

THE *Philippine*

EDUCATOR

"The Voice of 60,000 Teachers"

DECEMBER, 1947

SIXTY CENTAVOS

I :: Organ of the Philippine Public School Teachers' Association :: 8

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Presidential TABLE TALK

By MARCELINO BAUTISTA

1. This is Christmas time, the season of good will to men. Christmas and UNESCO call to mind Peace and so our peace issue, the UNESCO number.

2. It was not so easy for us to make a decision on the proposition of accepting or not the offer of the Board of the PPSTA to make us the Executive Secretary-Treasurer. This new job provides a higher salary, it is true. But this has not been sufficient inducement; there are several disadvantages. The new job is less stable than a government position. There is no insurance, and we are going to give up the prospect of benefiting from possible new legislation on retirement. Then there is the uncertainty about the source of income for the PPSTA, when the teachers begin losing their interest in the organization and refusing to pay their annual fees. If we fail to achieve anything during the next several months, will they still have enough faith in the PPSTA and their Executive Secretary-Treasurer? And so the question, "How long will this job last?" had been assailing us before we decided to accept the offer of the Board.

But we knew there was a great challenge in this work. We knew this was a piece of job which needed all the patience, the persistence, the tact, and the aggressiveness of any other job we had before demanded. We knew there was the big task of helping the Education officials improve the

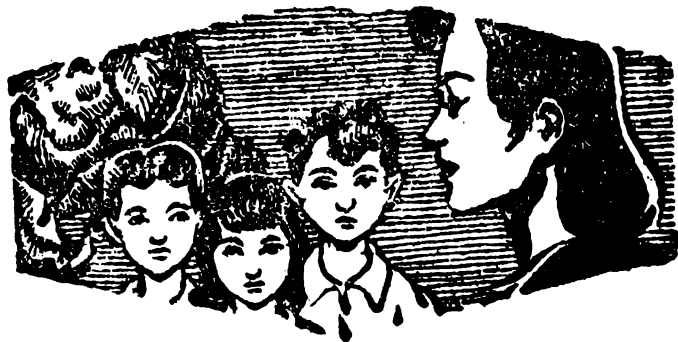
present schools and ameliorate the teachers' welfare. When this issues began to crystalize, the decision was not such a hard one to make.

3. We finally secured the services of a managing editor. Her job is to help edit the Philippine Educator, see to it that the magazine is correctly printed, and look after the business end of the paper so that it will continue to thrive. The proofreading of the material for the magazine is the most tedious and yet the most important job in connection with its publication. We can say now that we did make an excellent choice when we offered her the position. She rates high in English, although, strange as it may seem, her necessary tact and persistence to get real forte is home economics; she has the materials printed right; and she knows the business of the press, having grown up in the atmosphere of the printing business (her folks own a printing establishment). She is Miss Rosalinda Sarmenta, former home economics supervisor for Nueva Ecija, and now our Managing Editor.

4. We were invited to speak at the Town Hall Philippines on the subject, "Is it through Labor Unionism that Government Employees Hope to Improve Their Welfare?" A representative of the PGEA and a newspaperman were the other speakers. Strangely enough the three of us answered the question with NO.

(Continued on page 13)

A TRIBUTE TO THE UNKNOWN TEACHER



And what of teaching? Ah, there you have the worst paid, and the best rewarded, of all the vocations. Dare not to enter it unless you love it. For the vast majority of men and women it has no promise of wealth or fame, but they, to whom it is dear for its own sake, are among the nobility of mankind.

I sing the praise of the unknown teachers. Great generals win campaigns, but it is the unknown soldier who wins the war.

Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.

Knowledge may be gained from books, but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy, "king of himself and servant of mankind."—

HENRY VAN DYKE

A CODE OF CITIZENSHIP AND ETHICS

1. Have faith in Divine Providence that guides the destinies of men and nations.

2. Love your country for it is the home of your people, the seat of your affections, and the source of your happiness and well-being. Its defense is your primary duty. Be ready at all times to sacrifice and die for it if necessary.

3. Respect the Constitution which is the expression of your sovereign will. The government is your government. It has been established for your safety and welfare. Obey the laws and see that they are observed by all and that public officials comply with their duties.

4. Pay your taxes willingly and promptly. Citizenship implies not only rights but also obligations.

5. Safeguard the purity of suffrage and abide by the decisions of the majority.

6. Love and respect your parents. It is your duty to serve them gratefully and well.

7. Value your honor as you value your life. Poverty with honor is preferable to wealth with dishonor.

8. Be truthful and be honest in thought and in action. Be just and charitable, courteous but dignified in your dealings with your fellowmen.

9. Lead a clean and frugal life. Do not indulge in frivolity or pretense. Be simple in your dress and modest in your behavior.

10. Live up to the noble traditions of our people. Venerate the memory of our heroes. Their lives point the way to duty and honor.

11. Be industrious. Be not afraid or ashamed to do manual labor. Productive toil is conducive to economic security and adds to the wealth of the nation.

12. Rely on your efforts for your progress and happiness. Be not easily discouraged. Persevere in the pursuit of your legitimate ambitions.

13. Do your work cheerfully, thoroughly, and well. Work badly done is worse than work undone. Do not leave for tomorrow what you can do today.

14. Contribute to the welfare of your community and promote social justice. You do not live for yourselves and your families alone. You are a part of society to which you owe definite responsibilities.

15. Cultivate the habit of using goods made in the Philippines. Patronize the products and trades of your countrymen.

16. Use and develop our natural resources and conserve them for posterity. They are the inalienable heritage of our people. Do not traffic with your citizenship.

—Executive Order No. 217

Issued by President Manuel L. Quezon.

Preamble of the UNESCO Constitution

THE GOVERNMENTS OF THE STATES PARTIES TO THIS CONSTITUTION ON BEHALF OF THEIR PEOPLES DECLARE

PREAMBLE

that since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed;

that ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;

that the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propaganda, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races;

that the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern;

that a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

FOR THESE REASONS

the States parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives;

IN CONSEQUENCE WHEREOF

they do hereby create the United Nations Educational, Scientific and Cultural Organization for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims.

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

PURPOSES AND FUNCTIONS OF UNESCO

(Article I of the UNESCO Constitution)

1. The purpose of the Organization is to contribute to peace and security by promoting collaboration, science and nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.

2. To realize this purpose the Organization will:

(a) collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image;

(b) give fresh impulse to popular education and to the spread of culture;

by collaborating with Members, at their request, in the development of educational activities; by instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social;

by suggesting educational methods best suited to prepare the children of the world for the responsibilities of freedom;

(c) maintain, increase and diffuse knowledge;

by assuring the conservation and protection of the world's inheritance of books, works of art and monuments of history and science, and recommending to the nations concerned the necessary international conventions; by encouraging cooperation among the nations in all branches of international exchange of persons active in the fields of education, science and culture and the exchange of publications, objects of artistic and scientific interest and other materials of information;

by initiating methods of international cooperation calculated to give the peoples of all countries access to the printed and published materials produced by any of them.



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THOUGHTS ON PEACE

THE POWER OF EDUCATION TO PROMOTE WORLD PEACE

"We Believe . . .

There is increasing evidence that education is a far more powerful instrument than most people have been willing to admit.

It is becoming increasingly clear that the degree of education and technical competence determines the economic welfare of the various countries of the world.

A study of the facts will show that natural resources do not determine the level of income in any country.

There is increasing evidence that education can profoundly affect the level of living even in the low-income sections of this country.

Widespread education and understanding of other peoples of the world is a necessary basis for long-term, peaceful relations between nations.

Altho the evidence is not too adequate, schools can play a crucial part in enabling people to learn to work together. Learning to live together is the opportunity that is now offered to American schools."—From *Schools for a New World*, Twenty-fifth Yearbook of the American Association of School Administrators, 1947.

WORLD OPPORTUNITY

"We Believe . . .

Atomic power stands as a very real threat to the world today.

Man, by devoting a sufficiently large amount of his effort to defense against the atomic bomb, might find means to survive.

To see the development of atomic power only as a threat to mankind is to be conscious of only part of recent developments.

The same force that constitutes such a great potential danger to mankind also constitutes a great opportunity.

The crisis facing mankind is primarily a moral crisis. Will man be able to use this great new power for his own good and for the good of all?

There is a greater opportunity available to man today than ever before in his history. Man has the physical resources available to solve his economic and social problems. Can he develop the spirit of cooperation that will be necessary to use this great power to increase human welfare?"—From *Schools for a New World*, Twenty-fifth Yearbook of the American Association of School Administrators, 1947.

X'MAS CARDS

WHOLESALE-RETAIL

M O R E M A T

RIZAL AVE. COR. CARRIEDO
ARIAS BLDG.

PEACE CAN BE TAUGHT

"There can be no true freedom and consequently no genuine culture in a world that is half bond and half free, half fed and half starved, where exploitation and injustice flourish side by side with pious expressions of good intentions and high-sounding policies.

"...The stories of the material destruction caused in the war will be a mere myth for those who come after us. But it is the wounds of the spirit that it is ever so difficult but urgently important to heal so that love and faith and hope may replace the spirit of hatred and revenge. Children know no barriers of race and creed. Let us not educate them to know them."

—RAJKUMARI AMRIT KAUR
Indian delegate to UNESCO

—oOo—

"The urgent need for teaching peace is apparent to all who are aware of the crisis through which our civilization is passing. The moral basis of peace—faith in the pledged word, common conceptions of justice between nations and the individual rights of men—has been betrayed again and again. That moral basis can only be restored by patient re-education. That prejudices can be overcome, that peace can be taught now is the essential faith of those who back humanity to win the race between education and catastrophe."—From 'In the the Minds of

"IN THE MINDS OF MEN"

Men,' a Publication of the Rotary International.

"Today the peoples of the world are islands shouting to each other over seas of misunderstanding. They don't understand each other's history, each other's way of living, each other's way of thinking. The better they understand each other, the more they will realize how much they have in common and why and how they differ, the less prone they will be to take up arms against each other."—Prime Minister Attlee of Great Britain.

—oOo—

EDUCATION FOR DEMOCRACY

"Everyone is entitled to a full and generous education to the limit of his powers. This means that we desire for all children a rich and happy family life; it means, so far as schooling is concerned, that we desire a genuine equality of educational opportunities; it means that we desire our schools themselves to be really civilized places—pleasant to look at, bright, spacious airy, and well-equipped with modern aids for learning; it means that we desire first-rate teachers at all levels; it means that we wish every citizen to have freedom of access to the cultural riches of man . . ."

—A. E. CAMPBELL

New Zealand delegate.

The Filipino Expert

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UNESCO IN BRIEF

By Pedro T. Orata

*National Commission on Educational,
Scientific and Cultural Matter*

ORIGIN

The United Nations Educational, Scientific and Cultural Organization, UNESCO, for short, was established on November 16, 1945, when, in London, representatives of 43 nations signed a final act approving the constitution. The constitution came into force a year later, on November 4, 1946, the date of its acceptance by the twentieth signatory government. Credit has been given to the Chinese delegation which, in a formal proposal in the London Conference of Allied Ministers of Education in 1942, had proposed educational and other forms of cultural cooperation among the nations of the world. The groundwork had been laid by the Allied Ministers' Conference which met intermittently in London for a period of about a year and a half. The preliminary work for establishing the organization was done at the United Nations Conference in San Francisco. Earlier, the French government had made extensive plans for the development of an international body for intellectual cooperation. At the San Francisco Conference the French delegation recommended that the United Nations call a conference to draw up a Statute of an International Organization on Cultural Cooperation. The

basic idea behind this proposal is the same as that underlying the International Institute of Intellectual Cooperation, which formed the executive organ of the League of Nations International Committee on Intellectual Cooperation. The Institute was inaugurated on January 16, 1926.

MEMBERSHIP

There are today fifty-seven members of the United Nations. Of these, thirty, including the Philippines, are members of UNESCO. They are Australia, Belgium, Bolivia, Brazil, Canada, China, Czechoslovakia, Denmark, Dominican Republic, Ecuador, Egypt, France, Greece, Haiti, India, Lebanon, Mexico, Netherlands, New Zealand, Norway, Peru, Philippines, Poland, Saudi Arabia, Syria, Turkey, Union of South Africa, United Kingdom, United States, and Venezuela. Significantly enough, Russia and twenty-six other nation-members of the UN have not joined the UNESCO.

PURPOSES AND FUNCTIONS

The two major purposes of UNESCO are: first, to contribute to peace and security, and, second, to advance the common welfare of mankind. The means chosen are education, science, and culture. These purposes are well brought forth in the preamble of the UNESCO constitution.

