

RESULTS OF THE 1951 CONVENTION OF THE PPSTA REPRESENTATIVE ASSEMBLY

The 1951 Convention of the PPSTA Representative Assembly was fruitful of results. Its accomplishments include the following:

I. The discussions on various aspects of the community school were spirited. The delegates took up quite seriously the various aspects of the Convention theme: "a re-orientation in the educational effort." They were most anxious to clarify their thinking as regards the implementation of the community school idea. There were delegates who were not convinced that the alleged achievements of certain divisions in community school work had been accurately reported. Delegates assigned in divisions where the community school is being developed were very loud in their protestations against accusations of padding the reports on the achievements of their community schools. They insisted that the best way to find out the truth about these achievements is for the doubting "Thomases" to visit the divisions concerned. The following ideas came out of the discussions on the various topics scheduled for discussion:

1. *Organizing the Community for the Proper Implementation of the New Education*

1.1 Begin organization by gathering together some influential members of the community and consulting with them about the desirability of improving community living through community-school effort.

1.2 With this nucleus, hold frequent meetings of as large a portion of the community as possible. Stress the idea that if there are community problems, the people of the community, through their coordinated efforts, can help in the solution of problems. Develop leadership among the people themselves and open the eyes of the community to the desirability of getting together to solve common problems.

1.3 The initial leadership in organization is to be supplied by the school, but effort should be exerted toward gradually and steadily shifting the leadership upon the leading persons of the community. When effective organization has been attained, the school people should withdraw to the background and become sort of "men behind the scenes."

1.4 Begin organization with a small unit—the "purok" or the "zone." Gradually expand the organization until it embraces a large geographical area. Do not be too anxious to expand; strengthen the organization of the small unit first. The development of correct attitudes and the desire to cooperate is most important.

1.5 Do not dictate from above. Official dictum does not effect good organization. The desire to work out the community's own problems, once created, will propel the necessary enthusiasm and assiduousness. Organization cannot be effected through fiat.

1.6 The cooperation of all agencies that contribute toward the improvement of community living should be enlisted.

1.7 The pattern of community organization varies in different parts of the country. This should depend upon the idiosyncracies, resources, and peculiar genius of the locality.

1.8 Under appropriate and adequate guidance, pupils and students are potent agents in developing community enterprises for civic improvement.

1.9 Start with projects that are urgent and can benefit many people at the shortest time possible. It is not a good idea to attempt too many activities. Develop a few at a time, and make these good before attempting new ones.

1.10 Active participation of every member of the community will keep interest and enthusiasm high. No one should be a spectator; every one has some specific contribution to make toward improving community services.

1.11 Secure good cooperation through adequate public relations.

2. *What is Integration, and How Can It Be Most Effectively Used in the New Education?*

2.1 Integration is difficult to define because it has many aspects. There is the aspect of integrating the curriculum, the individual itself, the educational process, and the school-community relationship. The aim of integration is to produce socialized, well-rounded personalities. In integrating the learner, he must be regarded as an organismic being acting to and reacting with his environment. This principle is implemented through various unifying and dynamic processes. Learning is through unified subject matter. Compartmentalization of subject-matter is the opposite of integration.

2.2 One method of securing integration of the learner is to use a personalized rating card. The learner is made conscious of the fact that the school would like to have him develop himself into a "socially integrated personality" and achieve certain standards of performance which are indicated on the card. His achievement includes satisfactory performance in learning certain subject-matter essentials, in developing desirable attitudes and habits, and in active participation in school and community activities. The learner is rated on observable conduct. The report card is periodically taken up with parents, who are thus appraised of the manner in which the learner is developing and "growing." An example of the personalized report card was furnished the delegates by the Philippine Normal College.

2.3 Integration is nothing new. It simply means that we should do better what we have been doing before, only that we should make greater use in our teaching of the needs and interests of the learner in his community setting. No learning takes place if the efforts of the school and community do not result in desirable changes taking place in the life of the learner and of the community in which he lives. The development of the socialized personality, the integrated individual, is the supreme aim of education. Functional education rather than storing up of knowledge is the subject-matter and the method of the New Education.

