

*He took them to her little friends.  
As postman always do;  
Then when he came to her house,  
He left some for Susy, too.*

—*Solveig Paulson Russell*

*But still I am a valentine  
Although I am so small,  
Because I have a heart that's full  
Of love for me and all.*

—*Alice Crowell Hoffman*

(Note: Filipino names may be used in place of Dick and Paul and May.)

#### 4. A VALENTINE

*I am not made of paper,  
I do not cost a dime,  
I am not full of hearts and darts  
I have no loving rhyme.*

#### REFERENCES

- The Instructor, 1939.  
The Instructor, 1940.  
The Grade Teacher, February, 1950.  
The Grade Teacher, February, 1952.  
Social Education of Young Children — Mary Willcockson

# Our Filipino Patriots and Their Achievements

(A Study Unit)

By **Benigno C. Bagabaldo**

## I. GENERAL OBJECTIVES:

1. To know the different significant epochs in Philippine history.
2. To know the deeds of our heroes in their pursuit of freedom.
3. To know about the different countries that governed us.
4. To know the full meaning of independence.

## II. SPECIFIC OBJECTIVES:

### A. Knowledge and Understanding:

1. To know the Filipino patriots responsible for our liberty.
2. To know the aims of Spain in governing the Philippines.
3. To know the bad effects of Japan's occupation of the Philippines.
4. To know how the United States improved the culture and living conditions of our people.

### B. Attitudes and Appreciations:

1. To realize the patriotic deeds of our heroes.
2. To instill in the minds of our youth the value of independence for our country and people.
3. To emulate the noble acts of our heroes.
4. To appreciate the noble customs and traditions of our people.

5. To develop the attitude and spirit of patriotism.

### C. Habits and Skills:

1. To develop the habit of honoring our heroes.
2. To develop the habit of cooperating with others.
3. To gain skill in the use of informative materials.
4. To gain greater skill in the preparation of oral and written reports.

## III. CONTENTS INVOLVED:

### A. Significant Epochs in Philippine History:

1. The system of government during the pre-Spanish time.
2. The system of government during the Spanish period.
3. The different Spanish governors-general and their administration.
4. The Filipino patriots:
  - a. "Gomburza"
  - b. Dr. Jose Rizal
  - c. Andres Bonifacio
  - d. Apolinario Mabini
  - e. The Luna Brothers
  - f. Marcelo H. del Pilar
  - g. Gregorio del Pilar

- h. Tandang Sora
- i. and others
- 5. The Philippine Revolutionary governments.
- 6. The Philippine Revolution
- 7. The Philippine-American war:
  - a. reasons why it started
  - b. significant events that took place during it
  - c. results of the war
- 8. The American regime in the Philippines
  - a. Its educational achievements
  - b. Economic conditions and standards of living of their people
  - c. Different American personalities and their achievements
  - d. Autonomy given to the Filipinos
- 9. The Japanese regime in the Philippines:
  - a. Causes of the Pacific War
  - b. Important events that took place during the - period
  - c. Evidence of Japanese Tyranny
  - d. The guerilla movements
- 10. Return of Gen. MacArthur to the Philippines:
  - a. Reestablishment of the Commonwealth Government
  - b. Rehabilitation of the Philippines
  - c. Realization of the promised Independence— July 4, 1946.

#### IV. EXPERIENCES INVOLVED:

##### A. Preparatory Activities:

1. Initiation;
  - a. Changing of home-room atmosphere.
  - b. Display of different visual materials pertaining to Philippine history. Underneath the materials are captions related to our independence.
  - c. Reading selections, stories, etc., about Philippine independence.
  - d. Informal discussion of the unit.

##### B. Research Activities:

1. Suggested books for reference:
  - a. The Government of Our Republic, Zaide
  - b. Philippine Government, Fernandez
  - c. Philippine History in Stories, Benitez
  - d. A Brief History of the Philippines, Fernandez
  - e. Intermediate Geography, Polley and Miller

##### 2. Anticipated Problems:

1. What are some significant epochs in Philippine history?
2. What are some of the noble deeds of our heroes in the pursuit and acquisition of liberty?