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

The philosophy of Unesco "will thus largely resolve itself into a philosophy of human progress. It must seek to discover in what progress consist and what are the conditions for realizing it in practice. It must have a wide evolutionary background against which to judge the rightness or wrongness of the direction in which we propose to move. It must be humanist in the broadest sense of that word, to include all the possibilities of human nature and its development, spiritual and aesthetic as well as practical and intellectual. It must be scientific, not only because science is one of the distinctive attributes of humanity and because scientific research and its application constitute by far the most important means of improving human welfare. It must be a global philosophy, universalist and world-wide, not only because Unesco is an international organization, but also because progress clearly depends on forging unified mechanism for the entire community of man on earth." (Unesco Prep. Com. Report, p. 7.)

To realize the foregoing purposes Unesco will:

1. Collaborate in the work of advancing mutual knowledge and understanding of peoples through all means of mass communication;
2. Give fresh impulse to popular education and to the spread of culture;
3. Maintain, increase, and diffuse knowledge.

ORGANIZATION

Unesco brings together three major groups: First, educators, including not only teachers, scholars and professors, but also persons engaged in such informal aspects of education as the radio, motion pictures, and the press; Second, scientists of the world in every field of endeavor; Third, the cultural group who will place emphasis on languages,

literature, the arts, and the various means of communication.

Unesco operates through a General Conference, an Executive Board and a Secretariat. The General Conference meet annually. It consists of representatives of all members of the organization, each being entitled to send five delegates. It determines the policies and the main lines of work of Unesco. It may summon international conferences on education, the sciences and humanities, and the spreading of knowledge. The first Conference was held in Paris from November 19 to December 10, 1946. The second Conference is now being held in Mexico City. The Philippines were represented in both of this meetings.

The Executive Board is responsible for the execution of the program adopted by the General Conference. It meets twice a year and consists of eighteen members elected by the General Conference to serve a term of three years. The Secretariat consists of a Director-General and such staff as may be required. The Director-General is nominated by the Executive Board and appointed by the General Conference. The first and present Director-General is Dr. Julian Huxley from the United Kingdom, an eminent scientist. He was appointed by the General Conference in November 1946 to serve a term of two years.

BUDGET

The first session of the General Conference approved a budget of \$6,000,000 for 1947 and authorized a revolving fund of \$3,000,000.

UNESCO IN ACTION

Functionally the various projects and activities of the Unesco would fall under one or other of three main heads. "First, those which would promote peace and security directly (naturally within the limits of Unesco's compe-

tence). Secondly, those which would promote human welfare directly (in other ways than by promoting peace and security), by means of the applications of the sciences and the arts. And thirdly, those which would encourage education, science or culture directly, in the belief that they would ultimately promote either peace and security, or human welfare, or both." (Unesco Com. Report, p.6)

Actually, Unesco's activities for 1947 are divided into three groups, namely: overall projects, sectional projects, and continuing activities, and described as follows: *Guide for Lecturers and Teachers*, p. 137-139.)

Overall Projects

These include projects for:

- (1) Educational Reconstruction and Rehabilitation
- (2) International Understanding
- (3) Fundamental Education

Educational Reconstruction and Rehabilitation

In this field Unesco will stimulate and coordinate the action of individuals and organizations. A council of Voluntary Organizations will cooperate with Unesco.

Unesco will act as a central agency in a world-wide fund-raising campaign to help rehabilitate educational, scientific and cultural institutions in war-devastated areas.

It will act as a clearing-house for fellowship and scholarship grants to specialists in educational, scientific and cultural affairs from war-devastated countries for residence and study in non-devastated countries. It will stimulate the granting of fellowships in non-devastated countries, and will make arrangements for the selection and travel of Fellows.

Unesco will also stimulate the setting up by voluntary organizations of

field workshops in devastated areas, and will co-operate with student organizations in promoting the establishment of youth service camps.

It will act as a clearing house for the various types of educational, scientific and technical equipment needed in war-devastated countries.

International Understanding

Work proposed under this heading covers such projects as;

- (1) revision of text books
- (2) formation of international study centers
- (3) the study of education for international understanding
- (4) formation of international relations clubs and teachers' seminars.

Fundamental Education

This is a long-term project, including primary education, work with adult illiterates, education for health, for economic and cultural development, for international understanding and citizenship. In this, as in other fields, Unesco will work in cooperation with national commissions.

Sectional Projects

Examples of these are

Libraries—projects for a bibliographical and documentary service, and for stimulating the growth of public libraries.

National Sciences—Creation of an International Institute of the Hylean Amazon, and the establishment of field offices to assist local scientist in raising living standards of non-industrialized peoples in China, India, the Middle East and Latin America.

Social Sciences—A study of tensions crucial to peace, and a study of the educational, scientific and cultural aspects of home and community planning.

Arts and Letters—A survey of the condition of the arts and artists, and

assistance in the creation of an International Theatre Institute.

Mass Communication—Circulation between countries of information that will help to develop the use of mass media for education, science and culture, and the encouragement of the production of films, broadcasts and articles on subjects important to Unesco's work.

Continuing Projects

These include:

(1) cooperation with governmental and non-governmental organizations, including in some cases the making of grants-in-aid;

(2) the preparation of inventories of research resources;

(3) plans for year-books in specific technical fields;

(4) the collection, analysis and distribution of information essential to developing more effective communication between the peoples of the world in specific branches of educational, scientific and cultural knowledge;

(5) the removal of barriers to such communication;

(6) development of documentary services and the establishment of clearing houses of information.

EDUCATION PROJECTS FOR 1947

It is possible here only to list the "Projects to be Undertaken in 1947" in the field of education. (School and Society, 65: 23, January 11, 1947.)

1. Establishment of a small committee of experts to make a general inquiry on the education provided in primary and secondary schools in various countries to foster international understanding.

2. Collaboration with schools, colleges, and out-of-school agencies in sponsoring the establishment of clubs which should stress citizenship in the community, nation, and world.

3. Encouraging voluntary organiza-

tions to establish reconstruction camps for youth in war-devastated countries.

4. A conference of leaders in adult education to exchange information about methods and technique in their fields.

5. A conference to make a survey of existing arrangements for training in international relations in institutions of higher learning.

6. An international educational seminar in the summer of 1947.

7. A further study of the problems of an international university.

8. A conference on the teaching of national history in connection with a long-range program for the analysis and revision of textbooks.

9. Establishment, in collaboration with the World Health Organization and the Food and Agricultural Organization, of an expert committee on health education.

10. A study of the relations between vocational training and general education.

11. An international conference to be attended by representative administrators of school systems, educational psychologists, physicians, vocational-guidance experts, and economist, on education and guidance in secondary and higher education.

12. A study of the problems of handicapped children, special attention being given to the classification of handicapped children.

13. Establishment of a committee on educational statistics.

14. Publication of an international educational yearbook.

15. Publication of an international educational newsletter or review.

This enumeration is far from complete. Nevertheless, the impression has been created in the minds of some peoples that the Unesco is venturing

(Continued on page 15)

PRESIDENTIAL . . .

(Continued from page 2)

In the interpellation by members of the Toastmasters' Club, this question was directed to us: "You say that the PPSTA will work for what the teachers want in a peaceful way through petitions. Suppose you do not get what you want through this procedure, what will be your next move?" We answered:

"We believe that in a democratic set-up, people will listen to reason. It would seem that intelligent people should be able to get together and discuss their problems in an objective dispassionate way. If, for instance, we should find that there is money somewhere which the government could use to improve the schools and the teachers' welfare, would it not be possible for us to hold a conference with the authorities concerned and tell them that since the money is not being used, could it be spent for the improvement of the schools and the teachers' welfare? Is the situation so bad and so hopeless that the authorities concerned will not listen to reason when they can see very well that a solution to our problem is in their hands? It is for us to help point the way; we cannot just ask and ask."

And another question was posed. "What guarantee is there that the teachers we now have, those who have stayed and have refused to seek greener pastures, as you say, can teach our children well, and what guarantee do we have that our children are learning from them?"

And we replied, "There is no guarantee either way. This much I know, however, that hundreds of the teachers who have stayed did so purely out of love for the work they are doing for our children, and they are doing their job efficiently. There is no guarantee

for effective teaching and learning until the public comes to know their schools and demand that better trained teachers be made available. It is for the people to appraise the work of the schools and they must pay the teachers more. It will be the constant endeavor of the PPSTA to open the eyes of the public to the kind of school system that we now have."

5. The next annual meeting of the PPSTA will be in June, 1948, in Manila. Article VI of the Constitution says that the Representative Assembly of the Association shall be composed of delegates representing *duly affiliated* Division Teachers Association or Division Chapter in the Representative Assembly. There are still very few Division Associations actually and officially affiliated with the PPSTA. It is desired that the Division Associations be organized right away, so that they can send delegates to the PPSTA convention.

6. Which reminds us about the principle enunciated in the Preamble of the UNESCO constitution that "wars are started in the minds of men." Personally we believe that wars start with stomach trouble, probably more so from empty stomachs. When the economy of the country is such that the people do not have the means of keeping body and soul together, they lose their conscience, they rebel against the existing order of things, and they go to war. What is high pressure politics but maneuvering for the most advantageous positions in the struggle for economic stability and power? Economic spheres of influence are the objective of all these machinations of the stronger nation to ingratiate themselves in the heart of weaker nations which have raw materials needed by world trade and industry. In this

(Continued on page 23)

Congressmen Proponents Of Teachers' Rights

MARCELINO BAUTISTA

Among the men who are in closetouch with the problems of education in our country are the Congressmen of the House Committee on Education whose present membership is as follows:

Hon. Juan V. Borra, Chairman

Hon. Pedro B. Albano
Hon. Eduardo A. Barreto
Hon. Leon Cabarruguis
Hon. Marcos M. Calo
Hon. Manuel T. Cases
Hon. Luis T. Clarin
Hon. Floro Crisologo
Hon. Gabriel Dunuan
Hon. Esmeralda Eco
Hon. Eulogio Lawenko
Hon. Enrique Medina
Hon. Manalao Mendalano
Hon. Ricardo Navarro
Hon. Emigdio V. Nietes

Hon. Jose Topacio Nueno
Hon. Juan R. Perez
Hon. Toribio P. Perez
Hon. Gumbay Piang
Hon. Jose M. Reyes
Hon. Jose V. Rodriguez
Hon. Juan de G. Rodriguez
Hon. Damaso T. Samonte
Hon. Felixberto M. Serrano
Hon. Conrado Singson
Hon. Lorenzo Teves
Hon. Tito V. Tizon
Hon. Laudio A. Tojong
Hon. Cornelio T. Villareal

In the past sessions of Congress many of these gentlemen, such as Congressmen Borra, Piang, Calo, Tizon, Medina, Tojong, Clarin, Samonte, Cabarruguis, Cases and others fought hard for the rights and privileges of the teachers and teacher-nurses. Their immediate objective is to free the members of the teaching force from economic difficulties so that they can devote wholeheartedly their full time, thought and energy to their work. This, they believe, will raise materially and fundamentally the standard of our educational system. To them, education of the youth is the best investment of the people's money. It will always pay dividends especially in our Republic, where ignorance of and indifference to public questions are threatening to destroy Democracy.

Particularly, these gentlemen desire to see for our teachers a living salary of P80.00 basic for elementary school teachers in the provinces and P100.00 in the City for teachers of the same category. One Congressman or another is also seriously considering the following proposals for the amelioration of the teachers' welfare: Automatic salary increases of P5.00 per month for every five years of continuous service in addition to possible increases in recognition of individual merits; free hospitalization and free medical care in case of sickness during the term of service with pay; maternity leave with pay for regular as well as temporary teachers; sabbatical leave of six months with pay for every ten years of continuous service in addition to vacation and sick leave; payment of a year's salary to the family

of any teacher who may die during the term of service; life pension after service of thirty years in addition to whatever benefits the teacher gets from his government insurance.

These rights and privileges, they believe, will not only give justice, so long denied, to teachers and teacher-nurses but it will surely attract men and women of high moral, cultural, and intellectual qualities to join the army of missionaries for peace and progress whose sacred task is to lay and fortify the basic foundations of light and truth, of freedom and justice.

On the question of backpay, Dr. Manuel T. Cases, Congressman from the district of La Union, asserted that the 57,000 teachers before the war as well as thousands of other government employees in the national, municipal and provincial rosters are entitled to their three years' salary. Dr. Cases advocates the payment of the back pay to all government employees in the form of negotiable bonds redeemable in ten years. Dr. Cases has a bill filed in the House of Representatives entitled **AN ACT TO PAY PRE-WAR EMPLOYEES SERVING THE COMMONWEALTH GOVERNMENT UP TO**

DECEMBER 7, 1941, THE AMOUNT EQUIVALENT TO THEIR RESPECTIVE SALARIES FROM JANUARY 1, 1942 TO JANUARY 30, 1945.

