# THE Philippine EDUCATOR

"The Voice Of 85,000 Teachers"

Organ of the PHILIPPINE PUBLIC SCHOOL TEACHERS ASSOCIATION

:: OCTOBER, 1950 :: 4

*IN THIS ISSUE*



CENTAVOS

# PPSTA MEMBERSHIP PERCENTAGE

(As of September 15, 1950)

| Divisions and National Schools | Total No. of Teachers | Total No. of Members (Triennial) | Percentage |
|---|---|---|---|
| Abra | 747 | 417 | 55.82 |
| Agusan | 601 | 575 | 95.67 |
| Albay | 1683 | 122 | 7.24 |
| Antique | 1139 | 91 | 7.98 |
| Bataan | 411 | 287 | 69.82 |
| Batanes | 100 | 100 | 100.00 |
| Batangas | 2147 | 2040 | 95.01 |
| Bohol | 2151 | 2024 | 94.05 |
| Bukidnon | 333 | 202 | 60.60 |
| Bulacan | 1625 | 1301 | 80.00 |
| Cagayan | 1527 | 961 | 62.93 |
| Camarines Norte | 769 | 234 | 30.66 |
| Camarines Sur | 2156 | 982 | 45.54 |
| Capiz | 2112 | 707 | 33.47 |
| Catanduanes | 575 | 352 | 61.21 |
| Cavite | 1158 | 1158 | 100.00 |
| Cebu | 3880 | 120 | 3.09 |
| Cotabato | 933 | 892 | 95.60 |
| Davao | 1313 | 897 | 68.31 |
| Ilocos Norte | 1214 | 718 | 59.14 |
| Ilocos Sur | 1284 | 1284 | 100.00 |
| Iloilo | 3850 | 2220 | 57.66 |
| Isabela | 1146 | 1111 | 96.94 |
| Laguna | 1535 | 1497 | 97.52 |
| Lanao | 743 | 370 | 49.57 |
| La Union | 1116 | 660 | 59.13 |
| Leyte | 3859 | 3107 | 80.51 |
| Manila | 4144 | 3107 | 74.97 |
| Marinduque | 488 | 488 | 100.00 |
| Masbate | 886 | 0 | 0 |
| Mindoro | 1026 | 843 | 82.16 |
| Misamis Occidental | 870 | 512 | 58.85 |
| Misamis Oriental | 1152 | 476 | 41.31 |
| Mountain Province | 1270 | 1054 | 82.99 |
| Negros Occidental | 2952 | 1197 | 40.54 |
| Negros Oriental | 1306 | 1132 | 86.67 |
| Nueva Ecija | 2131 | 1060 | 49.74 |
| Nueva Vizcaya | 436 | 366 | 84.13 |
| Palawan | 351 | 262 | 74.64 |
| Pampanga | 2169 | 2116 | 9[illegible] |
| Pangasinan | 3964 | 2729 | |
| Quezon City | 329 | 259 | |
| [illegible]uezon Province | 2062 | 56 | |
| [illegible]al | 1993 | 401 | |
| [illegible]blon | 567 | | |
| [illegible] | 2714 | | |
| [illegible] | 1305 | | |

THE Philippine EDUCATOR
"THE VOICE OF 85,000 TEACHERS"
Official Organ
Philippine Public School Teachers Ass'n.

*APPROVED BY THE DIRECTOR OF PUBLIC SCHOOLS*

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# VOCATIONAL EDUCATION, A VITAL FACTOR IN OUR ECONOMIC LIFE

The Filipino struggle for self-sufficiency dates back as early as the later part of the nineteenth century. This was first advocated by Dr. Jose Rizal through his campaign for vocational education for the Filipino youth which received the unconditional support of Filipino leaders, like Marcelo H. del Pilar, Graciano Lopez Jaena, and others. The campaign did not end right there. Throughout their life, the late President Manuel L. Quezon and the late President Manuel Roxas advocated for the same thing, because they knew full well that the Philippines could only maintain its sovereignty as an independent nation, if and when said sovereignty is supported by a sound economic foundation. It is not amiss to state, in this connection, that there is much to be desired insofar as our economic structure is concerned.

The much depleted economy of the Philippines is all too obvious to be ignored. The Filipinos do not enjoy as high a standard of living as they did before the war. Their earning and consuming power has been in its lowest ebb. The only way to replenish the dwindling economy of the country is to raise its productive power, and thereby, increase the average income of the people.

The government can raise additional revenues to meet its vital needs, such as public education, public health, and public works, by increasing the tax-paying power of the people. This can be made possible by increasing their earning power.

The production of more and better consumers' goods has always been among the greatest concern of the Filipino people in their struggle for greater social wealth. The need for producing locally, more and better commodities is much more evident now because of the operation of the import control law. For this reason, there should be in this country more productive workers than those engaged in non-producing occupations and sedentary white-collar

jobs. For the same reason, the training of intelligent skilled workers, who are producers of consumers' goods, is vitally more important than the training of an excess quota of clerks, "Philosophers," and non-producing "professionals".

There is not much time to waste now. We need trained farmers who could raise more rice, more vegetables, more eggs and fowls. Likewise, we need steady manufacturers who could produce our other needs, such as cloth, canned goods, fertilizers, farm and shop implements, cutlery, building materials, and other products which are vital to our existence as a civilized people.

The Philippines is endowed by nature with two important assets from which it could derive social wealth, viz., *natural resources,* such as materials, soil, mines, rivers, seas, and water power, and the *human resources* which are necessary in the development of the former. Until the material resources could be converted into goods for human use and convenience, much of these material riches would continue to lie in waste. In general, the transformation or conversion of such raw materials into consumers' products depends largely upon the amount of technical and skilled labor that can be employed. However, no matter how great our material wealths are, little will be accomplished to solve our economic problems until our human resources have been developed to the highest possible degree.

The economic prosperity in the Islands can be increased to a considerable degree by promoting and developing the productive ability of the individual workman in both agriculture and industry. And the best and apparently the only way to improve the economic well-being of the individual workman is by developing his productive skills. It is essential, for instance, to help him develop skills in the use of modern tools and machines; to teach him better ways of doing and making things; to help him obtain facts and ideas necessary in solving the problems about his work and teach him to think straight with these facts and ideas. All these things constitute what is called vocational training for the individual whatever his job or occupation may be. When this form of training pertains to farm workers, we call it agricultural education; and when it pertains to industrial workers, we call it trade or industrial education.

The only way to produce more capable hands and skilled workmen to develop our material resources is to induce more of our talented youth to undergo vocational training in agriculture and in the trades. We should convince the youth that this type of education is really of economic importance both to themselves and to society by providing them, once they are vocationally trained, with adequate employment immediately after their training period. In this connection, we should promote more industrial enterprises, big and small, under government initiative until the private concerns are ready to take over the control and operation of such industries. Only in the way we have indicated above can our much-wasted natural as well as human resources be saved and used to advantage for the welfare of our people. And may it not be said, in this connection, that vocational education is a vital factor in our economic life? R.Y.M.

# THE LOSING BATTLE OF GENERAL EDUCATION

J. C. LAYA
*Acting Division Superintendent of Schools for Bataan*

We look at the students pattering in the shops of the public high schools and contemplate the measly offering of vocational courses — woodworking, horticulture, agronomy, poultry and swine, retail merchandizing, sometimes general metal, electricity and automotive—and we wonder if the loud-mouthed fulmination of the P.T.A. president in behalf of the paying parents or the member of the provincial board in behalf of the paying taxpayers are not more than the biased half of the truth. There is a stunted patch of ground with cabbages and tomatoes; there is a half-hearted poultry where half of the chickens died from pest not so long ago; there is a lone sow with some sucklings grunting disconsolately in its dusty-smelly corner of the school site; there is a woodworking shop with a few hand tools and a wood-and-sawali shed built by the students and some scrawny furniture all these to show for the vocational work in the small general high school in an ordinary small town.

It is not an encouraging affair. Parents look askance at its crude imitation of work. Officials frown at the vocational courses that are ever in need of subsidy and talk of abolishing the vocational courses so as to reduce the tuition fees to politically feasible levels. Students are depressed by the high-toned classroom lectures on vocational efficiency and self-sufficiency and the dignity of labor, all in deep and dark contrast with the actuality of scratching the hard and hostile earth with a bit of sharpened stick or going about begging for feed or practicing retailing on a cooperative "store" that can only capitalize a few bars of candy and a few packages of school supplies. The theory and the practice do not quite fit each other. The vision and the dream overmeasure too much the lowly reach of the reality.

No wonder parents stand up at open forums where a member of the provincial board or a school official tries to justify the hiking of tuition fees from ₱60 to ₱75 or ₱80 by citing the difference in the curriculum between the private academic high schools and that of the public general high school. "To the general curriculum," say the justifiers of higher fees, "there are added the vocational courses which train the youth to love labor and appreciate its dignity. Such courses would make everybody's child, rich or poor, go down to the basic fundamental of group living —work and fruitfulness rather than lazy dependence and parasitism. Such courses prepare the youth for the impending industrialization of the country.. And so forth and so on. But these are not convincing arguments in the face of inadequate equipment that makes vocational preparation a pale imitation of actual working conditions, in the face of ill-prepared teaching, in the face of an unsympathetic administration that would set aside no subsidy, in

the teeth of the propaganda of competing and often triumphant private schools. The climb has generally been upward, yes, but alas! too slow. Very rare birds are schools that approximate the equipment and the quality of vocational offerings in the Abellana High School of Cebu City. Only too often competing private schools gobble up those schools that insist on offering courses that have beautiful vocational intentions but fail miserably in making the intentions a reality. And the beautiful ideal and the vision and the dream flop, and there are heard injurious, nay insulting war whoops of triumph from neighboring private schools accompanied by the lugubrious groans and lamentations from the afflicted, a despressing mixture of savage joy and cultured sorrow, a reproach by the people to those who have allowed such things to pass.

In the meantime, our public high schools die through the simple process of attrition. Every year that passes, more and more school children are diverted to schools that offer exclusively academic subjects. The private schools are the heaven of the lovers of easy and abbreviated studies. Only the diehard loyalists, who have public school education in blood and who can afford the higher cost of public education, remain within the public schools. Those who can not pay the higher fees, those who can not appreciate the half-hearted results of ill-equipped vocational offerings, leave the public secondary schools. The rest remain, only to see it wither on the vine and at last fall, still a bud and a promise, not given a chance to attain its ripe fulfillment.

And yet it is really a beautiful idea that is behind the general curriculum. Our country has a group of leaders who have learned the virtues of academic learning and have developed spellbinding eloquence that win the hearts and the votes of the people. On the other hand, we have the common mass that work with their hands and listen rapt to the oratory and cast the votes. Between these two is a gap that is ever-widening, for leadership trained in purely academic ways, without work experience, can hardly sympathize with work and the just demands of labor. On the other hand, the masses grovel in their dust, lean on their hoes, and look askance at their leaders weaned from them with the help of white-collar academic education. Only the general high schools can give leaders that will bridge the gap and help insure a workable democracy.

Often, too, the country is all excited about industrialization and the beautiful hope it promises about relieving bankruptcy and deficits and ending forever the inconvenience of import control and the tragedy of unemployment. The manpower potential of the Philippines prepared in the general high schools, by the time such industrialization comes, should be ready to receive the finishing touches of intensive vocational training needed to adapt them to the specific industrial jobs awaiting them. It is the job of the general high schools to give the necessary general training so as to prepare the coming workingmen and the coming technicians for the finishing touches of preparation that would fit them for jobs to come. Thus the general high schools inculcate love of work and appreciation of the place and value of work and labor in the modern

world. They are there given the basic and fundamental skills regarding the handling of basic tools and basic materials. The students are given a chance to survey the broad field of human economic endeavor in order to be able to determine for themselves the necessary equipment and aptitudes needed for such work, and then to look inward and determine for themselves their peculiar strengths and weaknesses that would fit or unfit them for specific jobs. The general high schools, in brief, form a vast clearing house for talent and aptitudes.

In them, also, the future citizens are given an orientation in efficient, full, and gracious living so that they may not be mere drugdes and drones of industry but rather thinking and enjoying men and women who can understand and appreciate their places in the complicated scheme of things and appreciate the value of their contribution to the sum total of human happiness. Thus they will be better-satisfied human beings, more efficient participants in social processes, more grateful beneficiaries of public services, more eager helpers of those in need, more active supporters of worthy movements. It is a beautiful idea, and the experiment of years and years in Batangas, Capiz, Tarlac, and other places pointed clearly to the necessity for the generalization of such a curriculum.

But the optimistic planning days of 1938-1941 and the years of early liberation could not quite anticipate the new canker of cheap competition that could neither understand nor appreciate the idealism of social service but would bloat itself on pelf and self-aggrandizement, spurn the worthy ideal of gearing *whatchamacallit* to *whatchamacallit*. The blight has spread and has ruined much of the anticipated harvest; the tentacles having reached out and are strangling the worthy ideal. And the parents groan, the public school teachers and the school officials grovel, the honorable elected officials responsible for the support and maintenance of such schools raise their hands in despair or shrug their shoulders and give up, and while these three entities moan and lament, there is ahead the dance of triumph of those who have achieved victory and all to the accompaniment of the merry jingling of a million silver coins. The whole thing is as surely a dirge to a nation that is missing the bus and for a reason nobody seems to understand just yet.

———oOo———

## WORK

The workers are the saviors of society, the redeemers of the race.

—*Eugene V. Debs*—Speech, 1905

*No man is born into the world whose work*
*Is not born with him; there is always work,*
*And tools to work withal, for those who will;*
*And blessed are the horny hand of toil!*

LOWELL—*A glance Behind the Curtain*

# GUIDEPOSTS FOR THE VOCATIONAL WORKER

—M. B.—

The vocational worker could be a miracle man of the age if he observes certain guideposts. Guidepost number one concerns the trait of honesty, which is believed to be the most important quality of the craftsman, besides his dexterity. Goodwill in business or in any other enterprise may be gained by the reputation established by the entrepreneur for his honesty in his dealings with his customers. A dishonest man is as transparent as glass, and once a customer is convinced that the shopman would cheat him, given the opportunity, he will not go back for more business. A satisfied customer will come back again and again.

If you are a mere employee in a government firm or a private enterprise, you will gain high credit for yourself by your practice of honesty in the protection of your employer's interests. The employer does not want employees who cheat on their time and who lose golden hours in idleness and other form of dissipation. Many an employee has lost the esteem and high regard of his employer when the latter is convinced that his men watch the clock more than they do their work. It is not of course desirable that one should devote more time than he needs to finish his work, and there is no sense in doing overtime work when that is not necessary. People who do overtime work are generally those who are not efficient in organizing themselves. They waste a great deal of time in false moves and useless maneuvers. If one knows how to organize his work so that he sets time for doing every detail carefully and thoroughly, he need not fear that he has too much to do. It is the idle fellow and the one who does not do his work systematically that always lacks the time to do it. The people who are known to have a great deal of work are the ones who can do just a little more than the others and can therefore achieve more. Some wise man has said that if you want to get a thing well done in the shortest time possible, you should give that work to the fellow who is busy. He is the miracle man.

The matter of honesty also applies to such things as the conservation of the material resources of the enterprise. The employer who finds he has to keep an eagle eye on the materials of production lest they disappear or are wasted is not an efficient employer because he does not know how to select his workers. One who watches his workers all the time for fear they would waste the materials of production loses much time in doing so. The first thing he should do when he finds that he has men under him who cheat should be to fire those men. For if an employee

cannot be trusted to safeguard, protect, and conserve the materials of production, that same employee will also cheat a customer by making it appear that an inferior product is a first-class one. And the customer will always find out, because the inferior product will not last as long or will not render as effective service as the genuine one. A commodity establishes its reputation and therefore its market. And the same may be said of the employee who is honest. The price that he commands in the market will always be high, and he will never be in lack of a job or of customers.

The next guidepost for the vocational worker is this: *Gei out of the groove*: An ordinary man of course does only ordinary things. It is the man who has extra ideas, who is always in search of something new and something useful that gets the benefits of achievement. It is not enough that one should do his regular portion of an assignment; he must look for something else to do in order to improve upon that assignment. The fellow who is satisfied to do only the routine work will never rise beyond the routinary things of life. One must always exert efforts to look out of the hole in which he finds himself, for in doing so he will be able to see the sunshine, as it were, and appreciate better the meaning of the pulsating life that takes place outside his dark hole. It is the man with vision, who gets out beyond the groove, the one who has new ideas and tries them out that becomes the pathfinder, the discoverer, the inventor, the miracle man of the age in which he lives.

The third guidepost is this: *Strengthen your will power*. That sounds like a platitude, but it is not; it is the most practical suggestion to any one who is ambitious and wants to get on in the world. This is another characteristic of the miracle man. There is a principle of psychology over which learned men have argued for many centuries. The question involved in the principle is whether or not there is a will or what in ordinary language is called the disciplined mind. I do not attempt to enter into that discussion, as I feel I am not learned enough to do so. But I wish to talk about it from the point of view of the average layman. I believe that a man's nervous system can be so trained that he can control his emotions, his thinking, and his actuations. Herein lies the hope of education, for if this were not possible, there would be no need for education. Everyone of us has had at one time or another, the experience of being confronted with some apparently insurmountable task, and yet once having determined to do it we summoned our most supreme efforts, plunged into the job by rolling up our sleeves, as it were, and in no time we find that the job is done. And when it is done, there is a strange feeling in us of having conquered a part of our innerself which used to make us take things easy. Somehow we have acquired some kind of strengthening of our vertebra, and that strengthening has become a part of ourselves. Thenceforth, our nervous system will function more easily, our efforts will be

better controlled and directed, and we shall be in a better position to do greater things. I call that power which made the achievement possible THE WILL, which is sometimes called the DISCIPLINED MIND.

