



The Philippine

EDUCATOR

VII:: DECEMBER, 1952 ::6

Contents

	<i>Page</i>
Are We Blushing?	2
What is Human Rights Day?	3
The Universal Declaration of Human Rights	6
Proclamation No. 347	10
Mechanization of Agriculture in Our Vocational Schools <i>G. S. Perez</i>	11
Man Like Atom, Can Make, Unmake Humanity <i>J. P. Laurel</i>	13
Education Through Medical and Dental Services .. <i>V. Trinidad</i>	17
The CETA Tackles English Problems .	21
The Swiss Educating for Work and Defense	<i>C. Osias</i> 24
The Vernacular in the Schools ... <i>M.B.</i>	31
Living with the Child .. <i>D. B. Gamboa</i>	37
For Christmas is Charity and Forgiveness <i>S. L. Bautista</i>	41
Bafflegab in the Program of Studies	<i>H. E. Panabaker</i> 44
Selecting a Teacher	47
A Program of National Language Instruction	48
The Secret of JCL	<i>G. D. Edroza</i> 51
List of Officials	53
A Christmas Gift	56
Proposed Themes for the 1953 PPSTA Convention	58

Christmas Issue

The Philippine



EDUCATOR

—THE VOICE OF 85,000 TEACHERS—

OFFICIAL ORGAN OF THE *Philippine Public School Teachers Association*

APPROVED BY THE DIRECTOR OF PUBLIC SCHOOLS

—oOo—

Marcelino Bautista
Editor

Quirico A. Cruz
Managing Editor

EDITORIAL & BUSINESS OFFICES
3 Bulusan, Sta. Mesa Heights, Q. C.
Tel. 6-51-73

ARE WE BLUSHING?

By the EST

We received a letter from one Mr. Mariano Badillos, a former teacher of Masbate, now studying in a private school in order to complete his ETC. He said he had been laid off, after four years of teaching, because he was still an emergency teacher. "Jobless and without money, I tried to finish my ETC course, so that I could return to the service. I surrendered my insurance policy for its cash value so that I could settle my college obligation. Please follow up my papers at the GSIS so that I could get the money, which I need so badly."

Mr. Badillos had been a regular member of the PPSTA. Upon the receipt of his letter, the Liaison Officer assigned to the GSIS followed up his papers a few days after October 18, the date we received his letter. After nine days, the Liaison Officer informed Mr. Badillos that his check would be sent to him soon. On November 6, Mr. Badillos received his check for ₱185.90 from the GSIS. Then he wrote to the PPSTA Office this letter:

"Dear EST:

I received my warrant for ₱185.90 on November 6, 1952.

I now realize the importance of our Association.

Our Association, unlike other organizations (modesty aside), has officers who are conscious of their duties and functions.

The officials and employees of our Association have given their hearts to the welfare of the members.

I shall now and forever be grateful for the help and cooperation extended to me by the organization. I would like to state here that such kindness manifested in real service shall be engraved in gold letters in the recesses of my heart."

We do not often receive letters such as this, although many members of our Association who were benefited by the services we render do acknowledge such service in an official way.

Are we blushing?

What Is Human Rights Day?



ON DECEMBER 10, 1948, the General Assembly of the United Nations, meeting that year in Paris, adopted and proclaimed the historic Universal Declaration of Human Rights. The Declaration had been in the making for three years. Word for word it had been fashioned by representatives from many countries so that it could be accepted as an agreed set of standards and goals by peoples of different nationalities and different cultures. Its formal adoption was, therefore, to achieve freedom and security. To celebrate it, the General Assembly in 1950 asked that in future years 10 December be set aside as Human Rights Day by governments and interested organizations, and that reports on these celebrations be made to the Secretary-General by governments.

This day has been celebrated since 1949 in an increasing number of countries. Last year eighty nations and territories reported to the United Nations a wide variety of official and unofficial celebrations on the third anniversary. The suggestions which follow are based on these reports.

SUGGESTIONS FOR CELEBRATION OF HUMAN RIGHTS DAY

How Government and UNESCO National Commissions Celebrate the Anniversary

Proclaim 10 December Human Rights Day.

Sponsor official ceremonies, concerts, receptions, public meetings, exhibitions.

Issue special postage stamps or use special postage cancellations.

Issue special instructions or suggestions and teaching materials to schools.

Issue new language texts or editions of the declaration.

Issue posters for display in public places.

Sponsor Human Rights exhibits in government buildings, libraries and museums.

Sponsor UNESCO Album display on Human Rights.

Sponsor special observances at national shrines.

Illuminate national monuments on 10 December.

Sponsor special displays of United Nations flag.

Call upon non-governmental organizations to help plan and execute celebrations.

Sponsor study groups or Human Rights institutes.

How State, Provincial, Territorial or Municipal Authorities Celebrate the Anniversary

Chief authority issues Human Rights Day proclamation.

Legislature or Council adopts Human Rights Day resolution.

Local educational authorities stimulate celebrations in schools.

State or Municipal government

sponsors concert, public meetings or Human Rights study groups.

State or Municipal government sponsors broadcast of international, national or local celebration.

State or Municipal government sponsors exhibits in libraries, museums, or other public buildings or places.

State or Municipal government sponsors film showing.

State or Municipal government calls on non-governmental organizations to co-operate in planning and executing celebration.

How Colleges and Universities Celebrate the Anniversary

Sponsor public lectures and symposia by members of the faculty on historical and other aspects of the Declaration.

Sponsor student assemblies or university-wide ceremonies.

Sponsor student debating, essay, fine arts, dramatic or musical contests on the theme of Human Rights.

Arrange Human Rights exhibits in college libraries.

Sponsor Human Rights broadcasts.

Sponsor student model meeting of Commission on Human Rights.

Publish Universal Declaration of Human Rights in college paper or periodical.

How Schools Celebrate the Anniversary

Distribute text widely in the schools.

Arrange a pageant in which all schools in the community take part.

Prepare several weeks in advance for celebration in the school, through class activities such as history, art, music.

Display posters and other exhibit material prepared by pupils.

Hold a school assembly, including music, reading all or part of the Declaration, talk by a teacher, reading of statements by national leaders.

Study text of the Declaration in higher classes. Each student selects one article and gives his own interpretation which is discussed by class.

In class, relate selected articles to history, literature, civics.

Study the connection between rights and duties, with examples drawn from pupil's experience.

In school assemblies or class work, show how the work of the United Nations and the specialized agencies helps to establish conditions under which Human Rights can be widely achieved.

Sponsor intramural or interscholastic debating, essay or poster contests.

How Non-Governmental Organizations Celebrate the Day

Hold special local, state or national meetings.

Reprint the Universal Declaration of Human Rights in organization journals.

Co-operate with government, UNESCO National Commissions, U.N. Information Centres in national celebrations.

Join with other organizations in planning local activities, such as concerts, human rights institutes, conferences or other special observances.

Prepare and release special press and radio material.

Organize public exhibitions, art competitions, essays or debating contests.

Conduct community action projects or surveys.

How Press, Radio, Television and Cinema Celebrate the Anniversary

Press reproduces the text of the Declaration.

Press reports celebrations.

Press prints editorials on Human Rights, photo features, stories and cartoons.

Radio broadcasts U.N. Headquarters celebrations.

Radio broadcasts special U.N., UNESCO radio documentaries and features.

Radio and television broadcast special anniversary events.

Radio and television originate and broadcast feature of programmes.

Radio and television use Human Rights Day spot announcements.

Radio and television broadcast reading of the Declaration by eminent actors.

Cinemas show special Human Rights films.

The Universal Declaration of Human Rights

PREAMBLE

WHEREAS recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

WHEREAS disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

WHEREAS it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

WHEREAS it is essential to promote the development of friendly relations among nations,

WHEREAS the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

WHEREAS Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

WHEREAS a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

NOW THEREFORE
THE GENERAL ASSEMBLY
PROCLAIMS

THIS UNIVERSAL DECLARA-

TION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

ARTICLE I

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

ARTICLE II

(1) Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

(2) Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

ARTICLE III

Everyone has the right to life, liberty and security of person.

ARTICLE IV

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

ARTICLE V

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

ARTICLE VI

Everyone has the right to recognition everywhere as a person before the law.

ARTICLE VII

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

ARTICLE VIII

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

ARTICLE IX

No one shall be subjected to arbitrary arrest, detention or exile.

ARTICLE X

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

ARTICLE XI

(1) Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under

national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

ARTICLE XII

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

ARTICLE XIII

(1) Everyone has the right to freedom of movement and residence within the borders of each State.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

ARTICLE XIV

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

ARTICLE XV

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

ARTICLE XVI

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal

rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

ARTICLE XVII

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

ARTICLE XVIII

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

ARTICLE XIX

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

ARTICLE XX

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

ARTICLE XXI

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of

equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

ARTICLE XXII

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

ARTICLE XXIII

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration insuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and join trade unions for the protection of his interests.

ARTICLE XXIV

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

ARTICLE XXV

(1) Everyone has the right to a

standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

ARTICLE XXVI

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understandings, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

ARTICLE XXVII

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and mate-

rial interests resulting from any scientific, literary or artistic production of which he is the author.

ARTICLE XXVIII

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

ARTICLE XXIX

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for

the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

ARTICLE XXX

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

2138 East 39th Street
Ashtabula, Ohio, U.S.A.
August 23, 1952

Chief Education Officer
Department of Education
Manila, Philippine Islands

Dear Sir:

May I take this liberty to write you these few lines? I am a school teacher in our city schools here and am keenly interested in and enthusiastic about correspondence with teachers in all the islands of your group.

Would it be possible for you to publish such a request for me (for correspondence with teachers in the Philippine Islands) in one of the educational journals or periodicals there with wide circulation over the islands?

In addition as we teachers would correspond, I would hope that we could discuss educational ideas and techniques, exchange view cards, pictures, booklets, even stamps, and even exchange drawings made by our pupils and so on.

I am very keen about such correspondence and hope that I may hear from you soon stating the good news to me that such a request can be published in an educational paper there.

Thank you very much.

Very truly yours,

(Sgd.) C. WADE CUDEBACK

**MALACAÑAN PALACE
MANILA**

BY THE PRESIDENT OF THE PHILIPPINES

PROCLAMATION NO. 347

**DECLARING THE TENTH DAY OF DECEMBER OF EVERY
YEAR AS HUMAN RIGHTS DAY.**

WHEREAS, the Universal Declaration of Human Rights was adopted by the General Assembly of the United Nations on December 10, 1948; and

WHEREAS, the General Assembly of the United Nations invites all States to adopt the tenth day of December of every year as Human Rights Day;

NOW, THEREFORE, I, ELPIDIO QUIRINO, President of the Philippines, by virtue of the powers vested in me by law, do hereby declare the tenth day of December of every year as Human Rights Day.

I call upon all our citizens, all national, provincial, city and municipal officials, all teachers in public and private schools, and all other elements in this country, public or private, local or foreign, to publicize the text of the Universal Declaration of Human Rights and to cause it to be disseminated, displayed and expounded.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the seal of the Republic of the Philippines to be affixed.

Done in the City of Manila, this 21st day of October, in the year of Our Lord, nineteen hundred and fifty-two, and of the Independence of the Philippines, the seventh.

**(SGD.) ELPIDIO QUIRINO
President of the Philippines**

By the President:

**(SGD.) MARCIANO ROQUE
Acting Executive Secretary**

PROCLAMATION 347

**rfb
11-15-52**

Mechanization of Agriculture in Our Vocational Schools

GILBERT S. PEREZ



MANY CRITICISMS have been leveled at the Philippine educational systems, both that of today and of yesterday. Some were constructive and helpful, but unfortunately, many of them were shot through with personal and other prejudices and some even bordering against accepted rules of professional ethics and protocol and consequently rendered a great disservice to the schools and to the country.

No educational systems of yesterday or the day before yesterday are or were perfect especially when judged from present-day social, economic and ethical standards, but all have made some definite contributions to education and to human progress.

An example of destructive criticism is an article appearing in the Manila Daily Bulletin which maintains that agricultural education based upon mechanized agriculture and utilizing expensive agricultural machinery is radically wrong solely because the average farmer cannot afford to purchase them. Furthermore, that such education should be limited to the method utilized and the tools found in the poor farmers home.

Nothing is mentioned with reference to the possibility of the use of cooperatively and community-owned heavy and expensive modern farm equipment.

Another similar and more recent article published severely criticizes

the MSA for purchasing modern equipment for the agricultural schools which is an indirect attack to the government's mechanized agricultural program and also indirectly affects all dealers in modern agricultural machinery. In other words, the future farmer would and should utilize excessively the same old one-handed plow that is the exact replica of the plow used in Egypt by farmers during the period of Tutankhamen.

Should we consign Philippine agriculture to an outmoded and substandard system of which would make it impossible for the country to compete with agricultural countries which do use new methods and modern mechanized equipment? Why step back into the dim and unscientific past?

Maria does not pound rice with sticks any more except in the most remote districts because the locally or cooperatively-owned rice mill is more economical and more labor-saving — relieves Maria from boredom, drudgery and backaches, preserves her health and opens to her avenues to more fruitful, more intelligent and more profitable labor.

Are our agricultural schools and colleges failures? Recently we received a letter from the International Labor Organization of Geneva which intend to send in April, next year, a group of 23 representatives of different countries to

see the agricultural schools and colleges of the Philippines. Let me quote: 'We selected Australia for the outstanding work which they are doing in trade and industrial education. We have selected Japan for their recent accomplishments in apprentice training and placement work in industrial plants, and we have selected the Philippines because we believe that it has the best system of secondary agricultural schools in the Orient and is, without any doubt, one of the best in the world.'

Let us now quote from another source, some one who is neither a Filipino nor an American. This was taken from a recent book entitled "The Pacific World," page 153:

"The system of free education provided to the people of the Philippines is more extensive than that found in any other colonial government, and the people have responded to it. This is substantiated by a comment made not so long ago by the district governor of Sandakan, British North Borneo, in reviewing the list of public officials in his area. At the head of each department was, of course, an Englishman; next below him came a Filipino; while lower in the list were Chinese and Malays.

When asked by a visitor why the Filipinos were given such preference, the governor replied: 'Because the American system of educating the Filipinos has done more for them than anything that we have done in our own colonies. The Filipinos, naturally intelligent, are better fitted to take responsibility than any other people available.'

