

THIS ISSUE IS FOR THE LITTLE MAN



# THE *Philippine* EDUCATOR

"The Voice of 56,000 Teachers"

APRIL & MAY 1947

SIXTY CENTAVOS

Organ of the Philippine Public School Teachers' Association

:: 2

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"US"

BY:

*Juan Raya*

When some national high-school teachers sent a petition to the Municipal Board of Manila to the effect that salary differentials be granted also to high-school teachers just as it had

been granted to principals, assistant principals, and elementary-school teachers, some municipal teachers, who do not benefit materially from the petition, refused to sign. As long as this

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regrettable selfishness lingers to taint us, we shall be handicapped in our efforts to be heard by the entire nation.

\* \* \*

The Honorable, Secretary of Instruction Manuel V. Gallego, in a speech delivered before principals and supervisors of the City of Manila, expressed the fear that the PPSTA might turn radical and advocate strikes. A principal stood up to explain that the PPSTA

is a militant organization, but the use of strikes and strike techniques has been officially repudiated in a resolution approved on January 3, 1947, at the General Assembly of the Association. The Secretary was satisfied.

\* \* \*

On March 12, a Town Hall meeting was held on the subject: "What Is the Teacher's Role in National Rehabilitation?" Dr. Antonio Isidro of the U.P. College of Education, spoke eloquently on our "colonial mentality" and suggested that one of the important causes of this perpetuation of our propensity toward servitude is our preference of English and other foreign languages to our own national language. Mr. Juan C. Laya, of the Arellano High School, spoke on rehabilitation of the teacher before she should be assigned this all-important task of national rehabilitation. Rev. Enrique Sobrepeña, another speaker, stressed the full utilization of our resources, natural as well as personal, as a significant measure of national rehabilitation. Miss Maria Teresa Feria, teacher, of the Holy Ghost College, talked on women's education.

The Panel of Interrogators were to have been Dr. Pedro T. Orata, Pres. Florentino Cayco, Mrs. Flora A. Ylagan, and Director Eulogio B. Rodriguez, and Mr. Alvaro L. Martinez. As it turned out, some members of the panel

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did not show up. Some teachers in the audience suggested that the "big shots" might not have thought it quite up to their dignity to interrogate mere school teachers and principals and ministers on so big a subject.

\* \* \*

Talking about "mere teachers." Our Association relies on "mere teachers" for its mainstay, not the top brass of the Bureau. The *Educator* encourages "mere teachers" to express themselves in letters, in articles, in news reports about what they and their associations are doing. The *Educator* loves the "mere teacher" and intends to make itself ultimately the mouthpiece of "mere teachers." If there is now much material published by school executives and "top brass," it is because teachers have not yet awakened to the possibilities of this "voice of 56,000 teachers."

\* \* \*

Incidentally, there are now 56,851 public school teachers, according to Dr. Tito Clemente of the Division of Measurement and Statistics. That is fully 49% of all government employees. Now, if you do not fully appreciate what that means...

\* \* \*

(Continued on page 59)

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## DEATH OF A MAN

By BANAO DALID  
Industrial Arts Supervisor, Cotabato

When war was declared on December 8, 1941, Mr. J. Scott McCormick, then division superintendent of schools for Sulu, organized his teaching force for war emergency. Food production was an important part of this organization. A great bulk of our teachers was assigned to this department. Teachers began to plow the school lawns. At the school nursery, high school teachers and those of nearby schools were given a piece of land to cultivate. Evacuation camps were being constructed in the nursery under the management of the writer. Every one was doing his level best. We worked from sunrise to sunset. Mr. McCormick was by nature a hard-working man. He supervised with vigilance the food production work, the propaganda section,

the first-aid work. He held conferences with local officials now and then.

It was in my last conference with him on the 22nd of December when I suggested that he call for the division launch *Sungna* from Tawi-Tawi so we could evacuate in case the enemy invaded Jolo. This was his reply: "Mr. Dalid, we are well protected, let us push on harder." I kept silent and forgot the matter all together. For fear of the airplane that came now and then I always managed to bring my children to the school nursery two kilometers away only to bring them back in the afternoon. On the 24th of December we stopped working so late that I decided to leave my children in the home of the nursery guard, while I went home to my house in the town.

*(There is always a teacher in the life of every educated man and woman, one whose character and personality has had a very deep impression on that of his own—a teacher whose influence has not been confined to the four walls of a classroom or to the period of the tutelage of his pupils but has carried through to the rest of the existence of the latter. Such a man or woman is truly entitled to the noble name of teacher. With this, we start a department devoted to the unforgettable teacher. Contributions to this department are welcome.)*

## MY MOST UNFORGETTABLE TEACHER

By ALVARO L. MARTINEZ

There are some teachers whom we loved, and we remember them because we loved them. There are those whom we admired, and we remember them because we admired them. There are those whom we feared, and we remember them because we feared them. But there are those who lived with us and therefore continue to exist in our lives long after we have parted with them. Such a teacher is not only the unfor-

gettable teacher but the perpetual mentor. Mr. Pio David, my teacher when I was in the intermediate grades, has been such a one to me.

Simple and self-effacing, kind yet firm, he was the one who served as a die to make an everlasting impression on the soft clay of my character and personality which came in contact with his in those formative years of my childhood. His voice was the ideal teach-

A tired man always sleeps soundly. During that night the Japs landed at Taglibi, fourteen kilometers east of the town. While the people just next to our door moved out that night we kept on sleeping. I did not know whether or not the Old Man knew this landing. If he did, he must have awakened me. He must have some trust in me because in several incidents when our teachers were murdered or a school is burned by recalcitrants he always picked me to do special duty. This time he did not inform me of the night incident.

In the morning of December 25, 1941 about six o'clock the Japs came shooting at the town. I went down from my house and entered a shelter four meters away from the front stairs of Mr. McCormick's house. Two boys came after me, then Mr. McCormick got in, then

Ibra, his house boy, a couple came after, then several laborers. We were packed up in this small dome. Mr. McCormick and I were at the door. Bullets hissed across the door front but since the Japs were east of us and the door was facing south, we were quite safe from the bullets. When the Japanese column was swinging to us and others began to land on the wharf, where we were exposed, I called aloud, "Sir, let us die in our own house." He immediately rushed to his house four meters away, I to mine across the street with my two boys. The rest of the gang ran to a bodega nearby owned by Elizalde and Co. filled with abaca. Not long afterwards a shot was heard in the house of Mr. McCormick. A Jap had shot a man more worthy than himself.

ing voice—soft, well modulated but clear, unassuming but commanding. He was simple in his clothing, yet ever immaculately clean and neat. He was to us the picture of a gentleman teacher.

Calm and serene at all times, I never saw him truly ruffled although many times provoked by his pupils. Even when disappointed, because I can not think of him as one who can really be very angry, his voice maintained its softness and gentleness. Whenever he reprimanded us, that quality of his voice and the mildness of his reproof affected us more than the vindictiveness of the words and threats of our other teachers.

At that early age of mine, I noticed the great care he employed in the preparation for his teaching. It impressed me even then that he was taking teaching not as a routine but as a work of love. In dealing with the weak members of our class, he never betrayed any impatience but rather did his best to help them out. His lesson plans and his board-work were neatly and meticulously prepared—an example which could not but impress us, his pupils. That diligence and loyalty gave us the inspiration to follow suit in the preparations of our own class work. Up to this time I am following the pattern he has set.

Another thing which struck me was his happiness and contentment in spite of the difficult routine of a teacher. Not once did I hear him complain or show dissatisfaction. He dealt with his fellow teachers with the same spirit of fairness and fellowship which he showed his pupils. His joy over their promotions was genuine and sincere, and his happiness over their success was the same as if it had been his own. I observed how contaminating it was and how it affected the other teachers in our school.

When I was assigned to teach geog-

raphy in the intermediate grades, the very first person I ran to for guidance and advice was Mr. David. To confess, I was embarrassed when he received me in his home as an equal, without a bit of trace of the former relationship of teacher and pupil. With that interview, in which he gave me all the advice and guidance which I sought, with the same enthusiasm and attention he used to give me in my lessons when I was under him, I felt confident in being able to handle the subject assigned to me.

His simplicity as a teacher was also depicted and lived in his family life. His home, like the home of most teachers, is deprived of the luxuries which money can buy. However, it is rich in the sterling wealth which love can give. One becomes conscious of the peace which pervades his home the very first visit one makes to his house. His children are well behaved, showing a discipline created by love rather than by the force of fear. This was the same type of discipline he had in his classes in the school.

I do not know whether he is a Catholic or a Protestant but assuredly he is a Christian. He never asked any one of us to do what he was not willing and ready to do himself. He gave more than he received and injected into our young lives, through this way, the spirit of service which most of us possess today. He bore no malice towards any one and therefore received none.

Mr. Pio David, up to the present, is still a teacher. Others may say that he is just a teacher, but to me and many of my classmates who were under him, he is more than a teacher—he is the greatest man we have ever known. What we are now, we owe to him as well as to our other teachers, as much as we do to our parents. Mr. Pio David is to me a perpetual mentor.



# AS MEN AMONG MEN

GUEST EDITORIAL

Teachers have been derided for their spinelessness. Teachers have been extolled for their noble mission. At the least peep about pecuniary rights from them, they are chided into submissive silence or hush-hushed with promises. When the government aims to have some nation-wide project done right, public school teachers are pressed into service—a mute testimony of their promptness and reliability. One begins to wonder if the teaching profession just naturally attracts only the “dumb intellectuals” of the species, or if the service irons out all impulses that are human in nature, leaving only over-discreet, over-cautious, over-meek creatures *not* worthy of their name.

But teachers are really people. While they are ever aware of their role as models of deportment and right habits of doing and thinking, they run with the same mechanism that makes every man tick. They can be hurt, they can be angry. They can love, have growing families, desire material necessities that make for a higher standard of living.

It will take time before the thousands and thousands of teachers all over the Islands finally catch on to the idea that the PPSTA is truly out for much-needed reform, *constructive reform*. The opportunities for abiding, disinterested leadership are *here and now*. Surely, in every group there is someone who can dispassionately voice the sentiments of the majority, and may serve to effect changes that will eventually redound to the good of the community.

Needless to state, nothing can be affected by mere grumbling and bitter self-pity. Conferences and group discussion often do much to enlighten both sides and eliminate any unnecessary friction. Organized action can make goals attainable. Teachers must first have a clear idea of what they need, then go after it with sustained vigor. And may they not be mistaken any more for dehydrated specimens, but respected as men among men.

PANALIG R. BELMONTE  
*Teacher, Arellano High School*



# IN THE SCHOOLS—WHO

# REMAIN?

by PURA SANTILLAN-CASTRENCE

The Toledo teachers in Ohio have struck. So have the Buffalo teachers, the Boston teachers. Some for a higher standard of salary, some for a rehashing of antiquated methods of teaching.

Here we have followed suit. In various of our schools our teachers have decided to forget the much-touted "teachers' dignity," and have asked openly and without mincing words for a raise in salary. Wasn't it in Tarlac that the teachers' walk-out strike took place?

The university professors and instructors haven't glossed over their "vul-

gar feelings" either about the necessity of financial justice for them. A group, under the leadership of Dr. Bernabe Africa, has been formed into an association expressly for the flagrant purpose of effecting measures for the better treatment of educators—"better treatment" being the euphemistic term for more adequate pay.

The war has shaken our values in many ways. Material values, moral values, spiritual values. In the first place—where material values are concerned—plainly and literally, everything costs now about five to eight times

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what it did before the war. As to moral values—there is definite laxity in the general outlook on such seemingly permanent quantities as integrity, virtue, modesty, honesty. Spiritual values, so akin to moral, have gone overboard too, so much so that educators everywhere have left called upon to put sanity into a world gone panicky, chaotic, bewildered, unreasoning. A woman-writer of note has labelled the last World War as a War for Decency, in contradistinction to World War I which we had called the War for Democracy. But are we more “decent” now after having “won” the war than before?

The question is not merely rhetorical. And the answer is *no*. What are we doing, or going to do about it? We are going to educate the people, from the children up, the decent way of life, the importance of man, the dignity of the individual. For this task

we need teachers, good teachers, teachers who love to teach... Yet the answer to this demand, to this crying need of the moment, are letters such as this one of a Georgia teacher to his Superintendent, one of the many, many teachers who have found themselves hard put to it by circumstances beyond their control:

“Dear Sir:

“I don’t think I’ll teach any more. I am now earning \$8.25 weekly. I can’t get married on that. I reckon I’ll go to work on the Atlantic Coast Line Railroad. They pay section hands \$7 a day.

“I like to teach. If you can pay more, write me. If not I’ll be over Tuesday with the books and blackboard...”