Let us cite an example of what happens to a person who does not have a strong will. Let us use the simple illustration of brushing one's teeth. There are times when we are so fatigued or we are so preoccupied about many things that we may at one critical time say to ourselves, "I will *forgo* the matter of brushing my teeth just this once." And we go to bed without having performed that important part of our daily ritual. The nervous system has made a lapse, so to speak; it has made a path between the neurones and through the synapses in favor of not brushing the teeth. It will be easy after that to put up an alibi at any other time tending to *forgo* the matter of performing this important task. That is how the habit of brushing one's teeth has been broken.

Psychologists have oftentimes said that the nervous system is just like God; it is infallible. It does not make a mistake. Once a neural path is established tending to impel the accomplishment or the neglect of a task, the nervous system will thenceforth invariably function in exactly the same manner.

To us who are workers, to us who have things to do, this phsychological phenomenon assumes a great significance. Our habits of work may be formed favorably or unfavorably depending upon the kind of neural paths that we establish. Once the habit of doing and performing and exerting and achieving has been formed, our disciplined will tends to behave exactly as we want it. And conversely, once the habit of taking it easy, of procrastinating, of neglecting, of refusing to exert has been formed, we shall find our ill-disciplined will not easily controlled and directed. To be able to control ourselves results in freedom, because we are no longer the slaves of our emotions, our desires, and our attitudes. And once we become thus free, we can direct our efforts in any manner, and achieve the things that apparently are impossible to achieve. In other words, we become miracle men.

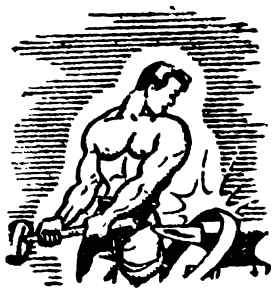
———oOo———

He who is firm in will molds the world to himself.

—GOETHE

*He that will not when he may,*
*When he will he shall have nay.*

—BURTON—*Anatomy of Melancholy*



# SOME ASPECTS OF WORK EXPERIENCE IN LEARNING

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## INTRODUCTION

During the eighteenth century, a certain intellectual named J. J. Rousseau, proposed a revolutionary theory that human nature is inherently good, but that individuals deteriorate when they get in contact with the artificial environment into which they are born. He advocated a type of education wherein the individual should be removed from the urban society and transferred to a rural environment where his instincts and capacities may unfold and develop through natural habits of activity. These views of Rousseau on education influenced very profoundly the thinking of Pestallozzi, Herbart, and Froebel, three prominent educators of the nineteenth century. These three men made further investigations of Rousseau's doctrine. The psychological developments that followed gave rise to the so-called "activity movement", which recognizes the part played by sensory, manual, or work experiences in the educative process.

Thus, *work experience* is not a new idea, although its role in the promotion of effective learning has often been ignored by teachers. There is a likelihood that teachers do not simply ignore the principle; some are totally ignorant of its psychological role in teaching. The result is that the child becomes confused and disinterested with school work and, schooling is made theoretical and meaningless rather than practical and significant to the life of the child.

John Dewey[1] bemoaned the relative disappearance of work experience from the home, industry, and business, where less and less opportunity is available for employment of children and youth. To compensate for this loss he called attention to the increasing need for society to provide more work experience in school and elsewhere. This warning was given almost half-century ago. The succeeding years seemed to have made the situation worse; a mania for white-collar jobs is still the vogue. In view of enough evidence to show that work experience does not only have psychological aspects but also social significance in the child's learning, the warning is certainly worthy of our attention today.

It is the purpose of the writer (1) to present a discussion of some of the aspects of work experience in the learning process; and (2) to examine the purposes for which work experience is provided in the school curriculum.

## WORK EXPERIENCE IN LEARNING

Work experience has been defined as "a means and method in the program of the school by

1 Harl R. Douglas and Hubert H. Mills, *Teaching in High School* (New York: The Ronald Press Company, 1948), p. 369.

which the learner actually produces useful goods or renders useful services through participation in socially desirable work activities in the community under real conditions."[2] Conceived in this definition are many possibilities: that work experience is likely to be educative; that it is first-hand experience; that it involves work or service; that it is concerned with socially desirable activity; that it is exploratory; that it is real. It is the first possibility, more than the others, that should interest the teacher.

*Influence of work experience.* Obviously, from a pedagogical point of view, the most interesting question is how work experience influences the learning process. The leaders of the experience movement are strong in their condemnation of the old practices of the traditional school wherein the mind is at work, it should not be disturbed or distracted by physical activity of any kind.

Even the early Greek and Roman educators recognized the effect of activity on physical development. This attitude is still persisting today, that an individual to be properly educated must have a "strong mind in a strong body." Besides producing physical development, activity serves in some way to stimulate mental development. Froebel[3] insisted that children will develop most favorably when they participate actively and pleasurably in activities motivated by their own interests, curiosity, and desires. It is also conceded that such an activity, be it work under the guidance of a teacher wherein useful goods or services are produced, is important in helping the learner acquire ideals that should later help him solve problems on social and moral issues. Hobbes and Locke[4] introduced the view "that physical activity can determine, in part at least, the nature of that which the individual should think and believe." They also concluded "that man can have no knowledge except that which has come to him through his physical senses, or is based on such sensory experiences." This implies that the learner must reach out into the world to gain knowledge. The more active participation he takes in the course of learning, the more knowledge he will acquire. This is a cue for schools to provide more participatory experiences, *work experiences* if you please, in order to establish better learning-teaching situations. It is noteworthy that psychologists of today attach much importance to theory that the pupil learns only as he actively participates in the educative process. It is this view that gave rise to the definition that learning is *doing*, and teaching is *guiding* of pupil experiences.

*The principle of practice.* The thought in the foregoing paragraph may be summed up in this too familiar statement: "one learns by doing." There is great danger that teachers may misunderstand the implication of the statement. Perhaps, this is one of the reasons why Thorndike practically renounced the law of exercise in some of his writings. He simply wanted to safeguard against misuse of the principle.

The *principle of practice* which

2 Clifford E. Erickson, *A Basic Text for Guidance Workers* (New York: Prentice-Hall Inc., 1947), p. 355.

3 I. N. Thut and J. Raymond Gerberich, *Foundations of Method for Secondary Schools* (New York: McGraw-Hill Book Company, Inc., 1949), p. 273.

4 Ibid., p. 274.

is probably the most abused principle of learning is stated as follows: *"What is learned is what is practised; continued practice or use is usually necessary for retention of the learning."*[5] It does seem that practice plays an important role in learning. However, practice which is a mere repetition of the act is not desirable because it does not produce learning. Practice does not always improve the quality of performance. In fact, when the error is practised, repetition tends to prevent the correction of the error. It is necessary that the teacher keeps the learner practise the better way, on the assumption that the learner learns what he does.

Hammonds,[6] in expressing the necessity of practice of the right sort in the teaching of vocational agriculture said, "Not until agricultural teachers come to believe in the necessity for practice by the learners can they make their teaching vital . . . Participation in farming is an essential in learning to farm." Then he elaborated on his discussion with the following: "One learns by practice what he practises. This is not a silly statement; it is an important truth. To practise an error is to learn the error. To use a poor practice in farming is to tend to learn the poor practice . . . Improvement in a function may be expected only when one performs the function better. The wrong practice tends to get the wrong learning. Spiritless, aimless activity is not effective in securing desirable learning. Motivated practice of the correct procedure, on the other hand, with the student desiring to improve his performance, may be expected to bring improvement." These statements of Hammonds imply that practice needs to be supervised by a teacher in order to produce the most desirable learnings. Undoubtedly, it is this implication that gave birth to the supervised farming programs in vocational agriculture.

*The implication of work experience in learning.* Work experience as embodied in the curriculum provides the necessary opportunities for practice. Inasmuch as learning implies a change in behavior, this change is made possible while performing an activity, or in the course of practice. The learner's attitudes, appreciations, values, interests, and motives, are partly and largely dependent upon experience or activity. It follows, therefore, that the school should provide a wide variety of situations in which the learners are given a greater degree of participation. Such participatory experiences are valuable because "they give reality to learning, motivate pupils to learn, and result in more effective maturation."

## CONCLUSIONS

The following significant points may easily be isolated from the foregoing discussions:

1. Work experience, activity, or practice influences the learning process. It stimulates both physical and mental development.

2. Experience or practice that does not improve the quality

(*Continued on page* 17)

5 Carsie Hammonds, *Teaching Agriculture* (New York: McGraw-Hill Book Company, Inc., 1950), p. 13.

6 *Ibid.*, p. 163.

# THE ROLE PLAYED BY THE PHILIPPINE SCHOOL OF COMMERCE IN SUPPLYING THE TECHNICAL MEN AND WOMEN NEEDED IN BUSINESS AND COMMERCIAL ESTABLISHMENTS OF THE COUNTRY

LUIS F. REYES
*Superintendent, Philippine School of Commerce*

### *Role Played by the Philippine School of Commerce Since Its Establishment*

The Philippine School of Commerce was established in 1904 by virtue of the Organic Act of 1901. This school has been staffed with the best American and Filipino instructors and administrators whose background, training, experience, business connections, and ideals of service have become the magic word for business or commercial education in this country. The school does not only equip the students with the desired know-how of vocational business education, but it also endeavors to place its graduates in stable and decent-paying jobs. This is done through the help of its alumni, many of whom are now holding prominent positions in both government and private offices. This enviable public relation service rendered to the graduates of this school has been responsible for their immediate employment after graduation.

The Philippine School of Commerce has pioneered in the task of preparing young men and women for a livelihood and has consistently stood as the national educational forerunner in the training of the youth for vocational efficiency, especially along business lines, and preparing them to become part of a responsible citizenry that is now an asset to the state. Being the only one of its kind in the country operated and maintained by the national government, the institution is undoubtedly accomplishing a splendid work in promoting the type of education of our youth along the lines directed toward the economic and social welfare of the nation. The Philippine School of Commerce has produced leading and prominent personages in public as well as in private life.

The school offers at present the following vocational curricula in business and distributive education: two-year complete commercial, one-year bookkeeping and accounting, one-year secretarial, and one-year retail merchandising and cooperatives. The leadership maintained by the Philippine School of Commerce in this direction may be attributed to several factors, to wit:

1. As a government pioneer vocational commercial institution, the school is duty-bound to offer terminal education courses which are in accord with the modern trends and practices in vocational business education adequate to meet the demands of Philippine conditions, and to employ instructors with proven competency and work exper-

ience in their respective fields. The training is rigid and functional, so that by the time a student graduates, he is fully prepared to perform his job. Thereafter he is in a position, through self-study or actual experience in his chosen field, to prepare himself for further specialization in the next job. The training is such that a ranking government official, who is a cabinet member, said without hesitation and without fear of contradiction, that the most useful degree he has acquired is his P.S.C.

2. The graduates of the school for over four decades are now holding responsible or key positions in leading business and commercial establishments as well as in government bureaus and offices. In other words, there is in almost every important office, private or government, an alumnus from this institution. In her unobstructive way, the Philippine School of Commerce has carried out its mission with vigor and determination. It just lets results speak for themselves. It is, therefore, not surprising to find sons, daughters, nephews, nieces, and other relatives of former graduates enrolling in the school.

3. The graduates of this school have earned for themselves and for the school such achievement and prestige so outstanding that business now invariably employ their services.

4. The cooperative work-experience program launched by the present school administration not only gives the business executives and business leaders an active part in the intensive and practical training of the students, but likewise places them in a position to help the school in its placement program.

*How the School Meets the Ever-changing Needs for Technical Training*

In order that the graduates of the Philippine School of Commerce can adequately meet with the ever-changing needs and standards of business and commercial concerns in technical training, the administration of the school has adopted the following practices:

1. Further promotion of the cooperative work-experience program of the school by soliciting the cooperation and advice of business executives, in advisory boards, with the end in view to broadening the outlook of classroom instructors beyond their own subject-matter areas and placing employers in an excellent position to help the school in the training and placement of students.

2. Bringing together the facilities of the school and the business concerns into closer coordination to the end that present conditions of local business, the types of modern equipment used, the various jobs needed, and such other situations may be carefully studied and made available to both the business instructors and students;

3. Providing opportunities for contacts between instructors and business enterprises for the enrichment of the skill and experience of the instructors.

4. Providing adequate follow-up of the training of student is adjusting successfully,

whether he needs additional training or whether the school program needs revision;

5. Developing a flexible curriculum on the basis of occupational surveys, follow-up, guides, and changed community conditions;

6. Selecting and acquiring equipment for training after the local job situation is thoroughly analyzed to find out which machines are available;

7. Job and occupational analysis, through the use of introspection, interview, working on the job, the questionnaire, and other testing standards with the ultimate aim of establishing better understanding and working relationships between educational training institutions and business or commercial organizations.

*The Driving Force Behind this Achievement*

Former students and graduates of the Philippine School of Commerce admit that the objective of the school in supplying technical men and women needed in business and commercial establishments would probably fall short of attainment without that integrating and solidifying force which raises men, institutions, and nations far above the ordinary and the commonplace. This force is exemplified in the spirit shown by the Philippine School of Commerce, which finds embodiment, for instance, in a loyal and responsive alumni association—a product of years of interest and guidance, character building, ideal of service, and dynamic leadership on the part of the school administration and members of the faculty who have graced the halls of the institution from its establishment to the present, and who, through the years have devoted themselves unselfishly to the interests and welfare of the school, its students and graduates. The numberless army of young men and women who come to the school profit fully from their training under the guidance of a faculty and administration who take personal interest in their progress from the day they enter school until they actually find a job. They are bound together by strong ties of mutual fellowship and cordial comaraderie not only among themselves, but with the administration and members of the faculty Such spirit was clearly manifested in a manner in which the school administration can effectively push through its vocational business education program, thereby enabling the school to stand again on its own feet, after suffering a chain of setbacks and almost dying a very untimely death.

*The Task Ahead*

Republic Act No. 415, approved on June 18, 1949, providing for the creation of a teacher-training department in the Philippine School of Commerce for the training of teachers of business to teach business courses in the secondary schools, virtually placed the school in a position of responsibility in the industrialization program of the country in so far as business education is concerned. With such legislative act supplementing the constitutional mandate for the development of vocational efficiency and the cooperative business education program set up by the present administration of the school, together with the thousands of self-made deserving men and women turned out by the school, it is safe to assume

that the Philippine School of Commerce will not sleep on its laurels of the past. But, true to its mission, it will emerge ever-watchful for better and greater service to future students who may seek its fold, and ever-ready to cope with the ever-changing and exacting demands of the business world and public service, to the end that business education in the country in particular, and humanity in general, may be served and benefitted to the utmost.

So much a sterling accomplishment for so small an institution as the Philippine School of Commerce to have turned out a host of graduates who have achieved remarkable success and and have distinguished themselves along their respective chosen vocations. From the rank and file of these graduates have risen leaders in the business, industrial, educational, governmental and political fields of the country. Among them are at present or have been business corporation presidents and business executives, merchants, business representatives, agents, brokers, secretaries, treasurers, cashiers, chief clerks, chief accountants, army finance officers, congressmen, cabinet members, budget officers, judges, fiscals, clerks of courts, provincial governors, city mayors, councilors, bureau directors, auditors, administrative officers, division chiefs, certified public accountants, business educators, lawyers, and other professions or occupations. Obviously, the role of the Philippine School of Commerce in producing such technical men and women needed in business and commercial establishments, answers the challenge of our times. And, democratic and true to its educational mission, the Philippine School of Commerce will forge ahead and will continue to gather all its potentialities for the cause and in the service of the "common man."

———oOo———

**Some Aspects of . . .**

(*Continued from page* 13)

of performance is not desirable. The learner must practise the "better way" because he learns what he does.

3. Practice must be properly supervised by a teacher in order to produce the most desirable learnings.

4. The school should provide a wide variety of situations in which the learners are given a greater degree of participation.

5. Such participatory experiences are valuable because "they give reality to learning, motivate pupils to learn, and result in more effective maturation."

———oOo———

**FLASH!**

Construction of the PPSTA Building will soon be started!

# THE BUNAS-NONAS TYPE OF AGRICULTURAL SETTLEMENT SCHOOLS

GILBERT S. PEREZ*
*Superintendent of Vocational Education*

ONE OF the greatest pre-war contributions which the Philippines has made to the world of education was the "Muñoz" type of agricultural high school—a type which was established in the Philippines three years before the first American agricultural high school was established in New York State. Schools modeled after Muños have been established in Siam, Brazil, and other countries. Our post-war Bukidnon National Agricultural School (BUNAS) and Negros Occidental National Agricultural School (NONAS) type of agricultural settlement schools are schools with all of the advantages of the Muñoz school with none of its weak points. They are schools which have been established by the Philippine government not only to give agricultural instruction to the young people but to develop agriculturally unoccupied sections of public land. Every student in these schools is not only a student but a prospective settler in the area and upon graduation receives not merely a diploma but a farm which he has started to develop even before graduation.