With Filipino graduates from our agricultural colleges and schools in agronomy and animal husbandry and veterinary science and with graduates of the School of Forestry, leading in forestry activities, and with graduates of Philippine colleges of engineering, all in great demand in this neighboring country, it would not be an exaggeration to say that the words of the governor of North Borneo is an outstanding eulogy both to America and the Philippines and a proof that, with all of its supposed defects and shortcomings, it is after all not as bad as some prejudiced critics picture it to be. Some of our graduates of Muñoz and of Los Baños and the School of Forestry who are now employed in North Borneo would unhesitatingly say that they owe a lot to our system of agricultural and technical education, both secondary and collegiate.

NOTICE TO ALL PPSTA MEMBERS

All membership fees (triennial) paid in the school year 1949-1950 had all expired last June 30, 1952.

Death aid remittances do not take effect unless you have paid your membership fee of ₱1.00 for the current year.

The present membership fee is ₱1.00 for every calendar year.

The present death aid fee is ₱1.00 every calendar year.



Man, Like Atom, Can Make, Unmake Humanity

Senator JOSE P. LAUREL

THIS IS THE ERA of the atom. An extremely minute particle, it is a "veritable world of itself, a complex system whose components are in rapid orbital motion," much like the earth, the moon and the stars going around the sun in our solar system. Man, ever looking upward to heights symbolized by the vastness of the sky, has stumbled and found about him the greatness of the small. This is the age of little things — seemingly innocuous, unobtrusive but powerful, self-contained bodies. Thus, the tiny has assumed magnitude, the insignificant has turned important, nay, indispensable; society in the sudden awakening to the potentialities of the microscopic atom's force for good or evil, has taken a new, solicitous view of the individual. For man — the discoverer, harnesser, of the atom — himself can be likened to a thinking, sensitive atom, the nucleus that can make or unmake the social mass that is humanity.

Never static, in the course of his lifetime he revolves together with his fellowmen around his God and like the heavenly bodies that revolve around and draw strength and energy from the sun so does mankind draw vigor from the Creator and in their interrelationship influence one another. Hence, humanity has experienced varied social explosions which destroy,

create, destroy and create, all in accordance with the pattern of good or evil influence dominant in each particular time and place.

The process by which man assimilates influence that determines the conduct of his life is, we commonly, whilst not philosophically, call, education. It is a continuing course from the cradle to the grave. Although parents are primarily charged with the duty and responsibility to educate their children, the latter's formal schooling is received actually under professional teachers. From the grades to graduation from college — in the shaping of a worthy citizen — an average of fourteen years is spent under practising tutors; during which time almost half of everyday is for the observance of school hours and instructions. Clearly, then, teachers exert considerable influence in the upbringing of an individual. Since nations are composed of men and women, a nation can be as great only as the greatness of its citizens. To a great measure, therefore, our nation's destiny lies in the hands of our teachers. How competent are they?

Personally, I believe in the capacities of our people singularly and collectively. But under the present reign of one who calls himself a "barrio teacher from Vigan,"

instead of encouraging the free play of the individual capabilities of those in the teaching profession whose welfare normally should be his pet obsession, his administration has neglected them.

As a teacher, he now instructs by his acts the people on the art and science of totalitarianism, punctuated by swaggering around here and abroad to show off his power gained at the expenses of the people, in uncalled for shows of force to obstruct the course of justice, and the materialism of his totally comic economic mobilization scheme which to date has resulted merely in the development of real estate complete with lawns for garden parties, gaming tables, swimming pools, and cars surrounding palatial houses of a coterie of subalterns and members of his royal court. Sadly neglected is the plight of 87,000 public school teachers on whom depends the future of today's youth.

The impact of war on the sensibilities of our people has distorted in a large scale our appreciation of human values and virtues. To many, it appears that to amass wealth illicitly provided one is not caught is a tribute to one's ingenuity. To take advantage of a legal technicality to advance one's personal welfare even at the expense of many is interpreted not to be criminal even if it is sinful. A great many in public service and private life connive with and corrupt one another saying: "To hell with the morality of it; it is legal, so what?"

Only recently, another manifestation of our society's present day ills was exposed by the apprehension of purveyors of sex. Count

the many reported and unreported crimes, and one cannot help exclaiming "Where is this country going to?!!" All these, at one time or another, have been blamed on our inadequate educational system. Maybe, but not quite enough.

There are those who would reintroduce the double session plan, the extension of elementary instruction to the seventh grade, and of a liberal pre-college course. All these are sound enough proposals, but what do they mean? Simply, to extend the number of hours a student has to stay in school on the premise that the longer one does the more education he is made to absorb. Yet, many of our age in our younger days could qualify to teach after finishing the elementary grades. Many among us, then, after elementary instruction, could read, write and speak better than high school graduates today, yet we spent less time under a school roof than the latter. Can it be then that the standard of our teachers and their methods are lower now than before? I do not believe so, for we have made much more progress since then.

As I see it, the underlying cause is the lack of enthusiasm among teachers today, especially those entrusted with the grades, because of the absence of proper incentives to allow them to put all their hearts and minds in their work. One cannot improve the teaching quality of a tutor by letting him follow a set of directives, scientifically designed or otherwise. First, the teacher's mind must be freed of all apprehensions. There should be a feeling of job security; the practice of appointing temporary teachers is not conducive to evok-

ing such a state of mind. How can one attend wholeheartedly to the task on hand when he is in constant fear of losing the job after a specified period of time?

A decent living wage must be paid the teacher. It is obvious that a low salary disturbs the mind of anyone; and in these days of "buy-and-sell," "ten percenters" and other lucrative sidelines, naturally the breadwinner's thoughts would have to turn to other sources of income. Briefly, the teacher must be given due importance not by mere lip service but actually raised to the proper stature of co-guardian, with the parents, of our children's physical, intellectual and spirituo-moral development.

However, not all these can come about by government action, more so under the present Administration. Nor can we of the opposition take up alone the cudgels for the teachers. As far as I know, there is no organization of teachers formed as a militant association to fight for their rights and opinions. In the practice of their precepts, their faithful obedience to duly constituted authorities, while a highly commendable quality has served to make them meek to the point of servility. A rigid code of ethics that has basis in the Department of Education forbids them to air complaints or any opinion to the public except through proper channels. Usually, along the line, a plea is stifled and the teacher gets nowhere. Such are the conditions that distract our teachers' minds from their responsibilities.

It is time they took lesson from their own selves. Their plight today affects that of our youth, the

citizens of tomorrow. In this era of the atom, wherein man has found the greatness of the commonplace, let our teachers discover the strength in themselves: for how can they produce militant citizens when they themselves are subservient? None can bridge the gap between the atom and the solar system except the social system of mankind; let those who reach for the stars gather strength from their origin.

It is, indeed, a national disgrace that our public school teachers should behave like frightened children at the sight of their superiors. While a teacher is a social and political being who has to live under some government organized and maintained by the collective will of himself and his fellow citizens, yet he is endowed with fundamental, inalienable and inprescriptible right to assert himself in defense of his honor, welfare, self-respect and his very own life.

As long as our public school teachers do not get organized into a compact, militant, intelligent whole that will stand and fight all forms of tyranny and despotism in their midst, they will always be nothing but pawns and mere instruments of self-seeking politicians, unprincipled and weak-kneed officials.

The Filipino teachers' lot would be that of cringing slaves, cowed, pushed around, slapped in the face and then later, to be whipped perhaps by tyrannical superiors with convenient impunity. Then the teacher becomes a lamb. And then the question arises: how can the lamb teach? And what will the lamb teach? I can not see any reason why the teachers, whose noble

profession is the highest intellectual calling in moulding the character of over 4,000,000 of our children now enrolled in the nation's institutions of learning, should act like a bunch of herded sheep that cower in fear everytime a high government or school official raises his voice before them. Wisdom without character is not education. Why should they be afraid to assert themselves in defense of their rights and honorable causes?

The Constitution and the civil service rules and regulations give them ample protection. The security of their position and tenure of office are guaranteed by our organic law in that, "no officer or employe in the civil service shall be removed or suspended except for cause as provided by law."

I have always had the greatest respect for teachers as I — like Quirino — consider myself one of them. But it pains me to quote a well-known Filipino newspaper columnist who aptly said that our school teachers have been "the same suffering hacks who are used to taking everything thrown their way."

"The problem of teachers," this journalist amplified, "is not the government; nor is it the unconscionable legislators who regard educational reform bills as football in political horsetrading. The problem of the teachers is the teachers themselves. The matter with them is that they are a group of timid, cowardly souls who will even refuse to raise their hand in defense of their own lives if the threat comes from their superiors.

"We have seen how teachers behave when they are subjected to treatment which will make a pea-

sant fight back. They behave like mice. Let but a governor raise his voice against schools and the teachers quake in fear. Let but a congressman however corrupt, make a threat and they bend their knees.

"They need not be afraid, really. All they have to do is to assert themselves, to tell their masters where to get off. All they have to do is organize themselves into a powerful union, controlled by nobody but themselves.

"The association they have now is useless. It is just being used by the Secretary of Education to impress the appointing powers with the number of his sheep. The teachers should scrap this association. They should organize a real union to which they must pledge their loyalty. Thus organized, they can strike fear into the hearts of those in power who recognize nothing but votes. Even the President will get off his high horse when teachers are around."

I repeat: National greatness depends upon the greatness of the nation's individual citizens. We cannot attain national greatness without human freedom. And freedom cannot be achieved without moral courage on the part of our individual citizens.

Freedom of thought and expression is guaranteed to all of us by our Constitution. We are all entitled to that precious human freedom and the teachers, more than anyone else, need it most in a civilized society of free men in a free world.

In closing, I reproduce what I wrote some four years ago, printed in the **Philippine Educator** (March issue, 1948) if for no other reason

than to cheer up all the teachers in the midst of their difficulties:

THE CURRENT TEACHER

Teaching is a noble profession.

A selfless teacher toiling uncomplainingly, diligently, honestly in abnegation makes ours a happy world.

At break of dawn, this meek moulder of man's character faces the day with renewed faith and enthusiasm in his noble mission to develop moral character and enlighten the youth of the land.

At dusk, when the day's work becomes a prelude to another, a teacher smiles with pride and in solid contentment — for he has unselfishly contributed his just share to the cause of PUBLIC SERVICE.

In the deep silence of night, he burns his oil for the next lesson plan that will forge man's primitive instincts on the anvil of learning and equal opportunity.

Within the four walls of the classroom, he radiates wisdom, understanding and cheerfulness. By destiny, he is a maker of future citizens.

And like the Savior, unswayed by misgivings, "unawed by opinion, unseduced by flattery, undismayed by disaster," a cheerful teacher leads a full life of love, courage and Christian hope.

A teacher has every reason to be cheerful.

He has a beautiful soul. He has a divine mission to accomplish.

All honor to him!

Education Through Medical And Dental Services*

VENANCIO TRINIDAD



I CONSIDER IT a great honor and a rare privilege to address this convention of district health officers, city health officers, and school dentists of the Bureau of Health. At the outset, allow me to congratulate those who conceived the plan of this convention because, for the solution of any difficult problem that may beset an organization, for the reconciliation of conflicting views and opinions, and for the adequate consideration of projects for improvement, there is nothing better than

a conference at which the men and women concerned may have an opportunity for a free exchange of ideas and experiences upon which they can draw for the necessary incentive in their effort to ensure the growth and progress of their profession or the service to which they belong. This is especially true in a democracy where decisions regarding courses of action are arrived at through deliberation and discussion of the members rather than through dictation and imposition of a few.

* Speech delivered at the Convention of School Physicians and School Dentists.

Since we are all working together for one common objective, which is the improvement of the health of the people in general and that of the children in particular, it is desirable that we learn to know and understand one another. Hence, desirability, if not the urgency, of this conference.

I yield to no one in my appreciation of the nature of your work. It is a highly important work, and it is precisely because of this recognition on my part of the value of the service which you are rendering that I would consider myself remiss in the discharge of my duties if I did not grasp this opportunity to say a few points for the further improvement and strengthening of the medical and dental services in our public schools.

The first point that I should like to discuss is, **How could we make the medical and dental services educational?** To my mind, these services provide our pupils and students with almost unlimited opportunities and situations for "learning through doing." But desirable learning will not occur unless the students know what they are doing and what is being done for them. In the matter of health examination, for example, such processes or procedures as vision and hearing tests, examining the heart by the use of a stethoscope, standing in front of the X-ray apparatus, and others will have real and significant educational value to the pupils only if the physicians would take time to explain what these procedures mean. Of course, this should be done as much as possible in the language of the

child and in terms of his experiences.

Our aim should be not only to note defective conditions and to correct them but also to give words of encouragement. If a child, for instance, is well-nourished, he should be told so; he will certainly be flattered and happy to know that such is the opinion of the examining physician. If a child has sound and clean teeth, he should be complimented by the school dentist. If he has been vaccinated against smallpox, cholera-typhoid-dysentery, etc., some sort of recognition should be given him as well as the parent if the latter is present. On the other hand, if there are defects noted which need correction, such information or medical advice as is necessary should be presented in a clear, simple, and friendly manner.

The dissemination of facts relating to health is really a valuable educational feature of the medical, dental, and nursing procedures. Yet, it must be said that there is even greater value in the attitudes developed. Attitudes refer to the feelings which motivate behavior. All too often an individual acts according to his feelings and not necessarily according to his intelligence. Indeed, these school health services should be, and can be, one of the child's most important experiences at school. On such experience may depend his progress, his educational and social adjustments, and his future health and happiness.

The second point that I should like to take up is, **How can close cooperation among the health workers be maintained?** Since we

are all working together for one common objective, which, as I have said, is the improvement of the health of the people in general and that of the children in particular, it is desirable that we learn to know and understand one another. The effectiveness of a school health program will depend partly on careful planning and partly on the due recognition of the interrelationships among the health personnel and of the vital strategy of cooperation. Cooperative efforts, however, should be based on sound principles. For it has been proved by actual experience that the best system can be wrecked by indifference or an uncooperative spirit, while the worst can be made to function through exercise of a genuine desire to work together.

In any organization that employs a large number of people, the proper coordination of effort is an absolute necessity if effective results are to be expected. Our three groups of health workers — the physicians, the dentists and the teacher-nurses — can and should work together in close cooperation in order to avoid any possible dissipation of energy. I need not stress the fact that, invariably, far better results can be obtained when the different units of the service pull together than when they work independently of one another. And for the different units in our present setup to be able to pull together, each has to understand and appreciate the role and function of the other groups. Each service has its own part to play in carrying out the health program of the schools, but in so doing its work it should have the fullest

measure of appreciation of the functions of the other groups. It is believed that frequent conferences and consultations among the health workers in each province will go far toward removing any misunderstanding or indifference which may exist, and will undoubtedly be conducive to greater harmony and cooperation.

