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OFFICIAL ORGAN OF THE PHILIPPINE PUBLIC SCHOOL TEACHERS ASSOCIATION
(Member: INTERNATIONAL EDUCATION EDITORS ASSOCIATION)

Merry Christmas and
A Happy New Year!



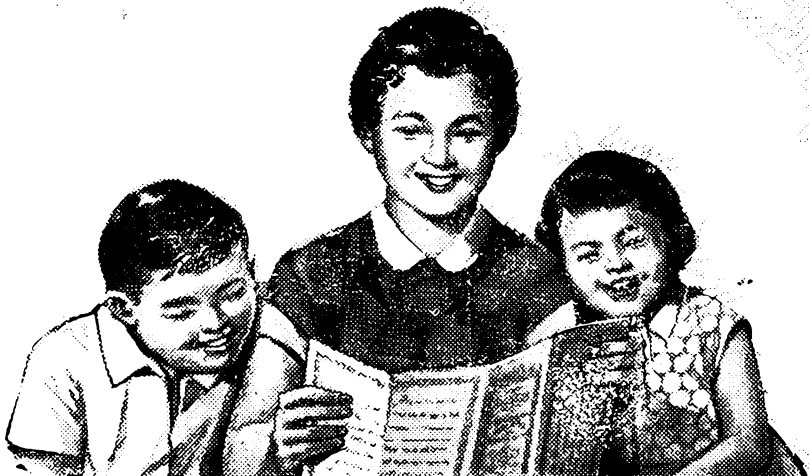
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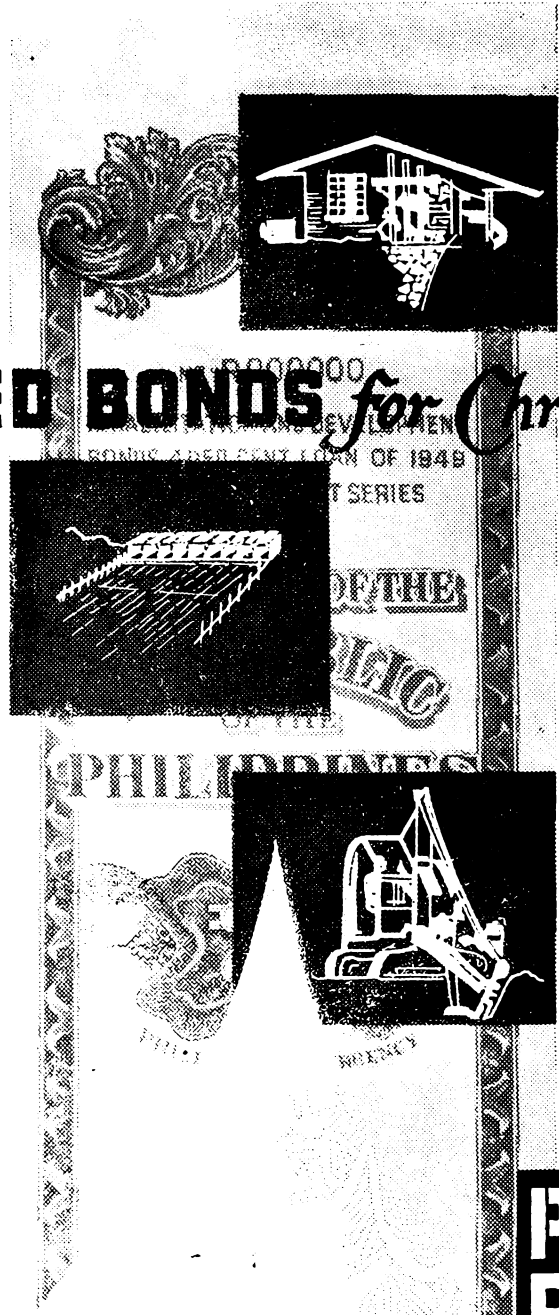
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Message

I am happy to extend my heartfelt greetings of the season to the members of the Philippine Public School Teachers Association. The joy of the Yuletide is again with us and I hope every teacher could imbibe that spirit of brotherhood and oneness with his fellow beings while paying homage to the birth of our Lord and Greatest Teacher.

I am sure that during the year that is about to close, our teachers have been generous with their time and benevolent in their sympathies, not only toward the children under their charge, but likewise toward the parents of these children and the rest of the people in their respective communities. For such, indeed, is the larger purpose of teaching — to seek in serene earnestness, in simple disinterestedness, the closest possible identity between the aims and activities of the school and those of the immediate, surrounding world of which that school is part and parcel.

A merry Christmas and a happy New Year to all.

(Sgd.) MANUEL LIM
Secretary of Education

November 22, 1957

Teachers Day

Openly and silently the Filipino teachers express their immeasurable heartfelt gratitude and appreciation to His Excellency, President Carlos P. Garcia and to Honorable Manuel Lim, Secretary of Education for the proclamation of NOVEMBER 29, 1957, TEACHERS DAY.

This DAY will mark a significant part of the history of the Teaching Profession. Beginning November 29, 1957, the Philippines will be counted among the few countries of the world that have set a Recognition Day for their mentor's dignity and worth — reflecting the role that the Teaching Profession plays in the uplift of society.

This DAY signifies a two-fold recognition of the teachers — reciprocal in nature. Teachers Day bespeaks of the singular role of the teachers in helping foster the nationwide socio-economic movement designed to achieve continuous prosperity, security and freedom in the various aspects of democratic living. It heralds, "The TEACHERS constitute a very important group in the development of society as desired and expected in a democracy." It puts to the fore the honorific place the Teachers fill in the array of professional benches. Henceforth the public eye will look at the Good TEACHERS who sit with poise, dignity and pride saying, "I am a TEACHER," not "I am only a teacher."

The honor evolved from this nationwide public recognition of worth is a call for more sincere acceptance and competent execution of responsibilities. The teachers as a group are "untiring, vigilant and courageous" as our understanding President Garcia addresses them. This recognition of their worth will serve as an inspiration and an added impetus for the teachers to put forth the best of their abilities and resources in the performance of their share and responsibilities toward the continuous attainment of their coveted goal — BETTER LIVING. This is the reciprocal recognition of their worth and their responsibilities and privileges.

In the performance of the teachers duties, they will be persistently guided by the fact that effective education is rooted and well founded Divine LOVE—for love is the substance of God. It is the loving teacher that can carry on with patience, diligence, and wisdom the mission of education in a democracy. The professional and general education of teachers permeated with Divine Love will undoubtedly help achieve most competently the goals of education. This is the education that takes the child, youth and adult (the learners) as the symbol of *beauty, truth and love*.

This is the approach in community education envisioned to achieve right living in the various aspects of democracy. The *Honored Teacher* will wholeheartedly take this approach as a *Challenge, a Chance, and a Hope* to serve.

MIGUELA M. SOLIS
Superintendent, Teacher Education
Bureau of Public Schools

Some Second Thoughts on the Elections

By Benito Mencias

FORTY per cent of the 5 million people who showed up at their precincts on Election Day, after waiting for hours for a break in the storm, had Garcia on their ballots. This means that more people voted against Garcia than for him. This makes Garcia the first "minority" President the Philippines ever had.

Regardless of the statistics, however, Garcia is the President. Let's rally to him.

But what if Typhoon Kit didn't come this way at so crucial a time? Would the results have changed?

Maybe not.

The country has a voting population of about 7 million. Of this, only 5.7 to 6 million were expected to vote. From 700,000 to a round million weren't able to vote or lost interest in voting on account of the storm.

Garcia topped Yulo, his closest rival, by a comfortable margin — 600,000 votes. On the basis of the trends, it was Garcia, nobody else.

The boys who write the columns seem pretty well agreed that machine politics did it for Garcia. You probably wouldn't care to challenge that. The Nacionalista Party was organized to do business. Behind the party was the machinery of the government itself, spouting millions of relief and pork barrel money. That kind of a combination is hard to beat.

Very clearly, however, machine politics in the Philippines ain't what it used to be. It is weakening and in pretty poor shape. A shadow has fallen over the machine, and you can see the outlines of a monkey wrench. The shadow is the independent voter's.

You could ask any number of questions.

If the machine were so strong, why did Garcia poll only 40 per cent of the vote?

Why did Manahan, a political novice with no machine, poll more than a million votes?

How did the non-machine candidates—Manahan, Recto, Quirino — manage to poll 30 per cent of the vote? Wouldn't a really good machine perform better than this?

In Rizal, why did Eulogio Rodriguez Jr. lose his seat in the House of Representatives? Rodriguez Sr. was the president of the Nacionalista Party. Surely, the machine had every stimulus it needed to be effective there!

The Nacionalistas pushed six of their senatorial candidates to the winning side. This showed the effectiveness of their machine. But how would you interpret what happened to Laurel Jr.?

It was probably the dirtiest campaign yet.

Members of Congress running for reelection abused their franking privilege in getting their campaign propaganda through the mail.

Religion was used as a political gimmick.

Character assassination was the rule.

Vote-buying was widespread. And many voters were willing to sell!

What we need is a higher tone, a return to proper conduct.

This is the teacher's responsibility.

What would have happened if more of us knew the true value of our votes?

The machine would not have loomed so large in the balloting.

Let's review a specific case:

In Nueva Ecija, let us say, the Nacionalistas were weak and the Progressives strong. So the Nacionalistas poured money and goods into Nueva Ecija, misrepresenting the windfall as coming from the Liberals. The idea was to make the fight really close between Manahan and Yulo. Neither Manahan nor Yulo could then pile up a plurality that would threaten Garcia.

But what about Macapagal? How would you interpret his resounding victory over Laurel Jr.?

Laurel Jr., you'll recall, did not win nomination for the vice presidency at the Nacionalista convention. He couldn't poll the required three-fourths vote. A special committee of party elders picked him long after the convention had adjourned.

He was not the choice of a majority of the components of the machine. The machine was not responsive to him. A good many of the wheels wouldn't work and proved vulnerable when the independent voters got into the picture with his monkey wrench.

Laurel Jr. provided the strongest indications that machine politics in the Philippines is in poor shape.

On the other hand, Macapagal polled at least 200,000 votes more than Garcia. Most of these were minus votes — votes cast not out of a liking for Macapagal but of a desire to junk Laurel Jr. But they did reflect the general determination to preserve the two-party system. This determination proved stronger than the machine.

Would Macapagal have a job in the new administration?

Garcia says it all depends on Macapagal. Garcia has given indications of what he means: Let Macapagal join the Nacionalista Party.

Garcia is not bound at all to give Macapagal a job although, by tradition, the Vice President holds a cabinet portfolio, usually foreign affairs. "The President," says the Constitution, "may appoint the Vice President as a member of his Cabinet and also as head of an executive department."

Macapagal was voted into office as a Liberal. He would betray the people if he turned Nacionalista.



Official Organ

of the

Philippine Public School Teachers Association

"Voice of 100,000 Teachers"

Ricardo Castro, *Editor*

Quirico A. Cruz, *Managing Editor*

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Camarines Sur Craftsmen's Exhibition^{*}

By Hon. Manuel Lim

A FEW years ago a few outstanding leaders of our country led by our late President Ramon Mag-saysay, who have shown deep and sincere concern for the welfare of the common people living in the rural areas, decided to take definite steps for the promotion and development of the home industries program through our community schools. The aim is to utilize the people's idle hours between the harvesting and the planting season in the agricultural areas, to give employment to idle but skilled hands, to encourage the growth of dollar-producing industries in order to balance our economy, and to increase the earning capacity of the homes. The realization of these objectives will enable the homes to improve their standard of living and translate into action what the schools are teaching.

During the last two years there were many problems that our home industries program faced, and these problems are mostly concerned with vital questions pertaining to problems affecting financing, standardization, production, and marketing, of home industries products.

The basic problem is financing because without funds to capitalize the program, we cannot have the personnel and materials that are needed for production. It is estimated that an initial capital of ₱300,000.00 will be sufficient to give the program a good start. After two or three years of government financing, enough income will be accumulated to create a revolving fund that will put the program on its feet and will be able to broaden its scope on a national scale thereby creating self employment to thousands of people and giving them permanent sources of income.

Standardization is next in importance. The solution of this problem is partly solved through the creation of a section in the home industries division that has been working on research, designing, and standardization. With the necessary funds, this section can be enlarged and the problem of standardization can be solved. We already have some of our products standardized which can now be mass produced.

Mass production is of course dependent upon the two problems cited above. We have given training to

thousands of teachers, men, women, and out-of-school youths. When funds are available this trained manpower can be utilized effectively for mass production to meet market demands locally and abroad.

Marketing is another important problem. We should have an organization that will locate, stimulate, study trends, prices, and demands of local and foreign markets. This agency should work closely with producers of home industries products in order to attain the greatest possible efficiency in the production and marketing of such products.

In the solution of these problems, we have utilized the facilities available in our schools and communities and have taken a realistic approach to their solution. Since 1956, we have made reasonable and steady progress in every corner of the country. Public officials and citizens have set together to make plans to promote the home industries program; schoolmen, professionals and laymen shared their training and experiences to contribute to the realization of the objectives; and provincial and municipal governments have given portions of their income for home industries equipment, training programs, and research; Division and Vocational Superintendents have taken steps to organize and administer the program in their respective schools; and civic and non-profit organizations were organized in different parts of the country to assist in the promotion and development of home industries.

However, I must hasten to add, the problems do not defy solution. The Bureau of Public Schools, through its Home Industries Division, has fully recognized these difficulties and has been exploiting all local resources and potentials to place our home industries on a stable and profitable basis. The opening here of a Permanent Exhibition of Philippine Crafts, now sponsored by Camarines Sur, which is not a mere exhibition but rather a test of craft products turned out by each region, is certainly a significant step. This permanent exhibition gives one an idea of the production capacity of the craftsmen of each region, the variety and quality of its products, and the further possibilities for development. I do hope that this exhibition will be an effective instrument for the national patronization of local home industry

^{*} Address delivered on November 15, 1957 on the formal opening of the Camarines Sur Craftsmen's Exhibition.

products and for the building up of domestic and foreign markets for them.

I shall see to it that the five-year home industry program of the Department of Education, which has been responsible for the establishment of production centers in various regions and provinces of the country, where people could be trained in the production of various handicraft articles, is pursued with con-

tinued vigor and greater utilization of the resources at our command.

I understand that this exhibition is a cooperative enterprise jointly sponsored by the different social elements of Camarines Sur, — citizens, craftsmen, schoolmen, and government officials. All of you deserve our country's congratulations for you are realizing one of the goals of the program with facilities in the hands of our schools, communities and people.

Personality Development*

By Josefina R. Serion

WE saw Linda go up the stage. She held her head high as she walked briskly up the steps. There was no faltering move that gave away whatever feeling she had at the time. Soon she was there on the stage. We watched we got a glimpse of her very pale face. Her lips moved and we waited. There was silence in the audience. Her hands that were clutching her dress fluttered to her mouth. And—the girl broke into tears!

What can the school do for such a child? The function of the modern school is no longer what it used to be. It was shifted from its stress on scholastic achievement to an emphasis on a program aimed towards the development of a well-rounded personality in every child and youth. Not only must he excel in academic work; he has to be helped, too, in effecting such changes within him so that he will become socially mature, emotionally stable, physically and mentally healthy, and intellectually fit to tackle the problems which cross his path. Children of Linda's type — excellent in academic work, cooperative in all activities in the classroom, polite and courteous to the teachers, but nervous, shy, and withdrawing — and many other children having various types of personality problems are the main reasons for the existence of the guidance program in every school.

What is personality, one may ask. Is it innate in a person or is it acquired? Is it fixed or is it dynamic? These are the doubts that form the main obstacles to the work of educators in guiding the child and the youth. The term "personality" has

* The next article in this series will be one on "How to Understand Children."

been very commonly used but very often misunderstood.

Personality is the composite of all the things that make up an individual — his physique, intellectual ability, habit patterns, emotional and aesthetic sensitivity, temperament, attitudes, interests, ambitions, goals, and even his needs. All of these, interacting, form a totality which determines how the individual reacts and adjusts to his environment. Personality is affected to a certain degree by the situations in which the learner finds himself. And to some extent, because it is within the power of the individual to make choices and select experiences within his environment, the individual is a factor in causing changes within his own personality. On this very fact hinges the core of the function of the guidance program as it strives to develop the personality of every child. The knowledge of how this function affects the individual will be of great help to educators. Personality development has to be assessed therefore in order to help the individual toward integrating the various aspects of his personality that are in conflict or are operating independently.

In the assessment of the development of personality the picture of the individual has to be viewed as an integrated whole in his own environmental setting. There are various instruments of evaluation touching on the different aspects of personality which may be utilized.

The Case History

The written case history containing information about the physical characteristics and physiological development of the individual, his family life, school

life, and community life, and his hobbies, interests, personal ambitions, goals, feelings, and his convictions on, attitudes towards, and reactions to various subjects may be used in obtaining such a picture. The dependability of this instrument will be based largely on the sincerity of the person who records his own case history.

The same instrument, the case history, may be used in another manner: in personal interviews of individual cases. The skill of the interviewer will affect much the success of this procedure. For, aside from the information asked for in the case history a skillful interviewer may be able to elicit other relevant facts such as fantasies of the individual, emotional climate at home, and hidden conflicts in his relationships with his parents, his siblings, and his peers.

This instrument may be very useful in the specific case of Linda. It will doubtlessly be of great help in pinpointing the cause of the emotional disturbance. The determination of the specific cause will facilitate the planning of the program of treatment that must necessarily follow.

Below is a part of a case history which may be used for boys and girls:

Case History

Name Date
 Sex Age Date of birth
 Grade School
 Town Province
 Home Town Home Province

A. Physiological Development and Physical Characteristics

What is your height?
 What is your weight?
 Has your height or your weight ever been the cause of any of your troubles?
 When?
 Why? Explain

 Is your vision normal or defective?
 What is the defect?
 Do you wear eyeglasses?
 Since when have you been wearing them?

 Is your hearing normal or defective?
 What is the defect?
 Since when have you had it?
 What has been done to remedy it?
 Have you ever been disturbed by your posture?

 When and how?

Which part of your body is undersized or oversized?
 When did you first begin to notice it?
 Do you stammer or stutter when you talk?
 Do you have any other physical abnormality not mentioned above?
 When did you first begin to have it?
 Have you been disturbed by such an abnormality?
 How?

B. Family Life

How many brothers and sisters do you have?
 How many are older than you?
 How many are younger?
 When you were small, did you often play with your brothers and sisters?
 Who among them was or were very close to you?
 Who among them often teased you?
 Did you use to cry when teased?
 Did you often get spanked or scolded by your parents?
 Why?
 Have your parents always given you the things which you like?
 Have your parents ever denied you some things which you desire very much?
 What are those?
 Do you tell your parents about your quarrels with your brothers and sisters or with your classmates?
 Have your parents often taken you with them to parties or to picnics?
 Do you enjoy going out with them?
 Do you enjoy going out with your brothers and sisters?
 Have you been helping your parents at home?

 What work have you been doing?
 Since when have you been doing these?

 Have you been doing these willingly?
 Have you been told by your parents to do these?

 Have you ever been forced by anybody at home to do things which you do not like?

The Personal Interview

The written case history may be more appropriate for older children than for younger ones. For the latter group the personal interview based on the case history would be for more practical use, for the interviewer can easily tone down the language used to suit the ability of the individual. The validity of the information obtained through the written case history and the personal interview may be

checked against the results of interviews with the parents or guardians and re-checked against the records of his curricular activities and his extra-curricular participation.

The Rating Scale

The rating scale is another instrument that may be used for personality assessment. This is used by the rater for recording observations on certain defined aspects of behavior. It is most effectively used in situations wherein a stimulus is presented to produce a certain type of responses on which observations have to be based. It is least satisfactory when used for casual observations.

The rating scale has to be definite if it is to be of practical use. For this reason a question on a single limited aspect of behavior should introduce each scale. The descriptive phrases which mark off the scale points should be clear, concise, and well-defined. The following scales illustrate the characteristic referred to in the preceding statement.

1. Is the child responsible?

Does not at all show any responsibility in the things he does.	Does not take responsibilities seriously.	Sometimes he is, at other times he is not.	Very often shows responsibility for what he does.	Always feels responsible for things assigned to him.
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2. Is this pupil sociable?

Not interested in dealing socially with people.	Mixes well with old friends, but does not mix easily with new people.	Is very sociable and mixes well with any social group.
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It is essential for the rater to understand exactly what is to be done and how it is to be done. The rater may be a teacher, a classmate, or the individual himself, in which latter case the instrument is used as a self-rating scale. It would be well to average the ratings made by several observers if reliability of the ratings is to be achieved. If self-rating is done, the results of this may be compared to the average of the ratings given by observers and from the comparison another aspect of the individual's personality may be gleaned: his self-concept.

Personality Inventory

Still another instrument for the measurement of personality is the personality inventory which involves lists of questions on a wide variety of fields of children's and adolescents' interests to which the individual responds by answering Yes or No. The inventory which is composed of several parts, each one dealing with various types of experiences that bring forth some underlying tendencies of the indi-

vidual, enables the teacher to get a glimpse of the individual's inner self.

Below are samples of questions included in such an inventory as previously described:

1. Are you afraid to make your own decisions?
2. Do you prefer to stay in the background in social functions?
3. Before you do something do you usually pause to consider what the consequences of your act will be?
4. Do you love to meet people?
5. Do you enjoy doing things for other people?

This instrument may be given in the form of an inventory of children's interests. The individual indicates whether he likes, dislikes, or is indifferent to the idea expressed in each item. The affective responses of the individual to the many items presented will enable one to see things that interest and attract him and those that to him are repelling and unattractive. The usefulness of the instrument will depend to a large extent on the skill of the one who uses it

as he interprets the tendencies of the individual as revealed by the results in terms of his social relationships in the classroom, his academic activities, and his behavior in school, at work or at play.

The following is a part of a sample of the above:

What I Do and Don't Like

Name Sex Age.....
School Grade

	Like it	Don't care	Dislike it
1. Go with class on picnics.	very much	a little	? a little very much
2. Be class representative at a meeting	very much	a little	? a little very much
3. Wash the dishes at home.	very much	a little	? a little very much
4. Get up early in the morning.	very much	a little	? a little very much
5. Talk with my friend's mother or father	very much	a little	? a little very much

Projective Devices

Projective devices have been used by some clinical psychologists in their desire to know more of the inner feelings of the individual. The belief in connection with the use of these devices is that no two individuals respond in the same manner to a given stimulus in a certain situation. Given a stimulus, the instantaneous reaction to it by an individual will reflect his inner feelings and attitudes toward it. Some of these devices are the following:

1. The Research Test which is made up of ink blots to which the individual reacts by telling what he sees in each one;
2. The Thematic Apperception Test which is based upon the interpretation of pictures;
3. The Free Word Association Test in which stimulus words are presented to which the individual responds by giving the first word he associates each one with;
4. Play techniques in which the child is given the opportunity to manipulate dolls and other toys;
5. Pictures to be drawn by the individual.

Very few people can administer and interpret projective devices with skill. Because of this, the use of these instruments has been limited in extent.

The Questionnaire on Social Values

If an individual has to be really understood, the social setting of which he is a part has to be studied. For his personality is a product of the interaction of the various factors within him as well as of the factors in his environment. So the effect — whether good or bad — of his immediate social world can not be discounted.

To be able to understand the peer group to which an individual belongs, all the members of the group are asked to answer a questionnaire involving traits they like and do not like in the persons they go with. The results of this will give one some insight into evaluations of personality traits by children of different age levels of both sexes and information on how the values differ between any two age levels and between sexes.

The following shows a part of this instrument. Do you like boys and girls who:

	Like it		Don't care	Dislike them	
1. Know more than you do?	very	a	?	a	very
	much	little		little	much
2. Are good losers?	very	a	?	a	very
	much	little		little	much
3. Don't mind being teased?	very	a	?	a	very
	much	little		little	much
4. Are quiet and never say much?	very	a	?	a	very
	much	little		little	much
5. Read lots of books?	very	a	?	a	very

6. Like to go to parties?	much	little		?	little	much
	very	a		a	a	very
7. Play games very well?	much	little		?	little	much
	very	a		a	a	very
	much	little		?	little	much

The Sociometric Test

In addition to these, the sociometric test may be given to the whole class to determine the structure of the group. The individual's position in the group has a considerable effect on his success in his academic work for it is within the setting of pupil — pupil relationships that learning takes place. The instrument makes use of an individual's choices from among his classmates on the basis of a criterion for association in the form of a question. Such a criterion may be any of the following:

For the elementary level:

1. What do you like to play with in the school yard? With whom among your classmates do you like to do that best? Name two of them.
2. Suppose you were to move to another room, which boys and girls from this class would you like best to go with you? Name two.
3. If you were asked to work on a project, who from this classroom would you like to work with you? Name two of them.

For the secondary level:

1. Suppose you were going on a class outing. You were to ride in a car with two others. Whom among your classmates would you choose?
2. If you were to plan a program for a convocation with two others, whom would you choose to be your co-workers?
3. If you were to do some classroom work with two of your classmates, whom would you choose?

The results obtained through the use of the sociometric technique will give a picture of the attraction and rejection within a particular group. This, together with a knowledge of the ideals of the group, will provide an eye-view into the pressures and stimuli in the setting in which the integrated individual functions.

The above instruments are some of those which may be utilized for assessing personality development of individual cases. It does not mean, however, that all of those are to be used for every case. Each case will need one or two specific instruments, and the need will depend on the specific personality deviation of the individual and on the degree of seriousness of the case. In the specific instance of Linda, who is described in the opening paragraph, the abnormality is such that the girl is being impeded in her progress by the deficiency in her personality development. There is therefore a necessity for some immediate

remedial treatment in her case. But proper treatment cannot be administered unless the cause of the trouble is definitely located. In view of this, one or two of the aforementioned instruments must necessarily be used.

