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PANORAMA

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THE HUMAN QUALITY

It is not the length of a man's days that make him immortal, but the intellectual essence of his thoughts.

A soul absorbed in transitory things is itself transitory.

Nothing is eternal in its duration. Yet all things are eternal in their status, as truth is.

When a man's life is over, it remains true that he has lived: that he has been one sort of man, and not another. In the infinite mosaic of history that bit has its unfading colour and its perpetual function and effect.

A man who understands himself under the form of eternity knows the quality that eternally belongs to him, and knows that he cannot wholly die, even if he would; for when the movement of his life is over, the truth of his life remains. — *George Santayana*

■ Now that the University of the Philippines needs a new President to succeed Mr. Carlos P. Romulo, this article could show some pointers in the way candidates for that position should be properly assessed and judged.

SELECTING A UNIVERSITY PRESIDENT

The history of the office of president in American colleges and universities began with the election of Henry Dunster as chief officer of Harvard College in 1640. He received the title of president, which has become the usual title for the chief executive of American institutions of higher learning. Three other terms have been used to identify the executive head: rector, chancellor and provost.

As one reviews the history of the office of the college president, it is quite apparent that the selection of the person for this office is one of the crucial tasks of the board of trustees. It is important because the president automatically becomes the chief liaison between the board and the institution. The manner in which he executes his responsibility will set the tone of the academic enterprise.

The board must be reminded that the role of the president is complex and multifaceted and needs clear definition before final selection of a candidate. The board of trustees should define the task of the president in light of the needs, objectives and philosophy of the institution. The board should also realize that a successful president of one institution is not automatically a successful president in another. The selection of a president must be carefully thought out and his appointment should only be made after every avenue and resource has been exhausted.

The relationship of the president to the board of trustees is an extremely crucial relationship. The president can establish a smooth line of communication or

build imaginary barriers that will create havoc in the academic confines. He is the chief representative of all avenues of the institution to the board of trustees, and this is a responsibility that cannot be ultimately delegated. The president must take full responsibility for the operation of the institution and see to it that he has the finest team to help him manage the affairs of a growing complex of higher learning.

One of the first tasks of the president should be to review the structure of the board of trustees and suggest ways of structuring the board so that trustees become involved to the maximum degree. Trustees need to be involved and the president can direct their involvement in a variety of ways. The president must also realize that the academic community has entrusted to him its professional hopes and aspirations for the institution.

The president, by virtue of his office, is the major decision-maker apart from the board of trustees. Though the president's role is multitudinous and his work is multilateral, his opportunities for influence in decision-making are very broad. He is the power center for decisions, and he must be careful how he exerts that power.

Harold Stoke, in "The American College President," remarked regarding this power:

"...Those who enjoy it are not very successful and those who are successful are not very happy. The explanation is hidden somewhere in the philosophy of power. Those who enjoy exercising the power shouldn't have it, and those who should exercise it are not likely to enjoy it."

In arriving at decisions, the president has the responsibility to choose the course of action and direction deemed best from the alternatives of all the communities represented. The ability to make those decisions and implement them implies a trust vested in him by not only the trustees, but the faculty, staff, students and public as well. This trust given to him by his associates will either grow

or decline, based upon his method of operation in daily decision-making. His ability to accomplish things may depend to a great extent on that trust. He must remember that people will be led only to the degree that they want to be led. The President must inspire his associates to follow him or the institution will be steered on a shaky course.

One of the major roles of the president will be to submit information to the board concerning the total college program. Any presentation made by the president to the board of trustees must be based on sound, reasonable and rational foundations. The facts presented must merit consideration at the board level and controversial items must not be hidden because of fear of board reprisal. In my research regarding boards, I discovered that presidents have a tendency to shield board members from information that would cause dissatisfaction to the board. Trustee members need to know the truth if they are to make the most adequate decisions necessary for the ongoing of an institution. If they cannot accept the responsibility of knowing these verities, then they are not fulfilling their function.

The nature of the role of the president and the role of trustees demands that they operate in an environment that brings cohesive union of major vectors of the institution. This does not imply that the two must agree in all areas touching their responsibility. It simply means that the president and the board, for the well-being of the institution, must be able to negotiate, facilitate, develop and lead on a priority level of good communication with one another. The problems of growth, by necessity, demand tension difficulty and stress, yet they do not require division, disunity and disrespect to prevail.

I submit that the beginning of a great institution is the selection of a strong, flexible board of trustees which will appoint a top-level chief executive. If that chief executive is willing to do the job that needs to be done within the entire academic enterprise, which

includes maintaining the proper role with all communities of the institution, including his relationship with the board of trustees, the future of education is greatly enhanced. — *By Orley Herron, College and University Business, August,* 1967.

LISTEN AND LEARN

Dialogue is only possible when one is listening carefully to another without interrupting him, without thinking ahead about what one will reply when he pauses but concentrating on what he is saying when he is saying it. Dialogue occurs when the listener is truly attentive and not pretending to be God or an archangel. Then, when a pause does occur, he is ready to answer with a full understanding of the other's point of view. — *By Dorothy Goldberg in The Creative Woman*

■ This statement in a speech of Senator Jose J. Roy at M. L. Quezon University attempts to explain the nature of the Philippine Peso as the basic unit of the Philippine currency.

THE PESO AND THE CENTRAL BANK

The Philippine Peso, our monetary unit established by law, is the medium of exchange whereby prices are expressed, goods and services are paid for, and debts and other contracts discharged in this country.

Almost from the first time that Central Bank notes or paper money went into circulation in our country, the validity and worth of said paper money as a medium of exchange have been assailed on the Floor of Congress as early as 1949 on the ground that the new Central Bank paper notes lack gold or silver backing unlike the former treasury certificates or Victory paper currency which they have replaced. Indeed, even housewives eyed the new currency with doubt and suspicion as a medium of exchange. We had to explain again on the Floor of Congress, in spite of the many days of debate on the Central Bank Charter in the preceding year, the meaning of the managed currency system instituted by the Central Bank Charter. We had to assure our people that the new currency notes, though lacking in metallic backing such as gold or silver, can be as sound and stable as the currencies of other countries throughout the world if properly managed by the guardians of our monetary policy because said currency has for its backing, the wealth and resources of the nation and other internationally acceptable currencies of other nations constituting our international reserve.

But how sound has our Peso been? Has it promoted the economic growth of our country in the way of raising employment and increasing production and real income for our people?

We cannot deny that our Peso has been on trial from the beginning of its emergence as a Central Bank note. We instituted exchange controls in the later part of 1950 until January 1962, when partial decontrol took place, and in January 1966 when total decontrol was adopted. We instituted control as an economic necessity because we were creating local currency, very much more than we were producing foreign exchange or foreign moneys acceptable in the world trade and commerce, such as, the U.S. dollar which has been established by the International Monetary Fund as the standard monetary unit of the world.

Our local currency, the Peso, is not a legal tender or acceptable medium of exchange outside our country, in the same way that currencies of other countries are not legal tender in our country. We have to produce the US dollar and other currencies acceptable in world trade and commerce with which to purchase or acquire the things or commodities from outside our country, such as food, medicine, tools, and implements for production, machineries and raw materials for our industries and other vital which we do not or can not sufficiently produce in our country.

We have always been beset with the perennial problem of dollar or foreign exchange reserve — of the need of producing more dollars for our expanding economy by increasing our export receipts, inviting foreign borrowing. We all know that since the last war up to the present, the balance of trade has almost always been against us; our expenditures in dollars or purchases from abroad have exceeded our earnings in dollars. During the last year while we earned more than 800 million U.S. dollars worth of export receipts, we spent much more than that for our imports; and while we earned the further sum of another 850 million U.S. dollars worth from non-export items, otherwise known as invisibles, we spent for the same period about 900 million dollars worth for non-import items

That is why our dollar or foreign exchange reserves

have gone down to such precarious or critical level as to compel the Central Bank authorities to adopt restrictive measures on credit and on the flow of our local currency. This, we have to do, short of returning to exchange control.

