

(Guest Editorial)

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It is, indeed, a disgrace to see many so-called teachers who are teaching for pecuniary reasons alone. These people should be given an orientation course by a select group of competent educators during summer classes. Without minimizing the advantages being given by summer schools in courses in education and the art of teaching, I should say that there is one course neglected or omitted in the curriculum that is sorely needed by the field. This course, if I were to say, should be one which is not to be named as a course but must be a life to be lived under a real camp like those being sponsored by the YMCA and YWCA. I know these camps, for I was once a lay leader in one before the war and my daughter attended the one conducted by the YWCA in Baguio last May. The Teachers' Camp at Baguio is good, but it is not the ideal, to my way of thinking. Why? The teachers, especially these who are weary, are made more weary by the stiff and stereotyped classroom methods of cramming into their dull brain so much stuff that is abhorrent due to the premonition of being rated low in spite of their efforts to activate a brain that has been famished. What they need is an inspiring atmosphere, an enjoyable experience, a new lease on life different from the one they have just left. This seems to be revolutionary but I think there are teachers who really need it.

Of course, the professional classes for summer students who wish to raise their

educational qualifications should go to schools which give the courses they lack. Understanding and inspiring guidance should be the rule. If schools for the soul-weary teachers, those who are failing in their classroom work due to the wrong perspective in their attitude toward their work, those who are "problems" of their superiors because of their neglect of routine, those who are observed as "professional kickers," those who are teaching as a stepping stone to another career, those who still lack that vision for a truly inspired educator, are conducted besides those vacation schools now in existence, I am sure, despite the present crisis which envelopes our country, that more of the objectives of education will be forthcoming without increasing the appropriations. The teachers will be rehabilitated mentally, spiritually, and physically. Their pupils will share in the benefit, for then the teachers will be less irritable but more humane. They will be taught life instead of subjects as is the sad case obtaining in most schools.

Education, to borrow a certain author, means to draw out. What is the typical classroom procedure? The child is made as a sponge to absorb all facts in the course of study regardless of their relationship to the child's behavior. Seminars, instructions, and books were published and issued to the field but very little has been accomplished. As long as education is dissociated from the conditions and the needs of life, so long will education be half-hearted and half-effective.

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