The majority of the cases in the field necessitate the use of only a questionnaire or two for gathering the data asked for in the cumulative record. These, supplemented from time to time by anecdotal records, may do the trick of giving all the essential information about every individual. The important thing is for the educator to be able to visualize a complete picture of all the array of forces that are working within the individual and those in his immediate

environment and to understand why he behaves as he does. In the light of such an understanding, it may be possible to utilize both the curricular and extra-curricular activities in helping the individual make full use of his natural endowments to the end that he will develop mentally, emotionally, physically, and socially and make better adjustments to his environment.

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TWENTY-FOUR YEARS OF SERVICE



Around the World with Educational Editors *

EDUCATION editors the world over have one thing in common — the desire to improve their products.

And editors attending the recent international conference of education editors in Frankfurt, Germany, under the auspices of and in connection with the World Confederation of Organizations of the Teaching Professions were pleased that the WCOTP took a long step in that direction. They established a world committee of editors for the improvement of educational journalism.

Dr. G. Kerry Smith, executive secretary of NEA's Association for Higher Education and one of the five American editors attending the August conference, was named by the WCOTP to head the new five member committee.

"The committee of editors is charged with developing a long-range program of conferences, workshops, exchanges of editors and of materials for the improvement of educational journals," says Dr. Smith one-time president of the Educational Press Association. "Suggestions by Edpress members for developing this program will be welcomed," Kerry Smith added.

One general policy which the editors are considering submitting to the Executive Committee of WCOTP is this:

Whenever WCOTP holds a world or regional conference of editors, it should also plan, if possible, to hold simultaneously either a conference or a workshop of education editors.

If this proposal were accepted and if funds could be obtained, it would mean that editors' conferences might be held at the following WCOTP conferences — the Afro-Asian conference tentatively scheduled for Ceylon, April, 1958; the Inter-American conference, slated for South America in the spring of 1958; and the WCOTP annual conference in Rome, next August, and in Washington, D.C., in August, 1959.

UNESCO Will Help

UNESCO, which Dr. Smith says "cooperated fully with the Frankfurt meeting as in the editors workshop held last year in Manila," stands ready to continue to assist in many ways.

* Reprinted from the *Edpress Newsletter*, Vol. 19, No. 4 September 25, 1947.

It has already proposed that at the Geneva meeting of the International Bureau of Education to be held in July, 1959, a conference of editors be simultaneously scheduled. Educational educators who met in Frankfurt recommended that such a conference be arranged.

The Frankfurt meeting was told that UNESCO now has a file of some 250 articles on education available free to educational journals throughout the world. To obtain the material all an editor need to do is request a copy of a full list of articles, or indicate a specific area of interest. Requests should be addressed James McDougal, Unesco Educational Clearing House, 19, Avenue Kleber, Paris 16^e, France. In cases where no article is available on a particular subject, UNESCO will consider having the article specially written, particularly if the requested article is in harmony with the general objectives of UNESCO.

1. Interest was expressed in the possibility of study-visits by editors to colleagues in other countries. There was general enthusiasm for the idea, provided financing details could be arranged. The proposed visits would include service on the staff of an educational magazine in the host country. Interested Edpress members can obtain additional information on the proposed idea by writing Dr. Mildred Fenner, Editor, *NEA Journal*, 1201 Sixteenth St., N.W., Washington 6, D. C., U. S. A.

2. The exchange of articles and publications was listed as another important means of self-improvement.

3. Editors expressed an interest in receiving copies of the technical and statistical educational reports issued by various countries.

4. It was suggested that the committee of editors work for a reduction in postal rates for educational magazines.

5. A number of editors also expressed the desire to get into their publications more educational news of other countries. The use of UNESCO features and of the I.B.E. educational digest were suggested as two aids in doing this.

Some 30 educational editors attended the meetings. In all there were some 400 delegates and observers at the Frankfurt WCOTP meeting.

From the United States, in addition to Dr. Smith, came Edpress President Eleanor Fishburn, *American Junior Red Cross Journal*; L. W. Prakken, *Education Digest*; Vincent Raines, *Alabama School Journal*; and Emma Scott, *Journal of Arkansas Education*.

—oOo—

For the information and guidance of our writers and would-be writers, a little pamphlet entitled "Why Not Just Tell Them" published by the editors of Instrumentation, (Minneapolis-Honeywell Regulator Co., Industrial Division, Philadelphia 44, Pa.) has just reached our table. The booklet contains very useful hints for writers and would-be writers.

We quote on Page 3:

"TEN COMMANDMENTS FOR TECHNICAL WRITERS"

I. Thou shalt exercise thy judgment as to whether a story is worth writing at all.

II. Thou shalt know what thou art writing about.

III. Thou shalt think before thou write.

IV. Thou shalt know thy readers and write for them.

V. Thou shalt, NOT substitute adjectives for facts.

VI. Thou shalt be accurate, exact, and thorough.

VII. Thou shalt NOT show off thy technical vocabulary.

VIII. Thou shalt NOT leave any unanswered questions in thy reader's mind.

IX. Thou shalt edit thine own copy as mercilessly as if it were somebody else's.

X. Thou shalt NOT turn essayist when thou art a reporter."

On page 24 and 25, we quote:

"MAKING LITTLE ONES OUT OF BIG ONES"

Do you ever feel like flinging a few little words into copy to help balance some of the big ones you can't get around using?

Here is a list of widely used post graduate words along with their freshmen equivalents. Don't hesitate to put these freshmen to work whenever and wherever you can.






- | | |
|----------------------------|---------------------------|
| abbreviate — shorten | indicate — show |
| accelerate — hasten, speed | ineffectual — useless |
| up, speed | interrupt — hinder, stop |
| accomplish — carry out | inundate — flood |
| accordingly — therefore | isolate — set apart |
| actuate — put in action, | immediately — at once |
| move | impair — harm |
| additional — added | inclement — harsh, stormy |
| aggregate — total | judicious—wise |
| agitate — shake, stir, | liberate — free |
| excite | lucid — clear |
| alleviate — make easier | luminous — bright |

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	2 Safely destroys germs that cause almost all respiratory infections.
	3 The only cough remedy made <u>not</u> inactivated by phlegm... actively medicates phlegm-covered areas.
	4 Internal action goes deep ... breaks up heavy bronchial congestion.
	5 Active analgesic action soothes pains of raw, irritated throat surface.

NO NEED TO WONDER what cough medicine to buy—the medical evidence is conclusive: Breacol with Xylopol stops coughs fastest...effectively clears up hoarse, irritated throat, cough-provoking tickle, deep hard-to-break-up bronchial congestion—5 times more effectively than any ordinary cough remedy you've ever used before.

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ameliorate — improve	manifest — clear, plain	disengage — free	refrigerate — cool
antithesis — opposite	manufacture — make	disseminate — scatter	remainder — the rest
apparent — clear, plain	minimal — smallest	distribute — spread	reproduction — copy
append — add	soften	dominant — ruling	requisite — needed
appropriate — proper	modification — change	duplicate — copy	saturate — soak, fill
(adj.) — set aside	nebulous — hazy, vague	effect — bring about	segment — part
(verb) —	neutralize — offset	elevation — height	segregate — set apart,
approximately — about	objective — aim, goal	emerge — come out	separate
ascertain — find out	oblique — slanting	emphasize — stress	selection — choice
assimilate — absorb	observation — remark	encounter — meet	similar — like
digest	observe — note	endeavor — try	situated — placed
beneficial — helpful	occupy — take up, fill	entirely — whole	solitary — alone
bilateral — two-sided	operate — work, run	equivalent — equal	stringent — strict, tight
circuitous — roundabout	obsolete — out-of-date	evident — plain	subsequently — later
coagulate — thicken	occupy — take up, fill	expedite — make easy,	substantial — strong, large
cognizant — aware	orifice — opening, hole	speed	sufficient — enough, ample
commence — begin	partially — partly	expunge — wipe out	suitability — fitness
commodious — roomy	participate — take part	external — outer	supersede — replace
conception — thought,	penetrate — pierce	fabricate — build, make	tabulation — table
idea	periphery — outer edge	facilitate — make easy	technically — detail
conjecture — guess	practicable — can be done	fluctuate — rise and fall	terminate — end
considerable — much	present — give	formulate — draw up	ultimate — last, final
contiguous — touching,	principal — main, chief	fragment — piece	unavailability — lack
near, next to	problematical — doubtful	frequently — often	undulations — curves,
criterion — rule, test	procedure — way, method	generate — produce	waves
deficiency — lack	proximity — nearness	gravitate — settle	uniformity — sameness
development — growth	quadrilateral — four-sided	identical — same	utilize — use
deviate — turn aside	quiescent — still, quiet	inapplicable — not suitable	variation — change
diminution — lessening	recognize — know, accept	incombustible — fireproof	visualize — picture
discussion — talk	reconstruct — make over	indeterminate — vague	voluminous — bulky”

Actual Problems in School Discipline

By Antero Sto. Tomas

THIS study of the actual problems in school discipline is based on the following three motive questions: 1. What is the difference between discipline and disciplinary activity or process? 2. What are some of the actual causes of school offenses resulting to problems in discipline? 3. What are some of the bad and the good punishments or remedies actually applied by teachers and administrators for school offenses?

1. Discipline and Disciplinary Activity or process

1.1 Discipline indicates any and all measures for the better conduct of the school with reference to the order and behavior of the pupils. A disciplinary activity is any activity in which one engages, not primarily for its own sake or the sake of its immediate

outcome, but for a desirable subjective effect—that is, for the training value it may have upon one's self. All the training which society gives to the individuals which helps them better to control their powers may be called disciplinary.

1.2 Disciplinary process is the establishing and realizing of an adequate ideal of right conduct. This ideal must exist first in the teacher's mind, then in the minds of her pupils. Teacher and pupils cooperate in bringing about the realization of the ideal which involves the processes of creating good habits and curing bad ones and of establishing standards that will enable pupils to make the right decisions when new situations are presented to them, for response to them they have no precedent.

2. Some actual Causes of School Offenses

2.1 Physical and mental energy not fully used or properly directed. When bright pupils have nothing more to do when dull pupils cannot do the assignment, there will be a problem in discipline.

2.2 A resentful resistance to a control which pupils do not understand or accept. This happens when pupils especially in the higher grades do not know and do not like any autocratic attitude of the teacher or administrator.

2.3 Peculiarities in the physical condition of pupils or a faulty physical environment. There are pupils having physical deformities that call attention from other pupils. There are many school buildings and classrooms that are crowded and lack the necessary facilities.

2.4 Lack of training in morals and manners. The home training of pupils has much to do in school discipline. Usually, pupils from good homes show good behavior in school.

2.5 A desire to attract attention and create a sensation. Not only pupils or students but also teachers may have this tendency that gives problems in discipline. Some say that the last war and the "drinking habit" of the present give rise to this bad tendency of our youth.

2.6 Imitation of others. Teachers, pupils or students may appear ultra-modernistic, too much lipsticks, to attract extraordinary attention. Some of us are not only too much imitative but also too much exaggerative.

3. Punishments or Remedies

3.1 Threats, school work detention during recreation or rest periods, depriving of marks earned by good work, personal indignities, corporal punishments are not helpful forms of punishments except in rare cases. Tongue-lashing is the worst of all punishments in its hardening and vitiating effects.

3.2 All punishments should answer the requirements of justice, reformation, and economy. Among these which are effective are reproof, isolation wisely and temperately used, reports to parents and higher authorities: the humiliation or disgrace of a group of which the offenders are members; deprivation of privileges, restitution where it is appropriate and just, and in extreme cases, suspension and expulsion.

3.3 Pupils may also refrain from evil and do good through interest in their own advantage and advancement. A milder mode in which the teacher used her personal influence in persuading the pupil to follow the teacher is better than an authority based on force. Filling the life of the pupils so full of wholesome interests that these antagonistic to good school discipline are crowded out is of good practical remedy. The highest motive for which pupils can be trained to be "good" is that of contributing to the well-being and happiness of the entire school. Teachers can so guide their pupils that the lower of these motives will give way to successively higher ones, and in this way establish the better modes as fully as possible.

Promoting Parent-Teacher Relationship

By James E. Fabicon

IT would be right and natural for us to think that the home is not fully equipped to be the sole agent and center of learning. It could never impart everything that the child needs in his growth and development. The home which is the unlimited environment of the child could not fully satisfy the longing of the child to learn more as he grows day by day. There is the school. It is the primary supplement to the home.

These two agencies play enviable roles which we blindly admit and believe that they are the only means of attaining the goal for which we are bounded to. There must be a man-made bridge that may serve as a genuine link between the tasks of the home and the school. Parents and teachers must create an in-

strument or tool which they may call it home-school relationship. This relationship adds something on the school program like a patch on one's shirt or a callus around the ends of a fractured bone.

Parent-teacher relationship means a two-way process. Each one is dependent upon the other or the absence of one may paralyze the chief function of the other. The oozing of ideas, energy, creativity and leadership must be directed in both directions at all times. The fluidity of such relationship demands a free and easy give-and-take between the family and the school.

According to Dr. James L. Hymes, Jr. the promotion of wholesome parent-teacher relationship gains

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something for the teacher and parents. The real winners are the children. It brings about a better understanding between teachers and parents of what children are like and of what good education provides for the child. These are the goals of parent-teacher relationship.

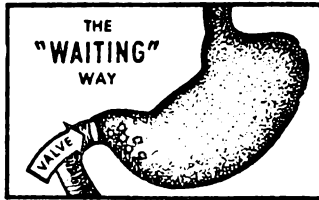
It is supposed that when these pertinent goals are achieved, parents and teachers work together as a united team and the children profit in many ways. Under the pilotage of the parents at home and under the guidance of the teachers in school, the children gain a richer, fuller and more nourishing life in and out of school. If they are under persistent, consistent and well-meaning tutelage in and out of school, they are sure to stand on a formidable base in the peak of their powers.

What are some of the ways and means of promoting wholesome parent-teacher relationships?

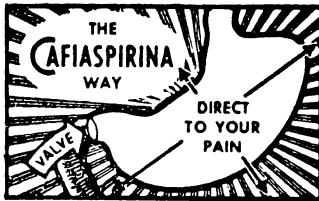
The most common means, and perhaps the most often utilized these days are the group assemblies, be aware of the variety of types of meetings and have some know-how in conducting these meetings. Group meetings bring gratification to both the teachers and the parents and they evoke from them a deeply appreciative response. It must be understood that groupness is not achieved simply by physical presence in meetings. The feeling grows immeasurably as people share, think together and respond to what others say.

In parent meetings, parents understand their children's growth and development through the information given by the teachers. Sometimes they openheartedly ask questions about the school's program. Their frankness must be received by the teachers wholeheartedly. Ideas and suggestions must be presented and misunderstandings must be ironed out. Parents, likewise, want an opportunity to work out agreements affecting all the children. They are most often concerned with the wider community which touches their children, the school and family living.

Among the kinds of group meetings most commonly used nowadays are the PTA, at-the-start-of-the-school-year meeting, the buzz sessions, and home-room meetings. The PTA meeting affords a good time for every parent to present their ideas, doubts and some points for clarification about the school and their children. They land themselves to the important discussions to the solution of school problems. The At-the-start-of-the-school-year meeting affords teachers a good time to tell parents to send their children to school. This sort of meeting also gives a good time for the teacher to present plans for the grade for the present year because parents at the beginning of the school year want specifically what is going to happen to his child in the class.



When you take an ordinary pain-reliever that must pass through the valve in your stomach before it can do any good, relief is delayed until the valve opens. Medical authorities have found that some ingredients in a pain-reliever can actually slow down absorption through the stomach wall and delay relief of pain.



But when you take triple-action CAFIASPIRINA there is no unnecessary delay—no waiting for it to go through the valve in your stomach to start working. Medical evidence shows that the instant CAFIASPIRINA tablet starts dissolving in your stomach, it is absorbed through your stomach wall—and goes straight to the source of your pain. That's why CAFIASPIRINA gives amazingly fast relief!

The home-room meeting consists of a small group of people but lends itself to a democratic atmosphere where the people feel free to speak. If the parents know each other well, they freely loosen their tongues, too.

In the buzz sessions, according to Hymes, small groups of people bring chairs together and talk to each other for a few minutes. Each group is formed from the people who happen to be sitting near each other. The term buzz session, according to its inherent implications is as good as any meeting because it sounds the way the method works.

Among the advantages of this recently developed method of meeting parents in the most informal and natural way are the easiness of operation, the groupings that come about naturally, participation of everyone and the freedom of approach to participation. Following the buzz sessions only a few people may stand up and speak to the whole group, but now a buzz is heard.

Another method of enhancing the promotion of teacher-parent relationship is the face to face or heart to heart talk between the teacher and the parents. In this method both teachers and parents iron out many minor difficulties as these come up. In these brief chats they talk together face to face thus strengthening the relationship and thereby giving some indications of parents' interests and concerns.

A fast-growing practice in knowing the child in his full color, shape and form as a person is home visitation. This idea has already become a crystallized regulation: "You must visit every home at least once." A "royal welcome" may be expected and assured by the teacher in every home, the fact that she is the child's teacher who is interested in him. Parents are delighted with the chance to talk with their child's teacher. They are pleased and emotionally moved upon the teacher's visitation.

In home visitations, as in other phases of meeting parents, there are no special things to be aware of, to be sure to do other than thinking of commonsensical, decent and polite things which drive us and have taught us to do. In this visitation wrapped with the atmosphere of cordial friendliness, reactions of parents are expected. Some parents seem to be more talkative than you are; others are quiet; others feel at ease; and others feel a little bit tense.

This form of visitation gives both the teacher and the parents the information that are needed to tailor-fit the school curriculum with relation to the child's needs, strengths and weaknesses, attitudes and interests.

Wholesome parent-teacher relationship, therefore, is a necessary support to a modern school program as the posts are the necessary foundation to a well-built house. The school curriculum which is a child-centered and a life adjustment program is continuously geared to the needs of the ever-growing child.

Some of Rizal's Characters in Modern Setting

By Gregorio Borlaza

Basilio and His Two Christmas Eves —

AMONG the characters in Rizal's novels, Basilio has the distinction of appearing in both novels on Christmas eve, and in very dramatic moments in both instances.

In the *Noli Me Tangere*, he appears as a sick boy, limping on account of a wounded foot, enjoying the care and hospitality of a poor but kind rural family. A girl about his age encourages him to get well and promises to play *pico-pico* and hide and seek with him and to take him to the mountain top where he can drink the fresh blood of deer. The girl's grandfather, having made some brooms, asks the girl to sell them and buy things for Christmas for the children, including Basilio.

Basilio, however, sadly asks permission to go to town to look for his mother, Sisa, and his younger

brother, Crispin. The old man tries to dissuade him because he is not yet well, but he insists on going, for he can't bear the thought of his mother being so unhappy missing him on Christmas. He wants to give her a present — her long-missing son.

At the tearful parting, Juli, Basilio's girl playmate, accompanies him part of the way, making him lean on her arm.

Basilio eventually finds his mother who, having become insane in his absence, on account of the shock and humiliation she received in the hands of the Civil Guards, runs away from him. Basilio runs after his mother who flees into the wooded property of the Ibarra's where she locks herself behind the wooden door of the grave of an old Spaniard at the foot of a *balete* tree. Basilio, failing to force the door open, climbs up a nearby tree, clammers along some branch-

es of the *balete* and drops down to embrace and kiss his mother before she can flee. The insane woman, seeing the bleeding brow of the boy, and drawing from her subconscious reserve of sanity, recognizes her son who has fallen unconscious to the ground, embraces and kisses him. It's too much for the mother's tormented heart. Too much and too sudden a surge of joy causes her instant death.

At this tragic moment, while the moon reveals the worn out lifeless features of his hapless mother, Basilio recovers consciousness, finds his mother dead, and is surprised to see a stranger who directs him to burn the body of his mother together with his (the stranger's) own, as he, too is dying. The stranger points to him some hidden gold and advises him to use it for an education if no one else comes.

But someone else comes — Crisostomo Ibarra, owner of the gold buried there by Elias, the man who has had his body burned with that of Sisa. Ibarra, having become blind with fury and thirsting for vengeance, gives him only a little of the gold and takes the rest away to be used in his plot of revenge.

And so, in *El Filibusterismo*, we find Basilio living with Capitan Tiago and pursuing an education at a medical college run by the Dominicans. The tender attention he received from Juli, who supported him in her arms as he left their mountain home more than ten years ago, has left a permanent bond of affection between the two. He visits her often during vacation in their new home, Juli's father having become a prosperous farmer known as Cablesang Tales. But tragedy catches up with Cablesang Tales. The hacienda of the Dominican corporation claims ownership of his land and requires him to pay rentals which the corporation keeps increasing until Cablesang Tales, in disgust, refuses to pay, takes the case to court, and patrols his land with a shotgun on his shoulder. His gun is confiscated upon orders of the government and he is kidnapped by the *tulisanes* who demand a ransom of ₱500.00. Juli sells her jewels except a locket given her by Basilio, but she fails to raise enough for the ransom; whereupon, she tries to borrow some money from a rich woman who requires her to work as a servant till she can pay her debt.

And so, on another Christmas eve, some thirteen years after the last one when he left the small hut in the mountain, reclining on Juli's little arms, Basilio goes to his home town, San Diego, with the intention of visiting Juli, who has since grown into a sweet woman whom he intends to marry when he gets thru with his studies. In the evening, he visits the grave of his mother so he can visit Juli early on Christmas morning. At his mother's grave he encounters Ibarra who has since acquired much wealth and influence and who, under a clever disguise, passes for Simoun the Jeweler, but is actually an embittered man smarting for revenge, seeking to destroy the wicked, even

at the sacrifice of innocent men, so that a new nation can rise in all its purity over the ashes of the old.

When Basilio visits Juli on Christmas morning, it may be read between the lines, he does not find Juli at home for she has started working as a servant. With his savings Basilio pays her debt to release her from bondage and buys her and her grandfather a little house, her father, Cablesang Tales, having gone with the outlaws after stealing Simoun's revolvers.

Sometime later Basilio is to fall into the toils of the corrupt laws and is to go to jail. Juli, in her effort to secure his release, is to die to save her honor from the very man whose intercession for him she has sought. This drives Basilio mad and he joins Simoun in his diabolical plot of revenge, only to weaken at the sight of so many innocent lives in danger. He reveals to Isagani Simoun's plot to kill everyone at the wedding of Paulita, Isagani's former sweetheart, with an explosive lamp he has placed at the dining table. Isagani frustrates Simoun's plot in obedience to a sudden impulse of gallantry and Christian forgiveness.

Both Christmases were sad ones for Basilio, and if he could return to life this Christmas of 1957, he would perhaps be glad to find a general atmosphere of gaiety in his country; with Santa Claus and Christmas trees in many homes; and with Christmas music everywhere.

But it would make him sad to find that there are still kidnapers in the land, demanding far bigger ransoms than that demanded for the return of Cablesang Tales; that there is still widespread poverty in millions of nipa shacks from which hungry, ill-clad children watch with envy the costly toys with which their rich neighbors are playing around, crisp brown *lechon* roasting in the rich families' backyards.

Lovers no longer have to sacrifice their lives to get their loved ones out of jail where they don't justly belong in the first place, but the wheels of justice still grind so very slowly, and the cost of court litigation is still far beyond the reach of the common man. There are public defenders for him, it is true, but money is still needed to make them take his case with seriousness and enthusiasm.

There are no more boy sacristans who are fined, beaten and liquidated on false accusations. There are no more civil guards who drive women out of their wits thru cruel and inhuman acts, but there are still the third degree and the *pabagsak* perpetrated by some unprincipled officers of the law who give a black eye to an otherwise much improved police organization. "Not yet," he would perhaps say upon revisiting the graves of Sisa and Juli, before returning to the other world, "not yet may I truly say that you, my mother, and you, my sweetheart, have not died in vain!"

Ang Paggamit ng Pangatnig

Ni Benigno Zamora

(Karugtong ng nakaraan)

13. Ang *lamang* ay nakagaganap din ng pagkapatnig. Tangi sa rito'y naaari ring pang-abay at pang-uri pa. Sa pagkapang-abay ay naaaring samahan ng katagang *man* o kaya'y halinhan ng *laang* o *lang*. Itong dalawang huli'y karaniwang gamitin sa tula at sa mga salitaan. Halimbawa:

Pangatnig: Maaari tayong umaklas, *lamang* ay totoong labis na ang ating mga hinihingi.

Susundin ko nga sana ang mga payo mo, *lamang* ay totoong napakahirap isagawa.

Pang-abay: Ano ba naman iyan, naupo *lamang* ay nahilo na?

Pang-uri: Makina *lamang* ang makagagawa niyan.

Ikaw *laang* ang makagagamot ng sakit mo.

Ako *laang* ang maysala sa lahat mong paghihirap,

Ako *lamang*, ang wika mo, ang sa iyo'y nagpahamak;

Kaya pala nang gumuho ang lahat mong pinangarap,

Ay ako *long*—hindi ikaw—ang nagpasan ng bagabag.

14. Sa anyo ng pagkakabuo ng salita, ang *mahanga* ay di dapat ipagkamali sa pang-uri na binubuo ng makauring panlaping *ma* at salitang *hanga*. Sa katunaya'y di ugaling gamitin ang *mahanga* sa pagkapatnig kundi ang *mapaghanga*. Halimbawa'y *Tootong mapaghanga ang taong ito*. Ang pangatnig na *mahanga* ay karaniwang may pang-angkop 'y o kaya'y sinasamahan ng *pa*. Halimbawa:

Kung hindi rin lamang tayo makaaalis nang maaga, *mahanga'y* huwag nang ituloy ang iskur-siyong iyan.

Mahanga pa'y mamaril na lamang tayo ng ibon kaysa mangisda sa laot ng dagat.

15. Ang *paanhinman* ay halos kasingkahulugan ng *kahit*, sa ilang paraan ng pagkakagamit. Halimbawa:

Hindi ko malaman kung bakit *paanhinman* suyuin ay hindi mapasagot.

Sa gamit na sumusunod, ang *paanhinman* ay kasingkahulugan ng *sa anu't ano man*.

Paanhinman'y talagang iba na ang may salapi.