Yet, too, it is an accepted fact, everywhere admitted, that education is the main answer to the world’s present di-

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There is no use getting "blubbery" over the plight of teachers, for tears cannot give them material ease; no use writing panegyrics about them, for praises would not buy decent shoes for their children; no use, indeed, for waxing eloquent over such sentiments as Henry Adams' "A parent gives life, but as parent gives no more. A murderer takes life, but his deed stops there; a teacher affects eternity, he can never tell where his influence stops." It seems that the time to feel, but not to do anything, about such sentiments is past—what the present calls for is that the people face the problems posed by the teachers and act accordingly.

Everybody must admit that one of the most important world-unifying entities at the moment is the UNESCO—the United Nations Educational, Scientific and Cultural Organization. Its organizers aptly claim that its goal is to emphasize the ideal of "peoples talking to peoples." How can this goal be reached? By education. And who will educate the people? The teachers, naturally.

Dr. Julian Huxley, eminent British scientist and executive secretary of UNESCO, says that illiteracy is one of the greatest challenges to world unity. How can illiteracy be conquered? By education. And who will do the teaching? The teachers, naturally.

The importance of mass communication of bringing the advances in education, the arts and the sciences to the ordinary citizens of every country, of eradicating prejudices all over the face of the earth, need not, of course, be the work of teachers alone, as for this task, the radio, the movies and the press may be availed of; yet, even here, the teachers' role is indispensable. For upon him, in his classroom, devolves the interesting and highly stimulating function in integrating knowledge and presenting it as a whole, a glowing part of life, significant equally in its diverse aspects as in its entirety. Education, according to an eminent authority, is like a kite on the ground, unless implemented by "wind" — good teachers, I suppose—to make it rise.

Very well, then—we have all this work for teachers to do. What, in turn, are we doing for them? And for the past, ill-paid work they did for us, what have we done for them? We have starved them then, and we are starving them now. We are allowing them to go to seed on a salary less than a laborer's, a carpenter's, a restaurant waiter's. (In one new office of our government, a stenographer receives more than an instructor in the state university).

We are letting them down, these teachers, by obliging them, through our indifference to their problems, to seek jobs elsewhere, jobs they are ill-fitted

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for, jobs in which, heart-broken, they have to use means they, in their simple integrity, despise—namely, politics. Unhappy mavericks, in a flock of gandy mediocrities they find themselves forever trying to forget long-served principles of honesty, self-discipline and devotion to duty. The more callous finally find their niche in their newly-found politically-run world and decide, to ease their conscience, that everything has turned out for the best.

In the schools, who remain? Three types of teachers. Those who are, otherwise, financially sound enough so that even with their measly monthly salaries they can get along. Those who can't go out because they know no other work but teaching and are neither adjustable enough, nor intelligent enough, nor versatile enough, nor courageous enough to face the challenge of another job. And those who are such ingrained (almost inspired, I would say) teachers that they feel the love of their profession reward enough for the sufferings and the sacrifices they and the families they support have to undergo in the way of privations, low standard of living, inadequate cultural conditions.

The general result, however, of the material unfairness done to teachers is that those who remain in the fold are

often spiritually downcast—there seems no brightness in their future; those who leave the service, on the other hand, are, not rarely, misfits in their new society; in the schools, the general tendency is to hire any Tom, Dick and Harry who come along claiming knowledge of a subject whose teacher has gone. In the United States, the parents complain: "I just can't bring myself to send my seventh-grade child to a teacher who went no further than the fourth grade herself."

But in the United States where public opinion is both articulate and potent, such complaints seldom fall on deaf ears. Witness, for instance, how Georgia staged "an historic victory." For the first time, so reads a Reader's Digest article, "state schedules gave the highest qualified teachers a salary close to the national average... Today no child in Georgia is going untaught for lack of teachers." Other states, notably Michigan, Oklahoma, and California are following Georgia's example.

Can we make our people, our Congressmen and Senators, our President, give our teachers here, as Georgia gave her teachers, a square deal? It's about time.

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# IT CAN HAPPEN HERE

by PEDRO CASTILLO

The *Reader's Digest* for February 1947 contains an article entitled "How Georgia's Teachers Got a Raise" by Blake Clark. This one might tell the PPSTA a thing or two about strategy for social justice. Let us draw parallels:

1. Teacher George Thomas of Georgia resigned in order to earn six times more as a laborer in a railroad company. Many a Filipino teacher also prefers to stay out of this cul-de-sac called Philippine public-school teaching.

2. "The Principal and 12 of the 16 teachers at Conyers High School, were preparing to leave... In Harris County a one-room school saw five teachers come and go in as many months." Same here. Teacher turnover is high. Teachers do not give a dam if they quit, get absent, or go on leave.

3. "The increase which seemed necessary to keep Georgia teachers from quitting wholesale was staggering. Getting it seemed almost hopeless." That's what our Congressmen are thinking right now. They want to give a raise, but they can not see how the raises for teachers can be met by the government.

4. Pay increase of 50 percent would mean for Georgia taxpayers an additional \$12,500,000 — an unheard-of sum for a single raise. In the Philippines, raising the salaries of all teachers by P10 a month would mean at least P700,000 a year. Raising the salaries of teachers by 50% would mean something like P5,000,000 a year — also an unheard-of sum for a single raise.

5. "Editors pointed out that the schools already received nearly half of

every state tax dollars; there just weren't enough dollars." Same pessimistic cry around here just now.

6. "Collins and a committee of educators... were in the office of Governor Ellis Arnall, urging him to use the liquor funds to save the schools." Replied Arnall: "But, gentlemen... the heads of 21 other agencies are trying to get their hands on that money. There'll be only a trickle left for the teachers." Striking resemblance to local situation. Health, foreign affairs, labor strikes, peace and order, etc.— they all try to clutch at "that money." Education, which does not fight and grab, is conveniently slashed.

7. "Collins realized that his tactics were outmoded, that the only way he could get the money was through aroused public opinion." The PPSTA is inclined to believe in this. Wait and see.

8. "Thousands of underpaid teachers contributed \$2 each to finance a state-wide information campaign." Here, teachers are fast chipping in their P1 for the PPSTA. They know that if they can only get a P10 raise a month, that would mean that their yearly fee of P1 will have been paid 120 times over for the first year alone. They know that they stand to gain everything by joining.

9. "Collins set out to enlist the aid of businessmen, farmers, religious groups and parents. Leaders of these groups joined him in a six weeks' whirlwind campaign." This the PPSTA might do, too. It all depends upon the type of Executive Secretary the Association will choose. He will be the Collins of the Philippines.

10. Collins convinced Georgia businessmen that the exodus of educated people away from Georgia was damaging local business. As a result, "the state's 5000 Lions petitioned Governor Arnall to grant the 50 percent increase immediately." Our local businessmen might see likewise.

11. Next, Collins campaigned among farmers, "politically, one of the most important groups in Georgia." "You can't learn subjects like soil erosion, conservation and crop diversification from teachers who haven't gone further than the fifth grade." Neither can we expect education from ill-prepared teachers, mere high-school students without professional training.

12. "Collins appealed to fathers and mothers through the Parent-Teacher Association." 'Nearly half our children are being taught by uncertified teachers.' I just can't bring myself to send my seventh-grade child to a teacher who went no further than the fourth grade herself.' "As a result, a large proportion of 86,000 members of the PTA in Georgia wrote their local candidates for the legislature, telling in words straight from the heart why they wanted more pay for their children's teachers." PTA members all over the Philippines might take the hint and overwhelm even the toughest Congress.

13. "In April of last year, candidates for the legislature began their campaign speeches. 'Georgia occasionally misses a cotton harvest, but never a crop of children,' one opened, and he pledged himself to do his part to raise teachers' pay 50 percent." Already, many of our Congressmen have written letters of sympathy and have made promises of help.

14. "When the smoke of the July primary had cleared away, it was found that every one of Georgia's 205 state legislators who were to take their seats in January 1947 had pledged himself to grant the raise." Our 56,000 teachers and several million parents can see to it that this can happen here also.

15. "Governor Arnall, convinced that taxpayers demanded the increase, did not make teachers wait upon these campaign promises... He announced that teachers... would find the extra money in their pay envelopes. The governor kept his promise." President Roxas also made a promise: "I know of no more underpaid group of government employees that the teachers... I know of no more important function than theirs." There are signs at this writing that he intends to keep the promise.

16. "Today no child in Georgia is going untaught for lack of teachers." Here, it all depends upon the Executive Secretary which the PPSTA selects.

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How Congress can be persuaded that every adult citizen is willing to pay a nominal school tax of, say, fifty centavos just to ensure public education all depends upon how the PPSTA will handle its public relations. The nation's 56,851 teachers are rallying be-

hind the Association, and the Association is girding its loins for "an historic victory" similar to that one that happened in Georgia.

It can happen here. Let us wait and see.

**WORDS OF**  
for the



**COMFORT**  
little man

February 20, 1947

In working for the interest of the teachers, I have considered the sad plight of many a temporary teacher who has been in the service for as long as 10 to 15 years. And although they perform the same kind of patriotic service and shoulder the same degree of responsibility in the performance of their duties devoting most of their time to their profession, working more than 15 hours a day, even outside the classroom, this unhappy lot of people have been to date deprived of many benefits, rights, and privileges which would otherwise accrue to them if they were Civil Service eligibles.

(SGD.) TORIBIO PEREZ

Congressman

2nd District, Albay

February 20, 1947

Teacher's respectable profession lead in the honor roll of our progress and civilization. It has been dragged along to inattention and insufficiency for sometime now. We aim to standardize their pay and re-block their spirit for the educational patronage of our youth and return them to their usual decent call of duty. We seek to extend to them securities which will serve as impetus in their restless intellectual mission and to provide for them certain privileges which will enable them to exercise such without inequitable experiences that may arise in the future for their well-being.

(Sgd.) DATU MANALO MINDALANO

Congressman for Lanao

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February 20, 1947

The approval of the educational and teachers' bills last session should speak well of the good faith and high regards of the Congressman towards the welfare of the Public School Teachers. This teachers' bill which seeks to standardize the salaries and give automatic increase has been recalled from the Senate by virtue of a resolution passed a few days ago precisely to improve same in connection with the proposed bills mentioned in your letter.

(SGD.) JOSE MENCIO  
Congressman, 2nd District,  
Mountain Province

February 19, 1947

I wish to inform you that I am in favor of all legislation towards the betterment of the teaching profession. I am fully aware of the hardships of the public school teachers and their group constitutes the underpaid employees of the government and because of this personal conviction you can count with my humble support on any measure or bill which is expected to be discussed on the floor of the House after our recess.

(SGD.) ANASTACIO AGAN  
Congressman for Batanes

February 20, 1947

H. Bills Nos. 886 and 820 are social legislations in character tending to ameliorate the present plight of our public school teachers. I realize the pitiful situation of our public mentors and you can rest assured that I will support any bill in the House that would raise the standard and, especially, the basic salary of public school teachers.

(SGD.) PASCUAL BELTRAN  
Congressman  
3rd District, Pangasinan

I have at heart the interests of my fellow-teachers. I say fellow-teachers because I was a teacher myself way back in 1920.

(Sgd.) ADRIANO D. LOMUNTAD  
Congressman  
3rd District, Samar

February 19, 1947

I wish to assure you that I have committed myself in support of any movement designed to improve the lot of our public school teachers. They can count on my whole hearted support in Congress of all bills for their improvement.

(SGD.) TOMAS S. CLEMENTE  
Congressman  
2nd District, Sorsogon

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# SUCH NOW IS THE BARRIO OF IMURUNG

by ISABELO PINSON  
*Barrio Teacher*

I am a barrio teacher assigned to one of the remotest barrios of Baggao, Cagayan. I am married. I have only three children now. I used to have eight, but five of them died during the war. Before the war I was happy and contented, for although I received a meager salary, the cost of living was then low. I could save a little for future use. I could send my children to school. I could subscribe to educational magazines and newspapers. I could also afford to buy one or two professional books yearly for my professional advancement. I was loved and respected by the people with whom I worked and for whom I served, and was looked upon not only as their educational leader but also as their social and moral leader, in fact as their leader in everything that concerned the welfare and advancement of the barrio. Such was I before the war.

The war came, and all of us know too well how much we suffered from the brutality of the invaders. I need not mention here, for we all know, the sufferings, the fears, the worries, the insults, the threats, the indignities, the tortures, the degradations, the endless privations, we were subjected to by the enemy. Many died during the war, victims of atrocities. In the barrio where I stayed more than 150 people were killed (apparently for no reason) at all. Many died of malnutrition and the lack of medicine, among whom were my five children.

The liberation came, and with it came the reopening of the schools. I was reappointed as a teacher and assigned in the same barrio where I was before the

war. On my shoulders, therefore, fell the heavy responsibility of rehabilitating and reconstructing my school, a similar responsibility which fell, too, on the shoulders of the other barrio teachers like me. We were on our way to recovery, for we have already succeeded in repairing our dilapidated school buildings or in putting up one in place of the one burned during the war. But the storms of April 3 and 4, and July 16, 1946 came and when these storms had passed, so had my school building and the other school buildings in Baggao. Many of my new school equipments were broken beyond repair and the books, soaked and destroyed beyond recognition.

