NOTE: We do not have space for the entire "Republic Educational Act of 1947" mentioned by our president in his "Table Talk," but a clear explanation of the bill, its purposes, and salient provisions, is given by the author, Congressman Leon Cabarroguis.

The bill herewith provides:

That the function of education shall be performed exclusively by the State in order to give an effective combined academic and practical education;

That the concern of the State with respect to the education of children begins with giving instruction to new couples, instruction to prospective mothers, and at the ages of 4 to 6 years, the government shall begin educating the children in public parks and playgrounds, provided with appropriate facilities to begin learning elementary discipline and to educate them as they play.

Formal education begins at the age of seven and is compulsory until the age of sixteen, or until the completion of the courses prescribed in the general school. A glance over Sec. 9 of the Bill will show that the prescribed courses are comprehensive and practical. A graduate of the general school under this new plan is considered a well informed individual in almost anything that makes a good citizen and is well prepared to take the higher vocational and professional courses.

Vocational instruction covering all fields of arts and trades and technology will be open to graduates of the general school;

And for those who desire to embrace professional courses a resident university will be provided with graduate courses in the various fields of study.

Some of the special features of the new plan are:

First, Home University in which the instruction is carried on by means of radio, television and moving pictures supplemented by textbooks, lectures and notes for the benefit of those who desire to pursue their advanced studies at home;

Second, a provision for travel in the Philippines so they will know their country more, and abroad so that the students may keep abreast, by actually seeing for themselves with the progress of science and arts and at the same time broaden their education and vision;

Third, an intensive encouragement for authors and inventors upon whose products the government shall have priority claim; and

Fourth, a program to make the educational system eminently practical and at the same time somewhat self-supporting in the sense that the students will manufacture their own needs in school from paper to radio and television sets to printing their own texts in a printing press owned and operated by the Commission on Education.

In order to carry out these objectives, the bill provides:

To create a Commission on Education consisting of seven members, which will replace the Department of Instruction and the Board of Regents of the University of the Philippine. This Commission shall formulate a program of education in accordance with the provisions of this Act and undertake all the functions of education.

To finance the centralized system of education as here contemplated there shall be assessed upon every resident of the Philippines from age 18 to age 60 the sum of P20 per annum to be paid in installments, if so desired. It is estimated that under this system, there shall be collected not less than P200,000,000 per year. This sum shall be sufficient to finance the proposed scheme of national education and provide free textbooks and other school supplies to the pupils in the general school and textbooks, lectures, manuals and notes to students in the technical schools, colleges and universities.

MAIKLING DALANGIN

(ng mga hayop sa kanilang tagapag-alaga)

(*Tulang Pambata*)

DOLORES TENSUAN-DUNGO

Mga among giliw, kami'y may dalangin
Sa araw na ito, inyo sanang dinggin!
Wala kaming tutol kahi't na patayin,
Nguni't sundin sana itong aming hiling.
Kami nga ay hayop nguni't dumaramdam
Ng uhaw at gutom, pagod ng katawan,
Ng hirap sa init, at ginaw sa ulan
Lalo na ng palo ng among maselan.
Unang samo namin tanging kaibigan,
Ang aming pagkain, huwag lilimutan.
At kung kami'y pagod, pahingahin naman,
At huwag lagi na kaming parusahan.

—oOo—

MGA TULONG SA PAGTUTURO NG TULA

A. Pasimula:

Kung ikaw ba ay nagdarasal ay anu-ano ang biyayang iyong hinihiling sa Poong Maykapal?

At kung ang mga hayop nating alaga ay nakapagsasalita, ay ano kaya naman ang kanilang hihilingin?

B. Pangganyak:

Sa maikling tulang ito na pinamamagatang "MAIKLING DALANGIN" ay alamin natin kung anu-ano ang hinihiling ng mga hayop sa kanilang tagapag-alaga.

C. Pagliwanag sa mahihirap na pananalita:

Atin munang pag-aralan ang ibig sabihin ng ilang salitang may kahirapan upang lalo nating maintindihan ang nilalaman ng tula.

dalangin—prayer
tutol—objection
hiling—a wish
dumaramdam—to feel
maselan—hard to please
pahingahin—to give rest
parusahan—to punish

D. Pagbasa ng Guro:

Ngayo'y babasahin ko ang tula. Hanapin ninyo ang kasagutan ng tanong sa pangganyak.