The site of the BUNAS-NONAS type of agricultural school has an area of from 4,500 to 5,000 hectares of public land surrounded by 50,000 or more undeveloped land. Of the two schools, the Bukidnon National Agricultural School was established in 1946, while the Negros Occidental National Agricultural School in 1947, the government providing an aggregate amount of ₱300,000 annually for the establishment of the school. With modern mechanization equipment, it has been possible to accomplish in three or four years what needed twenty or thirty years of handwork to accomplish in Muñoz. While the production in these two schools has not reached the 23,000-cavans of annual production of Muñoz, with the complete development of the large 5,000-hectare sites in these postwar schools, the production in the little 780-hectare site of Muñoz, in sipte of its heavy harvest, will be comparatively a mere begatelle. The Bukidnon and Negros Occidental National Agricultural Schools will not only be one Muñoz—it will be ten Muñoz school on one site.

The BUNAS school was established on its large cogonal site on a mere financial shoe-string and in army tents but thanks to the War Damage Commission special aid its 60 buildings are now rapidly approaching completion and as fully mechanized. It is planned to make this school the pilot agricultural school in the Philippines.

The NONAS school in Negros was established a year after on a large forested plateau, 18 kilometers from Kabankalan. This school, unlike BUNAS, had a large initial appropriation as the government provided ₱300.000 for this

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project which enable the Bureau of Public Schools to begin the work with a sawmill, a ₱27,000-bulldozer, caterpillar tractors, and heavy trucks for clearing the forested site and to provide the lumber needed for its more than 60 buildings.

Although a small first year class was organized, most of this first year of pioneering was devoted to the setting up of the school sawmill and cutting a site through the forest. With lumber costing only 4 centavos a boardfoot, the school plant will cost less than that of the 60 building plant at Bukidnon. Last year, the Bukidnon school graduated its first graduating class and started its first student settlement group on a site near the school site. In the meantime, the old and pre-war site of the pre-war school at Managoc has been subdivided and occupied by pre-war school graduates of the old school.

Three years ago when the NONAS school was started, there were practically no settlers on the road from Kabankalan to the school, but after only three years this same road is lined with new settlers and there is a market, a store, and cockpit in a new barrio settlement near the entrance of the school site.

Both schools are now practically self-supporting as far as food for students is concerned. Both schools are completely mechanized with the very best modern agriculutral equipment. Both schools are purchasing hydro-electric units. That for the NONAS school is one of the under-shot wheel type and at the Bukidnon school, a turbine type. These hydro-electric plants will reduce to a minimum the heavy fuel expense for light and power.

The last three and four years have been the pioneering and building phase. The next stage will be devoted to the development of the animal husbandry, poultry and fishery projects, to supplement the present rice and corn projects making the school absolutely self-supporting with reference to food for teachers, students and settlers.

This new type of school is one that is not only adopted to the settlement of undeveloped areas in the Philippines but could also be adopted by other tropical or semi-tropical countries with large unoccupied areas. Establishing more schools of this type in Mindanao, Palawan, the Cagayan Valley, Samar, Mindoro, and other undersettled regions would do more for land settlement than ten land settlement organizations and at considerably less cost.

Select the area, establish an agricultural school as a nucleus and build a road to that school and settlers will immediately come to the area and all of the students of the school will become the educated, trained farmer-settlers that will leaven the life in the area.

This is not theory. It has been proven over and over again. When we established the Upi School in Cotabato and when the governor fulfilled his promise of making a first class road to the school in less than five years, Upi became not only a barrio but a thriving town with a full intermediate school, a market and a post office.

Give the settlers a school and a road to the region near the school and they will flock there by the thousands. This now obtains at BUNAS and the process is being repeated at NONAS.

The present legistlature is sold on this type of project and have

provided funds so that this year a new NONAS will spring up in the center of Mindoro between east and west Mindoro and funds have also been provided for another similar schools for sparsely settled regions in Antique and Iloilo.

This type of school has gone far beyond the theory stage. A visit to NONAS in Negros Occidental and BUNAS in Bukidnon will prove that the Philippines have made a contribution not only to world education but also to scientific and fruitful settlement of unoccupied areas. These schools are a type that would be especially helpful in changing the large forest areas of South America to permanent agricultural settlements.

Incidentally, it may be mentioned that if student-settlers in these schools marry their girl classmate, their farm area is doubled, as both boys and girls are given settlement sites.

As we cannot attract young people to rural areas without making these areas at least approach urban conditions, the school life is made as attractive as possible with radio and moving picture facilities, a good gymnasium and library, and community singing and concerts. The school is in reality a community with a community set-up, student cooperatives — a mayor, a council, a student's bank, a chief of police, and a student court.

As to the student's program, the school is divided into two shifts— one working in the field all day while the other students are in school. The next day, there is a change in shift—the first group studying and the second group doing a full day's basis but it has been found that more and better field work and classroom work can be accomplished when the shifts are on the full-day basis.

Much of the fieldwork is on a group basis with a group of 6 to 8 students assigned to a field area. At harvest time, the student group receives 75% of their field production after deducting cost for use of farm animals or heavy equipment. The school receives the other 25% left. By this method, the students are entirely self-supporting and instead of asking money from parents are usually able to send money home.

There are not many schools in this world of ours where a penniless boy can enter school without paying for tuition and board and in addition can send money home to his parents and can have a little homestead of his own after graduation and with an additional area if he marries one of his farmertte classmates.

Subsistence is not given free to the students but all students can earn their subsistence and all are self-supporting. All field and shop projects are or soon will be entirely self-supporting. However, as the teaching process and classroom work are not financially productive activities, these schools cannot be entirely self-supporting. There are activities which have to be supported either (a) by means of government appropriations, (b) by tuition fees paid by parents, (c) by tuition fees paid by students from their field or shop earnings. No school whether public or private can be considered as entirely self-supporting. Where no government aid is available, it has to be dependent upon tuition fees and in the latter case, cannot therefore be considered as an entirely self-supporting institution even if all of its shop and field projects are self-supporting.

# THE CENTRAL LUZON AGRICULTURAL SCHOOL

## Its Role In Philippine Agriculture

ARCADIO G. MATELA
*Acting Superintendent*
C.L.A.S.

Speaking about the Central Luzon Agricultral School, Dr. Gilbert S. Perez, Chief of the Vocational Education Division, Bureau of Public Schools, said in part:

"The Muñoz idea is distinctly a Philippine idea and when I returned from a trip to Denmark, Sweden, Germany and the United States, I reported to President Quezon that I had seen better agricultural colleges abroad but that I had not seen anywhere, even in America, a secondary school to equal our own Muñoz type of secondary school... The fact that all legislators want to have a Muñoz type of school in their province is a proof of that development. The people as a whole are aware of the truth that the salvation of this country rests in the development of an intelligent, work-conscious and technically-prepared group of agricultural producers."

The Central Luzon Agricultural School located in Nueva Ecija has been considered the best of its kind in the world. Foreign educators and others who have visited the school have affirmed this statement. It may be said further, without fear of contradiction, that the Central Luzon Agricultural School is the pivotal center of the evolution of agricultural education in the Philippines.

The national government established the Central Luzon Agricultural School as a model, a school that is dedicated to the service of the communities around it as well as those far from it. It must have been the magnificent obsession of our educational top brass to have a community school which should minister to the needs of the country because it is publicly supported and maintained by the people whose best interests must be served to the maximum. They must have envisaged a school for agricultural producers who, after undergoing instruction and training or after completing the prescribed curriculum, can and are willing to go out unafraid into the world to harness the agricultural potentialities of our country and to contribute their fullest share in building our economic structure by utilizing the subterranean opulence of the good earth. In vocational parlance, the Central Luzon Agricultural School, the first of its kind in the Philippines, was established to enable Filipino youth over 14 years of age to prepare for, enter, and progress in the farming vocation.

But, it should be remembered that the Central Luzon Agricultural School was not built in a day. At the time that the Philippine public school system was starting elementary gardening in the lower grades, the Central Luzon Agricultural School was conceived to prepare the ground work for secondary agriculture. Executive Order No. 10, of the Governor-General, dated April 10, 1907, set aside a reservation from a public domain for the purposes of this school. But because of innumerable obstacles, no attempt was made to open the school until two years later. From

then on, the school forged ahead, first under American superintendents and later under Filipino administrators after the inception of the Commonwealth Government. The story of the rise of this institution from an unpopular farm school to a model regional national agricultural school is replete with bitter sufferings, countless impediments, frustrations and hopes, and genuine patriotism. Suffice it to say, that this institution now enjoys an enviable reputation not only in our country but abroad.

*Objectives and Methods*

The controlling purpose of the Central Luzon Agricultural School is "to fit the pupils for useful employment and to meet the needs of persons over 14 years of age who have entered upon or are preparing to enter upon the work of the farm home" (Act 3377). The Central Luzon Agricultural School provides the best possible means for training young Filipino boys and girls along agricultural endeavors. To attain this end, the curriculum gives a maximum amount of real work experiences and a minimum of theorizing, reflective thinking, and an adequate knowledge of the so-called liberal arts. One-half of the day's session is devoted to classroom instruction and the rest, to fieldwork (for boys) and practical work (for girls) in the field, shops, and other details in the school. There is a systematic correlation of farm life with classroom subjects in order to bring about the best results of instruction. In brief, the students under the guidance of their teachers learn by actual doing. This is premised on the aim of turning out producers and workers, of moulding young men and women who are not ashame to soil their hands, to tend the flock and the fowls, and to wallow in the mire. The main function of this school is to prepare the youth for actual life in the rural places; hence, instruction must have a natural setting and students must learn to love and live the life they will pursue after leaving this school.

The Central Luzon Agricultural School is a "finishing" school. When students complete their training and apprenticeship in this school, they are supposed to be real farmers, efficient homemakers, rural mechanics, agricultural or livestock breeders, and leaders in agricultural field, not mere tenants. Although this is a "finishing" school, its graduates can and may continue in the College of Agriculture in Los Baños, Laguna. A number of them study in non-agricultural colleges and universities and enrol in courses allied to the agricultural vocation.

*Scholastic and Health Requirements; Deposits and Fees*

Only elementary-school graduates who are healthy, at least 14 years of age, with an average of 85% and are able to pass the entrance examination are eligible for admission to this school. Only honor students from other agricultural schools are admitted to the Farm-Mechanics Course. Those who have serious physical defects or who have infectious diseases are refused admission.

Any student who receives three failing grades is advised to clear from this school. A student receiving one or two failing grades is warned to improve his work. Merit awards are given to those who have shown marked excellence in certain phases of work or activities.

The prescribed savings deposits

and fee for each year are as follows:

| YEAR | Savings Deposit in Students' Bank | Matric. Fee Lib. & Athletic Fee | Subs. to School Paper | Misc. Fees Red Cross Med., Dental, etc. | Book Rentals |
|---|---|---|---|---|---|
| First Year ..... | ₱40.00 | ₱4.00 | ₱5.00 | ₱1.00 | ₱5.52 |
| Second Year ..... | 55.00 | 4.00 | 5.00 | 1.00 | 4.43 |
| Third Year ..... | 70.00 | 4.00 | 5.00 | 1.00 | 4.49 |
| Fourth Year ..... | 60.00 | 4.00 | 5.00 | 1.00 | 6.07 |
| High School Graduate Student ..... | 70.00 | 4.00 | 5.00 | 1.00 | .... |
| Farm Mechanics ..... | 60.00 | 4.00 | 5.00 | 1.00 | .... |

*Revised Secondary Agricultural Curriculum*

Department Memorandum No. 22, s. 1945, of the Department of Education (formerly Department of Instruction) prescribed the revised secondary agricultural curriculum which is followed in the school.

The pertinent features of this curriculum are:

"a. Seven units of credit are prescribed in each year. Twenty-eight units are required for graduation.

"b. Horticulture and Agronomy (crop production) and Animal Husbandry are offered simultaneously in the first three years. This arrangement will enable students who cannot continue beyond the First or Second Year to acquire basic experiences in all of the three principal agricultural areas; it will make possible a greater correlation of practical work and classroom instruction; and it will better serve the aims of exploration and guidance in the lower years.

"c. Fieldwork in the First Year is to consist of general farm experiences in all phases of plant and animal production as well as experience in the farmshop. In the Second and Third Years fieldwork will also be of a general character but will gradually emphasize for the individual students the farm experiences related to the specific phases of plant and animal production in which they desire to undertake their major and minor enterprises. Fieldwork in the Fourth Year is to be devoted by the individual students or groups of students to a major enterprise and to contributory or minor enterprises which have been selected with the guidance and help of a teacher adviser and which should be carried out on the school farm or on any other farm on a scale approaching the commercial. Fieldwork in all years is to be correlated with the corresponding course in Horticulture and Agronomy, Animal Husbandry, Farm Physics and Farm Engineering, Applied Chemistry, and other courses.

"d. Practical work for girls in all years will include the following: light gardening and orchard work; poultry, swine and goat raising; dairying; handicrafts or home industries; marketing farm products; menu planning and mess control; mending of laundry work; house and yard management; first aid; club work and social welfare work; and similar home-centered activities and community extension work."

In addition to the agricultural subjects, the boys take Reading, Grammar and Composition, Current Events, National Language, and Health and Physical Education, in all years. General Science is taken in the first semester and General Mathematics in the second semester of the Second Year;

World History (first semester) and Philippine Social Life second (semester), in the Third Year; Philippine History and Government (first semester) and Farm Economics (second semester), in the Fourth Year; and Pre-Military Training in the Third and Fourth Years.

The girls have more subjects than the boys because they take Homemaking subjects from the First to the Fourth Year. The boys finish the vocational agricultural course in four years and the girls, the agricultural homemaking course also in four years.

*Other Courses*

Besides the agricultural and homemaking courses, the following are offered in the Central Luzon Agricultural School: one-year Farm Mechanics Course for graduates of agricultural and rural high schools; two-year Special Agricultural Course for general high school graduates; and 6 months to one year Special Course in Poultry Raising for war veterans and special students. Professional classes for agricultural teachers are held for six weeks during summer.

*Miniature City*

The Central Luzon Agricultural School is organized like a city. Its area is divided into two major portions: the campus proper and four student barrios. The Superintendent is the Head, the Principal is the Executive Officer, and the teachers and employees compose the instructional staff. The school population consists of 1144 students, 47 teachers, 16 employees, and 333 dependents of the school personnel for the school year 1949-1950.

The school has all the conveniences and facilities that a city has, such as a hospital, dormitories and cottages for the residents, co-op store, bank, post-telecom office, cine, bakery, recreational centers, barber shop, tailor shop, shoe repair shop, light and water systems, telephone facilities, and others. Good roads traverse the campus proper and connect the "poblacion" with the outlying school barrios. It has a student police force to keep and maintain internal peace and order.

Although there are school rules and regulations, the students are largely governed by a Student Government headed by an elective mayor. The student officials are vested with rights and prerogatives which enable them to help and cooperate with the schol authorities in guiding their fellow students in democratic school life. Besides the mayor and vice-mayor, there are student officials in charge of social affairs, athletics, health, and public welfare, who compose the cabinet of the mayor. The Student Council, made up of the representatives and officials of the different classes, is the legislative machinery of the students. They also have a Student Court over which judges preside.

The students are classified as insiders and independent farmers. The freshmen and seniors who form the first group, live in two big dormitories and other quarters inside the campus proper.

The insiders render detail or fieldwork in different directed school projects as a practical application and follow-up of classroom instruction. They are shifted during the year in different details so that they can acquire ex-

perience in various phases of agricultural work. During their senior year, they do their specialization or major work. For their detail work, they receive free subsistence.

On the other hand, the independent farmer (second and third year students) work on their farms and do barrio improvement work. They live in government cottages in the barrios, cook their own food, and live independently, like the regular farmers outside the school. They stay with smaller groups. They are provided with library, light, and water facilities. They receive 75% of their rice crop which is their major enterprise. In addition, they have also some farm secondary crops, swine, poultry, and vegetables which they raise for study.

The girls take the agricultural homemaking course. They till the soil, utilize farm products, and convert raw materials into useful articles. The idea behind the homemaking curriculum is to develop our girls into countrywomen who can work and live along with the farmers. All homemakers stay in the Ladies' Hall under the care and guidance of teacher-matrons.

Every student has a savings account in the Students' Bank. All his earnings while studying are deposited in the bank. He is allowed to make withdrawals from time to time. When he graduates, he gets the balance of his bank account.

The life of the students in this school is not all work and study. There are varied extra-curricular activities which call for their special talents and interests and, in a positive way, help to mould their character.

*School Projects and Shops*

The school projects and shops are a necessary part of the school; their existence alone gives meaning to a practical agricultural education. The school maintains the farms, field crops, horticulture, animal and poultry projects, and the machinery, carpentry and blacksmith shops. In these projects the students work for the school under the supervision and management of vocational teachers.

There are 119 cultivated rice farms, each of which has an average of 2.8 hectares. This year's rice harvest reached 22,041 cavans. The field crops project grows sugarcane, corn, cassava, peanut, bananas, onions, and other secondary crops. Two horticulture projects occupying an area of 16 hectares, maintain an orchard, vegetable gardens, a floriculture garden, a botanical garden, and two nurseries. These projects supply the school and outside farmers with seeds and planting materials.