The same storms caused untold misery to my people. Homes were destroyed, and so were our rice and corn crops and fruit trees. What the people could have harvest and save did not last long, and now they are famished and sick. Many have died because of lack of medical care and buried without benefit of religious rites. And still more get sick and more die. Many, too, have left the place to become servants in Aparri, Tuguegarao, and even in Manila. Children less than ten years old were given away in exchange for a few gantas of rice or corn, or even given free to those who were willing to get them. Although the government is doing everything within its limited means to send aids in the forms of foodstuffs, clothings and medicines, yet it cannot cope with the situation.

What shall I do? My yearly enrolment and my monthly enrolment have now gone down very low. My daily at-

tendance is indeed very poor. Those who come to school are very irregular in attendance. They have no paper, no pencils, no books to use. The school children cannot buy the supplies they need in school because they have no money, despite the fact that the prices of these school supplies are within the reach of all.

Sir, my school building is not yet repaired. Its GI roof was riddled with machinegun bullets during the war. So were its posts, beams, rafters and floor. Its walls were removed, blown down by the storm of July 16, 1946. The fence, the pergola and gate, and the toilets are not yet repaired. I have approached several times the officials of the PTA, the *teniente del barrio*, and the pupils' parents and requested them to attend to their repair. But they could

only promise to attend to the repairs after the rice harvest for their time is being devoted to looking for something to eat.

Such now is the barrio of Imurung, Baggao. In pre-war days it was one of the richest barrios of Baggao. Now it is one of the poorest, if not the poorest. Then its people were happy and contented; now poor, unhappy and discontented. Then it was full of life; now a "ghost barrio" inhabited by sad living human skeletons.

I am the teacher here, the spiritual leader, the inspiration for achievement. I have to do my job. I have to do it even if I died doing it. But in the meantime I look around and ask almost in despair of ever getting outside help: What shall I do? What shall I do?

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### APOLOGY

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Because of unusually heavy demand, we have included much civil service review material. In subsequent issues, we shall put out teaching aids.

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# PRESIDENTIAL TABLE TALK

by MARCELINO BAUTISTA

## A. *Annual Report in the Making* (Continued from last month)

11. Last month the Director and the Assistant Director of Education permitted me to accompany them in their inspection trips to the Visayas. The Director visited Iloilo and Negros Occidental on March 3—March 10. The Assistant Director visited Leyte, Cebu, and Bohol on March 18—March 27. I was assigned to look into the work of the secondary schools, especially those that have just been opened.

In these trips I had the opportunity to see the fine work that has been done in getting the secondary schools started on very inadequate facilities. The splendid cooperation of parent-teacher associations was noted everywhere. They had put up buildings, had secured sites, had secured classroom equipment, and had even helped pay teachers' bonuses. The morale of the teachers, as a whole, has been noted to be high. As is to be expected, there are

a few raw exceptions — that is, when tuition fees are not high enough to make possible the continued payment of much-needed relief bonuses. In some schools the salary rates approved are even lower than those paid to national employees.

But the teachers, as a whole, are taking it chin up. They were advised to hold on until the end of the school year. Like other reasonable and patient men, they are still listening. They are not yet going to strike. But they may not

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long continue to be with us that is, some of them may... may... be tempted. A large majority, however, are still hoping that the provincial and City governments would do right by them and the people's children. In the meantime, these will stay on, soothed temporarily, very temporarily by eloquently-phrased "other compensations of teaching."

12. The two Directors were visiting their respective home provinces for the first time since their elevation to their present positions. They were accorded real homecoming ovations. Director Abada is from Kabankalan, Negros Occidental; Assistant Director Putong is from Tagbilaran, Bohol. Two "local boys make good"! The usual brass bands; the usual parades and guards of honor; the usual speeches; garlands for the "fatted calf." But the returning prophets were not without honor in their own hometowns; they are actual-

ly loved. They are still called by their first names. Everyone seemed to know them, and they seemed to know everyone who was important. (Your President and the other "aides" basked in all this reflected glory. We are not so old that we can't enjoy a joke even on ourself. And this is only one of many compensations due those who accompany the Big Ones in inspection trips.)

13. While we were inspecting school work, the Directors permitted me to speak on behalf of the PPSTA. In several speeches I stressed the need of getting together and pooling our resources however meager, of gathering our separate little voices together and making one resonant voice that will be heard. And I heard the Directors speak on the same occasions, boosting our cause and giving us their support. They are sincerely behind "this cause of ours."

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The reception of the PPSTA idea in all the provinces visited was highly encouraging. Everywhere the teachers pledged to join the national organization. We are convinced we are getting somewhere. The membership dues are pouring in. The organization is beginning to uncoil. It is rearing its head. There will soon be much fun among those who can (or who can't) see eye to eye with "us."

14. It will be noted in the report on "Bills on Congress" in the March and April issues of the *Educator* that many bills have already been introduced in the present Congress. But don't be such an optimist. I am telling you that, as in baseball, a bill must go through all the "bases" before it becomes a law. Many of these bills are not even at bat. Have you sent a telegram or a letter to your Congressmen asking them to work for the passage

of the bills which you think will help the teachers and the schools? You spend a few centavos—you and you and you of the towns and the barrios and the cities—and get something. Remember that your name is legion and that your cause is the cause of justice itself—justice for the less privileged half of all government employees. Only, you have to raise a finger or two—right now! Let's all do our part for the sake of everybody.

15. We have continued contacting Congressmen and have asked them to tell us what they are doing for us. Some of the replies are published elsewhere in this issue. These preliminary contacts with members of Congress seem to indicate that there is a general desire to help the teachers and improve their lot. But our association can not move freely. We are reminded of the fact that millions of pesos

(Continued on page 27)

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WHOLESALE

RETAIL



# REPORT FROM BUKIDNON

by JOSE FELICIANO  
*Division Superintendent of Schools for  
Bukidnon*

As I stepped into Mrs. Deiparine's classroom one bright morning, I saw her sand-table attractively done or made up to represent a cemetery: rows upon rows of graves with a cross of cardboard planted at the head of each grave. There were plants and flowers too in the cemetery. Then I noticed that every child who came to class that day had some pretty flowers with him or her. Came the language period, and the teacher introduced and motivated her lesson by making reference to the All Saints' Day that had just passed. To arouse a more lively interest on the part of her children, the teacher opened a package containing some ten or twelve small candles. Giving the candles to certain members of the class while talking in her most appealing and persuasive manner, the teacher led the pupils to the sand-table in front of the room, and once they were all gathered around the make-believe graveyard no little amount of effective teaching and learning took place under the inspiration provided by the teacher's ingenuity. Decorating the graves with flowers evoked not only tender sentiments and emotions but also suitable words and phrases. Lighting the candles and placing them by the graves with appropriate expressions, was a touching ceremony, and those turning candles helped magnifi-

cently to make the sand-table representation not only lifelike but enchantingly beautiful. Language, reading, arithmetic, and social studies were woven together into that lesson, not too expertly perhaps, but undoubtedly with much pupil participation, and therein lay the value of this little classroom drama. Today I never tire of recounting this lesson to other teachers and to future teachers as an example of what can be done by a resourceful individual driven by dire necessity to use his or her wits.

x x x

Mr. Madjus may not be conscious of his accomplishments, but he has succeeded among other things in: (1) helping his boys and girls live their present lives in the barrio more happily and usefully, (2) introducing real-life projects and activities into the work or program of the school, (3) teaching children how to live and work cooperatively, and (4) raising the level of rural living in his particular community.

I sincerely believe that Mr. Esteban Sanchez, supervising principal of the Maramag district, because of his able leadership, should share with Mr. Madjus the credit for the outstanding success attained by the Dangcagan Settlement Farm School.

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# FIFTH INTERVIEW

(A Short Story)

by ANTONIO B. SANTOS

## I

He was a big bull of a man behind a shining desk, and when he spoke, he growled.

"Those people keep sending teachers we don't need and don't send what we ask for. We don't need any more industrial arts teachers. What we need are janitors—more and more janitors." The principal was barking now. "They have not sent a single janitor since July!"

Mr. Velasquez, the new teacher, appeared perfectly at ease. If Mr. Getulio thought of scaring him that way...

"Unfortunately, I am not good enough to be janitor. I understand, janitors get better pay than teachers and even assistant principals, what with the bonus and all."

The bull of a man behind the shining desk raised a thick eyebrow. That was new—self-assurance, even cockiness in a new teacher. Usually, they came in with their teeth rattling.

"Well, Mr. Getulio? Shall I go back to the superintendent and tell him you told me I am a damned surplus?"

Later, Mr. Velasquez told Miss Samson about that first interview. They both had a good laugh over it.

"But you must stop telling it to others," said Miss Samson. "If Mr. Getulio hears about it—"

But it was too good a story, and Mr. Velasquez was not the type to keep it from the other teachers.

## 2

Mr. Getulio banged a fist on the closely-typed report.

"You write effectively, Mr. Velasquez," growled the bull of a man. "In fact, you write too effectively for your own good."

"I only write when I have something to say, Mr. Getulio."

"And so you wrote this—this appraisal of our vocational courses, including the way the program is prepared."

"That program, Mr. Getulio, has been prepared for the convenience of academic teachers. You forgot all about the vocational courses."

"I prepared the program myself, Mr. Velasquez."

"Nevertheless, it is a bad program, Mr. Getulio!"

"Do you mean to tell me that you can prepare..."

Miss Samson had a good laugh at him that afternoon when he had to stay late and get the program ready the next morning.

## 3

A minute after Mr. Getulio arrived at his desk that Monday morning, he shouted for Mr. Velasquez to see him right away. A few minutes afterward, when Mr. Velasquez pushed himself in, a torrent of abuse broke out.

"This—this insolent letter, did you write it?" The muscles stood like stout welts on the jaw of Mr. Getulio. He looked ready to jump out of his swivel chair.

"That looks like my signature," replied Mr. Velasquez calmly.

"Apparently, there are many things you still have to learn. Do you know what insubordination means?"

"I think I know. The *Service Manual* is precise about it. You just write a note to the superintendent, and *zzzp!* my throat is slit."

Now Mr. Velasquez was essentially a creative artist, so every retelling of that violent interview became more and



more elaborate and more and more biased. Only Miss Samson was scared. She was sure he would be dismissed soon, and what would he do for a job? She was becoming more and more concerned about his "security."

"And do you know what I told him? I told him, 'See here, Mr. Getulio, I am a teacher. It is my duty to uphold the teaching profession. Make me work like a teacher, and I'll wear my fingers to the bone. I'll go to your house and work on those built-in shelves of yours, but I go there as a teacher, not as a laborer. I have big boys. I'll bring them with me, and they will work for you, but they will be learning something. And I'll be teaching them. But I'll be damned if I work for you to help finish your house free.'"

4

"He must have heard about the strike," thought Mr. Velasquez as he pushed the door in answer to the urgent summons of Mr. Getulio. "Let him bawl me out, just let him." Whenever he entered that office, he always felt his muscles toned up for a fight.

"Sit down, Velasquez," said Mr. Getulio.

"I am teaching a class, Mr. Getulio. I have to hurry back."

Mr. Getulio reddened.

"Goodness, man, don't I know that?"

"Thanks, but that class is rough and noisy. If you don't mind..."

Mr. Getulio leaned back and creaked back and forth in his swivel chair.

"Why are you always so antagonistic, Velasquez? You have lots of talent, you know."

"Thank you, Mr. Getulio. It's a bad habit, I suppose."

"Are you like that to everybody?"

"Not to everybody, Mr. Getulio. Only to—to—people I don't like."

"Yes?"

"Yes, and to those who don't like me."

Mr. Getulio laughed.

"It can't be clearer said. Well, I don't suppose you will be glad to hear

it, nor do I expect you to be grateful, but now that Mr. Dacumos has been transferred to the General Office, I have recommended you to take his place... You don't seem glad. You make me almost regret having recommended you at all."

"But I don't understand, Mr. Getulio. I have been here less than a year. Besides, sir, there are others..."

Mr. Velasquez hated himself. He had suddenly lost his self-assurance. He was humiliating himself. He had even addressed that man "sir." And he had become suddenly apologetic!

"You have the confidence of the other teachers. They elected you president of the teachers' club. I don't see why you can't deserve my confidence, too."

As he walked back to his class, he realized to his horror that Mr. Getulio had recommended him only to put a stop to a petition requesting the removal or transfer of the bully. Very neat way of saving himself. Now, he was indebted to the bully. And, worst humiliation of all, he had slipped and called him "sir"! Just like any other at last, calling him "sir."