E. Pagliliwanag sa nilalaman ng tula:

1. Anu-ano ang dalangin ng mga hayop?
2. May katuwiran ba silang humiling na sila ay huwag paglupitan ng kanilang taga-alaga? Bakit?
3. Anu-ano ang mga kapakinabangan natin sa mga hayop?

F. Pagbasa ng mga Bata:

Inyong basahin ang tula.

Pamantayan sa Pagbasa ng Tula

1. Tumayo, nang tuwid sa harap ng klase.
2. Basahin ang tula nang ayon sa damdaming nilalaman.
3. Tuminging paminsan-minsan sa mga nakikinig.
4. Bumasa nang maliwanag at wasto.



US . . . BY:

Juan Raya

The wonder of it all is that so many thousand teachers all over the Philippines, with hardly any ties except professional kinship and common ideals (and perhaps common misfortunes and aspirations to better life)—that so many thousands should band together under the banner of the PPSTA. This association is frightful in its possibilities, for the feelings of those who get in touch with the main office and the PHILIPPINE EDUCATOR are highly charged. We receive letters suppressed with rage, letters almost inaudible with timid suggestions for helping the starving teacher, letters with shouts of defiance against the powers that be, letters in praise, letters in disparagement, but always letters of hope that the PPSTA may be the real beginning of a truly national organization of teachers.

There is no doubt that teachers are now banding together. We need perhaps better techniques of organization. Perhaps we should not confine our leadership within the ranks of teachers. Perhaps we should not hesitate to enlist the help of those who have had experience in promotion, in publicity, in business organization, in fund campaigns, in mass movements. We might even get ideas from the way labor movements have been organized and how leaders can make an amorphous mass of unlettered men respond vibrantly to the needs of the hour.

Perhaps we need less timidity in leadership. Perhaps we could use more divine rashness of truly inspired leadership. Perhaps we need not confine our efforts within the decencies of stable tactics and dignified moves. Perhaps we need more the blare of bugles and the beat of drums. All so we can be heard and *heard* and HEARD!

If only we had for Executive Secretary-Treasurer a Bautista whose idealistic, unselfish, truly pro-little-man spirit makes him decide nearly always for the little man. If only we could assure him that in the PPSTA and its heartaches and possibilities, a man may dedicate his life and consider himself God's chosen leader.

If only we had an Abada, experienced administrator, who could be made to see eye-to-eye more with the humblest of barrio teachers and see in them the makings of kings and presidents even if they starve.

If only we had a Gallego, well-connected public man with a sound business mind, who could use his talent for finance and business in the interest of the downtrodden, and if only he could feel more strongly and sincerely for the humblest peasant even if he is landed gentry and for the humblest teacher even if he is Big Boss No. 1.

If only we had a Putong whose intellectual brilliance and deep scholarly propensities could be harnessed to do active promotion and persistent fighting for social justice...

If only we had a Langcauon whose winning ways and extensive administrative experience could be coupled with surer conviction and greater self-reliance against all official pressure...

If only we had a Martin whose pen and studiousness could be coupled with more humanity and sympathy that could win the littlest among us to the colors...

If only we had a Trinidad whose goodfellowship and experience in teacher training could be harnessed to advantage in teacher's welfare work.

If only we had a Lardizabal whose Batangas temper and determination

(Continued on page 17)

PROBLEMS.....

(Continued from page 43)

through KZFM, the Government radio station. One plan is to open an extension university of the air, possibly an extension high school of the air.

- a. Do you believe there are enough interested listeners to justify the opening of these courses?
- b. Are there enough receiving sets not only in Manila but also in the provinces to justify these courses?
- c. Can not the Government abandon educational broadcasting and let our commercial radio stations do all of it?
- d. What are the benefits that the country may derive from a Government-owned and Government-controlled radio station? What are its dangers?
- e. Is our present government in a position to render service or to abuse through the facilities offered by a powerful radio station?

