



THE *Philippine*
EDUCATOR

"The Voice of 57,000 Teachers"

AUGUST, 1947

SIXTY CENTAVOS

Organ of the Philippine Public School Teachers' Association

:: 4

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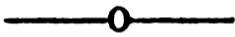
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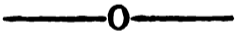
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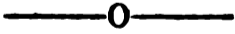
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Letters From the Field

July 29, 1947

Dear Ed:

This is to inform you that the July is-
sue has become smaller than the first
two. Smaller in size but of course big-
ger in contents and wider in scope.

It would look much nicer to have a
standard size because subscribers often
desire to have their complete volume
bound later.

Thank you.

T. N. BOQUIREN

Dear Mr. Boquiren,

It was never the intention to make
the July issue a little shorter. Printers
have a way of doing things on their
own initiative and begging your pardon
afterward. We'll comply next time.

—Ed.

Batangas, Batangas

Gentlemen:

If the *Philippine Educator* was issued
for the month of June 1947, please be
advised that the copies for the teachers
of this school were not received while
the copies for July 1947, have been re-
ceived.

Very respectfully,

TEODORO ZAGALA
Principal

Dear Mr. Zagala,

The PE did not come out in June.
You did not miss any issue. Tell our
dear subscribers (and admirers?) that
they will get 12 issues for their P7.00.
Thanks.

—Ed.

US . . . BY:

Juan Raya

Although we are the lowest-paid magazine editor in the world today—and we are proud of it—we were given the chance to speak over KZRH the other week. Did you hear US? We prepared a speech worth reading and which we thought was worth listening to. To be sure we did not intend it to be all sweetness and orchids in the moonlight. We rolled up our sleeves and cleared our vocal cords. Then we received the greatest shock in our broadcasting life when the program director came out with an air of apology and handed us our script with half the words crisscrossed with censorship. I had not dreamed such things could happen long after the Japanese occupation. Freedom of speech was killed merely by an order from a cabinet secretary who had something to do with the licensing of radio stations. Those people in the fat business of broadcasting were scared their licenses would not be renewed if they displeased the honorable dispenser of fat licenses. So when the order came to look into scripts so nothing is said about the administration and its failure to solve the school crisis, the censorship was clamped on poor **Philippine Educator**. We almost refused to read the pathetic rags left of the speech, but the sponsor was desperate about filling up the rest of the time. The result was the most innocuous speech we have ever heard—all sweetness and moonlight and orchids. We felt like retching as we piped it out. We promise never, never to make speeches like those again.

* * *

Our big boss, Mr. Bautista, was luckier a week afterward, for the censorship had been lifted, and he said a mouth-

ful. The speech of the b. b. over KZRH is given entire in his "Presidential Table Talk." It was courageous enough to merit editorial commendation in the **Manila Post**. It is really good. Read it.

* * *

We sent out free sample copies of the **PE** to each and every school principal, elementary as well as secondary, all over the Philippines. This move was prompted by the shocking realization that although we printed thousands of copies, still many teachers have not even heard of the PPSTA, much less the **PE**. Now that all copies have been sent to every nook and corner of the Philippines which can be reached by ordinary second class mail matter, we are sure that only the most sleepy of teachers have failed to see our official organ.

Along with the copies, we sent letters asking principals to have the copies circulated among teachers. Some of them may wish to subscribe, you know, and all they wish is to have a peep at the magazine that can pack so much wallop on so little a format before they send their money orders for seven pesos to 878 Rizal Avenue, Manila. We have not been disappointed. We now get letters—plenty of them—and remittances.

* * *

Our editorial in this issue comes from a teacher in Bani, Pangasinan. He wrote us a letter inquiring about how to get in print, and a little later, another one telling us that he was planning to write about something important, and then proceeded to tell us what idea he had in mind for his pen. We saw that the idea was well written and the idea so apt that we decided to make Mr. Filemon Fernandez the guest editor for the present issue.

FOR A NEW LEASE ON LIFE

(Guest Editorial)

By FILEMON FERNANDEZ

Teachers, Bani Elem. School, Pangasinan

It is, indeed, a disgrace to see many so-called teachers who are teaching for pecuniary reasons alone. These people should be given an orientation course by a select group of competent educators during summer classes. Without minimizing the advantages being given by summer schools in courses in education and the art of teaching, I should say that there is one course neglected or omitted in the curriculum that is sorely needed by the field. This course, if I were to say, should be one which is not to be named as a course but must be a life to be lived under a real camp like those being sponsored by the YMCA and YWCA. I know these camps, for I was once a lay leader in one before the war and my daughter attended the one conducted by the YWCA in Baguio last May. The Teachers' Camp at Baguio is good, but it is not the ideal, to my way of thinking. Why? The teachers, especially these who are weary, are made more weary by the stiff and stereotyped classroom methods of cramming into their dull brain so much stuff that is abhorrent due to the premonition of being rated low in spite of their efforts to activate a brain that has been famished. What they need is an inspiring atmosphere, an enjoyable experience, a new lease on life different from the one they have just left. This seems to be revolutionary but I think there are teachers who really need it.

Of course, the professional classes for summer students who wish to raise their

educational qualifications should go to schools which give the courses they lack. Understanding and inspiring guidance should be the rule. If schools for the soul-weary teachers, those who are failing in their classroom work due to the wrong perspective in their attitude toward their work, those who are "problems" of their superiors because of their neglect of routine, those who are observed as "professional kickers," those who are teaching as a stepping stone to another career, those who still lack that vision for a truly inspired educator, are conducted besides those vacation schools now in existence, I am sure, despite the present crisis which envelopes our country, that more of the objectives of education will be forthcoming without increasing the appropriations. The teachers will be rehabilitated mentally, spiritually, and physically. Their pupils will share in the benefit, for then the teachers will be less irritable but more humane. They will be taught life instead of subjects as is the sad case obtaining in most schools.

Education, to borrow a certain author, means to draw out. What is the typical classroom procedure? The child is made as a sponge to absorb all facts in the course of study regardless of their relationship to the child's behavior. Seminars, instructions, and books were published and issued to the field but very little has been accomplished. As long as education is dissociated from the conditions and the needs of life, so long will education be half-hearted and half-effective.

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GUIDANCE AND CHARACTER

By CECILIO PUTONG
Asst. Director of Education

School systems in the United States that have set up guidance programs recognize several kinds of guidance. The most important of these are: (1) educational guidance, (2) vocational guidance, and (3) personal guidance. Educational guidance aims to assist the student in his choice of schools and curricula. Vocational guidance furnishes the student with "information, advice, and experience which will assist the individual in choosing an occupation, preparing for it, entering it, and progressing in it." Personal guidance concerns itself with the personal problems that individuals meet in their efforts to adjust themselves to their social environment.

This article will attempt to treat of the third. It will try to discuss the relation between guidance and character.

Guidance is as old as humanity itself. When, long before the dawn of history, man showed his child how to hunt animals for food, how to protect himself against his enemies, or how to make garments and build shelter in order to keep the body warm and protect it from the fury of the elements, man was engaged in guidance work. To guide means to show the way, to direct, to lead. Guidance implies the presence of one party who does not know which way to take in order to reach his destination and another party who not only knows the way but is also familiar with its dangers such as deep ravines, treacherous streams, and the like.

In our day and age the guidance of children begins in the home. It is here that the child's ideas regarding his social relationships are first formed. It is here that his first concepts of right and wrong are fashioned. In the course of his dealings with his brothers

and sisters and his parents he gains his first notions of politeness and cooperative living. Because of the mother's constant association with the child, she is his first teacher and guide. When he is just learning to walk, she takes him by the hand and steadies his faltering steps. Then she encourages him to walk all by himself, at first for a few feet but gradually increasing the distance as he develops in strength and confidence. Later on she shows him how to act and what to say in the numerous situations which he meets at home, such as greeting his parents and other members of the family in the morning, bidding them good night before going to bed, asking for a piece of candy, and a host of others. As the sphere of his social contacts broadens and extends into the neighborhood, the mother again gives him the necessary guidance. Patiently, day in and day out, she explains to him why it is a good policy to be considerate of the rights and feelings of other children and to practice the Golden Rule. Of course, the father has his share of the work of guiding the child, but since he is out of the home much of the time his contribution is often correspondingly less.

The prominence which the Constitution of the Philippines has given to the matter of molding the character of the youth has served to emphasize the importance of guidance or counseling. As everybody knows, our Constitution has made the development of character the principal objective of education. This means that all else is secondary. One is reminded of a quotation from an article which once appeared in the *World's Work*:

"Teach the fundamentals in education: interpret life in terms of life; combine books and things, work and

study. Teach honor, duty, courage, faith, hope, love of home and country, reverence for God. Teach self-denial and self-reliance, love of work, joy in service, satisfaction and strength from difficulties overcome. Teach reading, writing and arithmetic, of course, but not as fundamentals. Teach geography, but only that to world knowledge may be added world sympathy and understanding and fellowship.¹

In view of the clear and categorical statement of purpose on the part of the Filipino people in respect to the schools, as embodied in our Constitution, our teachers will need to consider more seriously the guidance aspect of school work. The statement that the teacher takes the place of the parent is not a figure of speech. It is a plain statement of a simple fact. The teacher is in reality a second parent because she continues the guidance work begun at home. She shows the child the proper behavior in his daily associations with his teachers and with the other children in school. Using the materials in reading, literature, history and the other subjects of the curriculum, she inculcates in him the ideals and attitudes which in life serve as the main-springs of conduct. In this way guidance practically becomes synonymous with teaching.

For most pupils the guidance ordinarily given by teachers in the course of teaching will be sufficient. It is presumed that the parents will continue guiding and counseling the children at home so that the efforts of the teachers and the parents will reinforce each other. However, there may be a very small number who cannot adjust themselves satisfactorily to the regimen of the school. These are the problem pupils who, in spite of all the trouble and the mischief they cause, cannot be

ignored or neglected. The teacher needs to look into each child's personal history, his aversions and his preferences, his weaknesses as well as his special talents, his intelligence, and his home environment in an effort to find out the causes that have led to his inability to become adjusted to his school environment. Complete data should be secured on all of these items. Without his knowing it, he should be carefully observed in his behavior and reactions toward other children. Every case of misbehavior should be recorded and studied for the light that it can give on the child's character and personality. Anecdotal records should be kept and examined.

The data thus secured are then carefully analyzed in a sincere effort to get at the root of the difficulty. Like the physician, the teacher will regard the child's outward behavior as symptoms. Her main concern is to determine the cause in the light of the information she has been able to gather. She formulates probable hypotheses and after a process of elimination guided by her knowledge of psychological principles, decides on the most probable cause.

The teacher proceeds in this work with broad sympathy and understanding. She knows that the situations that cause a child to misbehave are not simple and unitary. In most cases complex factors operate in the total situation. Sometimes the child is torn between opposing loyalties. For example, the teacher tells a child that he should sleep with windows wide open. At home his mother wants all windows to be closed because night air is harmful. What is the child to do? The teacher makes it a requirement that children come to school on time, but sometimes a child has to be sent on an errand which causes him to be late. The child is told in school that gambling is bad but outside he sees many people indulging in various questionable forms of recreation. Then there are tempta-

¹ Quoted in Agnes Boysen, *First Thing First*, p. 34, Chicago: Associated Authors, 1938.

tions from friends and playmates. What would they say if he does not join them? What would his parents do if he gives in to them? The teacher considers all possible angles before deciding on the proper remedial measures to be adopted.

In the elementary schools problem cases have to be handled by the ordinary classroom teachers since no extra teachers are available for assignment as counselors. Some elementary school principals have interested themselves in conducting case studies of problem children and have done well. In the smaller secondary schools it may be possible to so arrange the program as to have one teacher do part-time work in counseling. In some schools home rooms have been organized for purposes of guidance. To each home room a sponsor is assigned. The sponsor takes particular interest in the personal problems of all members of her home room.

During the school-year 1939-1940 full-time or practically full-time counselors were assigned to every one of the four high schools in Manila. They were called deans of boys and deans of girls, and their work was to advise students who came to them voluntarily for help in solving personal difficulties. They also handled problem cases referred to them by the classroom teachers. They interviewed the students to hear their stories and to secure pertinent information from them. They visited homes of students in order to interview the parents and to enlist their cooperation. The counselors kept complete records of each case. They did their work with such enthusiasm that they succeeded in minimizing disciplinary cases in the schools and in bringing about better understanding between teachers and students.

A possible objection to the assignment of special counselors lies in the possibility that the other teachers might feel relieved of any responsibility for giving advice to their students regarding their personal problems. It would, indeed, be unfortunate if they would take the attitude of wishing to "pass the buck" to the student counselor. This, however, is a matter for the principal to forestall. Classroom teachers should be made to understand that the task of character building belongs to the whole school and not to one teacher exclusively. If special counselors are assigned, it is for the purpose of making it possible for every case of a more or less serious nature to be studied intensively. The gathering of relevant data about each case requires much time which the ordinary teacher with a full teaching load can hardly spare. With this understanding the assignment of teachers as full-time or part-time counselors can be justified.

It now remains for us to consider very briefly what qualities would fit one for personal guidance work, whether one be a regular classroom teacher, a principal, a home-room sponsor, or a full-time counselor. It goes without saying that this kind of activity needs a person of understanding who can win the confidence of the pupils so that they will voluntarily and without hesitation go to her for advice whenever they meet adjustment problems they cannot solve. It needs a person who knows children and their characteristics, who is endowed with much patience and a good measure of common sense, and who can gain the love and respect of the children. Finally, we need one whose example of correct living and upright conduct will exert a wholesome influence upon the lives of the children who have been entrusted to her.



The Teacher's Creed on Guidance

I believe in learning. I believe that the young should strive to perpetuate in themselves the accumulated learning of the race. But over and above learning is the dignity and character of man.