5

Miss Samson was so happy for him. It was she who lingered longest, defying the teasing to come the moment she reached the teachers' room. Mr. Velasquez sat down behind his desk without speaking for ten full minutes. Then with a decided move, he turned to the typewriter and quickly dashed off a letter. Without hesitation, he signed all four copies. Without a word, he gave a copy to Miss Samson. With three

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copies clipped neatly, he went to see Mr. Getulio.

"Sit down, Velasquez."

Mr. Velasquez smiled and sat down. For the first time in two years he sat down in the presence of Mr. Getulio.

"Do you mind if I smoke?" he said and lighted a Chesterfield.

Mr. Getulio gaped.

"You are assistant principal now, Velasquez."

"Thank to you, Mr. Getulio."

"And as part of the administration, you should uphold all rules—including that on smoking."

Mr. Velasquez laughed and blew a big ring of smoke across the desk.

"I don't mind confessing a few things to you now, Mr. Getulio," he said. "You see, whenever I entered this place, I always hated myself because I was uneasy and self-conscious. But I have always managed to fight that sneaking fear and kept my self-respect. Now, I am glad to tell you that I have at last liberated myself from fear."

Mr. Getulio laughed.

"That's a new one," he said. "And I thought you are the only one in the school who has never been afraid of me."

"In a way, I was. And I hated myself for it. I hated my work. I hated the whole thing because I suspected I was beginning to be afraid."

"Well, I'm glad you are a human being, after all."

"Especially, the last time I came here, when you told me you had recommended me to be assistant principal, I had gone down so low as to grovel at your feet."

"You were merely being polite, Velasquez."

"I called you 'sir!'"

"You were merely being polite."

"I'll tell you something now. We were going to petition against you. We had parents' signatures, too. I was to

be their spokesman. I got myself appointed assistant principal instead."

Mr. Getulio burst out laughing. Mr. Velasquez did not laugh. He stood up and laid the letter on the glass top of the desk, facing Mr. Getulio.

"My letter of resignation, Mr. Getulio, effective now."

Mr. Getulio could not follow.

"But why? Why at this time, of all times?"

"There is no more opportune time."

"But what will you do?"

"What will I do? It's a poor vocational teacher who can't even get a job for himself, Mr. Getulio."

"But I don't get it. Now of all times, when you have already got out of the classroom, when your upward rise has begun..."

Mr. Velasquez laughed.

"I don't think you will ever understand it, Mr. Getulio. I'd rather not explain. You see, I came here two years ago and all this time I have not learned to be at ease with you. Instead, I learned to be afraid. I have seen, too, that you are afraid of the superintendent, even more afraid than I am of you. And I suppose the superintendent..."

"You have to have discipline," said Mr. Getulio weakly.

Mr. Velasquez shrugged his shoulders.

"As a teacher, I felt free. At least, I did not care if I lost my little job. Now, I am beginning to be afraid. I have to be careful. I am now on the up and up. How nice. My ambition will keep me from opening my mouth and saying the things a free man should say."

Mr. Velasquez got up and went to the door. He turned back.

"I'll have to get my clearance ready," he said.

At the door he paused a moment. It needed more nerve to face the woman he knew was waiting there. He pushed open the door.

## Presidential . . .

(Continued from page 22)

must be exchanging hands in connection with the purchase and sale of surplus property and other commodities. There is plenty of money around, and yet there seems to be very little of it for teachers. Do you remember the Ancient Mariner who sailed where there was water, water everywhere but not a drop to drink? Do you remember Tantalus and how he was tantalized to death? This nonsense should be put a stop to. You and you and you—let us do our part to put a stop to starvation in the midst of plenty!

16. We have written letters to the President of the Philippines, to the President of the Senate, and to the Speaker of the House of Representatives, asking them to sponsor a pension bill for teachers. We indicated that our best teachers are leaving the government service to seek "greener pastures" elsewhere, that fully 750|0 of our teachers have had no professional training, and that bright young people are not being attracted to prepare themselves for teaching. Teaching is losing; education is losing; the future generation is being doomed by neglect or purblindness or something else.

17. On the first week of May the *PPSTA Practice Tests* will come off the press. Those who send their ₱2.00 before May 10 may get their copies postpaid. Those who order copies and pay after May 10 should add 20 centavos in stamps for postage. We are putting out only a limited edition, just for service, so the sooner you make paid reservations, the better chances you have. The book is being printed with the courtesy of the Arellano High School Teachers' Club.

18. By the way, we do not hear enough from you. Can't you shout a

little louder? The Educator is your loud-speaker, remember that.

19. We have plans to go on the air over KZFM, most powerful radio station in the Philippines, so we can chat with teachers in Mindanao, Batanes, etc. Lend us a helping hand—only P1 annually—and you can get enough entertainment from your admission fee.

20. We have received some nominations for Executive Secretary-Treasurer. Division Associations should send in their nominations before the end of April so these can be taken into consideration by the Board of Directors.

**B. Bills in Congress (introduced in the first session but not yet acted upon)**

8. Congressman Camacho of Bataan: H. No. 4, fixing the minimum basic salary for public school teachers at P100 in the provinces and P120 in the chartered cities.

9. Congressmen Tait of the 1st district of the Mountain Province, Albano of the 2nd district of Ilocos Sur, and Samonte of the 2nd district of Ilocos Norte: H. No. 23, fixing the basic monthly salary of public school teachers at P100 in the provinces and P120 in the chartered cities; P150 for district supervisors, and P170 for subject supervisors in the chartered cities.

10. Congressman Barretto of the 1st district of Laguna; H. No. 97, fixing the minimum salary for public school teachers at P100 a month in the provinces and P120 in the chartered cities; provided, that every five years of continuous, efficient, and faithful service entitles teachers to an automatic increase of 100|0.

11. Congressman Nietes of Antique: H. No. 109, fixing the minimum salary of P120 for elementary school teachers in the chartered cities, and P100 for teachers in the provinces and municipalities; provided, that Philippine Normal School graduates who are civil

(Continued on page 50)



# "MARIA TEVES"— THE TEACHER GUERRILLA

(An Interview With Consuelo Fa. Alvear)

by GENOVEVA EDROZA

She walked about in her Girl Scout uniform, but the neck of her dress would now open to a pink shirt, now a white shirt, and at times a yellow shirt. Men in certain government offices, at the Treasurer's Office, Residence Tax Division, for instance, would look up from their work at the sound of her quick, hurried steps, see the pink shirt, and look happy. If it happened to be a white one, the faces would turn grim and hopeful by turns. And if it was a yellow shirt, the man she talked with usually took a nonchalant air but her straight, understanding look also usually pierced the veneer, and he knew he must do as Maria Teves ordered. Pink meant the accomplishment of an order; white: the combat units are engaged in a fight; yellow: it's hot for you. Go away.

In her home town in Pangasinan, Maria Teves contacted Lt. Fil (Felisa Fangon). The next day, Fil sat fanning herself, idly passing away the hour in front of the Esperanza Drug Store as newly-arrived Jap troops marched the street on their way to the station. The wonder was that soon after, the exact number of troops reached a certain Augusto Pereira, a Philippine Scout who hid a radio set in his home. At another time, after apparently enjoying the sight of Jap warships docked near Mabilao, a small and far-away barrio, Maria Teves trod her way home for the night. Soon after, August Pereira was relaying the news to the USAFFE.

It was not much later that this ex-teacher had to leave San Fabian, Pangasinan, hurriedly and in her bare feet. This she did six minutes after she

struck a tuba-drunk Ilocano-Japanese interpreter with a wooden club. Half an hour later, she was wanted by the Japs in San Fabian.

For a time, she stayed in Kamuning, Quezon City, all the while gaining more and more support for the cause which had gotten into her blood and would not give her peace.

Her next stop was the Manila City Hall, Residence Tax Section. It was not long before she noticed that the Japs were very fond of referring to old residence taxes duplicated for addresses. They were those of wanted men and women. Many were the times when the small and furtive girl in the Section beat them to those addresses. This resulted in her contact with guerrillas of other units. Nor did she stop at that. She and her sister also changed the American citizenship of a Mr. Baker of Cagayan to German; that of the Todd family to Spanish, changing the name to Rivera. They also issued residence certificates with faked names to guerrilleros of Ilocos Sur and to the Lawin guerrillas who were then wanted by the Kempeitais.

However, Lt. Col. Teves was slowly but surely getting herself into a tight spot. She felt uncomfortable in the City Hall. She felt she was being followed by civilian Japs because she was bringing food to Mrs. Carlson, principal of the Arellano High School, and to Victoria Louise Smith of the Dept. of Fishery, Bureau of Science, then interned in the Sto. Tomas University. Then Commander Col. Espinosa, the man who had all their original appointments, was taken to Fort Santiago.

was released seen after only to be taken in again. This time he never came out.

Later, she was picked up at the 5th floor of the Cu Unjieng Building, the building where the GSP held their headquarters during the Occupation. First it was a Filipino civilian who greeted her and asked her if she was Miss Alvarez. To this she promptly nodded. Then, a kempei led her to a car and took her to Fort Santiago. The charge was her having written a book called "Between Two Fronts," consisting of 363 pages in longhand, and found under the stove in her house at Kamuning. Apparently, an intimate friend of hers who had free access to the house, had betrayed her. The realization of this numbed her and to this day she could not keep the bitterness from her voice as she recalled the incident. She did not deny the charge once during the seven-day stay in the dungeon. She was given electric shocks on and off for three hours. How many times she fainted, she does not remember now. They took pleasure in seeing her in tears as they burned her book before her. They asked her if she knew Yay Panlilio, if she was a member of Marking's Guerrillas. Her one answer

was, "...akarimasen." At last she was released at 9:00 p.m. on Oct. 21, 1944.

Pride crept into her voice as she mentioned the names of Maj. Adj. Erfe-Mejia, the man who led the GSP in a combat with the enemy troops at Marikina Hills on April 7, 1944; of Lt. Yabes, an ex-teacher from the Visayas, who led the Bolo Battalion in another combat; of Major Asis, ex-USAFFE aviator who directed the construction of a landing field in Sta. Maria, Piddig, Ilocos Norte, where the Americans actually made eight landings, and who was reported killed on Dec. 16, 1944; of Lt. Nenet (Conсорcia Fangon) who smuggel medicines while working at the Sternberg Hospital, and others who smuggled bullets and arms inside unripe papayas, bars of soap, and bundles of firewood.

At this late date the GSP has not been given recognition papers. I tried to detect the slightest hint of bitterness in he voice that old me his. But there was none. There was only stark sincerity and unaffected simplicity in the voice that said: "I really do not care, for myself. It's the people who worked with me that I am thinking of. They should be dealt with fairly and justly. More so, the families of the dead..."



*NOTE: Most of the drawings used in this issue are used with the courtesy of Mr. A. V. H. Hartendorp, formerly editor of the PHILIPPINE MAGAZINE.*

### IN COMING ISSUES:

Articles by Dalmacio Martin, Pedro T. Orata, Remedios V. Tuason, Cecilio Putong, Soledad Garces, Jose Feliciano, Pura Castrence, Emiliano C. Ramirez, Victor M. de Leon, Teodoro Reselva, and many others.



# NEW DEAL?

## A Report

Manila, Philippines  
January 3, 1947.

The President  
Philippine Public School Teachers' Association  
Association  
Manila

Sir:

The Committee on Improving the Teachers' Lot and Welfare has the honor to submit the following recommendations. At the outset, the Committee desires to acknowledge the kindness of Mr. Venancio Trinidad, Superintendent of City Schools, Manila, for allowing the Committee to use his report on the same topic for its reference. Portions

of the said report are adopted in this report.

The Committee is of the opinion that the following recommendations for improving the teachers' lot and welfare are feasible under present conditions.

1. The approval of the proposed salary schedule submitted by the Director of Education to the Philippine Congress. This schedule is as follows:

POSITIONS	GRADE	SALARY RANGE
Principal and supervisor, technical school .....	4, 3, 2	P230—350
Secondary principal, secondary supervisor, division supervisor, and Manila city supervisor .....	4, 3, 2	P230—350
District supervisor, supervising principal, normal instructor, Manila City elementary principal .....	5, 4	P160—245
Secondary classroom teachers, elementary school principals, division office chief clerk, and division property clerk..	6, 5, 4	P120—200
Critic teachers, normal school .....	6, 5	P120—290
Elementary school teachers and head teachers .....	7, 6	P 80—150
Teacher nurse and head nurse .....	7, 6	P 80—150
Division chief, assistant chief of division, General Office..	3, 2, 1	P260—500
Division superintendent & superintendent of national schools.	3, 2, 1	P260—500
General Office supervisors .....	3, 2	P260—400
Principals & registrars of normal schools .....	4, 3, 2	P230—350

2. That an automatic increase of P10 be granted each teacher after every five years of service, provided the maximum salary allocated to the position is not exceeded. This plan will not preclude the granting of more frequent increases to exceptional teachers.

