

E. Culminating Activities:

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

F. Evaluation:

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

G. References:

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

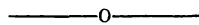
Pretty Teachers and Best Schools

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

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

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

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



What makes a secondary school outstanding?

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

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

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

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

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

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

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

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

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