I believe in wisdom. I believe that man is man because he can think and have wisdom. But I know too that over and above the wisdom of the head is the wisdom of the heart.

I believe that to influence a student for good, I must teach him not only to think right but to feel right. To make him good, I must make him not only understand goodness but love and practice goodness. And to make him practice goodness, I must make him see that goodness is good.

I believe in the essential goodness of the human heart. I believe that the student who is undisciplined is merely misunderstood. I shall strive, therefore, to understand my students, to befriend them, to win their confidence and trust, so I may be fit to guide them toward the good and useful life.

I believe in the subject I teach, but I believe too that over and above my subject is my student. I must know him as a boy so I can make him a better man. I must understand her as a girl so I can make her fit to mother the future race. Little, very little, is this little subject of mine compared with the big subject that is Man, his Personality and his Eternal Soul.

—J. C. LAYA

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HOW WOULD YOU TEACH YOUNG FILIPINOS?

by JOSE FELICIANO
Acting Division Superintendent
of Schools for Bukidnon

Young children are our on-coming citizens, our surest and most valuable assets in this fast-changing world, our hope for a better tomorrow, and we cannot by any means trust their education to chance or haphazard efforts. Early childhood training and elementary education are the foundation or cornerstone of all later schooling, and it is axiomatic that a strong and sturdy structure cannot be built on a foundation of shifting sands.

It is much to be regretted indeed that too many Filipino parents and teachers do not as yet grasp the importance of child training in relation to the future happiness and welfare of the individual. Happy and well-adjusted children no doubt make contented, steadfast, and dependable men and women, the type of persons that should make up the backbone of a democratic society such as ours.

If I were to teach actually young Filipino boys and girls—of course, I love them, and love them dearly—I would first of all respect them as human beings, allow them very reasonable freedom, try my very best to win their affection and confidence, and under no circumstances vent my anger or ill humor on them. I would ungrudgingly do all this because I should like to be not only their teacher but also their trusted friend, their model, and if necessary their refuge in hard times or in times of storm and stress. I know that this is about the only effective and decent way to build up their faith in themselves, their awareness of their worth as individual, their moral sense, and their bud-

ding personality, and to cultivate whatever God-given talents they may possess.

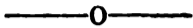
Then how can we ever rid ourselves of our supposed colonial mentality and our deep-seated feeling of inferiority in the presence of white men and any men of importance if we keep on bullying our children, telling them to shut up, ignoring their pleas, and stifling their youthful enthusiasm? Timidity, servility, kowtowing to the great, arrogance in dealing with subordinates, bullheadedness, indifference to one's own unhappy lot—these are some of the undesirable traits that inevitably result from too much repression and too much inhibition of young Filipinos, traits that we must endeavor to eradicate from our national character and consciousness if we are to attain full stature as a free nation.

I would work hard to make the younger and future generations of Filipinos realize more fully and more devoutly than ever that they are not longer vassals or subjects of another people, but are free men, masters of their own souls, and makers of their own destiny. I would of course teach them the story of our heroic struggle for liberty, for self-determination, and for human rights over a period of approximately four centuries in order that they might all the more appreciate and value our hard-won independence. Moreover, I would teach them to look to the future with confidence, to walk in the sun and in the light of the moon like the free human beings that they are, and not in the shadows of day and in the darkness of

night like fugitives from justice or runaway slaves. Unafraid and undaunted free men they should ever be.

To enable our people to understand and practice democracy and thereby to enjoy its blessings, we must help them

to unshackle their minds and spirits from the subjection and bondage of the past. This is a task of utmost importance for Filipino teachers, and must be done right away!



CONSIDER THE N. E. A.

FAUSTO P. CATOY

Batangas High School

It is worthy to note in passing that the educational builders of the United States of America have educational associations of one form or another which are found in nearly all the states of the Union, for they realize that it is only through them and by them can they hope to be heard by those who are concerned with the educational set-up of the various educational processes and thereby effect better equity in terms of numerations and in terms of fair treatment. Throughout the Union, a keen and impartial observer will surely find that practically in all the states are associations composed of energetic educational workers who are efficient, well organized, professionally alert, and politically effective in combating the many ill-timed legislations of the states' law-making bodies which if allowed to materialize would not only have had adverse effects upon the educational progress of the public school system in the United States but would also have set it back to where it had started twenty or thirty years before.

The National Education Association, known as the N.E.A., and the teachers, principals, and superintendents' associations in many states have to be reckoned with whenever the various state legislatures have intentions to legislate laws which will adversely affect the welfare of thousands and thousands of public school workers in the United States. These associations have shown time and again their aggressive and educational alertness in the furtherance of public education in the American union. It has been the untiring assertive efforts of these various associations that made it possible for the stabilization of teachers' salaries in many states of the Union, the materialization of the long-cherished retirement legislation and the increased financial support by the different states of the cause of public education.

The Philippines, now aspiring to be a great leader in the educational world in the Orient, must profit from the example and the experience of others. The educational workers of the Philippine public schools regardless of their positions must lend their whole-hearted and undivided support and enthusiastic cooperation in making the aims of the Philippine Public School Teachers' Association a reality. This can be made possible only through the concerted and undivided effort of all the teachers and workers of the public school system in the Philippines and by pulling together every iota of their latent strength in pushing forward a better day in the name of a progressive education in the new Republic of the Philippines.

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BROKEN WINGS

(Short Story)

By LAURA S. OLOROSO

Supervisor of Secondary English,
Manila

As Miss Reyes racked her brains for the title of an appropriate song for the next day's opening exercises, she realized how intensely weary she was and how badly she needed a shower and some of her mother's cooking. One day, if she dared, she would make her seventh graders sing "Why Did I Kiss That Girl" just for the fun of shocking her priggish companions. In the meantime, "Life Is but a Stream" would do. After all, even the measly forty-five pesos which she had to work night and day to earn was something to give to the mother who had mortgaged her lands so that she, Miss Reyes, might go to college.

"Life is but a stream,
Forever onward flowing.
Whether we will or no
Down the stream we are going."

Yes, down the stream and under the deep blue sea was where she would soon be, deader than a doornail, unless she passed the senior-teacher examination and qualified for a one hundred-twenty-peso job. At the same time that she was giving her room a final look-see, her thoughts went hopskotching over the various events that had wedged her where she was—in a job that kept her on tenterhooks and awake nights for a salary which, if put on a slide and viewed through a microscope, might be considerably more difficult to find than even the minutest and most wiggly microbe.

Really, thought Miss Reyes, it was the fly with the broken wing that had undone her. Just a few months over a year ago, she had graduated from the University of the Philippines, one of a

number of majors in English who finished with very high hopes for themselves and a remarkable ignorance of the great difference between practice teaching, so called, and grim reality. There was just one thing that stood in the way of a permanent appointment to a high-school teaching position, a job not to be sneezed at in those days: passing the senior-teacher examination. That she would pass the first one she took, in spite of all rumors about its being formidable, she did not at all doubt. Had she not completed the four-year course in seven semesters and passed the types A and B examinations effortlessly?

Came examination time in May, 1933. Most of her companions had enrolled in review courses but she could not, being unable to pay the fees. Not having taken any courses in mathematics in all of her stay in the University, she wished she could have had the benefit of a refresher course in the subject. At any rate, she thought she might be lucky enough to get even fifty per cent, the rating of a dunce, and she was not at all a dunce in her estimation.

The general information and the principles and methods of teaching tests were not at all easy, yet she felt she had not done so badly in them. The thesis was her special baby. Just wait until they read this, she silently commented. Already she had visions of the smart Miss Reyes, the most classily dressed and best shod of the teaching staff of the small provincial high school from which she had graduated. One hundred and twenty pesos was a lot of money. She would hire a cook and let her mother take a good, long rest.

She was going places, in her ruminations, when a voice intruded by announcing the mathematics test, which, strange to say, every one had to take and pass, even such as she who would never touch more than the four fundamentals with a ten-foot pole.

As the sheets containing the questions were being distributed, her heart did a fierce pizzicato, whatever that means, a rather surprising circumstance, since she had taken the first three tests calmly enough. This, my pet, is the deciding game for you, she told herself grimly. Please, God, I need to pass this test. Punish me in some other way for my many sins.

With a deliberateness that would have put Ethel Barrymore to shame, she turned the question sheet over and looked at the first of the eight problems. Although it was of the inevitable if-two-men-can-do-a-piece-of-work-in-three-days type and looked harmless her three attempts resulted in three different answers. Using the eeny-meeny-miny-moo system, she chose one of the three. The second problem was one that involved pendulums. The formula for that one was buried so deep in her brains that even the world's crack archaeologists would have had a sweet time trying to unearth it.

If the second problem had her completely stymied, the third took the cake for sheer inanity. She had gotten as far as the seventh word "A fly with a broken wing crawled"—when she got a bad case of the willies. In her opinion, this was the last place for such a zany question. There was just one thing to do with such a fly and that was to step on it before it dragged its deadly cargo any farther. If the examiner had wanted to discover what they had forgotten about triangles, why had he not used some plain language instead of choosing such an impossible situation? But of course, whoever had time to watch the

antics of a fly with a broken wing could hardly be expected to use his common sense. The longer she looked at the question, the more her fury mounted. Looking back, all that she could remember was leaving the Normal School with a headache and a feeling best expressed by a minus sign.

* * *

When she received her ratings after three horrible months of waiting, she knew that her twenty years notwithstanding, she was well on her way to being a raucous old woman. General Information, 77; Experience and Training, 75; Principles and Methods of Teaching, 70; Thesis, 87; and horror of horrors, 33 for mathematics!

That she lived through the next few days was something of a minor miracle and proved that she was not at all wanting in vitamins. Only the little that was left of her pride kept her from burrowing into the earth, mole-like and not talking to any of her acquaintances. Finally, her mother had taken her in hand and given her a lecture that had the same effect on her guts as the "I dare you" of one child to another. She had gone to the superintendent feeling like a pariah and asked for any job and here she was, the teacher in charge of a seventh-grade class, among a million other things. And she would probably flunk the second examination which she had taken.

A noise at the door put an end to her meditations. It was Nena, another teacher, and she looked like good news.

"My brother has just arrived from Manila with a copy of the paper containing the news of those who have passed the last senior-teacher examination. Your name is sixth in the list."

Her answer did not make very much sense to Nena. "Just by way of celebration, Nena, I'd like very much to step on a fly with a broken wing."

JUVENILE DELINQUENCY, and the HOME

By ROSALIA PATAJO PUNSAL
Arellano High School

The purpose of this study is to look into the facts about juvenile delinquency in the City of Manila; the factors and conditions leading to delinquency; and the ways by which delinquency could be minimized or if possible prevented. The study has brought to light the following facts and conditions:

I. THE FACTS

1. There has been a tremendous increase not only in the number of juvenile delinquents since liberation, but also in the percentage of the total crimes committed by young people. Whereas the total number of juvenile delinquents before the war was 1,100 a year for the whole Philippines, the incidence of juvenile delinquency in Manila alone for a period of eight months (May to December, 1945) was 4,061. This figure is about four times as high as the annual figure before Pearl Harbor. Whereas the percentage of juvenile crimes was very small before the war, the figures for 1945 and 1946 reached as high as 24% and no lower than 10% in any one month from May 1945 to October 1946.

2. There are almost five times as many delinquent boys as there are girls.

3. Among the crimes committed by young people, the following arranged according to their seriousness were the most prevalent; crimes against property—*theft, picking pockets, trespassing, and estafa*; crimes against person—*murder, physical injury, homicide, malicious mischief*; crimes against chastity—*va-grancy (pimping), prostitution, rape*

4. The delinquents ranged in age from 9 to 17 years. Almost 3/4 of more than 3,000 cases studied were 15 to 17 years old.

5. Although the majority of the delinquents were in the primary grades,

there were many who did not have any schooling at all.

6. More than one half of all the juvenile delinquents studied were jobless or idle, while the rest were laborers, peddlers, or earned their living as boot-blacks, newsboys, cocheros, waitresses, and conductors.

7. Some districts of the city seem to be unsuitable for the growth of children—Tondo, Sta. Cruz, and Sampaloc.

8. The fact that Sta. Cruz, Tondo, and Sampaloc are the most densely populated districts in the City, and that they were without adequate recreation facilities, seem to indicate that unfavorable conditions in the community are conducive to delinquency.

9. Most of the delinquents plied their trade in the business sections of the City—Quiapo, Sta. Cruz, and Tondo.

10. Juvenile delinquents committed offenses in broad daylight. They were busiest from 8:00 a.m. to 11:00 a.m. and from 2:00 p.m. to 6:00 p.m.

11. A large number of the delinquents were under the care of only one of their parents, either father or mother; while quite a number of them lived with relatives other than their fathers or mothers, or with friends. Either the fathers or the mothers of the majority of the cases booked with the Bureau of Public Welfare were dead; a few were orphans.

12. Most juvenile delinquents came from poor families in congested, low, dark, dirty, poorly-ventilated, and inadequately-lighted homes, without proper sewage facilities or adequate playground space.

13. Our juvenile offenders can still be reformed. This is based from the fact that nearly 95% of all of those cases studied from the Bureau of Public Welfare were first offenders.

II. PREVENTIVE MEASURES

Juvenile delinquency, like adult crime, should be the concern of everyone. It is caused by a child's maladjustment. Hence, society itself is partly to blame for the young people's deviation from the straight and narrow path. It has been found abroad that the harmonious and complete coordination of the home, the school, the church, the police, and all the other agencies is necessary in preventing juvenile delinquency.

The following suggestions are made to help the child live a happy and normal life, and to prevent him from committing delinquent or anti-social acts. Although admittedly far from adequate to solve all the multifarious and perplexing problems, those suggestions are recommended for whatever helpful service they may be able to render the reader and may give an idea of what can be done.

A. Suggestions for Home Improvement

While the home may be considered as a place in which adults live and find happiness, another more important function of it is to provide an environment whereby children may grow and develop wholesome attitudes towards life and prepare them to meet the problems of adult life.