LETTERS FROM.....

(Continued from page 40)

Please send my copy of the magazine at the above address, the subscription to begin with the August, 1947, issue.

Very truly yours,

Sgd. BENJAMIN E. PANAHON
District Supervisor

BANGHAY NG.....

(Continued from page 36)

7. Paano nagwakas ang katha?
8. Makabagong paraan ba ang pagwawakas? Bakit?
9. Maituturing bang mabuti ang katha? Bakit?
10. Ano ang kailangan upang ang isang maikling katha ay maging kaakit-akit?

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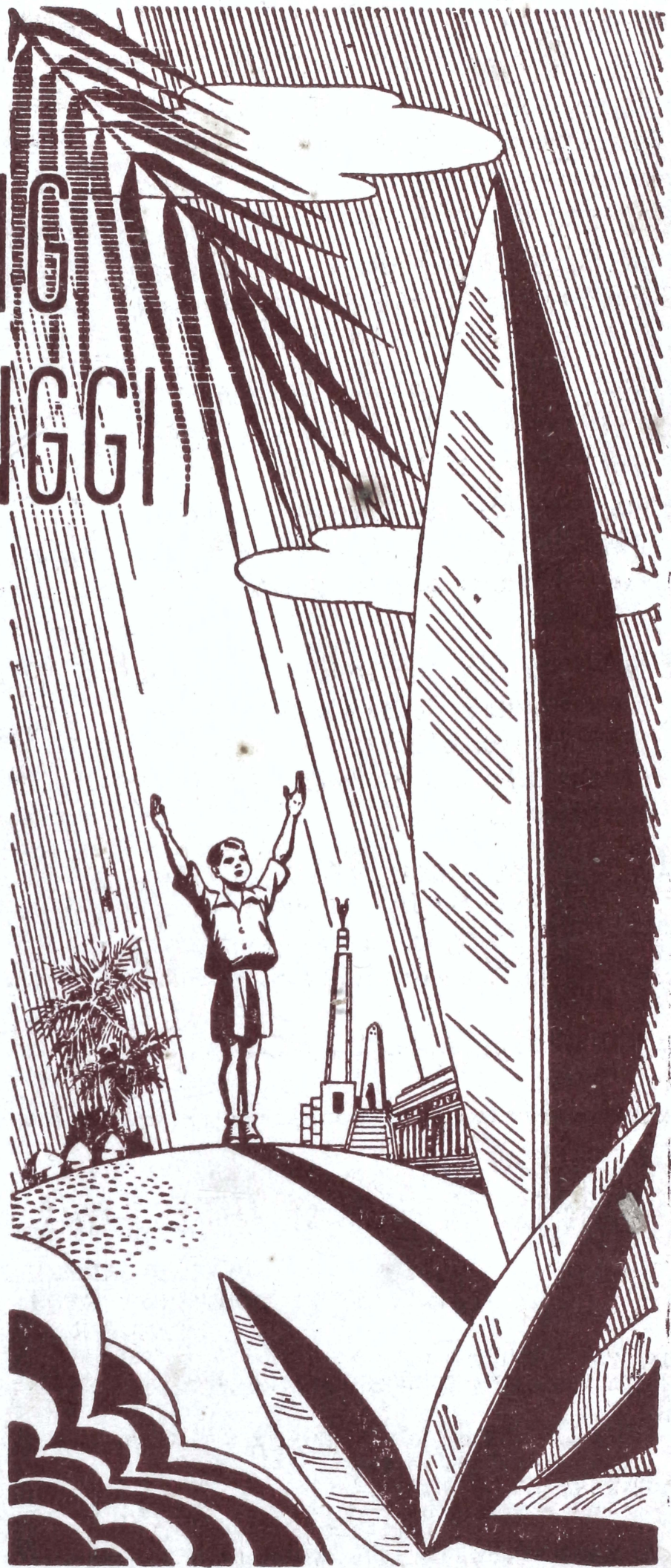
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5. BULACAN	428	Lakan-Dula I Elementary School....	112
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7. CAMARINES SUR	1	Tondo I Elementary School	76
8. CAVITE	736	Tondo II Elementary School	30
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