2.4 "Is this that I am teaching to the learner something of practical value to him as he matures into adulthood?" This is the criterion for the choice

of subject-matter. "Is the child or youth learning in such a way that he forms the right attitudes, skills, and better ways of living?" That is the yardstick for determining correct methods of teaching. Forget the word "integration" if the concept merely results in making learning and teaching a vast confusion. Go slow about integration. A thorough study of all its aspects is necessary before a school plunges headlong into it.

2.5 Technical aspects of evaluating the learner's growth and development are far less important than the matter of enabling him to develop into a well-rounded personality.

2.6 There are essentials of knowledge that must be acquired by the learner. The use of drill devices is not tabooed by the New Education. These essentials are found in the courses of study and in the list of specific objectives, but all the time the teacher should herself determine if these contribute toward integrated personality. If not, they should not be taught.

3. *Evaluation and the New Education*

3.1 The results of teaching are good or bad depending upon the way the learner is developing and growing, and whether or not education effects desirable changes in the life of the individual and of the community in which he lives. There are techniques of quantitatively evaluating the results of education, but these should be studied very carefully before they are used. Measuring devices produced in the United States have to be adapted to Philippine conditions and needs.

3.2 The use of the personalized report card (already discussed in a foregoing paragraph) is a valuable help in evaluating the results of teaching in the New Education. A device for rating community growth and development in accordance with the objectives set by and for the community is being worked out in the Division of Bataan.

3.3 In evaluating the work of community schools it is important to remember that not everything that has improved the community is due to the community school. There are other agencies and other factors that may have secured the desired improvement. These should be credited correctly. Claims for achievement can be easily exaggerated if we fail to consider the actual starting point of community-school endeavours.

4. *Teachers' Competencies for Community Schools*

4.1 The Philippine Normal College plans to improve the present system of cadet-teacher training. The cadet teacher is to be assigned to a school in the division where he is expected to teach to help orient fellow teachers in the New Education and to learn how the Community School works where this set-up already obtains. Where the Community School idea has not yet been implemented, how can the teacher who is not trained in the New Education help the cadet teacher who, in the Philippine Normal College, has been imbued with the principles of the Community School? The resource persons indicated that there are always teachers in every division who are "progressive" enough to know what the New Education is all about, even if the school actually does not yet fully implement the Community School.

4.2 Other principles on the competencies of teachers in community schools are very well discussed in the March (1951) issue of the *Philippine Educator*.

Readers are requested to refer to the article on the same subject written by Mr. Jesus I. Martinez, who served as resource person on the topic during the discussions in the Convention.

5. *How Administrators and Supervisors Help Vitalize the Community School*

5.1 School people should not assume the attitude of defeatism with respect to the implementation of the community school. If enthusiasm is somewhat lacking in the beginning, it might be well to find out why that is so. It is perhaps due to the fact that big projects were initiated which were far beyond the capabilities of the community to undertake. It is well to start with modest projects that can be carried on without extra financial burden on the part of the people. Community enterprises should start from simple projects; later on more complicated projects may be undertaken.

5.2 Do not say that a certain project will fail without first trying it out. A thorough study of enlisting cooperative endeavour and of securing the enthusiasm of the people to improve themselves should first be undertaken. Give the project a trial; do the best you can to arouse community interest; effect a favorable attitude for the new idea among all people concerned; and you will have done well.

5.3 No organization by fiat or directives. The desire to improve community living should be motivated so carefully that the people themselves will come to feel the need and the desire to work on mutual problems.

5.4 Administrators and supervisors are to be considered consultants and advisers, not directors or overseers. The old-fashioned manner of checking and rechecking "requirements" (what the Monroe survey called "instructional accounting") should be dispensed with. In its place should be substituted an attitude of sympathetic understanding of the work of the teacher, of a desire to guide and to help. The new leadership is to be broadminded, democratic, and human. It should show the *why* and the *how*, but it should capitalize the innate qualities and resources of the teachers and utilize the creative abilities of all concerned.

6. *What Has Been Achieved so Far in the Blue-print of the Community School Project?*

6.1 Reference was made to the July issue of the *Philippine Educator* which contained reports of actual achievements in community school work in some one dozen provinces. Some delegates questioned some of the claims that have been made in the matter of achievements. Delegates actually assigned to the provinces where the community school is being implemented were vehement in their protestations. (See the introductory paragraph of this report.)