Upon the parents lie the responsibility of fulfilling this important function of the home. It is their duty to rescue the child from helplessness during infancy to the freedom and self-reliance of adult life. The following suggestions are given for the improvement of the home and make family life satisfying, successful and happy to both parents and children:

1. **Keep your home and its surroundings livable, attractive, neat, and tidy.** A good home need not be a mansion. No matter how small and modest it may be, it could be made comfortable and convenient, so that the children would prefer it to the streets and back alleys. With proper guidance and training, chil-

dren can learn to cooperate in keeping the toilet, the bathroom, the kitchen, the bedrooms, the living room, and the yard clean, neat and tidy. Taught early how to take care of their belongings, given a sense of privacy and independence, and made to feel that they are persons worthy of the respect of their elders, the younger members of the family could learn to discharge their obligations to the group.

2. **Start developing the personality of a child at birth.** What habits a child forms depends upon his environment. Such virtues as obedience, cleanliness, truthfulness, honesty, and respect for the rights of others, must be inculcated in the children, through precept and example, from the time they are born.

3. **We should guide our children in their work and in their play in order to sublimate their anti-social tendencies.** The modern trend in parent-child relationship is guidance and direction, neither suppression nor license. Advice should be distinguished from guidance. When with our children we expect them to follow our advice, because we are their parents and what we say is law. When we guide them we help them see all angles of a problem and let them draw their own conclusions.

4. **Insure the health and happiness of your family thru adequate and proper nutrition.** Remember that the way to a child's heart as well as a man's is through his stomach. One can prepare simple, attractive, and varied meals without incurring much expense.

5. **Consider your child's needs and hopes.** No matter how busy the mother and the father may be, they should always devote a part of their time and energy to their children. Every night, at least, the parents should be with their children and learn how each one of them spent the day, praise their achievements, warn them against pitfalls, and in every way help them solve their pro-

blems. In this way the family will be preserved as a unit and discipline will be maintained.

6. **Respect the privacy of your children.** Parents should be true companions, friends, and confidants to their children, from infancy, through adolescence, and up to majority. Otherwise, they may confide in other people and fall under questionable influence.

7. **Welcome your children's friends to your home.** This would give you a chance to know with whom your children are going and how they get along with their playmates. Your children, in turn, would prefer staying at home to seeking enjoyment away from it.

8. **It is not what we say but what we do which impresses a child most.** Truthful, honest parents produce truthful, honest children. A parent who continually gives his child examples of rectitude and honesty need never fear to have liars for children. Children of educated parents are often puzzled when they hear their parents lie about the ages of their children in order to evade paying car fare, or when they tell their children to lie about their presence in the home to a collector or an unwanted visitor.

9. **Teach your child the sanctity of personal property.** The Mosaic commandment, "Thou shalt not steal," would have very little meaning to a child unless we teach him the sanctity of personal property. We should teach the child as early as possible that his clothes and his toys are his very own, but that ownership entails the responsibility of keeping them in order and of preserving them. At the same time, we should respect their property rights, so that they

may, in turn, learn to respect yours and that of other people.

10. **The evil effects of the movies and of cheap comics should be counteracted.** A great many of our children go to the movies as early as the age of ten or earlier. It would be very difficult to prohibit a child from going to the movies, because all his playmates go there; but the parents should choose the films for their children to see. If possible, they should go with their children. It would even be better if parents and children could get together and discuss the good and bad points of the pictures they have seen. In this way, children would learn which things to admire and to emulate; which to condemn and to shun.

The most popular reading material among children nowadays is the "comics." We cannot prohibit our children from reading them, but we can offer them substitute reading materials. These should, of course, be interesting and within the children's comprehension; otherwise, they would not be able to compete with the comics. The children could be made to see that situation depicted in such comics as **Tarzan** and **Lone Ranger** are not true to life and are not worth emulating.

11. **Jobs for children should be carefully selected.** It is unfortunate that some children have to work for a living and help in the support of the family, because of the high cost of living. These children, however, should, at the same time, have a chance to study. And the parents should see to it that their children get jobs that would not endanger their moral and physical well being.





ARE WE PREPARING OUR TEACHERS FOR COMMUNITY LEADERSHIP?

by JESUS I. MARTINEZ
Bureau of Education

Tradition and the basic nature of the teacher's calling have consecrated the concept that the teacher is essentially a leader and guide of the youth. Whether as the living repository of the lore of his tribe in ancient times or as the modern university scholar and sage, he has been regarded as the fountain-source of intellectual guidance and leadership. The gap which widened between life and formal education did not diminish this high regard for the teacher's role. But as the school and its concerns became more and more divorced from life, the sphere of the teacher's influence and consequently of his leadership gradually shrunk. The notion developed that he lead only within the cloistered premises of the formal classroom and that people outside the school had no need to look up to him for leadership in those concerns of life that had nothing or little to do with the formal education of children. His duties were circumscribed by the immediate demands of classroom teaching. The school became his Kingdom in which he wielded the scepter of undisputed leadership. Content with his prerogatives and powers, he cared not for outside concerns and, by force of habit, developed a mentality insulated against the cares and problems of the world outside the school.

A number of factors helped to preserve the old-time teacher's isolation. There was the traditional curriculum of compartmentalized subject matter the transmission of which to the young constituted the ultimate goal of education. To impart the racial heritage as effectively

and economically as possible regardless of whether it had pertinence to life in a fast changing world was conceived to be the teacher's highest duty and obligation. The pre-service and the in-service education of the teacher reflected the emphasis upon subject matter and upon the methods of teaching school subjects in the most economical and effective manner. Thus in normal schools the professional staple food of the would-be teacher consisted mainly of principles of teaching, reading methods, language methods, arithmetic methods, science methods, spelling methods, writing methods, drawing methods, music methods, geography methods, history methods. When already in the service, the teacher was urged and sometimes compelled by superiors to read professional books especially those that would help him further improve his methods of teaching, Not how to make children live efficiently and happily but how to make them learn subjects effectively—this was the teacher's main concern. There was, in fact, little or no training which enabled him to view in correct perspective the relation of the school to the community. Was it any wonder that the school and the activities therein were out of touch with life and had no appreciable effects upon community life and its improvement?

But the gap between the school and life is narrowing once more. The concept that education is life is fast catching up with the older theories. The school is losing much of its cloistered characteristics as more and more demands are made upon it. The teacher

cannot but therefore revise his ideas and ideals of duty and service. For him leadership is now not merely over the children under his care. The sphere of his obligations has expanded beyond the premises of his school. As the activities of the school merge with those of life outside, people naturally expect the teacher to take a more active part in cooperative group life and in time or at times to take the helm of leadership in community activities.

Whether he likes this turn of events or not, the new responsibilities which it imposes upon him are inescapable. He has to assume them with all the grace he can muster and do his best to be worthy of the new public trust. He cannot shirk these responsibilities without surrendering the respect which the youth in his school have long had for him. He cannot willfully evade the new duties without being recreant to the highest ideals of his calling.

However, is he adequately prepared to assume leadership in community activities? Has he been trained for such new duties? What kind of training do these new spheres of leadership demand? My personal opinion is that normal school curricula in this country both past and present have not given the teacher the necessary preparation for these new tasks. In the first place, since the teacher will be thus in contact with all levels of society in the community, he will need greater cultural breadth and a wider range of interests than were necessary when his work was confined to the classroom. To hold his own with the intellectual elite, he must possess their intellectual interests. To get along with the less favored groups, he must be acquainted with their needs and demonstrate a genuine interest in their problems and welfare. He should, therefore, acquire a high degree of social sensitiveness, which comes to one only through a thorough understanding and appreciation of the problems of group life and through the ability to utilize

community resources for improving both the community and the school. The teacher must of necessity have adequate training in public relations. In addition, he should be taught the techniques of organization for cooperative undertakings, like working in committees, participation or leadership in group discussions and activities, etc. He should be taught how to get along with or manage adults, how to work in harmony with parent groups and to deal with PTA's, how to secure the interest and the cooperation of community groups for certain desirable social or educational ends, etc. Finally, he should be imbued with greater confidence in himself and his purposes and with greater aggressiveness in the pursuit of ideals and aims. Our teachers and prospective teachers have been trained to obey more fully than to lead. We have thus produced a highly disciplined corps of teachers, a fact in which we can take justifiable pride. But a program of systematic obedience is hardly one which can be expected to develop leaders. What we should also systematically strive to inculcate and develop in our teachers is initiative, self-direction, and independence of mind.

I ventured the personal opinion that teacher education in our country has not given considerable attention to a program of training calculated to develop the traits which I have enumerated as necessary for community leadership. Whether I am right or not in this appraisal, I leave to your better judgments to determine. But I submit that these are the irreducible minimum requirements for community leadership; and if teachers are to assume these responsibilities with dignity and confidence, our teacher education program must stress these aspects of the teacher's training. They cannot be left to chance or indifference; they must be consciously, systematically, and intelligently sought and striven after as desirable phases of a modern program of teacher education.



LOOKING FOR A LIFE-TIME JOB

by VITALIANO BERNARDINO

Government Pensionado

Carlyle was right when he said that a person who does not find happiness in his work will never find it in his life. The truth of this statement can easily be borne out by the restless and strained feelings of those who have not been fortunate to stay long in a job. There are scientific studies that tend to confirm this belief. People who are dissatisfied with their work will likely have a dark view of life itself.

The reason for this phenomenon is not far to seek. The greater portion of the waking hours of an employed person is spent in his job. To one who is seriously devoted to his work, the latter affords abundant opportunities for the expression of his fundamental motives and interests. The deprivation of such opportunities due to loss of a job naturally disheartens the individual and unbalances his emotional organization. The proper choice of one's life job should thus be a very serious business.

But the necessity for proper vocational placement is also important to the service or organization which hires an employee or worker as well as to society in general. A person cannot render optimum efficiency in an employment unless he enjoys it. His loyalty and interest in his work will greatly be conditioned by how much it contributes to his happiness and welfare. An abnormal turnover of employees and workers, which is obviously detrimental to the interests of a going concern, is indicative of the degree of dissatisfaction and unhappiness that prevails among the workmen. Society also ultimately suffers in cases of strikes, walkouts, and other interruptions in the normal process of a business or industry that supplies the

public with products and services that are vital to life.

Experience has shown that an average young man or young woman cannot make an intelligent choice of his or her future life work without appropriate counsel and guidance. Studies of the vocational placement of secondary school graduates in the Philippines show conclusively that a very small percentage of the students were found later to be engaged in the vocations for which they underwent specialized training in school.

Hence the imperative need for vocational counselling and guidance. Vocational guidance services are now made available to students in most progressive secondary schools. A person with the necessary specialized technical training in the work is often hired specially for this purpose. In the absence of a trained counsellor, a teacher who possesses the necessary interest, aptitude, and sympathy is assigned for this duty.

The correct answers to the following questions, among others, should help on in making an intelligent choice of one's life work:

1. **What is the education and training required by the job?** One should not contemplate landing a job in the future for which he does not have or cannot have the necessary adequate education and training. Some jobs will require only a high school education. Others will require this and a short period of specialized training besides. Still others will require a full college preparation. The length of time and the financial expense involved in acquiring such education and training must not be lost sight of.

2. **What is the level of intelligence required?** Recent psychological surveys in the United States have established the fact that a certain range of intelligence is **essential** to the probable success or efficiency in a particular occupation or profession. It has been found, for instance, that the typical intelligence quotient levels in the United States range from 109 to 141 for engineers, from 115 to 142 for clergymen, from 106 to 129 for accountants, from 103 to 126 for public school teachers, from 94 to 117 for bookkeepers, from 93 to 114 for clerks, from 81 to 100 for policemen and detectives, and from 66 to 81 for day laborers. An individual selecting a life-job might do well to undergo a valid intelligence examination to find out if his I. Q. falls within the range of that typical for the line of work he desires to pursue. The I. Q. has still a high prognostic or predictive value, all claims to the contrary notwithstanding.

3. **Is the particular work in line with your special interests and aptitudes?** Persons have certain special aptitudes and lines of interests. One may have a natural talent and interest in art or music. Another may have an inborn love of nature and will have undue interest in plant and animal life. To some the study of mathematics may just be like "chewing peanuts". Others will have a strongly developed urge for manipulative activities. A person cannot choose a vocation outside his genuine interests or for which he has no special gifts or talents and expects to be happy and efficient in it.

4. **Will you be able to meet the physical requirements of the work?** Certain occupations make unusual demands upon the physical condition of the individuals who engage in it. Forestry and mining engineering which take one on distant locations necessitating long gruelling hikes and sleeping in open air in cold nights are only suited to those with strong resistant body constitution. A

great degree of lung power to undergo sudden and extreme changes in air pressure should be possessed by one who intends to become an aviator or a deep-sea diver. An individual who cannot withstand the sight of flowing blood and dismantled torsos had better not think of someday becoming a surgeon or a nurse.

5. **Do you possess the appropriate temperament or personality-type for the particular calling desired?** Certain vocations or professions require for their pursuers a certain type of personality and emotional predisposition. A shy, retiring, highly-introverted person cannot make a successful salesman or insurance agent. On the other hand, this type of personality will be an asset for a research worker or one whose work will require him to shut himself alone in a secluded nook in a laboratory with all his mental energies pitched and concentrated on a difficult or puzzling problem in science. A lawyer, a teacher, or a personnel officer must be an individual of good and strong poise, one who can control his temper and composure while all others around display violent conflicting emotions and feelings. Fortunately there are tests that are available to enable anyone to determine easily his particular emotional type. One planning to enter a job or profession cannot indeed afford to ignore the emotional factor among his repertoire of desired qualifications.