We are not alone in the world in this problem. Please remember that after the last great war almost all the civilized countries of the world have turned to the managed currency system like the one we have, abandoning the gold standard system as having become obsolete, dispensing almost entirely with the metallic reserve requirement. And only recently the US has done away with its 25 gold certificate backing of her currency thus having for its full backing the wealth and resources of the United States. Gold, however, will continue to be used in the payment or settlement of international obligations among nations as when, for instance, a country like France shall refuse the U.S. dollar for the reason that said country has more dollars than she needs, in which case, France can demand that she be paid in gold at the international price of ₱35 per ounce as fixed by the International Monetary Fund.

But you may ask why can we not adopt the monetary system we had before the institutions of the managed currency system when the peso had a metallic reserve and with much more purchasing power than the peso that we now have?

It is true that the peso under the old system of currency when we were a dependency of the U.S. had a one hundred per cent (100%) dollar backing which in turn had a metallic backing. It was so because we were not a sovereign state, and the power to create currency is an attribute of sovereignty. America imposed upon us a colonial system of currency whereby the peso we could issue was the equivalent of the dollar we could produce at the exchange rate of two pesos to the dollar. To illustrate: For the one hundred million dollars receipt from all our exports in one year, for instance, the National Treasurer could only issue the peso

equivalent of two hundred million pesos in treasury certificates at the official rate of two pesos for every dollar. Said dollar income from our export receipts shall form part of our dollar reserve in the U.S. And if we had to use for instance in the same year the whole of the one hundred million dollars to pay for our imports from the U.S., we had to retire from circulation the same two hundred million pesos worth of treasury certificates or notes to pay for said one hundred million dollars.

Under such a system whereby the Peso is dependent automatically on the U.S. dollar, we were not able to promote the growth of our economy. We suffered from economic stagnation during the more than forty years of American rule in our country; we were pinned down to an agricultural economy we were forced to the status of supplier of raw materials to America, and consumer of her manufactured goods. And the U.S. saw to it, that for every dollar invested in our country, she got back her profits and capital in dollar. Under the colonial system of currency, I repeat, we could not produce our local currency, the peso, in excess of its equivalence in dollar; and all our peso had a 100 backing of the U.S. DOLLAR. While we had no problem of dollar reserve we were however, prevented from developing our agriculture and other natural resources, and especially, our industries.

Upon the establishment of our Republic in 1946, we adopted our own system of currency and broke away from the dollar standard by instituting the managed currency system under the charter of our economic sovereignty, the Charter of the Central Bank, R.A. 265.

How do we create money or when do we issue peso notes and coins? The Charter of the Central Bank which has the sole right and authority to issue currency provides expressly that the Central Bank may issue notes and coins only against, and in amounts not exceeding, the assets of the Bank. And what are the assets of the Central Bank against which notes and coins are issued?

There are about five billion pesos worth of unissued currency notes or printed paper bills in the vault of the Central Bank, and said notes are issued against our earnings in foreign currencies, from our export receipts, and the so-called income in invisibles, such as, foreign investments, expenditures of the U.S. in its military installations, U.S. pensions to our veterans, expenditures of tourists and many other forms of income in invisibles.

But that is not all. The Central Bank also issues fresh money or currency notes against bonds and securities issued by our Government by authority of law. While the Central Bank is prohibited by the Central Bank Charter from subscribing to bonds issued by the Government, it can buy said bonds in the open market. Since bonds are assets in the form of promissory notes the Central Bank can issue money against said bond assets. Please understand that our government in its yearly budget is providing about two hundred million pesos for the servicing or redemption of said bonds when the periods of their maturities come. They are paid from money in circulation or from the income of the government from taxes and revenues. Unless they are paid out of the money in circulation, we may be flooded with local currency resulting in harmful inflation. It may surprise you to know that the largest asset of the Central Bank against which currency were issued are the bonds acquired by it in the total sum of about one and one-half billion pesos.

A very important function of the Central Bank in creating money is the issue of currency against assets or credit instruments of the banking system under its rediscounting and discounting operations. Banks and other financial institutions take recourse to the Central Bank for fresh money on their eligible papers or solid guarantees or collaterals. Without said facilities extended by the Central Bank, most of our banks will not be able to operate. Fresh money may also be issued in the form of budgetary advances to the government in an amount of not more than

15 per cent of its expected income from revenues which, at the present time, amounts to about 300 million pesos on its revenue income of about two billion pesos but payable during the first quarter of the year following. But most of the time the government has been delinquent in paying said obligation to the Central Bank.

In the instances I have cited, the issue of money is made against the resources of our government in the case of bonds and budgetary advances, and against the resources of our banking and financial institutions which reflect the wealth of the nation.

The managed currency system is now obtaining or has been adopted in almost all free or civilized countries of the world accounting for the general increases in prices and corresponding raises in wages and salaries The desirable degree of inflation has spurred progress all over the world, enabling nations to recover remarkably from the chaos and material havoc caused by the last Great War. Massive public borrowings or bond issues have been resorted to.

NOT BY RICE ALONE

Abundance in rice is not enough to win and sustain the faith of the people in the government. There must also be abundance of goodwill, sincerity, and honesty. — *Fernando Lopez*

■ This is a very informative and important article about the human body as a machine and also as a chemical apparatus.

NEW IDEAS ABOUT THE HUMAN BODY

Over the centuries, man, when contemplating his own body, has alternately gained and lost conceit. Once he was inclined to think of himself as one of the lords of creation, ranking just a little lower than a god. When he began to compare himself carefully with other living creatures, he reluctantly came to the conclusion that he was a close relative of the ape.

Gradually, in the light of modern science, man has come to look upon his body variously as an energy-and-heat producing engine, as a chemical plant and as an electronic apparatus.

Let us examine the validity of these conceptions. Obviously, there are many resemblances between the human body and an engine. What is food but fuel, and what is the intestinal tract but the furnace of a living boiler? To be sure, man has no visible cylinders and no pumping pistons, but the experimental evidence indicates that food is converted into energy just as coal or wood is. The heat value of food is even measurable in calories, like the heat value of any other fuel.

An ounce of sugar "burned" in the body yields just as much heat (or energy) as it does when buried in a suitably constructed oven. A steam-power plant has its fuel storage bins; so has the body — it stores sugar and other fuel in the muscles and the liver.

The machine-like nature of man is especially striking when an analogy is made with the internal combustion engine. In the body, food is turned into sugar and the sugar into alcohol, whereupon the alcohol is exploded in the muscle cells.

There are millions upon millions of cells, and the charge of alcohol received by each of them is infini-

tesimal — so we do not hear the explosions. But the human engine is chugging just the same, and at almost the same rate of efficiency as the non-human. In fact, one scientist has found that a good Yale crew and a good internal combustion engine both have an efficiency rating of about 23 percent.

Engineers can push the machine analogy even further. They see ball-and-socket joints where the arms meet the shoulder and where the thighbones meet the pelvis; they see powerful crunching levers in the jaws, a fairly good pivot where the skull sits atop the spine, muscles ingeniously contrived so that they can both push and pull. There is no question that the lungs are bellows, though they oxygenate the blood and blow on fire. And there is no question that the heart beats 2,500 million times without failure or repair.

And what can be more mechanized than artificial organs doing outside the body what the lungs, kidneys and heart do inside? One scientist cultivates human marrow outside the body by means of an apparatus which serves as a lung, a kidney and a circulating system.

Artificial kidneys have been devised to cleanse the blood of wastes which diseased kidneys cannot remove. Weary human hearts have been rested while external mechanical hearts circulated the body's blood (sometimes with the aid of artificial lungs).