Let us hope that the next Congress will be more inclined toward the cause of the teachers and teacher-nurses and other poorly paid government employees. Write to your respective Congressmen to support this Back Pay Bill so that, in the words of Dr. Cases, "not only the big shots but also the small fry will be the recipients of the charity of Juan de la Cruz. Juan de la Cruz has no business giving lollipops to the big boys and say later that there is none left for the small potatoes. Let Juan be buried in debt, if there is no other way out, in order to serve all, instead of saving in order to serve only the few. This is only one among the many teachings and implications of DEMOCRACY, the way of life we have chosen to follow, a concept which means freedom of religion and of expression and security from want and fear. May the Spirit of Democracy continue to keep burning its sacred flame in the hearts of our people so that peace, order, justice and progress will bless our lives."

UNESCO IN BRIEF . . .

(Continued from page 12)

in too many fields, thereby duplicating the efforts of already well established organizations. Be that as it may, it is the purpose of Unesco "to promote the evolutionary adventure of humanity and to help to keep to the right direction for achieving true progress. In that adventure and that progress,

education and learning, the sciences and the arts, are one and the same, same time, means and ends, methods for achieving growth and also the flower and fruit of that growth. Unesco is the first large-scale organization to be set up to promote this adventure of humanity as a whole, concentrating on the mental and spiritual aspects, but not neglecting their practical applications." (Unesco Com. Report. p. 11.)

SCHOOL NOTEBOOK

He found the schools where, with very few exceptions, classes were either housed in emergency huts or in rented buildings entirely inadequate and inappropriate for instruction purposes; situated in premises that fairly reeked with filth, stench, scandal, and other social ills; peace conditions in an atmosphere not conducive to safety, a dearth of instructional materials, guides, helps, books, courses of study, a shortage of experienced or qualified teachers who were continuously transferred from one school to another and who had to buy out of personal funds mimeographed school registers, forms, writing supplies, etc. He did not find a single principal or district supervisor who had either supervisory plans or adopted a long-range program, say a year or longer, of rehabilitation or reconstruction of the schools under them. When asked if they did not even as much as toy with the latter idea, they answered that they were not even sure of being assigned in the place the next month.

The overall situation leaves much to be desired; the honest efforts of our teachers alone do not insure efficient instruction—their inexperience, lack of professional training, and inadequate cultural background limit their ability to understand the implications of ever changing conditions, emphases, concepts, and practices; to collect and organize local materials size up situations, then to enrich, vitalize, correlate, and integrate curricular content with life activities; poor makeshift facilities, lack of equipment, books, organized materials, courses of study, guides, and helps for the teaching-learning situations; much has been left to chance and the uncertain skill and outlook of our teachers who have to

live on loyalty, service, and supposed gratitude of the people, all these have had profound and permanent effects on the quality of instruction in the 'schools of life' that are operated in obedience to a Constitutional mandate.

The general public has not bothered itself in knowing the facts on why pupils' achievements are poorer now than before 1940 but its positive unfavorable reaction to the results of instruction now offered in our schools is felt. Such innovations as 1) reduction of curriculum time to half its former length, 2) the shortening of the years, 3) two single-sessions replacing the double-session grades—all these—what with inexperienced, untrained teachers, makeshift facilities and lack of equipment, books, and teaching aids are responsible for the messy dilemma in which we find our educational system today. The public does and will not care to understand that it had been necessary to spread educational opportunity so perilously thin as to be almost worthless because funds were not available.' The paying-consuming public only feels that education is paramount, it being its basic strength and that of its free people dedicated to their chosen way of life, democracy. There is not a parent who would not want to spend comparatively enough for the education of his children but teachers are not actually given decent pay, money for supplies, and equipment. And yet too much from so little a consideration has been extended to the welfare of teachers; blame them if they failed, when, by and large, the failure is traceable to other sources beyond their control. There is evident agreement on the necessity of education that instills democratic ideals being the main defense

of the nation; almost complete disagreement in actual practice. These and a miserly attitude and practices toward our educational program more than other factors are responsible for the poor quality of instruction now given in our schools.

Times and conditions have changed here and abroad. Old concepts and practices have become outmoded. We live in a new era of power but our curricular courses and procedures have remained the same,

even set back many years. Under present conditions, teachers and administrators, even with bulletins on new theories and doctrines, cannot do anything substantial in the way of gearing education to life and meeting the needs that are new and vital to our country and the world. We need new materials and adopt new procedures; to indoctrinate our teachers in them will take much time.—*A Report from Sulu.*



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A BACK PAY BILL

EXPLANATORY NOTE

The first fundamental law of any society that will certainly do justice to all its members is the uniform treatment of all. Any law, any decree, any arrangement that seeks to give favor to some and deny it to others is not only unjust, it is not only undemocratic, but courts trouble and undermines the very spirit with which that society is conceived and founded. Such a law, or such a decree or such an arrangement, if it will continue to go on uncorrected, will sooner or later drive a wedge of discontent among the people. Discontent, we must realize, is always the psychosocial disease that undermines the stability and security of any society from within.

In this particular case, the subject matter of this bill herein attached, I wish to be of record that I detest discrimination as a root of great and dangerous social evils. It is for this reason that I present this proposed piece of legislation calling for the grant of right to the small men, a right already granted to "the great."

MANUEL T. CASES

Congressman, 2nd District
La Union

AN ACT

PROVIDING FOR THE PAYMENT TO PRE-WAR EMPLOYEES SERVING THE COMMONWEALTH GOVERNMENT UP TO DECEMBER SEVEN, NINETEEN HUNDRED AND FORTY-ONE, THE AMOUNT EQUIVALENT TO THEIR RESPECTIVE SALARIES FROM JANUARY ONE, NINETEEN HUNDRED AND FORTY-TWO TO JANUARY THIRTY, NINETEEN HUNDRED AND FORTY-FIVE.

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

Section 1. The Government of the Republic of the Philippines recognizes as an obligation and will pay salaries and wages of pre-war employees, whether local or national, or to their heirs, who were on active service up to December seven, nineteen hundred and forty-one.

Sec. 2. For the purposes of this Act all payments shall be computed from January one, nineteen hundred and forty-two, to January thirty, nineteen hundred and forty-five, provided that all payments shall be made in the following manner:

a. The amount equivalent to three months backpay be made payable in cash.

b. The remaining balance must be paid in bonds bearing two per cent interest and maturing at the end of ten years from the date of the issuance of the said bonds.

Sec. 3. Any holder of this bond may be paid at the date of its maturity half in cash and half in stocks of any of the Government-owned corporations.

Sec. 4. The Government shall provide a sinking fund for the redemption of these bonds as provided in this Act.

Sec. 5. This Act shall take effect upon its approval,

Approved.

CHRISTMAS SIGNS

CATALINA VELASQUEZ—TY

According to a dictionary for boys and girls, a **sign** is a symbol or something that stands for something else. It may be a motion or gesture that expresses a command or a wish; as, she gave him a sign to sing. It may be a lettered cardboard; as a "For Sale" sign. A sign may also show what may come or happen; as, black clouds are a sign of rain.

Can you guess a holiday by its signs? During what holidays do you see these things?

Wreaths, flowers, and crosses

Red hearts and cupids

Pink and white flowers

Planting of trees

Here is a poem that gives a few Christmas signs. Read it carefully and find out what the Christmas signs are.

CHRISTMAS SIGNS

Red and green are Christmas colors,
Poinsettias are Christmas flow'rs,
Christmas cards give all the message
Made just for these peaceful hours.

Christmas trees hold all the pleasure,
Gifts in boxes red and green,
Candies tempting in gay wrappers—
These on Christmas are all seen.

Carols sweet and clear and happy
Wide proclaim this joyful day,
And they usher to all men's hearts
Christmas thoughts, good will always.

Christmas day is day of plenty,
Day of happiness, day of cheer—
Day of blessings for all mankind,
Day when God is very near.

These and more are Christmas
symbols,
Signs of this one pleasant day—
When goodwill and love abounding
Fill all hearts and make them gay.

THINGS TO DO:

I. Choose the correct answer or answers:

1. What are the Christmas colors?
white green blue
orange pink red
purple yellow violet
2. What is the Christmas flower?
sampaguita ilang-ilang camia
gumamela poinsettia gardenia
adelfa kalachuchi mileguas
3. What do Christmas cards give?
candy money message
fruit chimney gift boxes
Santa Claus cards candles

II. Read aloud the stanza that tells:

1. What "fill all hearts and make them gay."
2. What proclaim Christmas.
3. Why Christmas is a day "when God is very near."

III. Read the last two lines of the first stanza. Here are a few Christmas greetings you might read on some Christmas cards. Can you add at least one Christmas greeting to these messages?

Merry Christmas!

The Season's Greetings!

Peace on Earth, Goodwill to Men!

Holiday Greetings!

Glad Tidings!

IV. Read the third stanza. Here are a few carols often sung at Christmas. What other Christmas carols have you heard?

Silent Night

The First Noel

Glad Christmas Bells

'Hark, the Herald Angels Sing

O, Little Town of Bethlehem

It Came Upon A Midnight Clear

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LOYALTY'S LABOR LOST

(A Short Story)

SILANGAN SANTOS
Angat Elementary School

Miss Reyes hurried to school early that crisp morning in November. Word, confidential news, had been relayed to their school that the DS would be coming to visit them the next day and she realized that she had so many things to make up and do. Her lesson plans had some vacant blocks yet unfilled and they were supposed to have been lessons taught in the past days. She had taken so much interest and time in developing her pupils' skills in the Physical Education and Extra-curricular Activities that she always almost forgot that lesson plans should be taken care of every-day.

Take Monday, for instance. The minute she started the sway balance steps and zamba steps (the latter had been taught the teachers at a Physical Education Conference but some teachers failed to hear that they should not extend it to the pupils) groups of people came to take a look and watch the proceedings. With great pride and satisfaction in knowing that her teachings were much appreciated, she had prolonged the period and it was quite dark when she went home exuberant and highly elated but feeling so hungry with a parched throat and aching limbs. (She was demonstrator and musician all in one.) After supper she was too tired to do any more work or lesson planning so she readily went to sleep.

Then last Tuesday, the San Roque softball team came over. Mr. de Guzman, the head teacher, was one of the umpires; Miss Cruz, one of the teachers, was one of the scorers; while Miss Reyes was leader of the cheering squad. The rooters were most active during the whole of the first five innings when the home team was taking the lead with a score of 15-28. "Hey San Roque, talo na!" "Hey San Roque, talo na!" sounded and echoed between blasts of "O-o-o-o-o-o," "Run," "Safe," "Out," and "Play first" until the tide of the game turned at the end of the sixth inning when the score became a tie. It was then that Miss Reyes believed that one of the umpires was becoming partial and Mr. de Guzman too soft and yielding. There was a long-heated discussion which almost came to fisticuffs if the rain which was hovering for quite a time did not so providentially fall. There was a scamper for cover and the game ended. That night Miss Reyes was too shaken and exhausted to attend to her lesson plans.

Wednesday, that was yesterday, there was a wedding in one of the best families in the barrio. At ten-thirty a jeep parked in front of the school to fetch the three teachers. There was plenty of food and guests. It was one of those exciting and long remembered experiences in the life of every barrio and small-town teacher, for next to the new couple, the three were

the most popular in the gathering. It was two o'clock when they returned to the school. What with the "lechon" and other delectable dishes it was so difficult to resist the urge to sleep. Teaching had to drag along. Miss Reyes sat herself on one of the chairs in front and proceeded with "Read the part—," "Next," Next."

That afternoon the Principal in the Central school had relayed the confidential information and now they were all agog. In the evening Miss Reyes tried to write some of her back plans but she felt so tired and sleepy she had to stop without finishing them.

And now this morning as she hurried to school a bright idea flashed across her hard-pressed mind. Why it was just the thing and so easy! She almost ran but she recalled "teacher's dignity" being jeopardized. Immediately she reached her room she just opened the window near her table and hurriedly turned the pages of her lesson plan. She began to write "Same as yesterday," "Same as Sept. 10," "Continued," "Same," "Continuation of yesterday" on the vacant blocks. Within a short time she was through. She inspected the class Register. She was shocked. Ye Gods! She always forgot to ask the birth date of her pupils. She got a pencil and tentatively placed some dates. "Nora Tigas must be ten years old now. Let me see, she must have been born sometime in 1937." She wrote 4-10-47. She computed the other ages in the same manner. "I can still change this after the visit. As it is now it is up-to-date"

Some pupils had arrived and had opened the other windows.

"Clean the room children," she instructed. "Our Division Superintendent is coming. Ana and Martina, get

rags and wipe the floor. Nora, sweep the walls and the ceiling. Rita, the porch."

She looked out of the window. "Boys, pick up the pieces of paper. Mario, sweep the ground. Who has nice potted plants at home? Pedro and Juan. Alright, you two run home quickly now and bring your potted plants here. You will also take them home this afternoon."

"Oh, hello! Miss Cruz, I didn't see you come. Are you ready?" she called as she saw the other teacher also giving last minute instructions to her pupils.