The animal project, which occupies an area of 75.25 hectares, has at present 500 pigs, mostly of foreign breeds, 79 dairy goats of Toggenburg and Anglo-Nubian breeds and grades, 128 work carabaos, and five heads of cattle. This project is an animal breeding center for other agricultural and rural schools and the adjacent towns. The poultry project, which is run on a self-supporting basis, is the distributing center for pure White Leghorn and New Hampshire chickens. It has 948 breeding stock, 2,552 growing stock, 1,500 chicks and 128 ducks, and operates five kerosene incubators with a total capacity of 2,600 eggs.

The machinery department takes care of the water system,

power plant, stationary and farm machinery, and all vehicles of the school. The carpentry shop undertakes the construction and repair of the school buildings and the making of essential furniture and equipment. The blacksmith shop makes and repairs farmshop tools and equipment, takes charge of the water lines and sewerage system, and does other sundry jobs.

*Guidance and Placement*

Guidance work for the students is carried out by teacher-advisers who act as parents to them. These teachers discover the students' aptitudes, vocational inclinations, and ambitions; see to it that they form the right attitudes and develop wholesome appreciations; and counsel them regarding their everyday problems.

A guidance counselor does more than these. On his shoulders devolves the responsibility of placing them in remunerative jobs.

*Not a Poor Man's School*

An erroneous belief prevails among our people that the Central Luzon Agricultural School is a "poor man's school"—a school, so they say, for the poor, a dumping ground for dull students. The right conception is, and should be, that this school is for individuals who are preparing themselves for vocational proficiency in agriculture. It must be acknowledged that agricultural methods and processes are not so simple and easy as they seem. Agricultural training is not concerned merely with the ability to use the hands skillfully; it demands the full exercise of intelligence and understanding in the proper application of farm science.

The Central Luzon Agricultural School educates men and women who have a liking for rural life, for the farm and field. This school turns out country gentlemen and women who are productive, useful and socially efficient citizens—men and women equipped with manual skills and endowed with high occupational intelligence.

*Service to the Nation*

Hundreds of graduates are turned out yearly, fully prepared to assume their places in community life. These graduates do not join the long caravan of unemployed because they always find some worthwhile work somewhere. Even before completing their course, good jobs already wait for them. At least, if they do not engage in actual farming, they accept jobs as farm managers, poultry and swine husbandmen, farm mechanics in different mechanization projects, employees of the Bureau of Plant Industry and Animal Industry, or teachers in elementary and general high schools. Those who spurn work after graduation continue pursuing higher studies in colleges and universities.

One thing true is that there are Central Luzon Agricultural School graduates in every province who contribute to the agricultural development of our country.

Our government has embarked upon a huge program of mass economic mobilization. The success of this long-range venture is altogether dependent on our agricultural progress. The Central Luzon Agricultural School has been doing its share toward this end, through the work of its thousands of graduates. This school will continue producing citizen-workers for the land because, as Dr. Perez said, "the very future of the country depends upon production—continued production and more production."

# THE ECONOMIC VALUE OF TRADE AND INDUSTRIAL EDUCATION

FLORENCIO M. APOLINAR
*Supervisor of Trade and Technical Education*
*Bureau of Public Schools*

Production on a commercial basis is not the primary objective of the trade schools. However, commercial production as an incidence to trade and industrial education has many advantages to the training program. Production provides an occupational atmosphere to the school, a condition which is desirable and necessary for an effective and efficient shop instruction.

The fact that the best training jobs are real jobs and/or those approximating to the commercial jobs shows that this incidental phase of trade and industrial education contributes to the primordial objective of training the individual for an effective entrance to a trade or occupation.

Besides its educational value, a properly administered commercial work also contributes social and economic values both to the school and to the student. In addition to the acquisition and mastery of operational skills in the production of consumer goods, the student will experience some of the common situations attendant to employment in a trade. Through these situations the student will develop a participating experience in, and a clear understanding of specialization, a working knowledge of the relationship between labor and capital, and a better attitude towards the social implication of being an economic producer. This is an integral part of the training of workers and the trade schools should provide as much situations and facilities possible towards the attainment of this phase of training.

Production makes possible the employment of students during their off-school hours thereby they do not only make use of the spare time for the mastery of the operational skills but also "earn while they learn." The experience that these students acquire in production work will give them pride and confidence in their ability to make use of their practical training in the trade school.

There is no doubt as to the economic value of this by-product of trade and industrial education. During the school year 1947-48, eleven trade schools reported a gross production of ₱545,177.91 despite the fact that these schools were inadequately financed and poorly equipped. During the same school year, the Iloilo School of Arts and Trades made a production amounting to ₱176,329.47, the biggest among trade schools. With varying volumes of work, these trade schools engaged in the commercial fabrication of school, office and home furniture and equipment, repairs of various types of appliances and vehicles, construction and repairs of buildings, and many other jobs which utilize student labor either on paid or "gratiz" basis, and from which a net of ₱123,877.45 was turned in to the special trust funds of the schools

concerned. This money is now invested in the permanent improvement of the trade school. For instance, the Nueva Ecija Trade School, in its commercial operation during the school year 1948-49, was able to make a net profit of ₱20,973.02 which was added to its special trust fund. Out of this income, the amount of ₱12,000.00 was invested in modern shop tools and machinery. Moreover, out of the profit from commercial operation, a few trade schools were able to put up or supplement their operating capitals.

During the school year 1948-49, twenty-three trade schools reported a partial production of ₱752,767.80. Twelve of these schools reported a net profit of ₱108,966.68. Although no estimate can be given as yet relative to the gross production for the school year 1949-50, the budgets for the special trust funds submitted for approval for this school year disclosed that a net profit of ₱170,362.78 was realized by nineteen trade schools. All the trade schools, with the exception of the Philippine School of Arts and Trades, are engaged in commercial production with varying volumes of work.

The economic return derived from production work should not be taken as an encouragement for the trade schools to engage in large scale production, or should the encouraging amount of profit being reaped be construed to mean that the trade schools are capable of operating on a self-supporting basis. The primary aim of trade and industrial education is the turning out of skilled and intelligent workers. This aim, therefore, should not be subordinated to the production of commercial products. However, commercial production although it is an incidental part of the training of skilled workers, as it has been shown, is an indication of the contribution of trade schools in the building of our national economy.

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*The Office of Ambassador Cowen, in a letter dated August 31, 1950, to Senator Geronima T. Pecson, informed the latter of the arrangements made by him in securing the services of technical men, at no cost to the Philippine Government, to give technical assistance to the vocational program of our schools, specially the Philippine School of Arts and Trades. The group consisted of one professor and five teachers. Part of this group are already in the Philippines.*

# INDUSTRIAL ARTS: A VITAL LINK TO COMMUNITY LIFE

H. F. BELEN
*Supervisor of Industrial Education, Bureau of Public Schools*

Much has been said and written about the improvement of community life through education. Much more have been written about the objectives of education; to wit, the National Council of Education formulated its ten educational objectives for Philippine youth; the Joint Congressional Committee on Education has its ten objectives for the Philippine educational system; the Division Superintendent of Schools' Convention in 1947 added one more objective to the ten of the NCE; and, to top all these, the Constitution has the five guide-posts to Philippine Education. Our political, economic, social, and educational leaders have been generous with their indorsements of a functional education for the youth of the Republic, a kind of education that would be instrumental in tapping the dormant wealth of the country and in fostering nationalism.

Industrial arts, as a phase of general education, plays a vital role as an eye-opener of the child towards a wider and richer panorama of life. It aims to usher the child through informative and manipulative activities to a richer and more meaningful acquisition of fundamental skills, functional industrial and social information, and healthy attitudes towards appreciation of art and work. Creativity and inventivenes are the living core upon which it builds its educative values.

Criticisms have been hurled at us for an *unfunctional education*—an education that leans too much on classical academism forgetting that what we need is a practical one. Many deplore the fact that in spite of our educational offerings, the Filipino youth remains unmoved by the economic undertow that threatens to wreck his socio-economic life. But by the very nature of human growth the child follows his biological and social development and will have to go out from the four walls of the school to face the realistic stiffness of life, frought with the cross-currents of socio-economic problems. His life, as every one knows, will not be a continuous sequence of abstract reading lessons, insubstantial arithmetic problems, or comprehensive accumulation of geographic facts. Casual observation reveals that many men live and die without even experiencing to travel in a town or a province outside from theirs. We have never awakened to the fact that we had been giving an overdoze of book-learning, an overemphasis on methods and technique of teaching forgetting all the while the adjustment needs of the child. Of course, we have no quarrel with the introduction of all the academic offerings but we maintain that due emphasis should be made towards the implementation of industrial arts education. Sharpening one's wits alone through academic subjects cannot guarantee socio-economic stability in a community. For first of all, we must satisfy the primordial needs of life—food, shelter, clothing. Simple analysis unveils the truism in these needs —the necessity of vocational education for community life.

Industrial arts is not vocational

education, but it serves as a vital link towards *functional education.* Given a generous implementation, it acquaints effectively the child, through the intelligent study and use of tools and materials, with the realistic environment of the community. This experience, it is believed, will influence to a certain extent his out-of-school life. It is not, as some are prone to believe, only *mere* manipulation of tools, repair of toilets, mending of broken door and window sashes, and the like. Neither is it only a mere *manual* training designed to discipline boys in their formative age. Rather, it is a functional subject that can effectively coordinate the three R's of elementary instruction. The wrong notion that it is purely manipulative should be disregarded and a healthier concept be used. A reading, language, spelling, or arithmetic lesson can be made more meaningful if it lifts its substance from an experience closest to the child's interests.

Spencer's definition that "education is a preparation for life" needs then, little modification. Although we don't totally discount this educational philosophy, we beleive that Dewey's concept of "education as life" answers much more readily our needs for a functional Philippine education.

Formalized instruction similar in almost all its ramifications has been going on everyday from the isolated islets of Batanes to the coral reefs of the Sulu seas without considering the regional socio-economic growth, development and needs of the people, existence of occupations that are vital guide-posts of community living, and the cultures and mores arising from the agricultural-industrial development of the community. Has a survey been made as to how deep this system of instruction has permeated community life and influenced the development of a verile Filipino youth?

Industrial arts instruction in the Philippines, with its flexible objectives since 1903, fits readily into the development of a culture that will put the country on the map. It does not only consider the development of present industrial "arts" but it also helps preserve the heritage of Filipino "art"—like intricately woven baskets, mats, woodcarvings, etc. Persia si known for her beautiful rags, Japan for her craft-articles, etc. Through industrial arts we can readily develop a distinct *arts* and *crafts* culture purely ours. We have an abundance of industrial materials. Bamboos could be taken everywhere. Pandan, buri, and others are available in rural backyards. But are these being utilized to the optimum? Are they being used to serve our needs? Are our children taught to appreciate their values? Our craft-articles which ought to be in abundance have been turned to mere curios with prohibitive prices because we have consistently longed for objects from the other side of the fence with a total disregard of those in our own yard.

Something really should be done to acquaint the youth with our own industrial products and materials. If ever, therefore, our education at the early years of the child in school is intended to make more meaningful the life of that child, it must not neglect the industrial arts phase. Industrial arts instruction, however, held in dilapidated shops or under a tree with broken tools, if available at all, and handled by a teacher who also handles all the other academic subjects, does not give healthy signs of helping in the socio-economic improvement of the community.

PICTURE TAKEN OF THE PARTY GIVEN BY THE PPSTA IN HONOR OF THE MEMBERS OF THE CONGRESSIONAL COMMITTEE ON EDUCATION, ON AUG. 7, 1950, AT THE KEG ROOM, JAI ALAI

*Sitting from L to R:—Congressmen Jorge Abad, Florante Roque, Cipriano Allas, Panfilo Manguera, Tito Tizon, Manuel T. Cases, and Dr. Escario.*

*Standing same order:—Congressman Tible, Superintendents of schools Vitaliano Bernardino Jose, C. Aguila, Gregorio Lardizabal, Antonio Maceda, Juan C. Laya, Roman Lorenzo and Isabelo Tupas. Not in the picture are Congressmen Ladrido and Medina Lacson de Leon.*

# WANTED: NATIONAL TRADE SCHOOLS

CONRADO DE LOS REYES
*Acting Principal*
*Ilocos Sur Trade School*

The Philippines lacks the necessary technical know-how for our industrialization and mechanization program. The Beyster Commission pointed out this need. The American Fullbright Educational Experts confirmed it.

There is no doubt that sending pensionados to the United States and other countries to learn the technical know-how in the various fields of economic pursuits will go a long way to solve this problem. But certainly, it would be equally wise on the part of our government to provide the incentive and encouragements for our youth to enter our trade schools by improving and expanding their instructional facilities and offerings. This may be the most realistic and positive approach to this problem of producing sufficient technical know-how for our trades and industries.

We cannot, we should not, expect the provincial governments which are most of the time financially handicapped, to carry out this important mission successfully in the absence of a guaranty to actually transfer their financial shares for the operation and maintenance of our trade schools.

We believe that what we really should do is to operate, and maintain our public trade schools with national funds. After all, trade education is essential to the national welfare. It should, therefore, be the function of the national government to provide this form of needed service.

We need to nationalize our trade schools now to give the maximum service to our people and maximum benefit to our country within a shorter span of time. To delay this essential service is ultimately pernicious to our economic progress. It seems useless to be talking about industrialization and mechanization while doing nothing about it. It is selfish for us to wait for foreigners to do it for us. Let us give our own people the chance and the encouragement by giving them all the facilities for efficient and successful preparation to shoulder the gigantic task of industrialization.

We concede that it would be financially impossible to nationalize twenty-five schools simultaneously. But, the government can better express this desire by nationalizing three or four trade schools every year.

We need not nationalize on the basis of Commonwealth Act No. 313. We need not pattern all of them after the Philippine School of Arts and Trades. We need not convert all of our present trade schools into teacher training institution. But we need to operate and maintain them on a sound and stable financial foundation with an eye for progressive improvement and expansion. We need to make all of them secondary national vocational — t e c h n i c a l schools.

We must accept the fact that if we hope to become a strong and healthy nation, we must attain a

high degree of self-sufficiency; we must build up our national economy. A firm and sound national economy can only be realized by building up a well-balanced program in both agricultural and industrial expansion.

Our struggle for political, economic, and social emancipation, and the struggles of our neighboring countries give us the object lessons. Our Great Liberator, the United States of America, has shown us how a global war can be won through massive industries backed up by great potentialities in agriculture.

We are now on the threshold of an industrial era. This sudden quickening in our spirit for business adventure is proof of a glorious future.

This impetus in our industrial movement began with the inauguration of the first president of the Republic of the Philippines. The late President Roxas then declared boldly in his inaugural speech: WE MUST INDUSTRIALIZE. The theme of his address to the First Congress of the Republic on January 27, 1947, also envisaged industrialization and mechanization of our agriculture.

We are not industrializing gradually but surely. Let us pray that all our Presidents after Roxas will pursue this objective consistently, persistently, and relentlessly until that high degree of a well-balanced program in both agricultural and industrial expansion is attained.

The people cannot be blamed for their slow response to our vocational education program. This hesitancy on the part of our youth to pursue training in production is simply a result of the tight policy of the government in giving a liberal financial assistance to the rehabilitation and expansion of our vocational training programs, especially in the trade schools. The accommodation and facilities for instruction in some of these schools are sub-normal. Is it surprising that our young men and women flock in the private schools? No. These private schools today have big, commodious buildings, airy rooms, large playgrounds, and adequate instructional equipment. They give good pay to the selected, experienced instructors who usually have acquired their professional maturity in the public schools. By the forces of environment and not by sound guidance, our great reserve of manpower, that is the youth, continue to be attracted away from technical training to purely non-productive education.

The bonanza we have enjoyed immediately after liberation is gradually dissipating. We are now awaking from the stupor of artificial prosperity brought about by the surplus business and war damage guerrilla benefits into the reality of an unbalanced national economy. Whether we like it or not, we must admit that we have been caught flatfooted in the unprecedented problem of unemployment today.

Our leaders, in their noble desire to force the issue of industrialization and mechanization of our agriculture in order to rebuild allegedly our tottering national economy, have conceived the idea of the "import controls" and "dollar-conserving - producing - policies." We admit that the import controls are beneficial to our industrialization program. There are not enough men to create and engage in the production of the

essential commodities we stand to lose due to import controls. But there is also a felt need for implementing our vocational education program.

Everybody knows that the vocational schools fill a need in our socio-economic life pattern. The crying need today is for more vocational education. Public sentiment shows this urgent need. Natural resources and human labor are the two great assets of a nation which enter into the production of wealth. The conservation and full utilization of both natural and human resources depend upon vocational training.

Our vocational schools have come up to the forefront to assume their lead in saving us from the morass of national economic dependency. It would be prudent on the part of our leaders to make people realistically responsive to the present need for industrialization and mechanization. The vocational schools should be assured of adequate financial support in order that they can render efficient and maximum service to our people and to our national economy. They should be expanded both horizontally and vertically by offering more occupational courses and by providing adequate instructional facilities.

We are also of the opinion that vocational education in this country has imperative need for more and better legislations. We need better buildings, better equipment, and better teachers. We could have all these things only through more legislations.

We are deeply grateful to our senators and congressmen who are, in one way or another, responsible for sponsoring and causing the passage of some measures designed to improve our vocational education program. We are sure the people are watching our legislators in their actuations.

At this writing, we feel happy that the President has signed the bills establishing an agricultural school in Iloilo, Antique, and other places. We are happy that the Senate has favorably indorsed the measures which originated in the House of Representatives nationalizing the La Union Trade School; and we are very happy indeed that the President finally signed this bill. It is consoling to remember that our President was once a public school teacher.