3. That to encourage growth, creativeness, and initiative on the part of the

teachers, the rulings of the Salary Board be revised so as to permit the Division Superintendents or the Director of Education to grant increases or salary promotions for meritorious and highly efficient service.

4. That the schools be provided with permanent sources of income, such as land grants, exclusive school taxes, and

other educational taxes such that they will not be dependent on yearly legislation for appropriations. This scheme will permit long-range planning for the expanding school system.

5. That teachers who are required to render service during vacation periods be given honoraria instead of service credits. It is believed that sufficient funds for this purpose may be obtained from the salary savings of the Bureau of Education.

6. That savings and loan associations as well as teachers' cooperatives be established as soon as possible.

7. That week-end classes be conducted in each division under the direct charge of the Division Superintendent of Schools for the benefit of teachers lacking in professional qualifications. Teachers and supervisors assigned to teach in these classes should be given honoraria equivalent to one day's salary for every two hours of service. The funds for this purpose may be acquired from tuition fees of teachers enrolled in these classes. Credits earned should be counted toward the completion of the normal curriculum.

8. That temporary teachers who attend summer classes either in public institutions or in private schools be allowed to receive their full salary while in attendance in such classes.

9. That official time be given to teachers attending teachers' conventions

and conferences of educational significance.

10. That the teachers' load, which should include actual teaching periods, assignment in extra-curricular activities, and other school assignments, should not exceed five hours a day, five days a week.

11. That the pre-war ratio of five teachers for every three classes be returned in the intermediate grades.

12. That a disability or death compensation equivalent to one year's salary be provided for every teacher.

13. That free housing facilities or quarter allowances be provided for teachers assigned in other towns.

14. That the Teachers' Pension System be revived.

15. That the use of government funds for the purchase of professional and cultural books and magazines in each division be approved.

16. That a teachers' BILL OF RIGHTS embodying these recommendations be promulgated as soon as possible.

Respectfully submitted,

JUAN S. PAGUIO  
*Chairman*

CONRADO YABUT, *Member*  
ARTURO GARCIA, *Member*

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# N. E. A.—A PATTERN FOR THE PPSTA

by MARIA SERNAL

A few of the achievements of the National Education Association of the United States sound like the history of liberalism applied to teachers in America:

1. Desirous to improve the methods of teaching, Edward Sheldon of Oswego, New York, brought before the convention of the members of the association in 1863, the purposes and principles of the procedure expounded by Pestalozzi known to educators as "object teaching." The following year favorable reports were made by the committee and object teaching was a matter of discussion at the NEA conventions for a decade.

2. In an attempt to provide the high school with a curriculum which would accommodate the great number of pupils who might not attend college and at the same time a curriculum which would prepare any student to attend any particular college, the NEA decided to appoint a central executive committee of ten to study means of adjusting the curriculum to meet the demands of the time. On July 9, 1894, Dr. Eliot, chairman, submitted a report: "The ninety-nine teachers who constituted the committee of ten and its conferences said unanimously that uniformity should apply to the *method of teaching* and to the *selection of the topics in each subject taught at all in a secondary school*, but not to the *selection of subjects by the individual pupil* or to the *length of time that the individual pupil should pursue each subject*. The programmes laid down by the committee of ten provide the indispensable liberty." The curriculum was, therefore, modified in accordance with

this report after teachers and administrators had put their heads together and had concluded that the report was acceptable. Thus confusion and chaos gave way to order.

3. In 1875, the NEA organized a department of Vocational Education.

4. The Committee on Economy of time in Education played an important role in making tests and measurements an accepted part of the school program. As early as 1912 bureaus of research began to be established. World War I encouraged the use of intelligent tests. Universities offered courses in statistical method and the NEA established a Division of Research in 1922, thus, putting research on a professional basis.

5. In 1912, the NEA created a commission on the Reorganization of Secondary Education. The report of the committee on English "virtually set the pattern for the English course of study in high schools." The reviewing committee formulated the seven "cardinal principles" it believed would be most helpful in directing secondary education. Later these principles were thought to apply not only to high school but to all education. Adopted in 1927 by the National Congress of Parents and Teachers as its permanent platform, the principles were: health and safety; worthy home membership; mastery of the tools, technic, and spirit of learning; citizenship and world goodwill; vocational and economic effectiveness; wise use of leisure; ethical character.

6. After three years of study, the Commission published in 1944, *Education for all American Youth*, which is



a serviceable guide to planning for secondary schools after the war. This was to be followed by a similar study for elementary education.

7. Since 1921, the NEA has had a Department of Adult Education and in 1945 a Division of Adult Education Service was created. In February, 1945 the Work Conference on Educational Programs for Veterans was held at NEA headquarters to discuss and make plans about veteran's education with special emphasis on the noncollegiate.

8. In the spring of the same year (1945) a Division of Audio-Visual Instructional Service was established to lead and guide all audio-visual instruction aids—television, radar, radio, films, and movies.

9. To stop the alarming increase of accidental deaths due to traffic hazards, NEA Research Division's publications, bibliographies, and units of work, take the message of safety to all concerned—parents, teachers, and the general public.

10. Hand in hand with the campaigns launched by the NEA for higher salaries were efforts to raise the standards of qualification and certification of teachers in an effort to improve the quality of service they render. In 1920, it recommended that teacher education "should consist of four years' carefully-planned preparation beyond graduation from a four-year high school."

11. To acquaint prospective teachers with the two neglected phases of their three-fold citizenship — relationships with their profession and with the public—the NEA established in 1937 the organization called Future Teachers of America. It also arranges informal conferences where teachers attending summer school "meet with faculty members and representatives of professional organizations in forums devoted to teacher-teacher and citizen-teacher relationships." To help teachers grow professionally, committees were assigned to investigate and recommend in this field.

Membership in educational associations, "vitalized faculty meetings," leave of absence for study and travel, and summer conferences were recommended as instruments of professional growth. To answer the much-felt need for teacher ethics, the NEA officially adopted in July 1929 a code of ethics for teachers.

12. Reports of the activities of the different departments of the NEA have been published in the *Research Bulletin*, the journal of the NEA and in other periodicals published by the departments. New educational trends have become the object of attention of the NEA departments in one way or other. Among these educational innovations are the socialized recitation, supervised activities, the child-centered schools, the community-centered school, mental health, democratic supervision, and numerous other discoveries and inventions in the field of education.

13. The NEA, while doing much good for educational service, has not neglected the teacher. It has done much to raise the average salaries of teachers throughout the country. The NEA compiled facts about salaries they ought to get helped in effecting salary increases. As early as 1884 the association advocated "higher salaries and equal pay for equal training and experience." In 1903 the Chicago Teachers' Federation under the leadership of Margaret Haley sponsored a mass meeting in Boston and requested NEA attention to teachers' salaries and pensions and asked the board of directors to appropriate funds for an investigation to bring to light the economic condition of public-school teachers in the country. Results of investigations revealed that these were inadequate. These revelations resulted in increases in salaries.

After World War I when prices rose sky high and many of the best teachers left school for a higher paying job elsewhere, the NEA salary committee made further study of the matter. A questionnaire on salaries was sent to school superintendents thruout the country. A

report based on this questionnaire furnished valuable data and proposals for salary increases. Among other things, the committee raised and answered such questions as "How is the money to be obtained to pay adequate salaries to teachers?" "What constitutes a minimum wage and a fair wage for teachers?" To supplement data gained, the committee printed and broadcast messages to the nation such as "We must pay our teachers more money!" "We cannot hope to secure for service in our schools the choicest of our young men and our young women until we are willing to pay teachers a living wage and to make it possible for all to find in teaching a worthy life career..." The association attempted to seek federal aid to increase salaries and even if the education bills did not become law, the campaigns enlightened the people about the needs of the schools.

Since 1922 the Research Division of the NEA has conducted biennial survey of facts about teachers' salaries. These surveys published in the *Research Bulletin* have had influence in effecting better salaries for teachers. In 1935, the Committee on Economic Status of the Teacher prepared a questionnaire which provided for twelve monthly reports to be submitted by teachers in which were to be shown in detail "the source and amount of their incomes; nature of expenditures; data on borrowings and savings; number of dependents. The data obtained were used to influence influential individuals and organizations which might act to improve conditions for teachers... Between 1939-1944, in spite of steady increases in teachers' salaries, the rise in living costs made the actual purchasing power of the average teachers low. The NEA campaigned intensively to make the authorities and the public realize the "urgent necessity for adjustments in pay for teachers."

14. Another phase of teacher welfare for which the association has work-

ed is teacher retirement. It campaigned "that a profession would attract and hold those of intelligence, ability, and devotion only so far as they realized that the avenue of promotion was open to them and security afforded against the risks of life."

In 1919, a report on teacher pensions was widely recognized as valuable and became the basis for pension legislation. In 1924, the NEA committee published *The Fundamental Principles of a Teachers' Retirement System*. This became the guide of subsequent retirement studies. The NEA believed that "The objectives of teacher retirement plans are to improve the service of the schools and to provide sufficient retirement income to enable the retired teacher to live in dignified comfort as befits a professional person."

15. Believing that the attempt to stifle freedom of teaching was being crushed under dictatorship, the NEA appointed a Committee on Academic Freedom in 1935. The association was convinced of the fact "That schools should have full opportunity to present different points of view of controversial questions in order to aid students to adjust themselves to changing social conditions." In 1943 the association raised funds to support Miss Frank, a teacher of Muskogee, Oklahoma, during her fight for reinstatement. Miss Frank was dismissed from service because she dared make public professional and political activities against the wishes of a majority of the schoolboard. She was reappointed in 1945.

Teachers all over America know that the NEA is not a cure-all for all ills and problems that confront them and that it does not possess a magic wand, which can give them everything at a wave; but they do know that by working together thru united local, state, and national associations they can improve their own welfare, and in so doing strengthen the services of the school.

The experiences recounted in the following article are typical of what actually took place "behind the scenes" in most schools throughout the Philippines during the occupation days. They show the masterly "ball" game played by our teachers to thwart Japanese cultural penetration.

## I PLAYED BALL

by VITALIANO BERNARDINO  
Division Superintendent of Schools for Marinduque



The day I arrived at Iloilo City to assume my duties as division superintendent of schools for the province, I was informed that a newly-appointed government official had to "pay his respects" to Captain Hemono, chief of the military administration for the island of Panay. But for two weeks I kept postponing the distasteful visit because I knew that such "courtesy calls" were actually for the purpose of receiving instructions. It was my desire to delay as long as I could the advent of the time when I should be subject to the dictation and directions of the Japs.

Of course I expected that sooner or later I was to be "requested" to see Captain Hemono if I did not do so on my accord. And I had to be well prepared for the initial meeting — meaning I should be ready to explain my failure to see the Captain immediately after my arrival. True enough, I was "invited" by the Chief of the Military Administration to a conference at his office on the third floor of the former Masonic Building on August 14, 1943, at 2:00 o'clock p.m.

"When you come *Iroiro*?" asked the frozen-faced Jap interpreter as soon as I was seated in front of Captain Hemono. (The latter did not have on his military coat nor his shoes, and sat with one leg hooked over the right arm of his chair. He appeared unconcerned with my presence as if to impress me that the situation was an affair of

one in high authority speaking to an underling.)

"A few days ago," I answered, trying to appear very much composed although actually starting to feel the jitters.

"When few days?" the interpreter asked again.

"July 31st," I replied.

"Rong time now. Why not come report chief *miritary administrashong arrive Iroiro*?"

"Oh, I wanted to start work right away. So I first visited all the schools. I want to be ready to answer any question I may be asked about the schools." Sensing that the explanation did not seem to satisfy the captain, I continued, "My first interest was to find out what is being done with the teaching of *Nippongo* and whether the 'undesirable' portions of the textbooks have been covered in accordance with the order of the Military Administration in Manila."

"*Hay, yorosi! yorosi!... bry gooda!*"

I know he would fall for that stuff. And to clinch the very good initial impression, I tried to drive further, "By the way, I was surprised to find that the teaching of *Nippongo* has not yet been started in the school."

"We sent pensionado *Manira* study teach *Nippongo*." (I knew that fact when I left Manila as I interviewed some of the pensionados at the Bureau of Public Instruction. But I made no comment.) "Pensionados come back four months."

(The Captain had now taken the initiative in the conversation.) "Too *rong* time. So Japanese *sibiryan* teach Nippongo, *he?*"

I was not prepared for this unexpected development. My feigned great concern for Nippongo had put me on the spot and would now serve to facilitate the teaching of this language which I precisely wanted delayed if not entirely prevented. I had to think fast.