16. Kailangang pakaingatan ang gamit ng *kundi* at *kung di*. Sa Ingles, ang malapit na katumbas ng *kundi* ay "except" at ng *kung di* ay "if not." Halimbawa:

Bago namatay ay walang ibang sinabi *kundi* "wala akong kasalanan."

Hindi siya ang sinisisi ko *kundi* iyon.

Kung di ka rin lamang bibili ay huwag ka nang tumawad.

Malamang na nadesgrasya ako *kung di* sa iyo.

17. Ang *disin* ay naaaring gamiting mag-isa, ngunit madalas na nasasamahan ng *sana*. Ang *sana* ay nagagamit ding mag-isa. Halimbawa:

Disi'y nanalo ako, kung hindi siya sumali.

Kung nasabi mo lamang agad, hindi *disin* tayo nagahol sa panahon.

Kung walang kaagaw na mga dayuhan, *sana'y* maunlad na ang kalakal ng mga Pilipino.

Kung hindi ka nagmaktol, *disin sana'y* pina-yagan ka.

18. Ang *paano* ay hindi lagi nang sa patanong lamang nagagamit. Karaniwan itong gamiting pangatnig kapag nagsasaad ng kasanhian. Halimbawa:

Hindi ka nga magkakamit-pala, *paano'y* hindi mo iginagalang ang iyong mga magulang.

Bakit siya nagkakautang-utang? — *paano'y* lagi sa sugalan.

Marami pang lubha ang mga pangatnig — iba'y mga salita't kataga at iba pa'y mga parirala — nguni't ang mga nauna nang binanggit ay pawang mahalaga at kailangang matutuhan nang di makasagabal sa maayos na pagpapakahulugan sa mga pangungusap. Sa mga pangatnig na parirala ay lalong marami ang dapat ipaliwanag sapagka't madalas mapansin, maging sa mga guro at maging sa mga nag-aaral, ang di lubos na pagkakaunawa sa tumpak na gamit ng mga ito. Ang pagkakatimbang-timbang ng diwa ng mga pangungusap na pinag-uugnay ay matutunton sa maayos na paggamit ng mga pangatnig tangi pa sa wastong pagbubuo ng mga pangungusap.

19. Ang *alalaong sana*, *alalaong бага*, at *alalaong man lamang* ay ginagamit sa pagpapalinaw ng mga bahagi ng kaisipang nabanggit na. Halimbawa:

Bago ninyo ginawa iyan, pinakialaman muna ninyo kung may nagmamay-ari o wala; *alalaong sana'y* nagtanong kayo sa amin.

Kung darating sila, sabihin mong hindi mo nalalaman ang *bagay* na iyan; *alalaong бага'y* bayan mong makipag-usap sa akin.

Kabud na lamang umalis na para pang nagmamalaki; *alalaong man lamang* ay nagpasabi sa atin.

20. Ang *sa biglang sabi*, *sa katagang sabi*, at *sa tahasang sabi* ay halos magkakaisa ng kahulugan; samakatwid ay magagamit ang alin man sa halip ng isa. Halimbawa:

Pinagsabihan na'y ayaw pang makinig; pinakiusapa'y ayaw ring pumayag — *sa tahasang sabi'y* *tikis* na lumalaban.

Humaharap sa mga kalaban, lantaran kung magsalita, at walang pasintabi kung magparatang — *sa katagang sabi'y* talagang matapang.

Pinakain, pinaramtan at pinabahay, datapwa't nagtaksil pa rin — *sa tahasang sabi'y* sadyang walanghiya.

21. Ang sumusunod na mga pariralang nagkakatugunan ay ginagamit sa mga pagtutulad o pagwangki. Halimbawa:

Kung ano ang itinanim, *siya ring* aanihin.

Kung ano ang ibig, *siya* mong ibigay.

Kung gaano kalabis ang kaligayahan, *gayon din* katindi ang kalungkutan.

Kung paano nagpasasa sa masamang kayamanan, *gayon din* nagdanas ng madlang kahirapan.

Kung saan ang hilig, *doon din* mabubuwal.

Kung sino ang maydala, *siyang* mabibigatan.

Kung alin ang labis, *siyang* putlin.

22. Ang sumusunod na mga parirala ay nagpapakilala ng pagwawakas o pagtatapos ng pagsasalita. Halimbawa:

Pinalakad ang salapi, *at sa wakas* ay nagtagumpay rin ang mga mapagpakunwari at lihim na kalaban ng mga simulain ni Rizal.

Sa lahat ng ito ay kayo na po ang magpapamanhin sa aming mga kakulangan.

Sa bagay na ito ay Diyos na ang bahalang pumatnubay sa amin.

Nagkatapos din, *sa di kawasa*, ang mainitang pagtatalo ng mga walang muwang.

23. Sa pagkapangatnig, ang *ganang* ay laging pinangungunahan ng *sa* at sinusundan ng mga panghalip na paari, o kaya'y pangngalan. Nag-iiba ang himig ng pangungusap at nawawala na ang pangatnig kapag ang *sa* ay pinalitan ng *ang*. Halimbawa:

"*Sa ganang amin*, ang sapilitang pagpapaturong Kastila at ang tikis na pagsuway sa pagpapaturong "Noli" at "fili" ay muling pagpatay kay Rizal," anang isang makabayang babae.

Sa ganang akin ay walang masamang tinapay.

Sa ganang mga taong may malinis na budhi, ang paghahalal sa mga kinatawan ng bayan ay di dapat iukol sa mga taong gutom sa kapangyarihan kundi doon lamang sa mga may tunay na pag-ibig sa bayan.

Sa ganang iyo ay kasalanan iyon; *sa ganang kanya*, iyon ay isang karapatan.

Ang pagkapangatnig ng mga tinurang parirala ay nawawala kapag ang *sa* ay hinalinhan ng *ang*. Halimbawa:

Ang ganang amin ay huwag na ninyong angkinin.

Ibigay mo na nga *ang ganang akin*.

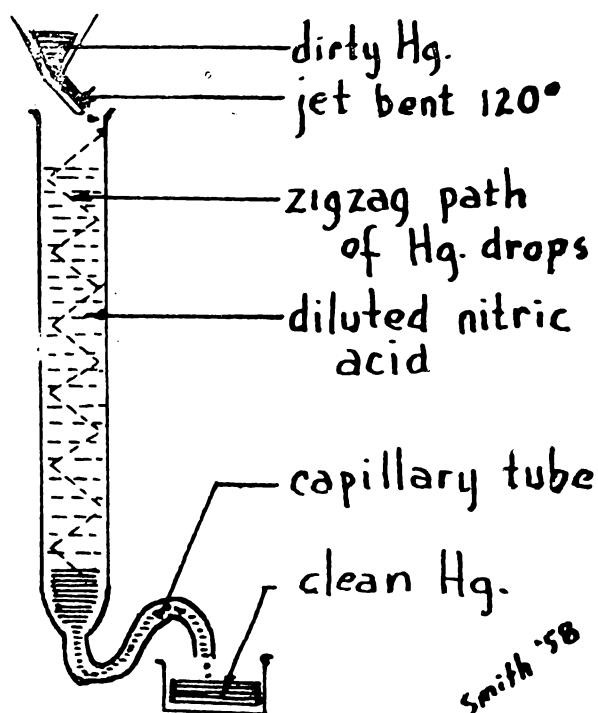
Ang ganang sa mga tao ay ibukod ninyo, *ang ganang iyo* ay itago mo, at *ang ganang kanya* ay ipadala mo.



Understanding Science Laboratory

By Jack Smith

POPULARIZING science subjects or courses in Philippine schools will need a sizable number of equipment and apparatus. Although some of these can be improvised or made in the school shops, many will have to be purchased, not to mention the supplies and materials needed from time to time. It can be perceived, at once, how costly it is to maintain and operate a science laboratory. And then, to think that the laboratory could become a veritable playground for the prankster would add to the headache of the science teacher. It is imperative, therefore, that discipline, despite the trend for freedom in classroom activities, should be maintained in the laboratory. Batteries can be grounded and consumed uselessly; resistance wires, burned; meterstick, thermometers, and tubes, broken; and gas, chemicals, and water, drained.



Electrical experiments should be supervised, if not checked by the teacher, before actual experimentation is done. Test tubes with broken bottoms should be reformed and resealed by heating.

The teacher can apprise his students as to the prices of articles, show them how to recover residues

and useful substances, and mark "notices of care and caution" to materials and supplies which are expensive to be able to impart the economic use of these things.

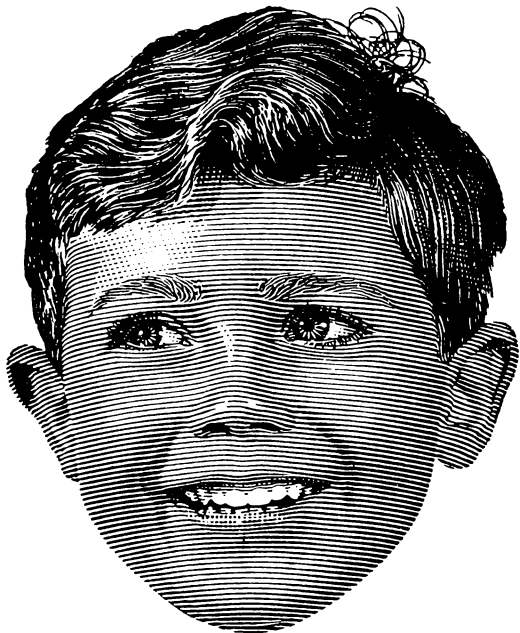
For a smooth and efficient organization of laboratory work, the teacher's task, among other things, would be that of discipline, cleanliness, and economical use of supplies. There shall be no delegation of responsibility or authority except to one whom he can depend upon. Otherwise, he should group the students under capable and intelligent leaders. Understandable and thorough instruction should be given before performing the experiments. The instruction, to be more effective, should be given when everybody is at their most attentive state and that all noises within the room are silenced. Apparatus and working space should be arranged as to prevent loafing and chatting: in short, make everybody busy.

Delicate instruments and apparatus need special care and attention. The analytic balance, for example should be kept away from corrosive fumes and chemicals; its knife-edge fulcrum should not be dulled through unnecessary jarring; its fractional foil weights stored properly; and its pan, cleansed, polished, and lacquered. The balance may be adjusted from time to time. Another costly instrument is the various kinds of electric meters. The teacher should be able to instruct his students what to do in order to take good care of these instruments.

Cleanliness and proper "housekeeping" of the laboratory should always be observed before, during, and after every experiment. After use, the bench top should be cleared of bottles, papers, etc.; all chemicals and apparatuses, stored in their correct places. Glass tubes, mortars and pestles, and other such accessories should be washed and cleaned before turning them over to the storage room. A most inexpensive powder for cleaning is the wooden fuel ash or powdered charcoal.

The habit of cleaning the sink every time after its use should be instilled in the minds of the students. A good aid for the formation of such habit is the wooden wastebasket being provided near the sink. Concentrated acid should not be poured in the sink with-

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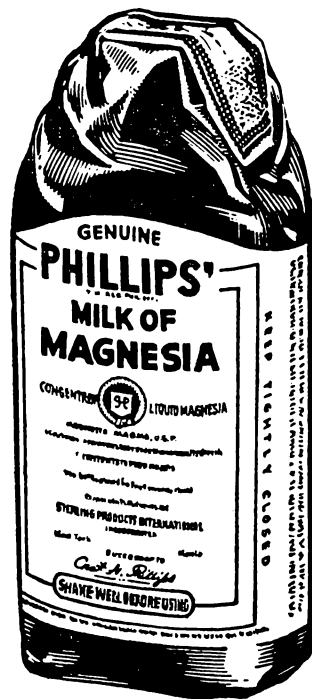


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out wetting the sink first. Clogged drainpipe should be immediately attended to, otherwise, more troubles will arise.

Assorted sizes of bottles, preferably of the same type, should be used and their contents labeled, either printed or scribed legibly with India ink. To prevent effacing of identifying label, it can be coated with paraffin wax or paper varnish made by mixing 20 grams of celluloid (like the old photo film) and 30 c.c. amyl acetate or acetone. Label marks can be preserved if the label is placed against the palm when pouring out the chemical. (The versatility and experience of the laboratory technician is oftentimes gauged through the way he handles the bottle when pouring!)

Some important points to remember about storing are these: Put all similar articles, like beakers or test tubes, in one place; likewise, each apparatus should have its own definite place. The students may be rotated in groups to see that these points are carried to the letter. Other responsibilities are the custody of cupboards and drawers and their contents. These, like the shelves and bottles, should be identified for proper placement of articles.

The shelves, if not well protected from corrosive effects of chemicals, like the bench top, will soon deteriorate. Teakwood or wood with natural oil is good for laboratory shelves and table tops. Otherwise, the wood can be coated with paraffin wax prepared by mixing one part wax to five parts, gasoline or 100 grams wax with 30 grams beeswax in 400 c.c. gasoline. Benzine or xylol can be used instead of gasoline. The solution while hot, should be applied to the wood with a piece of cloth or brush and then, polished dry. Even if wood with natural oil is used, waxing is still recommended to lengthen its life. Wax, for this kind of wood, can be prepared like the floorwax or simply use linseed oil and turpentine in equal volume.

Laboratory discipline can also be maintained by using wisely the supplies and materials. The habit of economizing and recovering chemicals will not only improve the students sense of propriety but also enable him to know more effectively the process of recovery. For example, the recovery of waste iodine. This can be purified and recovered through filtration and sublimation. In silver salt solution, silver is recovered by using hydrochloric acid; thence, titration, filtration, reduction, etc. Mercury can be recovered through distillation but the one being illustrated is handy and inexpensive. The dirty mercury is funneled through a 120°-bent tube by drops. Each drop bounces down along the wall of the long tube filled with diluted nitric acid, about 1.5 normal. It settles at the bottom and passes out through the capillary tube, already cleansed and recovered. The science teacher can teach his students the many useful ways of recovering

chemicals. Polluted alcohol and benzene residues, for example, can be recovered through distillation.

Proper knowledge of material composition and purchasing, installation, and use of supplies and materials can promote orderliness in the laboratory. Let us illustrate this point briefly.

Cork is of two varieties: the natural (solid) and the cheap one which is granulated and bonded cork.

It would be wasteful to bore the latter as it will give way easily. It can only be used as stopper. Porous cork can be made airtight by soaking it in molten wax or vaseline in benzene. The natural cork should be bored two ways and the hole enlarged by a small round file.

Rubber stoppers, when purchased, should have no bored holes. Boring can be easily done by wetting the borer to lessen friction. Water, vaseline, or glycerine can be used to wet the borer.

The crucible is of three kinds: porcelain, metallic, and silica. The nickel crucible is much cheaper than the platinum one but it can not be used with fusible metals or compounds and chlorides. Silica crucible is easily attacked by alkalis and lead salts. For general purpose, use nickel, not iron, crucible tong. The idea behind this information is to let the students develop an analytical mind especially in the proper use of utensils.

Permanent fixtures, like gas and water outlets, should be of gun metal (phosphur bronze, of copper and tin composition) as this will not corrode easily. Metallic articles, especially those made of steel like

the retort stands and tripods, should be painted periodically to prevent rust formation.

Mortars and pestles are of various kinds, i.e., porcelain (glazed and unglazed), iron or steel, or agate, and each kind having definite use and advantage over the others.

A well-equipped laboratory has the Centigrade and Fahrenheit thermometers, up to 100°C, 400°C, 212°F, and 232°F, and even with the 1/10° readings. The students should be taught how to use and care for thermometers.

The barometer should be hung vertical and plumb about 5' from the floor, illuminated for easy reading, and in a place where the temperature is not affected by unnatural means.

To prevent extreme agitation when evaporating liquid by boiling, porous substances like pieces of broken pot or earthenware and charcoal can be placed in the liquid while cold. Whatever these substances are, they should not react with the liquid.

A laboratory teacher, like the seasoned technician, should be a handy man and trouble-shooter in order that he can be respected, obeyed, and admired. In this way, he can easily maintain discipline in the laboratory. For example, he should know how to remove a stuck-up or stubborn glass stopper. This he can do by tapping out lightly the stopper, heating uniformly the outer surface of the bottleneck to expand it, or dropping a penetrating oil (lube oil with little kerosene or gasoline) and heating the surface. To prevent the incidence of sticking up of stoppers, they should be greased first before restoring.

Meaning of Democratic Education *

I CAN remember when the maestro—in his inevitable americana and necktie—was an object of respect, affection, and even of veneration.

Then the wheel turned. For years, no one was more neglected than the poor maestro. In social functions, he counted least; his opinions mattered little even in his specialized field of education; and worst of all, he was tolerated as a sort of necessary evil, expendable except for the fact that the children must learn their alphabets.

* President Magsaysay's speech before public school superintendents at the U.P. Home Economics Building, Thursday evening, May 13, 1954.

In my administration, we propose to change all that. We wish to restore the teacher to his proper position of dignity and authority, and we wish to grant him that measure of independence he needs for the fullest exercise of his responsibilities and duties.

Moreover, I wish to emphasize that in the pursuit of this objective, the school teachers and officials inevitably play the key roles. If these roles sometimes seem to lack glamor, they are nevertheless of the highest significance to the future of our country.

Someone has said that if you win the youth, you win the future. This truism has been perverted by the totalitarians and utilized for the attainment of their own sinister ends.

We, too, wish to win the youth—but not to a slavish and unquestioning devotion to any set of dogmas. On the contrary, we wish to win them over to the appreciation and recognition of the principle and spirit of free and intelligent inquiry.

This is the meaning of democratic education.

Today, we live in a divided world. Our survival in it depends on the kind of decisions that we make.

It is therefore imperative that we learn the issues in their correct light and that we make discriminations and choices among facts undistorted by bias or the desire to mislead.

Needless to say, democratic education must start from the ground up. An education which provides tools only to a self-constituted upper class elite is worthless. It encourages dangerous delusions among the “educated” and it promotes a grievous social cleavage in which the great majority are prevented from expressing their aspirations and therefore loses touch with the government which is supposed to represent them.

In a word, this kind of education hinders rather than promotes the growth of democracy.

We cannot—and we must not allow this to happen. Fifty years of training in the democratic principles have impressed on us the rightness and fitness of this way of life for our people. We cannot permit it to be endangered so easily.

The object of our national educational policy is not just to produce literate people—meaning people who can read and write—admirable as that is, but to produce people fully equipped to participate in the community activities. The object, in short, is to produce complete citizens—aware of their environment and able, through their training, to adjust themselves to it.

Only through this means can we hope to make democracy mean something to our people.

Through this means, too, we insure the perpetuation of those principles for which, many times in our history, we have given up our very lives.

Taken from:

OFFICIAL GAZETTE, May 1954

pp. 1961-1962

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Community Resources for Learning

By Gaudencio V. Aquino

The child's total education is not limited to his school experiences and learnings. Life out of school constitutes a great part of the child's social and natural environment. In the various areas of this environment the child encounters a great number of stimuli to learning. It is the teacher's ability to unify these stimuli that in no small degree determines the significance of school experiences for the child. If these learnings are not properly integrated, if they are allowed to remain unrelated and isolated, the full development of the child suffers.

Background of Community Life

The community provides a considerable portion of a child's first-hand experiential background and gives meaning to his vicarious experiences. It is essential to interpret a pupil's behavior and reactions against

a background of community life. The teacher, therefore, should understand and utilize the varied educational resources of the community in which the child lives. Today, more than ever before, the individual is greatly influenced by the larger provincial, national, and world communities. But the impact of many of the conditions and problems of these communities can best be understood by relating them to the conditions and problems obtaining in the immediate or local community.

Values Derived by Relating Community to School Program

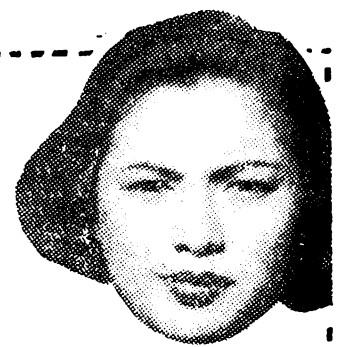
Different educators have given a litany of values that are derived by relating the program of the school to the community. They agree that the community represents a significant aspect of the child's



**CATCHING
COLD?**

total environment. These values may be summarized as follows:

1. Reading readiness may be developed in the first grade by use of signs in and near school.
2. The interests of the pupil in his immediate environment can be utilized to make school learning more meaningful to him.
3. Community study serves to vitalize and enrich the child's school experiences by practical application to actual situations.
4. Community study contributes to the realization of one of the school's major responsibilities, namely, that of introducing children to the life of their communities.
5. Community study contributes to habits of observation in children.
6. Community study develops pupil's appreciation and understanding of the social services of his community.
7. Community study counteracts isolation of the school from the realities of life, thereby enabling it to become a more effective agency of human welfare.
8. Study of community problems may become the antecedent for subsequent action to improve the quality of community life.
9. Community study provides opportunities for children to participate in socially useful, cooperative group endeavors.
10. Community study fosters cooperation of individuals and agencies interested in making community life more wholesome.



**PERIODIC
PAIN?**



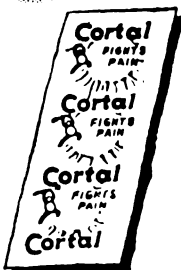
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Evidently these values can be realized only through intelligent selection and utilization of community resources. In order to reduce the social lag of education, it is imperative that curricular materials be adapted to local community conditions. It is well to remember, however, that in the utilization of community resources and in having the children participate in community activities and projects a proper balance with other educative activities be maintained.

Successful Teaching and Community-Centered Education

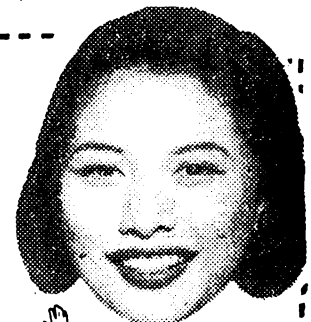
There is a relationship between the principles of successful teaching and community-centered education. Olsen gives a summary of this relationship as follows:

HOW TEACHING PRINCIPLES ARE UTILIZED IN COMMUNITY-CENTERED EDUCATION

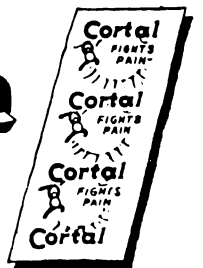
Basic Principles of Successful Teaching at Any Academic Level

I

Educate the child. The child is not just a mind to be instructed: he is a physically, socially, emotional-



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ly, ethically, and intellectually growing person. If his powers are to develop in proper harmony, he needs learning activities which challenge his emerging interests and abilities in all areas of his growth.

Integrated learning occurs. Well-planned community study projects necessarily involve not only intellectual understanding but, simultaneously, social poise, emotional control, physical activity, aesthetic response, and bodily skills. Pupils who explore a tenement house or a coal mine, for instance, develop all these aspects of the personality in unconscious integration.

II

Keep the program informal, flexible, and democratic. Children are restless and need confidence in their own powers and achievements. They therefore need every chance to ask questions freely, confer with other children informally, share in planning their individual and group activities, carry personal responsibility for group projects, and help to judge critically the results of their efforts. This requires that the entire classroom atmosphere be friendly and democratic as well as informal and flexible, and that children need not be held in unfair competition with standards of performance beyond their possible ability to achieve.

Informality, flexibility, and democracy are essentials of any program. Interviews, excursions, surveys, service projects, camping, work experiences, and extended field studies cannot be standardized from pupil to pupil, from class to class, or from year to year. Every child who participates can discover facts and report findings valuable to the group and hence build confidence in himself as he knowingly contributes to the advancement of the project. Group planning, shared responsibility, and mutual evaluation are possible in the highest degree.

III

Capitalize upon present pupil interests. It is of utmost importance that the teacher first discover what interests and purposes his students already have, and then use these drives as springboards to further desirable learning. Thus limited interests may develop into wider interests, undesirable purposes into praiseworthy purposes and the child's educational growth be best promoted.

Every child is interested in his own community. He may not be much concerned with irregular verbs or with the life cycle of *Bacillus typhosus*, but he is considerably interested in telling friends about his nextdoor playmate who is ill with typhoid fever. Beginning with these immediate interests, it is not hard for the alert teacher to stimulate class concern about the fact that the city does not inspect the milk supply, and that well-written letters of protest might be sent to the health commissioner and to the editor of the local newspaper.

IV

Let motivation be intrinsic. Most learners find few desirable incentives in the traditional system of school marks, honors, and penalties. Their most moving incentives are those of real life itself to explore the new and the interesting, to associate actively with other people, to manipulate and construct things, to compare opinions about matters which seem important, and to express one's self artistically.

The keynote is—"Let's find out!" Let's find out where that frog lives... what a police reporter does... how to interview an employer. Life-centered projects such as these, which actually develop out of student's interests, concerns and needs, require little artificial stimulation for their initiation and development. The operating incentives are those which are natural in people's lives and fundamental in their interest; they are definitely not artificial or academic.

V

Make learning experiences vivid and direct. Generalization will be mere verbalisms unless they are based upon meaningful personal experiences. That is why children need constant opportunity for motion pictures, radio programs, excursions, interviews, service projects, work experiences, and the like. Through such media the children receive more concrete, interesting, and meaningful educational experiences than they are likely to receive through the printed page alone.

Firsthand contact is ultimate realism. "We read about slum housing in our textbook," remarked one student as she stood in the back yard of a legally condemned but still-occupied tenement, "but I never believed anything could be as bad as this! Why doesn't somebody do something about it." Pupils who thus experience slum housing, or who watch a plasterer at work or who visit the morgue to see what a drunker driver do to himself are learning vivid lessons they will doubtless never forget.

VI

Stress problem solving, the basis of functional learning. Real education comes about when children intelligently attack real problems, think them through, and then do something to solve them. Every chance should therefore be given for pupils to discover, define, attack, solve, and interpret both personal and social problems within the limitations of their own abilities, interests, and needs.

Real life abounds in problems. These problems may be vast or trivial, personal or social, intimate or remote, but all of them are important to some persons in some degree. Pupils who visit a public health clinic to learn the truth about the symptoms, detection, and treatment of tuberculosis are gaining valuable experience in problem solving; so also are those who climb to the roof to visualize better the local village's transit development.