6.2 Very few teachers would be in a position to do any work in connection with integration. Integration need not be plunged into without previous study and experimentation. Integration is not necessarily a part and parcel of the community school scheme.

6.3 "Study and experiment" was developed as the watchword. There shall be no plunging headlong into untried schemes.

6.4 The practices in America need not be adopted wholesale in the Philippines because conditions here are different. The best thing to do is to have an open mind and to experiment on the new ideas to find out if they work. Many

teachers everywhere are capable of conducting experiments and studies on how to do better what they are already doing, and especially on how to make the schools help improve community services for better living.

6.5 What is the blue-print for every community? There is no standardized plan or program. Every community has its own problems and should study how best to meet the local needs and solve local problems.

6.6 What success has been achieved by the "cartilla" method of teaching the vernacular? Evidence seems to show that the pupils learn more and become more socially articulate through the use of the dialect as medium of instruction. The "cartilla" method does not seem to be the important thing; what is important is to make the learner literate in his own native language. There seems to be no scientific evidence to show that the "cartilla" method (the syllabic method) is superior to the present more psychological methods of teaching reading in English. II. Changes made in the organization and in the regulations of the PPSTA.

1. The proposed departmentalization of the PPSTA as approved in the 1949 Convention was held in abeyance in this sense: That as fast as "departments" organize themselves effectively in order to attain official personality, they may apply to the Board of Directors for affiliation and their respective presidents automatically become members of the Board. Whenever a Department has been thus approved for affiliation, the number of elective Board members is reduced by one in the next succeeding election by the Representative Assembly. Not more than six such departments shall be organized and approved for affiliation, there being only nine Board members, three of whom shall indefinitely be elected at large, to wit: the President, the Vice-President, and the Auditor. The number of Board members may be increased by action of the Representative Assembly, if such action should become necessary to accommodate other departments (other than the first six to be approved for affiliation) which seek affiliation.

2. As a result of the organization thus approved, it was decided that of the six non-officer members of the Board, one should be a superintendent, two should be supervisors or principals, and three should be classroom teachers. The election that took place resulted in the following membership of the Board: four superintendents, two supervisors and principals, and three classroom teachers. Three of the superintendents are the President, the Vice-President, and the Auditor. The fourth is a member of the Board. Thus the "democratic" organization contemplated through the proposed departmentalization has been realized.

3. The plan to finance the construction of the PPSTA building was approved. The Representative Assembly approved a motion to raise ₱400,000 for the purpose. The various division associations are to be assigned quotas on the basis of ₱5.00 per teacher, which quota could be raised in any legal manner approved by the division association. Individual teachers who subscribe for the ₱5.00 quota would be considered as investors and not as contributors, that is, the quota is a share, not a contribution.

4. The matter of establishing a Mutual Loan and Savings Association and a Sickness-Aid System proposed by the Executive Secretary-Treasurer (see pages 61 and 62 of the July issue of the *Philippine Educator*) was approved in principle by the Representative Assembly. The PPSTA Board of Directors should study the feasibility of establishing these two systems, and if they find that it would be

expedient and if it be profitable to the members and to the Association to organize them, the matter should be submitted to a vote by the different division teachers associations. A vote of 3/4 of the associations would indicate an approval of the projects.

5. The Representative Assembly approved to make the members of the PPSTA Office force eligible for membership in the PPSTA, subject to the usual regulations that bind teacher-members.

6. The Representative Assembly voted the sum of P2,000 from the Mutual Aid Fund for helping teacher confined in various sanitarium and hospitals.

7. By a vote of 27 to 26, the Representative Assembly voted to hold the next PPSTA Convention at Cebu City.

8. The Representative Assembly approved a motion to make members of the PPSTA Office force insurable under the same arrangements as the teaching personnel of the public schools. Whatever insurance benefits would be available to public school teachers would also be made available to the members of the PPSTA Office force.

9. The Representative Assembly approved the following resolutions:

9.1 To recommend to the President the approval of the Calo Retirement bill. (Dr. Salvosa of the GSIS had previously informed the delegates of the most important provisions of the bill.)