6. **What returns do you look forward to from the job?** This will vary with the individual job-seeker. To many, perhaps the majority, the financial returns will occupy the top priority among the basic considerations. And for good reason. Particularly during those days of black market and uncontrolled prices. Another with a sort of missionary spirit will place a heavier weight on the spiritual values that can be derived from

(Continued on page 50)

WHAT ELSE CAN WE EXPECT?

By I. V. MALLARI
Instruction Division

There has been a tremendous hue and cry about the quality of instruction that our young people have been getting. Critics of our educational system have blamed this on the baneful effects of the Japanese occupation, on the lack of school space and equipment, on the inadequacy of Government support, on the commercial spirit among the owners and administrators of private schools and colleges, and on the economic insufficiency of teachers.

What these critics have failed to consider is that, in education as well as in all other aspects of life, people get only what they deserve—or want. In other words, our heaven is only as high as our reach. The deplorable results of the prodigious expenditure of time, money, and effort that our educational activities entail, may, in the last analysis, be ascribed to the confused conception that the majority of us have of what we expect to get out of education.

A great many pedagogues and educationists have pontificated that the years a child spends in school should give him the necessary skills and knowledge and social attitudes by which he can become a good citizen, capable of discharging his social obligations as well as of asserting his individual rights. These men of learning have said over and over again that education is not merely the acquisition of knowledge, but also the implementation of that knowledge towards self-sufficiency and social service.

These are big words, noble sentiments, lofty ideals. But have the men and women who have made this pronouncement in various forms ever gone beyond what one of the pedagogues themselves have called “verbalism”? Has there been any attempt—or even a desire—to translate this wondrous principle into action?

What do the children and the youth themselves as well as their parents expect to get out of school?

The sad truth is that young people as well as their elders are concerned more with the outward manifestations of having stayed in school or college than with the acquisition of knowledge and social attitudes as well as skills. They are concerned more with grades and diplomas and degrees than with what these stand for.

They are satisfied, for example, with the six-grade elementary curriculum, because it enables them to “graduate” within six years. It does not matter if they leave the elementary school without even the rudiments of learning that would enable them to acquire more knowledge independently—much less make their own way in the world.

This state of mind also explains the intense general preoccupation with what are known as “minimum requirements” in the higher institutions of learning. It is enough for a student to spend so many hours on, and to earn so many credits in, a certain subject.

Take thesis-writing as a specific example. A thesis, particularly a master’s thesis, should show that the writer of it has mastered the technique of research; that he has acquired the ability to marshal and integrate his thoughts on a certain subject; and that he has developed the power to express these thoughts with clarity and force, fluency and grace.

Strange as it may seem, however, the majority of the students working for their master’s degree fail altogether to acquire even a modicum of proficiency in these requirements of thesis-writing. Worse still, they do not care. Thus it is that their theses are incoherent jum-

bles of quotations from various books of reference—a clear indication that they have not even attempted to “digest” their materials. Certainly, they have not realized that what they read should simply serve as the jumping-off place for their intellectual explorations; that they should not tie themselves forever to the apron-strings of even the greatest masters of thought; and that their worth as cultured men and women can be measured only in terms of what they themselves can contribute to the sum total of human knowledge.

It seems enough for these students—some of them, in fact, have said so in so many words—that their theses are approved, that they are allowed to march up the commencement platform in all their finery to receive the long-coveted diploma amidst the plaudits of their well-wishers; and that they become entitled to affix the magic “M.A.” to their names. But, when they go forth into the world of affairs, they are harrassed by doubts and uncertainties whenever they are confronted with the necessity of rationalizing a certain problem and of expressing their opinion on, or their solution to, that problem in such a way as to enlighten, convince, or persuade other people.

This puerile—not to say, distorted—attitude towards serious scholastic application is not surprising; for those who hire young men and young women from among high school and college and university graduates, lay special emphasis on what they euphemistically call “educational attainments”—not on tested abilities. And the deep discontent among employees, both in government offices and in private firms, is due to the tendency of their superiors to disregard merit altogether in giving promotions either in rank or in salary.

Because of this, some employees have developed the vicious habit of casting aside any sense of propriety, delicacy, and decency that they may have pos-

sessed in their frantic scramble for promotions. Thus the average office becomes a veritable hotbed of intrigue, where it is considered perfectly legitimate for a man to undermine the reputation of his colleagues, as long as he can reach the top of the heap.

This is a disgusting spectacle, indicative of the general breakdown of human values. Young people who are taught in school that honesty, dignity, integrity, and a profound regard for the rights of others, are sterling virtues that must be cultivated if they are to be worthy of their humanity—these young people are shocked to find out when they sally forth into the world of adults that these virtues have no meaning and no worth, even to those who pretend to inculcate them into the minds of the young.

Obviously, what is needed more than anything else is a re-definition of our conception of “success”. As long as we think of success in terms of power and wealth, we can expect to continue witnessing the mad scramble for advantages and privileges, the shameful disregard for decency and dignity, and the hankering for the symbols rather than for the substance of education.

Some people may say that, since this is a competitive world and these are parlous times, it is excusable to resort to any means by which a man may put one over on his fellows. If that be our philosophy of life, however, if that be our social faith, then we should stop harping against our present system of education or against our “educational mills,” whether private or public.

Education as a conscious social attempt to attain an ideal, can only mirror—it can not go beyond—that ideal. In other words, education is merely the expression of our social philosophy; and, from it, we can hope to get only what we deserve.

STARTING A HOME-ROOM ORGANIZATION

DOLORES TENSUAN DUNGO
Curriculum Division

A. Two major objectives of language instruction in the intermediate grades are these:

1. To provide a continuous program of varied worthwhile experience adapted to the needs of the child which will stimulate him to think clearly, to speak freely, correctly, and courteously, and to grow in the ability to meet effectively life situations demanding speech

2. To provide many social and purposeful activities which will create the desire and increase the ability of the child to express himself adequately and acceptably in written form.

A classroom organization offers such splendid opportunities for the development of the above-mentioned objectives, hence, every teacher, particularly the teacher of language, should make it a point to organize one in every class. You have only to glance at the many worthwhile activities done in a classroom organization, as a basis for language expression to be convinced that you really must start one in your class.

B. Opportunities in a Home-Room Organization. **Opportunities for Oral Expression:**

1. Putting through a motion
2. Taking part in a discussion
3. Giving oral reports
4. Introducing and campaigning for candidates
5. Taking part in a debate
6. Conducting a meeting

Opportunities for Written Expression

1. Writing minutes of a meeting
2. Writing an announcement
3. Writing news items and notices

C. Steps in Organizing a Club

1. **Develop the vocabulary.**—Introduce these expressions by explaining the meaning of each term and citing situations when to use each:

adjourn
agree with
as many as
are you ready for
the question
by-laws
call the roll
draw up a constitution
have the floor
hold a meeting
I move that
I second the motion
I nominate
majority vote
meeting will please
come to order
minutes
motion carried
motion lost
new business
regular meeting
special meeting
unfinished business
voting by ballot

2. **Hold the first organization meeting;**
order of business of first meeting:

- a. Appoint a temporary chairman.
- b. Request chairman to appoint a temporary secretary.
- c. Coach the chairman what to say to open the meeting.
- d. Coach a member to put through a motion that the class organize a club, and write on the black-

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board for everybody to see how a motion is put through.

f. Advise the chairman to appoint a committee to draw up a constitution and by-laws.

3. Prepare the Constitution.—Give the class an outline of a very simple constitution to serve as guide in the preparation of their own constitution. The following skeleton is suggestive:

CONSTITUTION AND BY-LAWS
OF

Article I

The name of the club shall be
..... The objects of our organization shall be

Article II

The membership shall be limited to

Article III

The officers of this club shall be
.....,
..... They shall be elected by

Article IV

The time and place of meeting of the club shall be at
every in the

Article V

This constitution may be amended by two-thirds vote, etc.

BY LAWS OF

1. The membership fee for every member of this club shall be

2. A member who is absent during regular meetings, without a good excuse shall pay a fine of

3. Every member is expected to take part in a program when requested to do so.

4. The duties of the president shall be to preside at the meetings and to direct the work of the club. The vice president shall perform the duties of the president when he is absent. The secretary shall keep minutes of each meeting. The treasurer shall have charge of all funds and shall pay out money only on written or-

der of the president. The sergeant at arms shall keep order.

4. Adopt the Constitution.—In the next meeting of the club, the chairman of the committee who prepared the constitution will make a report. He will first read the constitution and by-laws and then present them to the club for adoption. If members want certain parts to be changed, or something more to be added then they give their suggestions, before final voting for adoption takes place.

5. Elect the Officers—

a. Guide pupils on how to make and close nominations

b. Encourage pupils who entered nominees to give campaign speeches for their candidates. The following are suggestions to be followed in making nominating speeches: (1) Talk clearly and convincingly, (2) State the qualifications of your candidate, (3) Tell about his desirable characteristics, (4) Courteously ask the members to support your candidate.

c. Hold the voting.

d. Announce election returns.

e. Install officers.

6. Hold the first regular meeting—

a. Acquaint pupils on the proper ways of addressing the chair and gaining recognition and of presenting a motion.

b. Encourage pupils to take an active part in discussing motions presented.

Guides for Discussing Motions

(1) If you believe the motion is good, try to secure votes for it by giving your reasons: if you think it is poor, try to defeat it by showing your reasons.

(2) Do not take up too much time. Give others a chance to talk.

(3) If you do not agree with someone express your opinions politely. Don't hurt the feeling of others.

D. Written Activities

1. Preparing minutes of meetings—

a. Studying copies of minutes that are well-written, to find out what the minutes contain and how they are usually arranged. Example:

Time:—eight o'clock until nine o'clock,
Tuesday morning, July 10, 1947.

Place:—Room 25.

Reports:—The Health and Safety Committee reported on some undesirable practices of school children which need correction in order to promote health and safety at school.

Business:—The club decided to hold a picnic in San Francisco del Monte on Sept. 8, at eight o'clock. The president appointed Virgo Ponce and Emily Reyes to compose a lunch committee.

b. Cooperative writing of the activities taken up in the first regular meeting.

c. Individual writing of the minutes of the second meeting.

2. Preparing written announcements.

Situations connected with the activities of the club may be used to help the children grow in the ability to make announcements.

An announcement should always tell **What? Who? When? and Where?** It should tell what the event is, who is planning it and when it is to take place
Example:

You Are Invited

The Six B Home-Room Organization will hold an oral Reading Party in the library on August 28, 1947 at two o'clock. All intermediate pupils are invited to attend.

3. Writing news articles for the school paper.

The important activities of the club will be good materials for developing the pupils' ability to write news items and notices for the school paper. Here is an excellent chance for the pupils to do some real vital writing.

News items should be planned with special care for title, beginning sentence orderliness of expression, and brevity. Children should learn to revise their first drafts and check them for:

1. Sentence structure.
2. Facts that tell **who, where, and when.**
3. Exactness of meaning.
4. Punctuation and capitalization.
5. Elimination of unnecessary detail.

TRY! KANDY CORN

That DELICIOUS POPCORN CONFECTION

Containing—Dextrose, Fresh butter, Prepared sugar

IT'S A HEALTH GIVING VITAMIN FOOD

The more you eat, the more you want!

THE CHILDREN LOVE IT

Sold at all Leading refreshment stands

Manufactured by

MAURICE ENTERPRISES

680 TAFT AVENUE

Manila

(RADIO SPEECH OVER KZRH, 6:30 P.M., SUNDAY, JULY 27, 1947)

The Constitution of the Philippines contains these brave and stirring words: "The Filipino people" . . . shall "secure to themselves and their posterity the blessings of independence under a regime of justice, liberty and democracy." JUSTICE, LIBERTY, DEMOCRACY! These, then, are the triad of ideals toward which this country shall strive.

But Justice, Liberty, and Democracy cannot thrive upon the barren soil of ignorance and lack of enlightenment. It is impossible to expect a people to know and practice these ideals if they do not know what they mean. These ideals did not thrive in the barbaric days of the Dark Ages because the people had no idea of their meaning and of the possible effect of the application of those ideals on the lives of men. Only when enlightenment became the possession of many, did the better portions of humanity begin to ask why there was so much oppression, so much slavery, and so much tyranny. It can be truly said that enlightenment begets Justice, Liberty, and Democracy.

Enlightenment can come upon the masses of this country only through the institution of an adequate school system. The kind of education that our young people are acquiring today is not enough to provide the enlightenment necessary to enable the people to cherish the ideals of Justice, Liberty, and Democracy. The people will know how to cherish these ideals if they have enough intellectual acumen to distinguish between fact and propaganda, between the catchwords of cheap politics and the principles of statesmanship, between the vociferations of those who wish to perpetuate themselves in power and the ideas of men and women who render real public service. The Good Book, in the words of John, aptly tells us: "You shall know truth, and the truth shall make you free." No man can be truly free who does not know the truth. One cannot know the truth who is not enlightened, who does not have the necessary mental perspicacity to distinguish between truth and fiction.

Our present school system in the elementary grades is far from being the medium by which the masses in this country could be enlightened. A school system such as ours that provides an education a little better than mere literacy cannot be depended upon to inculcate in the mind of the people an understanding of the ideals of Justice, Liberty, and Democracy. If we could attain the standards of literacy in the United States, perhaps there would be some hope. In the United States a person may be considered literate if he can read a newspaper or write a letter. In the Philippines the test of literacy is to be able to write and read one's name especially on election time. (This may not even be necessary if he can vote in the election by just checking a list of names.)

There is no school system in the world today that provides as meager an education as our present elementary school curriculum. While children of other countries go to school seven and eight years, using their mother tongue as the language of learning, our children go to school only six years and use a foreign tongue to acquire so-called enlightenment. On top of the foreign language, which is the chief medium of instruction, we have imposed upon the minds of young people the task of learning another tongue to which many of them are not born. While children in

PRESENT SCHOOL SYSTEM

BAUTISTA

the progressive countries of the world go to school the whole day, ours go to school only about three hours a day. While other countries provide every possible inducement so that capable young men and young women would aspire to become teachers, we must be satisfied with inadequately trained and mediocre teachers because there is not sufficient inducement to attract the very best materials for teaching. Some of the very best teachers in the public schools have left and are leaving the service because they have found "greener pastures" elsewhere. It will be many years again before we can replace these hundreds of experienced teachers.