VII

Provide for the achievement of lasting pupil satisfactions. Students who dislike their work learn little from it, and retain that little briefly. Every effort should therefore be made to maintain learning situations wherein children will achieve genuine success, find satisfaction therein, and thus grow intellectually, emotionally, socially.

Possible satisfactions are many and varied. Children who discover for themselves how an elevator works, who aid in constructing a health exhibit for the country fair, or who help a neighboring farmer terrace his hillside can experience deep emotional satisfaction as well as increased intellectual understanding. Such projects bring feelings of success; success is satisfying; satisfaction brings increased enthusiasm; enthusiasm leads to further activity of the similarly creative and hence basically satisfying nature.

VIII

Let the curriculum mirror the community. Learning situations must reflect life in the pupil's own community if they are to be most effective. Since little transfer of training between diverse situations can be expected, it is essential that the core of the required curriculum directly reflect the basic social processes and problems of the community, rather than the logical subject areas of the traditional school, or the socially insignificant interest units of many activity schools. Not otherwise will the curriculum relate functionally to the personal interests, experiences, and needs of children today.

The community is used as a living laboratory. Within every community, large or small, urban or rural, go on the basic social processes of getting a living, preserving health, sharing in citizenship, rearing children, seeking amusement, expressing religious impulses, and the like. When pupils study familiar through actually unknown processes, develop intellectual perspectives, improve emotional outlooks and serviceable personal skills as they observe and participate in these processes, they are discovering for themselves not only the problems they face, but also the resources they can utilize in attacking those problems. Thus life, as well as the school becomes truly educative in their eyes.

There is a significant relationship between the principles of successful teaching and community-centered education. In other words, the utilization of the community as an educational laboratory is in accord with principles of teaching which are basic to effective teaching procedures.

Five Levels of Pupil Participation

Utilizing community resources for learning does not involve merely the collection of the facts of community life by the pupils. It includes active, intelligent, and responsible participation in community ac-

tivities. We may identify five levels of pupil participation, as follows:

1. Study of community conditions and problems by means of excursions, field trips, and surveys for the purpose of obtaining first-hand information.

2. Programs of community action planned by adults and carried out by pupils.

3. Community activities in which adults and children share in planning and executing the plans.

4. Pupil study of community conditions resulting in identification of a problem for solution, consideration of methods of solution, and initiation of action among adults.

5. Rendering of a needed community service by pupils as a result of their study of community needs.

As to the methods of obtaining information about the community, several may be mentioned: community surveys, school excursions and field trips, interviews with local citizens and officials, school camps, study of local records, and informal observations.

Community Surveys

Community surveys may be divided into two classes: (1) broad, general surveys of community conditions to obtain a general overview of the community; and (2) study of some specific problem of major concern to the group. Both types of surveys, if properly planned and conducted, have great educational possibilities. The aim of the survey should not be limited to obtaining information. From the educational point of view, the survey is of value only as the information gathered is related to other significant learning activities.

For the elementary school the most suitable, in general, is the limited type of community survey in which data are obtained in regard to one community problem or area, such as health, recreation, food production, or traffic safety. It would be well if, after investigation of a definite problem or need, the pupils can take appropriate action resulting in visible community improvement.

In the general community survey the kinds of information and methods of obtaining it should be determined by a process of democratic planning. The pupils may be organized into various committees, and definite responsibility for some phase of the survey may be assigned to each committee. The committee findings should be reported to the entire class for evaluation and interpretation.

In regard to general community surveys, Kilpatrick has stated the following caution:

Community analysis must take one beneath the externals. It is not enough to know that there are farm children in the school; one must know the life of the farm. It is not enough to see the stores, factories, churches, and public buildings; the good teacher must understand what these mean for the lives of

the people. To the fact that 1,000 people work in a textile mill must be added personal acquaintance with the life struggles of some of those employees. That there are ten churches in a small town is a fact without much significance, but the history of those ten cults, their leaders, achievements, internal dissensions, and competitive activities may reveal pretty clearly the strength and weakness of that community today.

The School Excursion

The school excursion is an effective method of providing direct experiences with the realities of social living. The educational purposes which may be served by the school excursion are the clarification of concepts, the observation of objects and processes in their functional relationships, the development of new interests and the intensification of old ones, the illustration of abstract ideas, the development of keenness of observation in particular fields, the acquisition of certain social abilities such as acceptance of responsibility and willingness to cooperate in group undertakings.

The maximum education benefits can be derived from a school excursion only when:

1. The pupils and teacher recognize the need for firsthand information in regard to a problem they are studying.

2. An appropriate excursion is carefully selected.

3. The suitability of a proposed trip can be ascertained by a preliminary trip by the teacher and committee of the class in which its educational possibilities are surveyed.

4. On the basis of the information obtained on the preliminary trip, the details of the trip are planned by the class.

5. The class is given full and explicit information in regard to the plans formulated.

6. By means of class discussions, pupils formulate purposes of the trip.

7. Pupil orientation and motivation are provided in advance of the trip by study of its educational significance.

8. Necessary arrangements are made with the proper school authorities.

9. Pupils formulate directions for observation and prepare a list of standards of pupil conduct.

10. The trip is followed by pupil appraisals, class reports, discussions, and the relation of information obtained on the trip to the problem being studied.

Documentary Materials

Documentary materials are good sources of information which supplement information obtained by firsthand investigation. The records of national, provincial, and municipal agencies contain specific information relating to past and present community conditions. Newspaper and magazine files contain

interesting accounts of community activities. Social service and public health agencies may have records which are of value in the study of juvenile delinquency and health conditions in the community. The values gained by pupils from the use of documentary materials are twofold, namely, the information obtained and experience in the elementary techniques of research.

Interviews

Interviews with local citizens are also worthwhile for obtaining information. Pupils may interview early inhabitants of the community who may provide human interest materials for a study of local history. Persons engaged in various community occupation may be interviewed to obtain information in regard to general working conditions, duties and training of workers, and the like. Similarly, local public officials may be interviewed to obtain information with regards to current community issues and problems.

Accuracy and keenness of observation can be developed and enhanced in elementary school children by careful firsthand studies of many features of their local community environment. Valuable insight can be acquired by pupils into many of their classroom learning activities by informal observations of processes in their homes and other community situations in the immediate vicinity of the school.

Social Sensitivity Achieved

While the value of relating the work of the school to community life as a method of enriching the curriculum and motivating pupils has been recognized, it must be said that the use of community resources has a broader implication; if, through contact with the community, teachers are able to instill in pupils the recognition of community problems along with a desire and plan to improve conditions, one of the major objectives of education, namely, social sensitivity, will be achieved.

The first requisite for the successful utilization of community resources is for the teacher to know interests, activities, and resource materials of the local community. The teacher can obtain information in regard to these matters through conversations with citizens, observation of community activities, and participations in community life.

The teacher will be handicapped if there are no readily available suggestions of resources which can be used in constructing school activities around community topics. It is the teacher's concern to become acquainted with the local environment and to compile a list of resources which could be utilized in various areas of learning activities.

Types of Community Resources

The following list illustrates the types of resources

to be found in many communities. Few communities provide all those suggested.

1. Business

- a. banks
- b. business officers
- c. food markets—retail and wholesale
- d. hotels
- e. laundries
- f. lumber yards
- g. restaurants
- h. service stations
- i. shops
- j. stores

2. Civic Organizations

- a. P.T.A.
- b. patriotic groups
- c. service clubs
- d. women's clubs
- e. youth organizations

3. Communications

- a. telegraph office
- b. telephone office
- c. newspaper office

4. Cultural

- a. churches, public buildings
- b. art studio
- c. bookstores
- d. newspaper and magazine stores
- e. public schools
- f. schools and colleges
- g. libraries

5. Governmental Agencies

- a. city or municipal hall
- b. local court house
- c. police department
- d. post office
- e. school supervisor's office

6. Health Service

- a. puericulture center
- b. hospitals
- c. health clinics

7. Historical Resources

- a. old landmarks
- b. printed documents and records
- c. local persons available as speakers
- d. memorial markers and buildings
- e. historical museum

8. Housing

- a. private homes
- b. public housing projects

9. Industries

- a. bakeries
- b. bottling plants

- c. factories
- d. farms
- e. public utilities, power and light

10. Labor

- a. headquarters labor organization
- b. regional offices Bureau of Labor

11. Nature

- a. aquariums
- b. birds
- c. farm animals
- d. florists shops
- e. insects
- f. plants
 - (1) land
 - (2) water
- g. public parks
- h. rivers, brooks
- i. rock formation, hills, mountains, etc.
- j. soil
- k. water fowl
- l. zoo

12. Public Welfare

- a. child welfare centers
- b. local Red Cross offices
- c. social welfare agencies

13. Recreation

- a. motion picture theater
- b. public park system
- c. public recreational activities
- d. private recreational activities

14. Transportation

- a. automobile service stations
- b. bus station
- c. garages
- d. harbors, docks, bridges
- e. railroad stations
- f. streets, traffic signs
- g. tourist services, trips to places of local interest

Concluding Statement

Utilizing community resources for learning is a good way of making learning significant to the child and of making his experiences meaningful and truly educative. It is the responsibility of both the classroom teacher and school administrator to seek ways and means of providing that kind of learning and those types of experiences to the end that they will contribute to the child's optimum growth and wholesome development.

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- Tupas, Bernardino, *Philippine Rural Problems and the Community School*. Manila: Jose C. Velo, 1955.



It Happened Once in Bethlehem

(A Playlet for Christmas)

By R. I. Cruz

NOTE: This is just an attempt by the writer to show that with a little research and a little ingenuity, a similar playlet can be written by any writer which can be used on a Christmas program.

CHARACTERS:

Joseph
Mary
The Three Kings
Two or three shepherds
An Angel
Santa Claus

Two children (one to give the introduction and another to recite the poem found somewhere in this playlet)

The rest of the class will compose the chorus.

For costumes, crepe paper may be used. The teacher may refer to Christmas cards, calendars or books where the Christmas scene is shown to give her an idea of the costumes.

THE PLAY

A CHILD (stepping out in-front of a make-shift curtain) —

With the coming of Christmas every year and marching through the pages of folklore and history are some persons who in a way, are dear to our hearts. From all nations of the world, they come in one form or another but always they mean only one thing — the message of peace, love and joy.

We now present to you a few of these persons who came upon the scene — "It Happened Once In Bethlehem."

(Curtain is opened. A manger scene in the middle of the stage is seen. Mary is kneeling by the cradle. Joseph is standing by with a little lamp in his right hand and a staff in his left hand. Off-stage, chorus sings softly "Silent Night.")

MARY (at the close of song) — You are very tired, Joseph. It has been a long way from Nazareth to Bethelhem with you walking all the way. You must lie down and rest a while. See! The Babe sleeps. He even smiles in his sleep. I think He likes His manger bed.

JOSEPH — I think He really does. How calm and peaceful the night is! (Lies down. Mary watches the Baby tenderly. Choir sings "Hark! The Herald Angels Sing." Attention is drawn to the angel holding a star above her and the shepherds watching their sheep.)

A SHEPHERD (standing at close of song) —
What perfume this,
That sweetens all the cold night air?
Faint breath of every sweet spring flower
Making the winter snowfields fair?

What perfume this,
That sweetens all the cold night air?

ANOTHER SHEPHERD —

O whence this star that sudden shines
Across the dark upon our sight?
Never the sun in all his glory
Shed such wondrous, tender light;

O whence this star that sudden shines
Across the dark upon our sight?

ANGEL — Fear not; for behold I bring you good tidings of great joy which shall be to all people. For unto you is born this day in the city of Da-

vid a Saviour, who is Christ the Lord. And this shall be a sign unto you! Ye shall find the Babe wrapped in swaddling clothes, lying in a manger. (Chorus sings loud the last strains of "Glory to God in the Highest." At the end of song, shepherds see the manger and fall on their knees. Then they slowly rise and exit as song "We Three Kings of Orient Art" is sung. The Three Kings with their gifts enter slowly looking at the star.)

MELCHOR —

It was foretold by prophets of old,
That, when the King is born,
A star will shine.

GASPAR —

And from afar, we saw the Star,
We followed its light for it is the sign
That the King was born come holy morn
And in this town, in some cradle lies.

BALTHAZAR —

There He is; in His manger bed!
Come! to Him, we offer our gifts.
(They approach the manger and put down their gifts one by one as they say their lines.)

MELCHOR —

Born a King on Bethlehem's plain
Gold I bring, to crown Him again
King forever, ceasing never
Over us all to reign.

GASPAR —

Frankincense to offer have I
Incense owns a Deity weigh
Prayer and praising, all men raising
Worship Him, God most high.

BALTHAZAR —

Myrrh is mine, its bitter perfume
Breathes a life of gathering gloom;

Sorrowing, sighing, bleeding, dying
Sealed in the stone-cold tomb.

(After offering their gifts, the Three Kings exit. Chorus sings "Jingle Bells". Child enters at the end of the song.)

CHILD —

There is an old fellow —
Quite oid, I believe —
Who visits the children
On each Christmas Eve.
He carries a bag full
Of candy and toys
And leaves them, they say,
God the good girls and boys.
But if you are naughty —
Never mind what I say —
You'll find your sock empty
When you wake Christmas day!
So here's Santa Claus —
As he hastens on his way —
His sleigh bells carol out to say

"A Merry Christmas on this day!"

(At the end of recitation, chorus sings "Santa Claus Is Coming To Town". Santa Claus enters with his bag of toys. To some, he gives out toys. To others, he shakes his head and continues to walk around the stage. At the end of song, he faces the audience.)

SANTA CLAUS —

Ho, ho, ho, my little friends
Now let me fix my cap
It's time you join us aloud
In saying "A Merry Christmas to all!"

EVERYBODY — "A Merry Christmas to all!"
(All sing "Merry Christmas to You" or some lively X'mas carols.)

Language Arts Materials for Christmas

By Tarciana I. Reyes

I. The poem and you

The Story That Never Grows Old

Once there lay a little baby
Sleeping in the fragrant hay
And this lovely infant stranger
Brought our first Christmas day.
Shepherds on the hillside watching
Over wandering flocks at night
Heard a strange, sweet strain of music,
Saw a clear and heavenly sight.

Though that day was long ago

Every child throughout the earth
Loves to hear each year the story
Of the gentle Christ-Child's birth.

And they seem to see the beauty
Of the eastern star again!

And repeat the angels' chorus
"Peace on earth, good will to men."

Guide questions for studying the poem:

1. Who is the infant told in this poem?

2. What did He bring to us?
3. When did this first Christmas day happen?
4. Where were the shepherds at this time?
5. What were they doing?
6. Where did the music that they heard come from?
7. Why do you think every child loves to hear the story of the first Christmas?

II. A Story to tell

THREE CHRISTMAS WISHES

By Velda Blumhagen

Little Star was lonely. She was far from the other stars in the Big Dipper. She was far from the other stars in the great White Bear.

She was all alone in her corner of the sky.

Little Star wished, oh, how she wished that she might be a Christmas star.

Little Pine Tree was lonely too.

He was not in a forest with other trees.

He was not in a forest with other pine trees.

He was all alone on his own little hill.

Little Tree wished, oh, how he wished that he might be a Christmas tree on Christmas Eve.

And Little Boy was sometimes lonely too.

He had no little brother. But he had a nice little sister.

He did not have any other children with whom to play.

He had only Father and Mother, Little Sister and their own pretty, cozy warm little home in the valley.

Little Boy wished, oh, how he wished that he might have a Christmas tree on Christmas eve with a beautiful star at the top.

Mother Earth heard the three wishes.

She thought and thought.

As she thought, the brow of her face wrinkled.

It wrinkled, and wrinkled, and wrinkled.

As it wrinkled, Little Tree was lifted higher.

Higher and higher and higher, went Little Tree's hill.

And Little Tree grew as his hill went higher and higher.

He came closer to the sky.

He could almost see Little Star.

He COULD see Little Star.

He lifted his arms up.

He STRETCHED his arms to Little Star.

Little Star saw and smiled.

She reached her arms down to Little Tree.

Little Tree gently lifted Little Star and placed her on his tip-top branch.

Little Star was happy now. Little Tree was happy, too.

Down in the valley, Father said to Little Boy:

"The air is growing very damp. The streams are higher. We must move to the hilltop."

So Father and Mother and Little Sister began to climb.

Up, up, up they climbed.

The little hill had become a mountain.

They climbed to the very top.

They found a safe place on the mountain top.

He found Little Tree.

"Oh, Mother, Father, Sister!" he called. "Here is a Christmas tree with a star at its very tip-top."

"Very pretty," said Father.

"Beautiful," said Mother. "We will tie some balls of fat and crusts of bread on it for the birds. I will give you some corn to scatter on the ground for the birds and squirrels."

"Then it will be a real Christmas tree with gifts on it," said Little Boy, "and it will have a beautiful star at its top."

Little Star, Little Tree, and Little Boy's wishes had come true.

And they were very happy.

Mother and Father and Little Sister were happy, too.

And the birds and the squirrels were the happiest of all because they had friends to give them food.

Questions to answer:

1. Why was Little Star lonely? Little Pine Tree? Little Boy?
2. What did each of them wish?
3. How did Mother Earth help them have their wishes?
4. How did everybody feel?

III. Read and study the Biblical story of "The First Christmas" (2nd chapter of St. Luke, verses 1-7.)

In connection with this story, give the children a simple historical background of Palestine before the birth of the Saviour — its people, government, religion, customs. This will give them an idea why Jesus was called the Redeemer or the Promised One.

IV. The picture study hour

"The Sistine Madonna" — by Raphael Santi
Facts worth taking up with the class in connection with the picture:

- a. The "Sistine Madonna" is regarded by critics as the greatest Madonna ever painted.
- b. It was painted when Raphael was only 34 years old.
- c. It now hangs in a room by itself in the Dresden Galleries and it creates such an atmosphere of adoration and reverence that, in its presence, no one speaks aloud.

Helps in the study of the picture:

- a. Look at the face of the Virgin. As you look at those wonderful eyes, what impression does it give you? (impression of divinity and holiness)
- b. How is the love for Her Child shown? (shown in her serene, loving countenance and in the way in which she tenderly holds the Baby in her arms)
- c. Look at the Baby. What kind of hair has He? (fine, silky hair) What kind of skin has He? (delicate and soft) In what way does He remind you of your baby brother at home or some

other baby whom you have seen? (He has the same appealing characteristics of all little children)

- d. See the colors that Raphael used in painting this picture. What do you think does the blue color of the Virgin's mouth suggest? (truth and constancy. Blue is the heavenly color and typifies divinity) the touch of red? (indicates love and sacrifice) the soft tones of the scarf? (harmonize the brighter color and suggest peaceful beauty) What do the green curtains of velvet texture serve to do? (to make the figures stand out more vividly and give balance to the picture)

Language Arts

A Long Range Plan for Grade III

By Rosa D. Magadia

Unit: Water Carriers

Center of Interest: Save Water Supply

I. General Objectives:

- A. To develop critical thinking at the pupil's developmental level
- B. To develop a sense of responsibility in training for citizenship
- C. To develop awareness of one's environment
- D. To develop the pupil's interest in safeguarding the health and safety of every individual in the community
- E. To develop interest in and a feeling of satisfaction as a result of the pupil's participation in creative and varied activities

II. Specific Objectives:

A. Knowledge, Abilities, and Skills

1. Oral Communication

- a. To increase one's vocabulary through listening, speaking, and reading
- b. To acquire more skill in speaking clearly in a natural manner
- c. To be able to carry on a conversation in an interesting way
- d. To develop the ability to express one's feelings and thoughts with originality
- e. To develop interest in pictures and the ability to talk about them
- f. To tell stories nicely

2. Reading and Literature

- a. To develop the ability to discriminate ideas
- b. To develop the ability to find the truth of statements
- c. To develop the ability to detect errors in the sequence of ideas
- d. To develop the habit of reading to gather data
- e. To develop the habit of reading for information
- f. To develop the habit of studying titles
- g. To know how to select interesting materials for dialogue, conversation, description, etc.

3. Written Communication

- a. To be able to write an original story
- b. To be able to write sentences with correct beginning and ending
- c. To be able to use capital letters properly
- d. To be able to write a short paragraph with proper indentation and margin
- e. To be able to write a short story about one's personal experience in an interesting manner
- f. To be able to write with correct spelling
- g. To be able to write sentences from dictation
- h. To be able to describe persons and things

- i. To be able to copy sentences and stories neatly and correctly
 - j. To be able to write titles correctly
4. Functional Grammar
 - a. To be able to recognize sentences
 - b. To know when a group of words is a sentence and when it is not
 - c. To be able to write sentences correctly
 - d. To learn the concept of nouns and their uses
 - e. To learn the plurals of nouns
 - f. To be able to name words that describe
 - g. To know the past form of action words
 5. Vocabulary List
 - a. Know the meanings and pronunciation of words in the list
 - b. Divide the words into syllables
- B. Attitudes and Appreciations
1. To develop self reliance, resourcefulness, courtesy, industry, and cooperation in group activities
 2. To develop interest in reading stories and other printed materials relative to the unit
 3. To develop appreciation for government projects concerning safe water supply in the community
 4. To create a desire to write original stories and descriptions
 5. To realize that safe water supply plays an important role in the health and progress of the nation
 6. To develop interest in group activities and to create a desire to take an active part in them
- III. Suggested Activities
- A. Initiation
1. Visiting the sources of water supply near the school
 2. Story telling by the teacher — "One Of The Late President Magsaysay's Projects"
 3. Arranged environment
- B. Raising Questions (Probable)
1. Where do we get water?
 2. Is it safe for drinking?
 3. What are the uses of water?
 4. How do we get water?
 5. Where should we put the water that we get from the wells and other sources?
 6. What are the persons who get water called?
- C. Planning the ways to study the unit
1. Research activities
 - a. Observations
 - b. Noting the necessary things used in carrying water in
 - c. Listening to stories about the importance of water to man, plants, and animals
 - d. Reading stories and poems
 - e. Telling stories
2. Creative activities for self expression
 - a. Painting murals
 - b. Making vocabulary chart pertaining to the unit
 - c. Drawing different ways of carrying water
 - d. Making albums about the unit
 - e. Spattering
- D. Oral Communication (Philippine Language Series, Book III)
1. Using new words and expressions in speaking; pp. 20-21
 2. Carrying on conversation interestingly; p. 22
 3. Giving original sentences; p. 24
 4. Finishing sentences by supplying the expressions learned; p. 22
 5. Telling stories from pictures; p. 21 and p. 24
 6. Answering questions with complete statements; p. 27
 7. Reciting poems nicely; p. 30
 8. Making wishes; p. 31
 9. Playing games; p. 27 and p. 33
 10. Speaking words correctly; pp. 44-45; p. 48
 11. Putting parts of sentences together; p. 27; p. 47; and p. 49
 12. Reading sentences; p. 39
 13. Making sentences; p. 39
- E. Reading and Literature (the same book)
1. Reading stories for information; "Water Carriers", pp. 19-20
 2. Reading to find the truth of statements; "More Stories to Read," p. 20
 3. Reading to select materials for a dialogue; conversation, etc.; pp. 22-23
 4. Reading to detect errors and sequence of ideas; "Juana's Accident"; p. 35; "Andres' Lesson"; pp. 41-42
 5. Reading to gather data; "Pure Water"; pp. 39-40
 6. Reading to find materials for pantomime; "Naughty Maria"; pp. 22-23
 7. Studying titles; p. 32
 8. Learning about margins; p. 33
- F. Written Communication (the same book)
1. Writing statements and questions; pp. 25; 29; and 34
 2. Copying statements and stories; pp. 28-29; 33; & 46

3. Writing original stories; pp. 31; 41
4. Writing titles correctly; pp. 32; 47; 50
5. Writing questions and answers; p. 43
6. Correcting sentences; p. 46
7. Writing sentences telling what happened; pp. 46-47
8. Correcting sentences; pp. 46; 49

IV. Evaluation Activities

A. Observable behavior

1. Have I learned to appreciate the dignity of labor?
2. Have I acquired the habit of making the water safe for drinking?
3. Have I develop interest in taking part in varied activities for the common good?
4. Have I learned to safeguard my health and that of others?
5. Have I cultivated the virtues of industry, courtesy, and consideration for others?
6. Have I learned to cooperate with others?
7. Have I learned the habit of waiting for my turn?
8. Have I learned the habit of working nicely with others?

9. Have I developed the habit of being polite and obedient?
10. Have I developed the habit of keeping my things clean and orderly?

B. Language Arts Skills

1. Have I learned to write sentences correctly?
2. Have I learned to copy sentences and paragraphs neatly and correctly?
3. Have I learned the habit of writing a paragraph with correct indention and margin?
4. Have I developed the habit of using capital letters where they are necessary?
5. Have I developed the habit of punctuating my sentences properly?
6. Have I learned the use of the past form of the action words?
7. Do I have the ability to write with correct spelling of words?
8. Have I learned to write titles correctly?
9. Have I learned the names of the words that describe?
10. Can I carry on a conversation in an interesting way?

A Long Range Plan for Social Studies

By Paz L. Baja

Unit: Christmas In Action

Problem: How can we celebrate Christmas properly?

Introduction: Christmas like every other holiday has its own significance and spirit. Among men it is sharing of our faith, joy, love and prayers in anticipation of brotherhood of man and everlasting peace on earth. Among our children it is a season of giving and receiving gifts in the spirit of goodwill. Children should not only love Christmas for the presents and merry-making it brings but in the deeper sense of its spiritual values. The concept of faith in God and love of fellowmen is the real spirit that should be inculcated in the minds of our youth. To realize fully the true essence of the spirit of Christmas, the following objectives are set to be achieved in this unit.

I. General Objectives

- A. To instill in children the spirit of Christmas as a living force in the life of a child.
- B. To make the celebration of Christmas both delightful and educative.