"May... be that can be done," I said hesitatingly. "But I am afraid that in the long run it might be better to wait for the return of the Nippongo pensionados." I laboriously explained that a very good start in teaching Nippongo or any other language is essential. That experience in other provinces were to the effect that in the elementary grades Filipino teachers could teach more effectively than Japanese teachers. Filipino teachers could understand Filipino children better. I feared, I concluded, that the Filipino children might develop an unfavorable attitude toward the learning of Nippongo in the hands of an untrained and incompetent teacher, which would be harmful to the cause of Nippongo in the end.

I guessed this reasoning clinched the argument, as thereafter the captain said not a word. I did not either.

\* \* \*

The rich rice lands between the towns of Pavia and Santa Barbara were converted into cotton plantations by the Japs under the authority of the Dai Nippon Growing Association. The company found very much difficulty in hiring enough men to pick the cotton. People feared being kidnapped or killed by the guerrillas for such positively pro-Japanese activity. But the cotton being an essential war material must be picked. The Japs therefore resorted to the schools—the children.

One morning an official of the Dai Nippon Association, accompanied by two *Kempeis*, came to the Santa Bar-

bara Elementary School, summoned the principal and teachers, and instructed them to require their pupils to spend their class hours in picking cotton.

Not cowed even by the presence of the two armed visitors, the principal (who was a brave man, otherwise he would not have accepted assignment in a school too close to the guerrilla zone) told the visitor that he was sorry he could not acquiesce to their desire without any previous authority from the superintendent. To which the cotton official did not reply... and left.

Wasting no time, the principal rushed to the city and informed me about the whole story. I sought the intervention of the provincial governor, but since immediate action was necessary in order to save the children from having to be collaborators in the Japs' war effort, I forthwith went, in company with the principal, to Captain Hemono.

Employing the same strategy that had proved very effective in our previous encounters, I proceeded with my argument in this wise: That while the picking of the cotton was necessary for the war effort, "we" should try to avoid showing the people any semblance of exploitation in order to convince them of the "sincere, altruistic, and benevolent" intentions of the Japanese people in the Philippines. Like the Japanese, the Filipinos are lovers of education, and in education lay the hope of rejuvenating them and "weaning them away from Occidental moorings." Nothing should therefore be done to impair this education.

The captain was all ears while I spoke, and before we left he assured us that he would look into the matter that same afternoon.

The following day the principal came to his school prepared for the worst. The morning passed; then the afternoon, and no visitor came. Thank God! And the principal slept soundly that evening.



## MONTHLY NEWSETTE

by S. C. Laya

### A. NEWS ABROAD

1. Chiang Kai-shek has announced his determination to crush the Communist rebellion. He accused the Communists of sabotaging national unity, causing misery to the Chinese people and blocking all efforts toward peace settlement.

Chiang Kai-shek called on his party to get ready to end the Kuomintang's one-party 20-year rule and "relegate out party to the status of an ordinary party."

2. The U. S. Department of State reported that in violation of the Big Three Potsdam agreement, Russia is keeping the damaged German fleet units in her possession.

3. William Philip Simms, Scripps-Howard correspondent, warned that "this is no time for the U. S. to weaken itself at the peace tables by scrapping the one thing foreign powers... respect, namely, its armed forces."

Simms stated that "as far back as the Teheran Conference, Stalin began to lay his plans to add Mongolia, Manchuria and Korea to his sphere of influence... If Korea becomes a vassal of the Soviet Union, Japan will be the next step."

4. U. S. Secretary of State George Marshall presented to the Big Four five basic principles for the democratization of Germany:

a. "Uniform guarantees in all constitutions to be drafted throughout Germany of basic civil rights to all Germans.

b. "The right of political parties to take part in a free, competitive election system.

c. "Guarantees of the rights of free trade unions.

d. "Effective guarantee of the freedom of the press and radio in all parts of Germany.

e. "Freedom of movement for persons and goods anywhere in Germany."

5. The sentiment in the U. S. Senate and the House of Representatives favor the blocking of shipments to Russia until it fulfills its "commitments made under the Yalta and Potsdam agreements."

The Senate favors the halting of shipment of American goods to Russia, and the House of Representatives turned down the request of the State Department for authority to send \$25,000,000 worth of American oil refining shipment and pipe line needed in Russia.

6. Russia warned the other members of the Big Four that unless Soviet demands for German reparations are satisfied, no agreement on basic issues is possible.

The following Soviet statements may help clarify the stand of the Soviet Union:

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a. "The acceptance of reparations from current production is an absolute condition of the Soviets..."

b. "The Soviet delegation regard economic principles as being organically connected with the question of reparations... But in this connection the Soviet delegation relies upon encountering reciprocity over reparations."

7. From experience it is said that Greece knows it will take time before the young United Nations machinery can extend help to her so she has directly asked the U. S. for assistance. The United Nations, in turn, is powerless to intervene in Greek affairs unless that beleaguered government asks the United Nations for help.

In turn, President Truman in his message to Congress, March 12, said that the United States "intends to help free peoples maintain their identity so that the peaceful objectives of the United Nations might be realized."

U. S. Senator O'Connor said that President Truman's plans for interceding in Greece is "a test of strength between Russia and the United States."

Meanwhile the Committee on Foreign Affairs of the U. S. House of Representatives delayed action on the \$350,000,000 foreign relief bill which includes a \$50,000,000 anti-Communist aid to Greece and Turkey. Members of the

Committee were said to feel that they did not have sufficient information as yet. The committee, however, promised to hold public hearings soon.

8. The United Nations Economic and Social Council approved the creation of the machinery (the Far Eastern and the European Commissions) to aid in the economic reconstruction of devastated areas in Europe and in the Far East.

9. Generalissimo Franco's plan to restore the monarchy if approved by the Spanish Cortes was coldly received by the monarchists as Franco's attempt to perpetuate himself as chief of state. His plan provides:

a. That the chief of state must be at least 30 years of age, a Spanish Catholic, and of royal blood.

b. That a council of the realm of eight members be created. This council is given power to choose a candidate for chief of state.

c. That a three-man regency be established to exercise power until the chief of state assumes power.

d. That any candidate must receive a two-thirds vote of the Cortes.

e. That Franco may designate his own successor any time he so desires provided he fulfills the above conditions.

Monarchists are against the proposed

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plan because they claim that it would preserve the present Cortes and Falange and that it would mean indefinite tenure of Franco.

10. The British Government designated June 1948 for getting out of India after almost 200 years of occupation.

Prime Minister Clement Attlee said that "if Indians failed to produce a constitution for a central government through a fully representative constituent assembly, the Government will "have to consider to whom the powers of the central government in British India should be handed over." He said that the question is whether the Indian government would be transferred "as a whole to some form of central government for British India or in some areas to the existing provincial governments or in such other way as may seem reasonable and in the best interest of the Indian people."

11. John L. Lewis, CIO chief, declared that "any congressional limit on labor's right to strike would establish an absolute form of government in the United States."

12. The U. S. department of commerce officials expect price drops by next autumn in food, cotton goods, shoes, lumber, paint, drugs, leather, fats and oils.

#### B. PHILIPPINE NEWS

1. The Philippine Senate recently approved three resolutions sponsored by Senator Vicente J. Francisco agreeing

to three conventions to which the Philippines as a member of the UNO agreed. These are the conventions regarding the privileges and immunities of the United Nations; the convention relating to the treatment of prisoners of war; and the convention relating to the amelioration of the condition of the wounded and the sick of the armies in the field.

2. Of the 10 million tons of Japanese materials earmarked for reparations, 30 per cent will be given to China, the Philippines, Holland, and the United Kingdom. China will get 15 per cent, while the other half will be divided equally among the Philippines, Holland, and the United Kingdom.

It is reported that Russia has approved this scheme of distribution.

3. The U. S. plan to authorize MacArthur to grant interim reparations from Japanese industries to the Philippines and other hard-pressed claimants has the approval of Soviet Russia provided Russia "gets its just share" without taking into account Russian removals of Manchurian industrial equipment.

4. A committee to receive and process all claims of private individuals and corporations and government agencies against Japan for the return of looted property has been created by President Roxas.

5. Brig. General Carlos P. Romulo urged the creation of a Philippine information service in the United States

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in order to bring the Philippines and the United States closer. He said that the Americans are interested in the Philippines but are uninformed.

6. Chinese minister Chen Cheh-Ping charged that the Filipino negotiators of the P. I.-Sino Amity treaty had "no constant and uniform policy and made many changes on parts of the treaty already agreed upon" as shown by the fact that the Philippine Government adopted many measures prejudicial to Chinese interests.

Among these so-called discriminatory acts of the Philippine Government are:

a. The proposed reduction of the Chinese immigration quota from 500 to 30.

b. The law prohibiting Chinese from owning stalls in public markets.

c. The decision of Malacañan to allow Filipino sidewalk vendors to have makeshift stands in front of Chinese stores.

Vice-President and Secretary of Foreign Affairs Elpidio Quirino made a diplomatically-worded reply to the Chinese minister. He pointed out that "it is the wholehearted wish of the Philippine government to reach a complete agreement with the Chinese government on a proper treaty, reflecting the traditional friendly relations which have so long existed between the peoples of both countries."

Referring to alleged discriminations in the assignment of market stalls, the Vice-President stated that "public mar-

kets are the utilities of the government, designed to meet the convenience of Philippine producers, marketers and consumers... The government has delayed the execution of a legislative order for the nationalization of the stalls for more than six years... This program is not aimed against any particular nationality. It deprives no one of vested rights. The grant of permits for the stalls is a privilege and not a right of any individual."

With regard to the charge that the Filipino negotiators continually change their minds, the Vice-President said, "until an agreement is ready for signature and formally approved by both governments, all portions of draft agreements and treaties are subject to change in the process of negotiation."

6. President Roxas sustained the decision of Commissioner Engracio Fabre banning former Japanese residents from coming back to the Philippines.

7. Ambassador McNutt in his February 22 speech in the FEU stated that true liberty is perfect order, that it cannot exist with anarchy and disorder. He also said that "true democracy lies in the spirit of execution of laws rather than in the laws themselves. A nation whose people love liberty and democracy is in no danger of losing that liberty through laws. It is only when the people's passion for freedom weakens and subsides that true danger threatens. It is only when acts of tyranny go unrebuked, when individuals

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may be deprived of their liberties without arousing the national conscience that dictatorship beckons."

8. President Roxas in a press release, commenting on Pampanga Governor Pablo Angeles David's "policy of extermination," said, "No individual and no official is authorized to take the law into his own hands." President Roxas, however, commended Governor David for his work in contributing to the establishment of peace and order in his province.

9. Parity has been approved by a huge landslide in the plebiscite held on March 11, 1947. Congressman C. Jasper Bell said that the approval of parity "will help rehabilitate (Philippine) economy and save the United States billions of dollars which would have been spent in doing what private capital now can do."

10. The 99-year P. I.-U. S. treaty on military bases in the Philippines for mutual protection of the Islands and the United States was signed on March 14, 1947 by President Roxas and Ambassador Paul V. McNutt. President Roxas said that this treaty "will insure the national defense of our territory and the security of our independence not only today but for all time to come."

The fundamental sovereignty of the Philippines over the military areas and bases is unimpaired, but the Philippines grants the U. S. jurisdiction inside the bases "except over offenses in which both the offender and the offended party are citizens of the Philippine Republic (except for Philippine Scouts), or when the offense is against the security of the Philippines."

The Philippines retains "the right to exercise jurisdiction over all offenses committed outside the bases by members of the armed forces of the U. S. except for offenses committed by members of the American armed forces against the security of the U. S. or when the offense is committed in the actual performance of a specific mili-

tary duty, or when both the offender and the offended party are members of the armed forces of the United States."

11. The Philippine National Bank will give loans to small sugar planters even if they do not have security to guaranty their loans through sugar centrals. Since the PNB charter prohibits crop loans without security, small sugar planters may borrow directly from sugar centrals which have security to offer.

Loans to sugar centrals will be charged 4 to 5 per cent and to small farmers at 6 per cent.

12. The stamping of pre-war treasury certificates has been extended to May 31, 1947.

13. In accordance with the provisions of the National Defense Act, the registration of all 20-year old male citizens of the Philippines for compulsory military instruction will take place in April 1947.

14. The first serious attempt to eradicate the slum sections in Manila was the setting aside of P1,000,000, which was approved in a conference between Mayor Fugoso and the officials of the city engineering and health departments. The first step in the proposed plan is the construction of modern asphalted or concrete streets.

15. The architects in convention was told by Speaker Eugenio Perez that 80 per cent of the population in Manila live in an area five times as congested as the minimum requirements of a low-rent housing development; that 90 per cent of the houses have no toilets; that 80 per cent have no baths nor water supply.

16. According to Representative Modesto Formilleza, some 500,000 unpolished marble slabs are lying unused and unsold in Romblon quarries. He also said that the development of Romblon marbles will mean at least P5,000,000 yearly income for the government and more millions for laborers.

17. Government-owned corporations register huge losses. The cabinet has decided that such corporations should do something to increase their income. It is not, however, "the intention of government corporations to compete with the public in any manner whatsoever."

