

THE ECONOMIC CONDITION of our country today is one which might be called an irony. Almost everything we need are imported. Materials and tools for our local production, transportation equipment, home appliances, and even the most essential commodities in our life, such as rice is imported. When can we attain self-sufficiency in our economic needs? It is a vicious prodigality of the gifts which God has given us in the form of wealth in natural resources. It seems that there is a complete disregard of our potentiality in emerging as an industrial giant among the world's family of nations. Why haven't we Filipinos achieved prominence which the Japanese or the Dutch has done in the field of industry, when in fact their country has only a fraction of our mineral wealth? This might be because the early years of our nation were preoccupied with the problems of forging a stable foundation of our liberties.

Now, when we are more or less assured of our democratic stability, is the time to look over the horizons for prospects of alleviating our poverty which has already become our wayoff life. And this can only be done by industrialization of our country. President Macapagal in his recent state of the nation address to Congress strongly emphasized that only through industrialization can national progress be effected. For it has been the sign of our age that industrial activity is the gauge of the people's living condition and consequently the state.

For an eventual extensive development of our industries, another inevitable problems will arise. There will be a great need for men with specialized training to run intricate machines and conduct the various manufacturing processes. So it is necessary for us to ponder a bit on this serious problem of how ready are we to meet the demands for technical manpower. For a non-critical observation, it seems that our production of technical men, particularly engineers is at a fast rate. From a report made by the Social Sciences and Humanities Branch of the National Science Development Board, figures were available, that of the 371 educational institutions (collegiate level) throughout the country, there are approximately 13,000 annual graduates of the engineering course. These results may make us breath contentedly, but can we depend on

National Progress And Our Technical Manpower Education

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their quality? Unfortunately, the answer is in the negative. What we want is continuous quality of the quantity, for excellence is the byword of every man enmeshed in very highly technological undertaking. Looking deeper into the capabilities of these graduates, we will find that most of them are substandard to be classified as genuine engineers. Take for example the particular case of 300 applicant engineers of a reputable oil firm in the Philippines. After the usual processing only 30 were considered as real engineers based on average European standards. If this will be the trend, then of the thousands that obtain a degree of any engineering course, only 10 percent has the blessings of falling within the category of real engineers. This of course is not intended to discredit the prestige and glamour of the engineering profession, but to make us see the demerits of our present system thereby justifying us for a revolution in the whole structure of our technological education.

Since universities and colleges are the arsenals of trained manpower, then the quality of our technical pool of manpower is greatly determined by the graduates these institutions turn out. To prevent an eventual mass production of half-baked technical men, a particular legislation, Republic Act 2067 was passed in 1957 for the purpose of strengthening the educational system of the country so the same will provide a steady source of competent scientific and technological manpower.

The engineering courses, in spite of the professionalized curriculum, have only afforded a superficial training which is very much inadequate to meet the needs of a practical man in technical fields. Some

educational institutions, sensing their duty for training personnel who can be made available to our expanding needs as a developing nation, conducted research on what ills plague the present system.

The Ateneo Centennial Commission in its report on Science Education listed down some of the specific problems and suggestions as quoted below.

1. **The teachers** — In order to attract more competent teachers into our schools, incentives should be offered in the form of higher pay, bonuses, fellowships and scholarships.

2. **Selective admission** — To insure that those students who will undergo advanced training in science and technology will be capable of carrying on the work and will profit from it, a system of selective admission into courses in science and technology should be adopted.

3. **Curriculum** — Steps should be taken to revise curricula and eliminate overlapping and less essential subjects that can be learned easily by the students alone. Curriculum-making by legislation should be stopped or avoided. It is a highly technical job which should be handled by specialists.

4. **Board examinations** — The emphasis on the passing of government Board examinations has harmful effects on the student. He devotes more attention to Board subjects and less to non-Board subjects which in actual practice could be just as useful if not more to his professional career.

5. **Creating science atmosphere** — To create a better atmosphere for science, it is suggested that museums of science and technology and science societies are to be established.

THE SANTO NIÑO OF CEBU

(Continued from page 22)

6. **Spoon-feeding** — Too much spoon-feeding is evident in our schools and universities. Students show aversion to subjects or methods of instruction which require thinking. More attention on training how to think should be given and the greater use of the library should be encouraged to develop the habit of independent study.

7. **Teachers' and students' load** — More emphasis on quality than quantity should be exercised; on what the diploma stands for than on the diploma proper. A passion for thoroughness and hard work should be inculcated in the students. Similarly, professors should not be overloaded, but be allowed time to improve themselves professionally and meet students for much-needed consultations.

8. **Size of class** — The size of classes, especially in laboratory courses, should be kept as small as possible.