II. Specific Objectives

A. Attitudes and Appreciation

1. To develop a feeling of faith in God and love for fellowmen.
2. To foster love and reverence for parents.
3. To develop a desire to make someone happy on Christmas.
4. To develop an interest in giving gifts and greetings.
5. To appreciate Christmas symbols, poems, stories and songs.

B. Knowledge and Information

1. To learn the story of the First Christmas.
2. To understand the different ways of celebrating Christmas.
3. To know the different Christmas symbols.
4. To understand Christmas pictures, songs, poems and stories.
5. To know the different Christmas decoration.

C. Abilities, Habits and Skills

1. To be able to make Christmas decorations.

2. To be able to participate in a Christmas program.
3. To visit relatives and friends on Christmas.
4. To go to church of their own belief on Christmas.
5. To give gifts heartily and willingly.
6. To acknowledge with gratitude gifts and greetings received.
7. To develop the habit of hospitality and courtesy.
8. To pray for the happiness and success of oneself and others.
9. To increase skill in singing Christmas songs, reciting Christmas poems and relating Christmas stories.
10. To develop skill in making gifts for parents, brothers and sisters, relatives and friends.

III. Suggestive Activities

A. Approach

1. Initiation

- a. Display of pictures, posters, cards with greeting bearing a Christmas motif.
- b. Conversation about the displayed visual aids
- c. Naming the unit for study

2. Expected problems of the children

- a. Why do we have Christmas?
- b. Why do people give gifts on Christmas?
- c. What can we do to make others happy at Christmas?
- d. How can we show our love and faith in God?
- e. How can we decorate our room for Christmas celebration?
- f. How do we celebrate Christmas at home?

B. Development of the unit

1. Research Activities

- a. Reading Christmas stories and poems.
- b. Interpreting Christmas pictures and posters.
- c. Recall of Christmas experiences and Christmas gifts.
- d. A visit to the different classrooms to observe the Christmas decorations.
- e. Hearing a resource person.
- f. Listening to recordings of Christmas music and carols.

2. Expressional Activities

- a. Reciting Christmas poems, jingles, and rhymes.
- b. Telling Christmas stories.
- c. Relating experiences during Christmas season.
- d. Dramatizing Christmas incidents.
- e. Writing Christmas greetings.
- f. Writing simple letter of gratitude and invitations.

3. Manipulative Activities

- a. Paper Cutting

- (1) Christmas trees
- (2) Christmas bells
- (3) Christmas chain

b. Making or Constructing

- (1) Christmas wreaths
- (2) Christmas lanterns
- (3) Posters of Nativity

c. Decorating a Christmas tree in the room

- (1) Hanging gifts for classmates
- (2) Putting Christmas bells and chains
- (3) Placing the Christmas star

IV. Evaluation

A. Personality Test

1. Observing pupil's behavior and interest during the development of the unit.

B. Appraisal of the finished project

C. Written Test

1. Essay — in knowledge and understanding
2. Objectives — Information and change in attitude and behavior of pupils.

V. Suggested Culminating Activity

A. Inviting parents and friends

B. Class literary program

1. Singing Christmas songs and carols.
2. Reciting Christmas poems and jingles.
3. Movie show in which children relate the story as each picture is shown.
4. Dramatization and games.
5. Distribution of gifts.

C. Class get-together party

1. Serving the visitors with the refreshment
2. Pupils eat together in the spirit of joy and fellowship.

VI. Expected outcomes in terms of

A. Language Arts

1. Interpreting Christmas pictures and posters.
2. Reading and retelling Christmas stories.
3. Reading and reciting Christmas poems.
4. Writing and reading Christmas greetings.
5. Labeling Christmas gifts.
6. Writing simple letter of gratitude and invitation.
7. Writing correctly address of friends.
8. Correctly pronouncing and spelling words met in the study of the unit.

B. Arithmetic

1. Measuring length of chains and height of Christmas tree.
2. Solving simple problems relative to the cost of gifts and class preparation for the party.

C. Health and Science

1. Learning the foods suitable for Christmas parties.
2. Health habits in eating.

D. Arts and Physical Education

1. Singing of Christmas songs and carols
2. Listening to recordings of Christmas songs
3. Paper cutting for making Christmas posters and decorations.

4. Making Christmas cards

5. Learning simple dances for our Christmas programs

VII. References

1. Course of Study in Social Studies — Primary
2. Teaching Ways of Democracy
3. Correct English, Grade III
4. Philippine Language Series, Grade III
5. Philippine Readers, Osias, Grade III
6. The Flags and Other Stories, Grade III

Unit on How We Help One Another

By Silvina C. Laya

A HAPPY community is composed of happy families. Happy communities make a happy peaceful world.

Anything that affects our neighbors eventually affects us, even if we live an isolated life in an ivory tower surrounded by the highest of iron fences.

A. Objectives

1. General

- a. To appreciate the fact that all peoples and nations are interdependent in one way or another
- b. To understand and appreciate the value of cooperation in the solution of common problems.
- c. To develop a sense of civic responsibility and willingness to participate in the affairs of the community and the outside world.

2. Specific

- a. To know how we may help one another.
- b. To realize how various agencies and organizations help people, help themselves and others.

B. Problems and topics

1. The need for cooperation.
2. Agencies that contribute to the development of cooperation and understanding.
3. Local civic organizations — their objectives and activities.
4. Helping others.

C. Suggested activities

1. Field trips to the Liberty Wells, experimental stations in the community, hospitals, orphanage, or puericulture centers.
2. Reading about other peoples and countries.
3. Inviting persons who are connected with com-

munity improvement programs.

4. Interviewing officials, visitors, aliens in the neighborhood.
5. Reporting to the class on the interview or on the field trips.
6. Making a collection of clippings and pictures on cooperative activities.
7. Writing playlets or poems or songs on the United Nations.
8. Socio-dramas on local problems.
9. School exhibits on friendly nations.
10. Planning and executing a program.
11. Organizing a school club to promote friendliness through
 - a. Exchange of letters, stamps, pictures
 - b. Welcoming newcomers in school
 - c. Gift packages
 - d. Programs for visitors and hospitals
12. Listening to radio broadcasts.
13. Open forums on improving our relationships with other peoples.
14. School contests on the best plans or activities for better world understanding.
15. Making maps or charts to show that nations are dependent on one another.
16. Putting out one-page newsletters on cooperative activities.

SUGGESTED WORKSHEET

- I. What is the importance of cooperation on the lives of people?
 - A. What is meant by cooperation? What activities at home are possible through cooperation of its members? in school?
 - B. What are the practices in your neighborhood concerning:

1. Prevention of and protection against fire during the summer months?
2. Protection against lawless elements particularly in far-away barrios?
3. Planting season?
4. Moving from one place to another?
5. Dirty canals and streets?
6. Death or sickness?
7. Town or barrio fiesta?

C. How does the community meet the following problems?

1. Spread of a contagious disease
2. Lack of water supply
3. Rats and other pests
4. Illiteracy

II. What agencies contribute to the development of cooperation and understanding?

- A. Newspapers tell us about the damage caused by a storm, a fire, or an earthquake. What organizations and agencies help the victims? Look further into the activities of the SWA, the Red Cross, other agencies. How do newspapers help the victims?
- B. Have you sampled (or seen) the milk served free in the schools? That comes from the UNICEF, a special agency of the United Nations. Read further into the activities of the UNICEF.
- C. Have you read about studies on diseases here in the Philippines, or seen posters about help given to the people who have parasites or sick with H-fever? Then you must have heard of the WHO. What else can be said about its activities?
- D. The Philippines is an agricultural country. If you have read about the FAO, you will know how it helps our farmers.
- E. Have you read about the Asian Youth Forum sponsored by the UNESCO? Read how the UNESCO develops friendliness among people. See also how it helps our barrio people reduce illiteracy.
- F. Probably, your school has had visitors from other countries. Were they on the ICA exchange program? Try to interview the next visiting foreigner about his country and his aim in observing our schools.

III. What are the civic organizations in our community?

- A. There are boys and girls who have made good use of their free time. In what ways have the Boy Scouts, Girl Scouts, YMCA, etc. helped them?
- B. Is your father or mother a member of any civic organization? Inquire into the activities of the local civic organizations for adults.

- C. Can you name a project or projects in your community under any civic organization? If there are, which of these help your neighbors and the community? Which of these help people outside of the community? Do the community members cooperate?

IV. How do we help people outside our community?

Cooperation and sympathetic understanding are a two-way traffic. Each has a share in the responsibilities as well as in the results.

- A. Can you name the school organizations that help less fortunate individuals
 1. By means of literary or musical program?
 2. By giving them material aid?
- B. Besides giving cash contributions, how else do these school organizations help other people?
- C. Have you heard of the "Operations Brotherhood"? Read the papers about their work. Can you suggest some projects you and your class can do along this line?
- D. What would you do in the following situations?
 1. A stranger comes to your school to see the principal or a teacher.
 2. You see a salesgirl overcharging a foreigner.
 3. The neighborhood children are making fun of a Chinese boy.
 4. A student from another school has transferred to your class.
 5. There is an appeal for donations of blood from the Red Cross.
 6. Somebody at home is sick with a contagious disease.
 7. Your school has received books and magazines from abroad.
 8. You see one of your classmates tear a page of a reference book in the library.
 9. You see boys drinking or playing cards in a store near your school.

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Life of an American Teacher

By Alice Latta

IF YOU could meet the primary teachers of the United States, you would find that a tremendous majority of them are women. They are women of all ages from young girls to white-haired grandmothers. Some are married; some are single. Varied as they are in many ways, they share a serene, happy, tranquil expression — visible evidence of the patience, sympathy, understanding, and loving-kindness which they employ in their teaching.

To understand their problems, it is necessary to understand some of the conditions which affect all American teachers. First, each teacher is subject to one of forty-nine codes of school law — that of one of the forty-eight states or the District of Columbia. He is also subject to the rules and regulations of the elected school board in the local district in which he teaches. The present trend is to combine the local school districts into larger units. Just recently, one of our sparsely populated states combined over 1100 school districts into something over a hundred. Decentralization of school control encourages experimentation but makes it difficult to describe the life of a typical teacher.

Second, distinctions in salary and prestige between elementary and secondary teachers are rapidly disappearing. In their preparations, both share the same general education and educational philosophy; they differ in the courses they take to prepare them for the subjects they teach, and in the special techniques of teaching. Also, many states are adopting a "single" salary schedule which makes no distinction in pay between men and women, or primary and secondary teachers. These schedules are based upon the amount of education, and the number of years of successful teaching experience a teacher has.

Another reason for a lack of distinction among teachers arises from the fact that the overwhelming majority of those who join any professional organization join their state education associations, and the National Education Association. Membership in both is voluntary and rapidly increasing because of the many services they provide. Teachers from the kindergarten to the professor in the university, administrators, college presidents — all work in cooperation within the N.E.A. to solve the problems of American

education and, in the process, inevitably develop a mutual respect.

Third, teachers and citizens are partners in a daring experiment — namely, the attempt to educate all American children to the extent that they are capable of receiving benefit. This is practical recognition of the fact that our most valuable natural resource is our children. It is agreed that the quality of work done by the primary teachers may well determine whether this challenging experiment will succeed — or fail.

An increasing number of states require a primary teacher to have four years of college education, including a basic general education of the liberal-arts type, "subject-matter" courses, and courses in the methods of teaching. The latter group usually includes psychology, child growth and development, methods of teaching, and some practice teaching under supervision. A course in the school laws of that state is usually required. Absurd differences in certification requirements among the states sometimes make it difficult for a teacher educated in one state to teach in another.

Two types of problems confront the primary teacher: those which affect all public school teachers, and those peculiar to him. Rapid and continuing increases in the school-age population have resulted in teacher shortages and overcrowded classrooms. Bills introduced in Congress to give financial aid to the states for teachers' salaries and school buildings have been defeated by those who wanted economy or to get aid for their special interests. Inadequate finance for schools not only affects teachers' salaries and school building programs, but it also cripples the libraries and cuts supplies and teaching aids.

General problems of retirement, tenure, and sick leave are not solved, although in many states much progress has been made. Also, within a particular school system, it is still often difficult for teachers and administrators to talk freely about the problems of deepest concern to them. Teachers are fearful that the employment of large numbers of unqualified persons as teachers on an emergency basis will lower the standards and prestige of their profession. They are making strenuous efforts to enlist more young

people in the profession and to improve the qualifications of those already employed.

One of the most acute problems of the primary teacher is the lack of a few minutes to himself during the school day. From the time the first school bus arrives in the morning until the last bus leaves at night, playground duty and lunch duty, in addition to his teaching duties, give him no time of his own. He is legally responsible if an accident happens during any minute he is not with his students.

The primary teacher starts his school day early. He must be there before the first bus arrives if he is to have time to put material on the blackboard. When the students arrive, he assists with games on the playground, encourages the timid and restrains the actions of the over-aggressive, and provides Band-aids for minor hurts.

When the classes assemble, he probably opens school with the flag salute and pledge of allegiance. He may read a brief quotation which points a moral lesson. The language arts — reading, writing, spelling, speaking, and listening — constitute the core of the curriculum in the primary grades. The more progressive schools have each grade divided into a number of groups of students who are reading at about the same level of difficulty. In some schools, there is a primary department instead of three grade divisions. In that case, all the students in the first three grades may be grouped in as many as fifteen different reading groups with the remainder of their subjects grouped accordingly. There is no uniform schedule. Time is allotted for a variety of subjects and activities with other periods for active play and for rest.

The teacher provides the children with vivid experiences to enrich their background. The children then talk about it, write their own stories about it, read them to the class, and then read more about it in their books. They use a variety of techniques to learn new words. Since some children have a very narrow range of experience, the teacher usually arranges many field trips for which the school buses are used.

The students with their teacher visit all sorts of businesses, industries, the fire station, police headquarters, post office, stores, airport, zoo, museums, libraries, and gardens. They may raise plants and animals in the school room. They learn folk dances, to speak over a microphone, to make puppets and give plays, and plan and give programs. They often use audio-visual aids such as phonographs, movies, radios, and TV. Their teacher tells stories to an enthralled audience, and they in turn tell stories of their own.

The students learn some mathematics, stories of the early history of their community, and some rudiments of the social and natural sciences. They model clay and papier-mache, paint, sing songs, and play in rhythm bands. They learn traffic safety rules and some of the basic rules of health. A few schools are experimenting with the teaching of a foreign language in the primary grades. The community and the child's own experiences are centers from which he reaches out for new knowledge to add to what he has. A corollary is that the teacher must find "where he is and help him to go on from there."

The busy day, enlivened by the children's alert curiosity, trusting confidences, unfolding personalities, and growing self-control, comes to an end usually after 3:00 P.M. Grading the day's papers is a minor job. Planning the next day's activities in minute detail and collecting the necessary materials may take some hours. The teacher may have individual conferences with parents to discuss each pupil's problems and progress with emphasis upon how he gets along with others.

The teacher then shops for groceries, prepares dinner for his family, and often has to hurry to be ready to go to a meeting by 7:30 P.M. It may be an in-service class, a meeting of the Parent-Teachers Association or some other organization which serves the community, or a committee of the professional organization working on a problem of teacher welfare. He does have parts of Saturdays, Sundays, and summer vacations for his personal affairs, including some relaxation and meditation.

The teacher's standard of living is that of the middle class. He probably owns his own home, has a car, a radio, perhaps a TV set, and plans to send his children to college. His prestige, if he is a good teacher, has risen tremendously in the last five years with increased public interest in education.

A teacher usually becomes an integral part of his community if he is enthusiastic and competent in his job, and if he shows an interest in community affairs by being active in his church and in some of the service clubs. In addition, men hunt and fish, build a boat or their home, bowl or find companionship in some other hobby. The women may join study clubs, play bridge, interest themselves in politics, golf, or do some other activity which interest them. Only the teacher who is indifferent, or who frequently moves from one job to another, is likely to remain isolated in the community.

The primary teacher will not trade his job for any other. Why? He loves to help children to grow in knowledge and virtue, and he is proudly conscious of the fact that his job is the most important one in the nation.

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The Life of a Swiss School Teacher

By Robert Michel

Introductory

AT 49, I am beginning my thirtieth year in the teaching profession. I have been in turn teacher in a small village, then in a large town where I looked after classes of sixteen-year-old girls and boys. At present I am in charge of an open-air school, a type of establishment still little known in our country.

Yet in spite of an already long and varied career, I cannot claim to be able to provide a representative picture of the life of a Swiss teacher. Our small country of less than 5 million people is divided into 25 states or cantons, each of them independent as regards public education. As a result, the training, status, curricula and social activities of teachers may vary substantially from one canton to another and the life of a teacher in a mountain canton may bear very little resemblance to the life of a colleague working in the highly industrialized table-land.

Nevertheless, I imagine that some such differences are to be found in all countries and that there are many dissimilarities between teachers in large cities and those in isolated villages everywhere. Moreover, despite these divergences, it is undeniable that throughout our country the contacts provided by our national teachers' associations, the similarity of their aims and of the difficulties met with, and the presence of a strong national feeling result in the existence of enough characteristics common to all the country's primary teachers to enable me, subject to the foregoing qualifications, to justify the title of this article.

Training

When I ask myself what reasons led me to choose a teaching career, I must admit that there was no question of an undeniable inner sense of vocation, nor of a scientific vocational guidance — this valuable service was still little spoken of thirty years ago — nor even of a seriously considered personal choice. When I entered the Teacher Training School at the age of sixteen, it was by the wish of my parents, who felt that the fees involved in attendance at a secondary school and in a longer course of studies were beyond their modest means.

Thus, like most of my friends of that time, after having had some nine years of primary and upper primary education, I sat for the entrance examination of the Teachers' Training School.

The written part of this examination includes papers in French and arithmetic; the oral part covers the main subjects taught in primary school.

In fact, it is a competitive examination which selects from among the candidates the necessary number of pupils to ensure an adequate supply of primary teachers.

Candidates are recruited from the whole of the canton and mostly come from the middle class, both urban and rural.

Instruction is free and, to those who apply for them, the State grants scholarships repayable, without interest, in a stipulated time after graduation.

The course lasts four years and aims at giving a complete general and professional education. In the course of the last year students do practical work in practice classes attached to the School or in primary classes under the direction of experienced masters. Apart from the usual subjects, instruction is given in psychology, educational method, gymnastics, handwork and music.

At the end of the four years there is a general examination and those passing it receive the official teaching certificate entitling them to teach in public primary classes throughout the canton.

The village teacher

Once he has his certificate, the teacher must find a post. Nowadays, with the scarcity of teachers, this is not difficult. Thirty years ago, on the other hand, there was much competition. For my own part, I lodged my application for a vacancy in a small village where I was competing with 32 other candidates, some of whom had been waiting two years for a position.

Appointments are made by the municipal authorities, that is to say by the Municipality and by a School Committee representing the parents. The introduction of the candidates sometimes occurs in un-

usual circumstances. I remember introducing myself in a village which I did not know at all to each of the members of the selection committee. I found one of them at home, another in the fields, a third in the stable. I was received everywhere with the somewhat malicious friendliness of the peasant, always pleased to have the chance of embarrassing a young man who is new to the game.

The first two years constitute a trial period during which the appointment is only provisional. After this period the post is made permanent and this ensures steady employment. (In some Swiss cantons, the primary teaching staff is elected every four years by the electoral body of the commune. In the main, this unusual system operates to the satisfaction both of the authorities and of the teachers, surprising as this may be to our foreign colleagues!)

For my part, I spent 6 years in a village of 450 inhabitants, amidst a population wholly dependent on agriculture. The school consisted of three classes: an infant class for children between 5 and 6 (non-compulsory), and two primaries, one for children between 7 and 10, the other (of which I was in charge) for those between 11 and 16. There were between 25 and 35 pupils in each class.

It is not easy to give simultaneous instruction unaided, to children of such varied ages and, for example, to conduct 6 different arithmetic classes. Yet such is the lot of most rural teachers, some of whom are in charge of a single class comprising children from 7 to 16.

Centralized upper primary schools exist for outstanding pupils of between 12 and 16. These provide children from several communes with a more extensive curriculum than the primary school, including the study of a foreign language (German in French Switzerland, French in German Switzerland).

Most candidates for the Teachers' Training School, commercial careers and administrative posts are provided by these upper primary schools. None of them has boarding facilities since distances are never so great that pupils are unable to go home each day.

The secondary school, beginning at 10 years, attracts very few village children. Secondary schools, much less numerous than upper primary schools in the country, exist in the chief towns of the district and in all towns of any considerable size.

During these first years of work, I was responsible for teaching in all branches of the curriculum: French, arithmetic, national and biblical history, geography, natural sciences, singing, drawing, gymnastics and hand work, and I realized the full complexity of the young teacher's work and the inadequacy of his professional training. Only experience and a constant effort at self-improvement enable him to master the situation.

Moreover, the village constitutes a special community where everybody knows everyone else and where the new teacher is watched by one and all. It is a little like living in a glasshouse. This hard apprenticeship, however, is one which has its positive sides. I very quickly came to know the parents of my pupils, their work, their worries and their joys and this close contact was a great help in my teaching. The young schoolmaster's job is broadened to include all sorts of outside cultural activities which link him with the community and make him feel that he has a vital part to play. He may be called on to take charge of the local men's or mixed choir, to organize public theatre evenings either with his class or adults' clubs, to help arrange lectures or concerts, to assist with the public library or young peoples' sporting activities, or to act as a local Town Clerk.

It is worth noting that these days the development of means of transport, radio and television, tend to do away with village life as such and to some extent to free the teacher from these outside duties. Unfortunately, this tendency does not always lead to the cultural betterment of the people.

The town teacher

After six years in the country I took an examination which consisted of giving, before a jury and after 10 minutes for reflection two practical lessons required of all candidates. Following this, I obtained a position in the chief town of the canton, a town of 120,000 inhabitants.

This was a complete change, in my teaching duties and in my social life. I was in charge of a class of 35 10-year-olds in a school of 600 boys and girls, and among my pupils I found children who were more wide-awake, as well as more noisy, coming from very varied family environments.

I was quite lost at the beginning, having no contact with the parents, and feeling that I was a total stranger whereas the village had been like one big family.

In towns, the master teaches boys and girls who are all of the same age and who all follow the same curriculum. He looks after them for two or three years and then starts again with a new group. His best pupils go on to the secondary school at the age of 10 or to the upper primary at 11. Thus, by the time they are 12, all have left the primary classes except those who are ill-equipped for study. These require a constant effort on the part of the masters to adapt the teaching to that class of pupils, most of whom, at 16, begin a 3 or 4-year apprenticeship in some sort of manual trade.

The instruction to be given, is defined by an official work plan, valid for all primary classes throughout the canton, and clearly setting out the subjects

to be taught and the range. At the end of each year the results obtained are checked by written examinations in French and arithmetic. Only those students about to leave the school take oral examinations on the whole of the curriculum.

Although the framework of the teacher's work is strictly laid down in this way, he yet enjoys considerable freedom in his choice of methods.

The role of teachers' associations.

In this field, he receives useful assistance from the Teachers' Association, whose title of "Pedagogic Society" clearly indicates its basic concerns. Although not in fact a professional union, this association groups almost all primary teachers. It not only vigorously defends our material interests but also undertakes much work in respect of professional improvement.

The Association provides for its members such benefits as a weekly publication, lectures, publishing of valuable educational documentation, and the study and discussion of topics relating to the life of the school and the profession. Thanks to it we remain in touch with researches carried out by Swiss and foreign educationalists, and with new experiments. Through it, teachers can make their views known to the appropriate educational authorities or to public opinion and so make their influence felt in our scholastic institutions.

The teaching certificate does not carry the right to enrol at a university, but it does allow those so wishing to study, without giving up their class, for certain special certificates. These entitle them to teach, at an increased salary, in upper primary schools, in schools for retarded children, or as physical culture or handwork instructors in primary and secondary schools.

An open-air school

Personally, I was interested to teach in an Open-Air School, set up for the benefit of town children selected by the school medical service on account of their poor health.

The school comprises 4 classes with a total attendance of 100. It is located right in the country, half an hour by tramway from the town, at an altitude of 750 meters, in a most beautiful spot surrounded by forests. It is open from April to the end of October, classes being conducted in the town during the winter.

Pupils are taken there each morning by tramway and return home each evening at about six o'clock. The school provides meals at noon and at 4 p.m. and the pupils enjoy excellent climatic conditions.

A large part of the teaching is given in the open air thanks to easily transportable material.

A hour's rest period is provided for each day after the midday meal. Physical culture equipment, a swimming pool and various games are available to the pupils and there are the surrounding woods where, on very warm days, classes or games can be readily conducted.

This type of school, where children have natural and healthy conditions, away from the bustle and noise of the town but without being separated from their families, seems to me to be excellent. The pupils learn to live as a community, to take responsibility and to organize their little society themselves. They have the same curriculum as their comrades in ordinary schools but in more natural surroundings, and in an atmosphere where the educational influence of the teachers is greatly facilitated.

The economic status of the teacher

Thanks to the work of our Association, the economic situation of Swiss teachers may be considered satisfactory. Salaries, still very low when I began, are progressively scaled to the increased cost of living. Thus, an unmarried teacher starts his career with a salary of 10,700 francs and, after 12 years, this is automatically raised to 13,300. The married teacher receives a housing allowance of 600 francs and 300 francs per year for each child. In urban districts, where rents are very high, there are supplementary allowances varying greatly in amount.

These salaries may seem very high when translated into terms of foreign money. Considered in relation to the general level of Swiss life they must be described as average. There are 30 grades of public servants and the primary teacher is in Grade 15. It should be added that 1% is deducted from the above figures for compulsory contributions to the pensions fund and old age insurance and between 8% and 10% for direct taxes.

Women teachers have not yet obtained recognition of the principle of "equal pay for equal work" and their salaries amount to about 85% of those paid their male colleagues.

All primary teachers are compulsorily retired at 60 when they receive a pension of about 55% of their last year's salary.

In the event of a teacher's death, 50% of the pension is paid to his widow and 10% to each of his children until they reach the age of 20.

Social status

What place in society does public opinion accord the teacher? The question is a difficult one to deal

with in a few words and much may depend on his personality.