We also feel especially grateful to Senators Abada, Pecson, and Osias for preventing the abolition of the Philippine School of Commerce. We certainly need more educators in Congress like Senator Abada who can give us the assurance that as long as he is in Congress "no measure that is prejudicial to our education or to our teachers shall ever be enacted."

Approval of the bill nationalizing the La Union Trade School, we hope, will prove to be just the beginning. This is a precedent-setting law, we understand; and we hope the other trade schools will also get this privilege—together with the needed financial implementation.

The passage of Republic Act No. 364 authorizing "all existing national and provincial schools of arts and trades, national and provincial agricultural schools, and other vocational schools, already established or which may later be established to collect tuition fees from their students receive contributions from private persons, and contract loans from Government or private bank and other finan-

(*Continued on page* 67)

# THE ILOILO SCHOOL OF ARTS AND TRADES, AN IMPORTANT FACTOR IN THE DEVELOPMENT OF INDUSTRIES IN THE WESTERN VISAYAS

JOSE S. ROLDAN
*Acting Superintendent*
*Iloilo School of Arts & Trades*

No other institution in the Western Visayas has enchanced the development of industries in the Western Visayas than the Iloilo School of Arts and Trades. It has prepared technically trained men who have been instrumental in the development and promotion of the leading industries in this section of the country for the last forty-five years. During this span of time, we have witnessed the change of control of some industries from the hands of the foreigners to those of the Filipinos.

Established in 1905 with a small and poorly equipped semi-permanent building, the Iloilo Trade School was very insignificant beside the imposing and attractive Iloilo High School. It attracted only few poor men's sons. These boys, however, were not afraid to work in order to learn the trades of the carpenter, cabinet-maker, automechanic, and electrician. These were the first courses offered on the elementary level, which were later raised to a secondary level in 1927. In 1939, by authority of Commonwealth Act No. 313, the school was converted into a national regional trade school and it became known as the Iloilo School of Arts and Trades.

Since then courses both in the secondary and collegiate level have been offered. These include woodworking, building construction, drafting and art appreciation, practical electricity, automechanics, and the teachers of arts and trades courses. Lately, the girls' trade courses have been introduced.

Prior to the establishment of the Iloilo Trade School, the Japanese and Chinese skilled men practically monopolized the furniture making and building construction industry in Iloilo. Likewise, imported furniture, like the "Vienna" were in great demand. However, as the years went by, graduates from this school gradually replaced these foreigners until they gained control of the trades. Today, the few remaining Chinese-owned furniture factories employ mostly graduates from the trade school. In the building trades, Filipino engineers dominate the field who employ skilled foreman and skilled labor from the trade school.

The development of the various industries in Iloilo and neighboring provinces has been inseparably linked with its own growth. She has established a name which puts her on the level of high quality for her products, for her technical training of our young people, and for the part she has played in promoting the growth of our various trades and industries. She has also contributed, to a large

extent, to the social welfare of our people. She has rendered a great service to the country which may be equalled but not excelled by any other school of its type.

The word "ISAT" has become the trademark of quality and reliability. A graduate of this school is a symbol of proficiency in his specialized trade.

When it comes to employment, whether as a mechanic, electrician, draftsman, marine engineer, car driver, carpenter, building constructor, or as a vocational teacher, a trade school graduate needs no other recommendation than his diploma or a certificate from the school. They are regarded everywhere as proficient and reliable because of their rigid training while in school. They are in demand in the government service as well as industrial establishments and transportation companies.

There is hardly any industrial plant, lumber mill, sugar central, and other enterprises requiring technical skills where ISAT graduates are not found. They have grown with the companies and their companies have grown because of them.

A limited survey of our graduates in the field has disclosed the fact that a majority of them are cabinet-makers, furniture manufacturers, vocational instructors, building contractors, mechanics, electricians, marine engineers, ship engine oilers, army officers, soldiers, desk engineers, train brakesmen, car drivers, construction foremen, skilled workers in construction works or mines, machine shop operators, air transportation inspectors, offshore patrol officers, artist-painters, skilled workers in sugar centrals, lumber mills and other industrial establishments.

When a housewife buys furniture for her new house, she prefers to buy those manufactured from the trade school and pays willingly for the price even though they cost higher than those sold by outside dealers. She takes pride in showing to her friends her "ISAT" brand furniture of superior craftsmanship.

Since most furniture factories are either owned or operated by graduates from this school, they generally adopt the standard government specifications. They vary only in designs. Oftentimes, they go to the school and ask for information or advice regarding the latest trends in woodcraft.

The furniture industry has grown by leaps and bounds within the last decade and competition since then has been very keen. On account of this, each factory vie with each other in trying to maintain a high standard workmanship and to charge moderate prices.

The Iloilo School of Arts and Trades has been responsible for the rehabilitation of the furniture and other equipment of practically 95% of the schools in the Division of Iloilo and a number of schools in the Division of Antique.

The growth of cities and towns in the Western Visayas has been largely attributed to the numerous graduates who have been employed by engineers and building contractors. The rehabilitation of the town and cities which were destroyed during the war have been done through the work of trade school graduates.

Many graduates have machine shops, automobile service stations, electric power plants or rice mills

of their own in many towns of this region. They have replaced the foreign engineers and electricians and those who learned the trade by the apprentice system.

During the war, shortly before the Japanese landed in Iloilo, the Iloilo School of Arts & Trades was selected by General Christie, Commanding General of the USAFFE in Panay, as a manufacturing plant and repair shop for minor weapons and equipment in which the teachers and students were employed. They worked day and night notwithstanding the frequent raids from the enemy. When the enemy occupied Panay, these teachers and students joined the guerrilla forces which harrassed the enemy during the occupation period. Many of them became distinguished officers and enlisted men.

Other activities of the Iloilo School of Arts and Trades which, to a considerable degree, contributed to the economic and social welfare of the people in Western Visayas are vocational adult education, food production, hobby and thrift campaign, and other community service.

There are two types of vocational adult education offered in this school—the practical or apprenticeship type and the direct or formal type. In the first type, graduates or student-contractors are allowed to bring in their relatives, who have practically no background in furniture-making, to help them in their contract jobs with the understanding that these relatives be taught the techniques of the work, including the interpretation of plans and blueprints. As soon as they become proficient, they are given certificates of proficiency which serve as their recommendations when they seek employment.

The second type is the formal offering of shop courses by the moderate-allowance teachers. Instruction is given in shopwork once a week, for six hours, and for a period of six months. At the end of the period, those trainees who demonstrate sufficient manipulative skills in the particular trades are given certificates of proficiency.

Many of those who take advantage of this educational opportunity are already in the jobs, but those who desire to upgrade their vocational skills come back for further training. Some of them are shop-operators.

In consonance with the government-sponsored campaign to raise more food in order to increase our food supply, all efforts have been made to launch an intensive food production in the surrounding communities. Teachers, employees, and students are required to have school and home gardens and raise poultry and swine in order to serve as models to the people.

For the purpose of staving off the rising tide of lawlessness and communistic influence among our people, especially the unemployed, a hobby and thrift campaign has also been launched by the school. Starting with the organization of a hobby club by the students in this school, students of many elementary schools in the city and province of Iloilo, as well as several Boy Scout organizations, followed. In order to give impetus and encouragement to this movement, a hobby exhibit is held every year in conjunction with the trade school day celebrations in the Iloilo School of Arts and Trades in which attractive prizes are award-

ed to the best work accomplished. A special booth is provided for this purpose.

Hobby club members make good use of their leisure time by engaging in some productive endeavors. The organization promotes closer relationships among the members and encourages the exchange of ideas. Many have made an avocation out of their hobbies.

It has been the policy of the school to require every student contractor to deposit at least 25% of his earnings. This would develop the habit of thrift and economy so that by the time the students graduate, they will have a little amount to start with.

The role played by the rural schools as the center of all activities in the school-community relation has also been adopted by the Iloilo School of Arts and Trades. Teachers are assigned to cover certain portion of the community for the purpose of getting first-hand information about the living conditions of the students and people, particularly, their economic, sanitary, and social problems, with a view to finding ways and means of helping them solve these problems. The dissemination of information regarding the accomplishments and activities of the different agencies of the government for the welfare of the people is also part of this community service.

The school, because of its high reputation as a training center for technical men, has been consulted by proprietors of furniture factories, operators of machine shops, or building contractors about industrial trends that would help them in their business. Industrial information is also given to those desiring to engage in cottage industries.

A portion of the school ground has also been converted into a children's playground. It is provided with swings, slides, see-saws, and basketball court. Children in the neighboring communities who used to frequent the streets have been encouraged to play in this playground. This provides them protection from untoward accidents which might result from reckless driving.

Every year a number of useful articles manufactured by our students, like trays, kitchen utensils, and toys, are donated to the Philippine National Red Cross (Iloilo-Antique Chapter) for free distribution to hospitals and charitable institutions. Safety posters are also given to the Boy Scout Organization to be displayed along sharp curves or near school zones for the purpose of minimizing accidents through careless driving.

The Iloilo School of Arts and Trades, about which the people of Iloilo were first skeptical as to its importance in the educational system, has successfully proven its worth in community life through four decades of humble and silent operation.

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**FLASH!**

Construction of the PPSTA Building will soon be started!

# The Trade School Principal and His Role in the Economic Development of the Philippines

DELFIN G. GUIROLGICO
*Principal, Albay Trade School*

The economic and political needs of the Philippines at present demand a renewed and modified perspective of the role of the trade school principal. He should no longer consider himself just a mere masterworker in a particular trade. His is more than a trade technician. He is a leader in the community, a teacher in the educaitonal field, and a skilled worker in a specific technical line or trade. As an educational leader, he is responsible for the training of a "Vocationally Efficient Filipino Citizen' in a particular locality or region. As a trade school principal he is a specialist who recognizes that his mission is only achieved by the proper development of that consciousness for real training in the salable skills, and orientation and practice in the art of culture living. He is matured professionally and practices in the pursuit of a specialized education, the trade. In a nutshell, he is expected to contribute to the economic development of the Philippines by creating that emerging vocational - education - consciousness through the triple function of community leadership, educational or professional leadership, and a master or technical worker.

As the head of a government enterprise, the school principal assumes the position in which he has to deal with the proletariat and middle class, and with politicians and other social and economic leaders in the locality or region. He becomes a community leader who should be understanding.

In giving technical advice to the lawmaking body of the province, he should always be cooperative. Yet he should be firm and uncompromising when the minimum standards and requirements of the school are not considered in the proper perspective. Inefficiency arises if the trade school is allowed to operate on sub-standard facilities, equipment, and accommodations. This results to failure in turning out the much desired 'Vocationally Efficient Filipino Citizen'. Without the irreducible minimum essentials, the school ceases to be a vocational school. The principal should not, however, fail to consider the desirability of working towards augmenting the meager income of the school from provincial aid, by raising the school trust fund in accordance with the provisions of Republic Act 364.

His social or public relations should not be neglected. His success in this line is measured on his ability to participate in the social activities of the community. A proper dissemination of information about the school through the printed media and other means may be employed in rendering an accurate accounting of the people's investments in running the school, on what the school is, and what it is doing for the public. This informative service should be given priority by the trade school principal. He should find proper use of industrial fairs, trade school days, convocations, public addresses, local or regional and national publications, in giving a desired

statement of the balance sheet of the school.

The principal should protect the interest of the common people from being denied or stripped of their due share and attention in the public finances and laws. This group of people looks up to him as their spokesman and representative in securing from proper authorities the just share for the education of its members. His personality and character as well as public actuations should secure the respect of all groups of society and be approachable by all types of persons and all levels of social standing in the community.

His role in the economic development of the country cannot be considered successful unless he succeeds in assuming a definite position among the educational leaders of the locality or region. The trade school principal should be professionally matured and capable. He should draw respect by being well-informed not only in his sphere of specialization—that is trade education, but also he should be conversant with the general or cultural studies. To successfully bridge the gap between vocational education advocates and general education followers, he should experience continuous educational growth. This educational growth can be made possible through wider professional readings, studies and research, statistical and critical surveys, broad public relations, intelligent and conscious formulation and tryout of new theories and techniques of vocational education, travels and conferences, industrial participation, and the like. In general, the trade school principal should be well-informed both in vocational education and the field of general cultural education.

As an example to be emulated, the trade school principal should be a very capable worker in a specialized trade or pursuit. There can be no more demoralizing incident than when the principal fails to execute a job where he professes to be skilled. Then too, he should not stop in knowing only one specific line of work as he would not be able to properly exact a precision execution of training in all the phases that the school undertakes in trade education. He should be, in theory and practice, a leader of his teachers and students in every activity in the trade school.

It is ridiculous for the principal to assume knowledge of every specialized job in the trade school when he has not gained mastery of one particular endeavor. He should secure for himself a working knowledge of all the vocational offerings to enable him to be sympathetic with all the activities undertaken in the school. It is not enough to assume that one can properly administer and supervise an activity because he has interest in it. He can only administer or supervise effectively a particular work when he has had a successful participating experience in it, that is, he has had experienced the *what, which* and *how* of the work. Without this participating knowledge, he will not be able to check the minimum standards of performance required of every trainee. The greatest enemy of a functional vocational education program is the principal or the administrator-supervisor who professes to know what vocational education is and then makes inadequate provisions for the proper attainment of the goals which he envisions to be achieved by the school.

# FUNCTIONAL HOME ECONOMICS EDUCATION

J. LOPEZ

*How shall we teach Home Economics so that it will function to a greater extent in improving the home and the community?*

It has been said that no education is worth the name if it does not result in some favorable changes taking place in the life of the learner and of the community in which he lives. Functional home economics education is therefore one that finds practical application in the life of the student and of his community.

*How can this be brought about?*

The administrative arrangements conditioning instruction should be changed so that there may be a more effective dovetailing of effort between the school and the home. The school must lose its walls and its fences, as it were, so that the teacher can reach out into the community and make the influence of her teaching affect favorably the life of the people served by the school. This means that the school program should include instruction periods that are spent in the home and the community. Class time is therefore not classroom time only; it should include the time devoted to such activities as visiting homes and helping the people in the community to learn better ways of living. Elementary and high school education should therefore be closely integrated with adult education in order to make education in home economics truly functional.

School programs should be so made as to include in the total program of the teachers adequate time for the implementation in the home of the things that the students learn in school. Obviously this would need reducing to some extent the book learning that is now given to students so that the more practical aspects of home economics may find adequate application in community living. It would therefore appear that only the basic principles of home economics should be taught to the students and a great deal of the laboratory work should be carried on in the homes. Need it be emphasized that a few things well learned and applied in practical home activities are far more important than the learning of theories that are never applied?

And now let us go to some of the details. Let us take as an illustration what might be done with respect to one of the most important phases of home economics,—the subject of nutrition. Our students learn many theories on nutrition which are applied only in a limited way in the practice activities of home economics instruction. The time in school devoted

to laboratory work in this subject is so inadequate that the students have only a mere sampling of the practical application of nutrition. Would it not be better if the students could conduct a survey of the kind of foods obtaining in the home of the community, analyze these foods with respect to their nutritional values, then conduct meetings of parents living in the community, explain to them what good nutrition is, and help them plan and work out sample menus which improve health. Needless to say, in conjunction with the plan to improve the food that the people eat, there should also be a campaign for more intensive food production so as to make available to the people the right kind of food materials that contribute to health. These campaigns should be continuous and persistent until there is ample evidence that the people of the community have become conscious of nutrition principles and of correct nutrition habits.

There is no gainsaying the fact that the attitude of teachers should be developed favorable to the program, that they must change their outlook from devotion to mere classroom instruction to that of community education, that it is not the students alone that should be educated in the principles and correct practices of nutrition, but the whole community must get this kind of education. For it also goes without saying that much of what is being taught in school is undone in the home, for the reason that the home is not well prepared and does not have the attitude favorable to accepting and practicing the basic principles of correct nutrition. Just as important, therefore, is the need for organizing the community in such a manner that the ideas on nutrition are kept constantly in the forefront of community thinking. This is something that cannot be realized in spasmodic drives during garden days, or clean-up week, or mother's day. It is something that paigning. As suggested in the preneeds constant and persistent camceding paragraphs, the campaign for better nutrition practices must be made a part of the curriculum; it should be a legal and official part of the teacher's load.

*What are the things we are not doing now which should be done? What are we doing that may need some modifying?*

Let us cut out a great deal of the theoretical aspects of home economics instruction. If we do not agree that there are such theoretical aspects, let us reduce what is now considered as mere booklearning and increase the practical aspects of home economics. We may be able to defend successfully the idea that there is no overlapping of subject-matter in home economics, but I believe most of us would agree that there are certain principles which are taken up again and again in graduated emphasis. Let us reduce this kind of emphasis and concentrate on the practical application of a few basic principles.. Let us select salient needs that are so obvious in community living and make a concentrated attack on those needs. Let us get thoroughly acquainted with the urgent needs of community living, accept

the reality of these things, and meet the needs of the people by attacking the problems where they exist—in the community itself, not in the classrooms. Let us teach the people to appraise what they have now, improve the materials and conditions presently obtaining in the community, and keep on building upon the initial gains until desirable conditions and practices are attained at reasonable extent and standards.