"I'm scared," Miss Cruz replied. "I just do not know what to do. What time do you think will they be coming?"

"I do not know. I hear they will be in the Central for lunch. They may be here in the morning before that time or in the afternoon," Miss Reyes answered.

"Who will be with the DS?" the other asked.

"I hear the Academic Supervisor and our District Supervisor. Maybe the Principal is coming along."

"I wonder," Miss Cruz said, "what else we need to prepare or do. Oh yes! Did Mr. de Guzman tell you if we shall prepare anything to eat?"

"No, let us ask him."

They walked quickly to where Mr. de Guzman was supervising the last minute planting of "espada plants" along the borders of the sidewalk and laying of lines of stones beside these for support.

"Mr. Guzman," Miss Reyes approached. "We were asking each other if we are to prepare anything to eat."

"God!" Mr. de Guzman exclaimed. "I forgot about that. Now, let us see, what do you suggest?"

"Ice cream," Miss Cruz suggested.

"Good, but where can we get ice now?" Mr. de Guzman remarked.

"I know," Miss Reyes hit upon an easy one. "Let us have *nilugawang manok*. We will request Ka Iliang to cook now. If they do not come this morning, it can be heated this afternoon."

"Yes, yes," echoed the two.

"And Mameng made *puto* today."

Mr. de Guzman went to Ka Iliang while the other two went to Mameng.

At eight o'clock the classes had started, although some pupils were still in the yard—some sweeping, others fixing the stones, and a few picking up the bits of sticks and other dirt.

The regular classroom routine was dispensed with so that the pupils could be given last minute instructions on how to greet the visitors, how to stand, how to walk, how to pass in and out, how to hold the book when reading, how to speak, how to behave when a visitor enters the room, who would recite often when a visitor observes, what to answer to certain questions, and so forth. The pupils were made to stand, their hair combed, their hands and feet inspected—those with dirty limbs were sent out to wash, their books and other room equipment were re-arranged.

Recess time came and still the visitors had not arrived. So after the pupils had entered there was again the picking up of pieces of paper, candy and cake wrappers, cleaning of the floor, and fixing things.

Again the recall of last minute instructions on behavior when the visitors should arrive.

When the pupils were dismissed there was a loud whoop and Miss Reyes became pale for at that moment a shiny automobile was stopping at

the gate. The crowd of pupils converged at the gate and suddenly paused. A chorus of 'Good morning, Sirs' filled the air. The crowd opened and the beaming faces of three respectable-looking individuals appeared. The three teachers easily recognized Mr. Lopez, the Principal, and Mr. Flores, the District Supervisor. The third person was not known to them. Perhaps he was the DS, but a fourth man appeared and so they could not be certain of their conjectures. Meanwhile, the children had surrounded the new car to touch and feel its streamlined smoothness.

For a few seconds the visitors stood still and surveyed the general view of the school. Mr. de Guzman took advantage of this situation to approach the group, although he was most disturbed for he remembered that not one word was said to the pupils about not touching or drawing finger lines on the smooth sides of the new car. The two lady teachers could not at once decide whether to go and send the children away or just ignore the situation. They decided on the latter and hoped the DS didn't notice.

"Cleaners," Miss Reyes and Miss Cruz called in agitated tones. "They are here. Clean quietly and fast and when they enter our room, stop cleaning and say, 'Good morning, Sirs!'"

It was a most impressive moment for the three new teachers. Mr. Flores presented them to the Superintendent. The fourth man was the Division Academic Supervisor.

After a brief inspection of the grounds and rooms, the Division Superintendent called them together at the porch and said, "Mr. de Guzman, I want to congratulate you, Miss Reyes and Miss Cruz, for the great achievement you have made in this school. The improvements you have done are so evident."

Mr. Flores told them that they could not stay long for the "merienda" for it was almost lunch time and the Central teachers had prepared for that.

It was only when the visitors had left that the three teachers again found time to express the thoughts foremost in their three minds.

"Do you think he had noticed that the children touched his car?" Mr. de Guzman asked.

"Those idiots," Miss Reyes exclaimed. "I shall teach them tomorrow. Look!" and she pointed to two pieces of rags left in the middle front of the room. "Do you think those were there when the DS entered?"

PRESIDENTIAL . . .

(Continued from page 13)

struggle, the nations losing out and feeling eventually the pinch of hungry stomachs are the ones which start trouble. If it were possible to establish an Economic Commission for the World in which there are no filibusters but only statesmen who are truly and sincerely interested in obliterating the economic demand and supply so that all mankind will be equally benefited, maybe something will have been started to remove once and for all the source of all wars—the empty stomach. Ah, but we are asking for the millennium; and we are only teachers, not world economist; not even ECAFE kibitzers!

7. What strikes us as ironical in this business of the UNESCO is the fact that the countries which should be the subject of UNESCO's solicitude are not in the UNESCO. Which probably means that while the UNESCO nations are working so hard for peace, those outside the organization cannot be reached by their efforts. In other words, we are trying hard to promote peace among people who are already peace-loving, and our efforts do not reach those who are bent on creating trouble for the world. Are we really getting anywhere?

8. And talking of peace reminds us of the General who is in the UN as representative of the Philippines. He has made a name for the Philippines and for himself (himself, mainly), in his efforts to help the world seek and fashion the instruments of peace. Would it not be a good idea to ask him to come back here and try his skill at the job which certain generals of the army and the Great Guerilla Supremo himself have bungled so well? We might yet be convinced that the tongue is mightier than the bazooka.

9. In the meantime, we teachers must do our job. We must keep on preaching that the surest road to peace is an intelligent understanding of the lives and labors of other peoples and of cultivating a genuine love for them no matter what their creed, color or conscience. International brotherhood is a lofty and far-way ideal, but there is nothing else more worthy of our efforts as mentors of the citizens of tomorrow.

If we cannot say FINIS to atom-bomb manufacture, the bomb will finish us! Before that happens, and while we have this chance to say so, let us wish one and all a Merry Christmas and a Happy New Year!

WORLD PEACE AND UNESCO

By BLAS ABELLA

"Peace on earth, good will to men."

—Bible.

The desire for world peace is not a new thing. It began way back in 1918 when World War I ended—when democracy demonstrated its triumph over the tyranny of totalitarian forms of government. For a time after the armistice on November 11, 1918, the world was calm and safe for democracy. In spite of the provisions of the armistice to forestall future aggressions and keep the world in peace, some countries vied with one another with democracy hanging on the balance. World War II became inevitable.

Realizing the need for preserving world peace, President Roosevelt and V. M. Molotov, People Commissar of Foreign Affairs of Russia, in 1942 discussed not only cooperation in the war, but also the problem of maintaining peace, freedom and security after the war.

In October, 1943, the foreign ministers of the United States, Great Britain, Russia and the Chinese Ambassador to Russia met at Moscow and agreed on "the necessity of establishing at the earliest practicable date, a general international organization based on the principle of the sovereign equality of all peace-loving States." The United States Senate pledged to join in establishing an international authority with power to

prevent aggression and to preserve the peace of the world.

At Teheran, (The Big Three), Churchill, Roosevelt, and Stalin, decided that "all United Nations may establish peace which will command the good will of the overwhelming mass of the peoples of the world . . ." In 1944, representatives of the United States, England, and the Soviet Union and later China met at Dumbarton Oaks in Washington and drafted proposals for a world organization and in April, 1945, the United Nations drafted its purposes foremost among which is to maintain an international peace and security.

Then came the UNESCO—United Nations Educational, Scientific and Cultural Organization—whose members declare that since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed. They believe that the differences and inequalities among peoples may be ironed out not by political and economic arrangements among government entities which do not guarantee lasting peace among different peoples of the world, but with something other than agreements. To the UNESCO, the solution and the best solution is mutual respect and understanding among men and races. To them, the solution is giving all men, irrespective of race and color, full and equal opportunities for

education in the search for truth. A free exchange of ideas among peoples should be the dominating element in the education of the people. The sovereignty of all nations shall be respected and the people's rights to choose their own form of governments shall be recognized. There shall be an abandonment of the use of force by any nation as an instrument of national policy and a complete disarmament of aggressor nations. Increased facilities in the means of communication between people of one nation with one another and between peoples of different countries should be the goal in promoting better and mutual understanding and knowledge among them. The different peoples, through the educational, scientific and cultural relationship, may attain that objective of international peace among mankind.

To UNESCO belongs the credit of laying the foundations of world-wide unity and peace. Her aim to establish a world citizenship should be upheld. Every nation should lend a hand in supporting the principles of the UNESCO in her efforts to establish close re-

lationship among world peoples regardless of race and by making them enjoy human rights and fundamental freedoms inherent to the democratic ways of life.

At this time of the year, more than any other time, for the sake of Christian love for peace of our people, we should merge all the many loyalties into a common concept, the One-World concept. We should drive home into the hearts of all peoples the idea of peace as one and indivisible. From the minds of men, let us hope that in the very near future, the best defense for peace shall be conceived. Finally, let us all hope that irrespective of party differences and suspicions among nations, we can yet be one and united for His sake. Let us have no World War III.

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The PHILIPPINE EDUCATOR is the official organ of the Philippine Public School Teachers' Association.

PUBLISHERS: The Philippine Public School Teachers' Association.

ACTING EDITOR: Marcelino Bautista.

MANAGING EDITOR: (Miss) Rosalinda S. Sarmenta

RATES: P7:00 a year; club rates of ten subscriptions or more paid for in advance, P6.00; single copies, P0.60 each.

EDITORIAL AND BUSINESS OFFICES: 1289 Dos Castillas, Sampaloc, Manila, just off the Forbes Street Rotonda.

REMITTANCES should be sent by check or by postal money order payable to The PHILIPPINE EDUCATOR.

The magazine is published every month of the year. Entered as second-class mail matter in the Manila Post-Office.



PRAYER FOR PEACE

FRANCISCO OPIANO JAVINES

Former Elem. School Principal

*The Prince of Peace is born
To bring a haunting glimpse of heaven
And angels sing of peace on earth---*

But is there peace---?

*O Lord, there is no peace and never has there been
When Man desires to make his peace without Thy blessing;
to measure peace in terms of wasteful pleasure;
to barter Roman peace with "bread and circus";
or buy a Munich peace with base appeasement;
to fight and kill for peace but not to live it,
to mold and forge his peace with cannons, chains, and bombs
to build his peace not in the hearts of men
but o'er the rotting carrion of a million graveless dead,
Amidst the ruins of a ravaged, blood-soaked land
Watered by the tears of sonless mothers, fatherless children,
By ravished, haggard, and hungry women—
A sullen, deflowered, de-generation.*

*As for goodwill? It's called diplomacy,
a sugared name for plain hypocrisy,
For goodwill does not thrive
When man knows not the will to good
And men would scorn the Will of God;
When peace on earth is but a parody,
A chaotic confusion of wrangling
Between periodic chaos of fighting;
When man would set before himself
A thousand gods and shibboleths;
The god of money and the machine,
The god of work and wordly wisdom,
The god of capital and labor,
The god of "isms" and "ologies,"
Of super-efficiency and regimentation,
And the Great God "I":*

*For through all the lesser gods, man worships himself alone,
And a million self-worshipping men are a million self-made gods,
Each supreme unto himself, each a crucifier of Peace---*

And Peace is lost unto the earth---

*And Man, the Conqueror of Peace, enthrones himself
And sits under a modern Sword of Damocles,
While all of life becomes a bare existence,
A breathing spell beneath the gloomy shadow,
Cast by that ominous Watchdog of the World,
That man-made monster, marvel of destruction,
That dreaded and yet doubtful might of present right,
That evil justified, the devil's own delight,
the grim Atomic Bomb!*

*So teach us peace, Oh Lord, and help us live that peace;
The peace of simple creatures fulfilling nature's mandates;
The peace of busy bees and thrifty, laboring ants;
The quiet peace of farmers laboring in the fields
fearing no lust of an overseer;
The noisy peace of city workers, manning their machines,
dreading no boss or union dues;
The peace that clasps the feeble hand of an unknown,
or salves the dirty wounds of the unwashed;
The peace that sings by flower scented springs,
or drinks the wonders of a dew-clad dawn;
The peace that bows a sweet-blest brow upon the peal of Angelus,
Or smiles upon a slumbering child;
The peace that knows no creed, nor caste, nor color;
The peace of Freedom, Truth, and Brotherhood;
The peace of strong, stout-hearted men
and pure, true-hearted women;
The peace of mind and heart, the lasting, God-blest peace:*

the Peace within ourselves and with ourselves---

*For peace we pray, Oh Lord, but grant us above all
The simple souls to feel and live that peace,
the humble hearts to cherish and possess:
The riches one can reap by selfless, gainless giving,
The will to change existence into living;
The strength to conquer all the forms of fear,
The gift to mint a laughter from a tear!*



THE CONSCIOUSNESS OF AN ACHE

(A Short Story)

By ESTER VALLADO

Mabalacat Elem. School, Pampanga

Long streaks of a Friday sun streamed through the broken windows, limply draping the rows of improvised chairs and desks. The sound of spattering bakia-clad little feet soon closed the day. I thought of Baby who should be fed by now. So for a few hasty minutes, I viewed the empty desks before me, and the crude handwriting on the board done by the cleaners. Somehow, I sensed an oblique emptiness in the room so full of life a few moments before.