In our opinion, the problem of providing this country with an adequate school system is a matter of funds and the right kind of statesmanship. The issue involved is, to my mind, very simple. We need more appropriations. The present finances of the government cannot provide enough funds to make the school system adequate and to give the teachers better pay. There is only one solution to the problem, and that is to convince people that they have to come across with a little more help individually so that the necessary amount of funds would be made available.

In their desire to help solve the problem of raising more funds, the school authorities presented a bill in the last session of Congress which, if passed, would have gone a long way toward providing a more adequate school system for the Philippines. This bill the school authorities fondly called the Educational Act of 1947. But the bill did not go beyond first base. The bill would have restored Grade VII in the intermediate grades and would have abolished the pernicious two single-session plan. It provided for the imposition of a school tax of two pesos on every resident of the Philippines 18 years to 59 years old. It also provides that if the funds accruing from the school tax would not be sufficient, the municipalities and cities concerned could impose a tuition fee of not more than P20 in intermediate pupils. It is our feeling that there would have been little or no opposition to the bill if there had been sincere and honest efforts to acquaint the public with the need of raising more funds for the support of an adequate school system. We know this to be true because in the school year 1946-1947, when there was little hope that additional funds would be forthcoming, hundreds of Parent-Teacher Associations all over the Philippines raised an average of P1,400 from their respective communities in order to support a class of 40 to 60 pupils. The people now realize that education spells the difference between economic and spiritual slavery and freedom. They will make any sacrifice in order to get their children educated. The people have come to believe, and rightly so, that the schools are the fountainhead of their liberties. We are therefore convinced that the school tax of two pesos would not have been opposed by the people.

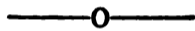
But the bill was squelched, presumably by order of the political leaders who saw in the bill a possible weapon that might be used against the party in power in the coming November elections.

As long as the political fortunes of the members of Congress are considered more important than the improvement of the school system, as long as political leaders remain unperturbed over causes and conditions that determine the fate of democracy in this country, which we feel is being jeopardized at this very moment by the lack of an enlightened citizenry, nothing will be done about the schools. There

FOR MODERN OPTICAL NEEDS—SEE KEEPSAKE OPTICAL—80 Escolta

seems to be a general apathy here toward problems that cause a possible deterioration of belief in the ideals of Justice, Liberty, and Democracy. And this situation will worsen if we continue with the kind of anaemic school system that we now have. It seems inevitable that our common fate will be a kind of degeneracy, which is the inevitable fate of people everywhere who lack the necessary intellectual acumen to effectively participate in the discussion of public issues, force such issues to a decision through common counsel, and make public opinion truly and effectively prevail and result in positive action in all matters that affect the common welfare.

The question of the hour seems to be: Shall we allow an inadequate school system to continue producing citizens that are a little better than mere literates, or should we allow the people to decide whether or not they would be willing to shoulder a little more of the cost of a better school system? Shall we or shall we not do something to provide a better school system, even at the expense of our individual political fortunes? Shall we or shall we not provide a better school system so that the ideals of Justice, Liberty, and Democracy shall continue to be cherished by the people and consider these so important that they will be willing to undergo sacrifices in order to keep them?



Give Me Tears

Alvaro L. Martinez

Give me tears, acrid tears.
 Beads of sweet
 Of laboring emotions
 Perspiring 'neath the heat of passion.

Give me tears, distilled tears
 Hesitant raindrops
 From clouds of doubts
 Growing into a storm of rage.

Give me tears, sparkling tears.
 Living dewdrops
 On the withering petals of a woman's face
 Singing of freshness in decay.

Give me tears, tears, saltsea tears
 And the taste of joy's belabored rebirth.

ARALIN UKOL SA PAGKA-MAKABAYAN

Ni ROSARIO BELLA-GANA

A. Mga layon

1. a. Upang linangin ang kadakilaan at makulay na pinagdaanan ng magiting na lahing Pilipino.
 - b. Upang madama ng kabataan ang isang tunay na pagpapahala-ga at paghanga sa kanilang ninuno.
 - k. Upang buong maipagmalaki ang kanilang pagiging Kayumanggi, ang pagiging Pilipino.
2. Upang pukawin ang makabayang damdamin at patubuin ang isang wagas at walang pagmamaliw na pag-ibig sa sariling bayan.

B. Pamaraan ng pagtuturo

1. Sa DIWANG KAYUMANGGI, Una at Ikalawang Aklat, ay napag-aralan natin ang ilang akdang dumadakila sa ating lahi at bayan. Pagbalikan nating saglit ang mga akdang ito. Papitlagin nating muli ang ating damdamin. Ano ang ating nadarama? Ano ang sumasagi agad sa ating gunita?

Pag-uulat (Dalawang bata ang magsasalaysay ng mga mahahalong diwa at damdaming pinupukaw o sinasariwa ng mga akdang sumusunod:

- a. Sa DIWANG KAYUMANGGI, Unang Aklat:

“Panatang Makabayan”
“Iniibig Ko Ang Pilipinas”
“Sa Lupang Sarili”
“Ang Pambansang Awit”
“Kayumanggi Ang Iyong Kulay”
“Ako’y Si Ragam”

Sa DIWANG KAYUMANGGI

Ikalawang Aklat:
“Ako’y Pilipino”

“Pag-ibig sa Tinubuang Bayan”

- a. Itanyag ang mga sumusunod:

- (1) Ang bawa’t nilalang ay may sariling lahi at bayang dapat ipagmalaki, tangkilikin, at ipagsanggalang.
- (2) Likas o katutubo sa bawa’t tao ang pananabik at pag-ibig sa sariling bayan.
- (5) Ano ang tungkulin ng ating bayan sa mga mamamayan?

Pagkatapos ng pagsasalaysay, pag-uusapan ang wagas na damdaming dapat madama ng isang tunay na Pilipino pag binasa ang mga sumusunod, kung ano ang sumasagi agad sa gunita:

- (1) “Ako’y magpakatunay na Pilipino”
- (2) “Mamahalin ko at igagalang ang mga sagisag ng aking bansa.”
- (3) “Damhin mo ang kahalagahan ng iyong kulay.”
- (4) “Ibangon ang kadakilaan ng iyong lahi.”
- (5) “Sa lupang sarili’y kay-tamis mamuhay!”
- (6) “Maging dampa yata ang iyong tahanan
Sa lupang sarili’y langit ang kabagay.”
- (7) “Nguni’t ang simoy ng hangiy mapait na kamatayan
Sa taong walang sariling lupa, ina’t kasintahan.”
- (8) “Kamatayan ay matamis dahil sa Inang Bayan.”
- (9) “Maging kailan at saan man sa kilos ko’t mga galaw,
Ang tatak ng pagkalahiy sumusunod sa likuran.”

- (10) "Ang mamatay dahil sa Inang Bayan ay tunay na luwalhati."

B. Takdang-aralin

1. Pangganyak: Sa DIWANG KAYUMANGGI, Ikatlong Aklat, ay may isang hamon sa mga kabataan. Basahin ang unang akda, "Kayumanggi," isang sanaysay ni G. N. Reyes. Ano ang kaugnayan ng pambungad na salawikang "Ang hindi lumingon sa pinanggalingan ay hindi makarating sa paroroonan" sa akdang ito? Ano ang ibig patunayan? Sagutin sang-ayon sa inyong sariling haka-haka o pagkakaintindi.
2. Sumasang-ayon ba kayong ang lahing Kayumanggi noong araw ay isang lahing magiting, nguni't

ngayon ang diwang Kayumanggi ay mapusyaw na? Hindi ba nanauli ang kayumangging kaligatan ng magigiting na Malayong nagtatag dito ng isang bansang malaya? Hindi ba nanunumbalik ang kayumangging nalalantayan ng dugo ng mga Katipunerong sumagasa sa kamatayan at tumalagang magsarili kahit ano pa man ang kahinatnan?

3. Muling basahin at pakasuriin ang salaysay. Ano ang ibinubulong ng inyong budhi? Hindi raw ba nagkakamali si G. Narciso G. Reyes? Sa isang talata ay gumawa kayo ng isang matapat na paglalahad kung sinasang-ayunan o hindi si G. N. Reyes. Bumanggit ng mga katibayan upang magkaroon ng saligan ang inyong palagay o paniniwala.

BUILDING A VOCABULARY

By BRIGIDA ORPILLA-MAZON
Santiago Elementary School
Bauang, La Union

TYPE I

Direction: Read silently and do what you are told to do.

1. Put the tail of the kite.
2. Draw a chair near the table.
3. Draw a bird on the fence.
4. Draw a carabao eating the grass.
6. Draw a string around the top.
6. Draw a girl near the flower.
7. Make the cover of the pot.
8. Make a nest near the hen.
9. Draw a book on the table.
10. Draw a boy playing with the ball.

TYPE II

Direction: Draw what is missing on the following pictures:

1. I have a little chair.
It has four legs.
I can sit on it.

2. This is a little bird.
It has a nest.
It has two eggs on the nest.
3. This is a little doll.
It can stand on two feet.
It is a pretty doll.
4. The ball is round.
Boys and girls play with it.
The bat is near the ball.
5. I can spin the top.
The top is on the box
It has a string around it.
6. The dog can bark.
It can run very fast.
It has a long tail.
7. This is a little girl.
She can play with a drum.
The drum is little.

8. This is a little rat.
It can run very^{*} fast.
It has a long tail.
9. The boy is under the tree.
He is sitting under it.
He can play under it.
10. This is a pair of shoes.
Wear it every day.
Keep it clean always.

TYPE III

Direction: Build some little words out of these words below:

Example: going- go, in

- | | |
|-------------|--------------|
| 1. making | 6. vegetable |
| 2. tomatoes | 7. garden |
| 3. building | 8. eating |
| 4. running | 9. working |
| 5. basket | 10. mango |

TYPE IV

Direction: Arrange the following words so that a correct sentence will be formed.

1. The is monkey tree in the mango.
2. The turtle is it under.
3. flower The in is garden the.
4. can The baby walk run and.
5. We not can tree the climb.
6. Chairs tables are and found in house the.
7. Bird fly can and sing.
8. sing We school in.
9. bark Dogs at strangers.
10. plant rice We field in the.

TYPE V

Direction: Draw or write the containers of the following:

- | | |
|----------|--------------|
| 1. air | 6. Coca-cola |
| 2. fruit | 7. sugar |
| 3. sand | 8. fore |
| 4. doll | 9. book |
| 5. candy | 10. flower |

TYPE VI

Direction: Write at least five words which begin with the following:

- | | |
|-------|--------|
| 1. c | 6. f |
| 2. m | 7. l |
| 3. th | 8. gr |
| 4. cr | 9. n |
| 5. d | 10. bl |

TYPE VII

Direction: Write at least five words which end with the following:

- | | |
|--------|---------|
| 1. d | 6. all |
| 2. p | 7. at |
| 3. t | 8. ack |
| 4. ake | 9. ay |
| 5. et | 10. ish |

TYPE VIII

Directions: Write the opposite of each of the following:

- | | |
|----------|----------|
| 1. come | 6. above |
| 2. large | 7. in |
| 3. black | 8. low |
| 4. sweet | 9. short |
| 5. near | 10. wide |

TYPE IX

Directions: Write the name of the flower in Group B before each number in Group A.

- | | |
|-------|--|
| | 1. a red big flower |
| | 2. pink tiny flowers |
| | 3. a yellow flower
that looks like a bell |
| | 4. a white flower |
| | 5. a violet flower |

GROUP B.

- | | |
|-------------------|------------------|
| a. Yellow Bell | d. Gumamela |
| b. Cadena de amor | e. Santol |
| c. Camia | f. Morning Glory |

TYPE X

Directions: What fruits are described below? Write them down.

1. An oblong green fruit that grows on a tall plant.
2. An oblong green fruit that grows on a tall tree
3. A round, green and sweet fruit.
4. A round and yellow fruit.
5. A red and round fruit that grows on a tall tree.
6. A green and sour fruit.
7. A big and round nut.
8. A round and yellow fruit as large as a fist.
9. A round black fruit as large as the thumb.
10. A brown and sweet fruit.

HOMECOMING

(Short Story)

by BELEN D. VILLEGAS

Teacher, Malolos Elem. School, Bulacan

The woman in the faded gray dress moved about the room quietly. She was not yet forty-five, but the tired look that fell into set lines in her features made her look over fifty. Her face bore traces of sorrow and pain, want and suffering that she must have continuously borne. Yet, the firm set of her jaw belied the fact that she had really suffered. Instead, it gave her face a queer sort of strength and character.

She moved about the room with a feeling of suppressed excitement. She patted the shabby cushions in place and tried vainly to make them stand stiff and straight. Making a mental note to stuff them with new cotton "one of these days," she walked to the window and pulled the curtains open. Her curtains never failed to give her pleasure and satisfaction. In a place where living standards ran strictly to bare necessities, her curtains seemed the very last note in elegance and high living.

There was not a sign of his coming home yet. The road stretched out in the cool rays of the late afternoon sun—dim, dusty and parched. The acacia trees on both sides stood mute and tall, giving a look of peace and quiet to the whole countryside and at the same time adding to it a rustic and tranquil note. She watched the road from her window with a sense of peace and contentment. She felt a curious sense of happiness flooding her whole being; she knew that tears were beginning to form behind her eyes. Her son was coming home at last for a much-needed rest cure. She knew that he would stay for a long time, long enough for her to try to lift the veil that had shrouded their lives.