The third point that I should like to bring up before you is, **How can proper public relations be achieved?** It should be obvious that any service which depends for its growth and development, and even for its very life, upon the goodwill of those who support it, must maintain satisfactory relations with everyone concerned. The question may be raised as to what we mean by public relations. Viewed as a condition, the term refers, I believe, to that state of affairs in which the people who are maintaining a given service are satisfied with it because the persons who are charged with the task of running it are able to convince the patrons — the parents in this case — that they are doing efficient work and are able to get along with people. Viewed as an activity, the term refers to the act of bringing to the attention of the people who are supporting the service the needs and conditions, as well as the accomplishments, of that service. This is but another way of saying that the service must be interpreted properly in order that its value will be better appreciated by the public and the support given it continued, if not increased.

The dissemination of information on the objectives, activities,

achievements, and problems of the Medical and Dental Services is, however, only one aspect of a good public relations program. Equally imperative is the need on our part to feel all the time the public pulse, so that we may know the reactions of the people to the existing program of the Medical and Dental Services; what they think of the program and of the manner in which it is being conducted; and whether they are satisfied with the work or otherwise feel that the support that they are giving to it is yielding the results expected. This knowledge is necessary if we are to make our program effective in meeting squarely the demands and needs of the school children. We can hardly justify any program of public service, such as the Medical and Dental Services, which is not sensitive and responsive to the demands and needs of its clientele, which, in this case, are the pupils and students whom we seek to serve.

There are various ways of interpreting the medical and dental services to the people. One is by direct explanation. This may be either verbal or written — that is, the physicians and dentists can explain to the people the main objectives of the service and the steps being taken to attain those objectives, or they may send releases to the newspapers from time to time for the benefit of that portion of the public which cannot be reached by spoken or written word.

Another method is by demonstration. Actual demonstration may be given so that the parents can see with their own eyes the nature of the service their chil-

dren are getting. But the best media of public relations are the teachers and students. Satisfy them by means of efficient service, and no one need worry how the medical and dental services will be regarded by the public which furnishes the money for its operation and maintenance. Remember that there are more than 85,000 teachers in the public schools alone, and a more compact and intelligent group than they you cannot find. And as far as the pupils are concerned, you can be sure that they themselves will tell everybody in their homes about the splendid attention which they are getting from our physicians and dentists and about the high quality of work these are doing. The net result of all these is that the prestige of the service will be immeasurably enhanced.

Now that I have given those points, let me congratulate each and everyone of you. Despite the fact that being in the government service will not bring you a fortune, you have chosen to pursue your present tasks. For you realize, I take it, that there are satisfaction in life that are far more elevating than those resulting from the mere accumulation of wealth, not the least of which is the consciousness of having consecrated one's life and energies to the service of our people — specifically, of having helped in building up the health and physique of our children so that they will be in condition to do their part as citizens of our young republic. And so may I close by wishing you every measure of success in your deliberations.



The CETA Tackles English Problems

DECRY HALF-BAKED COLLEGE GRADUATES

From the **MANILA CHRONICLE**
Nov. 9, 1952

DILIMAN, Quezon City. Nov. 8 (PNS) — The mass production of half-baked college graduates in the Philippines is due to the inadequacy of students in the knowledge of the English language as a medium of expression.

This was the conclusion reached by members of the College of English Teachers Associations in this morning's session of their national conference at the Liberal Arts auditorium of the University of the Philippines here. Today is the second and last day of the conference.

Fr. Harry B. Furay, one of three speakers this morning suggested that the students in order to gain mastery of the English language, should know at least something, "although not everything," in the meaning of a word.

He said that if it were true that there were "half-baked" graduates, the teachers of the English language should also bear the responsibility for the situation.

Other speakers were Dr. Paul R. Hanna, who spoke on improving the curriculum as it affects the teaching of English in the Philippines, and Dr. Josephine Bass-Serrano, who discoursed on improving the pre-service training of teachers of English. Dr. Benito F. Reyes of the Far Eastern University presided in this morning's session.

TEACHING OF ENGLISH DISCUSSED

From the **MANILA TIMES**,
Nov. 8, 1952

A new method of teaching English which dispenses with most of the standard distinguishing marks in pronunciation was described yesterday by a language teaching authority.

Miss Helen Sims, an American expert on language teaching, told the College English Teachers Association at the FEU auditorium yesterday that this method, which she called "phonemic," uses only 38 sounds in the pronunciation key where Webster uses 61, and only 17 vowel sounds where Webster uses 32.

(Phonemic pertains to the variation of speech sounds all spelled with the same or equivalent letter or with letters commonly regarded as of the same sound.)

For the effective teaching of the language, Miss Sims said:

1. All sounds must be mastered in the first and second years.
2. A child must learn the language step by step.
3. The teacher must build up a controlled vocabulary.

There must be a correlation with other subjects if English is used as the medium of instruction.

Dr. Jose M. Hernandez, dean of the University of the East college of liberal arts and president of the CETA, said the organization should exert all efforts to bring about the effective use of English

by Filipinos as a vehicle for conveying Filipino heritage to the rest of the world.

In another paper read yesterday, Dr. Alfredo T. Morales of the University of the Philippines reviewed the nature and background of the English language problem in the Philippines.

He suggested:

1. Major vernaculars should be the medium of instruction instead of English up to Grade IV.

2. Tagalog should be taught starting in first year high school and taught more scientifically than by the oral method.

3. English should be taught as a foreign language starting with Grade I.

Dr. Jose Villa Pañganiban of the University of Santo Tomas declared that "our language problem has remained an involved problem." He said that though the national language law was passed some 12 years ago, "there are still thousands who oppose it." He favors the use of the vernacular in the teaching of English. He delved into the history of several languages to prove his point.

CETA URGES CHANGES IN ENGLISH TEACHING

From the **MANILA TIMES**,

Nov. 9, 1952

The College English Teachers Association (CETA) wants some changes made in the teaching of English in the Philippines.

In a resolution passed yesterday to end the two-day CETA conference, the teachers urged the teaching of English as a second language up to Grade Two, with instruction in other subjects conducted in the local vernacular.

English will be taught exclusively after Grade Two, but the present system of teaching English will be discarded in favor of what is known as "the second language teaching" process evolved by Prof. Charles Fries of the University of Michigan and experts of the Linguistics Institute in Washington, D.C.

The "second language teaching" process places emphasis on an oral approach, a controlled vocabulary, and a mastery of phonemics, or the variation of speech sounds of the same or equivalent letters. Initial vocabulary will consist of words found by psychologists to be appropriate for children at different age and mental levels.

An experiment now being conducted among Grade One, the Grade Two pupils in Iloilo public schools uses the vernacular — Hiligaynon — as the medium of instruction, but the teaching of English afterwards goes on by the present method. This experiment is also being done on a limited scale in Bulacan and Bataan.

Results in tests conducted with controlled groups which have been taught wholly on the English language show that the pupils in the Iloilo experiment assimilate more knowledge, and while they are at disadvantage at first they soon surpass pupils who have been brought up wholly on the English language.

Dr. Alfredo T. Morales of the University of the Philippines said last night the vernacular as a language of instruction is being used all over the world.

The teaching in Grades One and Two in the vernacular would necessitate, as it did in the Iloilo experiment, the translation of English textbooks now in use into the nine major vernacular dialects.

This would involve expense, but the child who would be learning in his own dialect would absorb more knowledge, Dr. Morales said.

In yesterday's morning session, Fr. Harry B. Furay, S.J., of the Ateneo de Manila, said if it were true half-baked graduates were being turned out because of deficient training in English, the teachers would have to share in the blame.

The teachers proposed that elementary school teachers, who have first crack at a child's training in English, attend weekly seminars to improve and maintain their own proficiency in the English language.

The afternoon session featured five teachers who described their favorite devices in teaching English.

Miss Lilia Villa of the University of the Philippines said her favorite device is to bring her students to an informal gathering where they are given experience in speaking the language.

Mrs. Helen C. Leyden of the University of Santo Tomas asks her students to look up meanings of words in the dictionary, and assign them to use those words correctly.

Waldo Perfecto of the De la Salle College urged the body to ask teachers from other faculties to cooperate with the English department by insisting that their pupils speak correct English all the time. He said there is a tendency for some teachers in other departments to overlook grammar and pronunciation mistakes.

Other teachers who described their methods were Miss Lourdes del Rosario of the Far Eastern University, and Miss Paulina Acuña of Baguio Colleges.

ENGLISH TEACHERS TRESH OUT PROBLEMS IN CONFERENCE

From the MANILA CHRONICLE,
Nov. 8, 1952

The "sterility of thought" among college teachers was blamed yesterday on the current lack of instructional materials fit for Filipino students in higher schools of learning.

The charge was made by Dr. Charles Houston, Jr., dean of the school of foreign service of the University of Manila, during the afternoon session of the third national conference of College English Teachers association at the University of the East auditorium.

The conference was opened at 8 o'clock yesterday morning at the Far Eastern University auditorium by Jose M. Hernandez, president of the CETA and dean of the college of liberal arts, University of the East.

A great number of local teachers, according to Houston, who make important discoveries in the teaching of English in college do not bother at all to publish their findings.

Those who spoke at the opening session were Dr. Rufino Alejandro, linguistic assistant at the Institute of National Language, on "The Position of the INL on the Language Problem," Dr. Alfredo T. Morales of the University of the Philippines, on "The Position of the CETA on the Language Problem," Dr. Jose Villa Pañganiban on "Teaching in the Vernacular — the Local Scene," and Helen Sims, cultural officer at the US embassy, on "A New Approach to the Teaching of a Second Language."

The other two speakers in the afternoon session were Martin Aguilar, administrative officer of the bureau of public schools, who dwelt on "The Lack of Professionally Trained Teachers" and Demetrio Andres, chief of the instruction division, bureau of public schools, who expounded on "The Lack of Instructional Material in the High School."

A new method of teaching English to Filipino students, called the "phonemic method," which does away with complicated markings was bared during the morning session by Miss Sims.

She suggested that English be taught "only as a second language" next to the accepted national language. She said that

the best way would be to teach the pupils as Filipinos, and not as if they were Americans.

Dr. Houston enumerated other reasons for the lack of instructional materials in local colleges, namely: 1) lack of knowledge on the part of the teachers on the right instructional materials, 2) reluctance of teachers to require students to buy their own books, and 3) inadequate facilities provided by school libraries.

The schedule of activities for today, the closing day, includes: reading of papers by Dr. Paul R. Hanna, Fr. Harry B. Furay, S.J., and Dr. Josephine Bas-Serrano, and business meetings. The site of today's meeting will be the University of the Philippines auditorium in Diliman.

The Swiss Educating For Work And Defense

CAMILO OSIAS



AFTER MY THIRD visit to Switzerland and seeing more of the country, its people, and its institutions I am thoroughly convinced that we have much to learn and we can derive a great deal of inspiration from this nation which is successfully educating its citizens for work and for defense.

It has long been my belief that we can get more encouragement from a study of countries relatively small and poor than from those which are large and rich. Of course, a nation like America has much to offer, but at times it is discouraging to see there a great

many things to envy but which can not be duplicated because we do not have millions to finance large projects and we do not live under an economy of abundance.

The experience and achievements of the Swiss are decidedly encouraging. Switzerland is small, its total area being only 16,000 square miles while that of the Philippines is 115,000 square miles. The population of Switzerland is only four million and a-half, while that of the Philippines is twenty million. The Swiss climate is severe, ours is benign. The soil of Switzerland is not naturally fer-

tile, while that of the Philippines is fertile. With these bare facts in mind, one is insensibly led to conclude that if Switzerland could achieve peace and progress, prosperity and happiness, we in the Philippines in larger freedom can do likewise.

What is the main reason for Switzerland's success? Unhesitatingly I answer: education.

There are several other factors that could be mentioned but I repeat for the sake of emphasis that the main factor is education, education properly oriented, education for good citizenship, education that educates for productive work, and for sacrificial service.

Education in Switzerland is general and thorough and practical. Illiteracy is non-existent. Everybody works, works intelligently, works hard, works for a definite purpose and with persevering will.

As it is not possible for my readers and my fellow-teachers to be inspired in person by a visit to this land of indescribable grandeur and enchanting beauty I desire to leave in their minds, if I may, certain impressions.

Looking out of my hotel window in Geneva one day I could discern among the throbbing throng a woman pulling a two-wheeled wagon heavily laden. She was well built, the picture of health and strength. Her head was thrown high, her chest forward, proud and unshamed because she had work to do and was doing it.

Crossing the bridge near-by were street cars, automobiles, motorcycles, bicycles, and pedestrians. When the signal light turned red everyone stopped each in a definite line and place without con-

fusion. And when the green sign turned up everybody moved. There was order; there was personal and collective discipline. This training for discipline started in the homes and lower schools.

At Berne, the capital, there is competition for beautifying the windows of houses, business establishments, and government offices with decorative plants and flowers. A prize is awarded at periodic intervals for the most beautifully decorated windows. The people are educated to appreciate the beautiful.

The lakes and streams are kept clean. Whether at Geneva or Lausanne, in city or village, the waters are kept clean and unpolluted. No papers, no rubbish may be seen floating to mar the scene.

And good sturdy trees are grown and properly trimmed along highways and streets. Flower gardens are everywhere — along the walks, in public parks, in private yards.

No wonder joy and pride are writ in the countenances of teachers in the schools and of the boys and girls under their charge working, studying, and playing amidst favorable surroundings and social climate.

One night of entertainment was given for the enjoyment of delegates from many nations at the 41st Inter-Parliamentary Union Conference. The program consisted of beautiful musical numbers — solos, duets, quartets, choruses — sung by people from different sections of the country in their colorful costumes. Boys with fine physique performed gymnastics evidencing unusual strength, skill and grace. I was thinking

the entire evening of our own health, music and art education and what could also be accomplished for the joy and satisfaction of our people and visitors if and when tourism will pass the talking stage and we have places, facilities and activities to attract tourists to our lovely shores.

In Switzerland there is no wanton waste of man-power and useful time. Trains, planes, boats, and busses arrive and depart at scheduled hours. In the hotels, restaurants, business and government offices there are no excess employees. Loafing during work hours, "slow men at work" at public projects, sit-down strikes are unknown.