A week's work has passed. There seems nothing remarkable about that, really. Classes come and classes go. Lesson plans and the daily routine. Routine and the lesson plans. I wonder oftentimes if work is for man or man is for work. But I must go home now. Pidiong will be home from his teaching, too, with the evening almost gone. Baby must be struggling out of Nanang's hold by now. Indeed, I must go. Across the garden of pechay and mustard, I can see the far-off Zambales hills on a crest of which the sun lingers, like the clasp of dying hands.

It seems centuries ago when I used to carry books, too; no, not lesson plans and test papers, but books. Yes, books and lecture notes. The University quadrangle used to lose itself in focus as the white portals seemed to merge with the mass of concrete beside them as soon as I caught sight of him, waiting at the foot of the steps at the Palma Hall. Ah, lost were the words--- "that they may

delve deep into the wisdom of the ages,"—in the depths of those dark heavens, his eyes. "That was some march," he said. Commonwealth anniversary. Those PMA's had taken time out to come down from the City of Pines.

Our laughter was acknowledged by the stars up above. Hand locked in hand, we felt the vastness of the sky, we breathed in the exhilaration of being in love, refusing to think of such things as coming fear. Meanwhile, too, I thought of the letters, B.S.E., which made me pore over those books, and of the little sheet of something to be put in a frame.

"---And I'll keep house for you," deep in my heart I told him.

He told me, "Two and a half years are just two and a half steps. I will have shed my gray uniform by then," he added.

"You're wonderful in your uniform," I said.

"But I can't have you while I'm yet in it," he retorted.

We walked on and on. Time had stopped for us. We held it in our hands. Like the sheer happiness from fondling the soft petals of a rose. Like listening in rapture to Schubert's Serenade, and to the bewildering whispers of the pines. Like nothing at all on this earth!

"Look at that square light from that house," he interrupted my thoughts. "I shall find comfort and you there when I come home from work." I

felt the cold buttons on his uniform---

Then came the nightmare of December 8, 1941. During that nightmare, I refused to believe that there were bombs and Japanese. I refused to believe that Roque was one of those newly commissioned cadets who had been sent to Bataan. No--- No--- He could not have gone to Bataan.

It took many months for me to shake off that unseemingly reality. But all the while it was there, like the relentless fading away of lengthening shadows. Unconsciously, I felt aware of everything around me, except of the mask of stupefaction I wore on my face.

The news of the fall of Bataan and of Corregidor and the infamous O'Donnell Camp scurried along apparently without any effect on my embittered life. For what mattered more than anything else in the world was the reality of his being released from a war prisoners' camp. He had returned from Capas but was a mere ghost of the stately figure he cut way back in PMA days. But it was said of love--- "Omnia Vincet Amor?" I pinned my hope on that. Alas, for the dark, adoring pools of heaven in the look of his eyes. In their stead, sunken eyes seemed merely to stare at people with gnawing bitterness.

The hard Occupation days came to stay for what seemed to be an interminable period. I felt so keenly the tense struggle for existence. I learned the bitter lessons of pitting one's pride against want. There were times when I felt I was not strong enough to go through all the nightmare of the war—the leering Jap faces, the search for the things to appease hunger, guerrilla days and escapades. It seemed that these were too much for me.

I flicked off the tears from unbrave eyes. I held on to the last, clinging steadfast to the smithereens of hope as I received the message, as I saw the pleadings of his eyes when he took to the hills.

I shall wait, I assured myself. Even if the waiting be forever. I shall never forget him. Never!

I think now of those times when horrible stories of the war were as common as food was then uncommon.

And then the Americans had returned. But no Roque came back. Many more months. Still no Roque.

I can see the far-off blue mountains atop which the scudding clouds hover. He will come, I told myself. He will return. But the hard reality of facts could not be held off any longer. Each day was becoming an empty echo of such memories as the magazine "The Corps," as the U.P. quadrangle, as the gray uniform with the silver buttons on, as the pungent smell of the pines.

In this town of Manibato, I stumbled upon the teaching profession. Ah, I used to smirk then at the thought of it. I realized soon enough, however, upon entering the teaching profession that one is doomed, in all probability, to spinsterhood.

But I found I was mistaken, for was it not a year ago when Pidiong succeeded in persuading me I would make him a good wife? Well, yes, a wife but not a housewife.

I must hurry now. There's the square light; Baby is crying. I'll be too tired to do any housework. There's Nanang, anyway. Pidiong and I will soon be too busy making the lesson plans for the next day. Too busy even to look at each other. I become conscious of an ache somewhere inside of me. I must be getting foolish, I chide myself.

LETTERS from the Field

The Editor
Sir:

I have been closely following with interest the **PE** since its first issue. I am now positively convinced that my conclusion when I first read the magazine was correct — that it aims to serve and promote the interests and well-being not only of the 57,000 public school teachers but also of the more than 1000 clerks and janitors in the Bureau of Education.

Since the **PE** is the official organ of the Philippine Public School Teachers' Association only, will it not be advisable to change the name of the association to a new name that will embrace all groups of under-privileged public school servants that the **PE** has been and is now valiantly and splendidly serving? If so, may I suggest that it be named **BUREAU OF EDUCATION TEACHERS AND EMPLOYEES ASSOCIATION** or **BETEA**.

The change may benefit both the association and the organ in the following manner:

1. Formal recognition and acknowledgement will be given the **PE** by the groups of employees concerned for **PE's** steadfast devotion and sacrifices for and in their behalf; it will give more inspirations to the **PE** and at the same time assures itself of a solid backing by the Bureau of Education people.

2. Membership for and subscription to the association and magazine respectively may be increased from the grateful clerks and janitors in the Bureau of Education, who it is believed, will not hesitate to join the association.

By now, I am sure many clerks and janitors in the Bureau of Education are convinced of the imperative need for a militant organization that is far-

reaching and national in character, if they want to improve their lot through the benefit of progressive legislation. Only they do not know what to do and where to go. The PPS-TA is their answer and the **PE** their only hope and means!

By force of close contact and the related nature of the functions being rendered by both public school teachers and school clerks and janitors, these groups of public servants should and ought to band together for common ends.

Sincerely yours,
PLACIDO L. LUMBAY

Editor's Note:

According to the Constitution of the Philippine Public School Teachers' Association, all personnel in the classified civil service of the Bureau of Public Schools can become members. Since janitors are not in the classified service, they cannot become members. This does not mean, however, that janitors will not be included within the scope of our endeavors to improve the workers' welfare.

We are making a study of the salaries and qualifications of clerks in Division Offices to the end that we shall be able to supply authorities concerned with information which will convince them of the need of improving the welfare of clerical workers. In the last session of the Congress of the Philippines the PPSTA introduced a bill to improve the salaries of educational personnel including the clerks. Unfortunately, the proposal did not go through... This does not mean that we are through with this bill... We shall revise its objectionable features and submit it again. And again!

An Evolving Bill of Rights for Teachers

(From the *NEA Journal*, Nov. 1946)

It is interesting to know what teachers in the United States consider their bill of rights. How do teachers in the Philippines fare when we compare their "rights" (which rights?) with the teachers of America?

1. The right to teach classes that are not too large—in general, from 10 to 20 pupils.
2. The right to have time in the school day for planning.
3. The right of a 45-hour week.
4. The right to an adequate amount of helpful and constructive supervision.
5. The right to adequate compensation for the full year of 52 weeks. Teachers' salaries less than those demanded by strikers. More than \$1,000 less. Average \$1,786.
6. The right to have good materials and enough of them.
7. The right to work in a room that, with the help of the students, can be made pleasant and appropriate to the task to be learned.
8. The right to the same personal liberties which other respectable citizens assume for themselves as a matter of course.
9. The right to an internship.
10. The right to a realistic program of in-service education.
11. The right to participate in modifying the curriculum and methods and in formulating school policies.
12. The right to keep from being lost in the profession.

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READING READINESS FOR BEGINNERS

FABIAN V. ABITONA

Curriculum Division

The success of a reading program depends to a great extent upon the kind of preparation children have before the formal reading activity begins. Indeed most of the undesirable habits in Reading are traceable to the inadequacy of the pre-reading period. Due to the haste with which children are made to read, they oftentimes find it difficult to form correct associations with the printed symbols, and failing in this, they find the task of reading repugnant instead of being pleasurable. Wrong attitudes are thus formed and unless these attitudes are corrected, the task of teaching Reading is difficult indeed.

Now the question is, when is a child ready to read? When can we safely begin formal reading from the printed page and how? The very first thing that a child needs when he enters school is adjustment. The child, finding himself with strange people and in strange surroundings, needs a certain length of time to make himself acquainted with those around him and to familiarize himself with the school routine. Unless the child is emotionally adjusted, that is, unless he finds happiness in the company of his classmates, accepts the new order of things, or happily identifies himself with his group, he is not ready to learn anything. Self-confidence arises from a state of happy adjustment, from the realization of the ease and pleasurable-ness of doing things.

How can this happy adjustment be made? Adjustment is personal adaptation. It arises from a personal feeling and acceptance of the nature and state of things as well as a personal

effort to change one's self to conform with them. And this process may be done through varied activities which are wholesome and pleasurable. Among such activities may be mentioned the following:

1. Games, songs and dances.
2. Group activities.
3. Manipulative activities.
4. Field trips.
5. Home visits.

Little children are intensely curious and singularly receptive to rhythmic sounds and movements. For this reason, activities should be replete with action and should provide an outlet for their curiosity. In other words children should have plenty of enjoyable experiences — experiences that make them crave for more, experiences that make them feel secure, that lead them to independence and responsibility.

The second problem that confronts a teacher in Reading for beginners, is the building of children's hearing and speaking vocabulary. At the same time that the children are making themselves emotionally adjusted, they invariably learn to talk and chatter as children only could. They also learn to say originally a thing or two, to repeat jingles and rhymes, to tell simple stories, and to converse among themselves. It is this speaking and hearing experience that is the very groundwork for future reading activities. In fact, the extent to which pupils can tell the names of things or recognize and express their ideas in words more or less indicates the degree or extent to which they are ready to see them in printed form.

For this reason, before any formal reading activity is done, the children must have a vocabulary wide enough. Such vocabulary maybe built through:

1. **Supervised free cooperative play activities.** Action or doing words best taught through such activities.
2. **Picture Study.** Descriptive words such as "pretty", "beautiful"; color such as "red", "blue", "yellow"; size such as "big", "small", "little", etc., can be illustrated through pictures, cut outs, posters, etc.
3. **Collecting things such as leaves, flowers, stones, shells, pictures, insects, etc.** Names of things are best taught through visual associations with real objects.
4. **Music, poems, rimes, and jingles.** Words that sound alike have a particularly rich appeal to small children.
5. **Riddles, puzzles, etc.** Simple riddles and guessing games are good means for satisfying children's curiosity.
6. **Books, pictures, and magazines.** Books rich in pictures are not only a source of much enjoyment but also are vital factors that awaken children's interest in them.

Aside from the building of their speaking and hearing vocabulary, children should be able to acquire the following abilities:

1. **Visual abilities** — Children should be able to:
 - a. Identify pictures, colors, and objects.
 - b. Find specific objects in pictures.
 - c. See likeness or differences in

objects, pictures, and words.

- d. Follow sequential pictures arranged from left to right.
- e. Follow the lines on a chart.
2. **Auditory abilities** — They should be able to:
 - a. Identify words with like beginning and ending.
 - b. Make simple rhymes and jingles.
 - c. Clap their hands with music or with words in rhyme.
 - d. Listen to recurring notes or sounds.
3. **Motor abilities**—They should be able to:
 - a. Run, climb, skip, hop, or jump.
 - b. Clap with rhythm using a rhythmic band or instrument.
 - c. Handle blocks, bounce balls, hammer nails, etc.
 - d. Draw, trace, or color something.
 - e. Cut, tear, or paste pictures.