Even the laws of hydraulics are applicable to the body — up to a point. The 10 pints of blood that the heart keeps in circulation (additional blood is held in reserve in the liver, the spleen and other organs) is a stream which, like other liquids in motion, obeys rigid physical principles. This stream is a river of life, in the sense that, if we drain it off, we die; it is also a sewer, in the sense that it carries poisonous wastes to the kidneys to be disposed of.

But this is one of the points at which the comparison between the human body and a machine begins to exhibit its limitations. Let us assume that into the hydraulic contrivance which is

the blood stream we inject a foreign substance — a serum, or a vaccine. What happens? No laws of mechanics provide an answer; we must go to chemistry.

What happens is that, with amazing swiftness, antibodies are marshaled to destroy the invaders. A battle is waged. The weapons are chemical weapons. Thus, one kind of antibody, called *opsonin*, makes invading bacteria taste good, whereupon the transformed bacteria are devoured by elements of the blood called *phagocytes*. Another chemical, *agglutinin*, causes the bacteria to clump so that they can be devoured in wholesale lots.

As a hydraulic machine, the blood stream will stand much tampering, but there are definite physical and chemical limits beyond which this tampering cannot go. Overheat the blood and you rave; chill it and you become blissfully indifferent even to death. Take away its oxygen, and the mind loses its reasoning power. Decrease its calcium by half, and convulsions result — followed by coma and death. Double the calcium, and the blood thickens so that it can hardly flow.

But if we compare the human body to a furnace, we find that the laws of thermodynamics are not fully applicable. Heat is like water in that, when a hot mass cools, it falls from a high to a low place — *i.e.*, the temperature level changes. In a machine, the bigger the drop in heat or water level, the more energy released and work done.

But the healthy body works in another way. Its temperature always remains at around 98.6° F., no matter how much beefsteak or how many potatoes we put away. We expend more calories to fell a tree than to perform ordinary office work, yet our temperature is kept constant by the well regulated evaporation of water from the skin.

A major flaw in the concept of man as a machine began to be apparent with the discovery of vitamins and their functions. When it was found that a table might groan with food while the men who ate it could nonetheless be starving to death — that is, succumbing

to such deficiency diseases as pellagra and scurvy — it was clear enough that the human organism was something more than an energy-producing engine. It was also a chemical system in extremely delicate balance — a balance that could be upset by the daily lack of no more than enough vital substance to cover a pinhead.

Now this chemical-balance concept is being strongly fortified and extended by discoveries about hormones and the functioning of the glands which produce them.

Some of the most important work in this field as been done by Dr. Hans Selye of the University of Montreal. Convinced that all disease is the result of something that impinges on the body from outside and thus upsets the internal balance, Dr. Selye has subjected thousands of rats to the kinds of assault that human beings must endure — worry, fright, overwork, poisoning, chilling to the freezing point. Autopsies on the rats have always revealed damage to the adrenal glands.

The adrenals bear the brunt of any assault from the outside because they are chiefly responsible for maintaining the body's chemical balance. They keep sugar and salt at the proper level. Their cortex, or "bark," secretes some 20 chemicals which are the body's principal defenders. One is cortisone.

Thus it is easy to see why doctors have been able to achieve such startling results when they administer cortisone to sufferers from various degenerative diseases. When the body's adrenal glands have stopped providing adequate supplies of cortisone, but it is supplied from outside, the delicate balance of body chemistry is restored.

With ACTH it is the same. ACTH is obtained from the pituitary, which lies in the middle of the head and controls all the other glands. The adrenals, which lie over the kidneys, obey the commands of the anterior lobe of the pituitary — the same lobe which supplies ACTH. When the pituitary is removed or disabled, the adrenals shrivel. Transplant a new pituitary — or admi-

nister ACTH — and the adrenals come to life again.

Taking the hormone functions into account, we must modify our conception of man as a machine even more. The body is a chemical whole of incredibly fine balance; moreover, it possesses the amazing ability to repair itself, which is more than can be said of any machine. When the body ceases to be able to repair itself, it must get help from outside. But whether the job is done from outside or inside, it is largely done with chemicals, of which the most potent are minerals, vitamins and hormones.

Those who are engine-minded and hate to give up the machine analogy may cogently argue that these chemicals do no more than those which are added to gasoline to prevent automobile engines from "knocking." After all, what are the symptoms of disease but palpable knockings? They may also point to the recent development of electronic computers — contrivances which, employing as many as 2,000 vacuum tubes (just like those in radio sets), can solve in a few minutes problems which would keep a mathematician busy for months. All in all, these machines behave in a very common way; they not only do something which closely corresponds to "thinking," but they have memories and they throw tantrums.

Manifestly, the conception of man as a machine will never die completely. Nor, for that matter, should it, for it is a most convenient way of explaining what happens when, for example, we drive a nail or write a letter.

Physical anthropologists, anatomists and most evolutionists are now aware of the obvious *deficiencies of the machine theory* but, for the sake of convenience, they are likely to keep on thinking of the human body in machine terms.

A curious thing is that, when they do think in these terms, they are inclined to hold the body up to scorn. They say it is badly designed to perform some of its most important functions. In an evolutionary sense, it is built of second-hand parts,

parts which should have been junked long ago.

The trouble began, it seems, when man, in the course of evolution, first stood on his hind legs. As a result of standing, his intestines have sagged, which accounts for the commonness of *hernias*. An engineer certainly would not have put the whole weight of the body on the curved back and on two inadequate feet, nor would he have made the heart strain itself by pumping blood vertically against gravity.

It must be admitted that the engineering of man is not all that it might be, and that the human body contains many obsolete devices. The reason is that when a living organism starts evolving, old parts may degenerate, but they are not entirely discarded. New ones are added to the old, or superimposed. In the corners of our eyes, for instance, we have the remnant of an extra eyelid. In the top of the head is buried the pineal gland — a rudimentary third eye. And then there is the famous *vermiform appendix*, an entirely useless part which should have been scrapped long ago.

The brain is a good example of the way nature piles up second-hand parts and superimposes new ones. Actually, we have a *dozen brains*, bequests of our remote ancestors.

Only the great *forebrain* with which we do our thinking and the highly convoluted cortex of the cerebrum are relatively new. And nobody has yet found out exactly how all this rather unsightly mass of gray matter works. This much is certain: The brain is an electro-chemical contrivance and neither an engine nor an entirely automatic computer. *No combination of mechanical parts and electronic tubes will ever duplicate its acts of creation.*

But isn't it probable that the brain will develop still further and that man's mental powers will improve? No species of animal is so unstable as man; a score of different types of human beings have come and gone. There is no reason to suppose that we are the last word in machines or nicely balanced electro-chemical

systems. Probably we are only preliminary sketches, hints of something better to come.

If this is the case, it may take another 500,000 years to produce our superhuman successor. He will probably be free from our sinus troubles, our *appendicitis, our hernias, our weak backs, our fallen arches.* He conceivably could have a brain 25 percent larger than ours.

Sir Arthur Keith bids us look at present-day woman if we would have a preview of the new-model human being. "The smooth-browed condition is already achieved by the female of our species," he says. *"We poor males have lagged behind our wives."* Men still have the over-hanging brows of Peking Man, Rhodesian Man and Neanderthal Man, although by now it is greatly reduced. In this respect, Sir Arthur believes that *women are about half a million years ahead of men.*

The man of the future will probably have a small, receding face, because powerful jaws and powerful chewing muscles are no longer necessary. He will probably have one less lumbar vertebra than we have, so that his weight will be better distributed. No doubt there will be corresponding changes in the pelvis. Hands are likely to remain as they are, but our feet, with their arches that tend to fall and their almost useless little toes, are destined to be greatly improved. On the eventual appearance of such mechanical refinements, most physical anthropologists and evolutionists are agreed.

Here prediction must end, because man is more than a machine. What his electro-chemical future may be no one can even divine. *And his evolutionary future depends more on electro-chemistry than it does on mechanics.* Above all it depends on his hormones. If some of his 20-odd ductless glands mutate, there is no telling what may happen. A more active pituitary would make a giant of him, a more active thyroid would make him more energetic and restless, and more active adrenals would alter his emotional life.