All these are seen and done in a land where at least one-quarter of its soil is barren, a land without natural resources. Switzerland developed prosperity from poverty, strength from weakness, unity from diversity.

Land being limited, the smallest plot of land is cultivated and made to yield its utmost. Vineyard and orchards are found at the highest possible altitudes. The best-looking sheep and cattle are cared for and raised along precipitous mountain sides. The small farmer-class is the rule; there is no absentee landlordism. Agricultural output is intensified, methods of planting and animal-breeding have been modernized and the young farmers are scientifically trained and they apply their training for life improvement.

Switzerland educates for the vocations and the professions. Small in territory and population it has seven universities. Three of them I visited and I noted that they have overcome the diversity of lan-

guages. Three are official and national — German, French, and Italian. A fourth, the Romanish, a Latin dialect, is national but not official. Swiss consciousness proves that languages are not a bar to the development of national solidarity and strong nationality.

There are a number of technical and technological schools in the country. These are sources of supply for skilled workers and technicians for the heavy industries, the watch industry, and other industries. Specialized workers receive technical training from scientific institutions and laboratories.

The Swiss love precision and admire quality. The shabby, the common-place, trash is abhorred. I saw men and women at work in the Cortebert watch factory and each has a special work and every one must do good work or else the watch of about 300 little parts will not work well.

The country being without mineral resources, its people had to specialize in making small, useful, and beautiful articles that command good prices in the world's markets. Switzerland is noted for precision instruments and apparatus and machines. Good taste, good craftsmanship, good quality are emphasized in the college and factories.

The government of Switzerland is parliamentary and democratic. The legislative body consists of two branches, (1) the Council of Estates wherein each canton has two representatives and half-canton one, and (2) the National Council with members elected by universal male suffrage through a system of proportional representation. The two chambers unite to

elect the Federal Council of seven members. This is the executive branch. Each year the Federal Assembly chooses from among the seven members of the Federal Council the President and the Vice-President for the Swiss Confederation. The judiciary, corresponding to our Supreme Court is not in Berne, the capital, but in Lausanne. In Switzerland citizens must be educated and habituated to read because every elector is at the same time a legislator. Acts approved by the legislative body are for the most part subject to review by means of popular referendum and popular initiative.

One high official, asked about the Swiss Army, said, "Switzerland has no army but the whole nation is an army." This is literally correct. There is but a nucleus of professional soldiers. There is a citizen's army and the youth of Switzerland deem it an honor to be conscripted. Every citizen is trained as a soldier. The courses and activities in educational institutions are synchronized with the national militia system.

Every citizen is called for a certain period each year to take part in military maneuvers and pursue special courses and special training. He takes his arms, his kit and munitions, and his uniform back home with him and is ever ready for a call to arms at any time. The Swiss stress the educational value of army service teaching order, discipline, team work, self-direction, comradeship, cooperation, democracy.

I asked many Swiss acquaintances, "Do you have communism?" The unanimous answer is "No. We drive out communists. They are trouble-makers."

The citizen army of Switzerland mirrors good citizenship and serviceable nationhood. The preparedness of the Swiss, their will to defend their native soil, their devotion to peace and freedom have been responsible for the success of their policy of neutrality. Switzerland has education that educates for work and defense, for productive work and serviceable citizenship.

Important Announcement

Republic Act 728 extends the filing of preference for Act 660 (for those who have already established their rights to retire under Act 2589) up to December 31, 1952.

Just write a letter to the Manager and Actuary, the GSIS, stating your preference to retire under Act 660. Then, accomplish "Designation of Beneficiary" Form, which can be filed later. But letter of preference should reach the System not later than December 31, 1952.



FOR CHRISTMAS IS CHARITY AND FORGIVENESS

SALVADOR L. BAUTISTA

DARKNESS LIMBERS UP from its lethargy, fighting in a half-daze a confused, shrieking array of colors, splashed upon the sunset by some careless painter of the skies. The biting cold of the evening wind drew two figures together to keep themselves warm. They were sitting in their tryst, Myrna and Rasul, watching the west turn to gray, and pondering what would happen to the golden days of their youth. When the sunset of their lives came, what then? No, the sunset will never come.

They had grown up together in play and in mirth. She was in full bloom now, this barrio lass who had been his companion since innocent childhood days. As the sunset glow turned to darkness, they sat together against the base of a mango tree, upon which Rasul, in his rustic way, had once carved their initials and the design of Cupid and his bow. She would always pass that way to the brook, and she would look at the letters and the design, and she would understand. Or he would send her a missive of love written on a tender banana leaf. Or he would write a line on the sand near the brook, and she would always see it when she drew water there to fill her earthen jar. Or he would sit on the root of the old mango tree and

play upon his reed of rice straw, waiting for her to come — to their young tryst.

In the congruence of their thoughts, they would understand meanings and symbols, even as he would offer to her a simple garland of sampaguitas. They had always played together, often until sundown. They would be at the beach, gathering the finest colored pebbles, counting them on their laps, or playing "cudo" until the dying sun had bequeathed its grandeur to the moon.

They would sit silently for hours, the silhouettes of their beings etched vividly with the lengthening shadows of the tall grass, meanwhile building castles or dreaming dreams.

"You have a nice smell on you, Myrna," Rasul would break the silence. "And there is warmth from you that sends my being aquiver."

"Oh you naughty boy, you smell the newly cut rice stalks and the breath of the newly plowed earth. The evening wind chills you aquiver." They would laugh aloud, but Rasul felt restless shivers run through his spine as he drew Myrna closer to him.

"Oh God, what an ecstasy, this being together! The smell, the warmth!" He would muse.

Man hungers for freedom, many freedoms, but mostly for freedom to release what he thinks or feels, or what sends him aquiver in moments of joy. The flowers thirst for the early April showers; the blades of grass thirst for more sunshine; man not only thirst; he hungers for love, for someone to feel the throbs of his heart.

Man's mind wonders at the vastness of nature, at the intriguing creations of God. The unfathomed mysteries in living things, the infinite treasures in the hills and forests and in the deep waters of the sea. The Unseen Hand that controls all; the Mind that sets the rhythm, the consistency, the eternal cycles, — these fill Rasul's mind with big wonderment. And he is amazed at the vastness of things and his own littleness. He tries to unravel the riddle, but he gives up in bewilderment. He knows so little of life. What is love? If one smells something nice, if he feels something warm, if his spine goes a-tingling, if his whole being goes aquiver, when he draws Myrna close to him, is that love? If he could but know! If Myrna could but feel! If he could but be sure of what Myrna felt and knew!

And so at last he had asked her.

"Myrna, this smell of yours, this warmth of yours, this ecstasy that I feel, this quivering feeling, when I am with you; this swelling of the spirit — is this love? If it is, then I love you, Myrna. Do you feel that way too?"

"Don't say those things, Rasul. It is better to feel them than to say them."

And Myrna would look away, so far away. And Rasul would be puzzled. But their eyes would meet again, and the world then becomes full of meaning. The universe is easier to understand then, if it was all bound up in the depths of Myrna's eyes.

Of an evening, Rasul would hide among the plants near Myrna's bedroom window. He would pluck a flower and throw it in the room.

"Who is there?" she would ask, knowing the answer.

"It is Rasul, my love," would come from beneath her window.

"Oh impulsive Rasul, they will see you. Run away before they do."

And Rasul would scamper away, past the winding brook, and Myrna would watch him get lost in the moonlight beyond.

Then she felt the solitude creeping upon her. She would gaze at the moon, knowing that through a veil of cloud, it would watch her too. As the clouds trailed the moon so did her thoughts trail the youth that had just gone.

She would sigh, "Oh moon, your beams came astray into my room. Have they brought with them the thoughts and the feelings of a vagrant youth that came stealing beneath my window? Now that he is gone, I have a great feeling of emptiness. Fill my room with moonbeams and drive away this feeling of being alone."

There was a midnight moon in the sky. Rasul and Myrna were again at their tryst beneath the old mango tree. They were watching the glimmering streaks of moonlight reflected in the placid

waters of the brook beneath their feet.

"I have to go away, Rasul. Will you be lonesome?" asked Myrna.

"You can't go away, my love. I want to marry you. Tomorrow, any day, we shall be wed." There was a frightened look in Rasul's face. Terror was gripping his heart.

"But you see, Rasul, my parents want to send me to the city to study. I will come back to you when I get through. Will you wait for me? It will take a few years, may be; but I must go. They want me to go."

"I am afraid I will lose you, Myrna. The City is cruel. People in the City are cruel. They will not care for you as I would. They will not care to know that you have left someone here who loves you more than anything else in the world."

Rasul was sad, and Myrna was sadder. They walked home in silence, knowing that wounds have been opened in their hearts, and there might be no healing.

At the parting, Myrna assured him, "Keep faith, my love, my dearest one. For youth is hope, and we shall be together again. If we truly love one another, nothing in truth can keep us apart."

And so to the City Myrna had gone. And the City took possession of Myrna, body and soul.

"Your smell, Myrna, and the warmth of your body, they send a thrill through my spines," said the City.

For she had met a man, a virile and persistent man. He was wise in the ways of the City; he was as smooth as its wiles; he was as

cruel as its crimes. And Myrna became intoxicated with the attentions and gifts that had been lavished upon her. She had been placed upon a pedestal, and she thought she had become queen. In delirious excitement, she had given this man her love, her being, and her soul.

"Your smell, Myrna, and the warmth of your body: they send a thrill through my spines," the man had said, and Myrna could not resist his virility.

But came the sad hour when she realized that her bloom had gone, and the man of many thrills and of great insistence had gone too. The promise she had made once before in her native hills and dales, the assurances she had given in return for the missives of love written on a tender banana leaf, in the sands of the beach, or carved upon the trunk of the mango tree,—these had come back to her now with the impact of her disillusionment. She realized, oh how so late, that she had become like the flowers in her native hillside that had been blown off the twig by a strong wind, and now floating upon the brook, in restless wandering, perhaps later to wither and perish upon the swirling waters of the sea.

And the memories came with startling and painful reality, "No, the sunset of our lives shall never come If you have faith and love . . . For youth is hope . . . Ah Rasul, my beloved, the smell of my youth, the warmth of my body — they are gone; they are yours no more to send your whole being aquiver. I have sold them for brief, cheap, reckless moments of

excitement. The bloom upon my cheeks is gone. The sunset of my life has indeed come. The greying mists of the evening are upon me. Oh Lord, Thou who hast been borne this Christmas Eve, give me a few days to live that I may have the chance to atone for the sins of my wickedness. Give me the opportunity to tell Rasul that my love for him had never changed, but yet to tell him that I seek his forgiveness. His pure, great love I no longer deserve. Give me a chance to tell him so, and then, and then . . . I shall be ready to go"

Rasul was there with her, on the way to church.

"Myrna, I am here. I came to spend my Christmas Eve here in the City. Aren't you glad? It is so good to see you, but what has happened to you? You have thinned so, the bloom of your cheeks is gone!"

"Rasul, go away. I shall only break your heart if I tell you. I lost my soul in the City; I had forgotten my promises to you. If you could but forgive me, that is all I ask. I do not deserve you and your love. I am going to ask God to take me with Him. The sunset days of my life have come."

"But, my love, whatever has happened to you in the City, whatever has passed, — that cannot be more important than my love for you. You could not have escaped the evil of this City, and so I have come to take you away from it."

"You do not understand, Rasul, I am no longer worthy of your love. I have been false to my promises. How can you ever forgive me?"

"This is Christmas, my dear. Everything is forgiven. For Christmas is charity; Christmas is forgiveness."

The Vernacular in the Schools

MARCELINO BAUTISTA



THERE IS INCREASING interest in the proposition to make the vernaculars as the medium of instruction in the primary grades. The CETA (College English Teachers Association) in its last conference in Manila advocated through a resolution that the vernaculars be used as the medium of instruction in the first two Grades. It is very well known, of course, that the Iloilo experiment has been instituted

mainly to determine the feasibility and practicability of using the vernacular as medium of instruction in the primary grades. A phase of the Iloilo experiment, probably the most important one, was that of determining to what extent a functional knowledge of the vernacular would be a help to the learning of English. The hypothesis set up was to the effect that if a child learns to read and write

the vernacular, he will be better equipped to learn English somewhere in the upper primary grades or in the intermediate grades.

A basis of all this agitation for the use of the vernacular as medium of instruction, at least in the primary grades, is the assumption that pupils learn more through the use of the vernacular. That seems to be a very valid assumption, and we said so in the very much criticized article we published in the *Philippine Educator* (July, 1950) entitled "For a Less Muddled Thinking on Educational Problems." We said in that article that it seemed so obvious that a child learns much more readily through his mother tongue than through a foreign language. What we had claimed to be also obvious is that if a child learns the vernacular only, there will be very little transfer to ability to learn English. It appears that the Iloilo experiment, which has been going on for four years, tried to prove the hypothesis that there is transfer of training from learning the vernacular to learning English.

The Iloilo experiment seems to show that when the learning of English is introduced somewhere in the primary Grades to pupils who have been studying the vernacular only, these pupils will show achievement in English over pupils who have been studying English only. At least this has been found to be true when evaluation was made of the relative achievement in English of the control and the experimental groups at the end of the Third Grade. (English was introduced as a second language in the Third Grade.) An unpublished evalua-

tion of the experiment after the two groups had finished Grade IV seems to show that the control group (the group that has studied English only) fared better in English than did the experimental group. **This has not been expected by the experimenters.** For if there have been gains by the experimental group over the control group at the end of the first year of the introduction of English as a second language, it had been expected that the gains would increase. The latest evaluation of the experiment does not confirm to expectation. The control group was shown to be superior to the experimental group in the acquisition of English Language ability.

The question that readily comes up is: At the end of the fifth year and the sixth year of the experiment, will the experimental group catch up again and/or exceed the achievement of the control group? That is the question that remains to be answered. Our way of thinking convinces us that if at the end of the fourth year of the experiment, the control group has shown a decided advantage over the experimental group in the learning of English, what new factor that has not yet been considered would enter in favor of the experimental group, which will enable that group to catch up with or exceed the control group? Just now we cannot pinpoint such a factor. Our way of thinking tells us that the control group will continue to exceed the performance of the experimental group insofar as learning English is concerned, because this is so evident at the end of the fourth year of the experiment. But let us wait until

the results of the fifth and the sixth year of the experiment have been evaluated.