18. The cabinet has ruled that the government will not recognize collective bargaining on the part of government-employed laborers.

19. Fiscal Jose P. Bengzon of Manila scored "shyster lawyers who stop at nothing to gain their ends and whose clever maneuvers and tactics often thwart the ends of justice" during the

broadcast on peace and order of the Department of Interior.

20. Solicitor General Lorenzo Tañada attacked the moral decadence in the government and challenged the people to reform morally, in his speech before the Annual International Conference of the 81st Rotary District. He also said that "no material rehabilitation can be possible when moral rehabilitation lags so far behind."

21. The pilferage of army goods in depots and warehouses means the loss of millions of dollars. Both the Philippine government and the U. S. army are coordinating to stop this systematic looting and to catch the gangs believed to be behind it.

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## LET'S REVIEW

by JOSE Y. TUAZON



### PSYCHOLOGY

#### EDUCATIONAL PSYCHOLOGY

1. *Herbartian psychology* — Based on three interrelated foundations: (a) metaphysics, (b) mathematics, (c) experience. In metaphysics, the soul is interested only in its self-preservation. The idea is unity of all human behavior for the preservation of the soul. In mathematics, ideas are passive in their primary state, but through relation with one another they become forces. In experience, the general term "apperception" where all things are seen or understood in terms of prior experience.
2. *Froebelianism* — responsible for an increased interest in child nature.
3. *G. Stanley Hall* — study of original nature, the unlearned abilities of the child. Especially noteworthy are his studies on adolescence which opened up a new field and emphasized a new aspect of human life.
4. *William James*—claims that a knowledge of psychology will aid the teach-

er by narrowing the paths of experiment and trial. He criticized the Herbartian concepts of apperception and emphasized the importance of studying the actual responses of the child.

5. *Edward L. Thorndike* — The most outstanding name in educational psychology. Introduced the concept of original nature and his laws of learning.
6. *The present position of educational psychology* — gradually increasing application of all the implications of original nature; more use of the laws of learning in connection with it; much freer field for the expression of native abilities and individual interests; increased use of measurement of a more accurate kind.

#### SCHOOLS OF PSYCHOLOGY

*Those no longer highly active:*

1. *Structuralism, or existential psychology* — sought by introspection for mental elements such as sensations, images, and affection. The mind must look within itself to discover

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the mental elements, all of which are conditioned by the stimulation of the sense organs. Leaders: Titchener, Bentley, Ebbinghaus, Kulpa etc.

2. *Functionalism* — treated man as an active organism and regarded consciousness as having utility in the process of adjustment. Introspection is also used, but treat the mind as of value only as a factor in adaptation. Leaders: Dewey, Angell, Judd, Carr, Baldwin, etc.
3. *Behaviorism*—rejected introspection and turned to objective observation as the only method of psychological study. Action is the center of interest. Leader: Watson.
4. *Purposive* — emphasized dynamic concepts, considering instincts (or propensities) as the springs of human conduct. Instincts are the driving force in controlling and directing human affairs. Leaders: McDougall, Prince, Herrick, Jennings.

*Those showing continued activity:*

5. *Psychoanalysis* — essentially a movement in psychiatry. Stresses the unconscious, the libido. Concerns itself with the treatment of nervous disorders. Leaders: Freud, Jung, Adler, Janet.
6. *Connectionism* — regards human nature as composed of a vast multitude of specific connections between situations and responses. Leader: Thorndike. (These two schools of psychology, psychoanalysis and connectionism, are also called atomistic psychology.)
7. *Gestalt or organismic* — stresses the integrated character of personality and behavior. Holds that the whole organism is in some degree changed in each learning experience, and that

all learning consists of insight. Leaders: Westheimer, Koffka, Kohler, Ogden, Wheeler.

8. *Personalistic* — holds the same theories as Gestalt.

#### AREAS OF EDUCATIONAL PSYCHOLOGY NOW BEING CULTIVATED:

1. *Psychometrics* — applying the technique of factor and analysis first developed by Spearman. Seeks to discover fundamental units in human nature and to provide non-overlapping tests for such units.
2. *Clinical psychology* — unites psychology, social work, and psychiatry in the study of the problems of growth, learning, and adjustment of individuals.

#### INDIVIDUAL DIFFERENCES: CAUSES OF INDIVIDUAL DIFFERENCES

1. sex
2. remote ancestry
3. immediate ancestry
4. age
5. environment

#### INSTRUCTIONAL ORGANIZATION FOR INDIVIDUAL DIFFERENCES

1. *St. Louis Plan*—quarterly promotion plan whereby the work of each year was divided into four ten-week units and promotions were made every ten weeks. Organized by Superintendent Harris.
2. *Pueblo Plan*—organized by Preston W. Search. The work in each subject in the high school was outlined in such a way that each child progressed at his own rate. All units in each course were studied by each pupil but were completed at different rates. No marks were given. The teachers' records merely in-

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licated the number of units each student had completed satisfactorily.

3. *Cambridge Plan* — otherwise known as the double-track plan. Outlined the same work for all the pupils for the first three grades of a nine-grade elementary school course. The work of the last six grades was arranged in two parallel courses, the regular course which required six years for its completion, and a special course for brighter pupils which could be completed in four years. In 1910 the nine-year elementary course was reduced to eight years, and the double-track plan was extended to include all eight grades.
4. *Portland (Oregon) Plan*—The nine-grade course of study was divided into fifty-four units. A child who was a member of a regular progress group would cover six of these units each year or three each semester. The more capable children of each class were placed in a separate division which was permitted to cover eight units of the course per year (except the last year, in which only six units were covered), thus completing the full course in seven years. The two courses articulated at various points so that pupils might be transferred from the rapid progress to the regular groups and vice versa.
5. *Batavia Plan*—Made special provision for slow-learning children in a school in which large classes (eighty

or more pupils per room) prevailed. Each room had two teachers, one a direct-instruction teacher and the other an assistant who coached the laggards at a desk in the rear of the room.

6. *North Denver Plan*—represents the reverse of the Batavia Plan, the bright pupils being singled out for special help rather than the slow ones. The class organization remained largely intact, with all pupils covering the maximum assignments and with a carefully selected reference li-

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7. *Santa Barbara Concentric Plan.*—divided the pupils of each grade into three groups—A, B, and C sections. All pupils did the basic content for the C level, but the B pupils and more extensive work than the C group, and the A group did skill more than the B pupils. Started by Frederick Burk.

—o—

### HOW TO MEET INDIVIDUAL DIFFERENCES

1. *By diversified curriculum*
2. *By free election of courses*

3. *By grading pupils according to ability*

4. *By study coaches* for slow pupils and supplementary work for bright ones.

5. *By various combined plans*

### CAUSES OF PUPIL FAILURES IN SCHOOL

1. *Failure due to the child*, such as feeble-mindedness, physical unfitness, etc.

2. *Failure due to the teacher*, such failure as to establishness, physical unfitness, etc.

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pils are failed than necessary, or unfitness to teach.

3. *Failure due to the school*, such as large number of pupils in a class, failure to provide special section or special courses for pupils of low ability or inadequate preliminary training, failure to regulate social and athletic activities in the interest of classroom work.

4. *Failure due to out-of-school environment* such as improper parents' attitude, etc.

### HEREDITY

**DEFINITION:** The process of transmitting traits or characteristics from one generation to another by means of the germ plasm.

### PRINCIPLES OF HEREDITY

1. *Heredity operates through the germ cells* and not through the somatic or body cells. Characteristics learned by parents are not transmitted to offspring.

2. *Like produces like.* This is the principle of conformity. It means that environment cannot change the individual to another specie.

3. *Germ cells contain many determiners* which at the time of fertilization of the ovum combine in different ways to produce offspring differing from one another.

4. For any given trait or human characteristic *the offspring tends toward the average.* This principle of filial regression formulated by Sir Francis Galton means that children of very gifted parents tend on the average to be less gifted, and vice versa.

### PERIODS OF GROWTH WHICH INCLUDE MATURATION, LEARNING, AND DEVELOPMENT:

1. From birth to 3 is the *period of most rapid change.*

2. From 3 to 6, *the age of greatest mental development.*

3. From 6 to 9, *the period of greatest social imitation.*

4. From 9 to 12 may be called *the second stage of individualism, charac-*

terized by rebellion against customary ways of doing things.

5. From 12 to 15, *early adolescence* in which beginning of social adjustment is made.

6. From 15 to 18, *later adolescence*, a period in which life choices begin to receive definite consideration.

### TYPES OF INHERITED RESPONSES AND ABILITIES

1. *Instinct* — inborn capacity of responding in definite ways under definite circumstances.

2. *Reflexes* — simple forms of reaction involving a limited set of muscles and occurring in response to precise stimuli.

3. *Capacities* — general mental abilities and native mental equipment.

### EDUCATIONAL DOCTRINES BASED UPON INSTINCTS

1. *The dynamic theory of instinct—instincts are the great dynamic forces of human nature* which determine the actions, desires, and achievements of an individual's life.

2. *Theory of the transitoriness of instincts* — Instincts are highly transitory; that they burst out at certain times in the growth of the individual with more or less dramatic force and suddenness, and that if they are not allowed to manifest themselves, they will disappear, never to be revived again.

3. *The recapitulation theory of instinct* — Instincts appear in the growth of the child in the order in which they appeared in the evolution of the race. This theory, advocated by G. Stanley Hall, has the following derived theories:

a. *Culture-epoch theory* — avenues of approach to children should be determined by the epoch of culture through which they are decidedly passing.

b. *Utility theory*—"The date at which a tendency appears is that one of the many varying dates at which it has appeared in our ancestry which has been most serviceable in keeping the stock alive."—Thorndike.

## CLASSICAL STUDIES ON HEREDITY AND ENVIRONMENT

1. *Sir Francis Galton*, in 1869, made a study of 977 eminent men, each of whom was among the most eminent of 4000 persons. He proceeded to determine how many relatives of equal eminence and of varying degrees of relationship each person possessed.

## THEORIES OF INTELLIGENCE

### 1. *Theory of identical elements* by

*Thorndike* — If a bond is formed in one learning situation, then in another situation of similar character requiring a similar stimulus-response behavior unit, the old bond is brought into play and the new learning is made easier.

2. *Theory of conscious generalization of experience* by *Judd* — Emphasizes the general nature of learning rather than specific isolated learnings. Opposite of Thorndike's view.

3. *The theory of faculties* — intelligence is merely a matter of training or sharpening the various assumed faculties of the mind.

4. *Spearman's two-factor theory*— Intelligence has two factors, the *g* or general factor, and the *s* or special factor. The *g* and *s* combine to constitute the total activity. This theory was amplified by Holzinger to include group factors, called the bi-factor method.

## TYPES OF INTELLIGENCE

1. mechanical 2. social 3. abstract—the ability to grasp and use ideas.

## TYPES OF MEASUREMENT EMPLOYED IN EDUCATION

### 1. *Oral*

### 2. *Written*

#### a. *Informal* (non-standardized)

(1) Traditional (essay type)

(2) Objective (new-type)

#### b. *Formal* (standardized)

(1) Achievement

(a) General (survey)

(b) Specific (diagnostic, practice, etc.)

(2) Intelligence

(a) General (individual and group)

(b) Specific (aptitude or prognosis)

(3) Character and personality

## CHARACTERISTICS OF SATISFACTORY MEASURING INSTRUMENT

1. *Validity* — the degree to which the test or other measuring instrument measures what it claims to measure. In a word, validity means truthfulness.

2. *Reliability* — the degree to which the test agrees with itself; the extent to which two or more forms of the same test give the same results, or the same test to give the same results when repeated. In a word, reliability means consistency.

3. *Usability*—the degree to which the test or other instrument can be successfully employed by classroom teachers

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### TYPES OF OBJECTIVE TESTS

#### 1. Recall type

- a. Simple-recall
- b. Completion

#### 2. Recognition types

##### a. More common:

- (1) Alternative-response
- (2) Multiple-choice
- (3) Matching

##### b. Less common

- (2) Identification
- (1) Rearrangement
- (3) Analogy
- (4) Incorrect statement

### MEASURES OF AVERAGE OR CENTRAL TENDENCY

1. *Mode*—the commonest score in a group.

2. *Median*—the mid-point in a distribution, or that point which divides the distribution into halves.

3. *Mean*—the arithmetic mean or average of the scores.

### MEASURES OF VARIABILITY OR SCATTER

1. *Range* — distance between the highest and lowest score.

2. *Quartile deviation*—one half of the distance between the first and third quartiles.

3. *Standard deviation* — the square root of the mean of the squares of the deviations of the scores from their mean.

### MEASURE OF RELATIONSHIP

1. *Coefficient of correlation*—the relationship between two or more series of test scores or other quantitative data.



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**PRESIDENTIAL ... (Continued from page 27)**

service eligibles and regular will receive at least P150.