She pulled her favorite chair by the

window and smiled fondly as she began to recall the days when he was just a toddling infant. Her first and only child, he had been pampered altogether too much, she was afraid, although she would never have admitted this to herself, much less to her husband. Sonny's upbringing had been the constant source of her frequent quarrels with him. The most serious they ever had made her remote and unyielding. Till the day he died, which was shortly afterwards, there grew an unseen barrier of icy coldness between them which had separated them completely.

She felt a sense of being forsaken when her boy came home one day and asked her a question.

"Mother, does a girl really act different from what she feels?"

"What do you mean?" she asked with a sense of foreboding.

"My friends tell me that they play hard to get."

"Sonny, what are you talking about? You are hardly fifteen, child. Don't tell me you are already after a girl."

"And why not, Mother?" There was a strident note of defiance in his voice. "Not in the sense you mean, anyway," he continued. "I like Tita just as I would a sister, if I had one. More, perhaps—I do not know exactly how much. It's just I feel perfectly at ease with her. I love to watch her and listen to her gay prattle"

Suddenly, an ominous silence hung between them. The boy felt naked and silly before the silent intensity of his mother's eyes. He knew suddenly that he would not ask questions any more, not ever again. The mother sensed this sudden withdrawal and felt cold panic.

She remembered how easily barriers could be built and make complete strangers out of people.

"Sonny, go ahead and tell me more about this girl," she urged.

"She is not very unusual, Mother. Not unusual enough to talk about. Shall we eat soon? I think I shall take a shower first."

As the boy walked out of the room, she felt that it was more out of her life. The breach between them widened as the years passed, and she visibly suffered. In vain did she try to recapture their gay comradeship. Whenever she tried to draw him towards her, she sensed at once his sudden withdrawal and his attitude of defense.

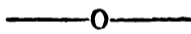
She felt lonelier when he left for the city. His home visits were brief and perfunctory, and when he finally finished his studies and found work, even his very rare visits stopped. Only his brief letters with the monthly checks kept coming—the single fact that persistently reminded her she still had a son.

Stripped now of all vestiges of possession and coddling, she prayed earnestly that they find each other again. She vowed she would not commit the same mistake again.

When she received the telegram from him, telling her that he was coming home for a rest, she felt humbled in the belief that her prayers had been answered at last.

"Please, God, give me another chance that I may have him back," she prayed tearfully.

When finally her son stood before her—frail, thin, and wasted, she hesitantly clasped his hands, carefully, lest he shy away again. The kiss that she felt on her brows was like a benediction, and it was strange that she did not feel the triumph and exultation that the kiss signified. In her heart, she knew that the kiss was neither a surrender nor a truce. Rather, it was the symbol of the bond and alliance with him that she had lost. She had it now and she would not lose it again.



" 3 SWEETEST WORDS IN THE ENGLISH LANGUAGE "

DOROTHY DE ZOUCHE

"We ought to ask questions. We might learn some surprising facts if we did. Teachers crawl too much. Anyone who crawls on his stomach long enough will get to look like a worm and what is more terrible, to think worm thoughts."

"Teachers must stop being concerned only with the educational and salary problems in the community in which they teach. All educational problems (and all other problems) belong to all of us. We should be ashamed to say, 'That problem does not concern us here

in Beaver City.' We must learn now that only so far as the entire group progresses do we progress as individual teachers. Whatever does injury to any group of teachers or to an individual teacher hurts all of us whether we think so or not. If any teacher in New York City or Prairie Center is treated with injustice or indignity, I am the loser; and by whatever good comes to a teacher whose path I shall never cross or whose name I shall never hear, I shall have gained a step upon the way."

THE EXPERIMENT IN THE SCIENCE CLASS

By MARCELA B. GARCIA
Curriculum Division

To cultivate the scientific method of making observations and by relying on evidence rather than upon propaganda, tradition or hearsay, and of exploring natural phenomena in terms of cause and effect relationships rather than in terms of superstitious beliefs" is one of the general aims of teaching science in the schools. This aim and objective can be accomplished by real and worthwhile experiences in which the pupils take an active part, like experimentation, observation, field trips and record keeping. Of the activities named, the first is seldom used if not left out in most science classes. This is due to the following reasons:

1. Lack of experience on the part of the teacher. The teacher may be one of those teachers who lack a science training.

2. Lack of basic supplies and necessary apparatus. In remote barrios, the teacher will experience difficulty in obtaining the necessary equipment for a good science experiment.

At the opening of schools in July, every science teacher should have some of the following supplies and equipment in her room:

- Two or three empty bottles
- One or two earthen or glass jars
- Several thick glass tumblers
- Two cups
- Two saucers
- One tin or aluminum measuring cup
- A tin pan
- Two or more lamp chimneys
- Several flower pots
- Spoons of different sizes
- Butcher or paring knife
- Old screen wire
- Clothes pins
- Broken pieces of window pane

- Pieces of tin, steel, or brass
- Some buttons
- Rubber bands
- Scraps of silk, fur or wool
- Old balls of various sizes
- Toy balloons
- Cardboard boxes
- Corks of different sizes
- Nails, tacks, screws, or bolts
- Flash light
- A pair of scissors
- Test tubes
- Simple machines, such as egg beater, can openers hammers, pliers, screw driver, levers

Science experiments especially in the elementary school is a "reliable asset" to the children. It enlarges the child's idea of a thing. However the value of the experiment to the child depends upon three things:

1. Purpose of the experiment to the child
2. Active participation of the child
3. Scientific truth proved by the experiment

A good science experiment should have a "pre-discussion, accurate performance, accurate recordings oral or written and valid conclusions." The teacher should select the experiment which will most clearly prove a certain truth to a particular group of children, i.e. the maturity of the children should be taken into consideration. For elementary school children we should avoid experiments intended for fourth year students. The simplest experiments in evaporation, condensation or the use of the magnet may be tried in a fifth grade class. The teacher should explain the purpose of an experiment before performing it. She should see to it that the pupils understand the purpose, and that

they make it their purpose and not the teacher's. Each step in the experiment should be explained before the performance. The pupils should be given the chance to explain the steps in their own words. The apparatus should be placed on a high place in the center of the class. If possible, several pupils should be allowed to perform the experiment. The pupils should describe in their own words what actually took place in the experiment.

Suggested experiments for the elementary grades:

1. Get a board 8 inches wide. Nail a flat piece 6 inches wide vertical to it. Place the board on the ground east and west. The flat piece will make a shadow on the board at different places as the sun rises and sets.

The sun makes short or long shadows at different hours of the day.

2. Put fire to a small amount of waste paper in your backyard. When it is burning pour a bucketful of sand over the fire.

Fire is put out by sand by keeping air away from the fire.

3. When there is a thunderstorm, watch for the flash of lightning. How many seconds will it take for the sound of thunder to reach you? As soon as you see the lightning, begin to count, one number for each second. If you count 6 before you hear the thunder, then it takes 6 seconds for the thunder to reach you. The lightning must have been 6,000 ft. away.

No sound is heard the second it occurs.

4. Get a box with only a small hole on one end for light. Grow a plant in this box. The plant will grow towards the light.

Plants seek light.

5. Fill a glass with water. Place a piece of paper or cardboard over the glass and remove your hand after a second. Water remains in the glass.

Air presses on things.

6. Get a basin half full of water. Leave

the basin of water on the window sill where the sun may shine on it or where the wind may blow over it. The water in the basin will disappear little by little.

Water evaporates.

7. Get several flowers (rosal, for example). See that the leaves are attached to the flower stalks. Put the flower stalks or stems in a bottle with water which has been colored with black or red ink. Keep the flowers in the shade. After a day hold the flowers or leaves up to the light and split the stems lengthwise. The stems will be black or red, whatever color you used.

Water passes through the stems.

8. Take a clean, dry, clear glass bottle with a cork. Put the bottle over a small branch of a tree and cork the bottle. A cut should be made on the cork on the side where the stem of the plant enters the bottle. Try the experiment on a dry day. After a day, water will be seen to collect on the inside of the bottle.

The leaves give off water.

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—O—

Easy payment plan for teachers

ARITHMETIC INSTRUCTION

By FRANCISCO C. ALCANTARA

*Principal, Luzuriaga Elementary
School, Dumaguete*

Comparatively speaking, arithmetic appears to be the most difficult subject to learn in the curriculum it being an exact science.

The following suggestions are offered with the hope that they can be of help in the improvement of the teaching and learning of arithmetic.

Daily Drill on Fundamental Processes

a. Every arithmetic recitation should be opened with a snappy drill on fundamental processes or on combinations previously taught.

b. The materials to be drilled upon should be those found difficult as revealed in progress tests. It is a waste of time drilling on facts or materials already mastered.

c. The use of flash cards is stressed, but care should be taken so that when competition is injected into the drill all members or a majority of the members of the class are benefited.

d. Drill should be of short duration—say, the first two or three minutes of the recitation period.

e. The value and importance of the diagnostic drill cards in arithmetic cannot be over-estimated.

Presentation of New Principles

a. After a snappy drill on fundamentals, the new principle should be taught vividly with the use of objects and the blackboard. Use only small figures in the presentation.

b. Employ *varied situations* until the new principle is fixed in the pupils' mind.

c. Keep the principle being taught in the foreground and end the presentation with a generalization by the pupils.

Application

a. After the principle has been sufficiently taught and correct generalization made, give exercises and *problems* involving the same principle.

b. Administer a short quiz to test the effectiveness of instruction and to determine pupil difficulty.

Inductive Presentation

A new principle can be best presented inductively by employing the following steps:

- a. Preparation
- b. Presentation
- c. Comparison and contrast
- d. Generalization
- e. Application

Problem Solving

a. In the application of the new principle, problems involving the business and social practices of the locality should be given in abundance to supplement the problems in the text.

b. Much training should be given to the interpretation of problems. Pupils should be encouraged to study each problem carefully and choose the method of solution that seems to them to require the least figuring.

c. The following steps in attacking a problems should be known by the pupils:

(1) Study and analyze the problem carefully and get a concrete picture of the situation. Illustrations or drawings should be encouraged.

(2) State clearly what the problem asks for.

(3) Collect all data needed to find what is wanted.

(4) Carefully analyze the data and discover the relation of the data to what is wanted.

(5) Make the computation and check every operation in order to be sure that no mistakes have been made.

(6) Examine the answer and see if it is reasonable. If it is not reasonable, examine every result and make a second analysis.

d. When a pupil fails to get the correct answer to a problem, the teacher should endeavor to find the cause of the failure and attempt to remove the cause.

e. Pupils should be encouraged to solve problems without a pencil, as in real life.

f. Pupils should be trained to make their own original problems involving the principle just taught.

g. Avoid the use of undesirable problems involving misleading facts, trivialities and absurdities, useless methods and operations, ambiguities and fallacies, and fantastic situations.

Progress Tests

a. After a certain teaching unit or group is covered, a progress test should be conducted to determine pupil difficulties and to check the effectiveness of instruction.

b. A test record should be invariably kept to serve as basis for the determination of what combinations or facts need to be drilled upon.

Remedial Instruction and Thoroughness of Work

a. An ideal instruction is one that leaves nothing to be desired. Every subject matter taught should be dealt with thoroughness until it is mastered.

b. The result of tests should be carefully scrutinized and diagnosed with the end in view of determining the point of error and applying remedial instructions.

c. The more advanced pupils should be utilized in remedying deficiencies during off-recitation periods. Flashcards may be given to these pupils for drilling those who need help before and after classes.

d. As in all other subjects, mastery must be the watchword. One subject matter or principle should be thoroughly mastered by the pupils before taking up another.

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To Teachers: Nominal & Time payment plan

FROM THOSE WHO KNOW

(Being summaries from the last educational conference of the Philippine Association of Colleges and Universities.)

CURRICULUM NEEDS

DR. CECILIO PUTONG

Asst. Director of Education

1. That our schools continue to stress the development of sane nationalism but at the same time should include provision for an appreciation of the fine qualities of other peoples and their contributions to world progress and civilization.

2. That our children be given some familiarity with the customs and traditions of other peoples through a series of supplementary readers and through books for general reading.

3. That a book or pamphlet on the United Nations, the UNESCO, and other world organizations be placed in the schools for general reading of the students and that efforts be made through our delegates to succeeding UNESCO conferences to have this publication used in schools of other countries of the world.

4. That steps be taken to prepare an international anthem which would serve to unite the peoples of the world in a common feeling of brotherhood.

5. That in future revisions of textbooks and supplementary materials all statements or portions which may be considered inimical to the cause of in-

ternational friendship and goodwill be deleted and that the point of view be changed, whenever necessary, to conform to the principles enunciated in the preamble of the UNESCO constitution.

6. That the parents, through the parent-teacher associations, be asked to cooperate in the promotion of international friendship and goodwill. To this end, a list of vital topics for discussion should be prepared and sent to different parent-teacher associations for discussion during their regular meetings.

7. That since the general adoption of the ways of democracy by the peoples of the world would be the strongest guarantee for a lasting world peace and international amity, steps be taken to put democracy into action in our schools by providing our children and youth from the first grade to the university with opportunities for its practice in school, at home, and in the community. Needless to say, the principles of democracy must be infused into our school system, including its administration and supervision, classroom management, and procedures.

TEACHER EDUCATION

VENANCIO TRINIDAD

Superintendent of City Schools, Manila

The rapid expansion of our school system and the radical changes in the social, political, and economic scene, necessitate a revision of our program of teacher education and an increase of facilities for the preparation of teachers.

In the preparation of teacher-education curriculum, due cognizance must

be taken of the educational provisions in the Constitution of the Philippines and of the statement of purpose of the UNESCO to the end that a happy balance between internationalism and nationalism may be insured.

The curriculum should likewise provide a closer integration of professional

and cultural courses and should minimize the tendency toward specialization. Integration and correlation are especially needed in the courses in education as well as in the prescription of major and minor subjects.

In addition to broad general education, the curriculum should provide ample opportunities for an informal study and discussion of special problems and for investigations of community agencies and conditions outside the schools as well as for actual participations in a variety of socio-economic activities. The purpose is to develop a teacher who is competent both as a teacher and as an effective member of the community.

