

Laboratory in Teaching Good Citizenship

By Pedro T. Magadia

ALTHOUGH some people believe that Physical Education is a minor subject, yet this writer does not. It does not mean that Physical Education is a lesser subject just because the Bureau places it last in the order of curricular activities. In fact it is equally important as Language Arts, Arithmetic, Social Studies, Health and Science, etc. It has the same weight as other curricular subjects. If teaching is an art, one could be more artistic in teaching Physical Education. If it is true that the best method to make a child learn is by doing, then it is in Physical Education that a teacher could make a child learn faster and better; for all subject matters in this area require movement and action on the part of the mentor and the learner. There are some parents who request that their children be exempted from Physical Education. Sometimes they ask for the signature of physicians just to free their children from participating in the activity. Yes, this could be done, but a wise teacher does not send the child home during Physical Education period. He gives him light work, such as observing, picking up papers, sticks, etc. without thereby objecting to the doctor's note. The child concerned would not be contented of these monotonous easy jobs. Outside of the school, some pupils may tease him with these remarks: "Assistant Janitor", "Weakling", and the like. Naturally the boy would not like this, so when he reaches home he tells his parents that he does not like to be excused anymore. He likes to join the class in singing and playing games because he is only suffering from a slight wound on the hand or feet. He wants to be as happy as the others. He wants to drive away his worries of the quizzes and tests.

Article XIV, Section 5, of our Constitution states, "All schools shall aim to develop moral character, personal discipline, civic conscience, and vocational efficiency, and to teach the duties of citizenship". Physical Education carries, to the fullest extent, this Constitutional Mandate, for it (P.E.) is a good area in teaching character education, civic conscience, discipline, good citizenship, democracy, leadership and followership, honesty, and other virtues. In other subjects the pupils recite, read, and write the lessons about the virtues, habits, attitudes, and activities of great men and women; but in Physical Education they

do not only hear and recite, but they act out these different virtues.

Examples:

1. **To develop the proper attitude toward victory and defeat.** Here the teacher can teach the pupils actually to be good (sports) losers and generous winners in real action — in real games, in specialized athletics, etc. The losers cheer the winners and the winners accept the honor with humility.

2. **To develop the habit of following rules and regulations.** In Softball there are limitations to be observed by the players, such as: the pitcher must have an underhand pitch; the catcher must stay in the catcher's area to catch the pitched ball; the catcher and the first baseman must use mitts; the players must catch the balls only with the hands and gloves; the base runner is automatically out when he is struck by a batted ball; and other rules and regulations. From these limitations in games, the children are actually taught how to respect and honor the management and the administration. With these ideas already developed in their minds, the children would naturally have the habit of observing and obeying the rules of the school and the laws of the government.

3. **To develop fair play and sportsmanship.** Physical Education emphasizes these two outstanding attitudes to our boys and girls. The pupils are taught and trained that it is not the winning of the game that counts, but it is how the players play the game. This is indeed very much needed in our daily life. In life outside the school, it is not how much money one earns, but it is how one earns the money. In the children's game, if the teacher notices that tricks are being employed by one team to defeat the opponent, he punishes the guilty and rewards the offended. The children will surely form the right attitude and carry it over to the adult life.

4. **To develop courage, cooperation, sound judgment, and responsibility.** Without bad tricks success can be attained by a team through proper cooperation and coordination. In pyramid building, the group can be successful and build up a strong human pyramid only through courage and cooperation. Each member of the team, in pyramid building, is given

responsibility in order that the pyramid will stand good. In Baseball, each member of the team is given assignment. Say, a Short Stop is responsible for all balls passing within his area. In case this Short Stop gets the ball, he uses his judgement — to what base he will throw the ball. In a family situation, the head gives differentiated assignments to the members so that when each has done his or her job, the general aim is accomplished. In an office or department, the chief gives his clerks different pieces of work to do. When everybody cooperates, the big task would be accomplished easily.

5. To develop desirable social attitudes through constant inter-relationship of the individual and the group. In group games, the children play under the supervision of the teacher. The sons and daughters of the farmers, laborers, employees, teachers, doctors, lawyers, and others join hands and sing and play the games. They chase, run, and jump without the feeling of superiority and inferiority. Everyone becomes courteous and polite to each other because of this interrelationship. They will take with them these desirable social attitudes when they go out of the school — in programs, parties, dances, and other gatherings and functions.

6. To develop leadership and followership. Everyone in the class is given an opportunity to take charge of the company. In Marching and in Gymnastics, a child is given a chance to lead or command, while the others follow. The pupils learn that in order to be a good leader, they should, first, learn to follow. The leader is also trained not to abuse his or her power. Many great and famous men rose to their high positions, first, by following and obeying, and then by leading.

7. To acquire training in discipline, orderliness, and group unity. This kind of discipline is from with-

in. This, we term, "self discipline". The class follows the teacher or the leader not because of fear. In line or column formation, after the leader commands, "Fall in", the members go to their respective places and see that the lines are straight and orderly. If the spirit of competition is injected, everybody in each group will do the best in order to win. In this case nobody is afraid of anybody. A group is strong when it is united.

8. To provide wholesome recreation. Indoor and outdoor activities are full of wholesome recreations and relaxations. Outdoor activities, such as hiking, excursions, and picnics make us enjoy our leisure time. They develop us physically and mentally. Indoor activities, such as parlor games, collecting stamps, marbles, toys, etc., hobbies, reading decent comics, drawing, and painting develop in a child the attitude and habit of living a decent life. This item (wholesome recreation) of Physical Education is very important nowadays. Many of our youths are morally set back. There are frequent drinkings, bawdy shows, indecent pictures, burlesques, and hold ups of our teen age gangs. Our young boys, instead of having wholesome recreations and relaxations, gang and commit themselves to vices, dancing in night clubs, and robberies. However, the government, the Lions, the Rotarians, the Knights of Columbus and other civic agencies provide parks, playgrounds, educational shows, and swimming pools for our boys and girls. These will minimize, if not entirely eradicate, juvenile delinquency and vagrancy.

There are many other objectives and good examples, but the aforementioned are well enough to make one conscious that Physical Education is a good laboratory in teaching Character Education and Good Citizenship.

Classroom Decoration

By Felipe S. Mojares

WHILE much has been said and done for and in the name of schoolroom decoration, yet teachers often forget, if not ignore entirely, some of the most important principles of art and science that go into keeping rooms that are neat, presentable, and pleasing environment which is conducive to efficient learning. It is a generally-known educational fact that the teacher's artistic taste, nay her personality itself, is individually expressed in the appearance of the

classroom in which she works, for it is well within the power of the teacher to determine to a considerable degree what the schoolroom environment shall be. And it is often an unfortunate thing that the appearance of a classroom is spoiled through the unrestrained enthusiasm of some teachers whose aesthetic feeling exceeds their artistic taste.

You cannot be too careful in arranging your classroom. Remember, you have the prospect of staying