Let us not forget that economic conditions greatly determine the kind of results we can expect from education. Let us suit our techniques to the economic conditions obtaining in the community. We should make the most of what native materials and conditions can offer to implement our program; that is our starting point. The gap between classroom instruction and prevailing community conditions is so great that it seems strange we have not opened our eyes earlier to the great need of building on and from what we have, rather than superimposing high standards upon a structure that is incongruous with those standards. The teaching of home decoration the way we are doing it now, for example, looks like a great incongruity is a situation where the home cannot even afford to buy a decent piece of furniture, not to say, decent clothing to protect the body from the inclemencies of the weather. Let us not forget that our problems in connection with the teaching of home economics are found not in the homes of the substantial middle class, for these can adequately take care of their need; rather, our problems are in the barong-barongs and in the rural homes where there is so much want, not only in average enlightenment but also in the very means of providing the wherewithal of living. In these homes, the pattern of life is that of a hand-to-mouth existence. How may we adjust our home economics instruction so as to affect favorably these "untouchables"? Analyze the kind of subject-matter of home economics that the average pupil and student acquires in school, and you will find a great disparity existing between these and the needs of these people.

Perhaps it is not too audacious to emphasize the fact that home economics must take unto itself, along with the other legitimate fields of the subjects, the task of helping increase the economic productivity of the masses, without which education can make but very little progress. There should be a greater awareness of the possibility of teaching both students and adults the ways and means of adding substantially to the family income, without which home economics education must inevitably remain theoretical. And for that matter any other phase of education cannot progress much without the economic and material foundation that makes education possible. Home economics education must gear itself to economic production; hence the need for emphasizing instruction and training in such occupations as homecrafts handloom weaving, floriculture, home gardening, poultry and pig raising,

(*Continued on page* 67)

# The Allen Plan As Applied In The Teaching Of Trade And Industrial Subjects[1]

FERMIN TARUC
*Principal*
Iloilo School of Arts and Trades

Undoubtedly, one of the most popular teaching procedures that has come to be used in the teaching of trade and industrial subjects is what is commonly known to vocational teachers as the Allen Plan, a modified form of the standard Herbartian Plan. In this (Allen) plan, instead of using the original five steps in the Herbartian method, only four are used; *preparation, presentation application,* and *testing.*

## *THE FOUR STEPS BRIEFLY EXPLAINED*

THE PREPARATION STEP—The purpose of the teacher in this step is "to get the learners ready to be instructed" by making them recall those things which the teacher believes can serve as a foundation for teaching the new ideas which he intends to "put over" in the new lessons.

In this step, according to Allen, the instructor, in some way, makes the learner think about certain particular things which will aid him in comprehending the particular new thing which is to be taught. This may be called a process whereby the learner is led to establish in his own mind "contact points" between what he already knows and the new idea which the instructor plans to have him add to what he knows through the lesson that is to be taught.

It is important for the teacher to remember that the success of the step that folows (presentation) depends upon how thoroughly this first step can be carried out. There are cases when it is not easy to tell just when the learners are prepared and therefore ready for the new lessons. When this happens, the teacher will do well not to take chances. It is better for the students to be over-prepared than for the teacher to venture on presenting the new lessons without being sure of having given the students adequate preparation.

B. *PRESENTATION*—As soon as the teacher feels that the students are ready to be instructed, i. e., as soon as they have been placed in a state of readiness to receive the new ideas, he presents the new lesson or idea which he intends to teach.

In this step, the teacher's main purpose is "to add the new ideas embodied in the aims of the lesson to those which the learner already knows and can do." This is usually accomplished by means of *telling* and *showing.* The teacher first explains what an auxiliary view is and how it differs from the ordinary view in a third angle projection. He then proceeds to show how the auxiliary view is drawn. He does this by means of the demonstration method, i. e., by showing to the learners, step by step, how the auxiliary view is projected

1—Charles, A. Allen, The Instructor, *The Man, and the Job,* Chapter XX, p. 140.

and drawn from the other views of the object.

*The Demonstration Method*— When the aim of the lesson, as in the accompanying illustration, is to instruct a learner how to do a piece of job correctly, one of the best known methods that has been found very effective is demonstration. This method is based upon the theory that an individual will attempt to do what he sees others do. Bennet in his book THE MANUAL ARTS, page 103, explains this method briefly as follows:

> Show the pupil how to do something by doing in his presence. Explain to him every step in the process which he does not know. Tell him why every step should be taken in a certain way. Explain any theory involved; answer his questions. Then tell him to do it himself.

C. *APPLICATION* — In the preceding step the students were *told* and *shown* what auxiliary views are and how they are drawn. But since merely *telling* and *showing*, according to Allen, although often necessary part of the instructing process, they do not in themselves constitute real instruction. By merely telling a learner something and showing him how that particular thing is done does not necessarily follow that he knows and can do that thing. This step, therefore, is employed by the teacher for the purpose of giving the learners a chance to apply what was told and shown to them in the presentation step.

*The Boardwork*—The purpose of the boardwork which, in this particular example we may call the pre-applicati[redacted]step, is to supplement the teacher's demonstration and to provide an opportunity for him to check which portion or portions in his demonstrations were not thoroughly understood by the students. Since boardwork, like the teacher's demonstration, is performed within the sight of the whole class the duller students who may not have been able to grasp certain steps in the teacher's demonstration will be benefited by the performance of their fellow students. The alert teacher can make very good use of this procedure by re-emphasizing those key points which such a procedure may reveal which are not clearly understood by some members of the class. Boardwork also, if properly carried out, will reduce to the minimum wrong impressions and thus enable the students to proceed to their work (in the application proper) with greater confidence.

In woodbench where the aim, for example, is to enable the learner to plane a surface true, instead of the boardwork employed in this illustration, a number of students may be made to perform before the class the same operation in planing which has been demonstrated by the teacher.

The question is sometimes raised as to whether or not this procedure may be rightly considered a part of the application step. It is alleged that since it is merely a repetition of the teacher's demonstration, it may properly be a part of the presentation step. The writer is of the opinion that although this procedure duplicates in some way the teacher's demonstration, the fact that the students are the ones performing the work as shown to them by the teacher, it may justly fall under the application step. Moreover, while this procedure may accomplish the same purpose which the teacher

aims to attain in the presentation step, its usefulness lies in the fact that it provides the teacher with an opportunity to gauge the reaction of the students to his demonstration. In order to distinguish this step from the application proper, we may call it the pre-application step.

2. *The Application Proper* — This step may be distinguished from the pre-application step by the fact that while in the latter only some members of the class are called upon to perform the work for the whole class, in the former, every member of the class is given a job which call for the application of the things presented by the teacher in the preceding step. During the process of application, as every member of the class works in his assigned task, the teacher goes around to check up errors, notes where the students may have failed to grasp certain points in the demonstration, and gives addition instruction on that particulas thing. His purpose is not only to give the learner training in applying, but also to find weak points in the man's knowledge or comprehension of the subject of the lesson. At the close of this step the instructor should be sure that the man has thoroughly "got" the lesson which is to be taught. The carrying out of this step effectively requires care and skill on the part of the instructor to determine *just when to assist the learner and* just how to assist him; but in no case should the instructor do the work for the man. Of course, he might show him some particular step in the process which he did not understand, but the man should be required to go through the whole job and to go through it a sufficient number of times so that the instructor is reasonably sure that all points have been mastered.

D. *TESTING*—In trade and industrial teaching, the work on any particular lesson or unit does not generally end with the conclusion of the day's lesson no matter how satisfactory the result of the testing may have been. In vocational training, perhaps more than in any other phase of our educational work, repetitive training is necessary in order to fix right habits of doing and thinking. In this particular example, the whole lesson was given as an introduction to the work that must follow the unit. The testing step is employed by the teacher merely as a means of finding out how effective this introductory lesson has been. In order to develop greater skill in performing the operations which the teacher wishes the students to master, additional jobs or projects involving these opeartions should be given during the next few days. The work is in reality a continuation of the application step and should be treated as such by the teacher. The length of the time will, of course, depend upon the individual abilities of the students.

While in the application step the student is assisted or directed by the teacher whenever such further help is found necessary, in the testing step *the student is left to do the entire job alone.* In this step, "the instructor must now stop being an instructor and, becoming an inspector, proceeds to inspect the results of his teaching by testing in some suitable way, the ability of the learner to do the job alone."[2]

2—Charles R. Allen, The Instructor, *The man, and the Job*, p. 142.

# What Some Trade And Industrial Arts Teachers Say

CRESENCIO PERALTA

The facts and figures used in this article were derived from the answers to a questionnaire which 88 industrial arts teachers* from different parts of the country accomplished at our request. At best the facts mentioned are *indicative* of some conditions which exist in some schools, but not necessarily conclusive for all the schools of the country. Even as *indications* these findings are at least symptomatic of conditions which may be true (or not) with the rest of our schools where industrial arts is taught. Symptomatic or not the findings are nevertheless interesting. These findings have a story to tell. Here is the story:

I—*Factual data on the Industrial Arts Teachers Involved in this Inquiry*

A—*Age range*: This inquiry shows that in this group the youngest industrial arts teacher is 22 years old and the oldest is 61 years old. This is the age distribution picture:

| *Age* | *Cases* | | *Age* | *Cases* |
|---|---|---|---|---|
| 61 | 1 | | 34 | 3 |
| 52 | 1 | | 33 | 1 |
| 50 | 1 | | 32 | 7 |
| 44 | 5 | | 31 | 5 |
| 42 | 3 | | 30 | 6 |
| 41 | 3 | | 29 | 9 |
| 40 | 4 | | 28 | 7 |
| 39 | 5 | | 27 | 2 |
| 38 | 3 | | 26 | 2 |
| 37 | 3 | | 25 | 4 |
| 36 | 5 | | 24 | 3 |
| 35 | 3 | | 23 | 1 |
| | | | 22 | 1 |

B—*Civil status*: Of the 88 who responded 19 are unmarried and 69 are married. The unmarried ones come from the lower 22-30 age range.

C—*Educational attainment*: *This part of the inquiry presents* an interesting picture. It revealed that *not* all the teachers who now teach industrial arts were prepared to do so. Here is the random picture:

| | |
|---|---|
| ETC PNC (and others) | 19 |
| Secondary Trade | 15 |

*—Acknowledgement is due Mr. H. Belen, Supervisor, Vocational Education Division, B.P.S, for assistance in securing the data.

| | |
|---|---|
| Trade, Teachers' Course | 12 |
| High School (Academic) | 11 |
| Various Trade Technical Courses | 11 |
| Bldg. Const. Woodworking | 5 |
| Central Luzon Agricultural School | 3 |
| Secondary Agriculture | 3 |
| Civil Engineering—incomplete | 2 |
| Associate in Arts | 1 |
| Electricity | 1 |
| Bachelor of Sc. in Mech. Engineering | 1 |
| Bachelor of Sc. in Education (inc.) | 1 |
| Provincial Normal | 1 |
| Drafting | 1 |
| Dentistry (1st year) | 1 |

D—*Total number of years of teaching experience*: The 88 teachers ranged from 1 to 33 years of teaching experience distributed thus:

| *Years* | *Cases* | | |
|---|---|---|---|
| 33 | 1 | 9 | 2 |
| 23 | 1 | 8 | 2 |
| 20 | 1 | 7 | 2 |
| 19 | 1 | 6 | 4 |
| 16 | 1 | 5 | 8 |
| 14 | 2 | 4 | 10 |
| 13 | 1 | 3 | 16 |
| 12 | 1 | 2 | 13 |
| 10 | 5 | 1 | 15 |

Incidentally, the above also shows, a sad picture of a big yearly turnover. It appears our industrial arts teachers leave the service for more lucrative jobs when they can find one; they look for "greener pastures" one might say after 8 or 10 years of service in the schools.

E—*Where these teachers teach*: To give the reader an idea of the school levels where the subjects of this inquiry teach the following is presented:

27 teach in barrio schools
39 teach in central schools
7 teach in high schools
15 teach in trade schools

F—*What grades they teach*: This question inescapably follows the preceeding one (E) hence these data are included:

| | |
|---|---|
| Trade Schools (1st—4th yr.) | 13 |
| High School (1st—4th yr.) | 7 |
| Grade VI | 20 |
| Grades V-VI | 26 |
| Grade V | 8 |
| Grades IV-V | 1 |
| Grade IV | 6 |

| | |
|---|---|
| **Grades III-IV** | **6** |
| **Grades I-II** | **1** |

Roughly, the foregoing is the composite picture of the 88 industrial arts teachers as far as the items of our inquiry indicate. It is not overstressing the point when we say that this particular group is a responsible one aside from being fairly representative, to a certain degree, of the rest in the field belonging to the same bigger group: that of industrial arts teachers in our elementary grades.

And now we are ready for the second part of this inquiry: the industrial arts teachers' answers to questions regarding their professional relations with their (a) principals, and (b) supervisors.

II—a. *WHAT SOME INDUSTRIAL ARTS TEACHERS SAY ABOUT THEIR PRINCIPALS*: The following were culled at random from their replies—

*She visits the shop just once a year.*
*She observes me outside of the window, peeping.*
*He is too ignorant of the improvements in the shop.*
*Too much favoritism.*
*He points out the mistakes of teachers directly during meetings.*
*The principal is a fault-finder.*
*She gossips about your social standing.*
*Looking forward for regalos.*
*Teachers are not consulted in adopting rules and regulations.*
*Make false comments without actual observations in class.*
*Make voluntary contributions compulsory.*
*Scolding or sometimes criticizing teachers in the presence of pupils.*
*In Form 178 stated that they to do me my work (?) so I work like a carabao.*
*She overloads the teachers.*
*Giving destructive criticisms.*
*Efficiency ratings are kept confidential as such I can't see where I am weak.*
*Looks upon me as a laborer among teachers.*
*Gives more attention to the home economics and neglects the shop.*
*He had marked my efficiency against me for his principal defects (1932).*
*Favoritism among female teachers.*
*The head teacher gives work to the shop teacher which are beyond his reach.*
*Principal teacher assigns building repair work to the shop teacher whose boys are too young for the work.*
*Vocational teachers are "underlooked" because the H.T. is an academician.*
*Our principal does not give any opportunity to any barrio teacher to voice his own opinion. No freedom of speech.*
*I am sometimes belittled by my co-teachers in the field.*

*Head teacher usually makes up his own program of activities for the whole year without getting the opinion of his teachers.*
*The principal is sometimes harsh in giving orders. He belittles the shop teacher.*
*She is bossy.*
*Her supervision is coercive.*
*She monopolizes activities that deserve merit; even those outside the school.*
*Neglects to furnish the necessary materials for her rush work.*
*Not listening to the voice of her subordinates or their suggestions.*
*He got angry with a teacher and he bowled him out of the office.*
*Unfair dealings with teachers and pupils. Use of other school incomes such as PTA or other contributions.*
*Giving destructive instead of constructive criticisms.*
*Principals are not considerate.*

II—b. *WHAT SOME INDUSTRIAL ARTS TEACHERS SAY ABOUT THEIR SUPERVISORS*: The following were culled at random from their replies—

*Looking forward to your faults.*
*Favoritism.*
*Acting as if he is a dictator among teachers. He scolds.*
*Howling and shouting at me in front of pupils and co-teachers.*
*Discouraging me whenever I ask for help.*
*Distributing tickets to teachers to be sold and if not all are sold the teacher is required to pay for them.*
*Our industrial arts supervisor is a fault finder.*
*Practicing personal equation; revengeful when you get no tips for him.*
*The supervisor does not have good concept of shop work.*
*He said to me that I shall be replaced by a normal graduate.*
*Keeping the teachers long on a Sunday conference.*
*Dictatorial type in giving assignments.*
*Scolding teachers during teachers' meetings.*
*The industrial arts and garden teachers are "underlooked."*
*They are autocratic.*
*The district supervisor is cranky; he is selfish in giving help specially to the industrial teacher.*
*Does not give any advice or suggestion as to the way I did my shop work.*
*Having no right connections with the supervisor I was stationed in a remote barrio not considering my attainment and eligibility.*

III—*DID SOME INDUSTRIAL ARTS TEACHERS PUT IN SOME GOOD WORDS FOR THEIR PRINCIPALS AND SUPERVISORS?*

**Yes, very few did, and here is what they wrote:**

*My supervisor is good.*
*Good relations with my principal.*
*His administration is good.*
*My principal has a remarkable character.*
*He is good in his dealings with us teachers.*
*He held conferences after observing class.*
*He is good in teaching the teachers the better methods and principles.*
*My district supervisor is very democratic.*
*Our principal is very considerate to his co-teachers.*
*Our supervisor is kind and faithful to us.*
*He is all right.*
*I am good to him because he is good to me.*

Industrial arts teachers, or shop teachers, as many are wont to call them are human beings—not beasts of burden. As human beings they react to praise as well as to insult. They experience pain as well as pleasure. They abhor injustice and love fair play. They are first of all human beings and should be treated as such.They are next teachers and as teachers are entitled to all the respect, the consideration, the privileges as well as the rights which teachers of academic subjects are entitled to. They are the equals (if not the betters) of some of their academic colleagues by virtue of their ability to use their hands as well as their heads constructively. They are a silent and humble group—who would rather work and produce instead of lecture and argue. I have yet to meet an arrogant industrial arts teacher!