9.2 To request the President of the Philippines to cause the facilitation of the issuance of backpay certificates and insurance policies.

9.3 To request government bureaus and other government agencies to cooperate with the schools in the development of the community school and the improvement of services to the community.

9.4 To request the President of the Philippines to approve the restoration of abolished salary items and positions in the Bureau of Public Schools, as a result of the promulgation Order No. 392.

9.5 To request the President of the Philippines to approve the budget, which provides, among other things, for an amount that would make possible salary adjustments beginning with the school year 1949-50, in accordance with Act. 312.

9.6 To thank Governor Halili of Bulacan for his donation of Mission beverages to the Convention.

9.7 To thank the Honorable Teodoro Evangelista, Senator Esteban R. Abada, Senator Camilo Osias, Senator Geronima T. Pecson, Congressman Manuel T. Cases, and Director Benito Pañgilingan for addressing the Convention.

9.8 To thank the principal of Gomez Elementary School and his associates and colleagues for the use of the building for Convention purposes, and for the facilities provided therefor.

9.9 To request the Congress to modify Act No. 304 so as to make it possible for teacher-guerrillas to receive backpay from both the United States government and the Philippine Government.

9.10 To thank the administration for efforts exerted in the early part of the school year to make funds available for the payment of the salaries of teachers, which were delayed for a few months.

9.11 To express confidence in and loyalty to the present administration for having done its best to provide for the schools and to improve teachers' welfare.

9.12 To thank the press for publicity regarding the PPSTA Convention.

9.13 To express a vote of confidence in the Executive Secretary-Treasurer and to congratulate the PPSTA staff for its good work.

9.13 To express a vote of thanks to Town-Hall Philippines for the luncheon-meeting on Saturday which was held to discuss how the community schools and the Barrio-Town-Meeting could work together.

9.15 To thank the Traffic Division of the Manila Police Department for giving the Conventionists right of way to the Astoria restaurant and return, and for providing them with motorcycle escorts.

III. How did the delegates appraise the Convention arrangements and proceedings?

1. Are you satisfied with the kind and amount of publicity that has been given to the Convention? "Satisfactory." There were suggestions to publicize the PPSTA "now and then."

2. What criticisms can you make as regards the selection of topics for discussions? "Excellent; they were timely. Next time ask the field to offer suggestions for topics."

3. Do you believe that the discussions have been fruitful and that you profited materially from participation in or listening to the discussions? "Yes, to a large degree. Some delegates talked too long. Time for discussion was not enough. Some of the higher-bracket delegates tended to monopolize the discussions."

4. What do you think of the idea of providing resource materials as has been done in this Convention? "Excellent idea. Should be continued in future conventions."

5. What do you think of the manner the discussions have been carried on? Are there any undemocratic aspects of the discussions? "Generally democratic. Some of the presiding officers were arbitrary, however. Some of the higher-bracket delegates monopolized the discussions. There was much goodwill in the discussions."

6. Do you have the feeling that the PPSTA is amply contributing its share toward disseminating and encouraging democratic practices, as indicated in the manner the Convention was conducted? "The PPSTA is doing its best. Next time chairmen should be designated from among the lower-bracket delegates."

7. Has there been enough provision for social activities? "Not adequate enough. How about sightseeing, say, in places where community projects are

being worked out? (Not enough time—EST) Let us have more socials next time; also moving pictures.”

8. Has there been a fairly wide distribution of responsibilities so that the management of the Convention has been shared by as many people as possible? “Not adequately distributed. Each and every delegate should have some kind of responsibility, so that delegates attend the Convention not as mere listeners.”

9. Do you believe that the expense involved in conducting the Convention was justified (about ₱3,000)? “Yes, even more.”

10. What deficiencies and inadequacies did you note as to facilities, conveniences, planning, etc.? “The Convention hall was an oven; not enough ventilation facilities were provided. Election arrangements not very efficient. Too much disorder in the distribution of ballots and in the nomination of candidates.”