In a very general way, the teacher feels somewhat isolated. Ever since he left the compulsory primary school, his training has separated him from those who took up commercial, civil service, technical or manual careers. On the other hand, it is certain that the primary teacher is less well thought of than the secondary schoolmaster — who is always a university graduate — and that very often the fact of teaching young children or ungifted pupils strikes

the public, and especially the intellectual class, as lessening his prestige.

That, moreover, is why, along with many other valid reasons, many Swiss teachers are asking for a radical change in their training.

In conclusion, I must say that after a long career I personally find deep satisfaction in my work as a teacher, and that although I entered the profession more or less by accident, I still think it was a happy accident. And I know that the great majority of my colleagues share this point of view.

Unity, the Need of the Hour

By Eugenio M. Regala

THE objective of the greatest number of peoples of the world is peace — permanent and lasting — nurtured under the downy wings of freedom, democracy, and dignity of human beings as creatures of God. Emancipation, though sometimes slow in coming, is bound to come to the oppressed and the forgotten segments of society, in prophetic counterpart to Edwin Markham's immortal theme in his "The Man with the Hoe." In our free and independent republic, the laborers have been emancipated, though not fully, but they are headed to that necessary and certain direction. Labor and its welfare must be served. Labor is aware of its plight, its problems and its ends, and it knows how to go about its contemplated actions. It has the will, the potency, and the power to achieve. It shall achieve!

Not so with teachers — at least to the greatest bulk of them. They know their plight — yes! — but they lack the courage to uphold and to vigorously put it forward. They have potency and power but they lack faith to make this potency and power felt to smashing effectiveness. The teachers are amply possessed of faith and virtues but these are wanting in guts. Indeed, the teachers are united in words but pitifully and outrageously scattered in deeds. Unity among the teachers — not only in every Division but also throughout the Philippines — is not merely lacking. They do not have it at all. They do not realize its worth and its significance. They do not comprehend its tremendous and invigorating influence and welfare possibilities for a nation and its people, for peoples and humanity itself.

The teachers cater to every need of society without exception. They are part and parcel, as well as instrumental, in every affair of peoples and their governments and bring about the progress and well-being of all of these — always. They will continue to be so as long as mankind's existence in this rapidly changing world. But they — the teachers — should not be martyred for this: the sacrificial and demanding services expected of them. And they should not allow themselves to be martyred forever. They were also told by God to help themselves first before God, in His infinite power and mercy, will help them.

The teachers must be served. The people for whom unflinchingly serve also owe them service. The officials as well as the government of this people owe them that much in order to afford them commensurate decency and dignity, to give them God's blessings and their dues. But decencies, dignities, blessings, dues, another bonanzas do not just fall like rain on those who have great need of them. They will not come to the teachers who have very little love for each other and who are not united and whose faith is weak as their indifferences are strong. Political waves that hurl too weakly at the shores of the teachers' lives are thorned and brazenly far between. Oftentimes, there is never even a ripple that could trickle at his deformed face.

To achieve what is really and justly due them, the teachers of the Philippines must unite. The teachers of the world—for that matter—must unite. United, they will stand and conquer and achieve; divided, they will fall as surely as night follows day!

Ramblings Over Rubbles

By Martin Dideles

A STREET cleaner gathers all kinds of dirt. A market sweeper sweeps all garbage and smells all odors. Both develop physical fitness and effective olfactory adjustments to all sensations of odor — fair or foul. In that way, they serve society. The welfare of their fellowmen is their concern. Like any citizen, they are masons engaged in the task of building a nation. Has one ever assigned a place for the best among them in the gallery of great men?

It is trifle. Their achievement is not substantial. Their work is purely manual. They do not go into research. They are neither introverts nor extroverts. Nor are they ambiverts. No one can deny their being altruistic. Is altruism enough? To what portion of heaven does their altruism bring them?

Life's masonry is a vast expanse of rubbles and every man and woman is a mason. One either builds or destroys. One is not sure of his hold in the minds of men. The bronze statue of Stalin was pulled down and dragged. Mussolini was hanged and vilified. Rizal, the greatest Malayan is a controversial figure to many of his own countrymen.

Education is the searchlight that will enlighten our people. Our revised educational plan is the pride of our educational experts. It is a product of their vision, foresight and adroitness. In this, they excel, and, for this, they are assured places in the hall of fame.

Lack of textbooks, rooms, supplies, and teachers cripple the implementation of this revised and enriched policy. There was the threat to return to the double-single session classes to compel the field to stop asking for more extension positions. Politics win. Sound educational implementation is wistful thinking after all. Expert ideas are no match to realities when politicians hold the bag of gold.

Many of our top echelon officials in education are praised all over the world as paragons in group leadership, and, in this respect, they stand equal with world leaders. We are proud of them.

But, when we read in professional magazines such thing as "first thing first" when the salary adjustment law was implemented that our top echelon men adjusted their own salaries first, full and complete; that they helped themselves first in the partition of the cheese; that the small teachers have to be con-

tented with whatever was left, then, we have to believe that really the "best thing in life is not always easy to get".

The WAPCO "R" and "P" geographical difference in salary adjustment is another fiasco. It is segregation not integration. Democracy is a myth. How can one bring about a nationalistic, democratic society through a corp of teachers with an unbalanced, discriminatory and unjust salary scale? Do we employ experts to destroy our faith in the democratic way of life? What experts are they who can not feel what wage earners doing the same kind of job feel?

So goes the inequity. It crept into our lending institution by the name of GSIS. By operation of law, I am a contributor to the system. I inquired for loan requirements. I was answered that "only lots registered under Act No. 496, as amended, (with Torrens Title) and situated in Manila or suburbs, or in other chartered cities, or in first-class municipalities or provincial capitals may be accepted as collateral for the real estate loan which the System is granting to its members for house construction, repair or remodeling. It is further required that the certificate of title to the lot be registered in the name of the applicant or that of his or her spouse who may or may not be a GSIS policyholder". I know from newspaper clippings of one who borrowed without a title in his name and the amount was big for as the GSIS said "at the time of the filing of his application, the lot was already registered under Act 496, as amended, the title to which was in the name of the owner-vendor or the PHHC". It is very clear that the title to the lot "must be registered in the name of the applicant". In the case at bar, the PHHC who had the title was not the applicant for a loan. Nor is the PHHC the spouse of the applicant.

What masons are we? Like the street cleaner and the market sweeper, I have to carry on without malice in my heart against anyone. What counts is not how long we work but how well we do it. Equality is the flower of the mind, a dungeon for disconsolate souls, a graveyard of feverish hopes, and the resurrection of undying Christian virtues that will cherish for us a "faith to defend", a "great vision to inspire", a "great passion for which to fight" with much "sense of pride" with little or no "sense of indignation". Many may refuse to give us equality. God will give us the desires of the heart.

The CLAC Credit Union

By Arcadio G. Matela

CREDIT is steadily occupying an indispensable role in the business world where credit connotes integrity and ability to pay. In the Philippines, credit is associated with loans more than with anything else.

Loans can be life-saving or life-giving. The problem is where to get easy-term loans. Surely, not from usurers, those loan sharks who have the effect of sharks on lives whom the loans aim to serve.

From my experiences as public servant for twenty-eight years and as the present president of a state agricultural college, I realize how emergency needs, aggravated by low salaries and the rising cost of living, can often drive employees as much as farmers to the mercy of life-stifling usurers. It is evident, too, that agricultural graduates with all their technical know-how, enthusiasm and ambition often meet the frustrating block of lack of starting capital. Easy-term loans can be a solution but the requirements or collaterals and guarantors make loans difficult to get.

In the Central Luzon Agricultural College, training in agricultural proficiency includes training in thrift, in cooperatives, and in credit. Training in saving and wise spending is manifested by the fact that each student owns a student bank checkbook. For cooperative principles in action, there is a cooperative association which owns a store.

Having seen credit system work wonders in America, it became almost an obsession for the writer to organize a credit union in his college, not so much as to teach the advantages of loans, as to put to fullest advantage some dormant savings, however small it maybe, sleeping in trunks, "alcancias" or savings banks. Collectively, a small contribution from each member can amount to a substantial sum that can serve as a starting capital of a credit union.

What is a credit union? A credit union is an organization operating in accordance with law, whose primary aims are: to promote thrift and wise use of money; to have a ready source of credit for provident and productive purposes, available on easy terms and low interest; and to train the members in cooperative action for mutual weal.

The first formal attempt in cooperative enterprise in the Philippines was made as early as 1907, but it

was not until August, 1938, when Reverend Allen R. Huber established and founded a credit union at Vigan, Ilocos Sur. By 1941, thirty credit unions were organized and after the Second World War, many more were established.

The materialization of a dream of establishing a credit union came on March 1, 1954 when the Central Luzon Agricultural College Credit Union, Inc. was duly established and incorporated with the Securities and Exchange Commission. As incorporators there were fifteen staff members who contributed fifty pesos (P50.00) each.

The aims of the CLAC Credit Union, Inc., as embodied in its Articles of Incorporation, are as follows:

- "(1) To encourage and promote thrift and the habit of saving among its members;
- "(2) To make credit available to the members at a reasonable rate of interest;
- "(3) To educate the members in the wise use of money and to emphasize the importance of punctuality in meeting obligations;
- "(4) To finance the cooperative purchasing of the needs of the members;
- "(5) To advance the cooperative movement as a technique for improving the economic status of the people, having service for its motive; and
- "(6) To cooperate with the government of the Philippines together with all its instrumentalities in the execution of governmental policies which will redound to the benefit of the general public."

The CLAC Credit Union, Inc. is a non-profit organization and operates on a cooperative basis for service to its members. If there is any income it is distributed to its members and shared in proportion to their ownership claims and business activities with the organization. The voting rights of the members are equal regardless of the extent of their deposits and membership interest. Thus, a member who has a P1,000-deposit has the same voting power and privilege as a member who has only a P100-deposit. In short, one man, one vote.

The CLAC Credit Union, Inc. operates without any capital stock, but on fixed and savings deposit of its members. Membership in the credit union is open to all bonafide CLAC staff, students, and any other deserving individual or group of individuals, subject to the approval of the Board of Directors. By "deserving" is meant honesty, industry and good habits. With the approval of the application, the applicant pays a membership fee of ₱1.00.

In order to provide funds for loan, each member contributed a fixed deposit of ₱50.000 earning eight per cent (8%) maximum interest a year, as originally stated in the by-laws. To many members, this was made possible by saving ₱5.00 or ₱10.00 each payday for the Credit Union. The fixed deposit was later increased to ₱100.00 for each member by virtue of a resolution. After forming the habit of saving a few pesos each payday, it was not surprising for the members to increase their fixed deposit to ₱200.00 which is the present maximum amount for fixed deposit. Any amount over ₱200.00 is considered a savings deposit which earns four per cent (4%) a year.

The CLAC Credit Union, Inc., has grown from a very humble beginning. As can be seen from Table 1 and Figure 1, the membership at the end of 1954 was only 130, with ₱1,866.70 savings deposit and ₱3,824.00 fixed deposit. As of June 30, 1957, the members increased to 169 with savings deposit jumping to ₱8,355.76 and the fixed deposit, to ₱17,391.14. The total assets in 1954 was only ₱6,154.01. Within less than four years the total assets spurted to ₱28,703.62 or an increase of ₱22,549.61. In spite of this, there is still a need of augmenting the Union's finances. In fact, the writer, who is the founder and present president of the Union, withdrew ₱1,000.00

from his personal deposit in a bank and placed it as a savings deposit with the CLAC Credit Union, Inc.

The amount of loan which a member can borrow depends upon his salary or earning capacity, his credit in the community, the solvency of his co-makers or guarantors, plus his fixed deposit and savings in the Credit Union. Thus, a member who has a salary of ₱200.00 a month and who has a fixed deposit of ₱200.00 may borrow a maximum amount of ₱400.00. In no case, however, should the amount of the loan to one individual member exceed ₱500.00, unless a special guarantee or collateral is provided for to warrant the granting of a higher amount. This amount is payable within any number of months, but not exceeding one year.

The interest on the borrowed money is one per cent (1%) per month on the unpaid balance. At this rate of interest, a member who borrows ₱400.00 pays an interest of only ₱26.00 or six and one half per cent (6.5%) interest for twelve months, based on the following computation: for the first month, the borrower pays an interest of ₱4.00 which is one per cent (1%) of ₱400.00. After paying the first installment of ₱33.33, he pays an interest of ₱3.67 which is one per cent (1%) of the unpaid balance of ₱366.67. For the third month the one per cent (1%) interest on the unpaid balance is ₱3.33 and for the fourth month, ₱3.00. For the fifth to the twelfth month installments, the one per cent (1%) interest he pays on the corresponding unpaid balance are: ₱2.67, ₱2.33, ₱2.00, ₱1.67, ₱1.33, ₱1.00, ₱0.67, and ₱0.33 or a total of ₱26.00 as interest for twelve months on a ₱400.00-loan. Because he does not pay interest on the monthly installments already paid, he pays less interest after the subsequent payments, totalling to only six and one-half per cent (6.5%) or ₱26.00 for the

(Continued on page 65)

TABLE 1. Growth of the CLAC Credit Union, Inc. from March 1, 1954 to June 30, 1957

Particulars	For Year Ending Dec. 1954	For Year Ending Dec. 1955	For Year Ending Dec. 1956	Jan. 1, 1957 to June 30, 1957
1. Membership	130	150	161	169
2. Fixed Deposits	₱ 3,824.00	₱ 6,529.31	₱12,271.10	₱17,391.14
3. Savings Deposits	1,866.70	3,038.36	5,379.16	8,355.76
4. Total Amount of Loans Issued.	12,608.00	22,916.00	37,278.00	30,145.00
5. Total Loans Issued	103	153	161	110
6. Total Amount of Loans Outstanding	6,117.00	10,296.00	19,868.50	26,761.02
7. Total Interest on Loans	473.35	1,178.82	2,192.92	1,846.07
8. Total Interest Paid on Fixed and Savings Deposits	146.35	518.08	829.48	123.48
9. Total Operating Expenses Including Bonuses	406.40	716.73	1,367.97	138.38
10. Total Reserves	75.30	268.69	1,102.11	1,086.68
11. Cash Patronage Refund	175.71	290.20	283.49	*
12. Equity Reserve Fund	50.20	145.04	472.49	*
13. Education and Publicity Reserve Fund	25.10	48.35	188.99	*
14. Investments	—	—	—	—
15. Number of Employees	—	—	—	—
16. Total Assets	6,154.01	10,734.90	19,913.97	28,703.62

* To be computed on December 31, 1957.

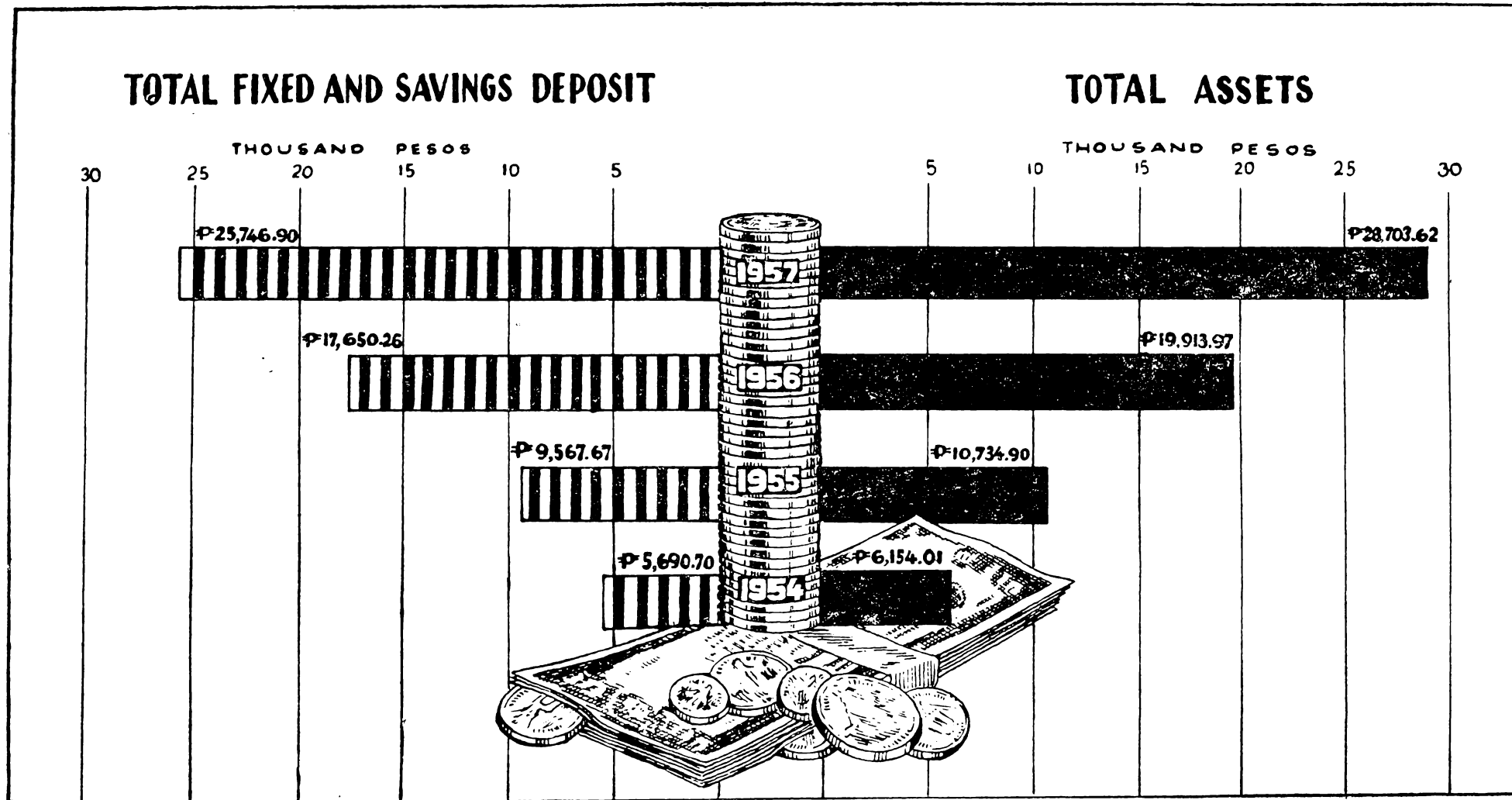


FIG. 1. GROWTH OF DEPOSITS AND ASSETS OF THE CLAC CREDIT UNION, INC. FROM MARCH 1, 1954 TO JUNE 30, 1957

Mr. Damasco and his Democracy

By Jose C. Balagapo

WHEN the newer trends of teaching hit the shore of Samar and in its wake flapped the democratic practices there was rejoicing in the ranks. They argued that there would be easier relation between teachers and supervisors. For more than two decades, supervisory personnels of the Bureau of Public Schools considered themselves privileged people and as such enjoyed blanket authority to supervise teachers activities in and out of school. The Supervisors at that time were "Lords of what they survey." Naturally the teachers regarded them as "demons" who were not only equipped with horns but also were out to "liquidate" them.

The new trends of Supervision which is a part of the trend came an announced after liberation when it was slowly injected into the system. Nobody then like to teach for the reason that the teacher's pay was not commensurate with the work done. It was a soothing balm that enhanced the teacher's entry into the service and when the government promised to hike the salary of the teachers every lettered person vied for the teaching post whether qualified or not.

But the teachers of Samar went into real cheering in the early part of the school year 1953-1954 when during a series of workshops in the province, the new look in the teaching service was officially put to its paces.

"Democracy should be practiced in the field. The teachers should be regarded as co-workers in the profession and not merely robots whose obedience are blind and whose opinions consequently are not respected. To the teachers belong the responsibility of the care of the child's moral and educational welfare, a task the Supervisor has nothing to claim to his credit. Supervisors must bear in mind that the teachers are the most important ingredient in any supervisory body. Without them the supervisor will not exist."

"The pupils are the owner of the school plant. In no case will they be denied the use of them. Teachers must remember that without the pupils, schools cannot be called such. The child should be guided along democratic patterns. Let us find out whether the pupils who did nothing have learned nothing in their stay." Ad infinitum. . .

Who "dictated" this new policy to the teachers in Samar? Mr. Eliseo Damasco, now the Acting Division Superintendent for Samar is directly responsible for the new practices of democracy in the province. He was at that time an Academic Supervisor.

Mr. Pascasio his boss at that time was loud in his praise for this Supervisor. "I brought Mr. Damasco from the Division of Lanao to disseminate the new trends of teaching in the province. I know that he is progressive as he is capable and he will not allow ideas to pass unnoticed. I have been with him long enough to know what is inside him. His passing the Division Superintendent examination proves my contention."

Mr. Damasco is a shy fellow and is troubled by an acute inferiority complex. But zeal in his crusade of democratic trends dissolved his timidity and set his tongue wagging with the new idea. Were he the politico type he might have achieved an official ceiling higher than he has reached today.

Recently lady luck did smile at him when the provincial board created a position of assistant Division Superintendent of schools. Without thinking twice the appointing power chose him for the position. And with the transfer of Mr. Pascasio to Cebu the total responsibility fell on his shoulders.

Mr. Damasco is not much of a talker. Oratory is not his forte. But when he writes anything for the consumption of the field, his piece rings with clarity and purity of the language.

Mr. Damasco put plenty of common sense in his deliberation. One time in Borongan during the initiation period of the workshop a Supervisor unwittingly asked him a question: Shall we allow children to sleep in the room?

As characteristic of him, Mr. Damasco answered with dispatch and caution: Mr.— if you face the problem professionally I think there will be no need for asking me that question. You know answers to questions are not always found in books and one of these is yours. My answer to that question is like yours as long as you reason professionally.

His predilection for other things besides teaching trends are easily noticed in the teachers family poli-

tics. He would not scold much less reprimand an erring subordinate and some self-appointed critics would allude the action on his "immaturity." Actually he does only what he preach to the letter. Democracy is the theme he would say and scolding and reprimanding would do the teacher no good at all. He would invoke Lincoln when he thinks some one needs a "flogging" and the flogging would not be done because "I might have done the same thing myself if I were in his place."

Many believe that his interpretation of the new trends of teaching is superflous and needs checking somewhere. That such "catch" words as mass promotion, total and partial integration should be given to moderation because many think that these new trends violate grossly some laws of learning. Actually Mr. Damasco does not compel any one to do his bidding. "If you are not ready to do any new trend teaching, by all means cling to any other and make it good." This assertion not only win plaudits of educational

centers but also give chances to skeptics to revise their thinking.

Old timers in the teaching profession may find faults with Mr. Damasco's democracy in the class room. They may even attach the "poor result of the teaching today" to this new kind of teaching; they may yet point juvenile delinquency as a direct result of too much school democracy.

Whatever comes after his "controversial" effrontery is anybody's guess; to some his efforts may have produced negative result but to some they must have achieved positive ones. But all the heckling will never improve the situation. What we want today he says are men with ideas accompanied by the zeal to do it.

Ideas of education says he in this world and in all ages may differ sharply but when it comes to the ultimate aim, they are all govern by the same denominator — the acquisition of knowledge. Timid Mr. Damasco is not after it.

Poems

1. CHRISTMAS GREETINGS

*I have
My Christmas card
Embossed within my heart,
Wishing you all the best of luck...
Dear folks!*

2. GOD SET ME FREE

*Out in this world God set me free
As free as birds up in the tree!
Out of His Scheme, I ought to see
And enjoy Life as it should be...
In my search for Truth and Beauty
I'm perplexed with uncertainty...
But certainly His Word shall be
The Truth to guide my Soul to Thee!*

3. CHRISTMAS OFFERINGS

*O Divine Child!
Accept my humble offerings
To Thee —
my Golden Love,
my Frankincense of devotion,
my Myrrh of sufferings
and mortification...
Amen!*

By EPIFANIO T. RAMOS

POEM SEEKING RELIEF

*typhoon x
powered by what
hit this land...
the truth who denied.
the victims now could
not as ghosts remain;
they must...why not.
but silence they chewed
like a wilted leaf;
theirs the crucifixion
of a pledge not yet.*

EXPLORATION

*could conscience spear
the heart; forget calvary.
i asked. yes...came
not from lips of saints
and virgins unsmiling, but
from every lightning and thunder...
oh, time! is earth now too
deadly for residence. if...
then give me the strength
to explore the sacred wounds
and claim love with all
its thorns and paroxysm.*

By Wilfredo Obligacion

Organization of School Cooperatives

By Laureano Avendaño

1. In order to help the teachers in the implementation of General Memorandum No. 130, s. 1956, which is the basic foundation of our school cooperatives, the following guides are hereby issued for the information of all concerned:

A. Main Objectives:

Elementary — Development and formation of ideas and habits of cooperation — Practice rather than theory.

Secondary — Planning and carrying out of activities conducive to understanding and practicing the cooperative way of life.

B. Phases of Work:

Teachers of each grade in the elementary and secondary levels should use the orientation unit before teaching the subject matter.

1. Teaching of theories.

2. Practical application of same as are experienced in the organization, management, operation and administration of school laboratory cooperatives.

C. Problems to be Considered in Teaching:

1. What to teach —

a. Kinds of cooperatives —

(1) agricultural — FACOMAS — Act 821 — ACCFA

(2) non-agricultural — credit union — etc. Act 565 — Cooperatives Administration Office (CAO)

b. Types of cooperatives — definitions, purposes and objectives of each type.

2. Why teach —

a. Understand the value of cooperative in the economic aspects

b. Understand why cooperatives in the past have failed

c. Alien control of our retail trade

d. "Bahala na" attitude — no self reliance — we should trust ourselves to counteract the "bahala na" attitude.

e. The failure of our government to regard and utilize cooperatives as a business scheme to attain national economic development.