One factor that is to be considered with respect to the experiment and its evaluation is the extent to which the constituency of the two groups can be kept intact through the years of the experiment. If there is fluidity in the composition of the two groups due to transfer of pupils, the results will be difficult to evaluate.

The second basis of the agitation for the use of the vernacular is the claim that if the child learns English only, he will revert to illiteracy or semi-illiteracy even if he completes the intermediate grades. In the CETA conference, Dr. J. Villa Pañganiban, an authority in linguistics and on the Filipino National Language, cited studies made in the Philippine Normal College which allegedly show that there is such a reversion to illiteracy or semi-illiteracy on the part of people who studied in the intermediate grades in English. We admit that we are not familiar with these studies. We are, however, familiar with a study made in Laguna sometime before the war which indicated that a large portion of the pupils who were in Grade Four could read and write in the vernacular, without having studied anything but English. If this Laguna study was valid, it would seem safe to presume that the average Fourth Grade graduate is literate in his native tongue. If there should be a reversion to illiteracy or semi-illiteracy during the lifetime of the individual, what would be the cause of such reversion? Is it the

fact that he had studied English only? That cannot be the answer, for the Laguna study showed that the average Fourth Grade graduate can read and write in his native tongue. Then to what other cause would such reversion be attributed? Might it not be suggested that the reversion to illiteracy or semi-illiteracy would be due, in specific cases, to **failure to keep on reading and writing in the native tongue or in English**, whichever has been the language of instruction? Having previously acquired some degree of literacy in any tongue, a person reverts to illiteracy or semi-illiteracy **if he does not continue reading and writing**. The language in which he had acquired some degree of literacy does not matter. And of course the ability to continue reading and writing in that tongue depends upon the availability of reading materials and the opportunity and the need for communication. If these factors are not present, and they are likely to be absent in certain areas and in the case of specific persons, there is reversion to illiteracy.

The foregoing statements try to show that reversion to illiteracy or semi-illiteracy does not depend to any great extent upon the language in which one had formerly acquired some degree of literacy; rather, it depends upon the extent to which such literacy would be used in the future. If the arguments advanced here are valid, then there is little basis for the present agitation to use the vernaculars in the primary grades for the purpose of insuring literacy or of enabling the Filipino children to learn English more effectively

when they take up this subject later in the Grades or in the High School. It is admitted that the Filipino child can acquire literacy much more readily in his native tongue than in a foreign tongue. After literacy has been acquired, and we are claiming here on the basis of the Laguna study referred to that the child who learns English also becomes literate in the native tongue, the duration of literacy depends upon the extent to which that literacy is used.

Now, is it likely that the child who learned English only and also became literate in his native tongue will continue to be literate in his native tongue or in English? The answer to that question is not so obvious. It all depends upon the opportunity and the need, and this is difficult to ascertain in specific cases. These other questions are involved: Is there more opportunity to read and write in the native tongue or in English? Which language materials are more available to the average person? Are there more opportunities to write in the vernacular or in English? (The question of **speaking the language** is not of much concern here, because reading and writing to insure literacy is our main concern. And it is so obvious that the child speaks more in his native tongue than in a foreign language.)

There are many problems related to this proposal to use the vernacular as medium of instruction in the primary grades. Here are some of them:

1. Which native tongue shall be used in cosmopolitan areas such as Tarlac, Davao, Nueva Vizcaya,

and other places in which there is a conglomeration of dialects?

2. Preparing curriculum materials and textbooks for the various vernacular regions would be a tremendous expense. It is obvious that it would be more expensive to prepare a book in one language, say English, than in several languages. Publishing houses have cheaper rates for large orders than for small orders. Considering the fact that even now, when we are using English as the medium of instruction there are not enough copies of books for children, would not the situation become worse under the vernacular system?

3. Training teachers of the vernaculars would also involve considerable time and money. We would have to start all over again, and our work would be set back many, many years. Even development of vernacular terminology for teachers' use will take many years. Even as Tagalogs have to study (from Grade I through College) the Filipino National Language, which is mainly Tagalog, the teachers will have to do the same for their respective vernaculars. And we shall have to set up National Language Institutes for each of the dialects identical with the present Institute of National Language! And we shall have experts in the various dialects who would be set up in the General Office to help the local people prepare their curricula and materials of instruction! In the meantime what shall be done with the present experts in English?

4. There would be no fluidity of movement of teaching personnel

among the regions as at present because an Ilongo teacher, for instance, would be practically useless in the Mountain Province, if he knows only Ilongo. School officials will have to be assigned in their respective dialect regions. We know that the fluidity of movement of teaching personnel from region to region has contributed to the unification of our people. This fluidity has contributed toward effecting some kind of social homogeneity to such an extent that we no longer know or care to know whether this or that teacher or school official belongs to this or to that dialect group. The use of English has erased at least one barrier that obstructs more effective socialization. The people themselves in their intergroup communication now possess some knowledge (no matter how little) of a common language (English, and possibly the National Language in due time). If an Ilocano Fourth Grade graduate, for example, goes to Mindanao and meets a person who knows a little English, they can communicate with one another to some extent. This would not be so, if the two had studied only their dialects up to Grade IV.

5. All the arguments for English as the most widely used language in science, art literature, diplomacy, public affairs, international relationships, etc. also argue against the use of the vernacular. More reading materials available in the Philippines are published in English than in any of the vernaculars. It stands to reason that the average Filipino, no matter how limited his ability in English, would have more contact with Eng-

lish-written materials than with vernacular material, and therefore there is greater insurance that he will have greater opportunities to continue reading and writing in English.

6. The world, even the Filipino world, is becoming more science—and technical-minded. Since the vernaculars do not have enough concepts, words, and terms that are equivalents of these in science and technology, it will be a serious hindrance to the scientific and technical advancement of our young people for them to wait until we can produce our own terminology in dialect terms. Of course, it can be argued that we could adopt the scientific and technical terms, but then why go through all this trouble when we already have them in the English language? The cutting off of our learners from the rich store of literature, science, and technology through confirming our instruction to the vernaculars would be a serious drawback to their intellectual and cultural development.

In passing, we might touch upon a point stressed in the speech of Dr. J. Villa Pañganiban at the CETA conference to the effect that many great European nations introduce the vernacular in their schools and in all instructional levels sometime in the sixteenth and seventeenth centuries. We can only say that this movement was tied up with the gradual change from humanism to realism in the thinking philosophers and schoolmen. Before this movement gained any popularity, there was too much importance and emphasis

given to the Latin and Greek languages. The thinkers began to wonder why, since English was spoken in England, German was spoken in Germany, Spanish in Spain, and French in France, why there was still emphasis on Latin and Greek even in the elementary schools. The realists looked at the study of language, not for its beauty of phrase or as vehicle of noble emotion but chiefly as the carrier of information. As such, language was therefore looked upon as a practical tool for use by the people and not as a cultural subject for the elite classes. For this reason the vernacular movement became popular.

What should be borne in mind in connection with the vernacular movement in Europe in the sixteenth and seventeenth centuries is the fact that the national languages of Europe were already widely spoken within the respective countries. English was already a well-developed language, and so were the other national languages. The European countries did not have the difficulty of multiple dialects within their respective national boundaries. The question in their cases was very simple: "Since we already have a national language, one spoken by a large majority of the people, why continue teaching Latin and Greek in the schools?" That is not our main language problem here. Our problem is tied up with the reality of very many vernaculars.

And now, may we venture once more to suggest what we recommended before in some of our art-

icles. The recommendation is as follows: First, since we believe that the child can learn more by using his dialect, why don't we use the vernacular in teaching certain subjects that are easily amenable to the use of the vernacular? Social studies, for instance, could be more effectively taught through the vernacular. And so is character education, health education, physical education, even perhaps the practical arts (gardening, carpentry, home economics). But meanwhile, let us teach English as thoroughly as we can, since this is a language that has to be made the basis of education in the higher levels. For those who do not go to school in the higher levels, let us aim to give them functional literacy through the use of the vernacular.

Second, English should be made as sharp a tool as possible, and it should be taught beginning from Grade I. The longer the exposure, the better. (We predict that this last statement will be borne out by the Iloilo experiment; there are already indications of the validity of this prediction.) The tool cannot be made so sharp with children who do not go beyond the primary or elementary grades, but they will have some knowledge of a language (English) that they can use for communication with other dialect groups, and they will have the rudiments that will enable them to carry on educating themselves in a limited way through the use of the most widely available material for continued literacy — English materials.



Living With the Child

DOREEN B. GAMBOA

Note — the situations here described took place in Sta. Barbara, Iloilo under Superintendent Jose Aguilar, whose invitation made these experiences possible.—Author

OFTEN TEACHERS HAVE asked, "What is an experience unit?" "How does one begin?" Many a teacher today, secure in the tradition of his forbears in the teaching profession finds it a very upsetting experience when told by his superiors that he must now use "integration."

Perhaps it would be wiser if we could just drop that word from our academic vocabulary and say instead "Let us just try *living* with children through the most vital experiences we can share with them and see if we and the children will not learn much more about the world we live in and will not also develop the values, the skills, appreciations, and the understandings most needed to help us get along with the people and things that populate this world!

In March 1952 I left my city teaching to spend two weeks in the country and fell heir to a fifth grade classroom of some 47 boys and girls ranging in age from ten to sixteen with the average age around twelve years. I knew nothing about the individual children present. As always, when I face a group of children whom I have never seen before, I was ap-

prehensive. Supposing we could find no common interest? Supposing I should blunder and arouse hostility, or worse still, generate boredom. The anxiety I feel when facing a group of children for the first time generally wears off as soon as things "get going" but I had never been with children in the "province" before and I felt a greater anxiety than usual.

The children were seated at their two seater desks when I entered the room. They looked stiff and proper and seemed very silent. There was a friendly curiosity however that gave me hope.

I took one look at the heavy ugly classroom desks, the "standards" for oral and silent reading framed on either side of the blackboard, at the a b c to z alphabet above and then I looked back at the children.

Real children, alive, flesh-and-blood-Children.—Seeing, hearing and feeling children!

—And then I sat down on the floor, the nice clean floor of that grade V class room and beckoned the children to join me. Down they came pressing in and close together to me. It was hot but they seemed to like being close so I

said, "I've got a song to sing. I've got a terrible voice, but I won't mind if you don't. I love to sing. If you like my song, you can sing it too." Then I sang, "*It could be a wonderful world.*"

I guess they must have like the song because by the time I started to sing it for the second time they were already beginning to pick up the tune with a word here and there and by the fourth round they all seemed to know the three verses and chorus.

I had never seen children learn it that fast before and I expressed my pleasure. One boy had been eating time with such "gusto," I asked him to come and sit by me, so he could lead. He said he didn't know how to sing. "Yes, but you know how to beat time, you don't have to *sing*." He came and then in a low voice asked "what's the time signature?" I looked blank. "Is that important? We'd better ask the others." We did consult the class and one girl said, "It must be $3/4$." We beat out the time and $3/4$ seemed right.

So it was that Santiago who couldn't carry a tune became the leader of our chorus.

When we had finished our song, I chatted with them for a while to discover what they were then working on in school. It seemed that they were trying to find ways of beautifying their homes and had brought to school that day materials for framing the pictures they had collected. (Most of the children had cut the dried stalk of the sugar cane blossom to be used for frames.)

They had evidently discussed a few principles about their work with their teacher previously and

were about ready to go on with the work itself. The picture which they framed would be hung in homes.

While they were talking I kept looking at the empty walls of the classroom, empty except for those "standards" on either side of the blackboard and that alphabet runner. Daring all, I began. "It's nice to have beautiful homes, but just look at this school home we have. We have to live here too, I guess maybe if we could find a way to do something about our room we could also find lots of ways to add to the beauty of our homes. Suppose we look around for a little while and see what we could do here."

"That's how it started. We took down those sacred Standards first of all. After all who can enjoy reading when he has to sit straight in his chair and hold his book in one hand *SO* with the other hand free to turn the pages *SO*. Watch a child when he gets his favorite comic book or a fairy tale. It is more than likely that you will find him lying on the floor, tummy down or in an arm chair with his legs over the arms, or on the porch step elbows on knees with the book between his feet! The child's body settles into its most comfortable position for long but moves in strange ways and poses before he finishes his story. So it was that we were able to enjoy reading periods in school, too!

Before the two weeks were up many changes had come and many learnings had gone on. One of the sweetest outcomes was the statement of Roberto, who when criticising the hanging of a picture said, "You are hanging that at the "eye level" of an adult but this room belongs to *children*."

One morning the children were discussing reports that were being made in the class and a leader of one of the groups threw out a question to the group then reporting. After some consultation the leader of the reporting group stated that they were sorry but no one of her group knew the answer, whereupon the other group leader answered the question herself. The animosity could be felt and seen in the look on the children's faces. The group leader stood and said very pointedly, "Why did you ask the question if you already knew the answer!" The embarrassment on the other child's face could also be seen and felt. Here was a chance to get at the beauty of school and home which was more than the decoration on the walls but which was in the spirit of the members who lived in that home. So we stopped for a while to think about what had happened and out of the discussion came some new objectives for us to work on.

Beauty in the home also meant happiness of members. Since Febe's information was of much help to the group, it was good that she or any other member of the class should contribute all they could even if they were not involved immediately in the reporting. Why then was our good group feeling disturbed? The children decided that it was the intent of the "questioner" that was important. Did Febe want to put down Linda and her group and show that she and others knew more? Was it to see who was "best" in the class? The old competitive motive in classroom recitation was rearing its ugly head to break the fellowship of cooperative and helpful living. So it came about that the children

decided it would be good for a leader to ask if there were any other suggestions or information that could bring light on the subject under discussion. Furthermore, if any class member had other information that they thought might be of interest to the class they could also contribute their idea by saying, "I have also heard, or read or seen..." Thus consideration for each other in a new understanding of the beauty of cooperative group feeling and living.

Beautifying the room didn't take up our whole day everyday. Many other things were going on at the same time. In an interest inventory all the children had revealed an interest to find out more about the earth they lived on. They revealed wonderings about many of the natural phenomena of their everyday lives.

Where did the earth come from?

What are the planets?

What make the clouds and rain?

What makes wind?

Why do we not fall off the earth?

What causes earthquakes?

What makes the lightning and thunder?

What causes seasons?

What is water?