Now we shall try to answer the questions we asked somewhere in the beginning of this article. When is a child ready to read? What are the evidences that children are ready to begin reading? Although the readiness with which children become ready to read depends upon many factors, the following paragraphs freely quoted from the "Resourceful Teacher"³ may indicate when one is ready to read:

"Teacher observation, school records, formal and informal tests, conference with parents and children, together with reports on physical fitness, reveal the successive stages of development of each child. A normal child sooner or later reaches the stage of wanting to

learn to read. Casual play contacts with printed material are not enough. He wants to read for himself. Some children reach this stage early in the school year, others later. A healthy six-year old child is usually ready to read if he:

- a. Has normal sight and hearing.
- b. Has background of experience which enables him to interpret situations found in pictures.
- c. Understand the words he will meet in his first reading.
- d. Pronounces these words with reasonable accuracy.
- e. Enjoys and interprets simple pictures.
- f. Understands and follows simple directions.
- g. Recognizes the function of printed symbols.
- h. Recognizes colors by name.
- i. Shows reasonable auditory and visual discrimination.
- j. Can remember and recount

experiences in sequence.

- k. Can express ideas in complete sentences.
- l. Has strong interest in many things.
- m. Accepts changing conditions without showing strain.
- n. Participates constructively in group activity.
- o. Has a growing fund of ideas.
- p. Enjoys looking at books and handling them.

From the above discussions, we gather that Reading readiness involves the emotional, social, and physical development of children. It is a period of preparation wherein children are helped to get their proper adjustment—a period wherein attitudes, habits, and skills are learned as a basis for the participation of vicarious experiences.

¹The Resourceful Teacher, September 1947, Vol II, No. 1, pp 1-4.

²Ibid

³Ibid

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RIZAL AND THE JOIE DE VIVRE

By GILBERT S. PEREZ

What one should admire in Rizal is the richness of his life, his wealth of knowledge in various fields, his varied powers of appreciation which enabled him in the short space of three decades to live a life that very few if any of his contemporaries could duplicate. Rizal was an embodiment of "Joie de vivre", of finding happiness in many fields of action. The French expression, "Joie de vivre", is often very erroneously interpreted. Many believe that "Joie de vivre" means frivolity, revelry, and debauchery. That is not a true interpretation of the phrase. "Joie de vivre" means the enrichment of life and of living and the ability of finding happiness in different high-ways and by-ways of life as well as in the seclusion of one's home. It is in this that Rizal is unique among the great reformers of the world.

No study of the growth of liberal thought in the modern world can be complete unless Jose Rizal is included among the great leaders in this development. However, great reformers have invariably been individuals endowed with one-track minds. They have been usually so obsessed with their main objectives that they were oblivious of the life that was around them. They concentrated on their main tasks and few had the capacity or the ability to see any value in anything other than the great task to which they dedicated themselves. There were the three outstanding Oriental reformers—Rizal, Sun Yat Sen,

and Lenin (for I consider Lenin an Oriental and however I may hate or decry some of his philosophy, one cannot minimize the extent of his influence both on the Occidental and the Oriental world); of these Rizal is the only one of the triad that shines out as an example of one who not only reached his objectives but who also lived richly while accomplishing them. Rizal was not a recluse nor was he one who spent his days in meaningless revelry. He was a lover of beautiful women but no one can say that he was a libertine. His friendship with those with whom he came into contact was a joyous and worthwhile experience for both and was unsullied by guile or deception. He could cultivate a worthwhile friendship with a blonde from the Alps or with one from warmer climes and none carried wounds of disappointment or of disillusion. As a moralist we cannot forget his words of admonition to his countrymen in Madrid when he chided them severely and told them that what they did when abroad reflected either good or evil and as such influenced the foreign mind with respect to the Philippines and the Filipino people. As a commentary on the relationship of Rizal with his numerous women friends, it is pleasing to note that his conduct was such that there was no breath of scandal, no heartbreaks and disappointments in their relationship with Jose Rizal, the great scholar and above

all the perfect gentleman.

Don Isabelo de los Reyes in "La Sensacional Memoria" stated that Rizal sacrificed his native passions to his country. I do not believe that Rizal made this sacrifice. What he really did was to lead them into paths that would not interfere with his greater and more passionate love of country and love of fruitful and happy endeavor. It was not a question of sacrifice; it was merely a task of making his relationships contributive and not merely senseless and debilitating debauchery that would interfere with the tasks that he had assigned to himself. Not a narrow austerity but a controlled emotional set-up that gave him happiness without harming those things which were dearer to him than life itself.

Some may say that Rizal was a dillitante—a man endowed with such varied abilities and capabilities for enjoyment in many different lines and fields. However, there is something lacking in the word **dillitante** because it precludes any serious efforts in any one line. In this respect he was no dillitante because he did not sip, butterfly-like, here and there, unmeaningly and without thought or objective. He drank wholly or fully of the good things of life—whether it was with his pen, with his brush or with a definite trend in all that he tried to accomplish.

Retana clearly noted this outstanding feature of the character of Rizal but while he seemed to be praising the microscope of a scientist or the scalpel of a surgeon, and these were the varied accomplishments of Rizal, we can easily detect a note of malice and a barb of satire in his pseudo-eulogy, for although I recognize most emphatically the outstanding value of

Retana's work and the most excellent contribution that he has made to Rizaliana and in spite of the fact that I consider Wenceslao Retana to be one of the great bibliophiles not only in Spain but in Europe, I am regretfully led to believe that Retana never completely rid himself of his jealousy and dislike of Rizal even in after-life when he was writing a biography that was supposed to be an appraisal of the work of a man who in Retana's earlier years was his pet **bete noir** and his principal obsession.

The late Don Epifanio de los Santos once graciously presented me with a communication written by Blumentritt to a Manila newspaper that had published a most scurrilous attack on Rizal in an article signed with a pseudonym. This writer of the article was none other than Wenceslao Retana. Blumentritt was equally as bitter in his arraignment of Retana and lambasted him for not having the civic courage to write such an article under his own name instead of under a concealing pseudonym. The Japs unfortunately destroyed this letter but since reading it I could never entirely convince myself that Retana was ever able to completely rid himself of his former prejudices against Jose Rizal.

"As a physician, Rizal was not a Mariani; as an artist he was not a Gustav Dore; as a poet, he was not a Goethe; as an antropologist, he was not a Virchow; as an ethnologist, he was not a Ratzel; as an Filipinista, he was not a Blumentritt; as a historian, he was not a Macaulay; as a thinker, he was not a Nietzsche; as a naturalist, he was not a Buffon; as a linguist, he was not a Hervas; as a Malayologist, he was

not Nern; as a philosopher, he was no Zola; as a writer he was no Melendez y Pelayo, and as a geographer, he was no Reclus."

But hombre! Who ever claimed that he was? Certainly Rizal himself never had the egotism that would warrant such pretensions or such presumptions. Nor are his countrymen so naive as to exalt him to the rank of what Rizal himself would have sarcastically termed: "Sabro profundo en todas clases de sabidurias."

However, this veiled "desprecio" of Rizal in spite of its hidden satire, in spite of its veiled sophism, is in reality when properly studied, interpreted, and analyzed, in spite of the real intention of Retana, was the most remarkable eulogy that has ever been made with reference to Rizal because one who reads will by no means be impressed by Retana's ironical and multifarious negations. It is not that Rizal was not a Virchow. It is not that Rizal was not a Macaulay. The main source of wonder and admiration which Retana knew and could have mentioned if he wanted to was that one whom he had formerly considered a mere Indio "presundo y presuntioso" could in the short space of less than three decades have the intelligence, the sagacity, the ability, and the determination to qualify himself so eminently in so many different fields of cultural scholarship and of scientific achievement. Few and far between in the history of the world do men appear on the scene even with a modest store of ability in so many and so varied fields of human endeavor. Instead of a "desprecio" it was a supreme honor for Rizal even to be mentioned in connection with so many leaders in so many different lines of scholarly activity.

Rizal never aspired to leadership

in any of the fields mentioned, not because he lacked the ability or the intelligence but because to do this even in one line of work would not fit into his philosophy of life.. His innate Joie de vivre, of enjoyment of the finer things of life, would not have permitted him to devote the years of his short life in the complete mastery of any one field. Life and living was too precious and there were too many avenues of happiness that were open to a man of his capabilities to sacrifice years of work that would be needed for perfection and leadership. If he were willing to spend the necessary time he could have become one of the world's greatest historians; he could have become one of the world's greatest scientists. He could have written 20 instead of only two best sellers. Furthermore, the tasks that he had assigned to himself in behalf of his people and his country would not permit him the luxury of spending too much of his valuable time to another equally time exhausting specialty. Besides, there were many others who had the time to do this without having to work for the eradication of evils that prevailed in their country. He had a task to perform and his own life to live and to enjoy. Furthermore, he was the only one who could do this task efficiently and I believe that he realized it. There could be many great historians, past, present, and future; there could be also great scientists for each generation; but there could be only one Rizal and nothing could or should interfere with the fruition of the plans that he had made for the betterment and for the enlightenment of his people. He did not aspire to be a great novelist and his novel might not have been a great one from a literary standpoint, but it was the mightiest

plea for justice and for the right that had been written since Harriet Beecher Stowe wrote her immortal **Uncle Tom's Cabin** and paved the way for universal human freedom. More of a political "feuilleton" than a romance it stirred the souls of men as effectively as an oration of Cicero or a Philippic of Demosthenes and led to the fruition of liberal thought in the Far East, just as effectively as Beaumarchais' **Barber of Seville** paved the way for the Liberty, Fraternity of a Republican France. Who cares whether nor not Rizal was as great a novelist as Melendez y Pelayo—whatever the literary marvel might be, the fact remains that what he wrote has influenced the history of his country and has made greater contribution to human liberty than any of the greater and better novels penned by better and greater novelists. Rizal might not and would not have written a **Les Miserables** but only Jose Rizal could pen an effective **Noli Me Tangere**. Only Rizal knew what lay hidden—unspoken in the heart of his countrymen; only he had the ability, the courage, and the determination to bring these hidden things out fearlessly into the open.

However, Rizal was a free soul—one who not only loved a book but loved different types of books, who appreciated human friendships and who delighted himself and his friends with his pen, his brush, and his sculptor's mallet. He could seek happiness with his microscope and find an emotional outlet in the study of nature and its wonders. Without this freedom to work for the interest of his country and to seek enjoyment and happiness in varied fields, Rizal would have been sunk in a sea of boredom and ennui. His unusual ability to make the most of the **Joie de vivre** is what adds to his fame and

his stature. When he finished his "Noli Me Tangere" and his "Fili" he turned his talents into other directions ever seeking experiences and accomplishments that would add to his richness of life and thereby make a greater contribution to his country and to his people.

A successful physician, yet he writes to Blumentritt from Dapitan and says: "**Me voy agricultor porque aqui apenas me dedico a la medicina.**" "When my maquina de fotografia arrives I will take pictures of my 'bosque civilizado' which I am constructing with its lawns and steps and benches and I shall send copies of them to you, my friend and brother." To his scientist friends in Austria, he sent lizards, butterflies, and other natural history specimen, another pleasant outlet for happy endeavor. Rizal abhorred boredom because he realized that boredom was a vacuum, and a vacuum had no place in the life of Rizal. Even in his prisons he found ways and means to avoid boredom both in Dapitan with his scientific and teaching activities and in Fort Santiago with his pen. With such men "walls do not a prison make". If he had been deprived of his pen he would have found some emotional outlet in classifying the different types of hexapods that invaded the loneliness of his prison cell, for a man who loves is never entirely alone.

Furthermore, he did not build his life solely out of local material, strands that connected him with fellow scientists, friends and fellow scholars far across the seas and which enabled him to pluck a note here and there on the strands and receive comforting echoes from the Austrian Alps and from the Spanish Pyrenees. But with all of his cosmopolitan make-up Rizal never once forgot that he was a Filipino; he never wavered once in his love for his people and for his

(Continued on page 50)



PROBLEMS in the NEWS

BY SILVINA C. LAYA

1. Secretary of State Marshall told Congress that China and Europe need \$2,657,000,000 as American aid. \$300,000,000 is earmarked for loan to Chiang Kai-shek to combat inflation—i. e., the loan would be given China only if Chiang Kai-shek institutes basic economic and political reforms—presumably under American supervision.

a. *Why is Sec. Marshall interested in helping China?*

b. *Why is there need for political reforms in China?*

c. *Would this not be interfering with the internal affairs of China?*

2. The U. N. general assembly approved a 9-nation commission to supervise the U. S. proposal to establish an independent Korea. The Philippines is a member of the commission.

The Soviet bloc already made known that it would boycott this Commission and would bar it from the Soviet military occupation zone in northern Korea.

a. *Why does the Soviet bloc propose to boycott the Commission?*

b. *Why does Russia intend to bar it from its zone in Korea?*

c. *Is this another case of U.S.-Russia rivalry?*

3. The Soviet bloc fought for the application of economic and political sanctions against Spain. It reaffirmed the last General Assembly resolution calling all UN members to withdraw their representatives from Spain.