It is evident that if we cannot make up our minds

about man — whether he is a machine or a piece of chemical apparatus — it is because scientists have not yet succeeded in telling us what life it. If we knew what life is we could tell better what kind of a contrivance man is. — *By Waldemar Kaempffert in N. Y. Times, Sept.* 10, 1950 *magazine (condensed).*

AN EXPLANATION

Do you ever try to give explanations? Do you ever *listen* to explanations? Some people are always trying to explain things — why they're late, why they forgot, why they failed, etc. Too much "explaining" is often an "alibi."

But many times, the explainers are just wasting their time and their breath. Why? There are other people who simply do not listen to explanations. When these "other people" are one's boss or best friend, or wife or husband or children, then you can really have a situation on your hands.

One of the biggest mistakes that we can make as human beings, I think, is to deliberately cut ourselves off from other human beings — by refusing to listen to the explanations of others.

How quickly, how easily, how definitely we just clamp our hands over our ears and shout: "No, I don't want to hear any explanations."

What a tragedy — this is how so many *former* good friends today find themselves *so lonely,* yes, even in the very midst of the so-called "population explosion" with its dire predictions for the future. — *by Paul Sheehan in Philippines Herald.*

■ A reading of this article gives one some basis for comparison between education in Denmark and that in the Philippines.

THE EDUCATIONAL SYSTEM OF DENMARK

In common with other countries in Europe since World War II, the educational system of Denmark has undergone developments and changes in structure and functions. This is clearly evident, even though Denmark, like England, has been regarded as a "land of tradition." Apparently, the need to modify their school system, in an era of socioeconomic transformation, was convincing to a majority of the Danish leaders and citizens.

In looking at Danish education as a unit, one is conscious of a number of salient developments and trends. A visitor from a democratic-oriented country is at once conscious of the drive toward democracy in Danish school and society. A sincere effort is made to secure for each individual, to the limits of his capacity, the most thorough and representative type of schooling which will enable him to function happily and satisfactorily within his community and nation. Past barriers to social, economic, and educational advancement have given way to practices which facilitate mobility and flexibility.

All this appears to be to the good and in tune with the current thinking on the extension of educational opportunity. At the same time, it is not proper to overlook the possibility of contraction in some sectors on the educational front. One Danish secondary school teacher has expressed anxiety about "the intellectual elite among the pupils, whose needs have not been considered so much in the new school structure." A teacher shortage exists in Denmark, reflecting to some

extent the enrolment expansion resulting from higher birth rates and increasing educational opportunities. The Government reported in 1962 that the "shortage of teachers has been a serious problem in the Primary School for several years."

There has also been a shortage of school buildings. Even the new construction did not satisfy all the requirements for adequate space. As admitted in a recent Government report ". . . the need for new premises for instruction in the primary schools is still very great."

Another question which often arises in Denmark is whether centralization of school administration is desirable. In a country with a new or unestablished educational tradition, there is often less objection to centralized school planning, direction, and control. On the other hand, Denmark and the other Scandinavian nations have already proved an interest and competency in educational matters. This leads thoughtful educators to whether a highly centralized system is indeed necessary. They believe that a certain degree of leeway and flexibility should be granted to local authorities in the administration of school affairs. To some extent, education on the local level already enjoys freedom without losing sight of the broad national purposes. The central Ministry of Education in Copenhagen plays an overwhelming role, even if benevolent, in the determination of educational policy.

Visitors to Denmark may be surprised to learn that the school-leaving age is 14. Many Danish educators and citizens are concerned about this and have recommended the transformation of the upper elementary grades to increase their holding power for students. Materials and activities appealing to the interest and needs of the non-bookish youngsters have been added to the content of grades 8 and 9. Vigorous planning is now taking place to make grade 10 a meaningful experience to many pupils. The teaching in grades 8-10 ". . . must arouse the interest of the pupils and be of purpose to them, but it

must also enlarge their elementary knowledge of the subjects inside the primary school curriculum. The teachers must enlarge their intimate knowledge of the tools, the types of work, and the fields of studies necessary for further training." To make the upper grades attractive to pupils, the school authorities have obtained the cooperation of trade and industry. This has resulted in an increase in the number of students who stay beyond the school-leaving age, since they receive the type of training which makes them acceptable to employers in the office and in the factory.

One might have expected that Denmark would raise the compulsory school age to 15 years after World War II, as England did in 1947, but the Danish bill proposed in April 1955 met with little success. It is noteworthy that this bill brought about an agreement between the Social Democrats and the teachers organizations, but even this unusual concession did not effect its passage. Although this proposal was considered "an important event in the history of Danish education," it failed not only because of the customary reluctance on the part of the agricultural party and rural interests, but because of the opposition on political grounds. As a result, the new school law of 1958 was a compromise, and the school-leaving age in Denmark remained at 14.

This is not to say that the Danes are not sufficiently articulate about the need of extended compulsory education. Many are aware that Denmark lags behind the required schooling in other Scandinavian countries and in Western Europe. Some, indeed, have expressed opinions that the upper age limit of compulsory attendance might be extended to 15 in 1970, and to 16 in 1975, and that "about 70 percent of all persons aged 17 will be in school by 1980." But to one Scandinavian educator the entire situation seems ironic: "In the land of 'free schools,' resistance to compulsion in education beyond the purely childhood years was very strong in certain quarters."

If extended education is not now compulsory, this does not mean that young Danes necessarily suffer from a shortage of school opportunities. For one thing, they may attend school voluntarily after the maximum compulsory age of 14, and many do. For another, the new offerings under the 1958 elementary school act have attracted young persons to school to develop their potentialities in occupations and semiprofessions. Thus, grades 8 and 9, and eventually grade 10, will serve as extensions of the school system, even if attendance remains voluntary. However, unless a law is enacted with a higher specific age limit, it is not likely that Denmark will achieve the goal of having 70 percent of its 17-year-olds in school by 1980.

It is well to note also the growing enrollments in secondary education, even in the gymnasium. According to one experienced educator, writing 1961, "it is expected that the number of pupils in the gymnasium will double within the next decade, both because of the high birth rate in the 1940's and because a higher percentage of the young people desire a post-primary education."

Preceding pages point out that apart from professional schools in engineering, agriculture, and other fields, Denmark has only two universities at Copenhagen and Aarhus. It took well over four centuries to open a second Danish university, but a notably shorter time for the authorization of a third higher institution. The law of June 16, 1962, for the establishment of a Medical Faculty at Odense, was followed by a proposal to set up a complete "third university" there, and finally by the law of 1964, for establishing a fullfledged university at Odense.

One major strength in Danish education has been the success in the teaching of foreign languages. The linguistic excellence in Denmark has had a long tradition. Rasmus Rask in the 19th and Holger Pedersen in the 20th century have exerted an international influence in developing linguistic science. The name of Otto Jespersen

is also honored universally for his authoritative presentation of English grammar. The general impression of visitors is that foreign languages, especially English, present no obstacles to the Danish people. There are few countries where a foreigner who does not know the native language can feel at home as rapidly as in Denmark, because of the linguistic facility of tradesmen, employees, public functionaries, and others.

It is noteworthy that the schools of Denmark help young people to learn the Norwegian and Swedish languages and literatures in order to unify Scandinavia culturally and economically. The ability to use the Scandinavian languages makes it possible for the Danes to join the Norwegians and Swedes in international conferences and in frequent interchange of visits. This confidence of the Danes in their own linguistic flexibility and competence was one factor in the decision to introduce the study of Russian as an alternative to French on all levels of education. The achievement of excellence in Russian studies will depend, of course, on an adequate supply of good teachers. Since the study of Russian began in 1963 on a systematic scale, it is too early to assess the results.

