

# Knowing the Adult Education Supervisor Better

By G. M. Lanzas

AMONG the different supervisors assigned in any school division, the adult education supervisor is perhaps the most misunderstood and the most maligned. At times he is called an "adulterous supervisor" as if this fellow has natural proclivities for, and special abilities in cultivating illicit human relations that can only mean adultery. If he refuses to be called adulterous, then he is adulterated — an adulterated supervisor. And that official becomes a sad counterfeit; not a genuine supervisor but a spurious one that should be avoided or maybe put out of circulation, like a bad coin.

There are times also when this school official is referred to as the division adult supervisor. This handle may not sound crude or funny at all. But hearing it makes other supervisors blush in silent embarrassment. For then it is innocently shown that the adult education supervisor is the only adult among the supervisors in the whole division.

Not infrequently, the supervisor of adult education is associated only with the instruction of illiterates. At one time, at a graduation program of adults where he was the guest speaker, he was, in all good faith, introduced as the "Illiterate Supervisor." The poor supervisor could only try the classic Mona Lisa smile and become game at the moment.

But in spite of all the unsavory cognomens and slanderous appellations given to the adult education supervisor, he goes about his multifarious functions and legitimate duties assiduously, unperturbed. At this juncture, it is well to know his role in the total educational program of the community school that he may be better understood.

The adult education supervisor is primarily concerned with the education of the youths out of school and adults of the community through the framework of the community school curriculum. His functions may be described as follows:<sup>1</sup>

1. He helps to organize the community for self-help through purok, barrio, municipal and provincial community development councils.
2. He stimulates the interaction among the school, the home and the community through the

development of the school as a service center and through the greater participation of the community in school activities.

3. He promotes the coordination of activities of all government, civic, religious and other agencies working for community development.
4. He helps to initiate community projects in the fields of literacy, library reading materials, community recreation, moral and cultural development, and cooperation in the initiation of projects in other aspects of community living.
5. He helps to develop better vocational skills in the community to improve its economic standards.
6. He assists in training leaders of the community and of the school in all aspects of community education.
7. He helps in the continuous evaluation of the province.

Now, the Philippine Community School program aims at (1) promoting the optimum growth and development of the school child, (2) giving basic education to out-of-school youth and adults, and (3) effecting improvements in all aspects of community living.<sup>2</sup> If the total community school program may be said to consist of three parts, as shown above, then by all indications the adult education supervisor is immediately concerned with two of these parts—that of giving basic education to out-of-school youth and adults, and that of helping effect improvements in all aspects of community living.

It is an educational axiom that we cannot successfully educate the child in a social vacuum. His education in school must find fulfillment in an understanding and responsive home, community, and the larger social aggrupations. Without purposive community education, school education alone is futile.

The responsibility of the adult education supervisor involves vital aspects of our educational program. With this responsibility the significance of his role dawns upon us with a supreme impact. Indeed, the importance of his role in the total Philippine educational program should be enough to make the adult education supervisor in any division merit a name with a more respectable connotation.

<sup>1</sup> The Philippine Community School Bulletin, Vol. XIII, No. 3, Div. of Adult. Ed., BPS, Manila.

<sup>2</sup> The Philippine Community School Bulletin, Vol. XIV, No. 4, Div. of Adult. Ed., BPS, Manila.