3. When to Teach —

a. In the elementary grades — early childhood

b. In the secondary schools — receptive minds

c. College and adult life — right observance and correct practice

4. How to Teach —

a. The learner — Interest the child in the school cooperative movement by making them participate in the task — drafting rules and regulations; formulate, shape and execute their plan; management and supervision of same as responsible owners of their own cooperatives.

b. The teacher — He plays the role of a guide — He should have preliminary training in cooperative principles and practices. He should be interested in the social, educational and economic importance of the cooperative movement as a means to improve the living conditions of the people.

c. Facilities — Reading materials, such as books and magazines. Holding of programs, plays, dramas and cooperative pageant. Contests in theme writing, poems, playlets, etc. Annual distribution of patronage dividends.

D. How to Organize School Cooperatives—(4 steps)

1. The teacher calls all the students for an informal meeting, explains and discusses with them what a cooperative is, its objectives, aims and purposes; and the reason for organizing a cooperative association. The first meeting is informational in nature, the students being free to ask questions. All questions should be patiently answered. If the pupils agree to get together to organize a cooperative, they should appoint or elect a committee of five or seven members to draft their constitution and by-laws.

2. Working committee — The teacher should explain to the members of the committee the significance of the by-laws of the cooperative, and the main points to be considered in drafting these by-laws. Even if there is already a prepared by-laws of the school cooperative, the members of the committee should discuss it, article by article, not only for the purpose of making modifications, but also to be able to answer any questions that may come up during the discussion in the general assembly. A glance at the model constitution and by-laws of the school cooperative will serve to show how educative such organizations are.

3. The committee calls a general assembly meeting which functions as in any other type of cooperative are, the discussion and approval of the constitution

and by-laws, election of the Board of Directors, Finance Council, etc. establishment of plans, programs and policies and final organization of the cooperative. Whenever possible it is a good policy to have all grades in schools represented in the board of directors and finance council, in order to obtain better integration and broader understanding among the members. The teachers should be included in the Board of Directors and Finance Council to guide the young children in this matter. If government subsidy is given the teachers may compose the majority in the board of directors. A representative of the government branch of the cooperative should attend the general assembly to give official and moral support to the association and to arouse the cooperative feelings among the children.

4. After the by-laws are approved and the whole administrative set up organized, the Board of Directors should take steps (a) to put the cooperative function according to its constitution and by-laws, (b) to get in contact with the cooperative supervisor or cooperative agent in the province to set up the program, for the whole cooperative.

II. For practical purposes, each grade may organize a laboratory consumers cooperative which may deal on pencils, papers, ink, and other school devices. The capital may be raised by the purchase of shares of low denominations and monthly savings deposit as a result of thrift. The class laboratory cooperative may be federated and organized into a school cooperative. In this way, a pupil becomes a member of the school cooperative, for six years before he graduates. By that time he must have learned the tenets, principles and practices, the ideals and objectives of cooperatives. Every member is entitled to his patronage dividends and the refund of his deposit when he graduates or leaves school.

III. The teacher plays a leading role in this cooperative movement, hence the necessity of cooperative seminar where they will fully understand the history, methods and principles and practices of cooperation. When they are fully trained, they will serve as the best agency in carrying out the promotion and organization of cooperatives in the rural communities thru the Parent-Teachers Associations with whom they are in direct contact. When the parents have been fully enlightened, they will spontaneously cooperate to join the cooperatives association, which is a strong foundation of our national economy.

IV. Demonstration classes for each grade may be held during the teachers conference to show how the Orientation units and the objectives as suggested in General Memorandum No. 130, s. 1956 may be tried out by teachers in the municipality.

The advertisement is a collage of illustrations and text. At the top, a speech bubble from a smiling woman says, "There's an **YCO WAX** for every cleaning job!". Below this is a large can of "YCO FLOOR WAX" which also features "INSECT REPELLENT" branding. To the right, another woman is shown cleaning a window. Below the can, a man in a suit is depicted in a circular frame, with a speech bubble that reads, "Spruce up for that 'holiday look' with **YCO WAX!**". To the left of this man is a small illustration of a child cleaning a desk. At the bottom right is a bottle of "YCO Liquid Polishing WAX". The entire advertisement is decorated with stars and snowflakes.

Christmas Reunion, 1944

By Amparo R. Asuncion

CHARACTERS

- Elisa — a guerillera, masquerading as a seller of fruits
Carding — a guerrilla runner, Elisa's brother
Manuel — Elisa's elder brother, imprisoned by the Japanese
Miguel — Elisa's betrothed, who was studying in the United States when World War II broke out
Capt. Tanaka — a young Japanese officer in love with Elisa
Lola Impiang — Elisa's mother
Aling Monang — a market vendor
Band of street urchins — They carry *bayongs* and stick brooms with which they sweep up rice and other foods craps scattered in the street.

SCENE I

A *talipapa* or make-shift market set opposite a sentry box at the door of a Japanese camp. Carding tends one of the stands, Aling Monang tends the stand next to his.

When the curtain opens the sentry stands at his box. Buyers come and go and do their shopping in dumb show. Street urchins dart in and out picking up scraps and trying to filch some fruits.

Narrator: This is the day before Christmas in the year 1944. An ominous quiet broods over the occupied city of Manila — the ominous quiet that precedes a storm.

The Japanese soldiers have dug in at every street corner and behind the pile of sand bags one can see only the top of their helmets and the glint of their slit eyes.

It has been rumored that the Americans are coming in from the north by land, and from the south by sea. American bombers have been sailing over the city and dropping deadly bombs every morning for almost two months now. Manilans take the bombing in their stride, merely ducking under their breakfast tables until the bombing is over, then sallying out to their respective businesses, trying to look not so happy. For the desperate Japanese are most suspi-

cious these days and the slightest mistake can mean death.

Right now, behold another unfortunate being dragged into their camps!

(Enter Japanese soldiers dragging a heavily bound prisoner between them. The people in the *talipapa* pause to stare for a moment, then turn their backs and resume their buying and selling.)

Monang (to customer): That is the sixth prisoner they have brought in this morning.

Customer: What did he do?

Monang: Who knows? You can get arrested just for breathing the air these days.

(Carding steps out of his stall and gives a sharp whistle. Street urchins fall in line behind him, start up a song, and march around the stage.)

SONG

(Sung to the tune of "Stout Hearted Men")
Give me some men who will sweep up the rice
That the enemy spill on the ground
Give me some men, even just little men
Who will work with big men underground. Hey!
Shoulder to shoulder and bolder and bolder,
For help will soon be around — Men
Stout hearted men!

Are what we need for the underground. (Repeat)

(Japanese soldier comes out and chases urchins out of the scene.)

Monang (calling): Carding! Now, where did that boy go?

Carding: (Appearing from behind some baskets) Here I am!

Monang (Scolds): If your Ate Elisa sees you playing around with those dirty boys, she will surely give you a whipping. (Spies Captain Tanaka) Ah, here comes my suki, Captain Tanaka. (Waves and calls) Hai! Suki! You like papaya today?

Carding: *Ohayo*, Captain.

Tanaka: *Ohayo gozaymas!* (Pats Carding on the head) Where sister?

Carding: Oh, Ate Elisa? She is at home making the house ready for Christmas.

Tanaka (thoughtfully): Ah, yes. Home *Kurimas*.

Carding: But Ate Elisa will be here soon.

Monang: There she is! And she has a new dress on. (To Captain, with a sly smile) Pretty girl, isn't she, Captain?

Elisa: Captain, do you have any good news about my brother Manuel?

Tanaka: Good news, Erisa. This afternoon — he free man.

Elisa (Clasping her hand): Captain, is this true?

Tanaka: True.

Elisa: Oh Captain, my old mother will be the most happy woman on Christmas Day when he sees her eldest son alive and free!

Carding: What! Is Kuya Manuel out of prison already?

Elisa: Hush! Go away, Carding.

(She draws Tanaka to the back of the stage and they engage in animated conversation out of hearing.)

Monang: Pst! Pst! Carding, is your Kuya Manuel free now?

Carding: I don't know.

Monang: If Captain Tanaka helps to free your brother, Elisa will surely have to marry him.

Carding: Marry him? Marry a Japanese? Ate Elisa would never do such a thing.

Monang: But look at them. Are they not the picture of two happy lovers?

Carding: Bah! She is just playing along with him until Kuya Manuel is free. Besides, don't you know that she is already betrothed to Miguel?

Monang: But Miguel is far away in the United States.

Carding: Yes, but he could not help it. He was studying there when the war broke out.

Monang: He may never come back.

Carding: Of course he'll come back when this war is over.

(Elisa and Captain Tanaka come forward. They both look very sober.)

Carding: Why do you two wear such long faces? Have the Americans arrived?

Elisa (Aghast): Hush your mouth, you foolish boy!

Tanaka: (Raises his hand as if to slap Carding, but restrains himself) Bad talk, boy. Even American — he come — no Filipino — to meet him.

Carding (mockingly): You think so? If the Americans should come, there would be no Filipinos left to meet them?

Tanaka: (Sternly) I not think. I know.

Elisa: (Changing the subject) Captain Tanaka is going away. He advises us to leave Manila. He says it will be safer if we go to the province.

Tanaka: Yes. When brother — he come home — better you go — province.

Carding: Then Kuya Manuel will really come? He will join us at our Christmas reunion?

Tanaka: Re-union? What is re-union?

Elisa: The Christmas family reunion is a Filipino tradition, Captain. On Christmas Day the whole family gather under the parental roof. All the little grandchildren pay their respects to the Grandfather and the Grandmother. In return the grandparents give them little gifts of money, toys, or cookies.

Tanaka: Very good custom. Japanese — we honor parents — *orso*.

Carding: During our family reunions we usually have the best food. I mean, we *had* the best food until you people came and ate up everything.

Elisa: Carding! Mind what you say!

Tanaka: (laughs tolerantly) "To the victor — he berong — the spoils." Ne?

Carding: (mutters) You're not going to stay victors very long.

Tanaka: What you say?

Elisa: Oh, pay no attention to him. You were saying that you yourself will bring Kuya Manuel home?

Tanaka: Yes, Erisa. Then —

Elisa: Then, what, Captain?

Tanaka: Erisa, then I tell you — something.

Elisa: Something?

Tanaka: Yes, something I —

(Air raid siren begins a long whine.)

Tanaka: Air raid! Run! Run!

(All exit running as the sound of planes and bombing fill the air. Street urchins enter stealthily one by one and filch fruits from the fruit stands.)

Carding: (Suddenly appears) Stop, thieves! (Snatches fruit away.)

First boy: You promised you'll give us something to eat if we —

Carding: Yes, but first tell me what you have found out.

Second boy: They are holding thirty Filipino prisoners and two white men.

Third boy: The Japanese camped in the schoolhouse left early this morning.

Fourth boy: They mined Pritil Bridge.

Fifth boy: They also put booby traps inside the church.

Carding: Did you warn the people around about this?

All: Yes. Yes.

Carding: All right. Here. (He tooses some fruit to them and they scramble for it.)

(A limping beggar with a buri hat pulled over his face enters. He limps over to Carding's stall and holds out a shaking hand.)

Carding: *Patatawarin po*. Sorry. We do not give handouts here.

(Beggar raises his hat for a minute and quickly puts a finger to his lips.)

Carding: (Jumps up) You! You! How, how did you come all the way from —

Beggar: Hush! Where is she? How is she?

Carding: She is all right. But you?

Beggar: (whispers) Follow me.

(The two exit as people begin coming back into market place, Elisa among them.)

Elisa: Carding! Carding! Now, where did that boy go?

(Carding walks in looking dazed.)

Elisa: Why do you look like that? Have you seen a ghost?

Carding: A ghost? Yes, yes, it could have been a ghost. I can't believe it, I can't believe it. (Shakes his head.)

Elisa: Can't believe what, foolish boy?

Carding: (Turns to his Ate and grips her hands) Ate, tomorrow I will bring you a Christmas package. You will never guess what's in it.

Elisa: You, bring me a Christmas gift? I would not touch it even with a ten-foot pole. I'm sure it will be another dead mouse or a lizard again!

Carding: (laughs) Oh no, this gift I'm bringing you will be real surprise.

Elisa: (Catches him by the shoulder) Surprise? What surprise?

(Carding breaks off her hold and runs away laughing.)

Carding: You will have to wait until Christmas Day.

SCENE II

(In the sala of Elisa's house. Lola Impiang hovers solicitously over Kuya Manuel who, looking sickly, lies back in an armchair. Two families with several children enter and make proper greetings in dumb show.)

Narrator: This is Christmas Day in the year 1944 in the occupied city of Manila. There is misery and poverty in many a home and deep suffering in many a heart but in spite of this or maybe, because of this very suffering, the traditional celebration of Christmas is observed with a deeper fervor.

Braving the Japanese *zona* and risking encounter with surly Japanese sentries, whole families walk through the dusty, dirty streets to hold a reunion in the parental home, for if the Japanese make good their threat to burn Manila and massacre the whole populace before the Americans come, this may well be their last Christmas together.

Housewives has skimped and saved so that on Christmas day they would have something to serve their family worthy of a Christmas feast. Never was there a more selfless or generous Christmas. Always with the thought of death back in their minds, every member of the family vies with each other in the generosity of his gifts and the thoughtfulness of his actions.

Who knows what sacrifices were made so that there could be a little more meat on the table? Who knows

how many sleepless nights were behind those little gifts of knitted socks, made-over clothes, or embroidered handkerchiefs that were bestowed with so much affection?

And as the dimming eyes of the old parents go around the festal board there are tears in the heart for the absent faces, but deep thanksgiving that at least this son or daughter has been spared.

Lola Impiang: God has been merciful to us this Christmas Day. He has brought us back your Kuya Manuel and here we are all together. If I were to die tonight, I would die content.

Elisa: Inay, do not talk of dying. We have everything to live for.

A sister: Inay, you have not heard my Alicia recite her Christmas poem yet, have you?

Lola Impiang: Let's hear your poem, Alicia. (Alicia, a little girl, recites her poem.)

Elisa: (claps) Very good. Now let us have some singing.

(At this point, a vocal solo, duet or any other music could be introduced.)

Elisa: Let us all join in the singing of Christmas carols. Everybody sing!

(Family sings Christmas carols. A variation could be: having a group of singers sing the carols outside their window.)

Another sister: Inay, it is time for your siesta and time for us to leave.

Her husband: Yes, we have to visit my mother also, Inay. We have not gone to see her yet.

Child: And my Ninang. We must go to my Ninang!

Lola Impiang: Yes, yes. You have to go and visit the other grandmother and all the Ninangs and Ninongs, too.

All: Goodbye! Lola. Goodbye, Tio Manuel, Bye, Tia Elisa!

(Exit visitors. Enter Carding.)

Lola Impiang: Where have you been? Your Ate Elisa has been looking everywhere for you.

Elisa: Well, Carding. Where is that surprise you promised me?

Carding: (peers around, then gives a low whistle. A door opens and out steps Miguel.) Surprise!

Elisa: (runs forward) Miguel! (They clasp hands.)

Lola Impiang: Miguel, you here? (Miguel kisses the old woman's hand.)

Manuel: Then it's true. MacArthur has returned. (He pumps Miguel's hand up and down in great joy.)

Miguel: Yes. MacArthur has returned and the whole Philippines will soon be liberated.

Elisa: But you, how did you come?

Miguel: By submarine. We landed on the Tayabas coast early in November. (Shows Manuel some papers.)

Manuel: And you contacted our guerrilla unit there? You are one of us?

Miguel: Yes, they were the ones who told me you were in prison.

(Sound of heavy footsteps)

Miguel: (springs up) Who's that?

Tanaka: Surprise! (The Captain stands in the open doorway, a bunch of flowers in one hand, a gift box in the other. When he sees Miguel confronting him with a cocked pistol, the flowers drop from his hand.)

Carding: (Hisses) Shoot him!

Manuel: No! Here! Use my knife. It makes no sound.

Elisa: (Throws herself before Tanaka) No! No! Don't kill him.

Miguel: (Suspiciously) Why not? Do you love him?

Elisa: (Passionately) How can you ask that?

Miguel: Then why?

Elisa: He saved Kuya Manuel from certain death in Fort Santiago. And now...

Manuel: But Elisa, we cannot help him go free!

Carding: He must die. There's no other way, Ate. If he goes free, he will bring the whole garrison upon us.

Miguel: (Grimly) It is either him or us.

Elisa: (Appealing to mother) Inay! Save him!

Lola Impiang: My sons, remember this is Christmas Day. Please— please—

Miguel: (Bitterly to Elisa) You do love him then. You would risk our lives to save his.

Elisa: (Weeps) Oh, no— Not that! But I can't bear to think — after all he has done for us —

(Captain Tanaka makes a sudden dash for the door. Carding trips him and as he falls, Manuel plunges a knife in his back.)

Elisa: Kuya! You killed him! You — whom he has saved!

Manuel: (Sorrowfully) Child, such is war.

Lola Impiang: (Sinking to her knees) Oh, Lord, forgive us all!

— CURTAIN —

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The Importance of Storytelling to Growing Children

By Benjamin C. Batalla

HAVE you ever tried to tell stories to your class? Or do you take pains of reading stories for your children, then telling the same in the best way you can?

I think that quite a number of teachers have almost forgotten that very interesting and effective device of creating children's appreciation of literature. There are some who feel that they are too old to read stories about pets, folktales, simple adventures, bundles of surprises, and pretty plots of childhood games and fun. Some others believe that storytelling is a waste of time and effort that could be better spent to other important phases within classroom activities. These wrong opinions of some teachers need attention and correction. Telling stories to growing children is a phase of teaching that should have a definite phase in the rather over-crowded reading program. No teacher should deny the importance of this feature nor should be too busy to neglect the phase of work because well told serves the pupils much more than merely giving them rich and wholesome entertainment.

1. Storytelling enriches and expands the pupils experience.
2. It introduces them to stories that have true to life worth.
3. It arouses in them the desire to read stories as interesting as the one they heard.
4. It sets for them, a pattern for effective storytelling.
5. It makes them appreciate the value of well-chosen words, good pronunciation, and proper expression in storytelling.
6. It makes them feel that the teacher is a close friend, just like a mother, and elder sister, or an aunt.

Many, indeed are the benefits derived by children from the teacher's storytelling, it becomes the latter's business to read children's literature. Select good stories, and practice telling them well. Have it painted in mind that a story well told will live in the pupils memory long after lessons and preachings, threats and warnings have been forgotten. How many

of our grown-ups and even our young graduates of today take the pains in reminiscing over their school-days, ever so fondly repeat the incidents, in the stories, my teacher told us. I think only a few or none at all can recall the stories or incidents their teacher or teachers once told them.

Guides in Selecting a Story to Retell:

1. Select a story that is personal and is true to life and is related to schoolroom activities.
2. Select a story that is suited to the interest to the class you are teaching.
3. Choose one that is rich in sense impressions. Stories that are full of action and rich in surprises are appealing to children.
4. Choose a story that is really good both in plot and in style. Your story often serves as an appetizer to make children hungrier for more stories, hence they would read more books.
5. Select stories that are simple in structure. Children get mixed up and confused listening to stories with complicated plots.
6. Select a story that has a fascination of newness. Never attempt to retell a story that had been read by many of the pupils.

Presenting the Story:

These guides are adapted from the English Handbook for teachers in the elementary school published by the New York State Education Department.

1. Know the story so well that each part can be visualized.
2. Open the story with a statement that arouses the interest and appreciation of the hearers and audience.
3. Tell the story simply, but use action words, color words, sound words — words that help the children see, hear and feel.
4. Strive for a pleasing voice.
5. Use the voice for many dramatic effect needed.
6. Place emphasis on the action and omit unnecessary detail.
7. Use direct discourse whenever possible.

8. Use repetition frequently. Young children enjoy it.
9. Pause to give the children to enjoy any clever turn in the story.
10. Show by your voice and facial expression that you are enjoying the story too.

The story telling should be followed with some activities as means of checking-up pupils understanding and appreciation. Various devices may be employed to give variety to the follow-up work. The following may be done:

1. Discussion:
 - a. Why do you like the story?

- b. Which character do you like best? Why?
- c. Have you read another story with the same plot?
- d. Have you had an experience similar to the one told in the story?
- e. Is the ending satisfactory? In what other way may it be ended?
- f. Could the story actually happen in real life?

2. Dramatization — Dramatize the story told.
3. Writing another ending for the story told.
4. Retelling the part enjoyed most.
5. Pantomiming a certain part and calling a classmate to tell the part pantomimed.

The Trend: How About These?

By Gregorio Aborka

BY Executive Order No. 2, s. 1954 President Mag-saysay changed the name of Malacañan Palace to Malacañang and directed the omission of "His Excellency" in addressing the President. The reason for the former is presumably that it is perverted for the servant of the people to live in a palace while the master lives in a cote. Besides, only kings live in palaces. The reason for the latter is assuredly because the servant should not rise above the people who is the sovereign. Therefore, "His Excellency" in addressing the President is truant if not altogether wrong.

Memorandum Circular dated August 28, 1957 of the Executive Secretary directed that the complimentary ending in official correspondence should carry the clause "Very truly yours" instead of "Respectfully or Respectfully yours". All this is for the democratic trend in all sincerity and candor. Will it not follow that in preparing indorsement of official correspondence, the uniformly old-fashioned beginning word "Respectfully..." be done away with and that any word that would precisely and truly mean what the writer intends to write be allowed?

And another. All official communications as per Sec. 165 of the Service Manual should begin with "I have the honor..." in the body. The clause "I have the honor..." is too stiff, colonial, and hackneyed

which certainly begrudges the more articulatively demure democratic trend of civil speech. In actuality, also, there are instances when it is not an honor to write ill against anyone, but still we use the same clause. For example — it is never an honor to snob someone, but if the communication is written in official form, it should begin with that dictatorial introductory word just the same.

Whether the trend is going up to the top or going to the grassroots in expressing oneself for the sake of a more democratic civil speech, it only goes to say that one should be saner and more practical now in carrying himself in communicating with people. I, therefore, suggest that (a) official indorsements should not uniformly begin with the hackneyed word "Respectfully" such words as humbly, modestly, gratefully, sumptuously, or the precise and simple beginning as forwarded, referred, transmitted, etc. as the case may be can substitute. And (b) official correspondence should not necessarily begin always with "I have the honor..." but might take a more decorous or demurely conveying word that might fit the occasion, the time, and the spirit for which the letter is said and written. These seem to be in line with the democratic pattern of official conduct in writing and speaking inaugurated by the late President Magsaysay.

Play Days

By Pedro T. Magadia

AT present our public elementary school is called community school. This means that the school belongs to the people of the community, or the teachers and the pupils together with the parents are co-operating with each other for the uplift of the community and the school.

In order that the parents should be inclined to the school, the school officials, the teachers, and the pupils should "sell" the school to the community. "Selling" the school means that the teachings of the school should be reflected to the community. There are many ways of "selling" the school to the community. Physical Education alone has various ways of doing this. One of these is Play Days. We may call Play Days as community get-together days. Play Days are organized for the purpose of mass participation of the school children in athletic games, stunts, rhythmical activities, etc., and not to determine interschool or individual championship where the best from each class or school are selected for competition. Teachers and pupils should have a knack of making the members of the community participate in types of activities suited to their desires and needs.

The composition of Play Days may be done for all children —

1. within a particular school,
2. of two, three, or four schools near each other combined,
3. of the schools in the district

The activities in Play Days are spectacular, delightful, and entertaining; but it means much preparation, effort, and strain on the part of the school administrators, teachers, and parents.

Play Days may be organized at the end of every semester, or just once a year, preferably during the closing days of the school year. The types of activities in the program for Play Days should be the ones as outlined in the courses of study or guides issued by the Bureau of Public Schools or by the Department of Education as they are the basis of the daily program of Physical Education in the school. With this system there will be no necessity of prepar-

ing a special feature and there will be no hitch in the daily program for practice. There will be no special cutting of classes for the purpose of rehearsals. Every pupil should have an active part as participants or as helpers.

Each class or school, as the case may be, should be advised to bring its own equipment as balls, bats, nets, winds, rings, fags, etc.

The government officials and the people of the community should be invited and should be provided with programs.

Several days before the Play Day, the school playing the host should organize different committees to take charge of the whole activities. Examples of such committees are:

1. **Program and Invitation Committee.** There should be a representative from each class or school in the selection of activities and the management of the details.

2. **Ground and Equipment Committee.** This one will take care of the preparation of the play area and the needed facilities.

3. **Transportation Committee.** Earlier before the Play Days, this committee should contact the transportation company so that the participants from different schools could arrive on time before the activities begin.

4. **First Aid Committee.** School physician, nurses, and First Aid Teachers of the schools participating should be assigned for obvious reasons.

5. **Committee to check on lunches and valuables.** The lunch boxes and valuable belongings of partakers should be entrusted to this committee. Receipts may be issued to the owners or to the managers of the participating schools for identification purposes.

6. **Refreshment Committee.**

In meeting the financial problems connected with transportation and refreshments, the help of civic organizations, such as Women's Clubs, PTAs, Rotarians, Lions, and others should be solicited.

The classes or schools participating should inform the playing host the names and numbers of their activities for Play Days so that the Program and Invitation Committee could prepare the necessary schedule on time.

Small schools may combine in order that the number of their participants may, at least, equal those of the bigger schools. Pupils in the lower primary grades should be assigned under the leaders. Such activities are suited to their size and age: singing games, story plays, and hunting games. They may use equipment, but they should be supervised.

Competition in track and field may be scheduled, but classification of pupils as to age and size, for fairness, should be considered earlier.

Before the activities for Play Days begin, it is better to have an opening ceremony. This may include flag raising, mass singing, pledge of loyalty, announcements, and parade around the athletic field. This will make for unity and friendship.

Prizes may be awarded to deserving groups as a

sign of achievement, but such prizes should be of simple material value. This kind of prizes will not develop professionalism. They are only intended as recognition of beautiful showing.

In order that the activities could be run without delay, the Ground and Equipment Committee should have the site ready before the event. It should also mark the booths of the officials, first aiders, parking lots, and others.

Those assigned officials should familiarize themselves with the latest rules and regulations governing the games and events included in the program for the Play Days.

It is wise and safe that the participants, especially those under the events requiring heavy exertion, should be first examined by the school physician and nurses. Those suffering from serious ailments, as heart disease, high blood pressure, and the like, should be exempted.