9. **Student apprenticeship** — Students in engineering and other course preparing for a scientific profession should be encouraged to take apprenticeship in some industries or business firms. The mixing of work and study is a wholesome arrangement for a growing mind.

10. **Equipment and facilities** — Since the laboratory place an indispensable role in technological education, it should be adequately equipped with materials and equipments for individual, group and class experiments. But most of the supplies have to be imported, so the government should help decrease the cost and difficulty of procuring them by minimizing if not abolishing red tape and import taxes on them.

Inspired with the unselfish efforts of the private sector of education for the upliftment of our educational system, the Board of National Education created a Revamp Committee with Secretary of Education Alejandro R. Roces and the then Undersecretary Miguel B. Gaffud as Co-chairman to look over our present system. With the realization of this projected educational revolution, we hope our country's need for scientist-engineers who are liberally educated and who can assume without further effort the managerial aspects of industry will thus be met more effectively. ¶

tury before the formal introduction of Christianity during the successful colonization of the islands by Miguel López de Legazpi. Hardly realizing its true significance, the early Cebuanos had held the image in great reverence, petitioning it in all their necessities, and offering sacrifices to the Santo Niño in the manner of their other idols. The Santo Niño became, then as now, the symbol of deliverance in times of drought, famine and plague, and protector in times of fire and other dangers, which in those early days were manifested in "Moro" attacks. After the Spaniards came, the cult of the Santo Niño spread to the rest of the islands where important secondary centers were set up in the islands of Luzón (the southern part) and Panay.

In Panay the early parishes established by the Augustinians where, up to this day the devotion to the Santo Niño is well established, were in Aklan, Banga and Ibayjay. Aklan, which is now a separate province, incorporates the municipalities of Banga and Ibayjay, and in addition, three other centers of Santo Niño devotion: the pro-

vincial capital of Kalibo and the municipalities of Makato and Altavas. An indigenous religious practice connected with the devotion to the Santo Niño of Cebú, is taking the Santo Niño in fluvial procession. This is still very much in evidence in Aklan and the practice is called "Pasalom." For that matter, the fluvial procession is evident throughout those other areas where the Santo Niño devotion is strong among the people. In the Visayas, one other area which merits mention is the island of Leyte, especially the City of Tacloban.

In Manila, aside from the city proper, the districts with a flourishing devotion to the Santo Niño are Pandacan, Tondo and Makati. Immediate surrounding provinces with a strong devotion to the Santo Niño are Bulacan and Cavite. Highly responsible for the propagation of this devotion in the above-mentioned areas, were, no doubt, the pioneer Augustinian missionaries who belonged to the Province of Santísimo Nombre de Jesús. From these early centers the devotion was, in turn, spread throughout the rest of the islands. ¶

THE GLASS MENAGERIE

(Continued from page 26)

and promotion staff are the following: Resil Mojares, executive chairman; Leandro Quintana, production manager; Eddie Yap, and Vic Cui, stage managers; Tony Buagas Jr., Manny Manlegro, Nestor Magan, Frank Coliflores, Edgar Saso, Manuel Amora and the Engineering Deltans, stage crew; Vic Cui, light; Edgar Gica, sound; the Deltans and the USC-SCCAC Chapter, property; Fely Lucas, make-up; Beth Hermosissima, costumes; Ellen Viloria, hair-do; Jennie Kimkong, finances; M. Satorre, Jr., program, sales, publicity; Vivien Alix, Rise Faith Espina, reception; Sally Go, cocktails; Fotorama, Inc., photography and Rev. Fr. John Vogelgesang, S.V.D., adviser.

Obviously, as in any play or story, we must end. Tennessee Williams sleeps, but his works tremble all over the world like a burning candle stirred by the wind. Professor Fitch would soon leave us and leave for the United States. Some members of the Cast and of the production staff must have graduated and left the

university by now. But the memory lingers, one turbulent November week of last year cries out the unfulfilled echo of Williams, in agony:

"I didn't go to the moon. I went much farther. For time is the longest distance between two places.... I travelled around a great deal. The cities swept about me like dead leaves, leaves that were brightly colored but torn away from the branches. I would have stopped, but I was pursued by something. It always came upon me unaware, taking me altogether by surprise. Perhaps it was a familiar bit of music. Perhaps it was only a piece of transparent glass.... Oh, Laura, Laura, I tried to leave you behind me, but I am more faithful than I intended to be! I reached for a cigarette, I cross the street, I run into a movie or a bar. I buy a drink, I speak to the nearest stranger — anything that can blow your candles out — for nowadays the world is lit by lightning. Blow out your candles, Laura.... And so — goodbye!!"