3. What different countries governed the Philippines at one time or another?
4. What do we mean by independence?
5. Who were the better known of the Filipino patriots?
6. How did Spain rule the Philippines? What were her contributions to our culture?
7. How did Japan rule the Philippines? What did your parents say about that rule?
8. How did America improve and develop our country?
9. What are some noble traits of the Filipinos worthy of emulation?
10. What are the worth-while customs and traditions of our people?
11. What is patriotism?
12. How can we show patriotic deeds?
13. What is the value of independence to a country and people?
14. How should we honor our dead heroes?
15. Why should we cooperate with one another? (These are examples of anticipated problems to be researched on by the groups or by individual pupils.)

##### C. Expressional Activities:

1. Writing original compositions, poems, and songs about the Philippine independence.
2. Writing playlets. Possible topics:
  - a. The Cry of Balintawak
  - b. Guerilla Movement during the Japanese Occupation.
  - c. Execution of Dr. Jose Rizal at Bagumbayan field.
  - d. MacArthur's Return to the Philippines.
  - e. Inauguration of Philippine Independence.
3. Collection of pictures of historical interest.
4. Making of dioramas depicting the lives of the Filipinos during the Spanish period.
5. Writing compositions. Possible themes:
  - a. The Value of Independence
  - b. National Solidarity
  - c. Ways of Showing Patriotism
  - d. Conservation of Natural Resources

##### D. Oral Reports:

Oral reports will be done by the different groups. These reports, which will be on topics chosen by the groups, will include also the results of their experiences during the working out of the unit. Among such experiences are the data, expressional activities, construction work or even interviews, field trips, and observations, if any.

#### E. Culminating Activities:

- a. Class Pageant: "Our Independence"
- b. Class Program
- c. Exhibits of finished projects
- d. Class party

#### F. Evaluation:

- a. Unit test
- b. Writing summaries
- c. Prepared questionnaires to be given to the children about their reaction to the unit studied.

#### G. References:

- Zaide, Gregorio F. — The Government of Our Republic
- Malcolm, George A. — Philippine Civics
- Tolentino and Zaide — The Government of the Republic of the Philippines
- Reyes, Jose S. — Elementary Civics
- Sinco, Vicente G. — A primer of the Philippine Constitution
- Melencio and Reyes — Elementary Civics
- Benitez, Conrado — Philippine History in Stories
- Polley and Miller — Intermediate Geography
- Fernandez, Leandro — A Brief History of the Philippines

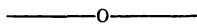
## Pretty Teachers and Best Schools

What makes a teacher the "sweetest and prettiest" in the world?

A contest sponsored by the **Akron (Ohio) Beacon Journal** uncovered some unusual reasons. One youngster, stressing physical qualities, said: "She has pretty, soft eyes like the cocker spaniel we had." Another, emphasizing teaching skill, said: "She teaches like English isn't English at all but something exciting, interesting, and you don't know what's going to happen next."

The winning teacher turned out to be Mrs. Jane Power who teaches third-grade at the Overland School in Tallmadge, Ohio. She was nominated by pupil Diane Sue Short, who said:

"When we can't make something out, she helps us do it. She is a sweet teacher; her voice is soft. Everybody in the room likes her."



What makes a secondary school outstanding?

As president of a school board planning a big new high school, Robert Marschner of Homewood, Ill. (near Chicago), had good reason to want an answer to this question.

When no one was able to provide one that satisfied him; Marschner, an oil company research official, decided to provide his own. His yardstick for judging:

those secondary schools which produced the most finalist — "20 or more — in National Merit Scholarship competitions in the last two years.

On this basis, only 38 schools (all but three public) in 22 states qualified for the list.

Having determined the "outstanding" schools, Marschner sought the answer to the big questions: what makes them outstanding? This is what he found:

\* Most give long hours of homework. Erasmus Hall H. S. in Brooklyn, N.Y., requires students to do about three hours of after-school work each day.

\* Most have special classes for brighter pupils, so they will not be held back by their slower classmates. A few even give college-level courses. At Evanston Twp. H.S., Ill., students can earn college credit for some high school courses.

\* An important ingredient of an outstanding school is a staff of dedicated teachers. In the schools surveyed, emphasis was on knowledge of subject matter, rather than teaching methods. Pointed out one principal: "Teachers should have freedom to go ahead and do a job, using their own techniques." Also important in order to attract good teachers: "better than average salaries."

\* Only one principal cited his school's fine physical plant as a major reason for his school's excellence.