In line with the democratic theory of education, prospective teachers should be given opportunities for active participation in such activities as planning and evaluating the details of instruction, making adaptations and modifications in

the courses of study, faculty meetings, etc.

For the purpose of insuring for the teaching service the availability of the most promising young men and women, extreme care should be exercised in the selection of students for admission to our teacher-training institutions.

To cope with the needs arising from the rapid expansion of the school system, the plan of the Bureau of Education for the establishment of ten regional normal schools should be carried out without delay. The facilities for teacher education in private institutions of learning should likewise be increased.

With an overwhelming majority of teachers now in the service unprofessionally trained and in realization of the fact that teacher education is a continuous process, a vigorous program of in-service education of teachers should be launched.

ADULT EDUCATION

SEGUNDO INFANTADO

Director, Office of Adult Education

During this period of nation building for the Republic of the Philippines, adult education is of paramount importance, for in a democratic mass society only the diversity and intelligence of free individuals will make representative government work. Self-government demands maturity of mind and heart which rarely grows up but in the long cultivation of the individual for tolerance and freedom, Liberty and progress are fragile and have to be carefully cultivated. They are the product of continuous educational growth.

It is surprising that the Government in its efforts to restore peace and order has forgotten past experiences about

the effects of making martyrs of small groups which are assumed to be disaffected. Nor has the lesson been learned that a better method of counteracting bad ideas is to emphasize good ideas as emphatically and as vigorously as possible.

"You can not make men sober by law, neither you can make men loyal by law or by police methods," are statements which would have been well to remember by those who are now engaged in suppressing the disaffected elements. Suppression creates martyrs, and martyrs may win sympathy in the most unexpected quarters. A great statesman

before retiring from office urged his fellow citizens to establish institutions for the dissemination of knowledge, for, as he said, "in proportion as the structure of government gives force to public opinion, it is essential that public opinion should be enlightened."

The problem of adult education in the Philippines is essentially that of overcoming illiteracy which is 51.1 per cent.

On June 19, 1926, the late President Quezon issued a public statement to the effect that

"Illiteracy is taken all over the world as a sign of backwardness and unfitness for civilized government. It is a curse that brings in its train bigotry and superstition, corruption and anarchy. Our country must have a wholly literate population, because only on the foundation of an intelligent public opinion can we build the structure of liberty and sound government.

"Thus far, our money and efforts have been devoted to the education of the nation's children. We are busy building for the morrow without thinking of the present, forgetting that the Filipino nation of today is composed of the parents of these children, the men and women who are beyond the reach of the public school. In proportion as this adult population is enlightened are the Filipinos assured of their liberties."

After the disaster suffered by humanity in this generation, it ought to be clear that our civilization and culture can not be saved by educated leaders at the head of uneducated masses; and

the need for continued lifelong educational endeavor becomes a necessity.

The schools are but one agency for adult education, but through parent-teacher activities, evening and extension classes for adults, and the opening of school buildings to a variety of community activities, adult education may be fostered.

Another important institution is the public library. Public libraries should be established in the cities and large towns and as much as possible library service should be extended to all large barrios. Museums of science, art and industry should be founded in every city for these also serve educational purposes in the same way as those of the library.

In addition, organization of all kinds, including community and professional societies, labor unions, and political groups should be urged to use effectively the techniques of forums and public discussions.

Extensive use should be made of documentary films, especially those which demonstrate the functioning of democratic institutions and of radio programs such as forums and round table discussions in the different local dialects.

College and university administrators should extend their activities to the development of educational programs for trade and labor unions, youth groups, churches and other organizations. Extension programs and correspondence courses should be given due emphasis and encouragement.

In the furtherance of these ends the present adult education services should be enlarged and vitalized.

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UNREASONABLE INEQUALITY

ZACARIAS DE VERA
District Supervisor, Rizal City



Unreasonable inequality exists not only in the salary of district supervisors and high school principals but also in the salaries of elementary and high school teachers, even if said teachers have the same qualifications. While no difference in responsibilities can be given in favor of high school teachers, the entrance salary is very much higher than that of the elementary school teachers. This inequality is one of the gripes of the elementary school teachers, and it is their reason, too, for their leaving their positions. There is a conviction among elementary teachers that when it comes to the treatment of the teachers in the Bureau of Education, they are the least thought of or considered, in spite of the fact that the most difficult task of opening the eyes of school children to see the light of education is wholly entrusted into their unfailing hands.

No valid reason indeed could be conceived of why two teachers of the same educational qualifications and teaching experience should receive different salaries simply because one is assigned in the elementary and the other in the high school. Efficient elementary school teachers who are not only normal graduates but also holders of B.S.E. degree receive very much less than new and inexperienced teachers with the same educational qualifications assigned in the high school. This is one of the many educational ills in our country that should not escape the minds of those to whom are entrusted the welfare of the teachers. It is not surprising to know that Mr. Venancio Trinidad, Superintendent of the City Schools and at the same time Acting Superintendent of the Philippine Normal School, has the

following to say and has said it well in this regard:

“I am strongly for the adoption of a single salary standard. By what rhyme or reason should a B.S.E. graduate assigned to a high school receive much higher pay than another B.S.E. graduate assigned to an elementary school? Do we concede that the work in the elementary grades is less important or much easier than the work in the high school? The adoption of a single-salary standard would correct the wrong impression that the elementary level of instruction is less important than the secondary level. It would place a premium on educational attainment, thereby serving as a powerful motive for the further professional growth of teachers in service. It would make the work in the elementary grades a career in itself rather than a stepping stone for other professions or for assignment to the high school.”

There is no need denying the fact that regular teachers now in the field further their studies only under pressure of memoranda and mild directives from the general or the division office. The reason is very simple. In ironic monologue, the teachers may ask themselves, “Is not the idea to have us improve our training and raise our educational qualifications, a big mockery if after spending our otherwise valuable and precious time in obtaining the B.S.E. degree our salaries remain the same?”

When the understanding hearts of those in charge of the teachers shall have remedied this unreasonable inequality, teachers need no memoranda to encourage them to further their studies.

They themselves, without any pressure, will use their vacation months to improve their professional training, thereby benefiting both themselves and the school children in the end.

Teachers From Government-Owned Teacher-training Institutions And Teachers From Private Owned Teacher-Training Institutions

Another unfair, if not unreasonable, inequality that exists in our educational system is the giving of the same entrance salary to graduates of government-owned teacher-training institutions and those of the private-owned teacher-training institutions.

It may not be out of place to mention here the fact that enrolment at the Philippine Normal School and the state university is a privilege. It is a privilege because a student failing to make the entrance test is not admitted in these institutions. Moreover, even after having passed the test and thus enrolled, if he takes his studies with less concern, he is dropped out of the institution before he knows it. The thorough and rigid instruction given in these government teacher-training institutions is something that any alumnus usually tells with justifiable pride after having gone through with his course. The reason is obvious.

Admission in the junior normal and other courses of private institutions, on the other hand, can not be considered a privilege because anybody, intelligent, or otherwise, can take the course provided he has the money to pay the required fees.

Accordingly, the following questions may be raised in this connection:

1. Is it fair for Philippine Normal School graduates or the U.P., B.S.E. graduates to receive the same entrance salary as those junior normal graduates or B.S.E. graduates from private schools?

2. In spite of the fact that graduates from private institutions do not under-

go as thorough and rigorous hours of instruction as those from government-owned institutions, if the entrance salary is the same for both, then what price thorough professional training? As it is, students prefer to go to private institutions for several reason but mainly because they know that it is much easier to finish a course there than in government-owned schools. Is it not a fact that there is less number of restrictions in the private institutions? And many a student rationalizes: "Why should I go to a public school where I have to work very hard when after all, I get the same salary with less effort if I graduate from a private school?" Thus the same entrance salary encourages students to follow the line of least resistance. Consequently, teachers graduating under these circumstances can not be expected to teach with as much proficiency as those graduating under pressure of real and serious study. In this connection, may it not be asked whether there is no premium on rigid preparation?

3. Has the category of the Philippine Normal School and the College of Education, U.P. gone down to the level of the teacher-training institutions of private universities and colleges? If they have, it is high time that the government abolish them. If they have not, and they still retain their former edge over private institutions, then steps should be taken to give the Philippine Normal School and U.P., B.S.E. graduates an entrance salary highert than that of the junior normal graduates and holders of B.S.E. degrees from private schools.

If there are some differences in entrance requirements and a whale of a difference in the preparation and training in the two institutions, it is quite logical that graduates from government-owned institutions be given higher entrance salary and should first be preferred in the filling of vacancies.

(Continued on page 45)



EASY TAGALOG

By JOSE G. KATINDIG

—I—

(CORRECT QUESTIONS AND ANSWERS)

I—Give this command—*Pacifico, maglinis ka ng sahig.*

A—Before performing the action:

1—Tanóng—Anó ang gagawín mo, Pacifico?

(Question—What will you do, Pacifico?)

Sagót—Akó po ay magwawalís ng sahig.

(Answer—I shall sweep the floor, Sir or Madam.)

2—Tanóng—Anó ang gagawín ni Pacifico, Estela?

(Question—What will Pacifico do, Estela?)

Sagót—Si Pacifico po ay magwawalís ng sahig.

(Answer—Pacifico will sweep the floor, Sir or Madam.)

3—Tanóng—Sino ang magwawalís ng sahig, Lidya?

(Question—Who will sweep the floor, Lidya?)

Sagót—Si Pacifico po ang magwawalís ng sahig.

(Answer—Pacifico is the one who will sweep the floor, Sir or Madam.)

B—While the action is being performed:

1—Tanóng—Anó ang ginagawa mo, Pacifico?

(Question—What are you doing, Pacifico?)

Sagót—Akó po ay nagwawalís ng sahig.

(Answer—I am sweeping the floor, Sir or Madam.)

2—Tanóng—Anó ang ginagawa ni Pacifico, Teresita?

(Question—What is Pacifico doing, Teresita?)

Sagót—Si Pacifico po ay nagwawalís ng sahig.

(Answer—Pacifico is sweeping the floor, Sir or Madam.)

3—Tanóng—Sino ang nagwawalís ng sahig, Adela?

(Question—Who is sweeping the floor, Adela?)

Sagót—Si Pacifico po ang nagwawalís ng sahig.

(Answer—Pacifico is the one who is sweeping the floor, Sir or Madam.)

K—After the action was performed:

1—Tanóng—Anó ang ginawa mo, Pacifico?

(Question—What did you do, Pacifico?)

Sagót—Akó po ay nagwalís ng sahig.

(Answer—I swept the floor, Sir or Madam.)

2—Tanóng—Anó ang ginawa ni Pacifico, Patricia?

Sagót—Si Pacifico po ay nagwalís ng sahig.

(Answer—Pacifico swept the floor, Sir or Madam.)

3—Tanóng—Sino ang nagwalís ng sahig, Elena?

(Question—Who swept the floor, Elena?)

Sagót—Si Pacifico po ang nagwalís ng sahig.

(Answer—Pacifico is the one who swept the floor, Sir or Madam.)

II—It is wrong to say, “Magwalís ang sahig”, “Maglinis ang bahay”. The correct expressions are: “Maglinis ng sahig”, “Maglinis ng bahay”. The verbs *magwalís*, *maglinis*, *maghugas*, *maglampaso*, *magpunas* and the like are generally followed by *NG*.

III—It is wrong to say, "*Walisín ng sahíg*", "*Linisin ng bahay*". The correct expressions are: "*Walisín ang sahíg*", "*Walisín ang sahíg*", "*Linisin ang bahay*". The verbs *walisín*, *linisin*, *hugasan*, *lampasuhin*, *punasan*, which have practically the same meaning as *magwalís*, *maglinis*, *maghugas*, *maglampaso* and *magpunas* respectively, are generally followed by *ANG*.

IV-a—In making commands, *magwalís*, *maghugas*, *maglampaso*, *magpunas*, etc. are followed by *ka*.

Examples—Mga Halimbawá:

- 1—Magwalís *ka ng* bakuran, Amparo.
- 2—Maglinis *ka ng* bahay, Evarista.
- 3—Maghugas *ka ng* pinggán, Vicenta.

b—In making commands, *walisín*, *hugasan*, *lampasuhin*, *punasan*, etc. are followed by *mo*.

Examples—Mga Halimbawa:

- 1—Elvira, *walisín mo ang* sahíg.
- 2—Hugasan *mo ang* pinggán, Rosing.
- 3—Leticia, *lampasuhin mo ang* sahíg.

—II—

Give this command—Walisín mo ang sahíg, Julio.

A—*Before performing the actions*

- 1—Tanóng—Anó ang gagawín mo, Julio?

(*Question—what will you do, Julio?*)

Sagót—Akin pong wawalisín ang sahíg o Wawalisín ko po ang sahíg.

(*Answer—I shall sweep the floor, Sir or Madam.*)

- 2—Tanóng—Anó ang gagawín ni Julio, Paz?

(*Question—What will Julio do, Paz?*)

Sagót—Wawalisín po ni Julio ang

sahíg o Ang sahíg po'y wawalisín ni Julio.

(*Answer—Julio will sweep the floor, Sir or Madam or The floor will be swept by Julio, Sir or Madam.*)

- 3—Tanóng—Wawalisín nino ang sahíg, Lilia?

(*Question—By whom will the floor be swept, Lilia?*)

Sagót—Ang sahíg po'y wawalisín ni Julio o Wawalisín po ni Julio ang sahíg.

(*Answer—The floor will be swept by Julio, Sir or Madam.*)

B—*While the action is being performed:*

- 1—Tanóng—Anó ang ginagawa mo, Julio?

(*Question—What are you doing, Julio?*)

Sagót—Niwawalís ko po ang sahíg o Ang sahíg po'y aking niwawalís.