There were no books available in the school, so we had to try and figure out where we could find the answers. One child suggested the High school library, another, the library of a college in a nearby city and the teacher knew of a USIS center in that same city. Since the children had no way of getting this material, I offered to get the materials together and the next morning came to school with several bundles of books, chosen

not only for the purpose of answering the above, but also to stimulate other kinds of reading as well. There were story books, biographies, fairy tales, and poetry. The books were chosen for *varying* levels of reading ability.

When the children saw me get off the jeepney with the load they ran forward to help. Their eagerness was unmistakable. While the room committee was setting up the room, the library committee set out to arrange the books. The rest of us discussed how we would manage the use of the books considering the small library space we had and the large number of children. At first it was suggested that we line up and get the books one by one, but we decided that would mean a waste of time considering the wide variety of topics we had to look for. Then they suggested I could give them the book for their assignment but most of the children were quick to oppose that suggestion. They were eager to do their own choosing and get a chance to go over more of the books. Another suggested that the library committee arrange the books in such a way that story books could be placed in one corner and the science and other reference books in another place and then group leaders could choose a committee to work with them in finding the books they needed. There were still a few who did not take to this suggestion, however. Finally, they agreed. "We will all go and get the books we want, but we will take turns and not shove or push." "This won over the entire group and that was actually what happened. They all moved toward the library corner but they conducted themselves in helpful ways. Their *feelings* were *good*, therefore in acting as they felt,

they were helpful toward each other. The group feeling was good because individuals were accepting their responsibility as members of a group.

The entire morning was spent in reading and discussing their reading informally with their friends.

The beginnings of reports were taking shape in these "conversations," so that some two days later when actual reports were made they were truly a product of the thinking of the group at work.

During this period, I, as the teacher, went about helping as I was needed. Sometimes I found too difficult material in the hands of the child so I helped him find something more suitable. I noted that others were not as interested in reading the science materials as in reading the story books, which was all right too! They were *reading* in an absorbed manner. Time enough for the other information when reporting went on.

Rogelio discovered, in his reading, an experiment that would help explain the ideas of his group and asked if he could work it out. That was a wonderful suggestion since it would be difficult to understand "the movement of the earth around the sun and the relation of this movement to day and night and the seasons" in terms of words alone. The demonstration would help. His group agreed to bring the necessary materials and to practice so that the group would be able to understand their explanations.

The group working on planets were to make a paper maché relief to scale to show more clearly the relationship of sizes and distances of the planets. When the arithmetic involved stumped them

they asked for Lorenzo, a member of another group to come and help them work out their problem, "because he is the best in arithmetic." Cirilo who had a harder time with reading was excellent in the mechanical problems involved so he was also asked to help.

Some of the children had discovered other things while reading on their problem. They discovered that one could build up a museum based on collections of various materials taken from nature. In one book were pictures of a wonderful collection of colored rocks. We had been planning a walk to the river one afternoon after school, but now we had another reason for going! We could go exploring for specimens for our museum! We added that to our plans for the next day, so that we could prepare what we would take with us when we went out on what was now to be a Field Trip!

One afternoon period when it was time for the children to leave for their physical education class they asked why we couldn't have our own "physical Education." There didn't seem to be any reason why we shouldn't, so, we planned for that too. Playing games was one way. Then I saw the bamboo vase Wenceslao had been working on and I remembered the free rhythms I had seen performed in the Rizal Stadium and I thought of the Kindergarten children's responses and wondered if these ten and twelve year olds would also respond without inhibition. I picked up the bamboo vase and a stick and beat out rhythms — the great steps of giant marching across the earth, the tiny flying steps of fairies, and the uneven secretive movements

of the elves among the bamboo groves. The children responded with hay laughter and full, free rhythmic movements and begged for those rhythms again and again. Those were children who had written once about their fears. Giants, fairies, witches had been first on their lists. This was a chance to play out their fears in rhythm. Having themselves, become giants and elves and fairies took away some of the fear.

Then we wove a story about a little girl lost in the forest with the giants in close pursuit and how the elves hid her in their thicket and then called the fairies to speed her through the air home and how the little lame girl walked again and grew to love the "little people" of mountain and river bank. The children danced and acted out the story with the aid of the bamboo vase." Some time later Roberto made a little poem called "Fairies"

*When you meet a fairy
Do not run away
She will not hurt you
She only wants to play.*

Often when we needed a rest from work or when the afternoon was too hot for activities, we sat under the shade of a tree in the school yard and read fairy tales. One day as I closed the book from which I had been reading I said. "You can make up stories and poems, too, you know. Tonight before you sleep while you lie watching the stars outside your window see what stories and poems will come to you and tomorrow you can tell them to us while we sit here under the tree."

Surely enough, the next afternoon, Santiago began with first, "The Singing Elf," followed by "The Cat's Wonder."

The Singing Elf

*One morning I heard a little elf
singing
When I'm so frightened, I jumped
out of bed
Down in the garden to hear
The little elf singing.
But she ran so fast when she heard
a noise from me
When I heard my mother calling
that breakfast is ready for me.*

The Cat's Wonder

*This is —
the cat that wonders
Every morning
Sitting in a tree to wonder
If where the man is going on.
One Friday morning
She followed the man,
She noticed that the man was go-
ing to market
So she never wondered again.*

The day we went on the field trip to the river, we carried cans, jars, baskets, bolos, and even a pick! We found insects, leaves of fruit trees showing signs of disease, shrimp, fish, crabs, shells and a marvelously varied collection of colored rocks. It was all new territory to me so the children told me the names of trees, they pointed out wild shrubs that were poisonous or scratchy. Some of their stories sounded like a mixture of fact and fancy. Being a "City Teacher" I was inclined to be skeptical. However, I now confess. Noel warned me not to pick an interesting dried flower because inside was a tiny insect that would burrow into my skin and it would be very itchy. I smiled, and picked the flower saying I wasn't afraid. Now some three weeks after that trip I am still scratching a wide area on one arm that still holds a tinge of the red area that city doctors say

was some sort of a fungus. All I can say is, I wish that small insect would stop burrowing!

We had been trying out our new information about, clouds, rain and soil as we walked along. When I stumbled as we were crossing a dried up rice field, Roberto steadied me and said, "This is the surface of the Philippines very rough to walk on." Here was a new kind of appreciation. Francisco looked up and identified the clouds as "Cirrus" and finally as we lazied on the bank of the river and watched the more energetic members of our group building marvelously artistic sand castles for the "giants and fairies," children began throwing out lines here and there which were poetry again both in the appreciation expressed and in the rhythm of the expression.

It was a beautiful afternoon. The experience is one to be remembered and treasured and was summed up in one of the poems made by the group which they called "Happiness"

*Oh how happy we are
On the bank of the river
Making stories and poems
that seem to say
how happy we are.*

In talking over the experience of the two weeks with the supervisor we both expressed our surprise at the ease with which the children had expressed feelings as well as ideas. They were used to working in groups, to planning, to carrying out plans through work experiences, for this was a Community School. Basically, there was a readiness in these children for good group experience. But why was it that these children had been able to express them-

selves so spontaneously and in such a variety of ways during these two weeks? It was beyond the expectations of the supervisor and it was also far beyond anything I had ever experienced in my ways of teaching in the city. I am not an "experienced" teacher of eleven year olds, my experience in teaching has been with the *very* young. I have worked with elementary teachers but had never before that time taught an elementary grade. How was it that good living had been so easily experienced?

The answer I believe lies in the fact that there were no "pressures." My job did not depend on any efficiency rating. I was there for only two weeks. The attitude of co-teachers in no way could place me on the defensive. They had nothing to fear from me so they were not on the defensive either. Set free within myself for achievement of self-determined goals, I could explore many possibilities without self consciousness. The children too, were freed from imposed action other than that which was determined by the goals they set and these were determined by interests and needs of the group of which they were true members. We were participants in shared experiences which built values, appreciations, understandings and skills necessary for good living. Proof was that *life was good*. (might we all, teachers, supervisors, administrators not do well to explore ways of removing "pressures?")

As the supervisor and I were walking across the school grounds, talking, we were joined by a group of the children who walked along with us. I suggested that perhaps the children might have some of

the answers we were seeking as to what made for a good school experience for them.

These were their statements.

"We do not like cruel teachers."

I asked, "What do you mean by cruel teachers?" Note carefully their reply, for it deals not with physical aspects of cruelty but emotional responses.

"Teachers who get angry easily, especially if we are wrong."

"Teachers who say hurting things."

"Teachers whose eyes flash when they look at us."

"We like our teachers to play with us."

"When we are wrong we wish our teachers would explain things to us."

"We want our teachers to be happy so that we can be happy too."

If happier teachers make for happier children, this poses another problem for administrators. Can we bring to our work consideration and appreciation for each other? Can we in our classrooms stretch mind and spirit to take in all of God and man so that we can all live richer and happier lives? *What is there to stop us?*

Analyzing our "Curriculum experiences" it can be seen that we wrote, we read, we gave reports, we solved problems in arithmetic and with people, we explored, experimented, collected, classified, we sang, we exercised, we drew pictures, we took care of our room, we walked with God in His fields and woods. All "subject areas" were involved, but it was not the

hour that decided this but the need. The amount of time varied depending on how much work needed to be done.

There was reality in content for content was related to the understandings of children, it was meaningful for it was in answer to their own questions and it was effective since it found its reason for being in use.

This was possible because the method allowed full interaction within the group to take place. It provided security through affection and the sense of belongingness, it made it possible for each child to feel a sense of achievement through his contribution to the group through a wide variety of media, it made possible mutual respect and consideration for each other which built a sense of self-

esteem allowing one to give fully even as he was given unto.

We are not building children for a good life *tomorrow*. We are discovering ways of making life good *today*, we are not telling children how to live but we are living with children as we ought to live that individual and social goals can be realized in action.

We learn through experiencing. Generalizing from our learnings we are provided with new insights into the problems we daily face. Setting goals in terms of widest possible social good we discover self fulfillment in these social ends and purposes. The teacher who can make it possible for children to move with confidence out into ever widening areas of experiencing can be sure that integration is taking place. *Try living* with children.



Bafflegabb in the Program of Studies*

H. E. PANABAKER

Teachers in Canada are perplexed as to the manner of attaining certain educational objectives that you cannot place your finger on. Aren't teachers in the Philippines bewildered by the same type of "bafflegabb" in the statement of our educational objectives? There is a difference, however, between the Canadian teacher and the teacher in the Philippines. While the bafflegabbed Canadian teacher raises his arms in surrender and looks into the want ad column for new jobs, the Philippine teacher sticks on, pretending that he is not really bafflegabbed.—
EDITOR.

The most serious occupational disease among Alberta teachers today is frustration. The disease has several causes; but among the most serious is bafflegabb in the program of studies, or, to be more

precise, the curriculum guides.

Bafflegabb has been defined as follows: "Multiloquence characterized by consummate interfusion of circumlocution or periphrasis, inscrutability, incognizability, and

* Reprinted from the Education Digest, Sept., 1952 issue.

other familiar manifestations of abstruse expatiation commonly utilized for promulgations implementing procrustean determinations of governmental bodies." This rather technical definition may be interpreted for the non-technical reader as the art of using a great many high-faulting words in order to conceal your meaning, if you have one, so that you can please everybody at once.

There was a time, not too long ago either, when a reasonably intelligent teacher could read the program of studies and understand what was expected of him. Now, however, he pores over the multifarious curriculum guides in their very bright and attractive colors and finds spread before him "a very fantastical banquet" from which he turns aside neither nourished himself nor able to give nourishment to others.

Among the dishes at this banquet is one labeled "OBJECTIVES." Formerly, this was a simple, unadorned bowl containing a few health-giving fruits. Now it is an ornateureen, heavily incrustated with gold leaf in the later Italian style. Raising the pretentiously heavy cover releases an aroma not the most enticing and reveals an assortment of exotic fruits, the product of grafting so-called psychology on the ancient tree of pedagogy.

Ordinary human beings enter the teaching profession on the naive assumption that the teacher's function is to teach reading, writing, arithmetic, language, social studies, or science so that, when pupils have finished a certain part of the work, they will be able to read a certain level of material correctly, do certain mathematical

problems accurately, or know certain facts in social studies and science and be able to demonstrate that knowledge. Of course, such people understand that methods of teaching have changed; they know that mere repetition and drill will not suffice. They expect to conduct classes in line with the best of modern knowledge. They will motivate pupils by a variety of means and in a multitude of ways encourage them to participate in a wide range of activities. They will be very genuinely concerned with the personal development of the children under them. They will seek to make their classrooms healthful places in which children may grow.

However, they still fondly believe that their job is to educate—that through their activities, children will be able to do many specific things more accurately and to know many specific things more precisely. They hold to the quaint notion that exact knowledge does possess virtue even in these progressive days. They believe that when the facts about his country are suitably experienced by the child, he will acquire certain desirable attitudes toward it, that when a child has mastered arithmetical processes, he will have some insight into quantitative thinking, and that when the child has been really drilled in science, he will gain some understanding of the rigorous discipline involved in the scientific method. But they have a deep-seated feeling that such attitudes, insights, and understandings are long in developing and, therefore, can be only the rather distant end-products of education.

So these healthy folk come into the teaching profession. The task

may be to teach the social studies. They have the idea that they are to deal with the history and geography of Canada and other parts of the world to the end that the child will know a considerable body of historical and geographical facts which he will be able to relate in certain ways as a basis for understanding present-day problems. They think their functions is to build the foundation of fact and that the understanding will come later as a result of growth and experience. But when they read the curriculum guides they soon learn how wrong they are.

They find such things as these listed as *specific objectives* for various units of work. "The child should show that he has acquired an attitude of intelligent loyalty to Canada. The child should show that he has acquired a generalization that Canadians increase their wealth through labor, machinery, and the use of power. The child should show that he has acquired an attitude of active interest in man's further improvement of the standard of living through the fuller exploitation of the possibilities of raw materials. The child should show that he has acquired an attitude of admiration for the work of the pioneers in shaping Canada as a free democratic country. The child should show that he had acquired the habit of looking objectively at the world around him. The child should show that he has acquired an attitude of intelligent loyalty to the various community groups of which he is a member. The child should show that he has acquired the habit of regarding himself as a member of organized groups to each of which

he owes a responsibility. The child should show that he has acquired the ability to make comparisons of exports of countries through the use of bar graphs. The child should show that he has acquired the generalization that administering the decisions of Parliament requires the services of experts. The child should show that he had acquired an attitude of intelligent pride in being a member of the British Commonwealth of Nations."