We tell our pupils of the dignity of labor but fail to accord those who labor with their hands the respect and dignification they deserve. At this point some industrial arts teachers are not themselves blameless. They should so conduct themselves in and out of the school as to command respect and inspire confidence in their ability and work. Their speech, their manner, and their professional contacts should serve to elevate and not misplace them either as individuals or as a group. They should feel that they are the equal of their academic colleagues. They should with dignity stand for their rights and not allow petty school officials to take undue advantage of them in any way.

School officials whose previous training is purely academic will have to go out of their way in trying to sincerely understand the nature and position of industrial arts teachers as contributing members of their staff. Supervising the industrial arts teachers as well as the academic teachers involves the same basic principle: that of *human relations*. Why we go at length in helping academic teachers and yet neglect if not deliberately ignore the industrial arts teachers is indeed not only unprofessional but inhuman. Why don't we give our industrial arts teachers a break? Is this not long over due?

# ACROSS EDUCATIONAL FRONTIERS-II

*Pedro T. Orata*

## 2. *Literacy Plus*

Unesco's programme of fundamental and adult education is not without pertinence to the Philippines as some people are wont to believe. First, because it is not limited to so-called under-developed areas, like Africa, China and India; furthermore, even if it were, many parts of the Philippines are under-developed. Second, Unesco concerns itself as well with underprivileged peoples in well-developed cities and industrialized countries—London, New York, Washington, D.C., Chicago, for instance, where the slum districts are, are in many respects worse than many barrios in the Philippines. We have our slums in Manila— Tondo, Sampaloc, even Santa Cruz, where laborers are concentrated without the benefit of sewage disposal. These districts are hot-beds of subversive ideologies. Fundamental Education has great pertinence to these areas.

Then, too, there is the fact that our country is 75% rural, where the modern facilities of sanitation, travel and recreation are either absent or inadequate. It is in these areas where Unesco's programme of Fundamental Education has the greatest potential value. Some of us, naturally proud of our accomplishments, would not want to classify our country with parts of China, Africa, and India. The fact remains that we need similar assistance that these places do if we are to keep up with social progress in industrialized countries of the world.

It is well that we study the educational procedures now in process of being developed by Unesco in its pilot and associated projects in South and Central America, in the Far East in China, in Africa, and soon in India. One such project is located in Viani, Colombia. The community of Viani is situated in a typical area of the Andes. It has a population of about 6,000 and comprises an area of 7,500 hectares. It is located in the upper limit of the coffee belt. The principal crops are coffee, corn, yuca, anise, bananas and sugar cane. All farming operations are performed by hand.

After centuries of wear and tear, the soil of Viani is on the way towards complete exhaustion. The wearing out process goes on constantly, and the helpless farmers feel more and more insecure as they find no means of preventing their soil from being eroded away. The salvation of the people of Viani, as is indeed the salvation of our own farmers, is soil conservation and particularly effective control and prevention of soil erosion. Dr. Mariano Alicante, Philippine soil conservationist, has told us that it is also our own problem.

At the request of the Colombian Government, Unesco sent to Viani, in early March of last year a young and energetic soil conservationist, Mr. Patricio Sanchez, of the U.S. Department of Agriculture. Mr. Sanchez went on in his work sensibly and systematically, bearing in mind that soil conservation is only one of the means towards the far more significant problem of human conservation.

In his work, therefore, Mr. Sanchez took the following steps:

First, he conducted a series of conferences with the farmers of Viani, with a view to leading them to realize the magnitude of the problem and to planning with them practical steps which they, themselves, can follow to deal with their worst enemy—soil erosion.

Second, he held similar discussions with the school teachers in order to lead them to see the educational problems involved and to help them relate soil conservation with the school curriculum from the first grade up.

Third, Mr. Sanchez organized the youth out of school—boys and girls—in order to show to them that their future is tied up with soil conservation and that it was up to them what they could plan to deal with it in a scientific manner.

Several months of such a procedure is bearing very encouraging results. Everybody in Viani is aware of the problem and determined to do his bit to deal with it. The job is not finished, by any means. In fact, it will take years to achieve Unesco's objectives. But the plan is there if we wish to study it for what it may be worth to our barrio folks in the Philippines.

Fortunately, we have in the Malabo project of Silliman University a similar attempt in the Philippines. As Dr. Arthur L. Carson, President of Silliman, said, "The Malabo project represents our most concrete experiment at Silliman in connection with the 'Community School' idea." This project is described in a five-page paper by Mrs. Edith Carson who, with Dr. Carson, has sponsored the project since the beginning. Briefly, the following constitute the main features of the programme.

The project started as a relief measure after the war, and it soon developed into what is now known as the Malabo Community Center, or Centro sa Ka-us-wagan (Center of Progress). With it is an experimental school which serves both as a community center for the mountain people. But interest in Malabo started in 1941, really, when Silliman University was looking for an evacuation center to which the records of the University could be transferred. During the occupation the people built a school and two Silliman students taught there. The school was later burned.

After the war in which a large proportion of the community had died of malaria, the survivors were destitute and suffering from malnutrition. When the barrio had begun to recuperate a little from the ravages of war, two women from Malabo came to Dumaguete to ask that the school be reopened. A meeting of the entire community was held in 1947. "At that time the parents unanimously expressed their desire for a school similar to the one carried on during the war and volunteered to furnish all the materials for the building and to be responsible for its reconstruction and repair."

A community organization called Union of Progress (Paghiusa sa Pagpausuag) was formed which, since then, has been meeting once a month. In the meetings the members are consulted about the programme of the school and of the community center. As now conceived, the programme of the Community Center and the school programme are integrated, specifically designed to meet the

needs of the community as a whole. As Mrs. Carson points out: "It follows the educational philosophy that school, home, and community should be integrated into one program toward accepted goals of enlightenment and improvement. Young and old have equal opportunities. The curriculum is broad and elastic. In order to secure time for community activities, it has been necessary to sacrifice some elements of formal instruction for children. The name 'Community Center' is used, therefore, rather than 'school', although the project is essentially one of education." (The Malabo Community Center, by Edith Carson, January 1950. 5 pages, mimeog.)

The programme attempts to work along the following lines:

I. *Education*
   a. Classes in the tool subjects
   b. Literacy classes for adults and out-of-school youth

II. *Health*
   a. First-aid dispensary and hospitalization for needy cases.

III. *Home-making*
   a. Foods
   b. Sewing

IV. *Economics*
   a. Agriculture
   b. Home industries
   c. Co-operative organizations

V. *Character Building*
   a. Citizenship
   b. Recreation
   c. Religion

As a part of the programme of the center, the small children go to school for half a day. "The time devoted to study is in accordance with the wishes of the parents who want their children to have an education but need them half a day for the various tasks of the mountain community . . . The older girls of the community work at home in the morning and study in the afternoon. They are continuing with the tool subjects but have more time devoted to classes in vocational arts such as sewing and cooking."

Then there is the work with young men and adults who attend evening classes. They are interested in improving their methods of working in the farm and in advancing their knowledge of human affairs. The literacy class for adults has attracted much attention. During the first year there were eleven members. "This year, speaking of 1949, thirty-eight went to the municipal center to cast their votes."

What is happening in Viani, Colombia among the six thousand inhabitants of that Andes village, and in the mountain barrio of Malabo in Oriental Negros among fifty-two families, can happen and should happen in all the thousands of rural communities and among millions of families in the parts of the Philippines, Thailand, Burma, China, India, South America, United States, and Europe, where civilization is still at a very low stage—where ignorance and illiteracy, proverty, disease and prejudice and hatred predominate. Fortunately for us in the Philippines, the problem of fundamental and adult education for the masses of our rural folks will soon be the object of intensive study as a result of Unesco's sending to the Philippines, to follow up the recommendations of the Unesco Mission, an expert in this field from Mexico who is familiar with the workings of the cultural missions which have done much to ameliorate the economic and social conditions of the people of that country.

# THE ROLE OF CAFETERIAS IN THE SCHOOL PROGRAM

HERMINIA M. ANCHETA

This article attempts definitely to present the vital need for cafeterias in schools, colleges, and universities. It is a sincere appraisal of the values and role which cafeterias have in implementing the teaching of health as well as the principles of democratic living.

In my study of special education in the states of New York, Illinois, Maryland, Michigan, Wisconsin, Colorado and California, I had the opportunity to visit and observe schools for both the handicapped and the normal children. In this connection, I had the chance to visit also the universities of Yale, Columbia, New York, Howard, Wisconsin, Illinois, Chicago, Michigan, Berkely, Stanford, Los Angeles and Southern California. During these visits, my attention was called by one outstanding and practical activity in the school program: the school cafeteria or lunchroom.

The Minneapolis secondary schools give a satisfactory and detailed philosophy of school lunchrooms.

1. To make available to all students lunches which have a nutritive value prepared under sanitary conditions and offered to the students at a low price as possible.

2. To develop better health habits on the part of the students by teaching intelligent discrimination in food selection.

3. To teach etiquette, courtesy, and respect for others as a means of social living.

4. To provide adequate, clean, pleasant and attractive surroundings in lunchrooms.

5. The lunchroom is an integral part of the total education program for which the physical school is responsible, in cooperation of the entire school personnel, especially the home economics department, the building health committee, physical education department, science department, janitorial force, student council, Homeroom organization with the lunchroom staff.

Such activities as waiting for one's turn at the lunchcounter or lunchtables; training in serving others at the table; and observing the correct manners while eating at tables are means of teaching etiquette, courtesy, and respect for others.

Whenever children learn new food habits by having the opportunity to practice them with satisfaction, they are learning to do by doing. The cafeteria serves in giving pupils and students experiences in democratic living for it is the best factor in bringing together administrators, pupils, parents and community leaders.

For health reasons, the food sold in a cafeteria is of nutritive value and is prepared under hygienic conditions. The food is nutritive because it is presumed that the menus are prepared under the direction of nutritionists or home economics teachers.

Having thus presented the philosophy and educational values of cafeterias, the next step is to present a bit of history. The first cafeteria service in the secondary schools in the Philippines is supposed to have originated in a make-shift kitchen of the Arellano High School. A brief survey made of cafeterias in the city reveals that very few if not only two colleges have started running cafeterias. The PWU is one of them. It maintains a cafeteria for the elementary school and a canteen for the college students.

Actually, the Philippine Normal College has the distinction of maintaining a cafeteria on a ten and five cents philosophy. *A lunch is as low as fifty centavos of high prices.*

A lunch order of fifty centavos offers the customers two courses, a cup of steaming soup good for a hungry stomach, vegetables, a substantial ration of rice and a dessert of fruit or sweets. Lunches can be ordered also a la carte. The menus are genuinely Filipino.

"Are you able to make any profit with the price, the lowest I know of is seventy centavos?" I asked Mrs. Negado who is in charge of the PNC Cafeteria.

"Yes, we do make. We do not run for much profit, but for the convenience and advantage of the students, the members of the faculty and their guests," she answered smilingly.

This cafeteria is gaining attention and recognition. Students and teachers from the neighborhood come now and then to eat. With more expansion, equipment facilities and school support, the PNC cafeteria is bound to hold her own among the cafeterias I visited in the United States. Dr. Willis Porter, a Fulbright Professor and formerly connected with the New York State College will bear me out in the foregoing statement when he said, "This cafeteria is very good. It only needs screens for its windows."

For informational purposes, some of the activities in which students in the PNC take part will follow shortly. One group takes care of marketing and counter. Another is in charge of kitchen supervision, accounting, and the cashier's job. Still another looks after the vegetables, dishes, salads and miscellaneous. The last group takes care of the preparation of rice, desserts, and soup. One socializing activity undertaken is the serving at a guest table where students and a guest, who usually is a member of the faculty, dine together. This is actual life within the four walls of a school.

In conclusion, this article therefore, wishes to sound a call for the organization and maintenance of cafeterias in schools under the management of the Home Economics Department and run by the pupils or students. According to modern trends in the teaching of health and social living, they are in order.

———oOo———

**FLASH!**

**Construction of the PPSTA Building will soon be started!**

# Correspondences Re: Payment of Teachers' Salaries

PHILIPPINE PUBLIC SCHOOL TEACHERS ASSOCIATION
1137-A Pi y Margall, Sampaloc
Manila

September 9, 1950

Dear Superintendent

You will find a copy of a Memorandum Circular of the Secretary of Finance, the Honorable Pio Pedrosa. The circular is an order to Provincial Treasurers to exhaust all means to pay the salaries of teachers as they fall due.

We are inviting your attention to this strong action of the Secretary of Finance, which is the result of repeated representations to his department. Of course, we are grateful for this commendable stand of Secretary Pedrosa.

We shall highly appreciate being favored by you and by your teachers and employees with information as to whether there is improvement or not on the prompt payment of salaries as a result of Secretary Pedrosa's vigorous order. We shall continue to relay any information, favorable or unfavorable, on the matter until prompt salary payments have become "a matter of course."

Assuring you always of our service to help promote the welfare of educational workers, we are,

Very sincerely,
(Sgd.) GERARDO FLORES
Acting Executive Secretary-Treasurer

———oOo———

Republic of the Philippines
DEPARTMENT OF FINANCE
Manila

September 6, 1950

MEMORANDUM CIRCULAR

TO: All Provincial Treasures

SUBJECT: *Payment of national obligations, particularly of teachers' salaries, Delay in —*

Numerous and frequent complaints are being received in this Department over the delay in the payment of national obligations, especially teachers' salaries. While the main cause is generally insufficiency of national funds, there are cases where such delays are merely due to unwillingness of provincial treasurers to effect payment until after Bank credit advices that national fund allotments are already placed to their credit and received even if the corresponding provinces have adequate cash collections or bank balances that can be used for said obligations and teachers' salaries without hampering the ordinary disbursements for provincial or city expenditures. Treasurers also fail at times to anticipate probable needs for funds so that they may be obtained beforehand either from Manila or some

municipalities in their province where cash in excess of immediate disbursements may exist.

It need not be said here, for it is already known to all, that the nonpayment of teachers' salaries on time has often placed the Government in difficult and embarrassing situations. It certainly has not helped increase the faith and reliance of our people and even of public servants in their own government. On the part of small salaried employees of the National Government in the provinces, particularly the teachers, these delays naturally bring untold annoyance, embarrassments, and suffering.

It is therefore, hereby requested that every effort be exerted hereafter to pay teachers' salaries and other salary obligations of the National Government as they fall due. If after exhausting all means locally available there yet be need of action on the part of national offices, provincial treasurers are hereby given blanket permission to come to Manila, by the fastest means of transportation available, once a month and sufficiently in anticipation of the due date of these salary obligations accruing under their jurisdiction bringing with them their accounts for liquidation. Ways and means locally available, should, however, be first explored and exhaustily utilized before proceeding to Manila for the purpose of obtaining funds or cash. This Department will be very grateful for every little added solicitude that Treasurer can show to other officials and employees of the National Government stationed within their jurisdiction by exhausting all means at their disposal to have their pay given as it falls due.

(Sgd.) PIO PEDROSA
Secretary

———oOo———

## TEACHERS' PAY GIVEN PRIORITY

*Digest of an article in the Sept. 2, 1950, morning edition of the Philippines Herald.*

"In three separate acts Secretary Pio Pedrosa yesterday emphasized the government solicitude for the public school teachers and underscored the fact that this department took the view that the payment of teachers' salaries was a preferred priority over all other expenses of the department of education."

———oOo———

Republic of the Philippines
Department of Education
Bureau of Public Schools
DIVISION OF CITY SCHOOLS
Manila

August 23, 1950

MEMORANDUM FOR:
Secretary Pio Pedrosa

Will appreciate anything you can do for the plight of the teachers in Tangub,

Occidental Misamis.

(Sgd.) ANTONIO A. MACEDA
President
Philippine Public School Teachers Association

Hon. Pio Pedrosa
Secretary of Finance
M a n i l a

Encl.: A copy of the telegram of Tangub Local Chapter

TRUE COPY/mff

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TELEGRAM RECEIVED
BUREAU OF TELECOMMUNICATIONS

204DVK33MBS 310PM 20 PAID
TANGUB MISSOCC AUG 22 50
EXECUTIVE SECRETARY TREASURER
PPSTA
MANILA

TANGUB DISTRICT TEACHERS NOT PAID APRIL MAY JUNE JULY STARVING PLEASE HELP.

TANGUB LOCAL CHAPTER

434PM

CERTIFIED TRUE COPY:

(SGD) ANTONIO A. MACEDA

———oOo———

Republic of the Philippines
DEPARTMENT OF FINANCE
Manila

August 23, 1950

Mr. Antonio A. Maceda, President
Philippine Public School Teachers Association
Division of City Schools
City Hall, Manila

S i r ;

With reference to your Memorandum of even date for Secretary Pedrosa, regarding the payment of salaries of public school teachers in Tangub, Misamis Occidental, I wish to inform you that the Provincial Treasurer of Misamis Occidental is at present in Manila to get funds for payment of teachers' salaries in his province. He is returning to his station promptly after he will have obtained the needed funds.

Respectfully,

(Sgd.) SIXTO B. ORTIZ
Acting Undersecretary of Finance

TRUE COPY/mff

# THE OTTAWA CONFERENCE OF THE WORLD ORGANIZATION OF THE TEACHING PROFESSION

The Fourth Delegate Assembly of the World Organization of the Teaching Profession was held at Ottawa, Canada, from July 17 to 22, 1950. The delegates to this conference from the Philippine Public School Teachers Association were Mr. Jose Y. Tuazon, Superintendent of Schools for Mindoro and Member of the PPSTA Board of Directors, and the undersigned.