12. Congressmen Perfecto of Catanduanes: H. No. 242, fixing the minimum salary of public school and private school teachers at P120 a month.

13. Congressman Roy of the 1st district of Tarlac: H. No. 294, fixing the salaries of teachers in Manila at P1440 per annum and in the provinces and other chartered cities at P1200 per annum. The positions in the education-

al service are to be re-allocated so that no teacher, principal, and supervisor will receive higher salary than his immediate superior.

All of the foregoing bills (Items 8 to 13 above) were summarized and re-introduced as H. No. 662, sponsored by the same authors of these bills, with the following provisions:

a. Automatic increase of P5 for every five years of faithful, efficient, and satisfactory service;

b. The period from Dec. 8, 1941 to the time of reinstatement on or before July 4, 1946, shall be counted in computing the length of services; and

c. Any teacher facing charges of collaboration shall not be entitled to the benefits of this law until and unless exonerated or acquitted therefrom.

*(To be continued on the next issue)*

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# EASY TAGALOG

by JOSE G. KATINDIG

## IKALAWANG ARALIN (LESSON II)

### I—Talasalitaang pag-aaralan (Vocabulary to be studied)

1. ano?	What? (singular)	14. hikaw	earrings
2. anu-ano?	What? (plural)	15. damit	clothes
2. gora	cap	16. bistido	dress
3. sombrero	hat	17. saya	skirt
4. suklay	comb	18. salawal	drawers (native)
5. relos	watch	19. kamison	chemise
6. singsing	ring	20. kamisadentro	shirt
7. alpiler	pin	21. kamiseta	undershirt
8. panyo	handkerchief	22. pantalon	trousers
9. payong	umbrella	23. sinturon	belt
10. sapatos	shoes	24. kalupi	purse
11. tsinelas	slippers	25. salakot	a native sun helmet with or without a brim
12. bakya	wooden shoes	26. ba	an emphatic particle used in questions with no definite equivalent in English
13. medyas	stockings		

### II-A. Mga Pangungusap na Patanong Na nasa-Anyong Pamilyar Na Pabaligtad-Isahan

#### Interrogative Sentences in the Familiar Form—Transposed Order (Singular)

1. Ano ba ito?	What is this?
2. Ano ba iyan?	What is that? (near the person spoken to)
3. Ano ba iyon?	What is that? (yonder)

#### B. Mga Pangungusap na Patanong na nasa-Anyong Pamilyar, Likas na Anyo—Isahan

1. Ito ba ay ano?	This is what?
2. Iyan ba ay ano?	That is what? (near the person spoken to)
3. Iyon ba ay ano?	That is what? (Yonder)

Likas na Ayo:  
(Isahan)

Natural Order:  
(Singular)

1. Ito ay ano? o Ito ba ay ano?

This is what?

2. Iyan ay ano? o Iyan ba ay ano?

3. Iyon ay ano? o Iyon ba ay ano?  
(Maramihan)

I—Ang mga iyon ay anu-ano? o  
Ang mga ito ba'y anu-ano?  
Ang mga iyan ay anu-ano? o  
Ang mga iyan ba'y anu-ano?

Ang mga iyon ay anu-ano? o  
Ang mga iyon ba'y anu-ano?

III—Mga Pangungusap na Patanong na nasa-magalang na anyo:

A—Pabaligtad na Ayos:  
(Isahan)

1. Ano po ito? o Ano po ba ito?
2. Ano po iyan? o Ano po ba iyan?
3. Ano po iyon? o Ano po ba iyon?  
(Maramihan)
1. Anu-ano po ang mga ito? o  
Anu-ano po ba ang mga ito?

That is what? (near the person spoken to)

That is what? (yonder)  
(Plural)

These are what?

Those are what? (near the person spoken)

Those are what? (yonder)

Interrogative Sentences in Polite Form:

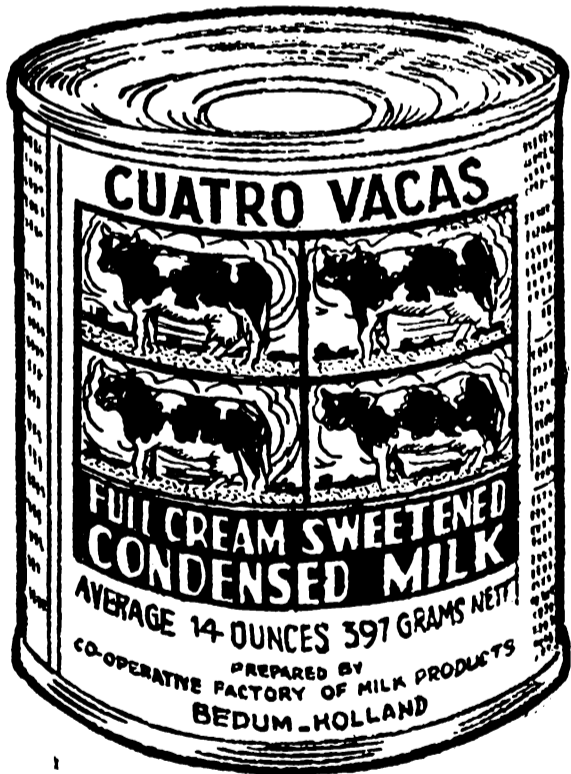
A—Transposed Order:  
(Singular)

What is this, sir?

What is that, sir? (near the person spoken to)

What is that, sir? (yonder)  
(Plural)

What are these, sir?



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Reading, Arithmetic (samples pages)

B.E. Forms 18-A, B, C; 137-B, C;

138-A, B; 178

1947 Calendar

Name .....

Address .....

2. Anu-ano ang mga iyan? o Anu-ano po ba ang mga iyan?

What are those, sir? (near person spoken to)

3. Anu-ano po ang mga iyon? o Anu-ano po ba ang mga iyon?

What are those, sir? (yonder)

B—Likas na Ayos:

(Isahan)

1. Ito po ay ano? o Ito po ba'y ano?

B—Natural Order:

(Singular)

This is what, sir?

2. Iyan po ay ano? o Iyan po ba'y ano?

That is what, sir? (near the person spoken to)

3. Iyan po ay ano? o Iyon po ba'y ano?

That is what, sir: (yonder)

(Maramihan)

1. Ang mga ito po ay anu-ano? o

Ang mga ito po ba'y anu-ano?

(Plural)

These are what, sir?

2. Ang mga iyan po ay anu-ano? o

Ang mga iyan po ba'y anu-ano?

Those are what, sir? (near the person spoken to)

3. Ang mga iyon po ay anu-ano? o

Ang mga iyon po ba'y anu-ano?

Those are what, sir? (yonder)



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IV. Iba Pang mga Pangungusap na Patanong na Nasa-Anyong Pamilyar

A—Pabaligtad na Ayos:  
(Isahan)

1. Gora ba ito?
2. Sombrero ba iyan?
3. Salakot ba iyon?
4. Suklay ba ito?
5. Alpiler ba iyan?
6. Hikaw ba iyon?
7. Singsing ba ito?
8. Relos iyan?
9. Panyo ba iyon?
10. Payong ba iyon?

(Maramihan)

1. Mga sapatos ba ang mga ito?
2. Mga medyas ba ang mga iyan?
3. Mga bakya ba ang mga iyon?
4. Mga tsinelas ba ang mga ito?
5. Mga payong ba ang mga iyon?
6. Mga damit ba ang mga iyan?
7. Mga bistido ba ang mga ito?
8. Mga saya ba ang mga iyan?
9. Mga kamisadentro ba ang mga ito?
10. Mga salawal ba ang mga iyon?
11. Mga kamison ba ang mga iyan?
12. Mga kamiseta ba ang mga iyon?
13. Mga pantalon ba ang mga ito?
14. Mga kalupi ba ang mga iyan?
15. Mga kapote ba ang mga iyon?

B—Likas na Ayos:  
(Isahan)

1. Ito ba ay gora?
2. Iyan ba ay sombrero?
3. Iyon ba ay salakot?
4. Ito ba ay suklay?
5. Iyon ba ay alpiler?
6. Iyon ba ay hikaw?
7. Ito ba ay singsing?
8. Iyan ba ay relos?
9. Iyon ba ay panyo?
10. Iyon ba ay payong?

(Maramihan)

1. Ang mga ito ba ay mga sapatos
2. Ang mga iyan ba ay mga medyas?
3. Ang mga iyon ba ay mga bakya?
4. Ang mga ito ba ay mga tsinelas?

IV—Other Interrogative Sentences in Familiar Form:

A—Transposed Order:  
(Singular)

- Is this (a) cap?  
Is that (a) hat?  
Is that (a) sun helmet? (yonder)  
Is this (a) comb?  
Is that (a) pin?  
Is that (an) earring? (yonder)  
Is this (a) ring?  
Is that (a) watch?  
Is that (a) handkerchief? (yonder)  
Is that (an) umbrella? (yonder)

(Plural)

- Are these shoes?  
Are those stockings?  
Are those wooden shoes? (yonder)  
Are these slippers?  
Are those umbrellas? (yonder)  
Are those clothes?  
Are these dresses?  
Are those skirts? (yonder)  
Are these shirts?  
Are those drawers? (yonder)  
Are those chemises?  
Are those undershirts? (yonder)  
Are these trousers?  
Are those purses?  
Are those raincoats? (yonder)

B—Natural Order:  
(Singular)

- Is this (a) cap?  
Is that (a) hat?  
Is that (a) sun helmet? (yonder)  
Is that (a) comb?  
Is that (a) pin?  
Is that (an) earring? (yonder)  
Is this (a) ring?  
Is that (a) watch?  
Is that (a) handkerchief? (yonder)  
Is that (an) umbrella? (yonder)

(Plural)

- Are these shoes?  
Are those stockings?  
Are those wooden shoes? (yonder)  
Are these slippers?

(Continued from page 5)

Let us, 56,000 strong, make ourselves known to our respective Congressmen. Let us write them and make them feel for supporting measures now in Congress which are intended to improve the teacher's lot in accordance with a presidential promise. Let us see to it that sympathetic Congressmen are reelected. We shall tell you more about these "good" congressmen so you can write down their names. Some have already written letters to the *Philippine Educator*. One has even written an article about bills now in Congress. They have to hear 56,851 teachers.

\* \* \*

In a convocation held in a high school in Manila on March 15, Congressman Jose Roy of Ilocos Sur gave his assurance of support to teachers. Sponsor of the Tenancy Law, Congressman Roy has always been for the poor and underprivileged. His wife being a former teacher, he is especially interested in teachers.

\* \* \*

A columnist of the *Manila Chronicle* accuses teachers of being too servile, of being scared. Much as we would wish to deny this, we can not. There is servility and fear stalking among us. The PPSTA hopes in due time to be able to extend its unified strength in order to free individual members from personal or professional servitude like the one described by Columnist Malay of the *Chronicle*. The PPSTA should back up every teacher who suffers from injustice. In the meantime teachers, especially in the cities and the bigger towns, are get-

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ting more and more liberated from fear from want and from the gag because they have more chances of making a living by teaching surreptitiously "outside" and making more money in two extra hours of work than they would working all day in public schools. These teachers are truly brave and can give hell to anybody. But alas Mr. Malay still speaks true for the majority.

\* \* \*

Now, look here, publicity managers of provincial associations. You have to let us hear from you so we can let others know about what you are doing. The *Educator* is our switchboard. Do you get the idea?

\* \* \*

And, by the way, how about sending us the membership fee you have been keeping in your safes so the Association can move more freely now! What could we not do if we had the means of doing them! And those subscriptions to the *Educator*, send them over at once so we can print even more copies than we did for the second issue.

\* \* \*

Our April issue has swollen its c. s. review materials. This was advisedly done upon request from the field. Teachers need help in reviewing for those tests soon to come.

We have already received about 500 reservations for the Civil Service Practice Tests which we have just publish for the benefit of teachers who are preparing for the next examination.



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\* \* \*

We have made arrangements with the Inang Wika Publishing Co. whereby any teacher may purchase any of the books published by the company at retail cost, and the company pays the teacher's membership fee to the PPSTA.

\* \* \*

In the first issue, we were handicapped by the fact that our magazine

did not have second-class mail privileges. We therefore sent copies in big parcel packages in care of Division associations. We shall continue with this arrangement.

### BILL OF RIGHTS

Senator Vicente J. Francisco has introduced before congress a Teachers' Bill of Rights including most of the recommendations of the PPSTA Committee on Teachers' Welfare. (See page 30.)

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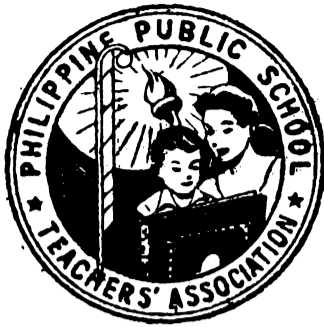
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