11. Any commendations and recommendations? “The PPSTA Office force was terrifically efficient. More power to them. Good planning by the Board. Arrangements should have been made with summer schools so that the delegates could be excused from their classes. We learned more in attending the Convention than from some of our classes. The daily ‘Flashes’ were excellent. Entertainment was satisfactory. If there are adverse criticisms, that is inevitable. Not everyone can be pleased. Keep on!”

—oOo—

Gould

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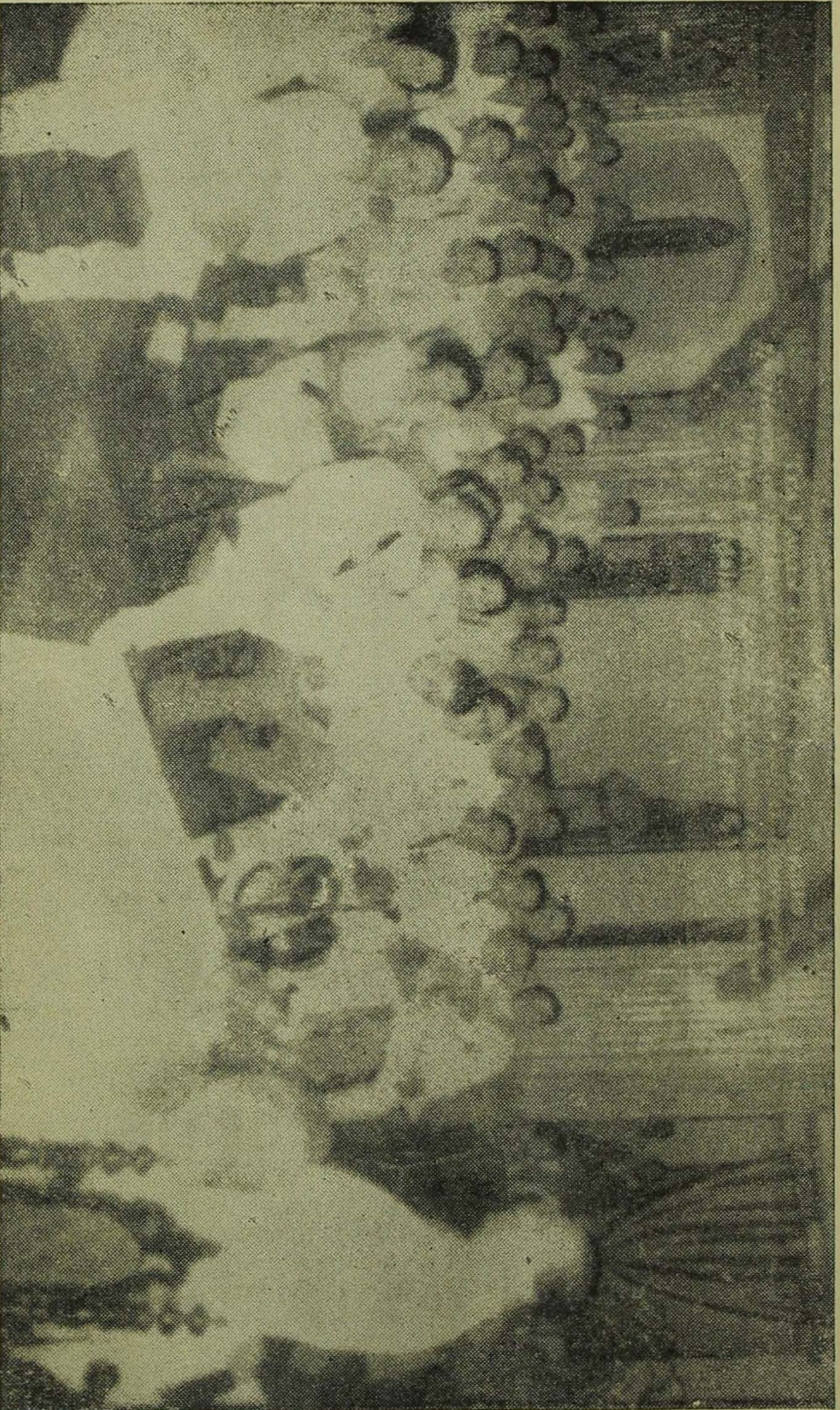
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