The policy of the Danish Government for the linguistic minorities in the country is likewise interesting. Faeroese and Greenlandic are official languages, along with Danish, in the Faeroe Islands and Greenland. South Jutland, in proximity to the border of West Germany, is a small German-speaking community. Denmark's practice is not only to allow the teaching of the minority language, but also to furnish public support for the German schools. In this respect, the Government is fulfilling its policy of providing financial aid to all private, nonprofit schools which are set up to meet particular linguistic, religious, or pedagogical needs. By thus encouraging the minority schools, the school system of Denmark differs from those of Sweden and Norway, which permit minority

schools but do not promise public aid.

By virtue of its geographical position, economic experience, and cultural tradition, Denmark has been committed for a long time to educational and intellectual cooperation with other Scandinavian peoples in coordinating their educational efforts, clearing up misunderstandings in textbooks, and exchanging persons and ideas. Denmark has also been active in the cultural projects of the United Nations, UNESCO, and other international bodies. For example, Denmark has been a founder-member of the extended program of technical aid of the United Nations since 1949, and its contribution to this program "has been for many years the largest per capita of all member countries and still is."

In putting the 1958 education act into operation, guidelines for the teaching of history in the elementary school stressed the values of equality of peoples, the global nature of the past, and international cooperation. In 1961, the Ministry of Education, in cooperation with UNESCO, inaugurated a 4-year project for a better understanding of Oriental cultures (e.g., Indonesian and Philippine) on all levels of education — elementary, secondary, and higher, including professional teacher training. Future syllabuses and textbooks will likely contain more material than heretofore on the cultures of the East. — *Prof. William W. Brickman, in Denmark's Education System and Problems.*

■ Famous educators and scholars in the U.S.A. sometimes prefer to work in small institutions; and their reasons are here stated.

THE ADVANTAGES OF TEACHING IN A SMALL COLLEGE

Unrest continues on the campus — but the restless ones are the faculty members. Professors from prestigious schools are leaving challenging posts to teach in small, little-known, and often impoverished institutions. But not for money. Their motives: a quest for academic and intellectual freedom and a moral commitment to the promotion of higher education. John Monro, dean of Harvard College, announced he was resigning to head the freshman teaching program at Miles College — a predominantly Negro institution in Birmingham. (I'm just interested in the teaching opportunities that exist at Miles . . . I can't wait to get started," Dean Monro said). David Riesman, Harvard sociologist, claims that the movement began as a result of the invigorating spirit associated with the Kennedy Administration—"People are finding it meaningful to work for something other than their own aggrandizement." Professors are also finding it comfortable to work on a campus that isn't pressure-packed. Robert H. Knox — formerly of Rutgers — left in 1965 to teach literature at three-year old New College in Sarasota, Fla. (class size, 12). Mr. Knox has written a novel since joining New College and is planning another. The dream of freedom keeps Charles J. Pingat at Tusculum College — a struggling 560 student school in Appalachia. "We offer teachers a freedom to dream and think through what it means to help create an educated man." The advantages of this "reverse movement" are not limited to professors or small colleges, however.

Mr. Riesman, the Harvard professor, stated: "The small schools' vital importance is that they provide countervailing models to the big, research-oriented universities and the prestige schools." — *From College and University Business, August,* 1967.

AMERICAN CONTRIBUTION

"The greatest service which the American people have rendered to the Filipino people, is the implantation of the American system of public instruction giving us, without restrictions of any kind, the means of developing, freely and without limit, the physical, intellectual and moral conditions of the individual." — *Dr. T. H. Pardo de Tavera.*

■ A university must have a strong board of regents or trustees who should know how to judge the real qualifications of a university president.

WHO SHOULD BE A UNIVERSITY PRESIDENT

The history of the office of president in American colleges and universities began with the election of Henry Dunster as chief officer of Harvard College in 1640. He received the title of president, which has become the usual title for the chief executive of American institutions of higher learning. Three other terms have been used to identify the executive head: rector, chancellor, and provost.

As one reviews the history of the office of the college president, it is apparent that the selection of the person for this office is one of the crucial tasks of the board of trustees. It is important because the president automatically becomes the chief liaison between the board and the institution. The manner in which he executes his responsibility will set the tone of the academic enterprise.

The board must be reminded that the role of the president is complex and multifaceted and needs clear definition before final selection of a candidate. The board of trustees should define the task of the president in light of the needs, objectives and philosophy of the institution. The board should also realize that a successful president of one institution is not automatically a successful president in another. The selection of a president must be carefully thought out and his appointment should only be made after every avenue and resource has been exhausted.

The relationship of the president to the board of trustees is an extremely crucial relationship. The president can establish a smooth line of communication or

build imaginary barriers that will create havoc in the academic confines. He is the chief representative of all avenues of the institution to the board of trustees, and this is a responsibility that cannot be ultimately delegated. The president must take full responsibility for the operation of the institution and see to it that he has the finest team to help him manage the affairs of a growing complex of higher learning.

One of the first tasks of the president should be to review the structure of the board of trustees and suggest ways of structuring the board so that trustees become involved to the maximum degree. Trustees need to be involved and the president can direct their involvement in a variety of ways. The president must also realize that the academic community has entrusted to him its professional hopes and aspirations for the institution.

The president, by virtue of his office, is the major decision-maker apart from the board of trustees. Though the president's role is multitudinous and his work is multilateral, his opportunities for influence in decision-making are very broad. He is the power center for decisions, and he must be careful how he exerts that power.

Harold Stoke, in "The American College President," remarked regarding this power:

". . . Those who enjoy it are not very successful and those who are successful are not very happy. The explanation is hidden somewhere in the philosophy of power. Those who enjoy exercising the power shouldn't have it, and those who should exercise it are not likely to enjoy it."

In arriving at decisions, the president has the responsibility to choose the course of action and direction deemed best from the alternatives of all the communities represented. The ability to make those decisions and implement them implies a trust vested in him by not only the trustees, but the faculty, staff, students and public as well. This trust given to him by his associates will either grow or decline, based upon his method of operation

in daily decision-making. His ability to accomplish things may depend to a great extent on that trust. He must remember that people will be led only to the degree that they want to be led. The president must inspire his associates to follow him or the institution will be steered on a shaky course.

One of the major roles of the president will be to submit information to the board concerning the total college program. Any presentation made by the president to the board of trustees must be based on sound, reasonable and rational foundations. The facts presented must merit consideration at the board level and controversial items must not be hidden because of fear of board reprisal. In my research regarding boards, I discovered that presidents have a tendency to shield board members from information that would cause dissatisfaction to the board. Trustee members need to know the truth if they are to make the most adequate decisions necessary for the ongoing of an institution. If they cannot accept the responsibility of knowing these verities, then they are not fulfilling their function.

The nature of the role of the president and the role of trustees demands that they operate in an environment that brings cohesive union of major vectors of the institution. This does not imply that the two must agree in all areas touching their responsibility. It simply means that the president and the board, for the well-being of the institution, must be able to negotiate, facilitate, develop and lead on a priority level of good communication with one another. The problems of growth, by necessity, demand tension, difficulty and stress, yet they do not require division, disunity and disrespect to prevail.

I submit that the beginning of a great institution is the selection of a strong, flexible board of trustees which will appoint a top-level chief executive. If that chief executive is willing to do the job that needs to be done within the entire academic enterprise, which includes maintaining the pro-

per role with all communities of the institution, including his relationship with the board of trustees, the future of education is greatly enhanced. — *By ORLEY HERRON, College and University Business, August,* 1967

TO OUR SABAH CLAIMANTS

Power politics is the game of powerful nations. It is involvement in territorial or political aggrandisement. It may include the practice of international land-grabbing. It often means intransigence in diplomatic conflicts. It is often a way of running away from domestic problems. Our political leaders who are so sure of their stand on acquiring the territory of Sabah in Borneo should bear these ideas in mind.