From what had been stated in written material on the WOTP and what had been said in the Fourth Delegate Assembly, I gather that the main purpose of the WOTP is to use education as a means of promoting international understanding, peace and goodwill. To many of us who live and work quite remote from the actual scene of operations of the Organization, it is not easily clear why and how we should participate in the activities of this Organizaton of teachers. It has been our privilege to see the Organization at close range, to study its program and procedures quite intimately, and are therefore in a position to state in what way the organization can be of help to us who live and teach in the Philippines.

It is doubtless clear to all of us that time and events are moving with such rapidity toward a world decision as to which of two ideologies—Communism and Democracy—will survive to determine the shape of the future and how humanity will fare in the generations that follow the present. While the decision will perhaps be determined by the use of arms, it is doubtless true that the strength with which the democracies can win the gigantic struggle will depend to a large degree on the kind of thinking and belief that dominate the life of the people in the democracies. If their thinking is haphazard, if their attitude with respect to the issues of democracy vs. totalitarianism is not clean-cut and devoted, and if they are not convinced in all sincerity that democracy is a cause worth risking life for, then in the inevitable struggle, the democracies will participate just half-heartedly. This is so evident in the present Korean war. Many nations and many peoples seem to be paying mere lip service to the cause of democracy, because to them making democracy live has not yet become an obsession.

Peoples throughout the world have to be educated in the ways of democracy if they are to become crusaders and knights on its behalf. In the Philippines there is danger that some of our people do not really understand what democracy really means, and we are in grave peril of succumbing to the insiduous influences of subversive elements. The teachers and educators of the Philippines have a duty to so teach, live and practice democracy that it can become a passion for our people. The strength of democracy throughout the world lies in the individual strength of nations and persons in their belief that democracy is the way of life they want to lead. And so education throughout

the world must be engrossed in teaching people the democratic way of life, so that democracy can be strong in its struggle against the communistic ideology.

The participation of our Association in the conference of the WOTP should result in a conviction that our efforts in teaching demorracy should be greatly intensified. Attendance in the conference by delegates from the PPSTA results in a personalized contact with others from the far reaches of the world who believe in the same things with respect to democracy, and this personalized contact drives home the conviction more effectively than can remote-control correspondence that the whole democratic world must renew and ever strengthen the drive to spread the gospel of democracy to all peoples.

One of the most inspiring speeches that the Philippine delegates heard at the Ottawa conference was the one delivered by Dr. William G. Carr, Executive Secretary of the WOTP (also Associate Executive Secretary of the NEA), which I am enclosing with this article, with the request that the two articles be published in the Philippine Educator simultaneously. Dr. Carr expresses more effectively than my futile words could do what should be desirable goals for the world organization of the teaching profession. I invite particular attention to the discussion of the second practical goal which deals with the defense and rights of teachers and children everywhere in the world.

And now this article proceeds to relate the extent of participation which the PPSTA representatives took in the deliberations of the WOTP Conference.

In the first general session of the Assembly, when it considered the draft constitution of the proposed world Confederation of the Teaching Profession, the undersigned was the very first speaker, when he criticized the proviso in the draft which contained the following statement:

"The Confederation shall exclude from its debates all questions involving political or religious controversy, and shall make no racial discrimination."

Your delegate objected to this proposed provision. Let me quote from what an Ottawa newspaper reported on this particular phase of the discussions:

> *"Attacking the proposed ban, Marcelino Bautista, of the Philippine Public School Teachers Association, declared that if political controversy were banned, the organization would miss an opportunity to enlighten the world on the vital conflict between Communism and Democracy, which is now raging . . . Mr. Bautista felt it was the duty of an international teachers' organization to disseminate information on this subject."*—From *the Evening Citizen, Ottawa. July 18, 1950.*

Other delegates followed up this trend of thought. Among others who spoke, Dr. Carr of the NEA stated that political questions that affect the welfare of teachers and the education of children should be discussed by the organization. When the committee designated to submit a report on this matter appeared in the general session, it recommended the following proviso, which was approved by the Assembly:

> *"Political and religious questions shall merit debate in the World Confederation of the Teaching Profession if these affect education."* ....

We thought that the new statement was decidedly more liberal and in consonance with the spirit of the teaching profession, and so the Philippine delegation voted approval.

On July 18 and 19, portions of the general sessions were devoted to the

giving of reports from various countries on what is being done to promote more effective public relations for the schools. Mr. Jose Y. Tuazon, with very little preparation, submitted a report for the Philippines. He elaborated on a very brief report on the subject submitted by the Executive Secretary-Treasurer to the WOTP before he left the Philippines. Mr. Tuazon improved upon the brief report by throwing in plenty of spicy humor which clicked very well with English-speaking portion of the audience. Mr. Tuazon dwelt at length on the survey conducted under the auspices of the Joint Congressional Committee on Education, in whose technical staff the PPSTA was adequately represented, to determine what the people wanted to do about their schools. "No nation to our knowledge," asserted Mr. Tuazon, "has ever conducted as nationwide a survey of what the people wanted to do about their schools as it was done in this instance in the Philippines." He emphasized the fact that it was through the teachers' efforts that the public forums conducted in connection with the survey were well attended and therefore successful. "We have a [illegible]e percentage of illiteracy," [illegible]nued Mr. Tuazon, "and we have such meager elementary school curriculum that we had to enlist the cooperation of the people to provide a more adequate edification so that illiteracy may be wiped out. The will of the people as indicated in the forums was submitted for consideration by the Congress of the Philippines. Among other things the people expressed the willingness to pay more taxes if these taxes are used for school purposes exclusively."

Mr. Tuazon's report, which lasted about one-half hour, was well received by the Assembly. The very long applause that followed was an indication of how favorably it was received.

The next instance in which the PPSTA delegation actively participated in the discussions was when Dr. F. L. Sack, Vice-President of WOTP and official observer of the organization at Unesco, attacked "Unesco's fine speeches that disregard reality." (quotations from the *Globe and Mail*, July 20). Dr. Sack is one of Switzerland's top-ranking educationists. Among other things, Dr. Sack objected to Unesco's close identification of literacy with world peace. "After all, the people who threaten us today all are extremely able to read and write." The *Globe and Mail* reported that:

> *"Marcelino Bautista of the Philippines took exception to Dr. Sack's remarks regarding literacy and peace. 'Communism spreads in areas which are poor physically and intellectually—so that is a threat to peace,' he said."*

Your delegate argued that if some of the so-called educated peoples of the world are now causing trouble, it is because they have succumbed very easily to indoctrination. If educated people can be so easily indoctrinated, it would seem that those who are illiterate have much less chance to resist indoctrination.

The undersigned read a prepared speech lasting about forty minutes on the subject "Philippine Educational Effort in the Promotion of International Understanding, Peace and Goodwill." This report has already been submitted to the PPSTA Office. It is hoped that the report will be published in the *Philippine Educator*. Regarding this report, let me quote from an item published in the same daily referred to above:

> *"In a moving address on education in his country, Mr. Bautista said that the gravest threat to the Philippine effort to promote international understanding, peace and goodwill stems from the meager elementary curriculum offered. Because of limited resources the government ten years ago reduced the elementary*

*curriculum from seven to six years and generalized the two single-session plan, in which a teacher handles two classes a day for about 2½ hours each session...While the curriculum covers six years, actually the children receive only the equivalent of about three years of schooling, he said."*

The quoted statement is of course not new to Philippine readers. The quotation is included in this report merely to stress the point that the newspapers of Canada considered what we said in the conference as worthy of reporting.

There was one other occasion when your delegate took part in a discussion, and that was when the committee on salaries submitted its report to the general assembly. The report recommended that merit be discarded as a means of determining promotions in salary. Many speakers favored the recommendation claiming that in their particular schools or school systems, many deserving teachers failed to get promotions in salary because the merit system was used. This was somewhat perplexing to the PPSTA delegates, and so we asked what was meant by the merit system. We stated that in the Philippines we are trying to work out a system of promotion based on merit alone. It turned out that what is commonly known as the merit system in many countries is that of basing a teacher's eligibility for increase in salary upon her rating in efficiency alone. We informed the general assembly that what we mean by merit in the Philippines is based on at least four factors, to wit: efficiency. attainment, length of service, and civil service eligibility. The majority of speakers did not favor the efficiency rating as a factor in determining salary increments. As finally approved by the general assembly, the recommendation was worded as follows: "Merit system rating by other than objective measures, such as training, length of service, and degree of responsibility is fraught with danger when used as means of determining differentials in salary." To which, the PPSTA delegation was in unanimous accord.

The undersigned acted by designation as one of the "rapporteurs" in the sectional meeting on public relations. He was the one who read the committee report to the general assembly. Herewith enclosed is a copy of the report. It is nothing new in the material. The undersigned was responsible in including in the report bibliography the book entitled "Public Relations for America's Schools," A.A.S.A. Yearbook, 1949, National Education Association. The wording of the part of the report entitled "Why Public Relations?" with the exception of item 5, was supplied by the PPSTA delegate. This report was approved in whole by the General Assembly.

Mr. Tuazon attended the section committee on the draft constitution. The most controversial question discussed by the committee centered on the nature of the proposed World Confederation of the Teaching Pro[illegible] have to take a few paragraphs to explain this controversy, as it is quite involved. Instead of a World Organization of the Teaching Profession, it was proposed even as early as the Third Delegate Assembly at Bern, Switzerland that a Confederation should be formed to consist of the WOTP, the IFTA (International Federation of Primary Teachers Associations—European), and the FIPESO (International Federation of Public Secondary School Teachers Organizations—European) as integral federations. To those not familiar with the European situation with respect to teachers organizations, it may be said that primary teachers are not in close professional association with secondary teachers. The training of these two groups of teachers as well as their sta-

tus are different, and so the primary teachers of Europe have a different federation from the secondary teachers. The Executive Committee of the WOTP worked at great length some time last year to seek some kind of fusion in the European associations but to no avail. For the sake of unity, the Executive Committee favored the retention of the integrity of these federations equal in category to the WOTP. Thus there are three federations in the proposed Confederation.

Your PPSTA delegate objected to recognizing the European federations as such and he favored the manner in which national associations of teachers are and have been taken in as national member organizations. Many delegates including the PPSTA delegate did not see any point in recognizing the European federations as distinct members of the world organization. Your PPSTA delegate remarked, "I really do not see why we give such importance to the European federations. They are much smaller in number than the membership of the WOTP, and yet we are recognizing them as distinct and separate members of the proposed World Confederation of the Teaching Profession." Dr. Russell, President of the WOTP, answered that for the sake of effecting world unity, the Executive Committee acceded to the demand of the European federations. This little trouble was reported by the Canadian newspapers as follows:

> *"The draft constitution in its present state proposes that the two federations should maintain separate entities within the confederation. This situation did not win wholehearted agreement from WOTP delegates in today's session. Alfred Buhagiar of the Malta Teachers Union contended a fundamental principle was at stake '—the principle of unity within the teaching profession. To win the trust of the two federations, we are asked to pay a high price,' he said...'It is like building a house on shifting sands.' Nor was the Canadian delegation in favor of this division. However, it decided to concede it in the interest of unity."*—The Globe and Mail, *Ottawa, Canada, July 21.*

The Malta and Canadian delegates did not like the tendency of the European teachers to segregate themselves in two groups—the primary and the secondary. To secure unity in the profession, they believed that the barriers between groups of teachers should be erased. Many delegates including yours from the Philippines felt that perhaps by allowing the federations to join the world organizations as they are integral entities—eventually these barriers would be removed. In other words, as they associate more with other groups in the world organization, they will realize the need for complete union and fusion, which they would not do if they were denied the opportunity to join the world organization.

The undersigned now tries to pinpoint outstanding benefits accruing to the PPSTA for sending delegates to the WOTP Conference.

1. It may be immodest to make this statement, but it must be made to justify Philippine representation in the Conference: our participation enhanced the prestige of the Filipino teacher in the eyes of the world. There were 27 nations represented, and there were about 200 delegates. There were about 500 people in the assembly room during the general sessions. Dr. Sack, the Vice-President of WOTP and delegate from Switzerland, remarked to the Philippine representatives during a recess: "I always learn something important from both of you whenever you get up to speak." From Dr. Givens, Executive Secretary of the NEA and delegate from the United States, "You boys have done exceedingly well in both

your remarks and your speeches." From many other delegates and other members of the audience: "Your English is remarkable, and you express your ideas in such effective manner." Dr. Russell (President of Columbia University), President of the WOTP: "We certainly appreciate the marvelous speech delivered by Mr. Bautista." Of Mr. Tuazon, from several people: "You certainly have the American humor and some of your own." (It does sound very bad that I should make these reports myself, but as the adage says, "If no one praises you, who will?") It is the fervent wish of your delegates to the 1950 Conference that the record will be excelled by those who succeed us. Our faith in that is great.

2. Our faith in democracy has been strengthened. It is our wish that we could transmit (but how futile are our words!) to our colleagues in the Philippines what new inspirations we have acquired to work more eagerly and more strenuously than ever before in making democracy permeate the processes and activities of our schools so that they can in turn teach democracy where it is most sorely needed. It is our conviction, as a result of our attendance in WOTP Conference, that education for democracy is the only salvation from impending catastrophe. Peoples everywhere must be made to believe in and live democracy so that their combined strength can resist totalitarianism. This is the cry heard from all over the world as we heard it in that conference.

3. The intermixing of peoples from different parts of the world, accepting one another on the basis of their individual worth, is a great objective lesson in international understanding toward peace. It is impossible for people who meet and intermix in the manner we did at WOTP to misunderstand one another. In face-to-face relations, where every one has a chance to be heard and to be judged according to the merits of his convictions, there can be no cause for misunderstanding. In the discussions, at the conference table, on the platform—there is every chance for one to seek enlightenment and the truth. It is almost inconceivable that misunderstanding should ensue. Which leads us to wonder why in the Security Council of the United Nations there should be such grave misunderstandings resulting in grave threats to peace. There could be only one answer: some one is deliberately distorting the truth and refusing to see other point of view! Would teachers be more capable in solving the problems of the world, we wonder.

4. We learned quite a bit from the skill with which Dr. Russell and other leaders of the Conference maneuvered the discussions so that there might be no cause for personal rancors. The remarks from the leaders indicated the high intellectual level in which the discussions were to be carried on, and so there was no opportunity nor desire on the part of the Assembly to incite animosities of any kind. Diplomatic skill is something that one can learn from seasoned educators and statesmen. This observation brings home to us very effectively our own personal shortcomings in this regard.

5. The depth of thought and the wide span of information made available to us in the discussions show to what extent we personally have neglected our contact with intellectual matters. Education, we are now convinced, must not confine itself to the professional accoutrements thereof; there are other things in the intellectual and cultural world of affairs that condition education. And we are convinced that teacher education in the Philippines must give greater emphasis on the enrichment of the teacher's cultural background.

6. The public relations program of the PPSTA is totally inadequate. (More of this in a subsequent article on the

NEA) We wish merely to point out at this point that we are not doing many desirable public relations activities which are necessary in order to secure more benefits for teachers and more adequate education for our children. The enclosed report of Dr. Givens on the public relations program of the NEA was the most comprehensive public relations report given in the Conference. It is requested that it be published in summary form for the enlightenment of school officials and others interested in developing an adequate public relations program for Philippine schools.

7. The reports of school conditions in other lands have driven home to us this outstanding fact: that there are other school systems elsewhere far more backward than ours. And so we take no little pride in the fact that we are doing a marvelous piece of work compared to that obtaining in other more "civilized" countries. These reports are significant in another way: no one in the Conference tried to hide the deficiencies of his school system. The delegates were outspoken in their criticisms of their own schools, although, as expected, they were also quite liberal in their praise of the points of strength. We are now glad to report that we did not have any guilty conscience when we pointed the defects of our own school system. One sour note: We had worked on the July issue of the *Philippine Educator*, which was a special issue dedicated to the WOTP Conference, so that it might be available at the Ottawa Conference. The Board of Directors of the PPSTA wired to the undersigned that the issue should not be released to WOTP delegates because some parts of it would constitute bad publicity for the Philippine schools. By some uncanny and unexplicable twist of fate the copies intended for the WOTP Conference which were shipped from Manila on May 13 never reached the Office of the WOTP at Washington, D.C.

8. Reluctantly we claim that our attendance at the WOTP Conference made the Philippines better known by other nations and other peoples. We tried our best to impress those we came in contact with that we are fair samples of the Filipino race. We easily made friends, and they liked us for that. Many people went out of their way to please us. Several Americans and Canadians offered their personal cars to take us in sightseeing trips; some invited us to eat with them. We may say with pardonable pride that we "sold" the Philippines in these contacts. The Michigan teachers were our hosts at the Ottawa Conference. They gave us $70 each (Canadian currency-, for our expenses at Ottawa. We have thanked them in an official letter. We suggest that the Board pass a resolution of thanks, c/o Mr. A. J. Phillips, 2707 E. Saginaw St., Lansing, Michigan.

In closing this report, may I reiterate the recommendation that we try our best every year to send delegates to the World Organization of the Teaching Profession. The expense is large, but the dividends are great. The delegates will return to the Philippines richer in experience, broader in their outlook, more sincerely interested in the cause of education for democracy, and, above all, will take greater pride in their own country and everything that is dear to it.

(Sgd.) MARCELINO BAUTISTA
(*Executive Secretary-Treasurer on leave*)
*Delegate to the WOTP Conference for 1950*

# MISSING

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