Reference: Program of Activities in Physical Education for Elementary Grades.

The Teacher

The teacher is a PROPHET.

He lays the foundations of tomorrow.

The teacher is an ARTIST.

He works with the precious clay of unfolding personality.

The teacher is a BUILDER.

He works with the higher and finer values of civilization.

The teacher is a FRIEND.

His heart responds to the faith and devotion of his students.

The teacher is a CITIZEN.

He is selected and licensed for the improvement of society.

The teacher is a PIONEER.

He is always attempting the impossible and winning out.

The teacher is a BELIEVER.

He has abiding faith in the improvability of the human race.

* From the Journal of The National Education Association of the United States, 1201 Sixteenth St., N.W., Washington, D.C.

—oOo—

... death came to our sun

... death came to our sun; i wept;
the angels wept.

... a thousand agonies fill our hearts;
our dreams were mirages;
the days were nightmares;
our nights — eternities.

... our world was a void;
there was no hope, no purpose,
only a reason
for being.

salvador i. bautista

Leadership In Philippine Education

By Isabelo Tupas

WHENEVER I think of leadership in Philippine education, I am always confronted by the question as to whether or not such leadership exists or ever existed at all. My preoccupation in this matter is aggravated by the fact that Filipino students of education know that in Europe and even in some countries in Southeast Asia, but particularly in the U.S., there have been outstanding educators and educational thinkers who have influenced, if not shaped, educational thought, thereby establishing for themselves the position of educational leadership in their respective countries or regions.

Searching the history of education, we recall Comenius, Joseph Lancaster, Pestalozzi, Froebel, Rousseau, and Maria Montessori among others in Europe whose names are familiar to education students. In modern times there are those whose names have become educational polestars, like Tagore and Gandhi of India; like Horace Mann, Charles Eliot, Booker T. Washington, Kilpatrick, Dewey, and Robert Hutchins — among the Americans, one of whom was born a slave. These men, equally well known to us, at least by name, taught and preached in their times and inspired political revolutions or social reforms that brought about new areas in their respective countries. This was not all. The ideas propelled by these individuals broke down national boundaries and touched, if not quickened, the life of the rest of the world.

Different authorities define leadership with various connotations, some calling it a process, others calling it a force. In the light of the preceding observation, let us use a definition which comprehends both connotations, this one by Haiman which defines leadership as "that process whereby an individual directs, guides, influences, or controls the thoughts, feelings or behavior of other human beings. This influence may be exerted through the medium of his works — his books, his paintings, his inventions — or it may be exerted through face to face contact."¹

Under this definition, educational leadership involves four factors, namely (a) a person, (b) a purpose or a problem, (c) a following in a field of action, and (d) a goal. While these elements are more

or less self-explanatory and are present in other fields of leadership, they have implications quite unique in the discipline of educational leadership and therefore need some elaboration. An educational leader has a cause that is the product of a problem or an inspiration arising from a situation or condition of the time. The cause cannot be intermittent but one that is fundamentally ever present as if it were a chronic ailment because every such case essentially arises from social change, if not altogether from a social evil. There is no leadership in education that is not sensitive to a cause; and the leadership does not cease until the cause is resolved and the condition improved or the social ill remedied. This leadership cannot lie in a group but must repose in and emanate from an individual who belongs to an institution or a group which serves as his seed bed or experimental field and later the immediate disseminator of his influence. While the individual serves as the power nucleus, it is necessary that there be a certain group of potential listeners and followers that are directly or indirectly related to him either as colleagues and/or as co-professionals. The area served by the group outside the nucleus constitutes the leader's potential field of action. We are going to add to this observation the condition that the leadership with which we are concerned is leadership in a democracy whose complement is freedom as against leadership in an autocracy or police state whose complements are dominance and submission.

Applying this definition of leadership to the educational field in our country, let us recall if only quite briefly some Filipinos who in various degrees stimulated Philippine education. All at once Dr. Jose Rizal, though not belonging in this era, comes first to my mind. He has been referred to quite often in the Philippine public schools as a forerunner of the Philippine concept of community education and community improvement that now engage our attention. In addition to this, it seems to be the Philippine consensus that Rizal was the father of Filipinism which has been reinterpreted in our time by Rafael Palma, Jorge Bocobo, Francisco Benitez, Camilo Osias, and Segundo Infantado. These men were outstanding in the firmament of Philippine education. Having worked with Bocobo, Osias, Benitez, and Infantado, I wish

¹ Franklin S. Haiman, *Group Leadership and Democratic Action*, Houghton Mifflin Company, Boston, 1952, p. 4.

to express a personal opinion that these men gave Philippine education not only an indigenous substance and color, but also a direction that was truly Filipino.

I would like to devote a few words to some Filipinos who did not serve in the Department of Education but have stimulated educational thinking in the country. I have in mind Mr. Francisco Dalupan, President of the University of the East, and Dr. Jose P. Laurel, Sr., Senator and Chancellor of the Lyceum. Quite recently President Dalupan expressed certain ideas on higher education in the Philippines which were generally interpreted as a preference for an emphasis on the humanities rather than on the practical or professional courses. This could be a good cause to promote but while it deserves serious consideration, the idea seems to have fallen on barren soil. On the other hand, Dr. Jose P. Laurel has continually been for moral education, as one may read in his monographs, *Forces That Make a Nation Great and Bread and Freedom*.

The foregoing list of contributors to educational thinking in the Philippines is by no means complete. Presidents of government and private universities, past and present, secretaries of education, directors, deans of private schools, and public school superintendents have all been equally substantial contributors to the educational progress of the Philippines. But I need not mention their specific contributions, great as they are, much less essay an evaluation of all outstanding Filipino educators because it is not my purpose to do so. I took a little time to name these educators in order to supply the basis for an answer to the question of whether or not educational leadership as explained above exists or ever existed at all in the Philippines.

I would like to advance the opinion that there have been no truly great educational movements in the Philippines like those inspired and introduced by the foreign educators I have already mentioned. The Philippine Public School System could be such a movement because it is the first of its kind in the country, the like of which has not been known in Asia. The system is not a product, however, of any one Filipino educational thinker, although such a popular system has been envisaged by Dr. Rizal. Many minds, both American and Filipino, contributed to this system which, paraphrasing the Monroe Report, was the boldest experiment ever conducted in the building of a democratic nation.

I believe that our educational leadership is still in the exploratory stage. Half a century of exploration is still too short a time to produce a leadership that can stand at par with that of Europe or America. It should be noted that leadership in these countries had been the product of a cultural climate that had been developing for very many years in the past. More than the need for an institution that can serve as a mouthpiece of educational leadership, more than

the existence of institutional and professional followership, educational leadership in the Philippines in order to attain stature if not reknown needs: first a political democracy with all its guarantees of freedom and free flow of ideas; secondly, a cultural maturity that prizes and promotes a well-established value system; and thirdly, the projection of a cause that is inherently a product of a social problem.

It would seem from this that time is the prerequisite element in the rise of educational leadership in the Philippines and by this I mean not necessarily timeliness but cultural maturity as the accretion of a long period of time and its corresponding experience.

It is in the more specific fields of education that we are in search of educational leadership. We expect this leadership to manifest itself continuously and not intermittently, and for a cause or mission which would make a distinct if not a unique contribution to educational thought in the Philippines and thus give rise to reforms in the concept of education that is truly Filipino. In the political field it is said that our constitution is the expression of the will and genius of the Filipino people. Can not the same will and genius make themselves manifest in Philippine education? Why should they not when Philippine education is for the Filipinos, of the Filipinos, and by the Filipinos. This is the line of thought which Filipino educational thinkers should pursue and exploit to the utmost. The Filipinism of Osias is along this line; so is the Philippine cultural renaissance of Bocobo, and Laurel's moral concept which I believe stems from the taproots of the mores of the Filipino family, whose moral virtues constitute our rock of ages.

The Philippine Community School, which is the product of contemporary times — our political emancipation and maturing social consciousness — is of a different vein. While the ideas had its origin in the United States, the Philippine concept, inspired as it was by Philippine conditions, is considered indigenous. After the war, conditions were so deplorable that the public school authorities became appalled at the socio-economic-cultural lag of the masses. From this bitter realization was born the belief that the common school should be used as an instrument of social reconstruction of which no other school system in the world has made a similar claim. Thus was born the concept of the community school movement in the Philippines.

The Philippine community school, however, is still in search of leadership. The leadership should reside in an individual who will serve not only as the power nucleus but also as the interpreter of its adherents. Such a leader is one who can synthesize the community school concept with Filipinism as the base and moral character as the common denominator, one who can draw from this synthesis the answer to the pressing challenge of living usefully, freely, abundantly, and securely in this seemingly chaotic world.

The Legend of the Old Saku-Arayat

By Adela Ruff

Aim: To show that the Philippines is rich in folklores. To realize how parents of old guarded their daughters as jealously as they did their wealth.

THE Sinukuan Mountain lies in Arayat. Once, so the legend goes, there lived a wise old man on the top of this mountain. People called him Saku. There were two things that were precious to him. These were a *forbidden fruit* and his beautiful daughters. These were his prized treasures.

People came and went to visit him. They wanted to see the forbidden fruit and the other fruits that were exact reproductions of the *forbidden* one. Sometimes they asked for some of the delicious ones that were in his orchard. With the old Saku's permission, the visitors were allowed to get the delicious and varied fruits. So the forbidden fruit was never really seen nor stolen. No one knew which one it was — among the many reproductions that were there.

People also came to catch a glimpse of the beautiful women who were his daughters. He loved his daughters. He knew that the world outside was a cruel one. So he guarded them against beasts and men alike.

The old Saku had his palace hidden within the mountains. It was hidden in one of the huge caves within the bowels of the mountains.

Because he was rich and because he wanted his daughters to be happy and contented, he built his palace out of gold, silver, and precious stones of rubies, diamonds, jades, topaz and amethysts.

But the beautiful daughters were not happy. Something was missing in their young lives. And the old man was afraid to lose them.

To guard his daughters from ambitious and designing men, the old Saku had the portals of his palace carefully guarded and hidden in mystery. Death awaited all who dared to enter without his patriarchal consent. And no one dared.

Fortune awaits the young. Good fortune. Bad fortune. All these lie in wait for all kinds of men. One day, the old Saku was surprised.

He was so shocked that he was speechless. For he was amazed to find a young man crossing the portals of his palace — way down beneath the mountain. And the young man looked at all the wonders in the interior of the palace without a word, a cry, or

even a word of wonder. It was as if he were used to seeing all the splendors usually found in palaces. Not even the beauty of the young daughters of Saku surprised him.

To the young man, it was as if he were in a dream. It was a fabulous palace — found only in fairy tales. But old Saku did not know this. It was a miracle!

And old Saku said: "Full many moons I have waited for brave men who dare to enter these mysterious portals. Now, you are here; the first successful one of them all. What would you have?"

And the young man made reply: "This beautiful woman I would have for my wife." And he stretched his arms to the youngest of Saku's daughters.

Now as in all good fairy tales, the old Saku gave his youngest daughter to him in marriage. That is why the mountain is called Mt. Sinukuan: A Place of Surrender.

STUDY HELPS

1. What picture words do you get from this story?
Example:
 - a. a huge mountain
 - b. a wise old man on top of the mountain
 - c. a garden or an orchard
 - d. trees loaded with fruit, etc.
2. Was the wise old man selfish? generous? Prove your answers.
3. Why did he think the world was cruel? Do you agree with him?
4. Is it possible to build a palace out of gold and precious gems? What stories have you read that tell of similar tales about palaces of gold, marble and silver?
5. Cross references on and oral reading of:
 - a. Fairy tales — Arabian Nights
 - (1) Ali-Baba and the Forty Thieves
 - (2) Aladdin and the Wonderful Lamp
 - (3) Sleeping Beauty and the Beast
 - b. Historical facts
 - (1) The Seven Wonders of the World
 - (2) The Taj Mahal of India
 - (3) The Hanging Gardens of Babylon
 - c. Geographical background
 - (1) Is it possible for people to live under the mountains? in the mountains? on top of the mountains? How? Why?
6. Suggestion to the teachers:
Lecture or give visual aids to prove your answers to guide questions above.

FIG. 2. DISTRIBUTION OF LOANS OF THE CLAC CREDIT UNION, INC. FROM MARCH 1, 1954 TO JUNE 30, 1957

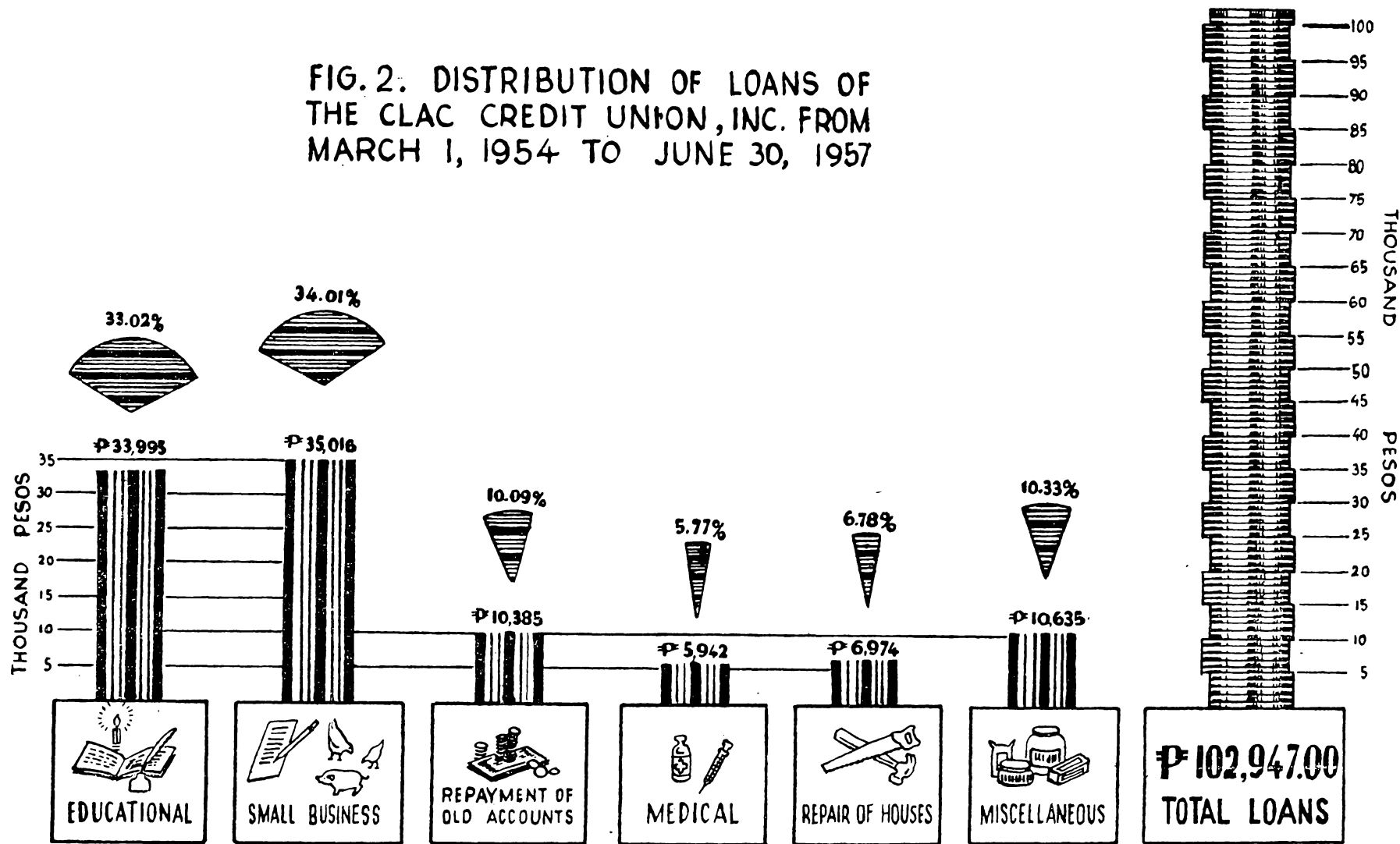


TABLE 2. Amount of Loans Issued for Different Purposes by the CLAC Credit Union, Inc.
From March 1, 1954 to June 30, 1957

PURPOSE	1954 a		1955		1956		1957 b		Total Number & Amount of Loans With Corresponding Percentages			
	No. of Loans	Amount	No. of Loans	Amount	No. of Loans	Amount	No. of Loans	Amount	No. of Loans	Per Cent	Amount	Per Cent
1. Educational	48	₱ 6,593.00	39	₱ 6,430.00	51	₱12,532.00	26	₱ 8,440.00	164	31.12%	₱ 33,995.00	33.02%
2. Small Business	14	1,905.00	56	9,101.00	51	12,710.00	38	11,300.00	159	30.17%	35,016.00	34.01%
3. Repayment of Old Accounts	—	—	17	2,806.00	14	3,484.00	14	4,095.00	45	8.54%	10,385.00	10.09%
4. Medical	14	1,716.00	6	1,066.00	6	1,815.00	5	1,345.00	31	5.88%	5,942.00	5.77%
5. Repair of Houses	3	337.00	8	990.00	10	2,132.00	14	3,515.00	35	6.64%	6,974.00	6.78%
6. Miscellaneous	24	2,057.00	27	2,523.00	29	4,605.00	13	1,450.00	93	17.65%	10,635.00	10.33%
Total	103	₱12,608.00	153	₱22,916.00	161	₱37,278.00	110	₱30,145.00	527	100%	₱102,947.00	100%

a From March 1, 1954 to December 31, 1954.
b From January 1, 1957 to June 30, 1957.

twelve-month period. If one pauses to compare this interest of ₱26.00 for a ₱400.00—loan for one year with the usurious interest of at least ten per cent (10%) on the balance, or ₱260.00 a year, one should be spurred to organize credit unions.

Besides the long term loan, the CLAC Credit Union, Inc. also grants short-term loans in emergency cases. A short-term loan of ₱50.00 payable in one-month's term, with an interest of one percent (1%), or ₱0.50, can also be granted to any member immediately upon the approval of the Credit Committee.

The CLAC Credit Union, Inc. handles not only fixed deposits but also savings deposits with an interest of four per cent (4%) a year, compound quarterly. Withdrawals is allowed more than two times a month, except on meritorious cases with the approval of the Credit Committee.

One interesting feature of the CLAC Credit Union, Inc. is the patronage refund. The more money a member borrows, the more patronage refund he gets. This is possible because all earnings of the Credit Union, after deducting the expenses and interests on the fixed and savings deposits, are distributed as patronage refund. There is, for example, a member whose total loans amounted to ₱1,300.00. The total interest paid was ₱61.99 and the total patronage refund he got was ₱26.71. Another member whose total loan was ₱666.00 for which he paid an interest of ₱40.93, got a patronage refund of ₱17.50.

The reason for which loans are borrowed by mem-

bers may be classified into medical, educational, small business, repair of houses, repayment of old accounts, and miscellaneous purposes. Table 2 and Figure 2 show the purposes and the corresponding amount of loans issued during the existence of the CLAC Credit Union, Inc. It may be interesting to note that the highest numbers of loans were for educational purposes and for putting up small business.

As can be seen in the accompanying Table 3 and Figure 3, all savings are distributed into equity reserve fund, educational and publicity reserve fund, and cash patronage refund. The cash patronage refund is paid to the individual members, but as a matter of agreement, all members prefer to deposit the cash in their savings account in order to increase the working capital of their Credit Union. The equity reserve fund is a capital reserve fund to be used "to meet losses that may be incurred in business operations or in realizing the assets of the credit union in case its affairs are wound up." At least ten per cent (10%) of this reserve fund may be used for inspection and supervision expenses of the Cooperative Administration Office. A fund for education and publicity is also set aside for spreading the knowledge of cooperative principles and the credit union movement.

The help given by the CLAC Credit Union, Inc. to its members is immeasurable. A security guard had a child who became very ill. Knowing that only ₱0.50 was charged a month as interest on a short-term loan of ₱50.00, he did not hesitate to get this

TABLE 3. Allocation of Savings of the CLAC Credit Union, Inc.
From March 1, 1954 to December 31, 1956

Allocation	1954 Amount	1955 Amount	1956 Amount	Total for Amount	1954-1956 Percentage
Equity Reserve Fund ¹	₱ 50.20	₱145.04	₱472.49	₱ 667.73	39.75%
Education & Publicity Reserve Fund ²	25.10	48.35	188.99	262.44	15.63%
Cash Patronage Refund ³	175.71	290.20	283.49	749.40	44.62%
TOTAL	₱251.01	₱483.59	₱944.97	₱1,679.57	100%

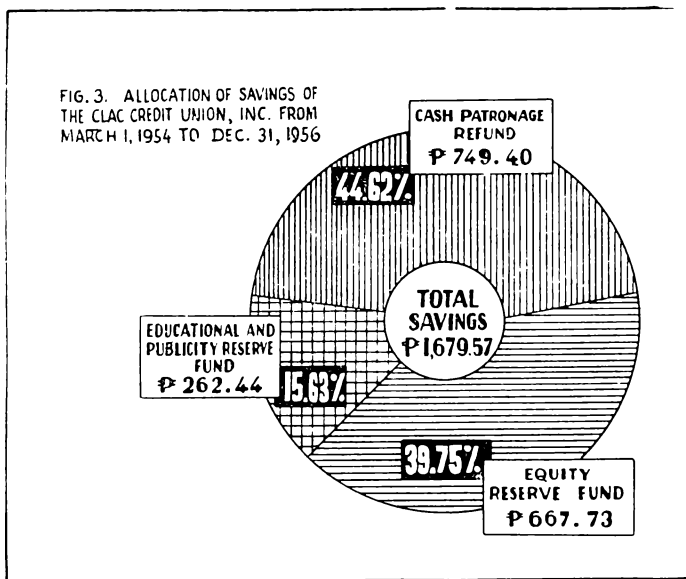
¹ To be used as capital reserve.
² To be used in spreading knowledge of cooperative principles and credit union movement.
³ To be paid to members in cash as patronage refund.

loan for medicine and immediate treatment which saved his child. A high school instructor borrowed P300.00 from the Credit Union for the initial expenses of sending his son to a university in Manila. The instructor paid the loan easily in twelve months on an easy installment plan of P25.00 a month. For the P300.00 loan, he paid an interest of only P19.50 or six and one half per cent (6.5%) for the whole year. Had he borrowed this amount from usurers, the burden of repayment with usurious interest would have become too heavy for him to have his son continue his college education.

help extended by the Credit Union has indeed become far-reaching in influence.

The CLAC Credit Union, Inc. has indeed proved to be a blessing to the CLAC populace. It is an inspiring lesson in cooperation and self-help. The members are proud to point to their association as a living proof of how a group of individuals, imbued with a high spirit of cooperation, can work together for a common good.

Theirs is an example how, collectively, small savings each payday however low the salary, can be utilized to the fullest in helping members in time of need or in helping them put up income-giving projects not otherwise possible. What Central Luzon Agricultural College employees can do with success, other employees in the Philippines can do and even excel. Where there is self-help and cooperation, there is greater possibility of satisfaction and contentment among the employees. May there be more credit unions among government and private employees in the future. May the cooperatives movement spread nation-wide benefits to the greatest number of people through cooperation and self-help activities.



This Credit Union has also helped members put up poultry, swine, onion and other income-giving projects. With a P400.00-loan, payable in twelve months, at a low interest, it has become easy to start backyard or farm projects. In 1954, 14 members borrowed money for the purpose of establishing small business. In 1955, this number increased to 56. Some children's college education has been partly financed by the income from poultry projects and pig-gery started by loans from the Credit Union. Actually some unemployed people found employment as a result of the small business established by some staff members through loans. Many house repairs and/or homeward improvement have been made possible from easy-term loans from the CLAC Credit Union, Inc. Two families were able to buy hi-fi phonographs which have brought so much cultural offerings to these music-minded families and their friends. If one pauses to evaluate the income, pleasure and sense of security that loans have ultimately produced, the

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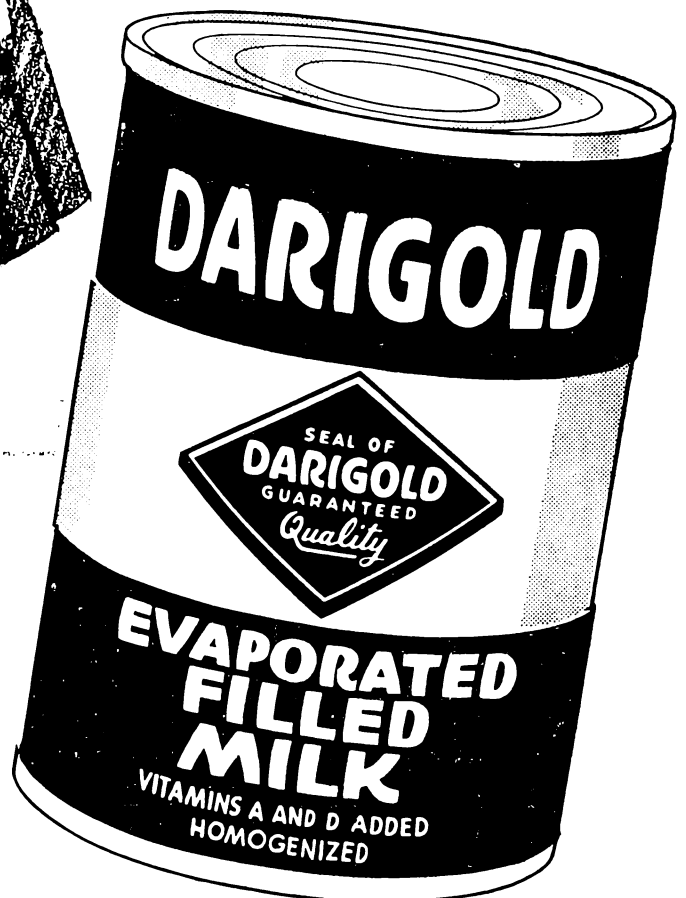
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