The present troubles of France and the U.S.A. arising from their foreign policies are considered by such thinkers as Walter Lippman as principal sources of the difficult problems that these countries now face. Small countries, particularly Switzerland, Sweden, Norway, Denmark, and others, which have been avoiding international complications and concentrating themselves on domestic affairs, on the other hand, have succeeded in avoiding unnecessary, perplexing, expensive, and dangerous situations. On the whole, they have been able to carry out their plans of internal development. — *V.G.S.*

■ The importance of personal values and strong academic discipline must be realized in teacher training. Filipino teachers will find this article stimulating.

PREPARATION OF TEACHERS

As one reads the various reports and recommendations, one often becomes confused but also happy to see that educators are not satisfied with the status quo but are searching for ways and means of improving teacher education. Teaching must be looked upon as a discipline with its own structure, key concepts, principles, and generalizations. It is time to look at Koerner's following statement as a challenge:

"Education as an academic discipline has poor credentials: Relying on other fields, especially psychology, for its practical substance, it has not yet developed a corpus of knowledge and techniques of sufficient scope and power to warrant the field's being given full academic status."

In teacher education the question of values is exceedingly crucial, for it is the prospective teacher who will be given the responsibility and the privilege of transmitting, maintaining, and improving the best elements of the culture of the country. If he is to be successful in fulfilling this important role in the classroom, he must first have the opportunity in his student teaching to practice the professional values related to students and colleagues. The hopes and aspirations for a better world may be most fully realized in the area of human relations. It will be one of the means for finding solutions to the many problems of this technological world marked by ideological conflicts, riots, war, crime, delinquency, and hallucinatory drugs. Since society has created these problems, it is up to man to work cooperatively toward solving them. The world is looking to the schools, as an agent of society, to use all its professional knowledge and resources in bringing about solutions.

Probably there has been no time in the history of teacher education when there has been greater emphasis on the *scholarly teacher*. Great stress is placed on general education and areas of specialization in the various academic disciplines. This is commendable for the teacher of today must have the knowledge and understanding to participate in the intellectual climate of his profession. It is heartening to see many subject matter specialists and college professors becoming increasingly concerned in the *how, the what, and the why we teach*, and sharing their ideas with the professional educator.

Along with this emphasis on the various disciplines has come a downgrading of professional courses. Much of the criticism (against Education) is justified. We have tended, in the past, to make many of the Education courses repetitious. All too often they were so far removed from the classroom that students could not see any relationship. Methods courses and supervision of student teachers have been assigned to professors who have had little or no experience in elementary or secondary schools.

Numbers of teachers take education courses only because they will lead to a credential or an increase in salary. No effort is made to apply the knowledge to the classroom. Other teachers seem to lack the initiative to try the new. They find it more comfortable to leave the research and the application to someone else.

Teach teaching, non-graded classroom, programmed instruction, and television cause feelings of insecurity and fear in many. In addition, many excellent teachers are bound to the old by administrative policies that tend to limit rather than encourage inquiry and research. Regardless of the restrictions and limitations imposed on teachers and the curriculum, how ever, all teachers can contribute to the professional values related to students and colleagues.

The soundness and success of any program is dependent upon the quality of the entire staff — administrators, teachers, paraprofessionals. It is here that professional values must become

the key values as we work with the prospective teacher and the beginning teacher. As is generally known, one is not born with a set of values, but they are learned. Since values are learned, it is the duty of every teacher to serve as a model or identification figure for the education student. The student should be able to see these personal professional values practiced in the classroom, the playground, the teachers' lounge, faculty meetings, parent-teacher conferences, and the community. Consciously and unconsciously the student teacher imitates and identifies with the school personnel and particularly the supervising teacher. The student teacher notes the interaction process that takes place between student and teacher as the effective teacher demonstrates his sincere respect for the individual child so that the student can experience a feeling of self esteem and personal fulfillment.

When concern for others, cooperativeness, creativity, respect for authority flourish in a classroom environment, then there is the potential for high standards of excellence. Most beginning teachers and students in education are idealists and have chosen teaching because they consider it one of the truly great professions. It is always saddening when all too often they become disillusioned during student teaching or the first year of teaching and leave the profession when they have so much to give the children and youth of our land.

The student teacher and the beginning teacher imitate and identify with the teacher not only in his work with children in the curricular and co-curricular activities but also in his relationships with colleagues. It appears today that there is a needless amount of jeolousy and pettiness existing in school faculties ranging all the way from the elementary school through college. Much of the action is overt, and students are puzzled by the bitterness, vindictiveness, and lack of professional ethics. So-called friends are used to gain promotion and then dropped as soon as the goal has been reached.

One sometimes gets the impression that many teachers are more concerned about

their own self-glorification than the students they teach. Studies that have been made of college students indicate that this lack of interest and concern on the part of their teachers is one of the most critical problems these students face and in many instances leads tragically to suicide. Student teachers and beginning teachers should have opportunities to witness mutual respect demonstrated among all members of the school staff. Teaching is more than working within the confines of a classroom, for it must include working with the whole staff in creating a social climate that encourages a free exchange of ideas, where one is stimulated to give the best to the youth of this space age.

How easy it is to take the time to stop by a fellow teacher's door and compliment him for something he has done. Yet how often does one take the time to do this? Remember that teachers need recognition as much as the children they teach. Then there is the courtesy that one should show the student teacher and the beginning teacher in making them feel welcome when they join a new faculty.

Through example, one must demonstrate to the student teacher that learning cannot end when he gets a degree or a credential but that he must be a student of the times. This includes reading assiduously about current happenings on the local and international scene. The burgeoning of knowledge forces all to keep abreast of the research and clinical studies being done and then to be willing to modify methods and techniques to meet the needs of the modern emerging society. Teachers must cultivate a sincere respect for new ideas; show that they know the major modes of inquiry; and indicate a willingness to participate in the professional activities that will improve the process of teaching and learning. — *By Florence Schmidt in The Delta Kappa Gamma Bulletin, Spring* 1968.

■ This is an interesting account of how the present government of the Philippines happens to claim a part of Borneo.

BACKGROUND OF SABAH

The issue of Sabah was first raised in the post-World War II years in 1962 when the government of President Diosdado Macapaal in the Philippines came to fear that the heavily Chinese populations of Singapore and the British colonies in Borneo were going communist.

But the Philippine claim runs far back into history, and there are so many legal knots involved that hardly anyone except an international lawyer can come to an approximate conclusion on who is right.

Complicating the legal questions, of course, is the problem of what the people of Sabah themselves want to do.

All of what is now Sabah, plus about 2,000 square miles of territory that presently belongs to Indonesia, were claimed by the Sultan of the Sulu archipelago in the late 18th century as a reward for helping the victorious side in a dispute over the succession to the throne of neighboring Brunei.

The territory had once been claimed by Brunei, still a British colony, but never effectively controled by it.

There is no legal evidence that Brunei ever recognized Sulu's claim to the territory, but nevertheless, Sulu ruled it for about a century.

In the late 1870's a group of British and Hong Kong businessmen became interested in developing North Borneo. They bought out an American concern that claimed an interest in it, and agreed to pay the Sultan of Brunei 5,000 straits dollars a year to cede it to them.

Then, because of Sulu's controls, they approached the sultan early in 1878, and for the sum of 5,000 straits dollars a year, plus royalties, he agreed to let them have it. The sultan later claimed he had done so at the point of a gun, but there seems

to be no evidence to support this.

In any case, the sultan signed a document that either "leased" or "ceded" — there is an argument about the translation of the Malay word "pajak" in the contract — the territory "forever until the end of time."

On the same day, Jan. 22, 1878, the sultan named Baron Gustavus von de Overbeck, an Austrian who worked in Hong Kong and was associated with Alfred Dent, a London merchant, the "Datu Bandhara" (a nakay title of royalty) and "Sultan of Sankarakan," and conferred on him full powers of sovereignty over Sabah.