On the other hand, White Russia's Kiselev charged that the Philippines had openly flouted the resolution; that the U.S. and Great Britain help France in power by trading with Spain.

a. *Why has Spain become a bone of contention between Russia and the western democracies?*

b. *How has the Philippines flouted the resolution?*

Should we have acted otherwise?

c. *Why has the United States abstained from voting in favor of the resolutions against Franco?*

4. Foreign Minister Molotov said that "the atom bomb secret has long ceased to exist." Moscow broadcasts also took Molotov's theme that "Russian nationalism of the war years had given way to the resurgence of communistic internationalism."

a. *What may be the significance of Russia's possessing the atom-bomb secret?*

b. *What is meant by "communistic internationalism"? In what way is it a menace to world peace?*

c. *Why is America apparently taking every victory of Russia to mean her own defeat?*

5. The Supreme Court in a 6 to 4 decision barred aliens from acquiring residential lands when it decided against Krivenko who bought an urban lot from the Magdalena Estate, Inc. in 1941.

Chief Justice Moran said that decision was based on Art. XIII of the Philippine Constitution which limits the disposition and utilization of agricultural lands to Filipinos or to Filipino-controlled corporations.

- a. Why may urban lots be considered agricultural lands?
 - b. What dangers might have resulted had the decision been otherwise?
 - c. Is it important that our natural resources be reserved for generations to come? In what way does this decision help assure this?
 - d. Why are Americans exempted from this decision of the Supreme Court?
6. News of election frauds and anomalies keep pouring in.
- a. What can be done about election frauds and anomalies?
 - b. Should Malacañan wash its hands off them?
 - c. How may we the people help assure clean elections?
7. The Manila Chronicle's editorial of Nov. 16 says: "The highest manifestation of freedom of expression is the freedom to oppose. Democracy cannot thrive without opposition. As long as men are free to think, they will always have cause to disagree. A nation of like-minded people or of people who are forced to think the same way will certainly deteriorate into a dictatorship."
- a. Should we therefore encourage opposition? Why?
 - b. What should be the objectives of the present opposition?
 - c. Is it always disloyalty when one opposes?
 - d. How may the minority serve as effective check of the majority?
8. President Roxas told the Commission on Elections to discharge its duty "honestly and without fear or favor"

in order to prevent election frauds.

- a. What frauds, according to the minority party, have been committed?
 - b. If true, should they be tolerated by the party in power?
 - c. Why has President Roxas full faith in the integrity and honesty of the Commission on Elections?
9. President Roxas told a committee of government employees that the finances of the government do not permit any appropriation for a 3-month back pay
- a. Should government employees expect to be given back-pay? Why?
 - b. Is it the government's moral obligation to pay?
10. Mr. Venancio Trinidad, superintendent of City Schools, Manila, said: "In no progressive country in the world can we find a pattern of education so abbreviated and so impoverished as ours. What they have been trying to accomplish in the United States in eight years, using their own language, we try to do in about three years, using a language not our own."
- a. Why did Mr. Trinidad say that our educational system in the grades is equivalent to three years only?
 - b. What have we as teachers done about this condition of things?
 - c. What can we do to bring pressure upon Congress so the Educational Act of 1940 may be repealed?
 - d. What has the Bureau of Public Schools and the Department of Education done about it?
 - e. Are the parents aware of what this act is doing to the quality of education their children are receiving?
11. The request of the Philippines for a special 11,000 ton flour allotment for December was turned down. An

agriculture department official said: "They (the Philippines) are inclined to overbuy as witnessed last spring when they revealed they possessed 100,000 tons, requiring 30,000 tons to be sent to Japan to prevent spoilage . . ."

a. *Why was the request of the Philippines for more flour allotment turned down?*

b. *Is it consistent for us to request an increase of allotment when we are allowed to export this commodity?*

12. Mr. Amando B. Isip, public relations officer of the Philippine Chamber of Commerce, claimed that unless higher duty be imposed on rubber shoes from abroad, the local manufacturers will be ruined.

a. *What is the aim of that kind of tariff? Does it afford effective protection of local industry?*

b. *Why can't our local manufacturers compete with foreign manufacturers like those in Hongkong?*

13. According to Mr. Tarsilo Cabilan of San Miguel, Leyte, the town mayor increased the police force without necessary funds. The teachers' aid was solicited through the principal. They are now paying the salary of said policemen.

a. *Is this a sign of civic mindedness or servility?*

b. *Should such help be asked of teachers only?*

c. *Whenever campaigns for public support are instituted why is the teacher's help always solicited? What does this show about the teacher's influence on the community?*

14. The ECAFE is charged primarily with the following task:

a. "Initiate and participate in measures for facilitating concerted action for the economic reconstruction of Asia and the East, for raising the level of economic activity in Asia and the Far East and for maintaining and strengthening the economic relations of these areas both among themselves and with other countries of the world".

b. Make or sponsor such investigations and studies of economic and technological problems and developments within territories of Asia and the Far East as the Commission deems appropriate;

c. Undertake or sponsor dissemination of such economic, technological and statistical information as the Commission deems appropriate.

a. *Of what advantage to the Philippines is the holding of the ECAFE in Baguio?*

b. *What problems likely to be discussed and clarified are of immediate concern to the Philippines?*

c. *Would it be to our advantage if Baguio is made the permanent seat of the ECAFE?*

15. The Collector of Internal Revenue by virtue of Commonwealth Act No. 722 collected unpaid taxes from 1941 to February, 1946 from Koppel under protest. It was alleged that being an American firm, its transactions were stopped and its assets were liquidated by the Japanese.

Judge Sotero Rodas of the Manila Court ruled in upholding the Collector's right to collect the unpaid taxes, that laws although "oppressive and arbitrary" should be enforced by the courts.

a. *Should "oppressive and arbitrary" laws be enforced? Why?*

b. *How may such laws be changed?*

c. *What role may private citizens play in such cases?*

AN OPEN LETTER

to Mrs. Pecson and Dr. Osias

I congratulate you both on your election as members of the upper chamber of our law-making body. The feeling of humility so natural to a valiant fighter and an unselfish winner should enable you to appreciate the few words of an unknown teacher, member of that same group from which you have come in your climb to greater heights of public service.

One of you is the only woman senator in the Philippines; the other the only opposition candidate to poll successfully in the last election. One broke the male tradition in the Senate; the other broke the bluster and brutality of block voting.

More than one half of the public-school teachers are women; they see themselves personified in this woman popularly called "Imay." The teachers as a class are quiet and humble; therefore they turn to an outspoken, fighting senatorial candidate to speak for them, and fight for them if necessary.

The number of ex-teachers or retired teachers who won in the last election for provincial and municipal posts is surprising large. We hear of their successes in reports coming from Batangas, Cebu, Misamis, Surigao, Nueva Ecija, Albay, La Union, and Ilocos Sur. Their scores were not so bad for comparative beginners in this business called politics. They ran under any banner and acquitted themselves creditably. They owed their success, however, to the rank and file of the

teachers, those humble, quiet, seldom-complaining *maestros* and *maestras* found everywhere in the Philippines including the remotest outposts where no other government agency is known to the inhabitants. These teachers are hungry for true spokesmanship. They preferred candidates who have come from their ranks. They are the same teachers who, ignoring tradition in one case and frowning upon the political perfidy of block voting and administrative steam-rolling in the case of the second, wrote Pecson and Osias on their ballots.

The clouds of the past for both of you have been dissipated by the enthusiasm for a clean protest. The label of "Malacañan Kitchen Maid" for the ex-Principal Teacher and the tag of "Collaborator" for the ex-Assistant Director of Education had meant nothing on November 11 last. The super-aggressive teachers' pavilion campaigner and world-traveling teachers' association official of 1934 and the champion tristate orator, scold-er, writer (from children's primers to mining-law books), and marathonic lecturer have been more than vindicated. The case of the first was a protest against the male monopoly of the Senate (etymologically, old men), while the case of the second was a protest against the effeminate handling of government malefactors. Both of you are a protest of the teachers against the arrogance and the selfishness of certain money-mad moguls.

(Continued on page 50)

EASY TAGALOG

By JOSE G. KATINDIG

I—ILANG PANDIWANG NAGSASABI KUNG ANO ANG ATING DINARAMDAM O NARARAMDAMAM, DINAMDAM O NARAMDAMAN AT MAARING DAMDAMIN O MARAMDAMAN.

(SOME VERBS THAT TELL WHAT WE FEEL, FELT OR MAY FEEL)

WIKANG PAMBANSA:

- 1—nalulungkot
nalungkot
maaaring malungkot
- 2—natutuwa
natuwa
maaaring matuwa
- 3—nagagalak
nagalak
maaaring magalak
- 4—nahihilo
nahilo
maaaring mahilo
- 5—naliliyo
naliyo
maaaring maliyo
- 6—nagugutom
nagutom
maaaring magutom
- 7—nauuhaw
nauhaw
maaaring mauhaw
- 8—nabubusog
nabusog
maaaring mabusog
- 9—napapagod
napagod
maaaring mapagod
- 10—nahahapo
nahapo
maaaring mahapo
- 11—nag-aantok
nag-antok
maaaring mag-antok
- 12—natatakot
natakot

ENGLISH:

- feel, feels sad
felt sad
may feel sad
- feel, feels happy or glad
felt happy or glad
may feel happy or glad
- feel, feels glad
felt glad
may feel glad
- feel, feels dizzy
felt dizzy
may feel dizzy
- feel, feels dizzy
felt dizzy
may feel dizzy
- feel, feels hungry
felt hungry
may feel hungry
- feel, feels thirsty
felt thirsty
may feel thirsty
- feel, feels satisfied
felt satisfied
may feel satisfied
- feel, feels tired
felt tired
may feel tired
- feel, feels fatigued or tired
felt fatigued or tired
may feel fatigued or tired
- feel, feels sleepy
felt sleepy
may feel sleepy
- feel, feels afraid
felt afraid

maaaring matakot	<i>may feel afraid</i>
13— nag-aalaala	<i>feel, feels worried</i>
nag-alaala	<i>felt worried</i>
maaaring mag-alaala	<i>may feel worried</i>
14— naiinip	<i>feel, feels impatient</i>
nainip	<i>felt impatient</i>
maaaring mainip	<i>may feel impatient</i>
15— nananabik	<i>feel, feels anxious</i>
nanabik	<i>felt anxious</i>
maaaring manabik	<i>may feel anxious</i>
16— nagiginghawahan	<i>feel, feels relieved</i>
naginghawahan	<i>felt relieved</i>
maaaring maginghawahan	<i>may feel relieved</i>
17— nahihiya	<i>feel, feels ashamed</i>
nahiya	<i>felt ashamed</i>
maaaring mahiya	<i>may feel ashamed</i>

MGA PANGUNGUSAP:

- 1—Ako'y nalulungkot.
Nalulungkot ako.
Si Maria'y nalulungkot.
Nalulungkot si Maria.
Ako'y nalungkot kagabi.
Nalungkot ako kagabi.
Si Maria'y nalungkot kahapon.
Nalungkot si Maria kahapon.
Si Mameng ay maaaring malungkot kapag iiwan natin siya.
Maaaring malungkot si Mameng kapag iiwan natin siya.

- 2—Ako'y natutuwang makita kayo.
Natutuwa akong makita kayo.
Si Luz ay natutuwa kung kayo'y narito.
Natutuwa si Luz kung kayo'y narito.
Ako'y natuwa nang tanggapin ko ang sulat ng aking ina.
Natuwa ako nang tanggapin ko ang sulat ng aking ina.
Si Pedro'y natuwa nang siya'y bigyan ko ng isang aklat.
Natuwa si Pedro nang siya'y bigyan ko ng isang aklat.
Maaari akong matuwa kung sundin ninyo ang aking payo.
Ako'y maaaring matuwa kung sundin ninyo ang aking payo.
Maaaring matuwa si Piling kung

ENGLISH:

I feel sad.

Maria feels sad.

I felt sad last night.

Maria felt sad yesterday.

Mameng may feel sad if we will leave her.

Ibid.

I feel glad to see you.

Luz feels glad when you are here.

I felt glad when I received my mother's letter.

Pedro felt glad when I gave him a book.

I may feel glad if you will follow my advice.

Piling may feel glad if we will permit her to go home.

I feel dizzy.

Pepita feels dizzy.

I felt dizzy yesterday.

Loleng felt dizzy last night.

I may feel dizzy if I will drink wine.

Paning may feel dizzy if she will drink wine.

Don't you feel hungry?

Do you feel hungry?

The child feels hungry.

We may feel hungry on the way (road).

I want to drink. I feel thirsty.

Give Estelita a glass of water. She feels thirsty.

Let us bring drinking water. We may feel thirsty on the way.

I feel satisfied if you are the one who cooks our food.

This child does not feel satisfied even though he eats much food.

papayagan natin siyang maka-uwi.

Si Piling ay maaaring matuwa kung papayagan natin siyang makauwi.

3—Ako'y nahihilo.

Nahihilo ako.