"Well," say our beginners, "those are very good objectives, very good indeed. But how, pray, are we to make sure they are achieved. How, for example, do we define an attitude of social concern — listed as one of the specific objectives of the Health and Social Development Course? With specific objectives stated in this way, when will we know, how can we tell whether or not we have done our job effectively? To us, as self-respecting workers, this question is extremely important."

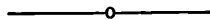
Our beginners turn again to the books for answers. The books let them down. Oh, they contain much erudite educational philosophy, considerable criticism, implicit and explicit, of the traditional school, but of help in developing, recognizing, or measuring these intangibles called attitudes practically nothing at all, although unit after unit lists them as specific objectives rather than concomitant learnings.

A little later these ordinary human teachers begin scanning the "help wanted" columns in the daily press or making contacts with the oil industry. Can you blame them — much?

Selecting a Teacher

IN hiring new teachers, administrators should put a high premium on those who have learned to live happily and are really interested in children, are willing to participate in the life of the community, and have had training in child guidance, as well as those with academic competence, George S. Olsen, superintendent of Lyons Township High School and Junior College, La Grange, Ill., told a University of Wisconsin summer institute recently. "We must let the prospective teacher know the type of community and the philosophy of the school he or she will have to adjust to, the extra-curricular activities the school offers, and which ones he or she will be asked to take on," he added. . . .

". . . Anyone who has read Compton MacKenzie's novel **Sinister Street** is not likely to underestimate the value of enthusiasm (in a teacher). There the reader meets an amazing character. . . . Elam was grossly untidy, unpunctual, had a violent temper, and was extremely eccentric. . . . Yet. . . no lesson was more popular than his. . ." The secret was, says Ernest Raymond, another pupil of his, "simply that Elam was a burning enthusiast for literature, art, and all the products of man's creative genius. . . ." . . . And so he never tired of saying: 'I don't care twopence about giving you facts. . . I'm going to give you ideas. . . to make you think and feel.'"—From "A Woman Speaks Out" by Marie Moloney in the **Sunday Independent**, Dublin, Ireland. (Condensed in **The Irish Digest**.)



The Teacher of America

I hold a torch within my hand—
A lamp to light the earth
And kindle into flame some spark
Of grandeur and of worth.

I deal in destinies of men
And bargain for their souls;
I formulate their varied creeds
And mark ahead their goals.

Mine is a task unsung, unmarked
By all the striving throng;
Yet I send out to lead the world
An army, thousands strong.

I hold within my hand the torch
Which leads that army on—
However dark the night, I hold
The promise of the dawn.

—JESSIE M. LEMON, Lawrence, Kansas, in the **Journal of the NEA**.



A Program of National Language Instruction

(Inclosure to Nueva Ecija Bulletin No. 2, s. 1952)

I. Basic Considerations:

The national language, of all school subjects, has the distinct advantage of being spoken and understood by the people in the community. This fact should be exploited to the maximum if the school is to ensure child growth and development, and improve community living. The power of the national language as an instrument of education can be fully realized under the following considerations:

1. Never before has the school, through the teaching of the national language, identified itself with the community. This is so because the school and the community have now a common medium of communication. Interaction therefore becomes direct, intimate, and is on the basis of mutual understanding.

2. The education of the children becomes also the education of the adult, a condition that ensures greater chances of behavior changes for the improvement of living.

3. The learning of the children in the school has a ready reception at home and in the community because such learning is identified with home and community conditions, needs, and problems.

4. Learning for the children becomes meaningful, hence effective

and functional not only because the barrier of language has been removed but because the subject matter of instruction is the life the children and their parents live.

II. Guiding Principles:

In the light of the foregoing considerations, the following principles become manifest:

1. The scope of national language instruction should include the home and the community life.

2. The subject matter of instruction should be geared to educate also the people.

3. The subject matter of instruction should be drawn from the life of the children and of the people in the home and in the community.

4. The subject matter of instruction should be directed to the improvement of personal and social behavior to the end that life may be improved.

5. The knowledge of the language, the skills, the mechanics, and the like should be achieved and mastered through activities and projects arising from the foregoing items.

III. Implementation of the Objectives:

The foregoing principles can be resolved into two inter-related major objectives namely:

1. The development of the child in terms of knowledge, information, skills, and attitudes within the framework of the principles listed above; and

2. The projection of the education of the child from the school to the home and the community, and vice versa, to the end that the adults may share in that education as learners and as contributing agents.

As regards the development of the child, Curriculum Project No. 1 NL (Resource Units in National Language), Division Bulletin No. 2, s. 1951 should be used as the *basic curriculum guide*. It is to be noted that the core of this material is the social studies, which has been chosen for its functional value, its interest, and flexibility for purposes of correlation. The new project which teachers are called upon to undertake is to distribute among the units the purely language skills, such as conversation, composition, dictation, kinds of letters, letter forms, punctuation, abbreviation, contraction, sentence construction, functional grammar, and the like. The new textbooks in language for Grades III and IV, which may soon become available, indicate the language skills more comprehensively, which should serve the teachers as their guide in teaching skills in the grades. Much as teachers want the pupils to learn the necessary language skills, it should be observed that these are learned best through the study of the units in the basic curriculum guide for National Language. Available texts and references are to be tied up with this guide.

With respect to the second category, the subject matter of instruction should be consciously and determinedly geared to reach the home and the community. Since the units are of high functional value and are taught in the language the home can understand, teachers should enable the children to communicate their learning to their parents. The new understanding between the school and the home, through community school activities, makes the knowledge which the children bring home readily acceptable to the parents. This is not only for their benefit but also for the children whose new behavior patterns and modes of thinking thrive best with sanction and cooperation of their parents.

The following specific activities are suggested to satisfy the two major objectives:

1. Starting points of interest for conversation, study, and the like may begin in the classroom and/or from the observation or report of some children on house activities.

2. Plans for study, observation, manual activities, etc. should be worked out by the pupils within the framework of the curriculum guide.

3. Children visit places in the community under well-developed plans in which the children participate under the guidance of the teacher. Such places are the home, the church, the market, the municipal building, not as they are but as they are used by men. The purpose is to see what people do, what they say, how they behave or interact so that children may

not only know life activities in the family and in a social organization but also understand the various uses of language and its various forms as a medium of communication.

4. Language projects such as programs, broadcasts, simulated or real, making posters, preparing invitations, letters, corresponding with pupils in other schools or abroad, organizing clubs, holding debates, declamation, *balagtasán*, *dupluhan*, etc., are rich sources of knowledge and offer opportunities for developing skills and personality.

5. Classes or schools should put up programs for special days according to the patriotic calendar, and participate in community programs.

6. Social clubs and class organizations should practice and study how to conduct meetings; follow the order of business, how to make a motion, how to second it, how to put it to debate, to vote, etc. The proper behavior, the manner of talking, the use of appropriate language should be studied, including how to conduct nominations, elections; how to debate, how to campaign not only for elections but also for certain movements like to build a school, a plaza, a reading center, irrigation system; for better health and sanitation, for literacy, peace and order, for better municipal administration, etc.

IV. Grade Allocation:

This is a unitary program of National Language instruction

and, for this reason, teachers should not be found by the specific allocations of the units to the different grades. This view is adopted because of the considerable overlapping of the units. The secondary schools are not listed in the curriculum guide, but it will not be difficult to extend the difficulty and the scope of the elementary units to meet the maturity, interest and social needs of secondary school students. Out of this experience the secondary school teachers should be able to evolve a curriculum guide of their own. In fact the secondary schools should take the necessary steps toward this end.

V. Evaluation:

Since evaluation is a continuing process, it will only be necessary here to suggest some criteria for judging the progress of child development in terms of knowledge, skills, and social usefulness.

Evaluation should embrace two important phases of language instruction, namely: (a) An understanding and command of the content of things which interest children and adult, and for which language plays an important role; (b) A command of the skills, forms, usages, mechanics used in oral and written language.

Teachers should be able to work out specific criteria for the grades they teach within the framework of the two major phases of language instruction.

The Secret of JCL

GENOVEVA D. EDROZA

Philippine Normal College



“Come over. I shall help you transfer to my school even if I have to see the Superintendent myself about it.” Thus wrote Juan C. Laya, Principal of Arellano High School, in answer to my letter of inquiry. Very stiffly, in the most formal language that would hide hesitation and timidity and lack of self-confidence, I had written to the Principal of Arellano High School, without ever having met him before. I had inquired how an elementary school teacher about to finish her B.S.E. course should go about for a teaching position in the high school. Perhaps he saw through the stiffness and the formality and discovered the hesitation and the timidity and the lack of self-confidence and so wrote me the above reply.

It was with some nervousness that I approached a clerk in the school and asked who Mr. Laya was. But it was with trepidation that I introduced myself to the stern-looking school official pointed out to me by the clerk. However, when he spoke to me, I knew at once he was a kindly man who understood people, especially timid people. It was later, while working with him in the same school, that I would discover why he had a knack for drawing shy people out of their shells, often

going out of his way to do so: He was once timid himself, retiring within his shell. It must have been a long, lonely fight before fulfillment. And he had never forgotten that fight in spite of the successes and the affluence that came later.

He was patient in the process, perhaps because he remembered so well the pain and the anguish before he could break the wall and extend a hand to a friendly world—which is, after all, really kind and friendly, in spite of what timid people think. He told me I would demonstrate lessons on the Tagalog translation of the “*Rubaiyat*” of Omar Khayyam. He had barely finished saying that when I grew pale and began feeling faint. He asked why and I told him in all candidness of my unholy terror of observers entering my room, let alone demonstrate. I begged and implored and even thought of absenting myself from school, but he kept on smiling his easy smile and repeated slowly and calmly but firmly that I would demonstrate. And demonstrate I did — for three successive days. How I did it is still a wonder to me now. But survive it I did and with the experience came a knowing: one must not fail the faith entrusted; one must

try hard enough and long enough to deserve that faith.

After that came other assignments like advising the National Language paper, the dramatic club, the writers' club, and others. With the help of Mr. Laya's deep understanding and unfailing appreciation for whatever we could do for and with the students, however insignificant, I found myself well on the road to liberation. As, doubtless, many years ago, he found himself breaking the shackles of introversion for a fuller life of dynamic leadership and unselfish service to others.

We were always Ilde, Bini, Nintang and Bebang to him, never Miss de Jesus, Mrs. Gonzales, Mrs. Abiad, Miss Edroza. He was very friendly and never unapproachable to teachers, students, janitors, even to the reactionaries. He had that human touch which made people want to work for and with him even on Saturdays and Sundays, carry on extra work and eventually lose themselves in their undertakings. Perhaps it was his sincerity in appreciating the spirit, the effort that went into a little school play, however amateur; his ready chuckle that invariably ended in a hearty laugh to ease one's embarrassment; his eagerness to meet a fellow, however uncouth, more than half-way. Time and again, people have wondered what it was in him that attracted all-out loyalty and cooperation. In the high school where he was once principal, teachers and students used to stay as late as nine o'clock

in the evening to rehearse for a program, to put up a stage for a play; used to work on Sundays on dummies of the school-paper, on cleaning and decorating a room for a coming celebration. And they did it all willingly and they found satisfaction in the doing. After his death, a layman on a passenger bus heading for Bataan was heard to say the following. "That Mr. Laya...even we, the common people there (Bataan) who have nothing to do with the schools...why, we find ourselves cooperating with him in his many projects, and liking it too."

The key to the secret lies in his favorite reminder to mentors: "Far and above human knowledge, there is the human soul."

He lived by this — treating every person with importance, not so much for his knowledge as for his human soul — whether he be a gawky freshman in high school, a frightened janitor caught napping, a new teacher in the throes of beginning, a bare-foot farmer in Pangasinan, an unschooled fisherman in Bataan.

This is the key to the secret of JCL.

Memory is short and Life tarries but a while for Death. JCL may be forgotten, why not? But as long as the key to his secret keeps on unlocking timid hearts, unlettered hearts, human souls, we can say this: His passing this way once is worth the grief of his sudden departure, and JCL lives in our midst.

LIST OF OFFICIALS

BUREAU OF PUBLIC SCHOOLS

Manila

(As of November 6, 1952)

DIRECTORATE

<i>Director</i>	Mr. BENITO PAÑGILINAN (UNESCO-PARIS)
<i>Assistant Director</i>	Mr. VENANCIO TRINIDAD
<i>Administrative Officer</i>	Mr. MARTIN AGUILAR, JR.