Like many other fortune hunters of the time, Dent and Overbeck had a touch of larceny in their hearts. They agreed to pay the sultan royalties on production in Borneo, but this was not included in the lease. Soon afterward, they formed the Sabah company in Hong Kong and thereafter considered themselves absolved of any responsibility for royalties.

Nevertheless, the payment of the royalties continued — and did so right through the accession to power of the British North Borneo company by royal charter in 1881, conversion of the territory to a British Crown colony in 1946, and its turnover to the government of Malaysia in 1963.

The fact that the rent is being paid even to this day — into an escrow bank account in Manila while the sultan's heirs fight over it — appears to be a strong legal argument in favor of the Philippines.

On the other hand, the Malaysians contend that Spain, as the colonial ruler of the Philippines, agreed with the British and Germans — who had trading interests in the area — in 1885 to recognize British sovereignty over North Borneo in exchange for British recognition of Spain's sovereignty over the Sulus.

The Malaysians also point out that a succeeding sultan on April 22, 1903, in a confirmatory deed relating to some islands off the coast, referred to the original document as a "cession," and to the "Government of British North Borneo."

They also contend that the Philippines, if it really

thought it owned North Borneo, could and should have raised the issue when it became independent in 1946.

The Filipino answer to this is simply that at a time when the government was faced with the difficult tasks of building a self-governing nation, repairing the war-ravaged economy, and then defeating a communist rebellion, it did not have time or energy to put forward this claim.

But whatever the legal issue involved, the over-weaning dispute concerns the fate of the half million people who live in Sabah, and the effect of the argument on the internal politics of both Malaysia and the Philippines.

Once raised, the claim took on a life of its own.

Filipino politicians and the violently nationalistic press of Manila hoped on it with fervor. Claims were made that a piece of soil had been sold illegally for a pittance, and demands that the government get it back at any cost were so strong that neither Mr. Macapagal nor his successor, President Ferdinand Marcos, has been able to let the issue drop.

Because Malaysia is a friend and ally, the Philippines has for the most part restrained its demand to a call for some sort of legal action to determine the territory's future.

Until this weekend, four basic solutions had been proposed at one time or another, all of which were rejected by Malaysia. The Filipinos asked:

To take the case to the International Court of Justice (World Court) at The Hague.

To take it to binding arbitration by an agreed third party.

To take it to the United Nations.

To hold a plebiscite in the territory and let the people decide.

The Malaysians object to all four of these proposals.

They say they cannot justify in the context of their internal politics, telling the people of Sabah that their future is up for decision by outsiders over whom they have no control or voice.

Nor could they afford to give in to demands for a plebiscite without risking the ruination of the political

base of Tunku Abdul Rahman's government.

Moreover, they say, to give Sabah in effect the right to vote on cession from Malaysia through a plebiscite would be impossible to justify under the Constitution and could lead to later demands from other wealthy states in the Federation for the same right.

Lastly comes the question of sovereignty. Malaysia is a sovereign nation and cannot be forced, short of war, to let another nation intervene in what it rightly considers its internal affairs.

The only proposal so far that seems to have the necessary elements for solving the problem is that for putting the question to the Sabah people without infringing on Malaysian sovereignty.

By asking Sabah whether it wants the case taken to the World Court, the government would not be permitting a vote on cession, but only a vote on whether to proceed with legal remedies. If the people of Sabah are content in Malaysia — and no one seriously questions that — they will vote no, end of dispute.

If they were to vote "yes," the government would still be able to fight the case through the World Court, and the preponderance of legal evidence does seem to be on Malaysia's side, lease money or no. In addition, Kuala Lumpur would have advance notice that Sabah is unhappy, and could do the necessary to right the situation.

The referendum should also satisfy the Filipinos, for even though they are nationalistic, no responsible person in that country would advocate taking in a territory against the wishes of the people who live there.

And by permitting the Filipino press to observe the referendum and see that it was fair, the Malaysians would be neutralizing the most vocal and troublesome power in the movement to regain Sabah. — *by U.P. International, June* 17, 1968.

■ A strong argument against the use of Tagalog (Pilipino) in Philippine Schools.

PILIPINO IN SCHOOLS

There are moves to make Pilipino the language of instruction in the first years of school. This is something that should not be done without concrete proof that our educational system will be improved. Some people mistake the waving of a flag with being right. Some people think that Pilipino, being something they have mastered in their political campaign speeches, is therefore a language truly broad and communicative; but the blunt truth is that it is not breadth they reveal but their limited brain size. Their use of a language rotates on small talk. The fact remains, if only we are allowed to see, hear and reason above the blare of the national anthem played by compulsion over loudspeakers, that Pilipino is much too parochial a language. When it comes to the mere fundamentals and beginnings of such diverse subjects as art, science, philosophy, economics, and so on, its vocabulary is much too inadequate. Our nationalists and our Pilipino exponents will resent this statement, but there nevertheless remains the incontrovertible fact. The proof of the pudding is in the eating, and we have yet to see Pilipino used as a vehicle to express excitingly new ideas, highly technical innovations, or rich, imaginative literature. No significant work in Pilipino has yet been written and published in any field of learning.

At present there are studies existing to prove that even the use of the vernacular of the community where the school is in the first years of schooling has not advanced the learning capabilities of students as compared (in pilot studies in the same area) to students who learned English as a medium of instruction right from the start. It is difficult to talk about the effects of English as a medium of instruction in schools on the nation without defi-

nite specific studies, sociological and psychological. But there are nations extremely nationalistic such as Switzerland and Mexico, where a non-indigenous language has become the national tongue. One can hardly say that Jose Rizal was less nationalistic and less expressive in his "Ultimo Adios" simply because he chose his last words in Spanish.

What should be changed, to our mind, are the books in English used in many schools. Even if the medium is English, it would be best that these primers be written by Filipinos, reflecting Filipino values and ideas. It is in this area where change and improvement is needed. Confusing un-Filipino values such as love for winter's snow or Western consumer goods, could be responsible for our so-called "blue-seal mentality." English could be more meaningful if our primary textbooks were written by Filipino writers and educators. — *By Alfredo Roces in Manila Times, June* 18, 1968.

■ This interesting and sound article in favor of the use of English in the higher schools in the Philippines deserves the attention of educators and leaders.

A BRIEF FOR ENGLISH IN PHILIPPINE EDUCATION

Let us assume for the sake of argument that Pilipino can be an effective medium of instruction for high school and college; the next question is: "Who are the great scholars who are going to translate all the great classics and all the technical books into Pilipino?" We already stated that the INL couldn't even translate the instruction on how to plant seedless watermelons. Only recently Mr. Romeo Vertutio translated Dr. Zhivago into Tagalog. This is a very commendable task. But let us not kid ourselves. Vertutio's translation is not genuine. Why? Because he translated the English version of Zhivago. So it is actually a translation of a translation. Translation, they say, is treason. So to translate from a translation is compounding a felony. The same is true of Rufino Alejandro's Rubaiyat of Omar Khayyam. It was not translated from the original Persian, but from the English translation of Fitzgerald. The Tagalog version of the Bible was also executed in the same way — not from the original Hebrew and Greek, but from an English translation.

What about science? Our educational authorities since time immemorable have been highly concerned with the population explosion problem. Now we have another explosion — the information explosion. It is no longer valid to simply say that we live in the Atomic Age. For we also live in the Cybernetic Age, the Space Age, and the DNA Age. Of all the scientists that existed since Man began, 90 per cent are alive today! The other ten per cent are spread back as far as 100,000 years. The great achievements of science were made in the

past 50 years — notably during the past 20. Scientific knowledge is doubling every 10 years! One half of the vocabulary of all advanced languages consist of scientific terms. There are no less than 70,000 scholarly journals published regularly! If placed on top of one another, it would be 500 meters high. Russia has had to employ 26,000 translators just to keep up with American research.