(*Answer—I am sweeping the floor, Sir or Madam or The floor is being swept by me, Sir or Madam.*)

- 2—Tanóng—Anó ang ginagawa ni Julio, Maria?

(*Question—What is Julio doing, Maria?*)

Sagót—Niwawalís po ni Julio ang sahíg o Ang sahíg po'y niwawalís ni Julio.

(*Answer—Julio is sweeping the floor, Sir or Madam or The floor is being swept by Julio, Sir or Madam.*)

- 3—Tanóng—Niwawalís nino ang sahíg, Petra? o Ang sahíg ay niwawalís nino, Petra?

(*Question—By whom is the floor being swept, Petra? or Who is sweeping the floor, Petra?*)

Sagót—Ang sahíg po'y niwawalís ni Julio o Niwawalís po ni Julio ang sahíg.

(*Answer—The floor is being swept by Julio, Sir or Madam or Julio is sweeping the floor, Sir or Madam.*)

K—*After the action was performed:*

1—Tanóng—Anó ang ginawa mo, Julio?

(*Question—What did you do, Julio?*)

Sagót—Niwalís ko po ang sahíg o Ang sahíg po'y aking niwalís.

(*Answer—I swept the floor, Sir or Madam or The floor was swept by me, Sir or Madam.*)

2—Tanóng—Anó ang ginawa ni Julio, Paula?

(*Question—What did Julio do, Paula?*)

Sagót—Niwalís po ni Julio ang sahíg o Ang sahíg po'y niwalís ni Julio.

(*Answer—The floor was swept by Julio, Sir or Madam or Julio swept the floor, Sir or Madam.*)

3—Tanóng—Niwalís nino ang sahíg, Pilar? or Ang sahíg ay niwalís nino, Pilar?)

Sagót—Niwalís po ni Julio ang sahíg o Ang sahíg po'y niwalís ni Julio.

(*Answer—The floor was swept by Julio, Sir or Madam or Julio swept the floor, Sir or Madam.*)

—III—

Kung ang pangungusap ay mali, isulat ang *M* sa puwáng na nasa-unahán ng pangungusap; kung tama, *T* ang isulat namán. (*If the sentence is wrong, write M in the blank before the sentence, if correct, write T.*)

1. — Niwalis ko ng sahíg.
2. — Kahapo'y nagwalís akó ang sahíg.
3. — Walisín mo ang sahíg, Fe.
4. — Sino ang nagwawalís ng hapág araw-araw?
5. — Niwalís nino ang hapág?
6. — Walisín ka ang bakuran at marumí, Paz.

7. — Bukas ng umaga'y magwawalís akó ng bakuran.
8. — Kahapon ng hapon ay niwalís ni Trining ng sahíg.
9. — Sino ang magwawalís ang sahíg mamaya?
10. — Sino ang nagwalís ng sahig kahapon?
11. — Aking wawalisín ang hapág mamaya.
12. — Wawalisín ko ng bakuran bukas.
13. — Magwalís mo ang bakuran, Pedro.
14. — Walisín ka ang hapág, Petra.
15. — Walisín mo ang sahíg, Marta.
16. — Aking magwawalís ng sahíg bukas.
17. — Wawalisin ko ang sahig mamayá.
18. — Magwalís ka ng sahíg, Teodora.
19. — Walisín mo ang hagdán, Mario.
20. — Niwalís nino ng hapág?

(Continued from page 41)

Teachers' lot, these times, seems to have fallen upon evil days. While the ridicule heaped on the teacher is so oftens deserved, yet the Bureau of Education, or rather the government, cannot be exempt from blame. By not looking into what should be done to correct the unreasonable inequalities treated and discussed above, we deny the teachers concerned that sense of fairness and justice on which alone can they continue to feel their self-respect.

Dra. T. F. Halili

Central Hotel, Room No. 217,
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PROBLEMS IN THE NEWS

By SILVINA C. LAYA



The study of current events should be concerned with the intelligent evaluation of events rather than indecent enjoyment of gossips and scandals. Much of what gets published in newspapers is not significant news for class discussion during current-events lessons. In order that teachers may be guided toward a keener awareness of contemporary events and personalities and the significance of these to the Philippines and the world at large, significant news items have been annotated so as to give them background and meaning for group discussion.

1. Only 120,000 out of 400,000 primary and intermediate pupils still out of school will be admitted when 2,000 additional classes are opened. Those who get in meet the following problems:

- a. Lack of desks
- b. Lack of blackboards
- c. Lack of books
- d. Lack of decent buildings and sanitary toilets
- e. Lack of good and efficient teachers

Many teachers have quit their jobs which do not give them enough salary to make even a moderately decent living.

- a. Does this show lack of appreciation of the role of education in our national life?
- b. Is lack of funds an acceptable excuse in this case?
- c. What projects or activities of the government are less vital than education but receive more attention because of their vote-getting quality?

2. Dean Francisco Benitez of the College of Education, University of the

Philippines and President Florentino Cayco of the Arellano University are among those who favor making the schools independent of politics by imposing a school tax.

- a. Would a school tax solve the yearly school crisis? Explain.
- b. How willing or how able are parents to pay a high tuition fee?
- c. How willing or how able are parents to pay a school tax?
- d. If Congress is not willing to impose a school tax, what can the parents do to help secure adequate education for their children?

3. The Indonesians are a colonial people striving for independence. Poorly armed, they have defied well-armed Dutch troops.

- a. Why have the Dutch shown no willingness to recognize the Indonesian Republic?
- b. The Dutch "police action" and the Indonesian guerilla tactics are causing destruction of lives and property. What means are being employed by the other powers to remedy this situation?

4. Filipino aviators volunteer to fight for the Indonesians. A pro-Indonesian movement is gaining ground. More and more Filipinos are joining. How would you explain this spontaneous sympathy?

5. The United Nations security council ordered the Indonesians and the Dutch to cease hostilities.

6. As a result of UN intervention, Indo-Dutch hostilities "cease." Whether permanently or only temporarily, nobody can predict.

7. The white man's prestige is sup-

posed to have suffered as a result of the Indo-Dutch conflict.

- a. Is this desirable or undesirable?
- b. Is the white man's prestige essential to peace and progress in this part of the world?
- c. Would the loss of the white man's prestige in the Philippines help or handicap Filipinos in their effort to gain confidence and stature?
- d. What psychological effect has the Indo-Dutch conflict upon us Filipinos?

8. In the capital of Java stands a monument of Rizal, the Great Malayan.

- a. What does this show regarding what Rizal means to other brown peoples?
- b. What did Rizal do that won for him this veneration of other Malayan peoples?

9. Lorenzo Tañada, now candidate for senator, has been seen on very friendly terms with Jorge B. Vargas, whom he once prosecuted for treason when Tañada was Solicitor General.

- a. Does this show insincerity on the part of Tañada?
- b. On the contrary, does this show that the man is above petty personal feelings when it comes to doing what he considers his duty?

10. The USAFFE backpay bill has been signed by President Truman.

- a. Is the U.S. under any obligation to give this backpay to Filipino veterans? Explain.
- b. Should every Filipino veteran be paid? What limitations, if any, should be set?
- c. Are paroled USAFFE veterans more entitled to backpay than are guerillas who were not in the USAFFE in 1941?

11. The Soviet delegate to the UN, Andrei Gromyko, voted against the proposed UN commission for the Balkans.

The deputy American delegate, Herschel V. Johnson, charged that "Russia had frustrated the will of the majority" and "it was a simple abuse of the veto."

- a. Why do the Balkans constitute a sore spot in Europe?
- b. Cite other instances in which the Balkans have been the cause of trouble or dissension in Europe.
- c. Is the influence of Russia in the Balkans increasing or decreasing dissension not only in the Balkans but throughout the world? Explain.

12. General Dwight D. Eisenhower said that "it looks more and more as though the United States must accept the two-world concept when we have been working for a one-world plan."

- a. What is the "two world" concept as opposed to the "one-world" concept?
- b. Is this concept good for peace?
- c. In what ways are Russia and America in two opposite extremes in the "two world" idea?

13. J. Joseph Ackman, managing editor of the *Milwaukee Journal*, said that "should the Russians propose a simultaneous withdrawal of forces from Korea to America, the odd 200,000 Russian-trained Korean troops in the Russian sector could summarily place the entire country under Communist domination."

- a. How does the U.S. get affected by possible Soviet influence in Korea?
- b. How may the United States counteract Russian plans?

14. The Reconstruction Finance Corporation (RFC) has floated bonds worth ₱5,000,000 of two denominations, ₱100 and ₱1,000. The RFC has been authorized to float bonds amounting to ₱10,000,000 to enable it to raise funds for economic rehabilitation and development. Anybody can buy any quantity of bonds.



BOOK CHATS

By the Editor

OLD BOOKS IN THE BUREAU OF EDUCATION

We fully realize the necessity for caution in regard to the approval of new books to be used for schools. School books are many times more potent than most reading materials, for these undergo intensive reading several times and are accompanied by emphatic presentation techniques, followed by classroom discussion that all together make selections in schoolbooks memorable.

Yes, we fully realize the necessity for deliberation. Yet schoolbooks should also lead, not merely lag behind the times. Schoolbooks need not be mere records of anachronisms and the leftovers of yesteryears.

Let us take a look at some of the books now being used in our schools.

1. Benitez, Tirona, and Gatmaytan, *Philippine Social Life and Progress* (1937). Many facts cited, many opinions standard ten years ago may no longer be valid. What was social life and progress years ago may be expected to be downright backwardness now.

2. Miller, *Principles of Economics Applied to the Philippines* (1932). Many of the facts and figures date as early as 1929, fully twenty-one years ago. In economics, developments happen every day, much more when world-shaking events like war and shifts of sovereignty occur. This book is so old that some teachers of economics actually do not encourage their students to rent copies, much less buy them, on the ground that the book is used so little in the course.

3. Benitez, *History of the Philippines*. The figures are up to 1938. There is only very brief mention of events up to 1940. Nothing more is said about the events of the last eight years. A new edition should be off the press now so our school children can catch up with their own times.

4. Steiger, Beyer, and Benitez, *A History of the Orient* (1939). The facts are up to 1922 only, fully twenty-five years ago. There are many more recent books on Oriental history. We should have more emphasis on Orientalism, especially now that we are independent and we feel sympathetic kinship with Indonesia. We should have a book that can tell our children the background of their own Oriental world and can arouse proper kinship with all Malaysians.

5. *Philippine Prose and Poetry*, Volumes I, II, and III. These are supposed to be collections of the best from Philippine writers in English. Many writers who have long been eclipsed and who do not figure any longer in our literature are presented in these books as though they still occupied the whole canvas of Philippine literature. New important writers are not even dreamed of in these pages. Volume I came out in 1927, twenty years ago. The most fruitful twenty-one years of Philippine literature in English are not represented here. Volume II came out in 1933. The most fruitful fifteen years of Philippine literature are not to be read by Second Year students. Volume III, the last, came out in 1938, but the latest of the selections date as long ago as 1935, fully twelve years ago. No wonder, our students are so ignorant of Philippine literature.

These volumes should be a living embodiment of the best from contemporary literature. They should be revised as Philippine literature revises itself as it evolves with the changing times. They should not be frozen in unchanging editions that get more and more useless with the passing years. There should be selections from the Romulo books, from Bulosan, from Villa, from Javellana, from *Heart of the Island*, from our

war literature—yes, even from literature written during the Japanese occupation. There have been two national literary contests since the last of the PPP books were put out. Our children have a right to taste of the best from these. But, no, they will not, not for a long while yet, because our books have a tendency to lag far, far behind the times.

(Continued from page 47)

15. The Philippines has been chosen as the seat of the Economic Council for Asia and the Far East (ECAFE) conference. The Philippine Cabinet has decided on Baguio as the place for the conference.

a. What advantages does the Philippines get as the seat of the ECAFE conferences? What are the disadvantages?

16. The government will purchase any public utility firm at a price within the means of the Philippine Republic. In line with this policy, Malacañan recently approved the acquisition of 60 per cent of the Manila Gas Corporation.

a. Will such a policy help put the government on its feet? Why?

b. Has the Government proved to be efficient in business? Cite instances.

c. How does this policy affect private business?

17. Professor H. H. Hartlett said that our colleges and universities are "diploma factories."

a. How does this practice handicap the very graduates turned out?

b. Can you see evidence of "hasty puddings" even among teachers?

c. How does this practice affect the nation?

a. Is floating bonds better than borrowing from other countries, say, the United States? Why?

b. Is it profitable to buy bonds?

c. What are the advantages of investing money in bonds rather in private business? What are the disadvantages?

d. What service to the country can one render by buying RFC bonds?



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SAMPAGUITA

Words by NATIVIDAD MARQUEZ

Music by M. ADAME



Marquez
Tempo di Tango *M. Adame*

mf Lit - tle Sampsa-gui - ta, With the wond'ring eye,
Did a tin - y fair - y Drop you where you lie?
In the witch - ing hour... Of a trop - ic night,
Did a care - less moon - beam, Drop you in its flight?

The musical score consists of four staves of music in treble clef, 2/4 time signature, with a key signature of one sharp (F#). The first staff begins with a dynamic marking of *mf* and includes the tempo instruction *Tempo di Tango*. The lyrics are written below the notes, with hyphens indicating syllables across notes. The score ends with a double bar line.

LOOKING FOR A

(Continued from page 20)

the work, the opportunities afforded for service to fellowmen. Others who can afford to live without working but who seek prestige and reputation will choose a vocation which may pay less but which occupies a place of esteem and prestige in the particular society to which he belongs. The economic security during old age or in case of disability must receive even greater weight than the regular salary for one who will depend

more or less entirely upon his job for his total support as well as that of his family. For this reason progressive business organizations and institutions are now providing programs for old-age security and disability insurance for its employees. Such provisions on the other hand offer strong inducement and attraction to good men looking for their lifetime jobs.