DIVISION CHIEFS IN THE GENERAL OFFICE

<i>Adult Education Division</i>	Mr. Vicente Garcia
<i>Curriculum Division</i>	Mr. Dalmacio Martin (on leave) Mr. Emilio H. Severino Assistant (In Charge)
<i>Home Economics Division</i>	Miss Elvessa A. Stewart
<i>Instructional Division</i>	Mr. Demetrio M. Andres
<i>Personnel Division</i>	Mr. Juan B. Gonzaga
<i>Property and School Plant Division</i>	Mr. Alberto Dalusung
<i>Publications Division</i>	Mr. Jose T. Enriquez
<i>Records Division</i>	Mr. Benito Santaromana
<i>Research and Evaluation Division</i>	Dr. Tito Clemente
<i>School Finance Division</i>	Mr. Marceliano P. Samson
<i>Vocational Education Division</i>	Dr. Gilbert S. Perez

DIVISION SUPERINTENDENTS OF SCHOOLS

<i>Divisions</i>	<i>Names of Incumbents</i>	<i>Headquarters</i>
Abra	Mr. Fructuoso I. Ilar	Bangued
Agusan	Mr. Mariano Manaligod	Butuan
Albay	Mr. Manuel Escarrilla	Legaspi
Antique	Mr. Glicerio C. Tayco	San Jose
Bataan	Mr. Angel Salazar, Jr.—Acting Asst. Mr. Victor M. de Leon—Acting	Balanga
Batanes	Mr. Jose A. Santana—Acad. Supv. (In Charge of Division)	Basco
Batangas	Mr. Gregorio Lardizabal	Batangas
	Mr. Angel R. Hornilla—Acting Asst.	
Bohol	Mr. Delfin Raynaldo—Acting	Tagbilaran
Bukidnon	Mr. Vicente Lumibao	Malaybalay
Bulacan	Mr. Vitaliano Bernardino—(On leave) . Mr. Santiago G. Roxas—Acting Asst. (In Charge of Division)	Malolos
Cagayan	Mr. Miguel B. Gaffud	Tuguegarao
Camarines Norte	Mr. Saturnino Abes	Daet
Camarines Sur	Mr. Ricardo Castro—Acting	Naga
Capiz	Mr. Fructuoso R. Yanson	Capiz
Catanduanes	Mr. Benito Saavedra—Acting	Virac
Cavite	Mr. Sancho Paulino	Cavite
Cebu	Dr. Pedro G. Guiang	Cebu
	Mr. Candido H. Sugatan—Acting Asst.	
Cotabato	Mr. Gaudencio L. Vega	Cotabato
Davao	Mr. Jose Y. Tuazon	Davao
	Mr. Benito Gatal—Acting Asst.	
Ilocos Norte	Mr. Gregorio Dimaano—Acting	Laoag
Ilocos Sur	Mr. Santiago Dizon	Vigan

Iloilo	Mr. Jose V. Aguilar	Iloilo
	Mr. Angel D. Framo—Acting Asst.	
Isabela	Mr. Augusto Flores	Ilagan
Laguna	Mr. Roman F. Lorenzo	Sta. Cruz
Lanao	Mr. Agustin Pañaros	Dansalan
La Union	Mr. Venancio Nera	San Fernando
Leyte	Mr. Isabelo Manalo	Tacloban
	Mr. Camilo Rosello—Acting Asst.	
Marinduque	Mr. Arcadio Alarcon	Boac
Masbate	Mr. Pastor Escalante	Masbate
Misamis Occidental ..	Mr. Lorenzo C. Alcantara—Acting	Oroquieta
Misamis Oriental	Mr. Juan S. Paguio—Acting	Cagayan
Mountain Province ..	Mr. Leon Gatmaytan—Acting	Baguio
Negros Occidental ..	Mr. Fernando S. Fuentes—Acting	Bacolod
	Mr. Dominador K. Lopez—Asst.	
Negros Oriental	Mr. Tomas de Castro	Dumaguete
Nueva Ecija	Mr. Elias M. Caray	Cabanatuan
	Mr. Alfredo J. Andal—Asst.	
Nueva Vizcaya	Mr. Amando Villarica—(Supv. Sec. Ed.) (In Charge of Division)	Bayombong
Occidental Mindoro ..	Mr. Conrado G. Genilo	Mamburao
Oriental Mindoro	Mr. Antonio Javier—Acting	Calapan
Palawan	Mr. Juan Briones—Acting	Pto. Princesa
Pampanga	Mr. Jose C. Aguila	San Fernando
	Mr. Patricio Gozum—Acting Asst.	
Pangasinan	Mr. Federico Piedad	Lingayen
	Mr. Juan L. Manuel—Asst.	
Quezon	Mr. Roman L. Santos	Lucena
	Mr. Jose I. Encarnacion—Acting Asst.	
Rizal	Mr. Abdon Javier	Pasig
	Mr. Vicente Lavides—Asst.	
Romblon	Mr. Manuel G. Rojo—Acting Asst. (In Charge of Division)	Romblon
Samar	Mr. Pedro M. Pascasio	Catbalogan
Sorsogon	Mr. Jose R. Suarez	Sorsogon
Sulu	Mr. Julio Balmes—Acting	Jolo
Surigao	Mr. Leandro Lumba—Acting (On leave) Mr. Vicente Revecho—(Acad. Supv.) (In Charge of Division)	Surigao
Tarlac	Mr. Florentino Kapili—Acting	Tarlac
	Mr. Gerardo Sison—Acting Asst.	
Zambales	Mr. Marcelino Santiago—(Acad. Supv.) (In Charge of Division)	Iba
Zamboanga	Mr. Domingo Soriano—(On leave)	Dipolog
	Mr. Buenaventura Yason—(Subst.)	

CITY SUPERINTENDENTS

Bacolod City	Mr. Alfredo Nicdao—Acting
Cebu City	Dr. Pedro G. Guiang—(By designation) Mr. Gaspar Suguitan—Acting Assistant
Iloilo City	Mr. Igmedio Parcon
Manila	Mr. Antonio A. Maceda Mr. Estanislao R. Lopez—Assistant Mrs. Asuncion Reyes-Fugoso—Assistant Superintendent of Elementary Schools
Pasay City	Mr. Zacarias de Vera
Quezon City	Mr. Pablo P. Reyes
San Pablo City	Mr. Francisco San Andres—Acting Assistant
Zamboanga	Mrs. Liceria B. Soriano

GENERAL OFFICE

Mr. Pedro Ablan	<i>Superintendent, Physical Education</i>
Mr. Jose T. Cortes	<i>Superintendent, Elementary Education</i>
Mr. Albert Haynes	<i>Technical Assistant and Superintendent on detail</i>
Mr. Guillermo Mendoza	<i>Chief, Craftsman Section (Superintendent of Industrial Arts)</i>
Mr. Romulo Y. Mendoza	<i>Chief of Section (Superintendent of Arts and Trades)</i>
Mr. Pedro Montellano	<i>Chief of Section (Superintendent of Agricultural Instruction)</i>
Mr. Jose S. Saddul	<i>Superintendent on detail—(On leave)</i>
Mr. Hilario J. Santos	<i>Assistant and Superintendent of Vocational Education</i>
Mr. Rafael Sarmiento	<i>Assistant, Personnel Division</i>
Mrs. Miguela M. Solis	<i>Superintendent, Normal Schools</i>
Mr. Tranquilino de los Trinos	<i>Superintendent of Arts and Trades at large</i>
Mr. Isabelo Tupas	<i>Assistant, Instruction Division</i>

DIVISION SUPERINTENDENTS ON TEMPORARY DETAIL
IN THE GENERAL OFFICE

Mr. Santiago Dumlao

Mr. Saturnino G. Respicio

SUPERINTENDENTS OF NATIONAL SCHOOLS

<i>Names of Schools</i>	<i>Names of Incumbents</i>	<i>Headquarters</i>
<i>Agricultural</i>		
Baybay National Agricultural School	Mr. Dominador Clemente	Baybay, Leyte
Bukidnon National Agricultural School	Mr. Zosimo Montemayor	Musuan, Bukidnon
Iloilo National Agricultural School	Dr. Mariano M. Aguas	Lambunao, Iloilo
Masbate National Agricultural School	Mr. Miguel R. Ocampo—Actg..	Milagros, Masbate
Mindoro National Agricultural School	Mr. Eligio C. Ureta	Naujan, Or. Min.
Mountain National Agricultural School	Mr. Constancio T. Medrana Actg. (On leave)	La Trinidad, Benguet, Mt. Prov.
	Mr. Luis Dangilan—(Prin.) (In Charge)	
Negros Occidental National Agricultural School	Mr. Jose Crisanto—(On leave) Mr. Juan P. Meneses—(Prin.).	Kabankalan, Neg. Occidental
<i>Arts and Trades</i>		
Philippine School of Arts and Trades	Mr. Pantaleon Regala	
Cebu School of Arts and Trades	Mr. Efenito S. Cruz	Cebu City
Iloilo School of Arts and Trades	Mr. Jose S. Roldan	Iloilo City
<i>Nautical</i>		
Philippine Nautical School ...	Capt. Francisco Castañeda	Pasay City

DIVISION SUPERINTENDENTS ON U.S. LEAVE

- | | |
|-------------------------------|------------------------|
| 1. Mr. Emiliano C. Ramirez | 3. Mr. Domingo Soriano |
| 2. Mr. Iluminado G. de Castro | 4. Mr. Leandro Lumba |

A CHRISTMAS GIFT

ONE DAY a little boy taught me the true meaning of Christmas. He was in the special class for sick children. Like his mates, he was delicate and needed all the help, spiritual and physical, that his teacher could give him. He clung to her with a deep and abiding affection.

Christmas was coming. The children gathered in little groups whispering about the gifts they were going to bring the teacher. Each child had something laid aside for the great occasion, something very precious. All but little Paul. He had nothing to offer.

As Christmas Day came nearer, little Paul's big eyes grew sorrowful. Again and again he went over the list of his possessions, hoping that one might do. The china elephant? No, his trunk was broken. His dog? His beloved dog? No. The teacher would never take him. There was nothing, nothing in the world that he could give — he who loved her most.

At last the day came. The children clamored about the teacher, each claiming her attention for his gift and for himself. Each of them happy in the teacher's smile, rejoicing in her thanks. All but the one sitting in the corner hidden from sight. The teacher missed him and tried to draw him into the group.

"No, no, I want to be left alone," he said, and hid his face on his arms. The teacher took the children to the Christmas play and leaving them there hurried back to the little boy who seemed so unhappy.

To her surprise and delight he met her at the door, his face glowing, his eyes alight with joy.

"I was feeling unhappy because I could find nothing to give you for Christmas. But I found it. It is a prayer. I have asked God to tell you how much I love you, and to please take care of you and keep you happy every day you live. Amen. Do you like that?"

"Dear little Paul, that is the loveliest gift that ever I could have. You have made me very very happy."

So little Paul found the truth about Christmas. And I am passing it along to you this happy Christmas season. That is my prayer for you and for those who love you.

— ANGELO PATRI

October 30, 1952

Mr. Marcelino Bautista
 Executive Secretary-Treasurer
 Philippine Public School Teachers Association
 3 Bulusan Street
 Quezon City

My dear Mr. Bautista:

I wish to acknowledge receipt of your letter dated October 23, 1952, together with the enclosed Resolution No. 11, approved on June 21, 1952.

With reference to your petition that Republic Act No. 660 be amended so that the age for automatic and compulsory retirement be 60 years instead of 65 and that the minimum age for retirement be 55 instead of 57, I wish to assure you and the members of your association that I shall study your suggestion meticulously; and if I find that it is for the public interest, I shall exert efforts to have such a measure prepared for submission and consideration at the next regular session of Congress.

I wish to avail myself of this opportunity to convey to all the members of your Association my best wishes and regards.

Sincerely yours,

(Sgd.) E. RODRIGUEZ, SR.

The Philippine



EDUCATOR — THE VOICE OF 85,000 TEACHERS —

OFFICIAL ORGAN OF THE *Philippine Public School Teachers Association*

The PHILIPPINE EDUCATOR is the official organ of the Philippine Public School Teachers Association. It is approved by the Director of Public Schools.

Publishers: The Philippine Public School Teachers Association

Editor: Marcelino Bautista

Managing Editor: Quirico A. Cruz

Rates: ₱6.00 a year; club rates of 10 subscriptions or more paid for in advance, ₱5.00; single copy, ₱0.65. All exclusive of money order fees.

Editorial and Business Offices: 3 Bulusan Sta. Mesa Heights, Quezon City.
 Tel. 6-51-73

REMITTANCES should be sent by postal money order payable to the PHILIPPINE EDUCATOR

The magazine is published every month except May and June. Entered as second-class mail matter in the Manila Post Office, on April 18, 1947.

PHILIPPINE PUBLIC SCHOOL TEACHERS ASSOCIATION
3 Bulusan Street, Sta. Mesa Heights
Quezon City

November 21, 1952

PROPOSED THEME FOR THE 1953 PPSTA CONVENTION

The theme of the 1953 PPSTA Convention was submitted to the Board for approval in its meeting of November 16, 1952. The members of the Committee that proposed the theme were Mr. D. Tan, Chairman, and Mrs. Bernardino, Mrs. de Guia, and Mr. B. Serrano, members. After discussion and deliberation, the Board approved the theme as follows:

General Theme: PHILIPPINE PUBLIC SCHOOLS FOR DEMOCRATIC LIVING: A PHILOSOPHY

Sub-topics:

1. A statement of the Philosophy
2. What the public schools have done toward implementing the philosophy
3. What is yet to be done by the public schools to implement the philosophy
 - 3.1 Coordinating government and public school effort toward democratic living
 - 3.2 Further democratization of the administration and supervision of the public school system
 - 3.3 A more adequate implementation of the Teachers Code of Ethics
4. A working philosophy of democracy for the Philippine Public School Teachers Association.

A speaker will be invited to develop each of the four sub-topics. The various chapters are invited to comment on the proposed theme.

MARCELINO BAUTISTA
Executive Secretary-Treasurer

Philippine Public School Teachers Association

Trial Balance — October 31, 1952

Cash on Hand	P 1,226.65	
Deposit—PTC Current	10,124.63	
Deposit—NCBNY Savings	10,000.00	
Deposit—PBC Savings	2,000.00	
Deposit—PNB Savings	10,117.58	
Deposit—Bank of America, Savings	35,000.00	
Deposit—PTC Savings	10.00	
Petty Cash Fund	500.00	
Prepaid Expenses	140.00	
Furniture and Fixtures	2,208.00	
Reserve for Depn. Fur. and Fix.		P 708.30
Office Equipment	4,536.00	
Reserve for Depn. Off. Equipment		1,872.43
Library Books	439.51	
Res. for Depn. Library Books		93.42
Advances	3,242.32	
Transportation Equipment	2,600.00	
Reserve for Depn. Transp. Equipt.		2,310.32
Land	45,427.77	
Building Construction	1,070.60	
Accounts Payable		36.50
Suspense		280.73
Building Fund		18,284.85
Death Aid Fund		55,571.85
PPSTA Pins	4,357.77	
Membership Dues		73,827.32
League of PSTA Fund		1,666.64
Educator, July 1, 1952 to Oct. 31, 1952		
Subscriptions		9,655.95
Printing	8,141.00	
Adm. Postage	75.00	
Sta. and Supplies	100.00	
Cir. Freight and Postage	113.90	
General Charges	204.70	
Edit. Salaries and Wages	1,113.36	
Ill. and Feat	445.85	
Photo and Engraving	220.72	
P P S T A		
Salaries and Wages	8,679.53	
Postage	448.25	
Money Order Fees	112.25	
Rent	560.00	
Transp. and Traveling	1,037.65	
Sta. and Supplies	193.70	
Entertainment	146.60	
Telephone and Telegram	157.04	
Light and Water	22.00	
Publicity	1,570.40	
Death and TB Aids Paid	2,860.00	
Scholarship Aid Local	146.06	
Convention Expenses	204.17	
Gasoline	159.00	
Car Maintenance	359.46	
WOTP Dues	1,903.62	
Per Diem of Officers	554.43	
Employees Insurance	536.35	
Death Aid Expenses	155.50	
General Charges	1,086.94	

P164,308.31 P164,308.31

THE P.P.S.T.A.
AND THE PHILIPPINE EDUCATOR
WISH YOU ALL

*A Merry Christmas
and a Happy New Year*