The Lupon sa Agham (Committee on Science) has reportedly completed a 6,000-word "English-Pilipino Integrated Science Vocabulary" — but even this is a mere drop in the bucket. Not to mention the fact that compiling words is one thing. Getting them accepted and understood is another. And the real question is: Can they ever hope to cope with the tremendous amount of translation that would be necessary? We will repeat: Scientific knowledge is doubling every decade! By the time a translator has finished a book, it may be obsolete.

In this aspect, we Filipinos are fortunate because we have the English language already established as our medium of instruction. The Philippines today is either the third or fourth largest English-speaking nation in the world. Next to Chinese, English is the most spoken language on earth. But Chinese is concentrated only in Eastern Asia. English is spoken all over the globe. It is in fact the closest thing to an international language that the world has ever known. English today is the leading scientific tongue. Even the Japanese scientists who traditionally had employed German as a medical language are now substituting it with English. Are we going to forego this tremendous advantage? And if so, what advantage would we get? It seems to us that a shift from English to Pilipino in our school system would be the greatest leap backward that we could make. It would be tantamount to committing national suicide because it has been already established that an economically underdeveloped country is nothing else but a scientifically underdeveloped nation. — *By Alejandro Roces in Sunday Chronicle, June* 16, 1968.

■ This article provides a better understanding of the teaching of general education and its advantages than many superficial statements on the subject.

GENERAL EDUCATION – A NEW DIRECTION

It has always puzzled me to try to understand our academic mentality. Ideally, we agree that general and special education should supplement each other. Practically, we find ourselves in verbal conflict, in which general education usually comes out second-best. Tradition is not on its side, nor is prestige. Today a teacher's value is too often measured by the number of grants he brings to the institution and the smallness of the time he devotes to teaching.

Certainly general education must take some of the responsibility for its present uneasy position. We have put things together in a kind of crazy quilt fashion. We have denounced survey courses as superficial but in effect have gone right on using them. We have set up thousands of high-sounding objectives for our courses while paying little or no attention to the real residues the student may carry away from them. Frightened by the bogy of standards, we have made our courses difficult instead of challenging and interesting. Like the rest of higher education, we have spoonfed our students with well organized lectures, controlled their supposedly immature minds in class discussion, and give them little or no chance to discover the joy of learning for themselves or creating vital ideas of their own. I am more convinced than ever that we can produce better learning by doing less so-called teaching.

As David Riesman puts it, "There is the paradoxical possibility that teachers are now too erudite and capable, for their students are given to feel that there is little left to discover for themselves... There is hardly any room in which students can outflank (their teachers) and gain the feeling of in-

dependence that comes in this way."

In the natural sciences, for example, the teachers have been too devoted to their subject matter to do a good job for the nonscientist. I have about come to the conclusion that this job in science for the non-scientist might be better done by a philosopher — or by a scientist-philosopher-historian team. Graduate preparation of all kinds of college teachers, narrowly specialized as it is, gets in our way and keeps us from breathing life and meaning into liberal education.

General education is not merely the victim of change; it is also the victim of its own blundering, philandering, and of its efforts to gain academic learning. But let us not overlook its successes. It has opened the doors to experimentation, to better ways of dealing with the vastness of accelerating knowledge, and to better teaching. It has produced many fine programs and kept hopes alive for reaching more vital goals.

It has by no means completed its mission, nor has it failed in its mission. Those who strangle it to provide more time for specialization are focusing merely on a brief moment of the present. Yes, we need technicians and specialists. We also need in these same human beings those who can see, think, and evaluate the possibilities of the future in terms of the swift-moving present. Our pressing problems are not technical; they are human.

When we are willing to take a close look at the needs of our college product, when we are willing to quit building curriculums for the convenience of faculties and turn our attention to the student — how he learns, and what we can do to help him help himself — when we recognize that we as teachers have only a humble place in the learning process as the starters and promoters of self-discovery and self-achievement, we will not need to worry longer about any conflict between breadth and depth. It will take care of itself. We can achieve this by doing less teaching, thus providing opportunity for more learning.

At this moment, one can see ahead only a hazy continuation of the present trend. There is only the mad drive for specialization and *more* education, whatever its nature. Continuing down this path indefinitely can lead only to debasing the academic currency.

General education needs to take a new direction. It has spent too much time revising and tinkering with curriculums and too little effort stimulating and inspiring students. Our curriculums must relate more closely to life, to change, and to students. I have said many times that general education curriculums should be torn up and thrown away every five years. Only in this way can they retain vitality.

We need to reduce and simplify our objectives and bring them closer to life. The student today is merely jumping through hoops to get that coveted degree. Yet we think we are providing him with an education. If it is true that students no longer trust anyone over 30, we need to take a long hard look at what is wrong with us and our system. They have good reason to distrust us.

We have long needed more meaningful preparation of college teahers, not only for general education but all fields. It is not enough today to be able to talk and to know one's subject well. This kind of handout teaching reaches the lowest level of efficiency if we are talking about real education.

Most desperately we need experimentation in new ways of teaching as reflected in student learning, which is, after all, the only reason for teaching. We need a few institutions willing to go all out in experimenting, with the focus on the learning-teaching process, in an honest and sustained effort to release all students from our present *stupid system of credit accounting* and the debased state of classroom-handout bondage. Student independene and freedom to learn, even if the process is slow and painful, must be the major objectives. I am convinced that there is private-venture capital available to any institutions willing to

strike out boldly in this direction.

It is time for this kind of experimentation on a major scale. *The place for it is in general education, where what we cover is of much less importance than what the student does with his own mind.* We have all the accessory apparatus for moving rapidly ahead, such as teaching machines, workbooks, textbooks, and audiovisual tapes to provide essential handout learning of facts. The teacher must be free for the critical job — to raise questions (but not to answer them), to guide, prod, lead, provoke, and counsel as needed.

This, is my judgment, is the essential direction general education must take — to lead the way up and out of an educational stalemate with massive efforts to blast a new road toward intellectual freedom. A former speech teacher, now an eminent statesman-leader, said recently: *"Most of all we need an education that will create the educated mind — not simply a repository of information and skills, but a source of creative skepticism, characterized by a willingness to challenge and be challenged... It means a fundamental improvement in the quality of our education."*

But there is no way to improve the quality of education without seeking new directions. We have come close to the end of conventional improvements — better lectures, better discussions, better textbooks, better facilities. *Experiment after experiment has shown us that students learn about the same amount of subject matter whether they are in large classes or small classes, lectures or discussions, before living teachers or viewing audiovisual tapes, before machines or using workbooks. We have juggled with such experiments long enough.*

We need a few courageous institutions willing to take this kind of risk, not to introduce safe independent honors programs for the selected few, but to go out for freedom from traition and bondage — for all. *Team teaching, with its strong counseling segment*

and its emphasis on the student, provides an ideal starting place.

The situation indicates the need for a sharp change in direction. Someone must make the change boldly; someone must support it generously; someone must produce this minor miracle quickly. The alternative for general education is gentle demise. The alternative for all of higher education is a half-life of useless residue. There is already a wide-open door — through well conceived existing programs of general education, and some willing leaders. — *By Sidney J. French in the Journal of General Education.*

LIFE WITHOUT PRINCIPLE

If I should sell both my forenoons and afternoons to society, as most appear to do, I am sure that, for me, there would be nothing left worth living for. I trust that I shall never thus sell my birthright for a mess of pottage. I wish to suggest that a man may be very industrious, and yet not spend his time well. There is no more fatal blunderer than he who consumes the greater part of his life getting his living. All great enterprises are self-supporting. The poet, for instance, must sustain his body by his poetry, as a steam planing-mill feeds its boilers with the shavings it makes. *You must get your living by loving.* But as it is said, of the merchants that ninety-seven in a hundred fail, so the life of men generally, tried by this standard, is a failure, and bankruptcy may be surely prophesied. — *Henry David Thoreau*

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