Si Pepita ay nahihilo.

Nahihilo si Pepita.

Nahilo ako kahapon.

Ako'y nahilo kahapon.

Si Loleng ay nahilo kagabi.

Nahilo si Loleng kagabi.

Maaari akong mahilo kung ako'y iinom ng alak.

Ako ay maaaring mahilo kung ako'y iinom ng alak.

Maaaring mahilo si Paning kung siya'y iinom ng alak.

Si Paning ay maaaring mahilo kung siya'y iinom ng alak.

4—Kayo ba'y hindi nagugutom?

Nagugutom ba kayo?

Ang bata'y nagugutom.

Nagugutom ang bata.

Maaaring magutom tayo sa daan.

Tayo'y maaaring magutom sa daan.

5—Gusto kong uminom. Ako'y nauuhaw.

Gusto kong uminom. Nauuhaw ako.

Bigyan mo si Estelita ng isang basong tubig. Siya'y nauuhaw.

Bigyan mo si Estelita ng isang basong tubig. Nauuhaw siya.

Magdala tayo ng inumin. Maaaring mauhaw tayo sa daan.

Tayo ay magdala ng inumin. Tayo'y maaaring mauhaw sa daan.

6—Ako'y nabubusog kapag ikaw ang nagluluto ng ating pagkain.

Nabubusog ako kapag ikaw ang nagluluto ng ating pagkain.

Ang batang ito ay hindi nabubusog kahit na kumain ng maraming pagkain.

Ang batang iyan ay nabubusog ka-
hit na kumain nang kaunti la-
mang.

*That child feels satisfied even though
he eats only little.*

7—Napapagod ako. Gusto kong mag-
pahinga.

I feel tired. I want to rest.

Ako'y napapagod. Gusto kong
magpahinga.

Si Mina ay napapagod. Gusto ni-
yang magpahinga.

Mina feels tired. She wants to rest.

Napapagod si Mina. Gusto niyang
magpahinga.

Maaari tayong mapagod sa pagla-
kad.

We may feel tired in walking.

Tayo'y maaaring mapagod sa pag-
lakad.

8—Hindi ba kayo nag-aantok?

Kayo ba'y nag-aantok?

Nag-aantok ba si Taling?

Si Taling ay nag-aantok. Gusto
niyang matulog.

Don't you feel sleepy?

Do you feel sleepy?

Does Taling feel sleepy?

Taling feels sleepy. She wants to sleep.

Maaaring mag-antok ako' kung
wala akong makakausap na si-
numan.

I may feel sleepy if there is no one

Ako'y maaaring mag-antok kung
wala akong makakausap na si-
numan.

with whom I can talk.

9—Ako'y natatakot kung gabi.

Natatakot ako kung gabi.

Si Trining ay natatakot kung si-
ya'y nag-iisa sa bahay.

I feel afraid at night.

Natatakot si Trining kung siya'y
nagiisa sa bahay.

*Trining feels afraid if she is alone in
the house.*

Maaari kayong matakot kung ma-
kikita ang kanyang mukha.

*You may feel afraid if you will see
his face.*

10—Ikaw'y huwag mag-alaala tungkol
sa iyong ama.

Huwag kang mag-alaala tungkol
sa iyong ama.

Do not feel worried about your father.

Si Pining ay nag-aalaala sa hindi
pag-uwi ng kanyang anak na
lalaki.

*Pining feels worried for failure to
come home of her son.*

11—Marahil sila'y naiinip na.

Maaaring sila'y mag-alaala kapag
hindi tayo darating agad.

Naiinip na sila marahil.

*They may feel worried if we will not
arrive soon.*

Perhaps they already feel impatient.

Naiinip si Ginang Ramos sa pag-iintay sa kanyang asawa.

Maaaring mainip sila sa pag-iintay sa atin.

12--Akoy nananabik sa iyong pagdating.

Si Lila ay nananabik na makita ka.

Maaaring manabik kayo sa aking mga balita.

13--Nagiginghawahan ako kung ikaw ay aking nakikita.

Ang nanay ko'y nagiginghawahan pagkainom ng gamot na iyong ibinigay.

Maaaring maginghawahan ang maysakit kapag nakainom ng bagong gamot.

14--Nahihiya akong makipag-usap sa inyo.

Ako'y nahihiyang makipag-usap sa inyo.

Si Pilar ay nahihiya sa nangyari. Nahihiya si Pilar sa nangyari.

Maaaring mahiya kayo sa inyong ginawa.

Kayo'y maaaring mahiya sa inyong ginawa.

Mrs. Ramos feels impatient waiting for her husband.

They may feel impatient in waiting for us.

I feel anxious for your arrival.

Lila feels anxious to see you.

You may feel anxious to hear my news.

I feel relieved if I see you.

My mother feels relieved after taking the medicine which you gave.

The patient may feel relieved if she can take the new medicine.

I feel ashamed talking with you.

Pilar feels ashamed of what happened.

You may feel ashamed of what you did.

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US . . .

(Continued from page 51)

the grapes of your own planting, roll them on your own palates, and live the maestro's life to the full. Happiness is your own birthright in your own sphere. Prestige? You have a measure of it. You are not God's forgotten children by all means, although He has granted you broader visions to see the far-away hills and imbued your hearts with more desperate longings. This is our undoing as teachers, that our eyes look far away, that our hearts are sensitive to the touch, that our souls are afire with idealism, yet that our means can not buy and can not pay. But it will help us live more happily and realize our potentialities for happiness more fully if we look to our vineyards and gather the grapes while they are tender and roll them upon our palates and break them between our tingling teeth. That is our privilege. That, too, is our salvation.

THE THINKER TODAY

—oOo—

"A new type of thinking is essential if mankind is to survive and move to higher levels.

"Often in evolutionary processes a species must adapt to new conditions in order to survive. Today the atomic bomb has altered profoundly the nature of the world as we knew it.

"A tank is a defense against bullets but there is no defense in science against the weapon which can destroy civilization.

"Our defense is not in armaments nor in going underground. Our defense is in law and order. In the light of new knowledge, the human race must adapt its thinking."

—ALBERT EINSTEIN, in
The New York Times.

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By LAYA and RAMIREZ

Published by

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633 LEGARDA, MANILA

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We stand for a new world free from want and fear, provided with greater safeguards for lasting peace and offering ample opportunities for friendly negotiations and judicial adjudication of international disputes and self-development of nations. We are ready to take part, in close association with the United States, in any international pact based on justice and directed toward the organization and preservation of the peace of the world.—*Released by the Department of Instruction and Information.*

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RIZAL . . .

(Continued from page 38)

native land. After all, that is the only type of cosmopolitanism that is worth a "Tinker's dam."

I firmly believe that the example of Jose Rizal if followed would contribute a great deal to a better philosophy of life; it would encourage more tolerance; it would discourage

narrow prejudices; it would lead to a greater appreciation of the world and of the people that surround us; it would help to strengthen the bonds of fellowship between the different peoples and races in the world and would make us have a greater appreciation of the present life in order that we may be better fitted to enjoy what may be in store for us beyond the grave.

AN OPEN LETTER . . .

(Continued from page 42)

We cannot help preferring for senators ex-teachers who are lowly without being low and who are poor without being polluted.

Now, for the *mandamus* of the teachers upon Mrs. Pecson and Mr. Osias:

1. An educational system that is continually responsive to the needs of the people and yet sufficiently solid to give the nation something to rise on.

2. A system of public education that need not take second place to any privately-supported system of educational aristocracy.

3. Sufficient regard for the security of the 57,000 public-school teachers whose rate of getting old or disabled is not and cannot be equaled by their ability to save from their meager salaries. The interest of

such a large army of teachers need not await nor be sacrificed to the interest of a much smaller number of civil employees when the question of old-age security is considered.

4. An economical government patterned after the thriftiness of the Ilocano you both know so well.

5. A clean government that respects the rules of fair play, as on an athletic field, and straight in its dealings with the people, as are the rules of the teacher's Service Manual.

6. An educational administration that is permanently free from partisanship in politics just as we had voted you, Mrs. Pecson, a Liberal, and you, Dr. Osias, a Nacionalista, to a seat each in the Senate.

Very affectionately yours,
A Teacher.

X'mas Greetings

KAYUMANGGI PRESS

633 LEGARDA, MANILA

Printer of

PHILIPPINE EDUCATOR

And MB, now seeking succulent adventure in the thrills of editorship, is like a boy again, wide-eyed with the intricate aliveness and doggone cleverness of the linotype, chattering plans, popping up with schemes, scheming ever for the underdog. He will make good for the sake of 60,000.

Teachers and underdogs rejoice! Yours is not the only burden of public office. You are not the only cowards, nor the only scoundrels, nor the only martyrs, nor the only heroes. Look at your principal, who struts around on public platforms or stalks in through your classroom doors in order to observe and scare—he, too, is a scared human being. He, too, is hounded by public opinion, harried by people higher in authority and wielding power over his precarious head. Look at your district supervisor, your superintendent—they are godlings that strut, but they, too, are scared. Look at your Assistant Director up in the empyrean and the Director above him and over and beyond these look to the dream-heights of power—all of them are scared men. They strut on public platforms and stalk in through doors in order to observe and scare, but over their heads are other swords, over their hearts a greater uneasiness, over their souls the grander uncertainty.

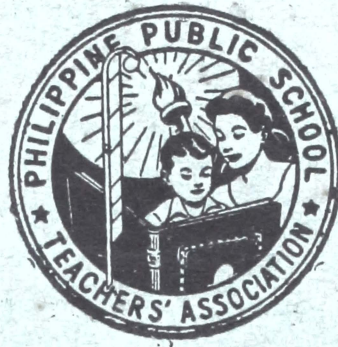
This, little brother, is the secret story of struggle and ascension, that the higher you go in public prestige, the

more responsibility you have and the more pressure brought upon you by forces and agencies both worthy and unworthy. You wield power; other powers bear down upon you. Do you think, little brother, that happiness and contentment is commensurate with power? Do you for a little moment, little brother, dream of being happy as you go up the ladder of promotion until the ultimate forces of good and evil are pressed on your brow and threatening to crush your skull with politics and favoritism and servility to the greater power above you? Do you dream these dreams, little brother?

Look to yourself and perhaps you will find the end to your tortures and discontents. Your longings you must continue, yes, or else the very flavor of life is gone, but instead of gazing at the distance for the greener pasture, at your own feet, brother, lies the succulent vineyard. In yourself, in the feeling that you are worthy children of your fathers, that you are dedicated spirits, that in your own community you are kings and queens enthroned in the hearts of your people and their children—aren't these gold and treasures galore?

Ah, yes, the big income. Ah, yes, brother, the succulence of political favor. Ah, yes, brother, the prestige of being a school head. These are fine things. These are worthy of every man's ambition and dreaming. But look to your own vineyards, gather

(Continued on page 48)



PERCENTAGE OF MEMBERSHIP TO THE PPSTA

By Divisions and Schools, January 1947 to December 20, 1947

1. Abra	69.79	35. Negros Occidental	2.75
2. Agusan	83.96	36. Negros Oriental	4.13
3. Albay	0	37. Nueva Ecija	66.37
4. Antique	0	38. Nueva Vizcaya	72.04
5. Bataan	0	39. Palawan	71.67
6. Batanes	0	40. Pampanga	29.5
7. Batangas	100.10	41. Pangasinan	53.39
8. Bohol	31.08	42. Quezon	45.76
9. Bukidnon	0	43. Rizal	96.55
10. Bulacan	71.62	44. Romblon	0
11. Cagayan	38.46	45. Samar	76.91
12. Camarines Norte	104.00	46. Sorsogon	0
13. Camarines Sur	15.00	47. Sulu	12.46
14. Capiz	0	48. Surigao	0
15. Catanduanes	1.40	49. Tarlac	79.54
16. Cavite	94.68	50. Zambales	94.51
17. Cebu	5.32	51. Zamboanga	0
18. Cotabato	0	52. Baybay National Agri. School	0
19. Davao	0	53. Bukidnon National Agri. School	0
20. Ilocos Norte	24.31	54. Cebu School of Arts and Trades	0
21. Ilocos Sur	89.64	55. Central Luzon Agri. School	0
22. Iloilo	67.78	56. Iloilo School of Arts and Trades	0
23. Isabela	96.89	57. Philippine Normal School ..	0
24. Laguna	88.67	58. Philippine School of Arts and Trades	0
25. Lanao	94.70	59. Philippine School of Com- merce	0
26. La Union	0	60. General Office	27.85
27. Leyte	66.99		
28. Manila *	71.94		
29. Marinduque	37.61		
30. Masbate	0		
31. Mindoro	43.17		
32. Misamis Occidental	24.00		
33. Misamis Oriental	125.40		
34. Mountain Prov.	45.24		

* Including Quezon City which has 207 teachers, 56 members, and 27.88 percentage of membership.